

Professional Learning Team Cycle Planning Guide

Professional Learning Cycle Goals:		Mid-Cycle Formative Benchmarks:		End of Cycle Summative Benchmarks:	
Session 1 (Date)		Session 2 (Date)		Session 3 (Date)	
Session Goals	Bridge to Practice for Week	Session Goals	Bridge to Practice for Week	Session Goals	Bridge to Practice for Week
Evidence to bring back for next PL Session:		Evidence to bring back for next PL Session:		Evidence to bring back for next PL Session:	
Teacher:	Student:	Teacher:	Student:	Teacher:	Student:
Session 4 (Date)		Session 5 (Date)			
Session Goals	Bridge to Practice for Week	Session Goals	Bridge to Practice for Week	Session Goals	Bridge to Practice for Week
Evidence to bring back for next PL Session:		Evidence to bring back for next PL Session:		Evidence to bring back for next PL Session:	
Teacher:	Student:	Teacher:	Student:	Teacher:	Student:

Professional Learning Team (PL Team)

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This is a sample of how a team of teachers might integrate inter-visitations into a Professional Learning cycle. The teachers began by identifying a shared professional goal, then chose new strategies, tried them, observed each other, and reflected on the strategies' impact on student learning. All goals and benchmarks were created together by team at the cycle's start; the practices and evidence in italics were the specific next steps of one teacher as the cycle progressed.

Professional Learning Cycle Goals:		Mid-Cycle Formative Benchmarks:		End of Cycle Summative Benchmarks:							
<ul style="list-style-type: none"> To identify and integrate instructional strategies in our practice that both support and cognitively engage English Language Learners To observe colleagues in order to learn new instructional approaches and provide reciprocal feedback on our practice 						<ul style="list-style-type: none"> Incorporate two new engagement strategies targeting ELLs 					
Session 1 (Week of 10/27) Bridge to Practice for Week		Using the "Compliant or Engaged Learning" chart, discuss to what extent our ELL students are compliant or engaged, and how we are creating opportunities to engage them.		Plan for inter-visitations.		Student: Sample ELL reflection on student work					
Session 2 (Week of 11/3) Bridge to Practice for Week		Engage in paired reciprocal peer mentoring inter-visitations to observe engagement of students, especially ELLs (including pre-visit and post-visit conversation).		Share inter-visitations & Lesaux's article on how morphology instruction supports Ms. Joules' strategy for morphology-based instruction.		Student: Exit Ticket reflection on impact of new group structure					
Session 3 (Week of 11/10) Bridge to Practice for Week		Incorporate morphemes into vocabulary instruction		Read and discuss Kieffer & Lesaux's article on how morphology instruction supports ELLs. Ms. Joules presents her strategy for morphology-based instruction.		Student: Completed morpheme graphic organizers					
Session 4 (Week of 11/17) Bridge to Practice for Week		Engage in reciprocal peer mentoring with a different colleague to observe engagement of students, especially ELLs (including pre-visit meeting, classroom visit and post-visit conversation).		Inter-visitations with peers in home language prior to whole class discussion		Student: Responses to questions					
Session 5 (Week of 11/24) Bridge to Practice for Week		Look at collected student work, and reflect on the most effective strategies from the cycle.		Draft a professional learning session to share best practices with grade teams.		Student: Plan for PL session					