

Powerful Teaching and Learning STAR Learning Walks

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BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

Agenda

- Brief review of the context for Instructional Leadership
- STAR Framework for Powerful Teaching and Learning
- STAR Leadership Learning Walks

Goal

- Learn how to lead STAR Leadership Learning Walks

Powerful Teaching and Learning

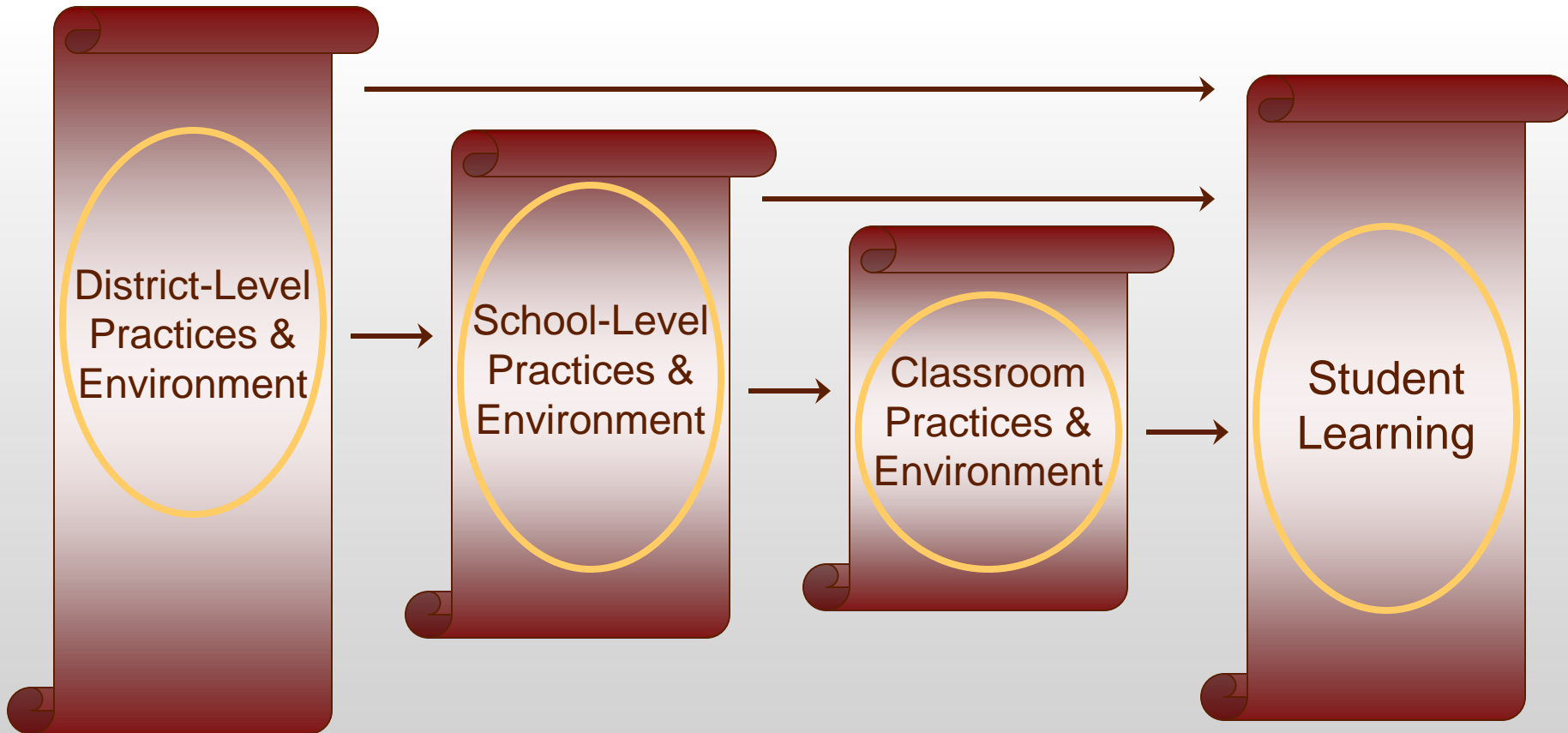
SEE

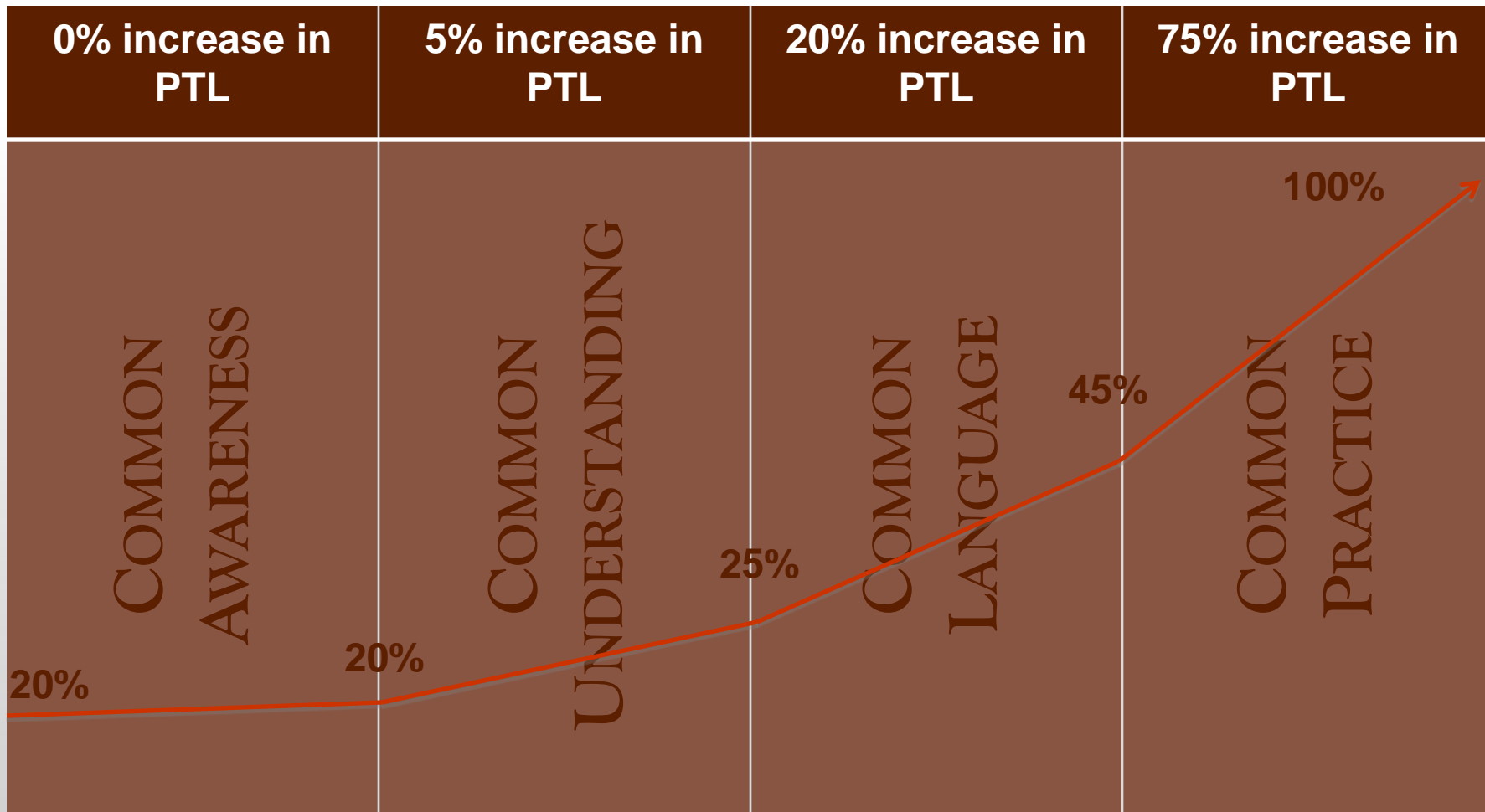
TALK

APPLY

REFLECT

Theory of Change





STAR Learning Walks

What are some reasons
to do a Learning
Walk/Walk Through?

STAR Learning Walks

What does thinking look like:
What is the teacher doing?
What are the students doing?
What does it look and sound
like?

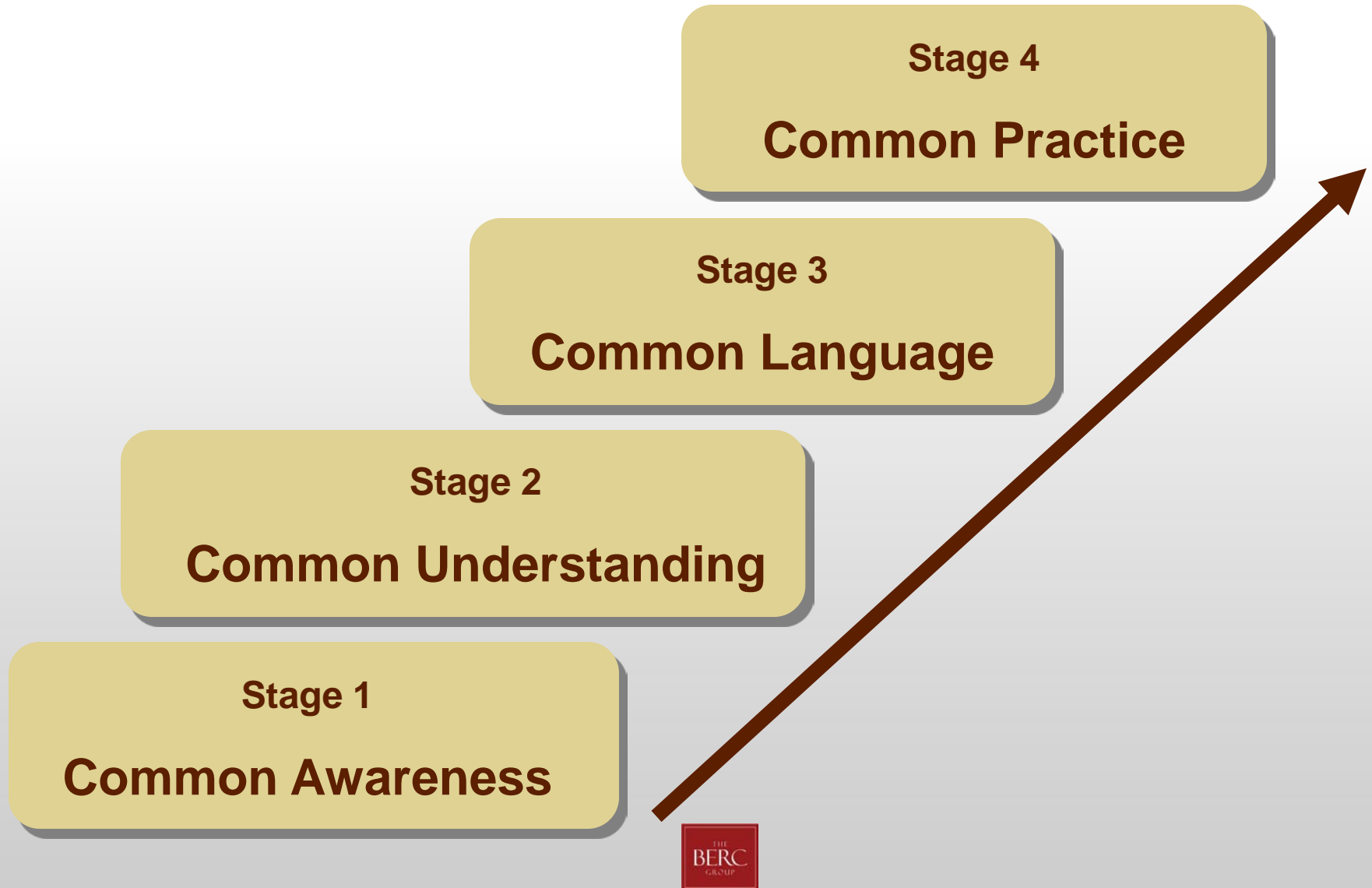
Repeat after me...

I am not trying to determine whether the teacher is doing a good job; and I am not trying to determine whether it was a good lesson. I am trying to determine if I see Powerful Teaching and Learning in the area of thinking.

What's It Going to Take?

- As instructional leaders, we need to understand what effective instruction looks like
- As instructional leaders, we must model the change we want to see in the classroom
- As instructional leaders, we must provide opportunities for teachers to
 - **See**
 - **Talk**
 - **Apply**
 - **Reflect**

PTL Developmental Process



Question

Am I trying to learn about what PTL looks like or am I trying to decide whether the teacher is doing a good job?

What did you see?

What patterns emerged?

What do students need?

What do teachers need to do?

What do teachers need from us?

Powerful Teaching and Learning Support

Common Awareness (Stage 1)

Common Understanding (Stage 2)

Teachers	Leadership Team
Powerful Teaching and Learning	Powerful Teaching and Learning
STAR Protocol & Process	STAR Learning Walks
3 observations in a day	15-20 observations in a day
30 minute observations	8 - 10 minute observations
Volunteer (host) classrooms - start off campus	All classrooms on campus included
Look for a number of possible manifestations of PTL	Look for focus areas (ie. clear objectives, thinking, etc)
Discuss and reflect for 45 minutes after each observation	Discuss and reflect after all observations
Intended for personal reflection (focus on observer)	Intended for whole-school reflection (focus on the observed)
Activity results in personal lesson planning	Activity results in professional development recommendations

Common Language (Stage 3)

Common Practice (Stage 4)

Increased Student Achievement

Instruction
Input



Curriculum
Input



Assessment
Output

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Pause & Reflect

What did I learn?

What are some of your
thoughts and/or questions
right now?