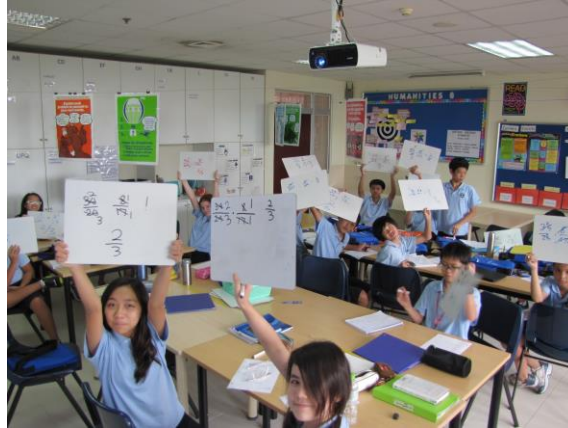
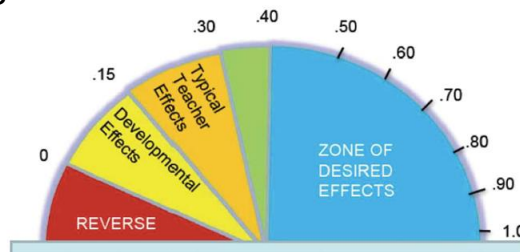


Reflective Learning Walks



Shared Instructional Leadership

- John Hattie's *Barometer of Influence* helps educators understand which attributes of education have the greatest effect on student learning



Adapted from *Visible Learning*, John Hattie, 2009

What Influences Student Learning?

- Specific dimensions of leadership that have the greatest effect on student learning are:
 - promoting and participating in professional learning (d = .91)
 - establishing classroom goals and expectations (d = .54)
 - strategic resource alignment to instructional focus and classroom goals (d = .60)
 - observing student learning through classroom visitations with timely and ongoing reflecting (d = .75)

Adapted from Visible Learning, John Hattie, 2009

Identifying a Focus

- Great First Instruction (GFI)
 - Lesson Preparation
 - Instructional Strategies
 - Interaction
 - Review and Assessment

Reflective Learning Walks

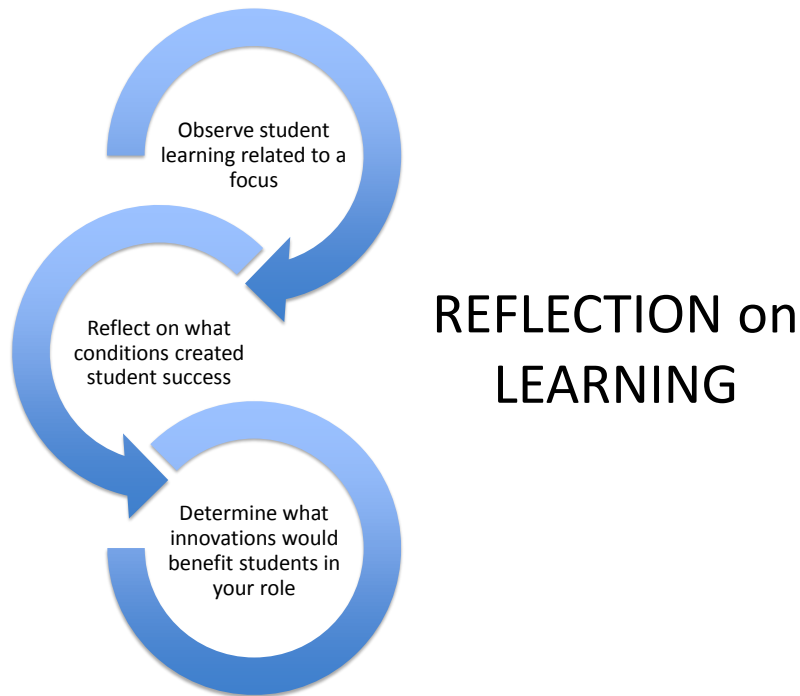
What They Are:

- Reflective Learning Walks are scheduled walk-through opportunities where educators conduct brief classroom visits to observe student learning related to an agreed upon focus area/ goal.
- Educators calibrate their understanding related to the focus area/goal, observe student learning, discuss evidence of student success related to the focus area/ goal, reflect on instructional practice, and provide transparent feedback to all stakeholders.

Reflective Learning Walks

What They Are NOT:

- Reflective Learning Walks are not an opportunity for educators to evaluate teachers on their teaching or to evaluate principals on the quality of their school.
- They are not a time to collect data related to a checklist or rubric. Data is not collected and housed in a post-observation report.



Next Steps



- 2017-2018 – training and norming with site and district administration
- 2018 – Evaluate feasibility and potential professional learning opportunities for teachers. Develop sustainability plan for administration and roll-out for teachers.