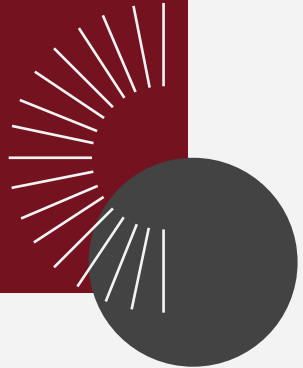
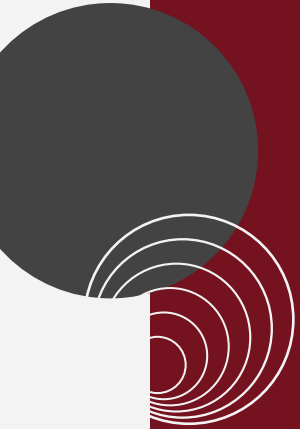




Deprivatizing Practice to Build Collective Efficacy: Leveraging Learning Walks for Sustainable Leadership and Teaching

Natomas Charter School - Star Academy
May 8, 2026



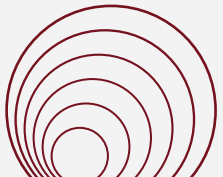
Welcome & Introductions!



Laura Bariel
Teaching and Learning Director
Natomas Charter School



Diana Wilson
Principal, Star Academy
Natomas Charter School



Session Overview

This session highlights how our school implemented Learning Walks grounded in Visible Learning research to deprivatize classroom practice, strengthen instructional skill sets, and build collective teacher efficacy.

Participants will explore a replicable model that increases teacher confidence, capacity, and long-term sustainability in both teaching and leadership roles.



Objectives

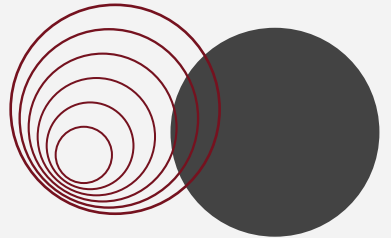
- Understand the research behind Learning Walks and their connection to collective efficacy
- Identify structures that support deprivatizing classroom practice
- Analyze key components of an effective Learning Walk system
- Access to resources used for Learning Walks as a framework
- Reflect on how this work supports teacher retention and sustainable leadership





The "Why"

Framing the Work





Excelling Together

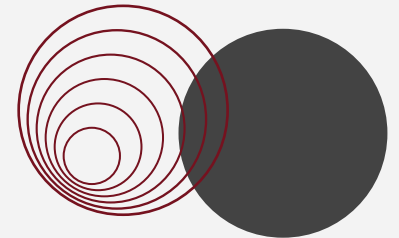
Every Educator.

Every Student.

Every Day.



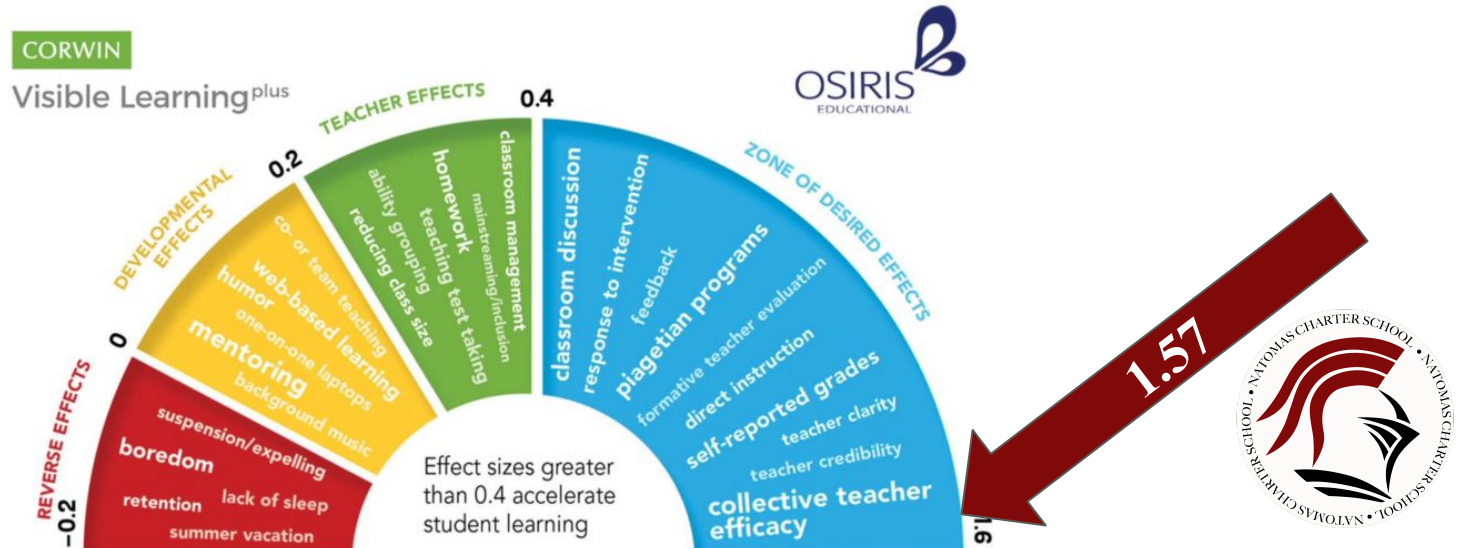
#weareNCS



Visible Learning- Collective Efficacy

Consistently ranked as a top predictor of student achievement.

Leads to dramatic gains equivalent to more than three years of growth in a single year.





Our Challenge & Opportunity

The Challenge

Isolation in teaching practice and high variability in instruction across classrooms.

The Opportunity

Moving from individual excellence to collective efficacy for shared success.

Research Connection

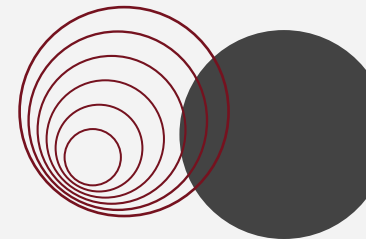
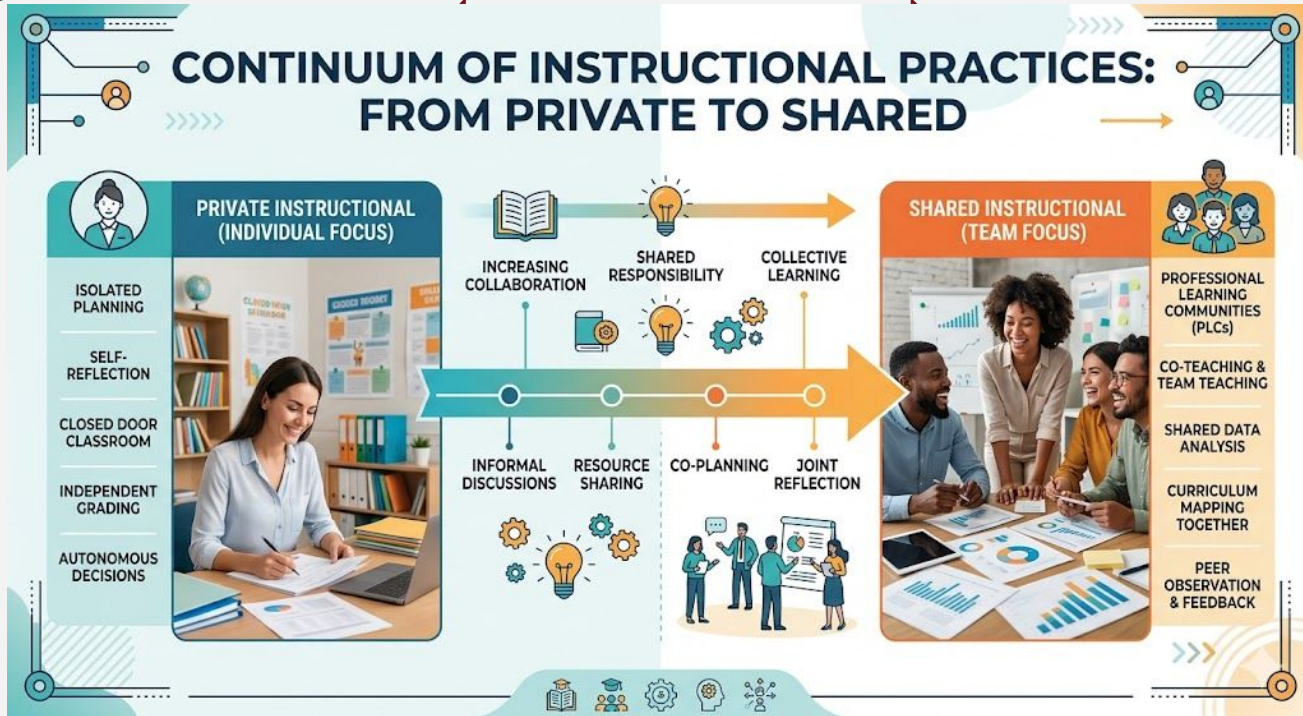
- John Hattie effect size research
- Collective Teacher Efficacy as a top impact on achievement

Sustainability Lens

- Teacher burnout vs. teacher empowerment
- Leadership through distributed expertise



Turn and Talk



Our Theory of Action

→ If we...

Open classroom doors
(deprivatize practice)

Provide structured
opportunities for
observation and
reflection

Anchor observations in a
shared framework



Then...

teacher confidence,
capacity, and skillsets will
increase

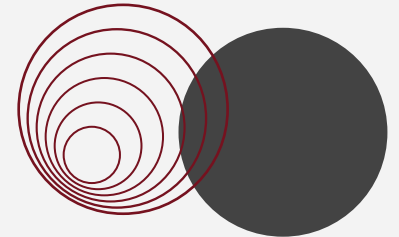
Collective Efficacy will
strengthen

Teacher and leadership
roles will become more
sustainable





Learning Walks Round One



What is a Learning Walk?



Collaborative Observation

Visit classrooms together to observe teaching and student learning patterns.



Instructional Focus

Look for instructional strategies and what students are doing, saying, and learning.



Non-Judgmental Growth

Avoid evaluation; this is a safe space for collaborative and non-evaluative learning.



Reflect & Apply

Debrief on key takeaways and apply effective strategies back in your own classroom.



Our Grouping- Vertical Cohorts



Learning Walk Groups & Schedules Star Academy 25-26

<p>September 4th 2nd Grade Teacher (2) 3rd Grade Teacher (3) 4th Grade Teacher (4) Instructional Coach Principal (Admin) Associate Principal (Admin)</p>	<p>September 11th 1st Grade Teacher (1) 5th Grade Teacher (5) 5th Grade Teacher (5) Instructional Coach Principal (Admin) Associate Principal (Admin)</p>	<p>September 15th K Teacher (K) 1st Grade Teacher (1) 3rd Grade Teacher (3) Education Specialist (SpEd) Instructional Coach Principal (Admin)</p>	<p>September 18th K Teacher (K) 4th Grade Teacher (4) 5th Grade Teacher (5) Instructional Coach Principal (Admin) School Counselor (Counseling)</p>
<p>September 25th K Teacher (K) 4th Grade Teacher (4) 1st Grade Teacher (1) 2nd Grade Teacher (2) Instructional Coach Principal (Admin)</p>	<p>October 2nd 3rd Grade Teacher (3) PE Teacher (PE) MAPA Teacher (MAPA) 2nd Grade Teacher (2) Instructional Coach Principal (Admin)</p>	<p>October 16th Art Teacher (Art) Library Teacher (Library) 2nd Grade Teacher (2) Counselor Intern Instructional Coach Principal (Admin) Superintendent (Admin)</p>	<p>November 17th TK Teacher (TK) K Teacher (K) 1st Grade Teacher (1) 3rd Grade Teacher (3) Education Specialist (SpEd) Instructional Coach Principal (Admin)</p>

Learning Walks Round One

Feedback to Teachers

Individual

Group



Finding the right fit

12

16

23

16

16 was the preferred number for round 1

Equity of time



Sitting vs standing



Interacting with students

Interacting with students



Teacher Observation



FEEDBACK FORM

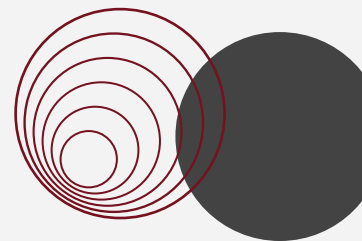




Turn and Talk



How might Learning Walks look at your site? What items might you need to consider?





Growth

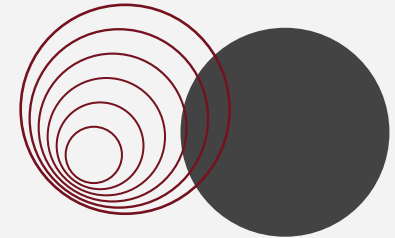


Collaboration



Insights

Effects of Learning Walks Round 1



INSPIRATION & STRATEGIES EVERYWHERE

1. DEEP INSTRUCTIONAL CONVERSATIONS & COLLABORATION



Teachers Continued having Deep Instructional Conversations and Collaboration

2. REFLECTION ON TEACHING



Reflection on Teaching

3. TEACHERS TRYING NEW STRATEGIES



Teachers Trying New Strategies

4. PRIDE IN SCHOOL & COLLECTIVE STRENGTH



Pride in school and collective strength

5. NEW CONNECTIONS ACROSS GRADE LEVELS

Connections with each other and establishing new relationships across grade levels



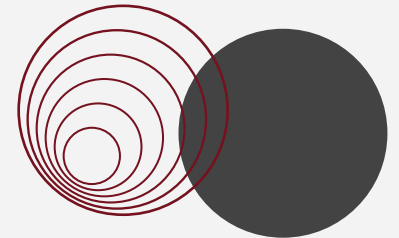
6. VALIDATING & FINDING NEW WAYS TO CONNECT DURING WALKS & AFTER

Validating and Teachers finding new ways to connect during learning walks and afterwards



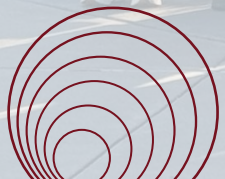


Staff Feedback in Preparation of Round 2

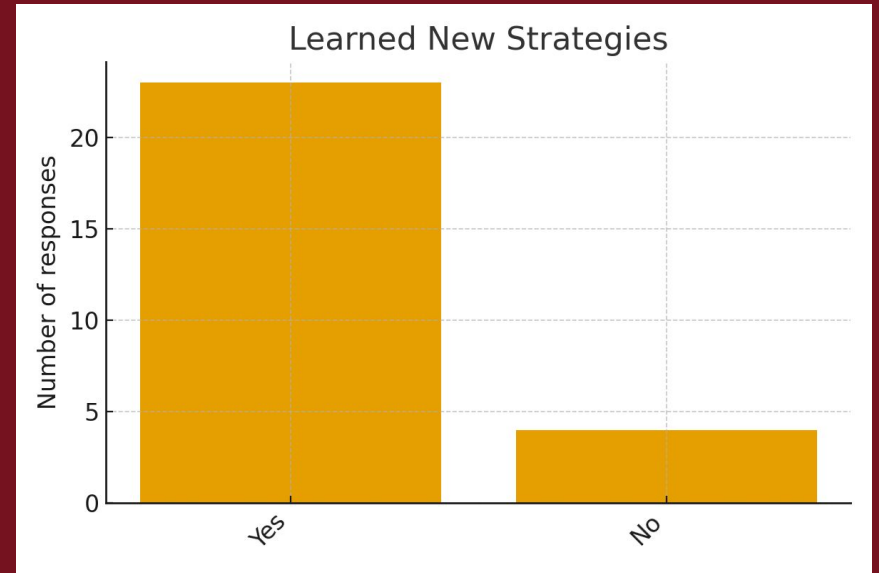
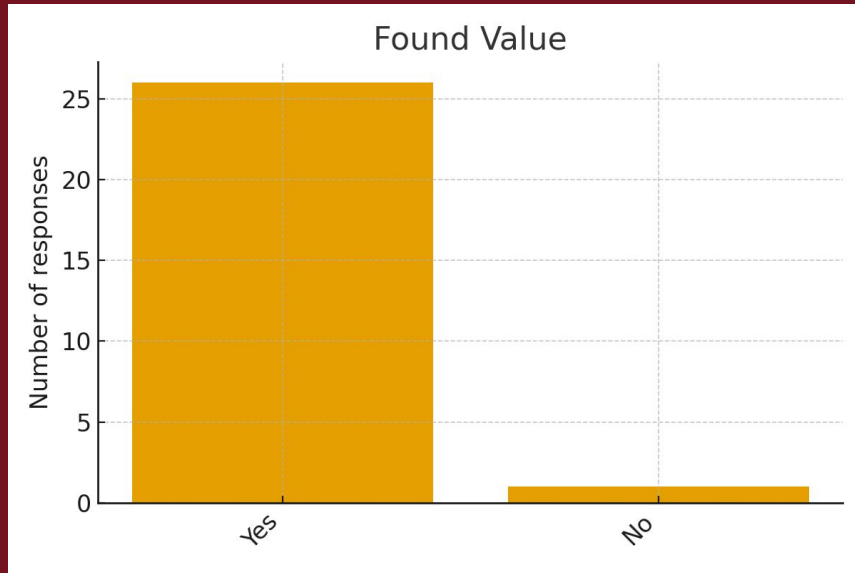


Feedback Structure

- **Teacher Survey to gather data**
- **Staff meeting to present feedback**
- **Discussion Rounds**
 - **Station 1: Purpose & Clarity**
 - **Station 2: Logistics & Scheduling**
 - **Station 3: Feedback & Follow-Up**
- **Consensus and Focus Areas for Round 2**



Staff Feedback



Learning Walks: Staff Feedback

1. Team Collaboration

Conduct Learning Walks with Grade Level Teams.



2. Deep Observation

Stay 30-45 mins per class to observe entire lessons.



4. Positive Feedback

Only give positive feedback during walk-throughs.



5. Sustainable Pace

Observe teachers less often to avoid survey fatigue.



3. Vertical Alignment

Observe one grade below and one grade above.



6. Logistics

Smaller groups and schedules provided more in advance.

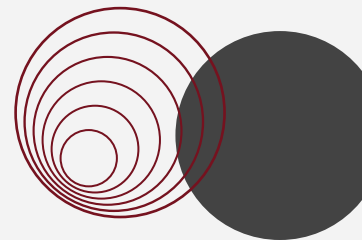




Turn and Talk

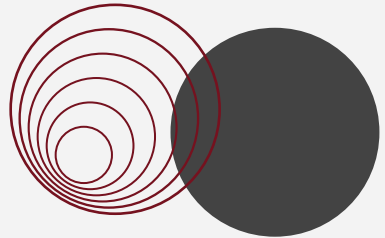


What are you wondering about the process? What questions do you have?





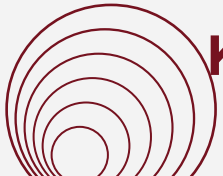
Learning Walks Round 2





Learning Walks - Round 2

- **Continued dialogue and discussions around high quality instructional practices**
- **Stronger connections with vertical teams since the focus was on one grade above and below**
- **Positivity and stronger relationships formed due to positive notes and feedback**
- **One very exciting element from our Kindergarten team....**



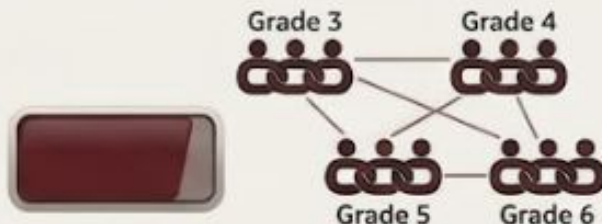
Learning Walk Outcomes



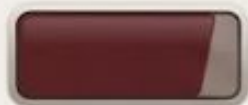
Cross Campus
Collaboration



Lesson Study



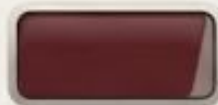
Teacher
connections across
grade levels



Principal is out in
classes



Teachers see others
teach



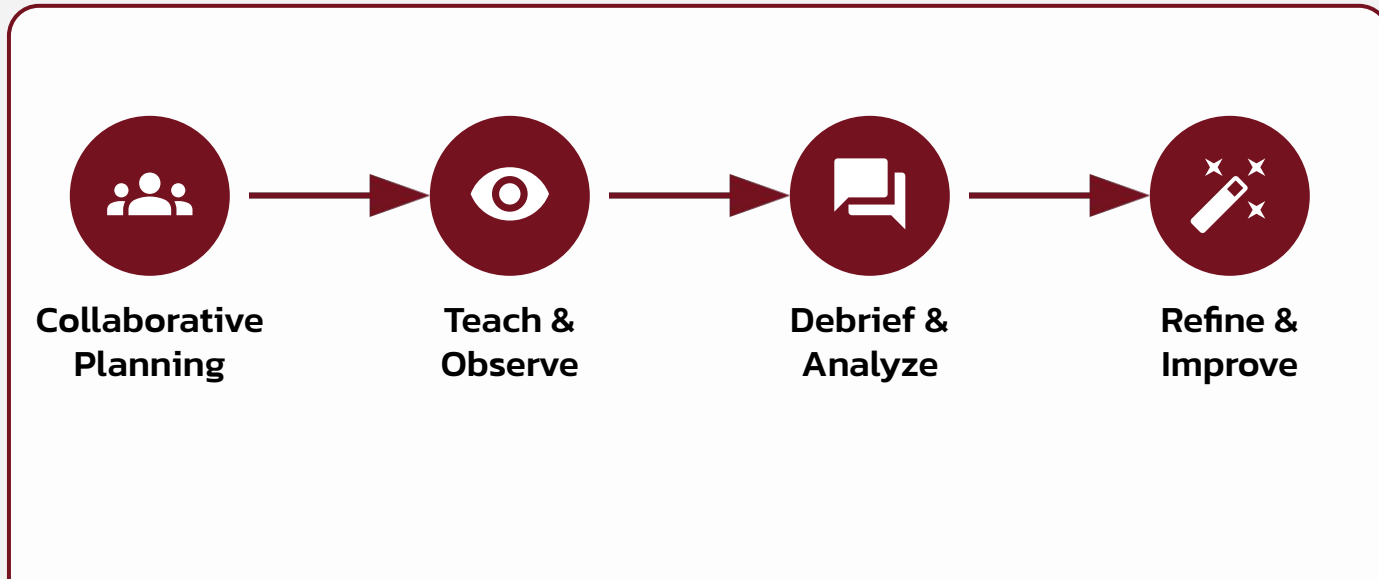
Small group
connection with
admin



Learning Walk Outcomes



Lesson Study



Lesson Study Process

- ★ Worked with Instructional Coach to Design and Plan the Common Lesson
- ★ Observed lead teacher teach the lesson
- ★ Other teachers in the room co-taught by working with small groups
- ★ Focused on student data from the lesson
- ★ Analyzed student work samples together
- ★ Compiled data for next steps



Star Academy TK and Kindergarten Team



Cross Campus Learning: 5th to 6th Grade Transition

EXPLORING THE 5 ACADEMIES OF NATOMAS CHARTER SCHOOL

STAR ACADEMY

Site-based,
Grades TK-5

Hands-on learning,
Hands-on learning,
character, critical
global citizenship.



PACT ACADEMY

Nonsite-based,
Grades K-8

Pursuing Academic
Choices Together.
Personalized homeschooling,
support from Educational Adviser,
enrichment workshops.



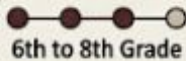
LEADING EDGE

Site-based,
Grades 6-8

21st Century prep,
technology focus,
community involvement,
pillars including
global thinking.



6th to 8th



PFAA

(Performing and Fine Arts Academy)

Site-based, Grades 6-12.
Rigorous arts and academics.
Cultivating artistic passions,
preparing for
personal/professional success.



ECA

(Early College Academy)

Nonsite-based, Grades 9-12.
College-style hybrid.
Online and workshop-based.
Dual enrollment up to 11 college
credits, IGETC, Associate's Degree.



Cross Campus Learning

Bridge to Middle School

5th grade elementary to 6th grade middle school transition. Ideas and strategies to prepare students for the next level.

Professional Connections

Fostering extended professional connections to support teacher collaboration and student success.

Instructional Strategies

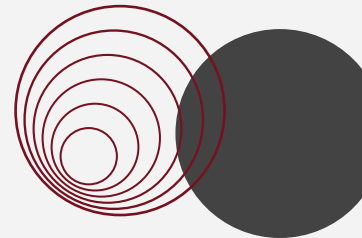
- **Building Thinking Classrooms**
- **Extended GLAD Strategies**
- **Embedded Performance Opportunities**
- **Student Collaboration Strategies**



Turn and Talk

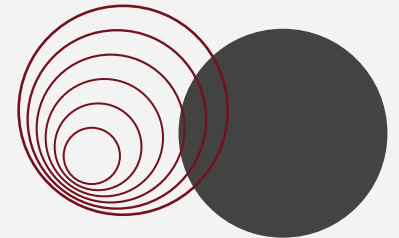


What collaboration and outcomes would you like to see at your site or within your district?





Universal Design for Learning Visitation Site through the Open Access Grant (PCOE)



Open Access UDL Showcase Visitation Site

Culture of Learning Walks

Open Access work supports the culture of learning walks and the deprivatization of teaching practices.

Recommendations

We recommend working with Open Access to support teachers, students, and to develop culture of sharing practices with each other and the greater community.

UDL Areas of Focus

● Supports inclusive education model

Strong teaching supports

- Engagement
- Representation
- Action and Expression





Resources

- ★ [Fall Learning Walk Cohorts & Schedule 25-26](#)
- ★ [Winter/Spring Learning Walk Cohorts & Schedule 25-26](#)
- ★ [Teacher Feedback Spreadsheet from Google Form](#)
- ★ [Learning Walk Debrief Staff Meeting Presentation](#)
- ★ [Open Access UDL Slide Presentation](#)
- ★ [Open Access Website](#)

