LAUSD is obligated and committed to protecting students and employees from loss of privacy and to protecting instruction from unwarranted distractions and interruptions. The following practices will facilitate your data collection and minimize the above-mentioned risks.

**Rules for Observation** While touring the campus, visiting classrooms, and conducting focus groups, it is important not to disrupt. Keep the following guidelines in mind:

1. It is not necessary to introduce yourself to the students.
2. If a student engages you in conversation, politely redirect the student to his/her work. Keep in mind you are not there to hold a conversation with students.
3. Remember the purpose is to look at the school as a whole, not to evaluate teachers or students.
4. Enter the classroom quietly and be as unobtrusive as possible.
5. Always be mindful of your facial expression and your body language while in the classroom.
6. When discussing your visit, refer to class by course name or grade. Do not mention the names, distinguishing characteristics, or room number of specific students or teachers.

**Classroom Observation Record** All Classroom Observation Record forms are to be turned in at the end of the day to be shredded later.

* You will observe what the students are doing and what the teacher is doing.
	+ Include specific, observable information as identified by your eyes and ears
	+ Avoid generalizations. Whenever possible: count, record duration, quote directly
* Make notes after you leave the classroom on the Classroom Observation Record form.
	+ According to the rubric, where would you place this classroom?
* When you return to the debrief room, as time allows, partners should work collaboratively to write summary descriptions of the observations on the School Review Rubric Summary Tool.
* Identify the course and grade level to which you are referring on the recording sheet. Teachers’ names and room numbers are confidential.
* Partners will record information about observations as they pertain to initiatives, if applicable.

As we move through the School Review process, you may interact with individuals who view situations differently from yours. Because we are all working toward the same goal, it is important for all of us to abide by the norms outlined below. Here is a series of questions that will help bridge ideas, reach consensus when differences arise, and probe for understanding.

**(Sample) Norms for Engaging in Discussion**

1. Listen with the intent to understand rather than to defend your position.
2. Allow your mind to be opened to new ideas, practices and/or procedures.
3. Invite differences, and move away from “either/or.” Use the word “and.”
4. Feel comfortable wondering in front of each other.
5. Assume and exhibit good will at all times.
6. Base discussion on the evidence collected by the Review Team.

**(Sample) Questions for Clarification in Discussion**

* What do you mean by \_\_\_\_\_\_\_\_\_\_\_\_\_\_? Could you give me an example of that please?
* What is your main point? Would this be an example?
* How does \_\_\_\_\_\_\_\_\_\_\_\_\_ relate to \_\_\_\_\_\_\_\_\_\_\_? Would you say more about that please?
* Could you state that another way? Could you explain that in more detail?
* Is your basic point \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_? Why do you say that?
* What do you think is the main issue here?
* Let me see if I understand you; do you mean \_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* How does this relate to our discussion (problem, issue)?
* What do you think John means by his remark? How do you understand John’s remark?
* Jane, can you summarize, in your own words, what John said? John, was that interpretation correct?
* What would be an example of that?
* How can we find out if that is accurate?
* Why do you say that?
* Why do you think that is true?
* What led you to that belief?
* How do you know this?
* What would change your mind?
* What are your reasons to that belief?
* What other information is needed?
* Could you explain your reason to us?
* Who is in a position to know or support if this is accurate?
* What would you say to someone who said, “\_\_\_\_\_\_\_\_\_\_?”
* Can someone else support that?
* By what reasoning did you come to that conclusion?