



Los Angeles Unified  
School District

2018 -  
2019

# SCHOOL REVIEW TOOLKIT



...it's  
THAT time,  
again!

# School Review Protocol

**Step 1:** Introductions and Brief Description of the Review Protocol

**Step 2:** Share the Problem of Practice /Areas of Focus

**Step 3:** "Look-fors"/Observables for the Problem of Practice

**Step 4:** Classroom Observations (Data Gathering)

**Step 5:** Teams debrief and share their evidence

**Step 6:** Debrief based on the evidence collected. Collectively identify Stars and Polishers.

**Step 7:** Instructional Leadership Team shares findings with staff and plans for next steps

# School Review Protocol Guide

*(What does it look like?)*

<b>Step 1: Introductions and Brief Description of the Review Protocol</b>	
<b>Step 2: Share the Problem of Practice/Areas of Focus</b>	
<b>Step 3: “Look-fors”/Observables for the Problem of Practice</b>	
<ul style="list-style-type: none"> <li>• Instructional Leadership Team (ILT) predicts what classroom observers will see based on the school’s instructional foci and identified problem of practice.</li> </ul>	
<b>Step 4: Classroom Observations (Data Gathering)</b>	
<ul style="list-style-type: none"> <li>• Based on predictions and other “look-fors” given by the ILT, the observation team will gather low inference evidence.</li> <li>• Observation team collects data that is:               <ul style="list-style-type: none"> <li>○ Descriptive not evaluative;</li> <li>○ Specific;</li> <li>○ About the instructional core;</li> <li>○ Related to the problem of practice.</li> </ul> </li> </ul>	
<b>Step 5: Teams share their evidence</b>	
<ul style="list-style-type: none"> <li>• Observation teams discuss the data:               <ul style="list-style-type: none"> <li>○ <b>Describe</b> what you saw: (Ex. “8/8 classrooms visited had students arranged in small groups working on a project.”)</li> <li>○ <b>Analyze</b> the descriptive evidence: What patterns do you see? How might you group the data? Teams can use affinity protocols or external standards to group the data.</li> <li>○ <b>Predict</b> what students are learning.</li> </ul> </li> </ul>	
<b>Step 6: Debrief based on the evidence collected. Collectively identify Stars and Polishers.</b>	
<b><i>Stars</i></b>	<b><i>Polishers</i></b>
Most classrooms are integrating cooperative learning strategies	How do we improve assessment of each student’s contribution?
<b>Step 7: Instructional Leadership Team shares findings with staff and plans for next steps</b>	
<ul style="list-style-type: none"> <li>• What might the work look like next week/next month/by the end of the year?</li> <li>• What do teachers need to know to support optimal learning?</li> </ul>	

# School Review Sample Agenda

TIME	TOPIC	LOCATION	FACILITATOR
8:00 – 9:15 am	Welcome, focus on the problem of practice, and related professional development		
9:15 – 10:50 am	Classroom Visits (Period 2) Student Focus Groups		
10:50 – 11:00 am	Break		
11:00 am – 12 noon	Classroom Visits Teacher Focus Group		
12:00 – 12:30 pm	Lunch		
12:30 – 1:30 pm	Debrief		
1:30 – 2:30 pm	Next level of work and collaborative work		

*\*Focus Groups can be conducted during the classroom visits.*

# School Review Classroom Observation Tool

Room #	Grade Level:	Subject:
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Script:

What is teacher doing/saying?	What are students doing/saying?	What is the task?	What else do you see in the classroom?