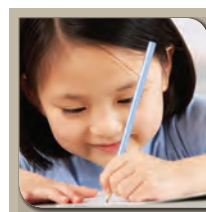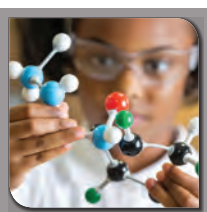CONTINUOUS IMPROVEMENT COUNCIL

STUDENT SHADOWING MANUAL

IRVINE UNIFIED SCHOOL DISTRICT

CONTINUOUS IMPROVEMENT 2018-2019

What?

Shadowing will involve following a student through his or her school day and capturing insights that enable us to improve the educational experience for that student and all of our students.

Why?

Shadowing a student means spending a day looking at the world through the eyes of a student. Shadowing can help us to understand our students' needs, to empathize with challenges they face, and to record observations and insights so that we can personalize and improve learning experiences for all kids.

Our Objectives:

- To understand our schools from a students' perspective and to learn why they succeed or struggle by immersing ourselves in the experience of being a student for a day

- To understand more about how to engage students, how to promote intellectual risk taking, how to person- alize our students' experiences and how to strengthen our connection to our students

- To operationalize the guiding principles, practices and the development of the essential capacities as out-lined in our Continuous Improvement Efforts

- To further a school and/or department specific goal by collecting data to support The Learning Cycle (TLC)

As one of the fastest growing and most diverse districts in the United States, we have a unique opportunity and obligation to stay connected to our students and to understand their evolving needs.

Who?

Elementary School Participation
- 1 or more teachers from each grade level shadow in the 2018-2019 school year (At least 7 teachers per school)

Middle School Participation
- 2 or more teachers from each department shadow in the 2018-2019 school year (At least 15 teachers per school)

High School Participation
- 3 or more teachers from each department shadow in the 2018-2019 school year (At least 25 teachers per school)

Student shadowing is non-evaluative; the observations recorded and insights gathered are intended to personalize and improve instruction; however, the information will not be used to evaluate teachers. The focus should be squarely on our students.

Selection of Student

- Students selected should agree to and be comfortable with student shadowing
  - Elementary teachers shadowing Transitional Kinder; Kindergarten; or 1st graders may shadow without notifying student
- Students selected should have a signed parent permission slip
- Elementary teachers should select a student from a *different* class
- Secondary teachers may select a student from their own class; however, they should **not** shadow in their own class
- Teachers should consider site goals when selecting a student to shadow and explore whether shadowing an English Language Learner, student with an IEP, a student at risk, or a student from another identified group could support the collection of evidence toward a site goal

Timeline

- Student shadowing experiences should be completed by March 29th (Prior to Spring Break)
- Student shadowing experiences should begin in September and be spaced out over the fall, winter, and spring
- Shadowing debriefs should occur by the end of the 2018-2019 school year

Recommendations for Structure of Shadowing Experience

- Shadowing Adults (SA) will meet with the student prior to the shadowing date and ask what the student would like for them to see and talk through any concerns
- SAs will contact the teacher(s) who will be shadowed prior to the shadowing date so that they are aware of the visitation (and can help arrange seating) for the SA
- SAs will make a commitment to spending the entire day, including lunch, breaks, and after school activities with the student
  *Unless student requests not to be shadowed at these time
- SAs may use any one of the shadowing tools to collect data or simply generate their own
- SAs must schedule a post shadowing conference/ meeting with the student to follow up on the ideas, questions, and general observations that surfaced during the experience
- SAs will upload a copy of their completed observation tool to the site Student Shadowing Google drive for the purpose of data collection
- SAs will respond to the data collection questions that are included on each template

Recommendations for Pre-Conference with Student

- Ask the student what he or she would like for you to see
- Ask the student whether her or she is comfortable with you spending lunch and breaks together

Recommendations for Post-Conference with Student

- Ask the student when learning was most relevant and meaningful to him or her that day and why.
- Ask how much homework the student expects to have that evening and how long he or she will be engaged in extracurricular activities
- Ask the student when he or she feels most connected to the school and why
- Ask the student whether there are opportunities to revise, refine, or resubmit work and whether this helps him or her learn.
- Ask the student when in class he or she is most willing to share ideas, ask questions about something he or she doesn't understand, or try
- Share some of your compelling observations from the day with your student and ask the student if you missed anything and what he or she would most like you to understand.

Recommendations for Structure of Debrief

- SAs will participate in a debrief within their grade level, department, and in front of the larger faculty that includes:

  1 A description of what they learned about the student

  2 Observations they can make about our students' experiences in school

  3 A description of how shadowing has or will inform their teaching

Recommendations for Communicating Shadowing Initiative to Staff

- Provide all staff with a letter this summer that captures the above information
- Provide the community with a letter this summer that captures the above information
- Provide an opportunity for Q&A at one of the first staff meetings
- Provide flyers at BTS Night
- Utilize social media at the district and site levels to advertise and promote student shadowing
- Information regarding student shadowing should be disseminated to staff, students, and the community by the beginning of September
- Sample community letters, student letters, parent permissions, and newsletter articles are available in the google drive https://goo.gl/tKqGub

Shadowing Templates

- Link to 4 different templates that include common data collection questions https://goo.gl/7sLtu3

Required Data Collection Questions

Ask your student: (Their answers can apply to the day of shadowing or to **any** day.)

- When were you so engaged in a classroom activity that you lost track of time? What about that activity was so engaging?
- What causes you to struggle with learning?
- What needs to happen in a classroom for you to master a concept?
- What is something another student did that helped you learn?
- What is something another student did that inhibited your learning?
- As an educator, what was **your** most important insight from the day and how will it inform your teaching in the future?