

Irvine Unified School District Continuous Improvement Efforts 2020-2021 Ensuring Success for Each Student



Irvine's Vision Statement: The commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision.

INVEST IN I"US"D

Our Continuous Improvement Efforts illustrate our core mission to develop essential capacities within our students and our staff, and to evaluate, each day, the impact of our teaching on student learning.

UTILIZE ESSENTIAL CAPACITIES

Knowledge

- Access and navigate large quantities of information and evaluate the validity and relevancy of this information
- Make broad connections between topics and identify relationships across disciplines
- Operate safely within the cyberspace community and demonstrate digital citizenship
- Engage in meta-cognition to understand and improve capacity for learning
- Reflect to anchor learning and to gain self-knowledge

Communication

- Communicate effectively when both speaking and writing
- Articulate a position persuasively and support it with evidence
- Present a message with a compelling voice and demonstrate effective presentation skills
- Collaborate effectively in diverse groups and communicate appropriately with an audience

Problem Solving

- Demonstrate flexibility and resiliency
- Apply acquired skills and strategies
- Think critically and creatively
- Take intellectual risks
- Recognize and utilize mistakes as key learning opportunities
- Ask questions to promote understanding

Relationship/Interpersonal Skills

- Accept responsibility
- Collaborate effectively and work in a team productively
- Cultivate meaningful relationships and demonstrate respect and empathy for others
- Demonstrate a passion for learning and a desire to excel
- Demonstrate ethical behavior
- Model the IUSD core values of integrity, trust, collaboration, empowerment, and learning

STUDY TEACHING AND LEARNING

As educators, we should consider our teaching primarily in terms of its impact on student learning. In seeking to understand our effect, we must see learning through the eyes of our students and shape our instruction to meet their needs.

DRIVE CONTINUOUS IMPROVEMENT

Learning Communities are our primary vehicle for improving teaching and learning. Within our learning communities, educators are gathering evidence, engaging in collaborative discussions about this evidence, and continuously evaluating the effect that we have on student learning.

INSIDE IUSD: GUIDING PRINCIPLES & PRACTICES

2020-2021 DISTRICT-WIDE GOAL:

Through an explicit focus on social justice and anti-bias, our staff will help students cultivate the knowledge and skills necessary to reduce prejudice and take collective action to improve conditions for marginalized groups. By integrating the Social Justice Standards and addressing the four domains of identity, diversity, justice and action, we will help create civil and inclusive school communities where children cultivate empathy, challenge prejudice, and learn to be active participants within our democracy.

2020-2021 SCHOOL-WIDE GOAL:

Each school will integrate the Social Justice Standards into the curriculum, into their classrooms, and into their school culture. Each school will also develop a goal outlining the collective action they will take as a staff to create environments that challenge inequity, raise consciousness, and improve conditions for our marginalized groups. The goal should include clearly defined actions and a description of how progress will be measured.

2020-2021 TEACHER GOAL:

Teachers will develop a goal from the guiding practices that will enable them to anticipate, understand, and respond proactively to student needs.

Teachers will also develop a goal that will help them to create an environment within the classroom that challenges inequity, raises consciousness, and improves conditions for our marginalized groups.

Both goals should include clearly defined actions and descriptions of how progress will be measured.

The following principles capture the spirit in which we conduct our work.

The following practices illustrate these principles in action.

GUIDING PRINCIPLES:

WE BELIEVE WE HAVE A RESPONSIBILITY TO...

- Instill a love of and joy for learning within our students.
- Demonstrate our passion for teaching and learning.
- Collaborate to maximize our impact on student learning.
- Evaluate the effect of our teaching on student learning and achievement.
- Know our impact. Understand that the success and failure in student learning **IS** about what we do or do not do well.
- Focus on evidence of student learning.
- Maintain high expectations for all students.
- Listen to and learn from our students.
- Create intellectually safe and engaging learning environments.
- Invite parents to be our partners in improving student achievement.

INSIDE IUSD: GUIDING PRINCIPLES & PRACTICES

GUIDING PRACTICES:

Model Learning

- Use the four essential questions within our learning communities to guide planning and promote learning:
 - A) What do we want students to know and be able to do?
 - B) How will students demonstrate that they have mastered essential learning and developed the essential capacities?
 - C) How will we intervene for students who struggle and enrich the learning for students who are proficient?
 - D) How can we use the evidence of student learning to improve our individual and collective practice?
- Demonstrate flexibility in thinking and openness to new ideas.
- Seek and respond to feedback from students regularly.
- Illustrate and honor multiple ways of learning.

Initiate Learning

- Understand the knowledge and attitudes that students bring to the classroom in order to modify instruction appropriately.
- Communicate learning objectives clearly so that students both understand and can articulate what success looks like and how they will meet these learning objectives.
- Create a safe environment that promotes intellectual risk taking and welcomes the admission of error as a central part of the learning process.
- Ensure that the purpose for each assignment, including homework, is clearly communicated.

Deepen Learning

- Incorporate student self-assessment into instruction; help students to monitor, control and regulate their own learning.
- Define and teach all students the skills necessary to question, analyze, interpret, evaluate, and synthesize information.
- Provide open ended assignments that invite multiple solutions.
- Provide balanced instruction that incorporates both teacher-directed and student centered experiences designed to meet student needs.
- Provide descriptive, meaningful, and constructive feedback that articulates how a student can deepen their learning.
- Use both formative and summative assessments to drive instruction.

Extend Learning

- Create more academic and social discourse; teach students to listen to peers and adults and to engage in complex discussions.
- Support the development of individual student interests, talents, strengths, and capacities to enhance skills for life.
- Make learning relevant to real world experiences.

VALUES

Lived Individually – Exhibited Organizationally

INTEGRITY

- Demonstrates honest and ethical behavior.
- Honors commitments.
- Accepts responsibility for own actions.
- Models personal and organizational values.
- Behaves in a consistent, dependable manner.
- Recognizes and acknowledges the contributions of others.
- Demonstrates respectfulness and concern for others.

TRUSTWORTHINESS

- Promotes open communication.
- Demonstrates a commitment to group norms.
- Respects others and their ideas.
- Maintains confidentiality.
- Accepts and respects differences.
- Listens fully.
- Sets aside judgment.
- Demonstrates honesty.
- Assumes best intentions.

COLLABORATION

- Shares ideas, information and resources.
- Encourages open dialogue.
- Listens to and seeks to understand others' ideas.
- Disagrees respectfully and constructively.
- Treats others and their ideas with respect.
- Invites diverse perspectives.
- Balances individual and group needs.
- Promotes teamwork and interdependence.
- Encourages divergent thinking.
- Participates actively.

EMPOWERMENT

- Supports a learning community.
- Invites divergent opinions.
- Promotes consensus as a process for decision-making.
- Encourages creative solutions.
- Contributes to achieving personal & organizational goals.
- Demonstrates initiative and responsibility.
- Shares roles of leader and follower.
- Supports risk-taking.
- Seeks multiple options.
- Demonstrates resourcefulness.
- Accepts challenges.
- Shares decision-making.
- Assesses own performance.
- Addresses issues and problems proactively.

LEARNING

- Celebrates learning.
- Models a commitment to life-long learning.
- Takes risks as a learner and as a learning community.
- Structures time and resources to support learning.
- Models high expectations.
- Works to improve performance and results.
- Promotes diversity in learning opportunities.
- Provides for varied learning styles, experiences and personal goals.

Continuous Improvement In IUSD: The Irvine Top Ten

IUSD Educators Are...	IUSD Educators Are Not...
Passionate and dedicated: invested in the success of their students, they take responsibility for student learning, seek out new opportunities to learn and are committed to the effort it takes to be successful; their excitement is contagious.	Disenfranchised or disengaged: view teaching solely as a job; they teach content NOT students and display a kind of apathy that seeps into all aspects of their work.
Compassionate: care for students, care for colleagues, maintain a mutual respect; they demonstrate a capacity to understand and honor the thoughts and feelings of those around them.	Indifferent: display a lack of concern and understanding for students' academic, emotional and social needs, and for the input and well-being of their colleagues.
Flexible and adaptable: open to change; they embrace challenges and new circumstances, while demonstrating resilience and a capacity to problem solve and adapt curriculum to meet student needs.	Closed minded or resistant to change: rigid, afraid to try new things and incapable of acknowledging the need to change; they adopt a "my way or the highway" approach and fail to see the value of adapting to meet the evolving needs of students.
Student centered: find the uniqueness within each student and celebrate their differences, they appreciate the whole child and build relationships with children that support intellectual risk taking in the classroom.	Obstacle oriented: blame students and families for failure; quick to say why something can't or won't work; they are unwilling to explore innovative approaches to instruction, and unwilling to engage in constructive problem solving.
Reflective: gather evidence of student learning to evaluate the effectiveness of instruction and to ensure that they are employing the most effective instructional practices. They consider how best to meet the needs of students, reflect on personal practice and consistently evaluate their impact.	Stagnant: unable to see their own areas for growth, unable to take ownership or responsibility for student learning; they are unwilling to adapt or change and are fiercely committed to the status quo. They adopt a one size fits all approach to instruction that doesn't reflect the individual needs of their students.
Collaborative and relationship oriented: receptive to coaching and enthusiastic about working with others; they are highly effective communicators and listeners; they are professional and respectful in their interactions. They have high emotional intelligence and focus on making connections with students, colleagues, and parents.	Solitary or self-involved: focused primarily on their own interests and needs; they resist or respond negatively to collaborative endeavors and do not listen with the intent to understand others' opinions and ideas. They can't see beyond their own narrow focus, and they fail to see the potential of other options or solutions.
Holistic in their view of curriculum and instruction: maintain a wide lens as they consider student needs; they see the connections between disciplines and understand our larger purpose is to generate a love for learning within our students.	Myopic in their view of curriculum and instruction: incapable of seeing the natural connections between disciplines; they teach skills in isolation and don't understand our larger purpose in instilling a love for learning within our students.
Courageous: take intellectual risks, they own their failures and see them as an opportunity for growth; they are able to lead and be led.	Unwilling: they blame others for failure, remain rigid in practice and perspective, are defensive when confronted with differing opinions or situations, and don't take intellectual risks.
Humble: encourage questions, seek out new knowledge; they engage in dialogue not monologue, and remain invested in the success of "we" not "I."; they realize they must continue to learn to hone their expertise.	Arrogant: perceive themselves as experts; embrace the role of "sage on the stage"; seek out individual recognition, and take credit for success while blaming others for failure; they don't see a need to continue learning.
Positive and joyful: approachable, energetic, and happy with a welcoming demeanor and a palpable enthusiasm; they see the possibilities and they celebrate learning.	Negative or dour: pessimistic and unconstructive; they are grumpy, angry, dismissive, and create environments that stifle possibilities and student learning.