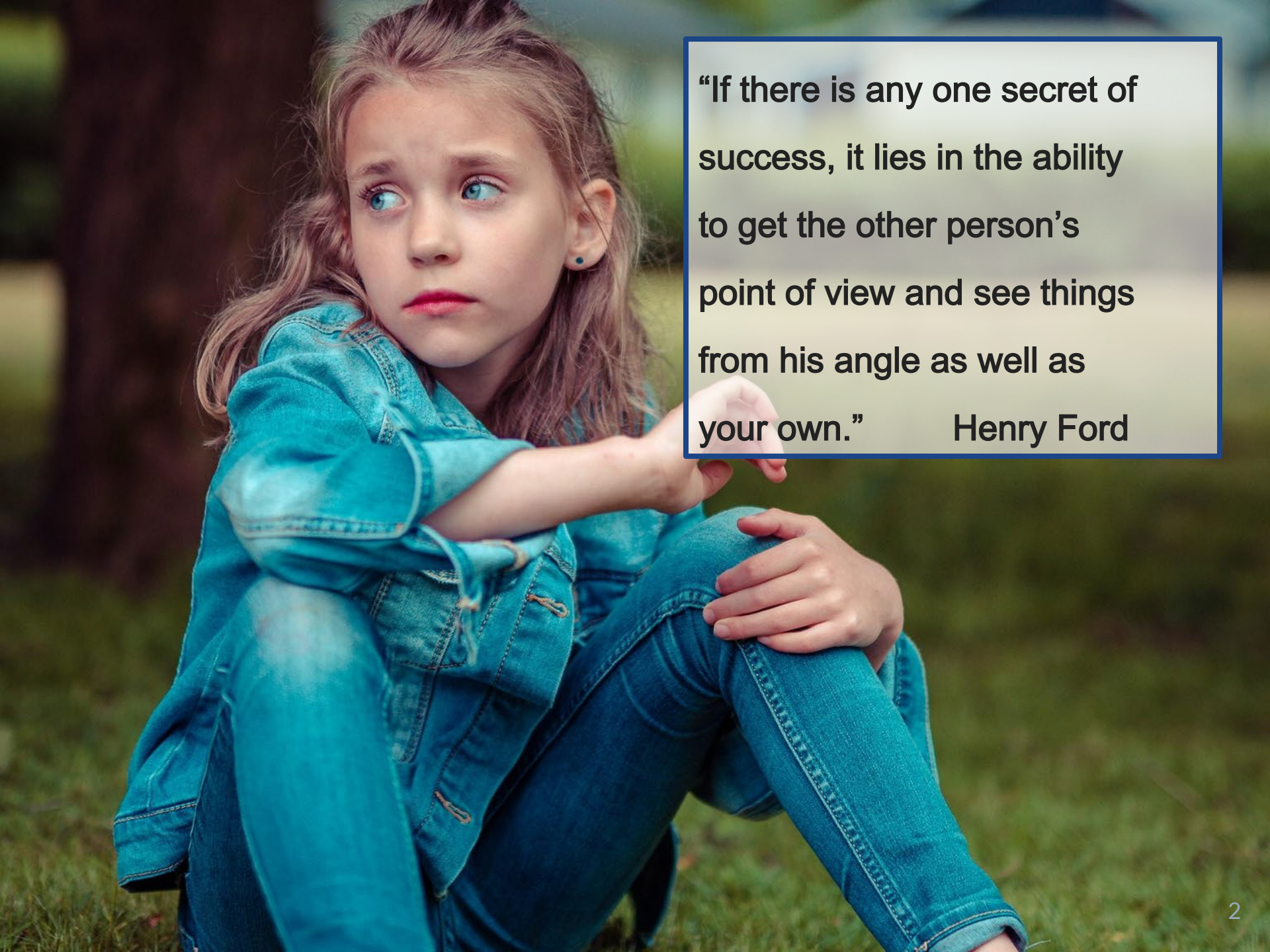




Irvine Unified School District

Continuous Improvement Efforts
2019-2020

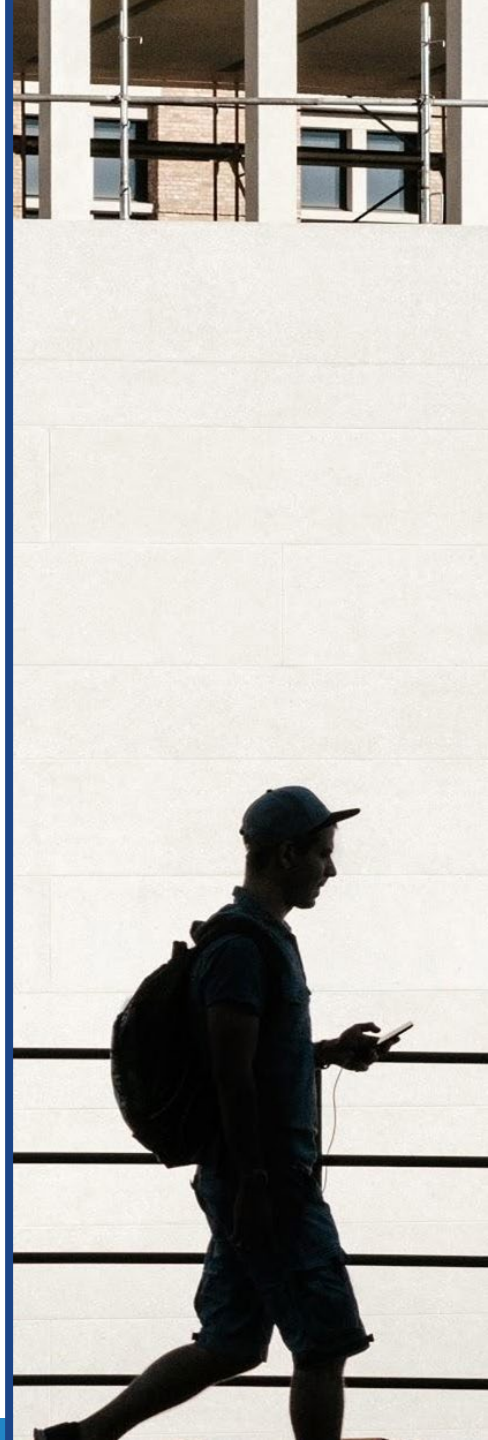


“If there is any one secret of success, it lies in the ability to get the other person’s point of view and see things from his angle as well as your own.” Henry Ford

CI Efforts:

Student Shadowing

- 231 students shadowed in 17-18
- 252 students shadowed in 18-19
- 35/39 schools participated in 17 -18
- 37/40 schools participated in 18 -19
- Student Shadowing will continue as a vehicle to support continuous improvement



Shifting Our Focus



Data Collection Questions

- 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?



Data Collection Questions

- What is something another student did that helped you learn?
- What is something that 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?





When were you so engaged in a classroom activity that you lost track of time?

Writing stories

Reading

Free Choice Centers

Working with a partner

Mystery Science

When I can be active and out of my seat

During group work

Solving math problems



What causes you to struggle with learning?

Noise

Insufficient time to process

Excessive amounts of work

Too much lecture

When teachers “info dump”

Sleep deprivation

Sitting too long

Too much rote
memorization




*The sheer volume of material
without time to process it causes
me to struggle with learning.*

10th grader



What needs to happen in a classroom for you to master a concept?

- Working in a group
- Working with a partner
- Time to practice
- Check-ins with teacher
- Specific feedback
- Modeling
- Time to ask questions
- Understanding why an idea is important and how it's connected

A person wearing a blue helmet, a grey shirt, and green and black pants is rappelling down a steep, grey rock face. They are using a rope and a carabiner. To the left of the person, a waterfall cascades down a rocky path, surrounded by green moss and vegetation. The scene is set in a mountainous area with steep, rocky slopes.

“When we’re interested in a task, we work harder and persist longer, bringing more of our self -regulatory skills into play. Skill develops with a will...”

Gallagher & Kittle



What is something another student did that helped you learn?

Asked me questions

Provided constructive criticism

Explained a difficult concept

Answered my question

Translated the directions into my language

Shared a different way to solve a problem

Offered a different perspective



When other students ask me questions, I can assess my own understanding which helps me recognize when I don't understand something.

9th Grader



**What is something
another student
did that inhibited
your learning?**

Talking about unrelated topics

Making noise

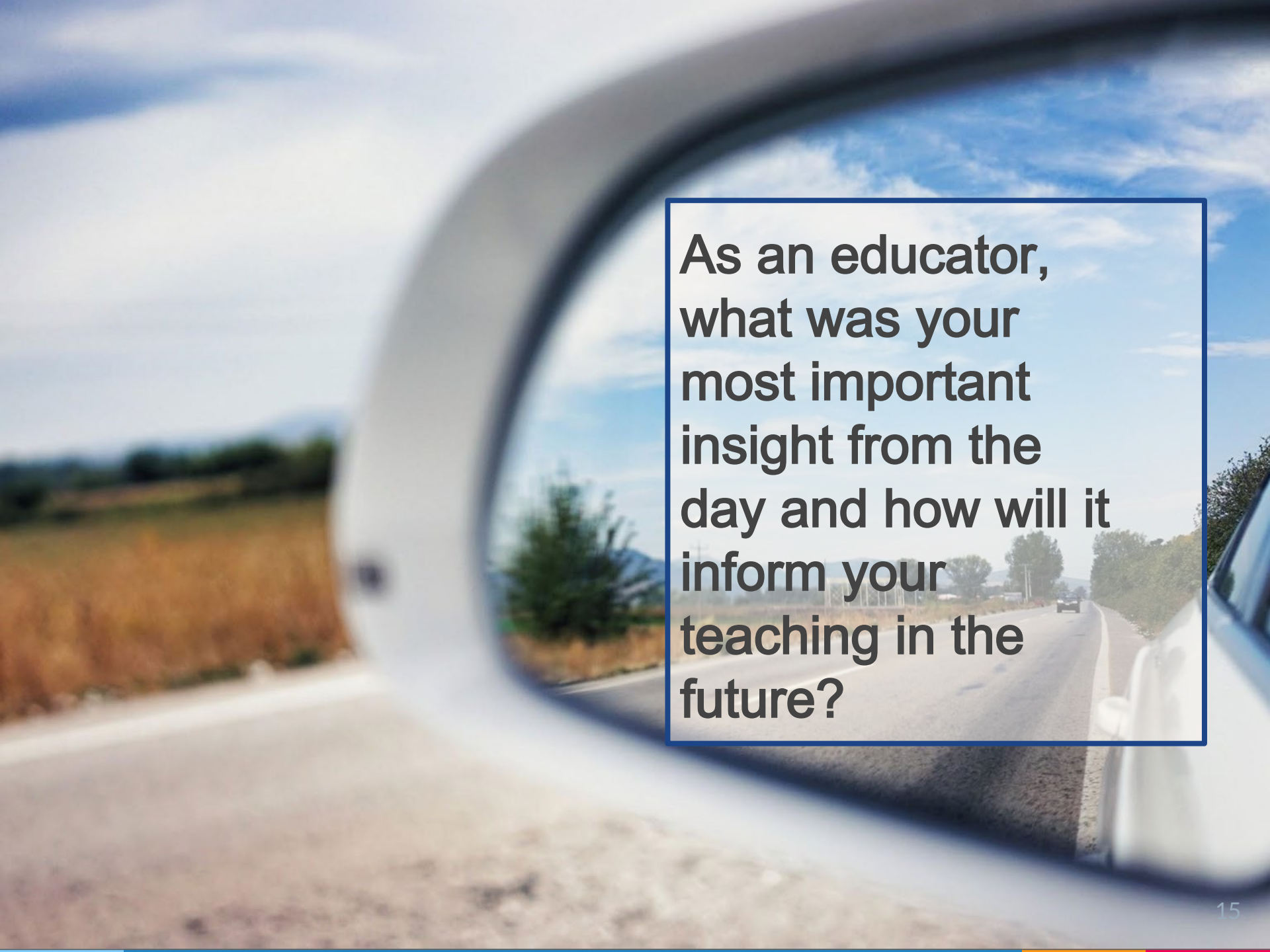
Not wanting to be my partner

Not being included in the
group discussion

Asking the teacher for help,
before we can figure it out

Telling me the wrong answer

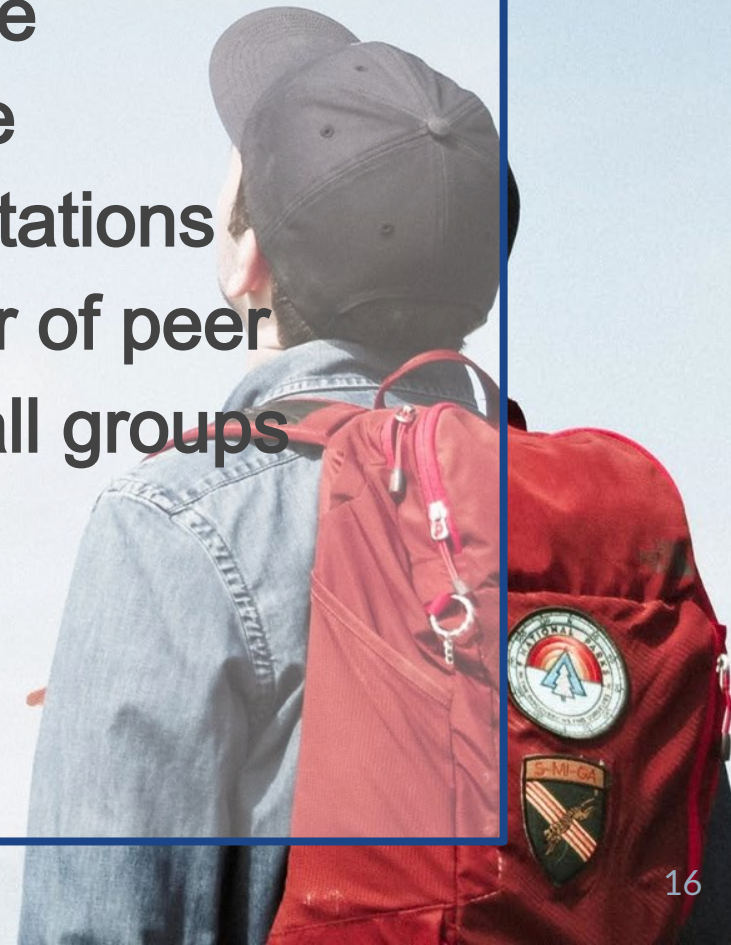
Passing judgment

The background of the slide is a photograph of a car's side-view mirror. The mirror reflects a two-lane road stretching into the distance under a blue sky with light clouds. On the left side of the road, there is a field of golden-brown grass and some green trees. On the right side, there are more trees and a white car is partially visible. A blue-bordered text box is overlaid on the right side of the mirror's reflection.

**As an educator,
what was your
most important
insight from the
day and how will it
inform your
teaching in the
future?**

The Importance of.. .

- Connecting to student interests
- Providing processing time
- Allowing student choice
- Ensuring clarity of expectations
- Understanding the power of peer to peer learning and small groups
- Incorporating movement
- Providing brain breaks
- Varying methodology





What Works?

Pre - K- Grade 12

Movement = engagement

Modeling

Small groups

Cross curricular activity

Empathetic learning
environments - kids are
“seen”

Student choice

Learning by doing

Mental/physical breaks

What will I do differently ?

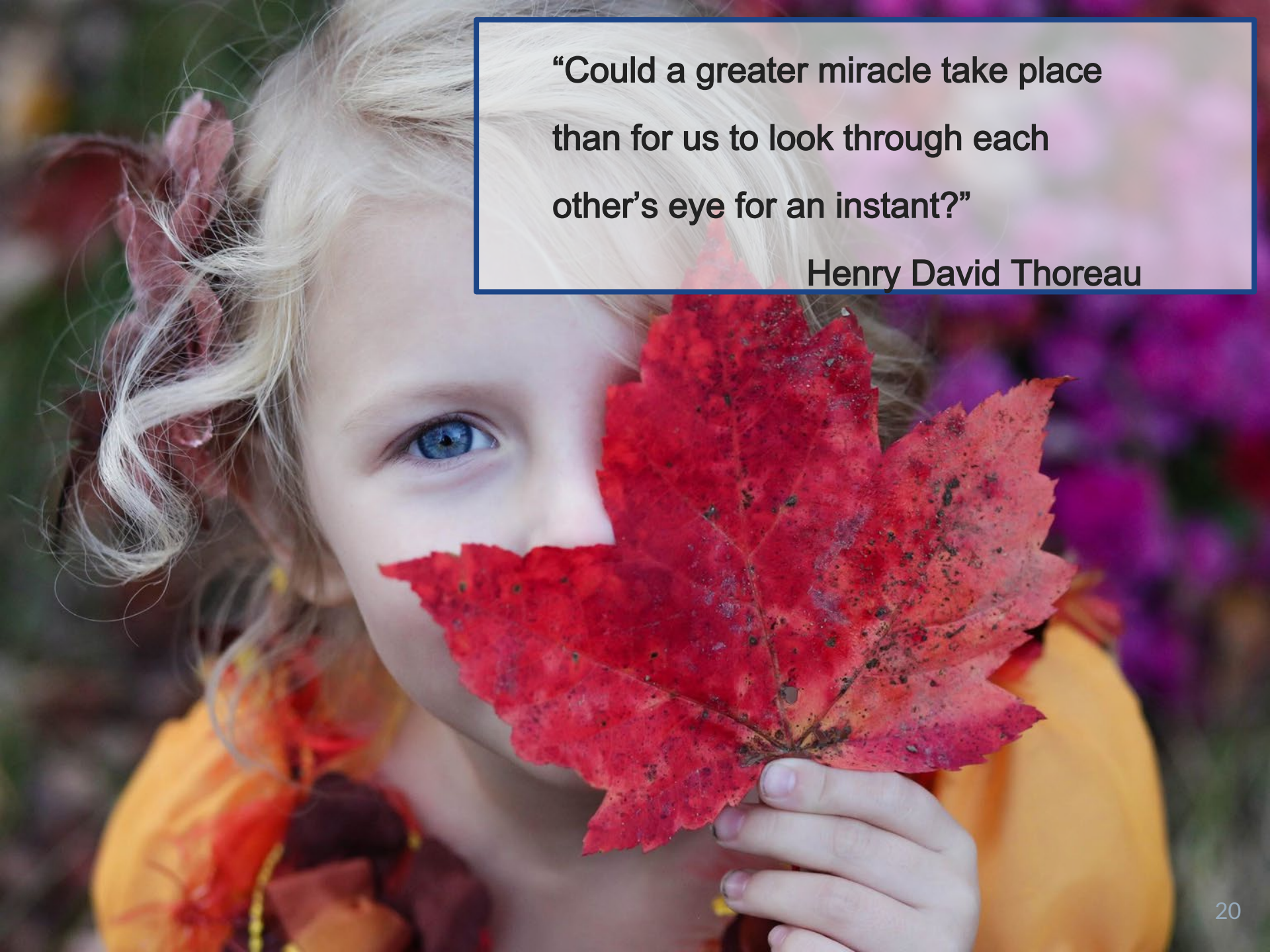
- More student choice, even if it takes time on my end
- I will commit to slowing down and seeing the students, really seeing them
- Incorporate more movement into the classroom
- Consider student experience on par with content
- Be more empathetic with my kids - reframe my thinking to consider their life struggles more





What will I do differently ?

- Define rigor and intellectual risk taking
- Pause before speaking with my students; be more cognizant of my tone
- Focus on what empowers and encourages students
- Make an effort to democratize the classroom and empower students to be co-authors of their learning
- Be more personal, vulnerable to students



**“Could a greater miracle take place
than for us to look through each
other’s eye for an instant?”**

Henry David Thoreau