

Irvine Unified School District Continuous Improvement Efforts 2013-2014 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.

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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

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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.

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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.

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INSIDE IUSD: GUIDING PRINCIPLES & PRACTICES

2013-2014 DISTRICT-WIDE GOAL:	To bring our instruction into alignment with the CA Common Core Standards to ensure the development of the essential capacities.
2013-2014 SCHOOL-WIDE GOAL:	Each school will identify one or more school-wide areas of improvement focused on the essential capacities. The goal should include a description of how progress will be measured.
2013-2014 TEACHER GOAL:	Each teacher will identify one or more personal areas of improvement from the guiding practices that will support the development of an essential capacity. The goal should include a description of what the practice will look like when implemented and 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:
 - 1) What do we want students to know and be able to do?
 - 2) How will students demonstrate that they have mastered essential learning and developed the essential capacities?
 - 3) How will we intervene for students who struggle and enrich the learning for students who are proficient?
 - 4) 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.