



Teacher Expectations	Academic Teacher Practices
Facilitate deep thinking	Teachers will plan higher level questions throughout a lesson starting with an anticipatory set and ending with a closure. Learners will exhibit signs of wrestling with content and learning objectives.
Teach toward mastery/standards	Learners are taught thoroughly and to mastery, ensuring success for all. Whole group instruction is interwoven with flexible group instruction and individual instruction. Teachers will integrate and use SLO's to help students master standards.
Connect instruction to real world, hands-on problems	Learning experiences are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula. Project Based Learning and STEM practices are utilized.
Deliver differentiated instruction	Teachers will model a variety of teaching practices to ensure all learners are reached: <ul style="list-style-type: none"> • Collaboration • Lecture • Modeling • Chunking • Cornell notes • Reorder/reconfigure classroom for different learning modes
Transfer control of the learning experience to the students	Teachers will instruct students on how to facilitate strong collaborative discussions. Student Learner Outcomes (SLOs) will be posted.
Foster curiosity and autonomy using inquiry based learning giving students voice in their learning	Teachers should connect the learning to the real world and ask questions that lead students through deep discussion and research in all four of the following ways: <ul style="list-style-type: none"> • Structured Inquiry: Teachers lead students through a project/discussion • Controlled Inquiry: Teachers provide starting ideas/context/method • Guided Inquiry: Teachers provide topic while students determine the method • Free Inquiry: Students take ownership including topic and method



Teacher Expectations	Academic Teacher Practices
Move and engage during classroom instruction utilizing the entire campus	Teachers utilize proximity and are “on their feet”, engaging learners personally using kinesthetic learning. Students and teachers should be moving, talking and learning- silence is <i>not</i> always golden.
Facilitate the celebration of success/failure in others	Teachers will allow students to take risks. Teachers will provide appropriate and timely feedback and promote solution based actions when students take risks and fail.
Engage in the CVHS community of professional learners	Teachers will collaborate regularly through organized and productive leadership, setting team norms, practicing professional trust, leading others through professional development
Collaborate by design	Teachers will collaborate with cross-curricular teams and facilitate cross-curricular projects. Teachers will meet weekly with cross-curricular PLC teams to plan.
Foster a willingness to move beyond comfort zones, for themselves as well as their students, and a willingness to <i>not</i> be afraid to fail	<p>Teachers will explore new ideas, with the assurance that failure can lead to success when the response is constructive.</p> <p>Teachers will ask questions of their students and foster ideas that may seem uncertain but ultimately can lead to success.</p>



Academic Student Expectations	Academic Student Practices
Show ownership of learning	Learners will understand learning objectives and be able to convey this knowledge to others. Learners will engage in activities/experiences that are varied depending on needs and/or interests.
Work collaboratively to solve problems and complete tasks	Learners will collaborate with peers and cross-curricular teams and share learning objectives with others.
Extend learning	Learners will apply knowledge to both related and seemingly disparate situations.
Practice inquiry based learning: question, investigate, predict, and analyze, create	Learners will exhibit signs of wrestling with content and learning objectives and work toward autonomy in learning, using curiosity and their own voice to reach a deeper level of understanding.
Demonstrate proficient reading, writing, speaking, and listening skills	Learners will communicate academically and respectfully in all courses, showing an ability to function in and outside
Take accountability for their learning	Learners will focus attention, energy, and conversation on learning objectives, assignments, or tasks.
Participate in presentations of learning	Learners will display their work in all forms: wall displays, presentation, and productions as well as complete a Capstone Project and present the learning to an audience.
Use the variety of spaces and furniture as tools to learn	Learners will utilize indoor and outdoors spaces, gathering for club meetings or collaboration with peer teams. All learners will be up, moving around the school, using the spaces to focus attention, energy, and conversation on learning, objectives, co-curriculars, or tasks.
Connect the learning to the real world and ask questions that lead students through deep discussion and research	Learners will ask questions, work on projects and activities as team members and facilitators, indicating an understanding of the relevance of what is being learned. Learners will engage in Hands-on learning opportunities within one or more classes.
Use technology to engage in learning	Learners will utilize chromebooks everyday as a resource to learning their standards. Students will utilize huddle spaces and collaborate with peers to develop presentations to PBL. Students will utilize and program ideas and information into a 3D printer, or other advanced technology tool, to represent their learning.



Teacher and Student: Cultural Expectations	Teacher and Student: Cultural Practices
Model the <i>Jaguar Way</i>- Diversity, Community, Pride, Innovation, Character	
Celebrate success <i>Pride</i>	Teachers and learners celebrate the successes of others.
Engage in opportunities of leadership <i>Pride</i>	<p>Learners will exemplify mature leadership values through opportunities such as:</p> <ul style="list-style-type: none"> • Ambassador Program- Student Led Tours • Student Clubs- STUGO, BSU, CTSOs <p>Learners will show leadership in class and around campus through actions that exemplify the <i>Jaguar Way- doing the right thing when no one is watching.</i></p>
Participate in co-curricular activities <i>Pride</i>	Learners will engage as a community at CVHS by participating
Demonstrate a desire to understand others, their cultures and differences, through conversations and questions <i>Diversity</i>	<p>Learners will exemplify inquiry into cultural values through opportunities such as:</p> <ul style="list-style-type: none"> • Participation in student clubs and co-curriculars • Presentation of Learning • Participate in community events, specifically Canyon View Marketplace
Connect with student and peers through advisory and activity participation <i>Community</i>	<p>Teachers will implement the lessons developed for advisory, mentoring students through character education, social and emotional learning, and post high school goals.</p> <p>Learners will actively participate in advisory and attend or participate in activities to help build a stronger community.</p>
Show compassion toward their peers or convey compassion during discussions <i>Community</i>	Teachers and learners will seek to understand rather than judge with little understanding.



Teacher and Student: Cultural Expectations	Teacher and Student: Cultural Practices
Be accountable and responsible for the development of a positive school culture <i>Character</i>	Teachers and learners will assume the responsibility of conveying the Jaguar Way helping learners to understand that their choices determine consequences and impact the culture and experiences of others.
Value campus grounds, furniture, equipment, and signage <i>Character</i>	Teachers and learners will model a respectful treatment of the grounds, furniture, and equipment around the school. Teachers will display approved products and signage only.
Use respectful, courteous, considerate words and actions <i>Character</i>	Teachers and learners will display CORE Values through interactions with others in our school and community.
Foster a positive, encouraging culture of mutual respect <i>Character</i>	Teachers and learners will address one another by name, demonstrating mutual respect and common courtesy.
Take responsibility for actions <i>Character</i>	Teachers and learners assume responsibility for their own behavior. Their choices determine consequences.