

Evanston THSD 202
Core Values and Beliefs
February 27, 2016

Students and Learning

We believe that. . . .

- All students have the capacity to learn and achieve.
- All students learn differently.
- Each student should be able to define his/her own definition of success.
- ETHS should acknowledge and respect each student's unique abilities and identities as reflected in the curriculum and culture of the school.
- Each student should have equitable access to enrichment opportunities outside the classroom.
- Each student should be inspired to learn, challenged to grow, and have the opportunity to explore passions in interests.
- Each student should have a sense of belonging in the school environment.
- All students have capability to learn.
- There are different ways to learn.
- There are unique and diverse ways of thinking.
- Students respond to teacher expectations.
- Students respond to family expectations.
- Students have different interests.
- Students need support.
- Respectful relationships.
- High expectations.
- Multicultural awareness.
- Strong work ethic.
- Equality – same opportunities.
- Students should be valued for their individuality.
- Students should be respected for their learning abilities.
- All students can learn.
- Students deserve access to what they need.
- Having diversity (of learning levels, types of kids, etc.) is a plus.
- Hands-on learning is really helpful: project based, experiential, out-of-the-bldg. learning.
- Students need to hear about their high school options/programs when they're in elem/middle school.
- Having confidence is a key to learning.
- The school needs to have high expectations of all students.

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Students and Learning (continued)

- Students need to be assured that where they are, individually, is okay. All will be supported to grow – no matter who they are and how they learn.
- Students need the tools to understand how/why what they need/who to talk to, to be successful.
- Assumptions about students and learning need to be identified, discussed, and when necessary, dismantled.
- Students' interests and learning strengths should be identified and used.
- We have an obligation to support and guide young people to explore future opportunities and challenges.
- Shifting world dynamics require that kids learn (or be instructed) in non-traditional means.
- Every student should have access to resources and opportunities to learn as individuals.
- Every student should have the opportunity to succeed at their appropriate level which should be valued, respected, and encouraged.
- Every student should be challenged appropriately for their needs and aspirations.
- In addition to academic instruction, students need express instruction in social-emotional and social justice learning.

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Teachers and Teaching

We believe that. . . .

- Teachers need to respect and value differences.
- Teachers are professionals who have an inherent desire to have a positive impact on students.
- Teachers have biases that impact their teaching.
- Teachers need support and oversight.
- Teaching is a difficult job that requires flexibility and creativity.
- Teachers need Professional Development in many areas, including anti-bias training.
- Teachers want to establish a connection with each student in their classes.
- Teachers bring and maintain a passion for working with young people.
- All teachers should meet students where they are.
- Teachers should know how to teach and teachers should know reach.
- Teachers should separate from their personal bias and beliefs to honor the unique identities of each student and contribute the larger organization (ETHS).
- In creating spaces where youth can challenge, explore, and fail in a safe space.
- Teachers need to be flexible and responsive to unique need of students.
 - Student learning
 - New learning opportunities: Khan, online, MOOC
 - Changing economy
- Teachers need ongoing Prof dev and stop being traditional teacher.
- Teachers and staff should joyfully engage and support each student on their individual path.
- Teachers need to work “outside the box” – teach experientially, connect the students’ learning to real life.
- Teachers who support the process of learning will be most effective.
- Teachers need to know their students, their learning styles, interests, strengths – and use those to inform their planning.
- Teachers need to be given the training and materials they need to most effectively reach all students.
- Classrooms need to be safe havens for every kind of learner.
- Teachers need to model cooperative, inquisitive styles – so kids see how to work and learn together.
- Teachers need the confidence/tools to address the tough issues/baggage that kids bring.
- Teachers should be held accountable for meeting the individual needs of the students they teach and encourage referrals to appropriate resources.

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Teachers and Teaching (continued)

- Teachers should partner with parents to assess, identify, and support the individual needs of students.
- Teachers should be supported by parents, students, administration, and community including appropriate professional development as needed.
- Teachers should have the opportunity to pursue academic goals through creative methods.
- Teachers should receive recognition for innovation and excellence in teaching.
- There should be consistency at each course level.
- Teachers should set high expectations for all students.
- Teachers should help students to discover their potential.
- Teachers should create a respectful environment.
- Mutual respect.
- High expectations.
- Fostering healthy relationships.
- Inspiring/motivating students.
- Preparing teachers to work in multicultural environments.

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Community and District Relations

We believe that...

- There is/should be a partnership.
- There is/should be mutual accountability.
- Evidence-based and cost/benefit decision-making process. Well researched.
- Community should be genuinely listened to and heard.
- Two-way communication and support.
- Community holds BoE, administration and teachers accountable.
- Parents/community need to feel like a part of the team.
- Collaborations with Y.O.U., YJC, YWCA, etc. are really important.
- An effort to reach out/invite people to be in the school is really important.
- Information about what is going on in the school needs to be shared regularly and very broadly in the community.
- Community needs to identify common values we all share and then help everyone live up to them (respect, anti-violence, common courtesy, language, etc.).
- Mentors from community, esp. for our black and brown boys, who make them know they are loved, cherished, and expected to do well.
- Recognize and value cultural differences, see as assets, rather than limitations.
- The community should be informed by the district and be responsible for learning the information.
- D65 and 202 should work collaboratively.
- ETHS should work collaboratively with all K-8 schools (private and parochial).
- The school should create a welcoming and respectful environment.
- There should be open, honest, two-way communication between the school and the community.
- The school and the community are resources for each other.
- Community is a complex construct – abstract.
- The community has the responsibility to communicate its interest to the board.
- Board has the duty to seek the voice and perspective of all segments of community: most empowered, disconnected voices, race, ethnicity, geographic, immigration status, family education level.
- Our community is responsible for providing a safe and supportive environment for families so that students are able to learn.
- The school should produce a viable work force and focus not just on academics but cultivating functional, competent, and engaged community members.

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- ETHS should look to the highest performing high schools to create best practices and adapt what we learn from them to appropriate practices at ETHS.
- ETHS can't succeed without a full partnership with District 65.
- The full resources of the community at large must be leveraged to support our ETHS students (Cradle to Career).
- Opportunities for parent participation.
- Communication channels:
 - Phone calls
 - Interpreters
 - Technology classes for parents
- Cultural programs to honor students' identity and families.
- Security and safety.