



Bear Valley Framework for the Future



This document dives into Bear Valley's unique teaching and learning philosophy to actualize the unlimited potential of every learner.



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BEAR VALLEY MISSION & VISION



Vision

At Bear Valley, we commit to creating an **inclusive** environment, **empowering** students to become confident, responsible **leaders**, who are prepared for high school and beyond as thriving, authentic **community members**.



Mission

At Bear Valley Middle School, we **prioritize real-world learning**, leadership opportunities, and personal growth to empower students to become authentic members of their community.

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EUSD LEARNER PROFILE





EUSD LEARNER PROFILE

Empowered Learner

I am curious, self-directed, and able to overcome challenges in pursuit of my interests and goals.

- Consistently applies learned skills and knowledge to real-world problems
- Self-advocates and persists through challenges
- Takes risks and approaches learning with a growth mindset

Empathetic Collaborator

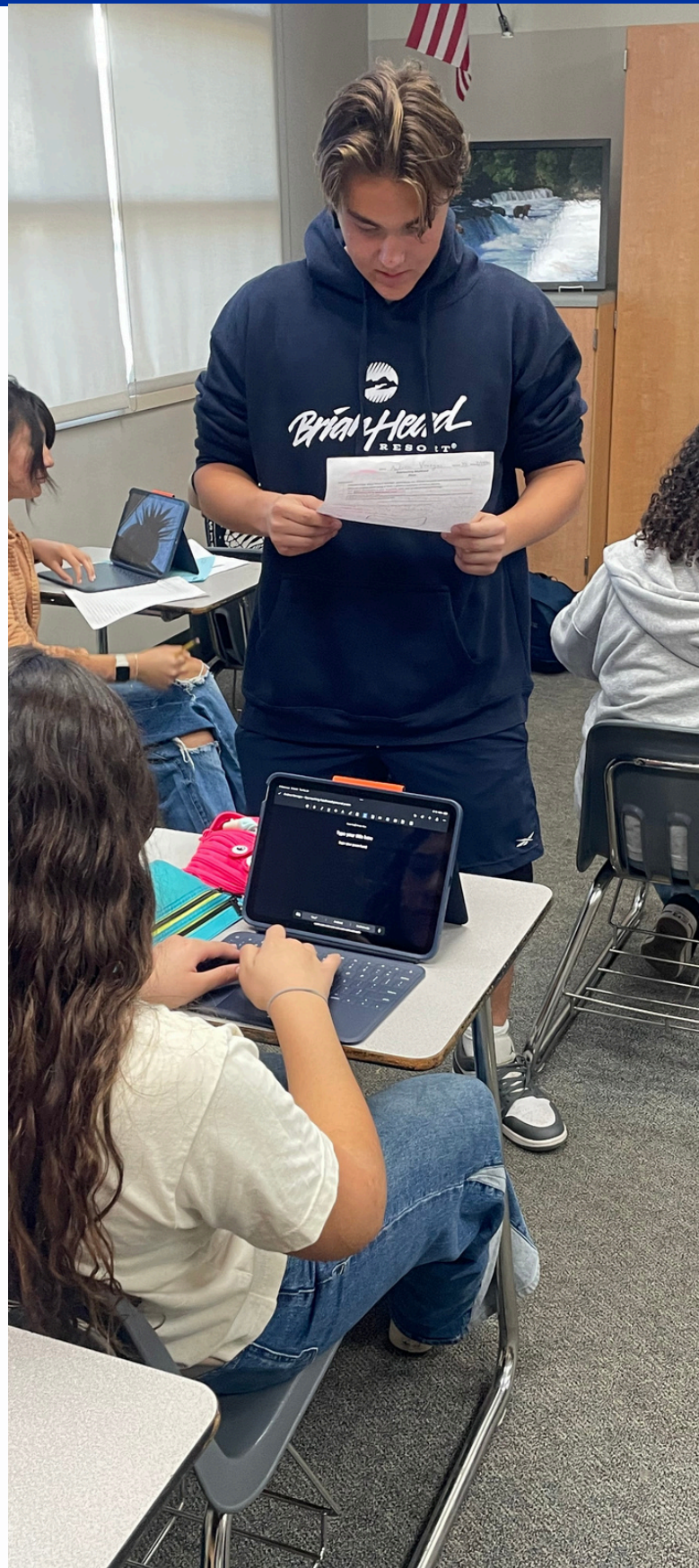
I actively listen, engage, and recognize diverse perspectives to achieve a common goal.

- Ensures equity of voice, ideas, and compromise
- Builds on the strengths, interests, and assets of others
- Honors others' experiences and points of view through respectful dialogue

Ethical Scholar

I find opportunities to make a positive impact on my community and demonstrate integrity, respect, and compassion.

- Stands up for what is right in pursuit of making a positive social impact
- Holds oneself accountable for thoughts, words, and actions
- Seeks to understand diverse perspectives and cultures





EUSD LEARNER PROFILE

Effective Communicator

I am an effective listener and can clearly express ideas.

- Communicates with purpose and expresses coherent ideas
- Receptive and responsive to others' input and ideas
- Communicates with confidence across various media and maintains a responsible digital footprint
- Communicates with an awareness of audience and context

Critical Thinker

I am an inquisitive learner who can reflectively and critically analyze information.

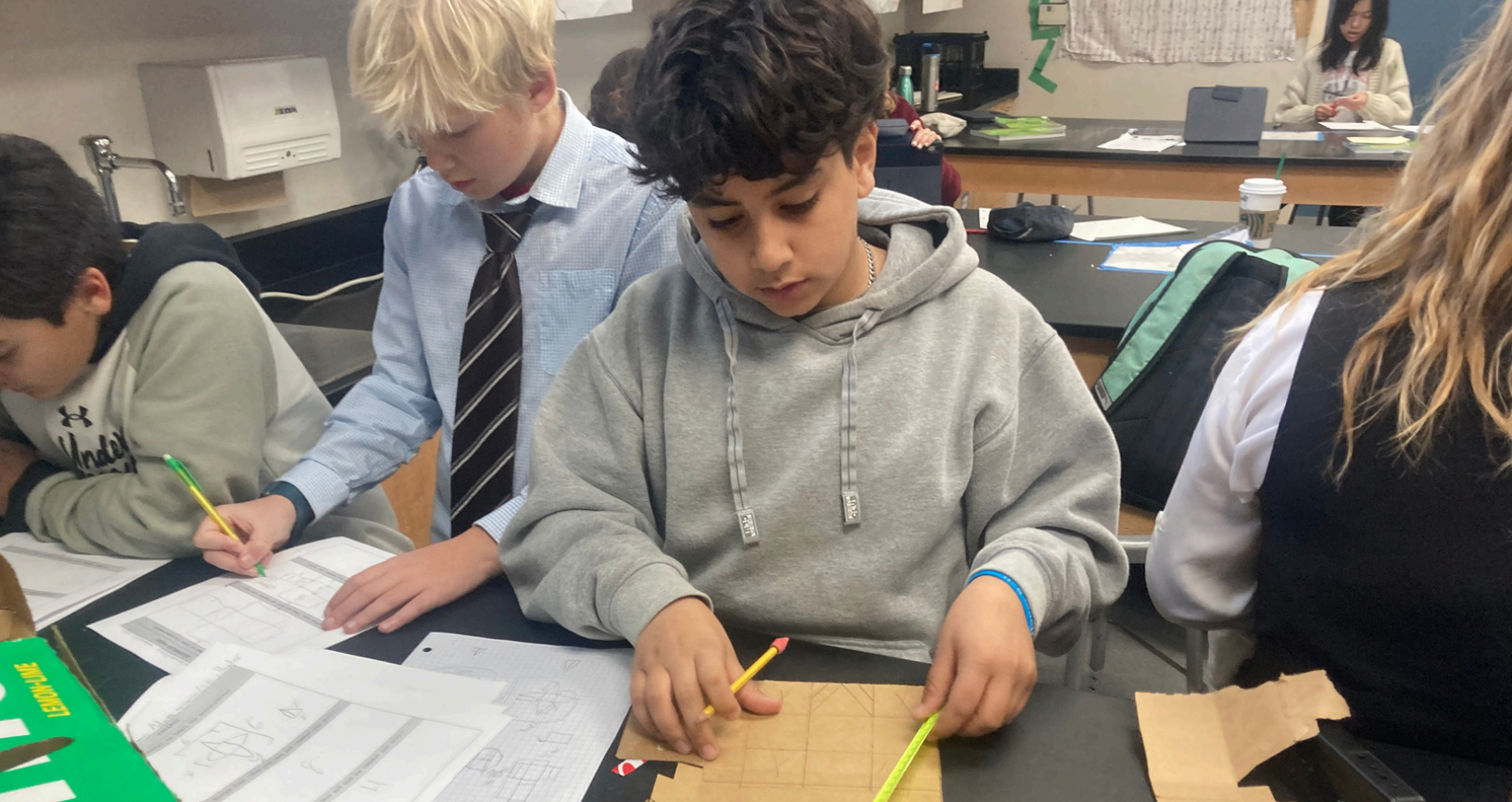
- Asks questions with confidence and seeks to understand how the world works
- Demonstrates mastery of essential knowledge and skills through reflection and revision of my thinking
- Willing to reconsider personal views when presented with a compelling perspective

Creative Problem Solver

I seek opportunities to creatively design solutions, solve complex problems, and act on novel ideas.

- Asks questions, explores multiple points of view, and pursues solutions to major problems
- Embraces challenges and understands that failure is part of the learning process
- Approaches challenges with a "can do" attitude





Learning Model

We believe this is what learning should be in order to achieve the outcomes defined in our Learner Profile.

Personalized

Learning is co-constructed based on each learner's unique strengths, skills, interests, and needs.

- Develop learners' self-awareness, self-regulation, and perseverance
- Amplify learner voice and choice
- Customize the learning experience for the whole learner

Authentic

Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.

- Design real-world learning experiences
- Promote anytime/anywhere learning
- Spark collaboration

Competency-Based

Learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills, and dispositions.

- Use assessment and data as tools for learning
- Employ a mastery approach to learning
- Create performance-based assessments

Inclusive & Equitable

Learning communities are collaborative and culturally relevant, where every learner feels they belong and can tap into their full potential, contributing to the collective success of their community.

- Nurture a meaningful and engaging learning community
- Cultivate a sense of belonging
- Partner with learners to reach their full potential



DESIGN ELEMENTS

A Day in the Life of a Bear Valley Student

While no day is the same at Bear Valley, we have provided some key elements of a Bear Valley student.

SMALL LEARNING COMMUNITIES

Students will work daily in an advisory period where they will focus on leadership opportunities and evidence of learning in relation to the six learner outcomes.

DISTRIBUTED LEADERSHIP

Students will be provided various leadership opportunities throughout the instructional day. Students will also demonstrate their leadership skills by taking part in one leadership day per trimester to showcase their leadership skills.

TEACHER COLLABORATION

Teachers planning and collaboration will be flexible and will have a strong focus on students' needs and the six areas related to the EUSD learner profile.

PERFORMANCE ASSESSMENT OF WHOLE-LEARNER OUTCOMES

Students will assess and share their learning through the development of year-long portfolios that demonstrate their mastery of the Learner Profiles. Students will have the opportunity to showcase their portfolios to families and community members.

REAL WORLD LEARNING

Each classroom will form a community partnership to expose students to the workforce after high school and develop yearly service projects with these partnerships.

CLEAR IDENTITY

Students will have a strong understanding of Bear Valley's Vision, Mission, and Values that will be embedded in daily routines.



2025-2026 BIG MOVES

Big Move #1:

Students have a portfolio that showcases their learning.

- Action Step 1: A template will be developed for teachers to push out portfolio information to students and teachers will receive instruction and have process modeled in pre-service days prior to the beginning of the school year.
- Action Step 2: Students create digital portfolios in their Advisory period that will showcase their work and understanding of the EUSD Learner Profiles.
- Action Step 3: Students will be given the opportunity to showcase and present their portfolios to various stakeholders during an end of the year school colloquium.

Big Move #2:

Provide opportunities for students to become comfortable with their own voices, and then confident speaking and sharing their ideas.

- Action Step 1: Provide low risk opportunities within the classroom with teacher modeling (menu of options).
- Action Step 2: Continue work with the BVMS Student Advisory Board on monthly basis to gather feedback from the "menu" being used in the classroom.
- Action Step 3: Provide lessons and strategies to support teachers with promoting student voice.
- Action Step 4: Students will be given multiple opportunities to showcase and present at least both small and large projects throughout the year (End of Year Colloquium).

Big Move #3:

Students have opportunities to collaborate with community leaders on meaningful service projects showcasing real-world problem solving.

- Action Step 1: Involve community members in a May engagement survey to form a list of partnerships.
- Action Step 2: Recruit community partners.
- Action Step 3: Educators will identify a community partner to work with in their classroom.
- Action Step 4: Educators will work throughout the year with their community partner and create a service learning project. Community partners will meet with their classes at least three times per year (ideate/prototype/present).



2025-2026 BIG MOVES

Big Move #4:

Creative planning of collaboration time to focus on student development of the learner profiles.

- Action Step 1: Redesign team will create framework to ensure Thursday collaboration time is driven by the school mission, vision and Learner Profiles
- Action Step 2: Teachers will be provided opportunities to share expertise on implementation of the Learner Profiles during content planning time
- Action Step 3: Explore benefits of time banking and vote

Big Move #5:

Students participate in leadership opportunities and can articulate their impact (student committees, Student Advisory Board, electives, ELO-P, etc.).

- Action Step 1: Each student identifies a leadership opportunity they will participate in
- Action Step 2: Teachers will utilize a menu of leadership opportunities to implement in their classrooms
- Action Step 3: Students are documenting their leadership experience during advisory in their student portfolios
- Action Step 4: Three separate leadership days will be planned to showcase various student projects where students can practice their leadership skills
- Action Step 5: Continue to expand Leadership Activities both in and out of the classroom for students: Safe Schools Ambassador Program through SDCOE



FIRST YEAR PLAN

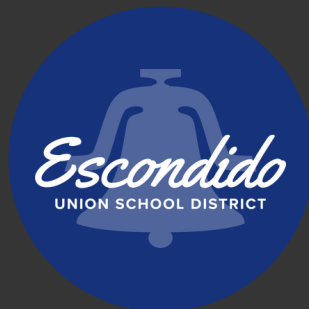
2025-2026				
	May/Summer	Trimester 1	Trimester 2	Trimester 3
Big Move 1: Student Portfolios	Design Team + Teachers will create template for student portfolios highlighting EUSD Learner Profiles	Template will be pushed out to students through Advisory period	Continue working on portfolios and have Students be proficient in EUSD Learner Profiles	End of the Year Student Colloquium with stakeholders + mixed grade levels
Big Move 2: Student Voice	Design Team + Teachers will create menu of classroom opportunities	Teachers will model and learning public speaking strategies	Continue to work with Student Advisory monthly to gather feedback of menu being implemented in classes	Showcase learning and present at End of the Year Colloquium
Big Move 3: Community Partnerships	Design Team collected interest from community members	Recruit community partners	Educators will identify community partner to partner with classroom	Creating a learning project with community partner within the classroom
Big Move 4: Collaboration	Design Team will revise Thursday meetings 2x a month	Design Team will meet to plan	During Teacher Planning time, teachers will share expertise	Explore Time Banking for the next year
Big Move 5: Student Leadership	Design Team + Teachers will create a list of current leadership opportunities	Students will identify their own leadership on campus + community	Students are documenting their leadership on their Student Profiles	Expand leadership + showcase opportunities for next few years



2-5 YEAR PLAN

2026-2027	2027-2028	2028-2029	2029-2030
• Students work on portfolios in advisory and present portfolios • Mission/vision/values in everything we do • Cohort 2 of community partnerships • Revised collaboration structures for teacher teams • Learner profiles addressed in every lesson • 2 leadership showcases • Student Advisory Board	• Students work on portfolios in advisory and present portfolios • Mission/vision/values in everything we do • Cohort 3 of community partnerships • Revised collaboration structures for teacher teams • Learner profiles addressed in every lesson • 3 leadership showcases • Student Advisory Board	• Students work on portfolios in advisory and present portfolios • Mission/vision/values in everything we do • All teachers have a community partnership • Revised collaboration structures for teacher teams • Learner profiles addressed in every lesson • 3 leadership showcases • Student Advisory Board	• Students work on portfolios in advisory and present portfolios • Mission/vision/values in everything we do • All teachers have a community partnership • Revised collaboration structures for teacher teams • Learner profiles addressed in every lesson • 3 leadership showcases • Student Advisory Board

CREATED IN PARTNERSHIP WITH:



— VISIT US AT: —

ESCONDIDO UNION SCHOOL DISTRICT