

Values, Beliefs and Commitments Activity

Goal: Develop a school-wide statement of values and beliefs.

1. Set the stage for this activity. Why is it important for us to discuss what we value and believe? Discuss with faculty the importance of a faculty beginning the conversations of values, beliefs, and commitments.
2. Sort faculty in small groups of 4-5 (no more than 5).
 - a. Distribute the Handouts A, B and C that provide an explanation of values, beliefs and commitments.
3. After values, beliefs and commitments have been defined and explained distribute handout D—personal reflection sheet on individual's values and beliefs.
4. Once the faculty members have individually worked on their own values and beliefs distribute handout E and have them rate the statements.
5. Ask each group to discuss the statements. Discuss the “5’s” first, then the “1’s next.”
6. Circle the items on Handout E that you wrote on Handout D.
7. Review the Comprehensive Systemic School Improvement Framework
8. Distribute envelopes with example statements (one set for each table)
 - a. Distribute a large copy of the model with a section provided for “Do not believe and value.”
9. Have faculty sort the statements by major area of the framework or in the “Do not believe and value” section.
10. Have faculty rank order the statements (only after they have finished sorting). They should actually physically arrange them in the order of importance.
11. The faculty should then number the strips in each group by rank order from 1 to...
12. School Improvement Team reviews the data and creates a staff values and beliefs survey. (A survey of degree of importance and degree of implementation)
13. School Improvement Team analyzes faculty survey and results, and creates a final school-wide value and beliefs statement list.

Note: (An alternative to items 7-8-9 is to have the faculty sort the items and rank order the top 25 without using the Student-Centered Framework)

Note: (Allow approximately 1 ½ hours to accomplish items 1 through 11)