## Handout: Core Values and Beliefs

## Worksheet

1. Discuss the goal for this session: to identify core values and beliefs about learning within a standards-based system.
2. Discuss relevant background information regarding the development of each statement. This should include reviewing the mission and vision and other relevant guiding documents of the organization.

## Step 1: Identify Core Values

1. Discuss the meaning of core values.
2. Each participant should circle 10 of the words below that describe their core values at work. This is not an exhaustive list. Participants can add any core values not listed they feel are relevant.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Acceptance | Compassion | Excellence | Integrity | Love | Recognition |
| Accountability | Connection | Fairness | Independence | Mindfulness | Reflection |
| Achievement | Choice | Flexibility | Integrity | Nurturing | Respect |
| Appreciation | Creativity | Focus | Justice | Passion | Self-respect |
| Authenticity | Democracy | Happiness | Knowledge | Peace | Service |
| Autonomy | Efficiency | Health | Kindness | Personal responsibility | Tolerance |
| Caring | Equality | Helping others | Leadership | Positive attitude | Transparency |
| Celebration | Equity | High expectations | Loyalty | Perseverance | Truthfulness |
| Collaboration | Ethics | Honesty | Making a Difference | Pride | Unity |
| No data | No data | No data | No data | No data | No data |
| No data | No data | No data | No data | No data | No data |
| No data | No data | No data | No data | No data | No data |

1. In small groups, share your top 10. Have a scribe use a new handout to circle all values identified. Put an “\*” each time a word is repeated.
2. Repeat the process by continually combining groups until there is one large group.
3. The last step is to identify them as a group either on the wall or another visual. Once the list is completed, come to consensus about the top 5 or 6 core values (can have more or less if desired). Coming to consensus requires participants to discuss each of the core values being considered and the rationale to use them to identify the qualities fundamental for the organization’s educational practices.

## Step 2: Beliefs about learning

1. Define beliefs about learning.
2. Each participant should circle up to three of the beliefs about learning identified below that describe their beliefs at work. This is not an exhaustive list. Participants can add any beliefs they feel are relevant.
   1. All students have the potential to achieve, although at different paces.
   2. Each student has something uniquely individual to offer their school and community.
   3. Students learn best when instruction provides students with opportunities to solve authentic problems.
   4. Students should experience equal opportunities to work alone and also work cooperatively and collaboratively with others to reflect on their learning.
   5. Students should feel safe, both physically and emotionally, in their school and classrooms.
   6. The use of technology is a vital tool in teaching students and for students to teach themselves. (NEASC, 2016)
   7. Add belief
   8. Add belief
   9. Add belief
3. In small groups, share your top 3. Have a scribe use a new handout to circle all values identified. Put an “\*” each time a word is repeated.
4. Repeat the process by continually combining groups until there is one large group.
5. As a large group, identify all words. At the end, circle the statements with the most “\*”. Come to a consensus on the number of beliefs about learning the organization wants to identify. Coming to consensus requires participants to discuss each of the beliefs being considered and the rationale to use them to identify the qualities fundamental for the organization’s educational practices.

## Step 3: Next Steps

1. Once the core values and beliefs are identified, have a conversation to determine next steps to incorporate them into decision-making related to curriculum, instruction and assessment.

### References

Adapted from the Commission on Public Schools and Committee on Public Secondary Schools. New England Association of Schools and Colleges, INC. (Revised June, 2016): Guide to Developing and Implementing Core Values, Beliefs, and Learning Expectations.