

Developing and Documenting Core Beliefs

These are the core beliefs of:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		

We believe:	This means: T	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		

Developing Core Beliefs

Purpose:	The purpose of the activity will be to reflect and come to agreement on leadership team core beliefs. Activity will be repeated by leadership team with faculty to develop building wide core beliefs.
Materials Needed:	Post-it notes, writing utensils
Time Needed:	30 min
Instructions:	<ol style="list-style-type: none"> 1. Begin by reviewing the Kansas MTSS Core Beliefs. 2. Use the following questions to reflect on what your core beliefs are. Have staff write their answers on a sticky note in short phrases, be concise. Groups work best if they consist of 5-6 people. <ul style="list-style-type: none"> • When your students leave you, how do you want them to be different, as people, as a result of being with you all year long? • What promises are you willing to make to your colleagues that will support your school's success in achieving its mission? • What are your fundamental, bedrock beliefs about how children learn and your role in making that happen? (Jon Saphier and John D'Auria, 1993) 3. After the brainstorming have teams post notes randomly on a large sheet of paper. 4. Instruct people to start sorting their notes into groups or categories. <ol style="list-style-type: none"> a. This is a silent activity, so there shouldn't be any talking during the categorization process. b. Anyone can move a note into any category. It's okay to move them around several times until a category to the whole group emerges. c. Place "outliers" (single notes unlike any others) off to the side. d. Once there is agreement among all participants in the group allow them to start discussion. e. Finalize the category. It's okay to make changes because of the discussion. f. As a group, write a clear, concrete belief statement that captures or central idea for each cluster of ideas. Write this theme on a header card and place it above the cluster of ideas. g. Share core beliefs with each other as an entire team. 5. Document core beliefs on the following page and be sure to discuss what beliefs <i>mean</i> and <i>don't mean</i>.

Saphier, J., & D'Auria, J. (1993). *How to bring vision to school improvement: Through core outcomes, commitments and beliefs*. Acton, MA: Research for Better Teaching.

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