Values and Beliefs Statements

**Without discussing this with your colleague, identify the degree to which you value or believe the following educational statements. Use the following scale: (5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1-Strongly Disagree)

_____ 1. Student collaboration enhances student learning.

_____ 2. Staff participation in the decision-making process for significant school issues increases teacher commitment to the school community.

_____ 3. The school is viewed as a place where adults as well as students learn.

_____ 4. Teachers who are life-long learners are role models for their students.

_____ 5. All students can learn if given adequate time and quality instruction.

_____ 6. When teachers and parents communicate frequently, student learning is enhanced.

_____ 7. In effective schools, quality teachers help students realize their full potential.

_____ 8. When students feel safe in the school setting, learning is increased.

_____ 9. School leadership should not be limited to only administration.


_____ 11. The culture of a school is shaped by the behavior and attitudes of the adults in the school.


_____ 13. Active engagement in instructional activities enhances student learning.

_____ 14. Students respect teachers who are genuine and caring.

_____ 15. Students whose personal lives are dysfunctional simply do not have the capability to learn.

_____ 16. When students are able to express their personal beliefs and feelings about the content, they learn more.
17. If students are not doing well, they need to go back to the basics and do more drill and skill development.

18. It’s impossible to work with students who refuse to learn.

19. Addressing students’ social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.

20. Even with feedback, some students just can’t figure out their mistakes.

21. Taking the time to create caring relationships with my students is a critical element for student achievement.

22. Students won’t engage in learning if teachers don’t provide direct instruction to their students.

23. If students are not near grade level by the time they come to my class, it’s just too late for them to learn.

24. Knowing the subject matter really well (teacher content knowledge) is the teacher’s most important contribution to student learning.

25. Effective teachers can help students who are uninterested in learning get in touch with their natural motivation to learn.

26. No matter what teachers do or how hard they try, some students are unreachable.

27. Knowledge of the subject area is the most important part of being an effective teacher.

28. Students will be more motivated to learn if teachers get to know them at a personal level.

29. Innate ability is fairly fixed and some children just can’t learn as well as others.

30. One of the most important things a teacher can teach students is how to follow rules and do what is expected of them in the classroom.

31. When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.

32. Teachers should not be expected to work with students who consistently cause problems in class.
33. Good teachers always know more than their students.

34. Being willing to build a personal relationship with my students facilitates learning more than being an authority figure.

35. Teachers know best what students need to know and what’s important; students should take the teacher’s word that what they are studying will be relevant to them.

36. For effective learning to occur, teachers need to control the direction of learning.

37. Teachers are responsible for what their students learn and how they learn.

38. Understanding schooling through the eyes of the students is important to the development of an effective classroom learning environment.

39. Teachers who listen to students in a caring way help the students solve their own problems.

40. To be effective, a school must change over time to match changes in the knowledge of best educational practices.

41. It is the school’s responsibility to ensure that all student educational needs are met.

42. Student and faculty diversity should be valued by all in the school setting.

43. Learning across the school is enhanced when teachers collaborate (share knowledge, ideas, and techniques).

44. Effective instructional climates are established through teacher methodology.


46. Incorporation of higher-level thinking in instructional activities enhances student learning.

47. Effective schools focus on student acquisition of central learning skills.

48. Effective teaching is consistent with current learning and developmental theories of students.

49. Learning is a shared responsibility of the home, student, school, and community.
50. Quality school programs address developmental needs of students.

51. Students construct knowledge through quality educational experiences.

52. An effective curriculum focuses on state academic standards and goals.

53. Exploratory and elective classes and programs are important in the development of overall student success.

54. Effective schools celebrate teaching and learning successes.

55. In effective schools, teachers participate in school budget development.

56. Effective schools have a wide variety of co-curricular class offerings at this school.

57. An effective curriculum promotes cross-discipline (interdisciplinary) learning.

58. An effective staff understands and supports the special education programs of the school.

59. An effective curriculum has vertical and horizontal articulation.

60. An effective curriculum provides opportunities for creative expression.

61. Use of technology enhances the learning experience.

62. Teachers in effective schools, develop and participate in professional growth.

63. Leaders in effective schools value, encourage, and facilitate professional development.

64. Professional development engages faculty with current research in learning and teaching.

65. Teachers in effective schools are responsible for maintaining knowledge of best instructional practice.

66. Professional development in effective schools is grounded in good research and designed to support the translation of research into practice.

67. Inquiry and reflection are essential components of good professional development.
68. Professional development for individuals and for small groups is as important as professional development for large groups.

69. Purposeful, planned teacher collaboration for sharing knowledge, ideas, and teaching practices is an important part of a staff development plan.

70. Authentic learning experiences enhance transfer of knowledge to real-world life.

71. Understanding students’ prior knowledge, conception, and misconception is an important starting point for instruction.

72. Effective leaders give teachers the autonomy to manage their classrooms as necessary.

73. Effective leaders model lifelong learning.

74. Effective leaders create a caring, collaborative school culture.

75. Effective leaders support risk-taking and innovation in teaching.

76. Effective leaders praise teachers that perform well.

77. Effective leaders value teachers’ ideas.

78. Effective leaders maintain positive communications with students and parents.

79. Effective leaders have high standards for teachers.

80. Effective leaders establish linkages with the appropriate school community agencies.

81. Effective leaders work collaboratively with staff to develop and maintain the school’s vision and mission.

82. Effective leaders develop and foster a learning culture.

83. Effective leaders and teachers model ethical and moral leadership.

84. Effective leaders create an environment of trust.

85. Effective leaders share leadership.

86. Effective leaders promote leadership among others.
87. Effective schools have leadership teams that provide positive leadership for their school.

88. Mandated decisions are generally ineffective.

89. School leaders should make decisions and administer the school and teachers should teach the students and control the classroom.

90. Effective schools are designed to provide small learning communities for students.

91. Effective schools are supported by local businesses and community members.

92. A safe learning environment is a quality learning environment.

93. A clean school is a quality school.

94. In effective schools, policies and procedures are known and respected by employees.

95. In an effective school, quality learning drives the design of the school day.

96. Adequate fiscal, and human resources are essential to a successful program.

97. Access and effective use of technology enhances student learning.

98. Program needs that support learning drive the assignment of facilities, not individual teacher performances.