

No One Heard It

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Standard 5:

A school leader is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner

Knowledge Indicator

The administrator has knowledge and understanding of the values of the diverse school community

Dispositions Indicator

The administrator believes in, values, and is committed to accepting the consequences for upholding one's principles and actions

Performance Indicator

The administrator serves as a role model

The administrator demonstrates appreciation for and sensitivity to the diversity in the school community

Situation

This is your second year as the principal of a sixth through eighth grade middle school that has a population of approximately 900 racially mixed students. Two teachers have just presented you with a situation involving your Assistant Principal, who took your place when you assumed the principal's role. While your background is secondary education, your assistant was a former elementary teacher.

The two teachers explained the following situation. They were told from four reliable white students that another white female student had called an African-American female student a racial slur. When they presented the information to the Assistant Principal, she basically dismissed the incident by saying, "Since there was no adult who heard the student say the word, I can't believe the word of one student over another."

The two teachers reminded you of the difficulty that this community has in trying to ease racial tensions. They also reminded you of your commitment to "respecting others." They brought up the way you effectively disciplined students when you were the Assistant Principal at this school.

Assignment

What actions would the principal take that would show evidence of sensitivity to the stakeholders?

Instructors Notes and Scoring Guides

For

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Issues

Demonstrates appreciation for and sensitivity to the diversity in the school community.

- The Principal responding to the behaviors of others.
- The feelings of the African-American student being called a racial slur.

Discussion

There are three main groups that must be dealt with in this case. The teachers who feel frustrated that they are not trusted for bringing important issues to the Assistant Principal to be acted upon. They also feel their hands are tied because the four students came to them, trusted them to act accordingly and now the student will not be punished for what they and the students feel is a serious offense.

The student, if she knows what has ensued with the teachers and the Assistant Principal, will now feel more powerful among her peers.

Finally, the Assistant Principal needs to be informed of the seriousness of the offense and reminded of the philosophy of the principal according to racial incidents.

Extended Learning

The instructor may choose to extend the learning in one or more of the following ways:

- Allow the students to role play discussions between the:
 - Four students and Principal
 - Name calling student and Principal
 - Teachers and Principal
 - Assistant Principal and Principal
- Discussion of the principal's expectations of the Assistant Principal.
- Discussion of evaluation process of an Assistant Principal.

Scoring Guide

Student responses to the case study may be assessed in one or more of the following areas:

- The principal understands the values of the diverse school community.
- The principal accepts the consequences for upholding one's principles and actions.
- The principal serves as a role model.
- The principal demonstrates appreciation for and sensitivity to the diversity in the school community.

Based on the above, the responses may be assigned the following points :

2 Points

Documentation and written commentaries, taken together, provide a clear, consistent, and convincing evidence of a deep knowledge of a school's appreciation for and sensitivity to the diversity in the school community.

1 Point

Documentation and written commentaries, taken together, provide a limited evidence of a knowledge of a school's appreciation for and sensitivity to the diversity in the school community and/or an uneven depth and scope.

0 Point

Documentation and written commentaries, taken together, provide little or no evidence of a knowledge of a school's appreciation for and sensitivity to the diversity in the school community.