

## MPEA Project: Standard 5

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

### Directions:

The school or district you will analyze will be the district in which you are presently working. All of the data and notes that you eventually select should support your written commentaries. It will be important, *as you collect these documents* that you evaluate them to verify that they provide you with specific information that will help you write about these relations and impacts on the topic. You may find it helpful to utilize the Department of Elementary and Secondary Education's website, M-SIP data, District Report Card, and central office information.

While this is designed for an individual project, it may work well as a group project, with each member contributing aspects of their own school/district.

### Writing Style:

Your written responses will be evaluated based on their responsiveness to the questions and evidence of the relevant ISLLC standards. It should also be representative of graduate level work.

### Adequate Rationales:

Some questions will require you to explain *why* you made particular decisions and/or selected certain courses of action. Merely stating that policy guidelines required you to act in the way that you did will not be an adequate response.

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Dr.'s Arnold and Kern both teach educational administration courses and have used case studies, vignettes and problem-based learning modules in their classrooms. Each has written for the Missouri Professors of Educational Administration web site for instructional material and currently serve on the executive board for MPEA.

**Outline for Working with Internal and External Publics  
in an Ethical Manner  
Problem-Based Learning Activity**

**I. Topic of Project**

*What is the project (staffing a new building, reduction in force, compliance with American Disabilities Act, compliance with Title IX, creation/revision of a district wide discipline policy, fiscal management, etc.)*

**II. Project Rationale**

*What is the rationale?*

*Why is it important to act with integrity and in an ethical manner?*

**III. Principle Players**

*Who are the principle players?*

*What role do they have in influencing your decision-making as a school leader?*

**IV. Community Morals and Values**

*Please respond to the following questions.*

*What is the underlying force for community morals and values in your district?*

*What individuals or organizations help to shape these morals and values?*

*How do the features, listed below, affect teaching and learning with your selected project?*

*In what way could these features be a barrier?*

*How do these features help shape your decision-making and your activities as a school leader in accordance with your selected project?*

A. Age and Gender Distribution

B. Racial/Ethnic Composition

C. Local Historical Background

D. Other

**V. Current Social Tensions**

*Please respond to the following questions.*

*What social tensions currently exist in the community?*

*How do the features, listed below, affect teaching and learning with your selected project?*

*In what way could these features be a barrier?  
How do these features help shape your decision-making and your activities as a school leader in accordance with your selected project?*

- A. Economic Rivalry
- B. Social Class Competition
- C. Gender Bias
- D. Racial Discrimination
- E. Religious Conflict
- F. Other

## **VI. Action Plan**

### A. Time Line

*What would be your timeline for organizing strategies/meetings?  
Using Sections IV and V, who(m) would you meet with and why?  
What responsibilities would you assign, to whom, and why would you assign this responsibility to this individual?*

### B. Financial Costs/Benefits

*What would be the financial costs/benefits to the district?  
What would be the costs to the individual taxpayer?*

### C. Internal School Forces

*List three comments/questions that would be posed by organizations or individuals within your district who support your selected project/decisions.  
List three comments/questions that would be posed by organizations or individuals within your district who oppose your selected project/decisions.  
Construct and justify your responses.*

### D. External School Forces

*List three comments/questions that would be posed by organizations or individuals within your district who support your selected project/decisions.  
List three comments/questions that would be posed by organizations or individuals within your district who oppose your selected project/decisions.  
Construct and justify your responses.*

## **VII. Presentation**

*Design a presentation using appropriate technology.*

*The presentation should be suitable for a meeting with internal and external publics.*

*The presentation should be based on the data from Sections IV and V and in response to the questions cited in Section VI, C and D.*

**Or**

*Develop a role play scenario.*

*The scenario should involve appropriate personnel.*

*The scenario should be based on the data from Sections IV and V and in response to the questions cited in Section VI, C and D.*

## **X. REFLECTION**

*The reflective piece should respond to the following issues:*

*To what extent is your decisions based on your professional code of ethics?*

*In what way did your decisions demonstrate trust, integrity, and ethics? This response should also demonstrate a willingness of the student to accept responsibility for his/her actions and/or decisions.*

*In what way did your decisions demonstrate respect for the rights and dignity of those impacted? This response should also include the impact on the teaching and learning process.*

## Scoring Guide:

<b>Expectations</b>	<b>Little or No</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
Develops a personal code of ethics				
Assess the level of trust in a school setting.				
Examines the prevailing nature of values in the school community.				
Examines the essence of how school leaders treat people (e.g. with respect, courtesy, fairness, equity).				
Demonstrates ethical decision-making.				

**MEETS STANDARD** \_\_\_\_\_

**DOES NOT MEET STANDARD** \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_