

Standard V PBL

The Standard and Its Knowledge and Performance Components

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

Key knowledge and performance concepts in Standard II

Knowledge:

The administrator has knowledge and understanding of:

- *the purpose of education and the role of leadership in modern society*
- *various ethical frameworks and perspectives on ethics*
- *the values of the diverse school community*
- *professional codes of ethics*
- *the philosophy and history of Educational Administration*

Performances:

The administrator

- *examines personal and professional values*
- *demonstrates a personal and professional code of ethics*
- *demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance*
- *serves as a role model*
- *accepts responsibility for school operations*
- *considers the impact of one's administrative practices on others*
- *uses the influence of the office to enhance the educational program rather than for personal gain*
- *treats people fairly, equitably, and with dignity and respect*
- *protects the rights and confidentiality of students and staff*
- *demonstrates appreciation for and sensitivity to the diversity in the school community*
- *recognizes and respects the legitimate authority of others*
- *examines and considers the prevailing values of the diverse school community*
- *expects that others in the school community will demonstrate integrity and exercise ethical behavior*
- *opens the school to public scrutiny*
- *fulfills legal and contractual obligations*
- *applies laws and procedures fairly, wisely, and considerately*

Problem 1

“Why a Principal?”

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Scenario:

You are the principal of a school of 1100 students. You have one assistant principal and a part-time athletic director to assist in the operation of the school. Enrollment has steadily grown in the past several years and projections show that next year the student population will exceed 1200 students. You and your team are swamped with the daily operation of a large school.

To address this situation you have been working with the superintendent for the past year on the addition of another assistant principal to meet the growing student population. Even with state guidelines for student/administrator ratios (and common sense as far as you are concerned) supporting your request ratios aside, you have met with some resistance. Essentially, the resistance is due to financial constraints within the district. Since state aid is calculated on previous year's enrollments, new monies to the district often lag a year, or even two years, behind. Your district has been caught in this dilemma. The Board and superintendent are sympathetic, but they have been forced to put off your proposals due to state revenues lagging behind the population boom. You basically have been asked to “make do until the money is there”.

Just when things started to look up (state funding had caught up, enrollment projections had been verified and the superintendent had given the “green light”) you have been presented with an unexpected hurdle. In the last board election two candidates running on a general theme of “fiscal conservatism and accountability” won election. They quickly gained the support of another board member to form a coalition dedicated to blocking any program, personnel or budgetary request that lack “purpose” or “persuasive justification”. To date they have held up about every request brought to the board. They have not been vindictive nor particularly political, they just will not pass items that appear to have no purpose.

After a lengthy closed door session to consider personnel issues, the superintendent came over to talk with you privately. He made a somewhat odd request. The board, and specifically the “conservative coalition”, has asked for a detailed rationale for your assistant principal request. That part didn't wasn't so unusual, it was what the board wanted in the rationale that gave you a start.

The superintendent related to you that the discussion concerning the assistant principal request was extremely interesting. The board wasn't particularly interested in recommended student/administrator ratios or job descriptions, indeed the discussion centered more on “why principals?” Looking hastily over his notes the superintendent pointed out several statements that merited some response. The statements included:

1. It looks to me like we could get a couple of cheaper non-certified people to do some of the tasks and possibly get by with fewer principals.
2. Do we have to have principals? Can't we designate lead teachers to do most of the duties?

3. In my day all the principals did was the budget and discipline. One person can do these tasks.
4. Do principals really make a difference in the bottom line? You know, in student learning?
5. What is the relationship of principal leadership and having a good school?
6. What's the return on having more principals? Or any principals for that manner?
7. Where do principals fit in the whole scheme of things? How do they make a better school? A better community?

The superintendent is concerned about the questions that have been raised and wants you to prepare a presentation for a board retreat planned for two weeks from today. The superintendent feels that if the board is given good data and a sensible "history" lesson delivered in a professional manner, they will not only be favorable with the request but they might even perceive all administrators in a more favorable light. The superintendent is especially interested in capturing the basic philosophical orientation of the district and showing how principals can promote it.

The superintendent has selected you for this delicate task and allotted one hour for the presentation. The superintendent has hinted that you could score some serious political capital for yourself and your school if you do a good job and said with a wink that you might even want to craft the presentation a bit to cast yourself and your school in a favorable light. You experience "guarded enthusiasm".

Product Specifications:

A Presentation to the Board of Education containing the following:

1. A characterization of the general philosophy of the district
 - a. It's basic premises
 - b. What the philosophy means to the operation of a school
 - c. The impact of this philosophy on the children
2. A brief history of the principalship.
 - a. Where it's been.
 - b. Where it's at.
 - c. Where it's going.
3. The impact of the principalship on:
 - a. A School's Mission
 - b. Student Learning
 - c. The Community

A mock journal for the principal detailing:

- A. Identification of a clear purpose of school (philosophy) and the principal's role in achieving this purpose.

- B. Decisions related to the superintendent's suggestion to craft the presentation in order to promote personal goals or goals of your school.
- C. Identification of ethical questions encountered developing this presentation.
- D. Discussion of presentation strategies that would project a professional image.

Guiding Questions (for use in guiding your thinking):

- A. How does one determine the philosophy that a district adheres to? Is there a single philosophy that captures the popular sentiment in districts across the U.S.?
- B. What is the importance of knowing the philosophy of a district? How does it impact the leadership of a district? How does it impact the day-to-day operation of a school district?
- C. What is the history of the principalship? What are the key issues to understand about the evolution of the principalship?
- D. What research base is available stressing the impact the principal on student learning?
- E. What research base is available about the principal's impact upon the school mission?
- F. What definition of "community" should be used?
- G. In what ways should or could a principal use board presentations to further their own situation? How about the situation of their school?
- H. How does the nature of the audience affect a presentation of this type? What factors do you need to consider? What strategies should you employ?

Resources:

- Fundamental Concepts of Educational Leadership, Razik and Swanson Merrill Prentice Hall Upper Saddle River, New Jersey ISBN 0-13-0-14491-6
- Creating Effective Schools: An Inservice Program for Enhancing School Learning Climate and Achievement, Brookover et.al. Learning Publications, Holmes Beach, FL ISBN 0-918452-35-X
- Developing the Curriculum, Peter Oliva, Harper Collins Publishers, New York, N.Y. ISBN 0-673-52195-8
- Value-Added Leadership: how to get extraordinary performance in schools, Thomas Sergiovanni, Harcourt Brace Jovanovich, HBJ Leadership, San Diego, CA

Key Terms and Concepts:

- Reconstructionism
- Progressivism

- Perennialism
- Essentialism
- Existentialism
- Behavioralism
- Pragmatism
- Reconceptualism
- Gestalt
- Perceptual Psychology
- Philosophy
- Congruency
- Effectives Schools Research
- Value-Added Leadership
- The Learning Community
- Ethics
- Diversity

Support Materials:

None Needed

Notes to Instructor:

1. The following ISLLC criteria are supported by this problem. You can enhance the students experience by assuring that either appropriate instruction in these areas has been given, or additional resource made available to support student decision-making.
 - a. *the purpose of education and the role of leadership in modern society*
 - b. *the philosophy and history of Educational Administration*
 - c. *examines personal and professional values*
 - d. *demonstrates a personal and professional code of ethics*
 - e. *demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance*
 - f. *serves as a role model*
 - g. *accepts responsibility for school operations*
 - h. *uses the influence of the office to enhance the educational program rather than for personal gain*
 - i. *treats people fairly, equitably, and with dignity and respect*
 - j. *protects the rights and confidentiality of students and staff*
 - k. *recognizes and respects the legitimate authority of others*
 - l. *examines and considers the prevailing values of the diverse school community*
2. You have several options in using this case. First you can assign this case individually or in groups, though individual projects would be the most realistic. Second, you can have generate a hypothetical district and school profile or you can have them review and use their own district to set the parameters for the exercise. (Ideally, using their own districts would allow for a more authentic task.) Lastly, you may modify the project to give more or less direction or requirements.
3. Having students research a large number of philosophies or a variety of authorities on principal effectiveness may necessitate giving the students considerably more time. It might be useful to give the students an overview of a focused list of philosophies to narrow the task. Additionally, you may wish to narrow the scope of work in a similar fashion for the subject of principal effectiveness. (Brookover and Lezotte's work in Effective Schools might be an example.)
4. Rather than giving the actual presentation in class you might have students give an overview of the content and strategies they elected to include. The student s could be directed to address specific questions such as "What philosophical movement did you purport to represent your district's current status? Why did you select it and what examples did you cite from the district to demonstrate its existence?"
5. It is advisable to give the students the standards and indicators for ISLLC before the assignment to help direct their thinking. Additionally a discussion of ethics and philosophy before as well as after the assignment is advisable.

The first to provide direction for the assignment and the second to discuss the philosophical issues and ethical implications of the assignment.

- As written, the project should take about 6 hours of classroom time over a two-week period.

Other:

The mock journal is an important part of this project. It is a critical tool for ascertaining the ethical questions of manipulating a situation for personal gain as well as getting at presentation considerations and other standards related issues such as:

- Points that are to receive particular emphasis and why.
- Presentation strategies.
- Audience analysis considerations.
- Personal goals relative to the presentation.
- Reflecting upon their district’s philosophy and comparing it to their own.
- Selected ISLLC dispositions for Standard V.
- Addressing specific philosophical or ethical issues you desire for your own particular class.

It is strongly urged that you develop a plan for the journal writing aimed at directing students toward the key issues and philosophies that your course is designed to deliver.

Performance Criteria	1	2	3
<i>the purpose of education and the role of leadership in modern society</i>	There is no evidence of the recognition of a philosophical base nor connection of the role of the principal in achieving organizational goals associated with the identified philosophy.	There is evidence of the recognition of a philosophical base but little or no connection of the role of the principal in achieving organizational goals associated with the identified philosophy.	There is evidence of a strong tie to a philosophical base and the role of the principal in achieving the goals of an organization operating under such a philosophical structure.
<i>the philosophy and history of Educational Administration</i>	The student fails to provide an adequate historical perspective of the principalship.	The student provides a general overview but does not connect history with the role changes required of principals at various stages of development.	The student provides a clear and concise historical perspective detailing the changing roles of the principal and the increasing importance of the principal in achieving educational goals.
<i>examines and considers the prevailing values of the diverse school community</i>	The student fails to consider diversity as an issue and fails to account for diverse ideas within the community.	The student considers only the diversity of the school or recognizes only a single demographic variable when reporting the district philosophy.	The student considers the diverse nature of the community and school when reporting the philosophy.

<i>recognizes and respects the legitimate authority of others</i>	The student does not recognize the appropriate role of a principal as part of a "chain of command" or as part of a larger community of learners.	The student recognizes the "chain of command" or being part of an administrative team but fails to recognize the role of others in the learning community. (parents, business people, etc)	The student recognizes the appropriate role of a principal as part of a "chain of command" and one part of a learning community
<i>protects the rights and confidentiality of students and staff</i>	The student does not address the protection of student or staff rights as a function of the principalship	The student intimates the role of the principal as protecting the rights of students and staff but offers no specifics.	The student clearly states the role of the principal as protecting the rights of students and staff.
<i>treats people fairly, equitably, and with dignity and respect</i>	The student does not dignify others nor address the ethical treatment of staff or students as a function of the principalship	The student intimates the role of the principal as attending to the fair and equitable treatment of students and staff but offers no specifics.	The student makes clear the role of the principal as attending to the fair and equitable treatment of all members and staff.
<i>uses the influence of the office to enhance the educational program rather than for personal gain</i> <i>demonstrates a personal and professional code of ethics</i>	The student has personal enhancement as a major emphasis	The student includes only a few references to self or school for the purposes of self advancement.	The student does not use the report as a vehicle of self advancement.
<i>accepts responsibility for school operations</i>	The student does not place appropriate responsibility for school operation on the principal	The student intimates but offers no specifics concerning the principal's responsibility for the operation of the school.	The student makes specific reference for the responsibility of the school operation of the principal
<i>serves as a role model</i>	The student's behavior does not serve as vehicle to express appropriate leadership behavior	The report and self-reflection indicate some level of professionalism but some weaknesses in presentation or organization exist.	The report and self-reflection indicate professionalism and a high degree of professional maturity.
<i>demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance</i>	The selected philosophy is not related to promoting high achievement or student performance	The report and self-reflection indicate a value system that has conflicting messages regarding success (self aggrandizement, comments that do not support all learners, excuses)	The report and self-reflection indicate a value system that is capable of inspiring others to achieve success.
<i>examines personal and professional values</i>	There was little or no personal reflection concerning the role of the principal and the attainment of student, district or community goals	The self reflection indicates some examination of beliefs but more on a personal level rather than professional level.	The self reflection indicates a thorough examination of personal beliefs relative to leadership.

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Performances:

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- *applies laws and procedures fairly, wisely, and considerately*

Problem 2

“It’s a Matter of Ethics”

Scott Wegner, Sandra Wegner, Robert Watson

Scenario:

Your district has been involved in a year-long project re-writing the job descriptions for all certified personnel. As an up and coming administrator with a recent degree and boundless energy, you have been instrumental in the defining the tasks and specifications for an instructional leader. You have impressed a lot of people with your knowledge and skills,

Because of these contributions the superintendent has asked you to take on a difficult but interesting job. With two scandals (one, dealing with a sexual indiscretion between a principal and secretary at school during school time and one dealing with embezzlement of activity account monies) the superintendent has become extremely interested in ethics. Spurred on by the increasing number of states establishing them, the superintendent has asked you to develop an “Administrative Code of Ethics” to apply to all administrators in the district. It is hoped that such a code will assist in all facets of personnel management in the district (hiring, evaluation, supervision, development programs, compensation, termination, etc) as well as communicate the high standards to which administrators are held to the community at large.

The superintendent wants the work to be comprehensive complete with philosophy, rationale, and research. It must be supportable by the public. Additionally, the superintendent wants legal responsibilities, professional standards, community values consulted and a district code of ethics or “10 commandments” established.

While the superintendent knows that an extensive amount of public input will be needed, the feeling is that a great deal of the leg work to develop a draft of the basic components can be done in advance. It’s a tall order, but the consensus belief among all administrators is that you are the person for the job. You concur.

Product Specifications:

The superintendent would like the following items submitted in two weeks:

- A. A rationale for the establishment of a code of ethics including:
 - a. A definition of Ethics
 - b. A theoretical paradigm on which to base the code of ethics
- B. An introduction to the code of ethics for the district including:
 - a. Purpose of the code
 - b. Definitions
- C. A recommended set of standards for administrator behavior, cross referenced (when appropriate) to:
 - a. State Law
 - b. Other state codes of ethics

- c. National standards
- D. A summary of community standards that might be considered in the final version and recommendations for implementation or inclusion in the code of ethics.
- E. A draft "District Commandments" that summarizes the code of ethics and can be posted district wide.
- F. A list of potential areas where policies might be needed, such as:
 - a. Reporting
 - b. Disciplinary action
 - c. Hiring practices
 - d. Staff development
 - e. Administrator Evaluation
 - f. Other

Additionally, the superintendent would like you to write, confidentially, a brief paper outlining what you perceive your biases to be concerning the formulation of the above recommendations. The superintendent related that this will help in interpreting the work to others as well as be a good learning tool for you.

Guiding Questions:

- A. What is a code of professional ethics? Do they differ from profession to profession?
- B. How does the law affect ethics? Are they one in the same?
- C. How does community or cultural expectations affect professional codes of ethics?
- D. What is the history of ethics?
- E. Who are the stakeholders that will eventually have an interest in the development of the code of ethics?
- F. What behaviors, beyond technical or theoretical skills, should be expected of school administrators?
- G. What is the affect of unethical behavior? How should unethical behavior be dealt with?
- H. What is the place of morality in the ethics? Are they one in the same?
- I. Will there be alternative positions relative to a professional code of ethics? How does one deal with multiple ethical frameworks?
- J. What is the role of religion in determining ethical behavior?
- K. What will the effect of a code of ethics be on a school district? Formally or Informally

Resources:

- The Ethics of School Administration, Kenneth Strike, Emil Haller and Jonas Soltis, Teachers College Press Columbia University, New York

- Ethics for Professional Educators, Kenneth Strike and P. Lance Ternasky, Editors, Teachers College Press Columbia University, New York
- Matter of Breath: Foundations for Professional Ethics G. De Stexhe and J Verstraeten, Peeters Publishing Leuven Belgium
- Ethics and Decision-Making in Local Schools: Inclusion, Policy and Reform, James Paul, Neal Berger, Pam Osnes, Yolanda Martinez and Wm. Morse, Paul H. Brookes Publishing, Baltimore, MD
- Georgia Code of Ethics for Educators - <http://www.gapsc.com/Professionalpractices/NEthics.asp>

Key Terms:

- Accountability
- Behavioralism
- Casuistry
- Constructivism
- Ethical Relativity
- Ethics
- Gemeinschaft
- Gesellschaft
- Laws
- Morality
- Mores
- Norms
- Power
- Professional code of ethics
- Professional Standards
- Protocol
- Roles and Responsibilities
- Rules
- Universality
- Values
- Value clarification

Support Materials:

- 1 None Needed

Notes to Instructor:

- 1 The following ISLLC criteria are supported by this problem. You can enhance the students experience by assuring that either appropriate instruction in these areas has been given or additional resources are made available to support student decision-making.
 - *various ethical frameworks and perspectives of ethics*
 - *the values of the diverse school community*
 - *professional codes of ethics examines personal and professional values*
 - *accepts responsibility for school operations*
 - *considers the impact of one's administrative practices on others*
 - *treats people fairly, equitably, and with dignity and respect*
 - *protects the rights and confidentiality of students and staff*
 - *demonstrates appreciation for and sensitivity to the diversity in the school community*
 - *recognizes and respects the legitimate authority of others*
 - *examines and considers the prevailing values of the diverse school community*
 - *expects that others in the school community will demonstrate integrity and exercise ethical behavior*
 - *opens the school to public scrutiny*
 - *fulfills legal and contractual obligations*
 - *applies laws and procedures fairly, wisely, and considerately*
 - a. You could assign this case to either an individual or a small group. The more members in the group the more detail that should be requested in the products. The students could be asked to use their own school district as a platform of study. (Using their own districts would also allow for a more authentic task though it may create logistical problems for groups of students who are not from the same district.)
 - b. If your state already uses a specific code of behavior you could have the students study them as a primary source and work to justify their use or expand them to be more encompassing. Conversely, you could have assign them to a district not in your state and give them the opportunity to develop their own from scratch.
- 2 Lastly, you may modify the project to give more or less direction or requirements. You could also require that certain technologies be used such as PowerPoint or other presentation software for a presentation to the administrators/Board of Education
- 3 As written, the project should take 6-9 hours of classroom time over a two to three-week period
 - a. Possible optional assignment - A mock journal for the principal detailing decision-making elements including:

- Identification of the key elements to decision-making regarding the documents produced.
- Identification of issues that may support or hinder the ultimate success of this project.
- A discussion of the rationale for selecting the chosen ethical framework. The strengths and weaknesses of any or all ethical models considered.

Performance Criteria	1	2	3
<i>applies laws and procedures fairly, wisely, and considerately</i>	The student fails to cite legal references and neglects to consider important legal principles related implementation issues.	The student's product contains references to legal issues but does not consistently consider legal principles related implementation issues related to the law. (due process, contract law, etc.)	The student's product reflects an in depth study of the laws related to principal behavior. Additionally, the product adheres to legal principles related to due process, contract law and other related legal fields.
<i>fulfills legal and contractual obligations</i>			
<i>opens the school to public scrutiny</i>	The student fails to consider disclosure of misconduct and the public's right to know.	The student's work intimates disclosure but specific policy recommendations are not present.	The student offers evidence of an understanding of the public's "right to know". Reporting policies indicate disclosure processes.
<i>expects that others in the school community will demonstrate integrity and exercise ethical behavior</i>	Gaps in recommendations or standards are present that allow for potentially substandard behavior	The product and recommendations establish a legally acceptable quality,	The product and recommendations are standards based, comprehensive and of high quality.
<i>examines and considers the prevailing values of the diverse school community</i>	The student' work fails to examine the philosophical nature of ethics, parroting legal requirements or contractual obligations with out accounting for multiple perspectives. Self-reflection lacks sufficient depth or clarification. No recommendation ethical framework is considered or developed.	The student' work effectively examines the philosophical nature of ethics, but with a somewhat narrow focus (the majority viewpoint or a single cultural viewpoint) Self-reflection is value based but with a narrow perspective. Only one ethical framework is considered and used.	The student' work effectively examines the philosophical nature of ethics, taking into account multiple viewpoints and allowing for diverse stands on ethics. The product and especially the self-reflection is value based but with a broad perspective. Multiple ethical frameworks are considered, the end product is a synthesis of two or more frameworks
<i>demonstrates appreciation for and sensitivity to the diversity in the school community</i>			
<i>the values of the diverse school community</i>			
<i>various ethical frameworks and perspectives on ethics</i>			
<i>recognizes and respects the legitimate authority of others</i>	There is no evidence of an understanding of "chain of command nor recognition of the rights and authority of the public.	There is evidence that school "chain of command but no recognition of the public's rights or authority.	There is evidence of both school "chain of command" as well as recognition of the public's rights and authority.
<i>protects the rights and confidentiality of students and</i>	Confidentiality does not receive any attention or is	Confidentiality is intimated or dealt with in	Confidentiality is specifically dealt with in the code of ethics and

<i>staff</i>	merely intimidated.	a general fashion.	policy recommendations.
<i>treats people fairly, equitably, and with dignity and respect</i>	There is evidence that dignity of people is secondary to organizational maintenance. Due process may be lacking or incomplete.	Dignity of people is implied but not specifically mentioned as a goal of the project. Due process meets legal standards.	Dignity of people is a common theme throughout the project. Due process ensures confidentiality and fair treatment.
<i>considers the impact of one's administrative practices on others</i>	Project and reflection piece shows limited understanding of the implication of administrative practices upon others within and outside the school setting. Reflective piece only recognizes impact of managerial duties not value system.	Project and reflection piece intimate an awareness of the implication of administrative practices upon others within and outside the school setting. Does not clearly state how one's value system impacts others.	Project and reflection piece demonstrate a keen awareness of the implication of administrative practices upon others within and outside the school setting. Recognizes the impact of one's value system upon others.
<i>accepts responsibility for school operations</i>	Includes no statements designating principals as having primary responsibility for what happens in their buildings	Includes only a global statement designating principals as having primary responsibility for what happens in their buildings	Multiple instances of evidence designating principals as having primary responsibility for what happens in their buildings.
<i>Shows knowledge of professional codes of ethics</i>	Work is incomplete or so narrow in scope as to give no direction. Reflection is superficial, does not explore strengths and weakness nor origins of ones own value system.	Project is complete The work effectively examines the philosophical nature of ethics and the reflection piece examines ones own biases and values.	Project is complete and comprehensive. The work effectively examines the philosophical nature of ethics, taking into account multiple viewpoints and allowing for diverse stands on ethics. Reflection piece thoughtfully examines ones own biases and values
<i>examines personal and professional values</i>		Work does not show depth of thinking or narrow thinking.	