

The Best Little English-Only Christmas Pageant Ever

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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.

Knowledge

The administrator has knowledge and understanding of:

- the values of the diverse school community

Dispositions

The administrator believes in, values, and is committed to:

- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- development of a caring school community

Performances

The administrator:

- considers the impact of one's administrative practices on others
- treats people fairly, equitably, and with dignity and respect
- 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
- applies laws and procedures fairly, wisely, and considerately

Issue:

As the superintendent of Eastland School District, you strive to maintain an open-door policy where any school district stakeholder has the opportunity to meet with you in person. You have just had a meeting with a music teacher from one of the elementary schools in your district. She wasn't very happy as she presented her concerns to you. However, you listened intently to her as she presented her opinion of a recent situation at her school.

The teacher explained that every year she sponsors a Christmas music pageant which involves the third and fourth grade students. She reminded you that this has been a tradition for some time at East Park Elementary and the younger students look forward to reaching third and fourth grade so that they can perform in the pageant. Again this year, the teacher has involved all the third and fourth graders, with the exception of one class of students. She explained that this class of students was mainly Spanish-speakers who receive instruction in English for a portion of their school day. The problem, as the teacher sees it, is that these students cannot speak proficient English, which hampers them in learning the songs for the pageant. She

decided to pull this class from the program with a promise that she would later prepare them for another special music presentation. As reported by the teacher, when her principal found out about the class being pulled from the pageant, she was called in and told by her principal to include the students in the pageant. The reason behind her decision was that these students were in the third and fourth grade and should be included like all the rest of the students in those grades. The music teacher asked for you to overrule her principal and allow her to go on with her plan. The teacher stated that she couldn't possibly see how her program could be a quality presentation with the Spanish-speakers included in the pageant.

Assignment:

- What actions should the superintendent take in response to the music teacher's request?

Instructor's Notes and Scoring Guide

For

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Notes to the Instructor

Discussion:

The purpose of this vignette is to prompt a discussion of the superintendent's role in promoting the success of all students by acting with integrity, fairness, and in an ethical manner. How should the superintendent go about addressing the request of the teacher? How should the superintendent gather additional information to address the situation? What kind of information should the superintendent gather? Who could the superintendent involve in the information gathering and decision making phases? How should the superintendent communicate with the teacher? In discussing this vignette, students should identify issues surrounding integrity, fairness, ethics, and the right of every student to a free, quality education. The ideas surrounding student success should be the heart of the discussion.

Additional Standard:

This vignette could also apply to Standard 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Discussions could involve the principles of effective instruction, diversity and its meaning for educational programs, student learning as the fundamental purpose of schooling, the variety of ways in which students learn, supportive learning environments, preparing students to be contributing members of society, and the idea that there is a culture of high expectations for students and staff performance.

Scoring Guide:

Score 2

The student responds directly to the assignment by addressing the actions of the superintendent. The responses include three of the following:

- Specifically addresses other stakeholders (such as building level principal, special languages director) in an effort to gather needed information/data.
- Actions clearly demonstrate knowledge of special languages placement and services.
- Specifically addresses the need to review district policies and procedures designed to ensure student success.
- Actions clearly demonstrate human relations skills of treating people fairly, equitably, and with dignity and respect.
- Actions clearly demonstrate an intent to bring ethical principles to the decision-making process.

Score 1

Responses include two of the following:

- Identifies some individuals involved in the gathering of information/data phase.
- Actions suggest some knowledge of special languages placement and services.
- Limited understanding of the need to review district policies and procedures.
- Actions demonstrate some understanding of human relation skills.
- Actions demonstrate limited effort to address ethical principles regarding the decision-making process.

Score 0

- Response does not address others involved in the gathering of information/data phase.
- Poor understanding regarding knowledge of special languages placement and services.
- No clear understanding of the need to review district policies and procedures.
- No clear understanding of human relation skills.
- No clear demonstration of the need to bring ethical principles to the decision-making process.

Additional Resources:

- **Success Link**
Website designed to showcase best practices and programs which have proven to work in the state of Missouri. Site includes over 2,000 lesson plans for educators.
www.successlink.org
- **National School Board Association (NSBA)**
This website provides an array of resource information as it relates to policy, research, technology, and school law.
www.nsba.org
- **American Association of School Administrators**
Website designed to support leaders in education by providing information regarding laws, policies, research and practice. Site also links to publications such as The School Administrator, the AASA Bulletin, the AASA Professor, and School Governance and Leadership.
www.aasa.org
- **EduHound**
This website includes an extensive collection of briefly annotated links for teachers, administrators, and parents, organized into categories, or browse an alphabetical subject/keyword list. Includes specific subject (animals, science, etc.) as well as specialized educational resources (standards, assessment). Of special interest are EduHound Espanol, with resources for Spanish speakers, and EduHound Espanol (English), with resources for teaching students whose primary language is Spanish, including Bilingual Tutorials.
www.eduhound.com
- **Questia**
This website provides a large online library of resources relating to bilingual education.
www.questia.com
- **National Clearinghouse for Bilingual Education.**
This website includes links to a variety of websites concerning bilingual education. The Clearinghouse is funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). The purpose of the Clearinghouse is to collect, analyze, and disseminate information regarding bilingual education.
www.ncbe.gwu.edu

- **National Association for Bilingual Education (NABE)**
This website includes publications, information, resources, and legislative and policy information relating to bilingual education in the United States.
www.nabe.org