

The Real World

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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:

- various ethical frameworks and perspectives on ethics

Dispositions

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

- the right of every student to a free, quality education

Performances

The administrator:

- recognizes and respects the legitimate authority of others
- applies laws and procedures fairly, wisely, and considerately

Issue:

Mrs. Werner, a teacher from the high school in your district, has just met with you. Her concern centered on the idea of providing modifications during classroom instruction. As the department chair, Mrs. Werner taught the senior English classes and was opposed to "helping out" students who had an Individual Education Program (IEP) with classroom modifications. Mrs. Werner had stated that by the time students were seniors, they should be ready for the "real world" and "the real world did not modify for learning disabilities." The action that had prompted Mrs. Werner's visit to your office related to her supervising principal. The principal had written Mrs. Werner a memo which stated that she was responsible for implementing classroom modifications included in any student IEP. The principal had further stated that she would be doing periodic drop-in visits to check on the teacher's implementation of the classroom modifications. Mrs. Werner asked for you to discuss this matter with her principal, hoping that you would agree with her point of view.

Assignment:

What actions should the superintendent take to address Mrs. Werner'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 education director) in an effort to gather needed information/data.
- Actions clearly demonstrate knowledge of special education 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 education 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 education 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
- **Wrights Law**
This site, by a special education attorney, provides parents, educators, and attorneys with advocacy information and special education law for children with disabilities. It provides the texts of case laws, statutes, and federal regulations, including the Individuals with Disabilities Education Act (IDEA).
<http://wrightslaw.com/>
- **Idea Practices**
This site is designed to answer questions about the Individuals with Disabilities Education Act, provide best practices regarding special education and highlight special education case law.
www.ideapractices.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
- **Education World**
This website supports K-12 school administrators and teachers by providing information on lesson plans, curriculum contents, school administration, special themes, and educational web reviews.
www.eduction-world.com
- **Missouri Department of Elementary and Secondary Education-Division of Special Education**
This website represents the division of special education of the Missouri Department of Elementary and Secondary Education. Information includes resources, programs, publications and legislation concerning the area of special education in the state of Missouri.
www.dese.state.mo.us/divspeced/

- **Council of Administrators of Special Education**
Website provides information regarding professional leadership in the area of special education. Links are provided to the CASE newsletter, articles and position papers concerning special education issues, and legislative resources.
www.casecec.org
- **Council for the Exceptional Child**
Website highlights the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.
www.cec.sped.org
- **National Association of Secondary School Principals (NAESP)**
Website provides useful information for enhancing the professional development of secondary school administrators.
www.naesp.org