

We've Got Spirit, How About You?

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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
- the values of the diverse school community

Dispositions

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

- bringing ethical principles to the decision-making process

Performances

The administrator:

- treats people fairly, equitably, and with dignity and respect
- demonstrates appreciation for and sensitivity to the diversity in the school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- applies laws and procedures fairly, wisely, and considerately

Issue:

You have just met with a group of parents concerning the latest cheerleading tryouts at the high school. As the superintendent of schools, even though you are indirectly involved with extra-curricular activities, it seems that at least once or twice a year, parents or teachers come to you with complaints or concerns. This latest concern has you puzzled as you mull over the circumstances.

The people that have just met with you are parents of three African-American students that reside in your district. The three students, all female, tried out for the cheerleading squad this spring at the high school. None of these girls were selected to be on the squad. Fourteen girls were chosen, thirteen of whom are Caucasian. The parents explained that they understand the school district is 40% African-American, yet only one African-American student was selected to be on the cheerleading squad. The parents are calling this latest incident a discriminatory situation and they are asking for you to reschedule the tryouts with a set of new judges or to automatically place their children on the squad. You begin to set about trying to solve the situation.

Assignment:

- What actions should the superintendent take in order to address this situation?

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 parents that are unhappy with an extracurricular decision? Who should the superintendent involve in the discussion of the situation? What typed of information should the superintendent gather in order to investigate the matter? How should the superintendent communicate with the parents? In discussing this vignette, students should identify issues and actions surrounding integrity, fairness, ethics, and the sensitivity to the diversity of the school community.

Additional Standards:

- This vignette could also apply to Standard 4. A school administrator is an educational leader who promotes the success of all students by collaborating with the families and community members, responding to diverse community interests and needs, and mobilizing community resources. Discussions could involve the conditions and dynamics of the diverse school community, schools operating as an integral part of the larger community, and the understanding that credence is given to individuals and groups whose values and opinions may conflict.
- The 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 how extra-curricular programs are designed, implemented, evaluated, and refined.

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, cheerleader sponsor) in an effort to gather needed information/data.
- Actions clearly demonstrate knowledge of extra-curricular activities.
- Specifically addresses the need to review district policies and procedures designed to ensure an appropriate selection process for extra-curricular activities (specifically, cheerleaders).
- 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 extra-curricular activities.
- 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 extra-curricular activities.
- 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/>
- **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 Cheerleading Coaches and Advisors**
Site provides information regarding the non-profit educational association for cheerleading coaches across the United States, dedicated to the safe and responsible practice of student cheerleading.
www.aacca.org
- **Missouri State High School Activities Association (MSHAA)**
Site provides information regarding rules and regulations surrounding eligibility of student athletes in the state of Missouri. Included in the information are education opportunities, issues addressing sportsmanship/citizenship, and a link to the advisory committee.
www.mshsaa