

ETHICAL DECISION MAKING IN A LARGER CONTEXT:

*Considering New National Standards
for Educational Leaders
through Exemplars*

WE HAVE A NEW SET OF STANDARDS FOR EDUCATIONAL LEADERS:

**National Policy Board for Educational Administration
Professional Standards for Educational Leaders (2015)**

Member Organizations:

- American Association of Colleges of Teacher Education (AACTE)
- American Association of School Administrators (AASA)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council of Chief State School Officers (CCSSO)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Council of Professors of Educational Administration (NCPEA)
- National School Boards Association (NSBA)
- University Council for Educational Administration (UCEA)

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (2015)

Standard 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

THE ELEMENTS OF STANDARD 2

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. (**Ethics of the Profession and Community**)
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (**Ethics of the Profession and Justice**)
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being. (**Ethics of the Profession and Care**)
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. (**Ethics of Justice, Critique and Community**)
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. (**Ethic of Care**)
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. (**Ethic of the Profession**)

NOTE THAT EACH IS CONNECTED TO ONE OF THE ETHICAL LENSES WE REVIEWED TODAY. *

The Ethics of:

Justice

Care

Critique

The Profession.

In the following slides you'll see exemplars of these in the context of turbulent conditions.

*Shapiro, J., & Gross, S. J. (in press). “Ethics and Professional Norms”. In J. F. Murphy, *Professional standards for educational leaders: The empirical, moral, and experiential foundations*. Thousand Oaks, CA: Corwin.

A). Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. (Ethics of the Profession and Community)

Lisa Kensler and Cynthia Uline (2016) depict the leadership of Superintendent Curt Dietrich who faced a critical financial challenge in the aftermath of the Great Recession. Rather than the budget slashing measures that others took, this leader decided to find a creative solution based on savings in energy. He established an energy policy for the district and a management structure to assure results including hiring manager of energy and operational facilities. Using a shared governance strategy, Dietrich led the effort of converting his district from being an energy waster to achieving an Energy Star rating. The money saved was sent to support classroom instruction, thereby modeling ethical, educational and environmental leadership (pp.54-58).

B). Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (Ethics of the Profession and Justice)

Donnan Stoicovy (2016) is an elementary principal in central Pennsylvania. Her school enjoys a fine reputation in the community. However, when her school narrowly missed its achievement target, it was placed on warning by the state. **Donnan led her school through this process by challenging the state's evaluation on the one hand and increasing dialogue within the school and the community it served.** The idea in both cases was to make sure that the state and the school community kept their focus on children and their learning. Her work helped to ensure that facts were not trumped by accusations. In the end the school weathered the storm. By her hands-on response, Donnan is an exemplar of this element of Standard 2 (pp.21-25).

C). PLACE CHILDREN AT THE CENTER OF EDUCATION AND ACCEPT RESPONSIBILITY FOR EACH STUDENT'S ACADEMIC SUCCESS AND WELL-BEING. (ETHICS OF THE PROFESSION AND CARE)

Susan Shapiro (2016) wrote a vivid **description of an early childhood director she calls Tammy who dramatically exemplified these qualities on 9/11.** Tammy's school was very close to the World Trade Center towers placing all of her schools small children at risk. Thanks to her practice of distributive leadership she kept the children safe. Most parents were able to pick up their children but some could not. Tammy collected the children and with the help of a parent evacuated them to New Jersey. There, she made sure that parents knew their young ones were safe. After sleeping over at the home of a parent alum, the children returned to their homes back in New York. **Tammy's quick thinking and effective outreach to those around her helped to reduce the extreme turbulence of that tragic day to a manageable level.** Children's well being were clearly taken as a profoundly serious priority (pp.49-53).

**D). SAFEGUARD AND PROMOTE THE VALUES OF
DEMOCRACY, INDIVIDUAL FREEDOM AND RESPONSIBILITY,
EQUITY, SOCIAL JUSTICE, COMMUNITY, AND DIVERSITY.
(ETHICS OF JUSTICE, CRITIQUE AND COMMUNITY)**

Roger Barascout's (2016) account of Kevin Jennings demonstrates these qualities in action. Growing up as a gay person in an intolerant community, Jennings had to face homophobia, isolation and oppression. This did not stop him. As a teacher he started the Gay Lesbian and Straight Education Network (GLSEN) to support teachers, students and administrators who wanted to build an inclusive school community. GLSEN raised awareness of bullying and harassment facing LBGT students and its tragic consequences. This work led to policies to protect these students, widen the support of allies and educate schools and communities. Eventually Jennings' work moved to the national level where he became an Assistant Deputy Secretary in the US Department of Education. His example shows the power of building a democratic community that welcomes rather than fears diversity and supports all of its members (pp.144-148).

E). LEAD WITH INTERPERSONAL AND COMMUNICATION SKILL, SOCIAL-EMOTIONAL INSIGHT, AND UNDERSTANDING OF ALL STUDENTS' AND STAFF MEMBERS' BACKGROUNDS AND CULTURES. (ETHIC OF CARE)

Lynne Blair's (2016) story of Rachel Scott hits particularly hard at a time when random gun violence seems to have a permanent place in our world. **Rachel was one of the victims at Columbine High School** and, like the two shooters, believed in starting a revolution. However, instead of a revolution based on killing innocent people, Rachel believed in one of compassion and connection. So she reached out to those in her school who were marginalized and ignored. After the tragedy, **Rachel's father, Darrell Scott** was left with a choice. He could mourn privately, something that everyone would understand. Or he could use Rachel's example as a foundation with which to respond. He took the second path and **started Rachel's Challenge, a program that reaches high school students across the country with inspiring accounts and training.** Cutting across boundaries with sensitivity and effective action, this is an example of leadership that turned a personal nightmare into an example of hope (pp.103-106).

F). PROVIDE MORAL DIRECTION FOR THE SCHOOL AND PROMOTE ETHICAL AND PROFESSIONAL BEHAVIOR AMONG FACULTY AND STAFF. (ETHIC OF THE PROFESSION)

Peter Brigg (2016) provides a clear example in the case of **James Murray**, a successful building leader. At the end of one school year principals were told about a **pay for performance plan** meant to motivate teachers to boost test scores. Others in the room were silenced but Murray spoke out, urging the superintendent and school board to reconsider. **He argued that the plan was a poor fit with district's values.** Unmoved, the superintendent insisted that the plan would go forward but he also offered Murray a place on the planning committee. Murray accepted. He studied the research behind similar plans, listened to all points of view and quietly built up the reputation as a respected expert in the field. Murray's careful work enhanced his image as an ethical leader who placed students and faculty at the center. **His presentations to the school board were so compelling that a majority was convinced to put the plan on hold** (pp.116-120).

THE NEW DEEL

(DEMOCRATIC ETHICAL EDUCATIONAL LEADERSHIP)

- Started in 2004.
- Responding to concerns over high stakes accountability and a desire for social justice and social responsibility (schools are critical but alone cannot do everything).
- Building a community of K-12 and university based educators in the US and abroad.
- 7 conferences
- New courses in leadership development
- New scholarship (articles, book chapters)

NEW DEEL VISION FOR LEADERSHIP

New DEEL Vision for Leadership

Behavior of Conventional School Leaders

1. Guided by inner sense of Responsibility to students, faculty, staff, families, the community and social development on a world scale.

Driven by an exterior pressure of accountability to those above in the organizational/political hierarchy.

2. Leads from an expansive community- building perspective. A democratic actor who understands when and how to shield the school from turbulence and when and how to use turbulence to facilitate change.

Bound by the system and the physical building. A small part of a monolithic, more corporate structure.

3. Integrates the concepts of democracy, social justice and school reform through scholarship, dialogue and action.

Separates democracy and social justice from guiding vision and accepts school improvement (a subset of school reform) as the dominant perspective.

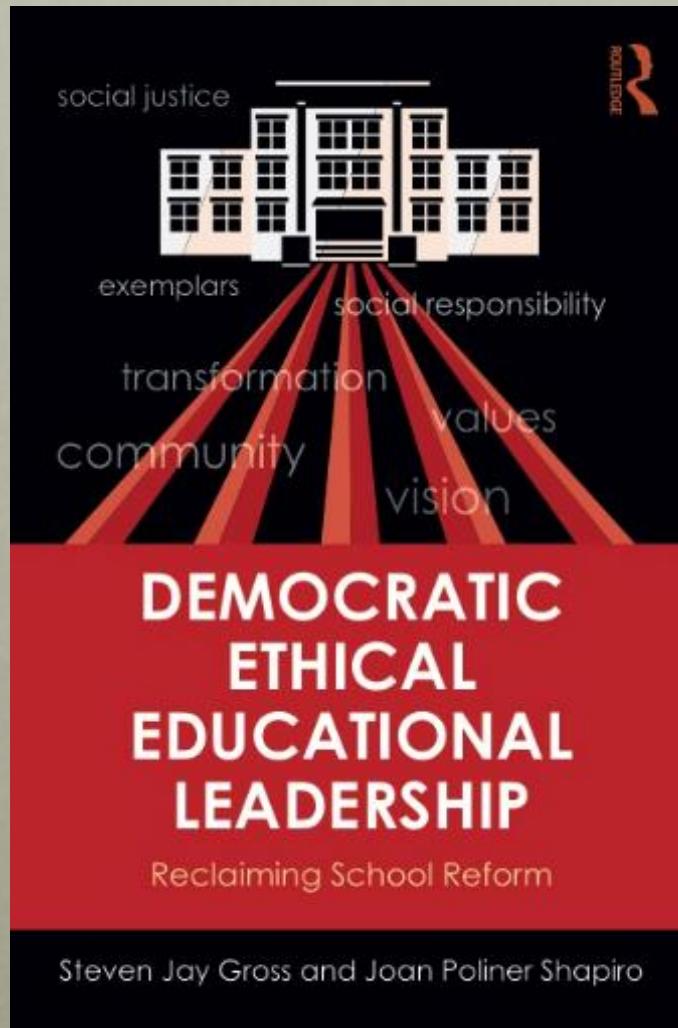
4. Operates from a deep understanding of ethical decision-making in the context of a dynamic, inclusive, democratic vision.

Operates largely from perspective of the ethic of justice wherein obedience to authority and current regulations is largely unquestioned despite one's own misgivings.

5. Sees one's career as a calling and has a well-developed sense of mission toward democratic social improvement that cuts across political, national, class, gender, racial, ethnic, and religious boundaries.

Sees one's career in terms of specific job titles with an aim to move to ever greater positions of perceived power within the current system's structure.

Please consider the words that we've highlighted on our cover:



SO OUR WORK TODAY IS A BEGINNING...

Considering Ethical Dilemmas in Turbulent Conditions

Understanding Multiple Ethical Paradigms we can use

Combining these with Turbulence Theory to reflect on the intensity of the dilemma's possible impact

Reasoning with our colleagues to better understand differing perspectives

Seeing ethical reasoning during turbulent conditions in light of new standards for educational leaders

Learning how this relates to the larger question of reclaiming educational reform and how that understanding might help to orient our careers in educational leadership.



BUT HOW TO SEE THESE PRINCIPLES *IN CONTEXT*?

- Exemplars: Real life situations where each of these 5 Vision Statements can be seen.
- Leaders facing a Critical Incident- How will they act?
- International Cases
- Turbulent, Ethically Challenging.
- Transcending Either-Or thinking

QUALITIES OF EXEMPLARS:

Exemplars

- Emphasizes personal development.
- Aspirational: Challenging but possible over time.
- Focused on one's own sense of agency.
- Clearly studied through real-life contexts.

VISION STATEMENTS 1&2

1. Responsibility

- Maintaining a Commitment to Democracy (in Spite of High-Stakes Standardized Testing) DONNAN STOICOVY
- A Leader Embodied Ethics, Equitable Policies, and a Community of Care JUDITH AIKEN, CYNTHIA GERSTL-PEPIN, AND JILL MATTUCK TARULE
- A Co-operative Response to Entrepreneurial and Competitive Pressures PHILIP A. WOODS
- The Transformational Leader as a Thought Criminal FENWICK W. ENGLISH

2. Community-Building Leaders Amidst Turbulence

- The Importance of Building Community: A Preschool Director's Experiences on 9/11/01 SUSAN H. SHAPIRO
- The Transformation of a School District from Energy Hog to Energy Star LISA A. W. KENSLER AND CYNTHIA L. ULINE
- On Leadership for Community Schooling PETER V. LISENFELD AND WILLIAM C. FRICK
- How Turbulence Can Be Used to Shield or Facilitate Change: A Dean's Experience BARBARA S. DI TORO

VISION STATEMENTS 3&4

3. Democracy, Social Justice, and School Reform

- *Sturm und Drang*: Building “The Most Elegant Financing System in the Country” WILLIAM J. MATHIS
- Rebecca Davis: Using the Arts to Make People Think and Remember Issues of Global Sustenance JOSEPH A. POLIZZI
- Student Voice in School Reform: The Madison High School Youth Governance Model MARC BRASOF
- Daanaa Abdullah: Exemplar of Community Leadership QUAISAR ABDULLAH

4. Ethical Decision-Making

- Rachel’s Challenge: A Caring Connection LYNNE BLAIR
- Reclaiming School Reform From Duty to Care VALERIE A. STOREY
- The Limits of a Single Candle PATRICIA A. L. EHRENSAL
- Mr. Murray vs. Merit Pay Peter Brigg

VISION STATEMENT 5

5. Career as a Calling

- The Moral Courage of Viktor E. Frankl:
An Exemplary Leader -ANTHONY H.
NORMORE AND JEFFREY S.
BROOKS
- A Question of Resources: How Should
Public Education Funds Be Spent? --
MARLA SUSMAN ISRAEL
- In Search of Seamless Education
CHRISTOPHER M. BRANSON,
MICHELE MORRISON, AND
RACHEL MCNAE
- A Bullied Boy Who Grew Up to
Change School Climate ROGER
BARASCOU

We are pleased to announce the release of *Democratic Ethical Educational Leadership: Reclaiming School Reform*, by Steve Gross and Joan Shapiro, published by Routledge.

The purpose of the book is to establish clear examples of the New DEEL (Democratic Ethical Educational Leadership) leaders in action drawn from today's practice in the US and from selected international cases. We are excited and grateful for the contributions of exemplar cases from wonderful colleagues and students. These are based on each of the five New DEEL vision statements for educational leadership. We are convinced that current and aspiring educational leaders will be inspired by these twenty examples and will use them to reflect upon their emerging practice. Further, we believe that this approach will help new educational leaders move beyond feelings of isolation that too often plague those wishing to take a non-traditional direction to school reform.

Democratic Ethical Educational Leadership: Reclaiming School Reform should make educators feel they are not alone when they read that the New DEEL Vision is alive and well in schools and colleges across the US and even around the world.

We hope this book will make an important contribution to the literature on democratic ethical educational leadership by presenting exemplars that are contextualized, vivid instances of this approach to leadership in action. For those teaching aspiring educational leaders, we believe our book offers a dynamic alternative to the over reliance on abstract standards so prevalent in our field.

For more information about this book and the rest of our work please go to our website:

<http://sites.temple.edu/newdeel/>