WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP AND RESEARCH
EDAD 690 PRINCIPALSHIP
SPRING 2009 WEEKEND SYLLABUS
ELIZABETHTOWN WKU CAMPUS
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Office Hours: Monday – Doctoral Students.
Tuesday – 10:00 AM. – 4:00 PM
Wednesday – 10:00 AM. – 8:00 PM
Thursday – By Appointment
Friday – 10:00 AM. – 2:00 PM.

NOTE: This course meets from 5:00 PM – 9:00 PM. (Eastern) on Fridays and from 8:00 AM. to 5:00 PM. (Eastern) on Saturdays on the following dates: January 30 & 31, February 27 & 28, March 27 & 28, April 10 & 11 (Please note change in dates).

Course Focus
This course is intended to assist in the preparation of the school principal as an organizational and instructional leader.

Catalog Description
Identification and development of essential leadership practices associated with the role of the principal in the contemporary school setting.

Program Alignment with ISLLC, KERA, EPSB Requirements
The purpose of this course is to promote an understanding of the role and function of the principal as a building level leader with respect to the established professional standards.

ISLLC Standards: Many assignments and projects associated with this course are designed to identify, analyze, evaluate and practice six professional standards as developed by the Interstate School Leaders Licensure Consortium (ISLLC Standards):
Standard 1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
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.
Standard 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

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.

Standard 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

See full listing of ISLLC Standards including the knowledge base, dispositions and sample performances (21 page document) on the CCSSO Website: www.ccsso.org/content/pdfs/isllcstd.pdf

KERA Initiatives (SISI Standards):
Leadership that supports:
1. A curriculum that is rigorous, intentional, and aligned to state and local standards;
2. Multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
3. An instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance;
4. An effective learning community that supports a climate and culture conducive to performance excellence;
5. Working with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students;
6. Research-based, results driven professional development opportunities for staff and the implementation of performance evaluation procedures in order to improve teaching and learning;
7. Instructional decisions that focus on support for teaching and learning, organizational direction, high performance expectations, the creation of a healthy learning culture, and the development of leadership capacity;
8. Maximizing the use of all available resources to support high student and staff performance;
9. The development, implementation, and evaluation of a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

To order complete copies of the School or District Level Performance Descriptors for Kentucky’s Standards and Indicators for School Improvement, visit the KDE Online Bookstore at http://www.education.ky.gov/KDE/HomePageRepository/Publications/KDE+Bookstore.htm

KYEPSB Initiatives and Themes Addressed:

- Professional Code of Ethics*;
- Diversity;
- Assessment;
• Literacy; and
• Closing the Achievement Gap
*See Critical Performance Project in this syllabus
See the Kentucky Education Professional Standards Board website, www.KYEPSB.net for complete listing of initiatives and themes.


Grading/Evaluation
The grade for this course is based on class participation, attendance, and the following performance based outcomes:
1. Practicum journal and presentation (25%)*
2. Simulation planning and presentation (5%)*
3. Portfolio or Research Paper (35%)*
4. School project**
5. Selected topic responses (5%)*
6. Written assessments - tests and quizzes (10%)*
7. Critical Performance – Ethics Case (20%)
No grade of incomplete (X) will be changed to an A unless a documented emergency prevents you from completing your work on the designated due date. This will be discussed with you individually, should the need arise. There will be a 50% reduction in grade for all late assignments.
*See detailed descriptions of these assignments
**For doctoral students and those extending certification

Note: As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed n 12-point font, Times New Roman, double spaced, 1.25” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. All documents are to be submitted as a Microsoft Word document. Assignments will be submitted either electronically or as hard copy as requested by the professor. Due dates are explicit and assignments submitted late will be penalized.

Any materials submitted in a non-digital format must be retrieved by no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.
Plagiarism
Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty
Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action which may result in permanent disqualification from the program.

Participation
Regular classroom and/or online participation are essential for success. Students are expected to check their WKU email daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments.

Attendance note: In case of documented emergencies that require an extended absence, students may be allowed to receive an incomplete (X) grade and be afforded the opportunity to make up the course during the next semester it is offered. Much of your grade is dependent upon your full participation in class.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are
due at the next regular class meeting unless other instructions are given.

To confirm class cancellations, call 270.745.4045 or 888 CALL WKU.

**Technology Requirements**
As mentioned under participation and attendance students will be expected to have access to the internet and e-mail. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s home computer; a contingency plan may be to access from the student’s school computer. **WKU EMAIL ADDRESS:** Every student has an email address as issued by WKU. Please check your email at least once every week.

**Statement of Diversity**
The Department of Educational Administration, Leadership, and Research believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

**Students Disabilities Services**
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Course Adjustments**
The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, unless proper, timely, and prior notice is given to the students.

**Supplemental Materials:** A variety of supplemental materials will be provided throughout the term. Students are encouraged to seek other sources of information, as appropriate.
PRACTICUM/JOURNAL COMPONENT

The following information/instructions will allow you to begin the practicum component of this course. Attached you will find the following items and an explanation of the practicum requirements and the cooperating administrator agreement form.

EDUCATIONAL ADMINISTRATION PRACTICUM/JOURNAL REQUIREMENTS

The following must be accomplished in fulfilling the practicum requirements for this course:

1. Have the acceptance agreement signed by the public or private school cooperating administrator with whom you will be working. Attach these forms to your journal.

2. Observe several educational leaders during the course term. You are expected to document all six ISLLC Standards in your journal.

3. Personal reactions to your experience are required in the reflection section of the journal for each entry.

The practicum requirement for this course is intended to provide the advanced graduate student the opportunity for a more holistic approach to administrative development. In addition, the student might be encouraged to experiment with his/her own learning processes and to develop increased awareness of how s/he learns about the duties and responsibilities of educational administrators most effectively.

Nature and Scope: Responsibilities of the school administrator in Kentucky public schools are continually changing and demand competencies in many areas. To alert prospective administrators of the demands of the position and allow for the observation of actual management practices, a practicum is valuable.

Students select a school building administrator to shadow and observe during regular school hours at each level (elementary, junior high or middle, and high school). Students will observe each administrator for 5 hours and, in addition, observe a district level administrator(s) for 5 hours (a total of 20 hours). The student is required to keep a journal, which describes each hour-long observation. The journal provides a record of the observations as prescribed in the attached sample journal entry. The practicum is an applied theory course component; actual observations of administrative theory applied to the school setting are required. School board meetings, athletic contests, SBDM meetings, etc. are not to be included in your journal.

Objectives: The general objectives of the administrative practicum component of this course are to provide the student with an opportunity to observe on-the-job experiences which would better prepare the student for an administrative career. Specifically, purposes of practicum are:

To assist the sponsoring school or agency in training administrative personnel;
To assist the sponsoring school or agency in maintaining an energetic administrative staff stimulated by the practicum program to continue their professional growth;
To allow the student to observe administrative theory in practical administrative applications;
To instill in the student an understanding of the Code of Ethics of the Education Profession and the Code of Ethics for School Administrators;
To provide the student with a more comprehensive view of educational administration;
To aid the student in gaining self-assurance in administrative decision-making through testing theories and ideas;
To help the student in determining the area of educational administration in which s/he would be most competent;
To assist the student in understanding and learning, in a relatively short period of time, from professional experiences of the cooperating administrator; and
To improve the student's skill in dealing with students, professional personnel, and community members.

EDUCATIONAL ADMINISTRATION JOURNAL INSTRUCTIONS
Your journal is a personal record maintained during the practicum. The journal entries should link observations with the ISLLC Standards and demonstrate your ability to:
1. Analyze and synthesize material discussed in class with the various your observations;
2. Apply what you have learned to your personal and professional life;
3. Evaluate application of the standards by the professionals you are observing;
4. Utilize personal reflections for each observation; and
5. Attend to technical writing style (APA) and the logical development of your ideas.
The journal is an opportunity for you to identify the ISLLC Standards as principals in the field practice them. The journal should be treated as an "essay examination" as you document your shadowing experiences. You are encouraged to pay close attention to the development of your ideas making sure that you use a writing style that allows you to make your ideas flow from one to the next. Be sure to use transitions and headings as necessary for clarity. A reader should be able to read your material without studying what you mean. The paper should be a minimum of one page (but no more than three pages) for each hour-long observation session. Your final entry should be a reference page of professional readings linked to your observations.
The journal must be typed and double-spaced.
Write so that you will be able to pick up your journal five years from now and follow the logic of your own presentation. Provide clues as to what triggered your thinking without outlining, step by step, what occurred in the practicum experience. Link your journal entries with the ISLLC Standards and appropriate research.
The basis for evaluating the journal:
1. Demonstrated depth of understanding and insight during the practicum relative to the material in the text, handouts, readings, and discussions;
2. Demonstrated linkages between observed practice and the ISLLC Standards; and
3. Clarity in written work (APA style);
4. Clear evidence of actual observations in the school or district office setting and the authentic reporting of the observations as made by the student;
SAMPLE JOURNAL ENTRY

February 3, 2009 Time: 7:25 a.m. - 8:25 a.m.

BACKGROUND:

This observation of the principal of Turkey Bend High School and includes a parent conference and other typical duties as the school day begins.

OBSERVATION:

The first item on the agenda this morning was a parent conference regarding an 11th grade student who was suspended from riding the bus for a week. The principal explained that he was going to make a contract with the student, with rewards and penalties, based on his behavior as observed by the bus driver and the student himself. The conference got off to a bad start because the parent thought it began at 7:00 a.m. and we planned to meet at 7:30 a.m. Neither the principal nor I were even in the building at 7:00 a.m. The parent was furious and immediately began swearing at the principal. As things began to settle down a bit, the principal apologized for the misunderstanding and suggested that we go on from there.

The principal discussed the idea of a contract, outlining specific behavior standards the student was to obey. He asked the student and the parent if each of the behavior standards could be met. They agreed and decided to try the contract which required the bus driver's sign off. Two weeks of signatures would result in a reward (student selecting his seat on the bus rather than his assigned seat).

The conference concluded with the parent apologizing to the principal for blowing-up earlier but indicated some irritation with the bus driver. She seemed hopeful that her child would
respond positively to the contract and told the principal to call her immediately if there was a
problem.

REFLECTION:

I believe this observation touched on ISLLC Standard 3 especially as it relates to "the
success of all students" and "a safe, efficient, and effective learning environment."

I was uncomfortable with the parent's attack and I'm not sure I would have been as calm
as the principal was. I know this family and have had one of the children in class. The family is a
classic example of total dysfunction. There does not seem to be a good solution here. The
contract will not work and the principal knows it. Suspending the student will do no good at all.
My strongest urge right now is to speak with my graduate class and ask how they handle
situations (students and families) like this.

I am reminded of the strategies I read about schools in Alternative Education (Morley, R.
1991). There is no question in my mind that to best meet the needs of all students, our school
district simply lacks enough alternative ways to educate children. Dr. Wagner's quote: "Many
pathways to the same destination" applies here. We just do not have enough pathways. I also
understand why fellow students, Beth and Larry, have such interesting perspectives on alternative
educational approaches.

**SIMULATIONS**

Each student will join a group, which will develop goals, procedures, and anticipated outcomes. The group will present a simulation approval form to the instructor.

The following are possible topics for these simulations. Students, of course, are encouraged to be creative.

The principal meets with:

1. A teacher to review evaluation.
3. A parent whose child is having difficulties in a class.
4. A janitor to review the work schedule.
5. A business representative who is complaining about student theft.
6. A non-attentive teacher during a faculty meeting.
8. A curriculum supervisor who believes the curriculum is perfect as it is.
9. A superintendent for an evaluation (of the principal).
10. A vice-principal.
11. A guidance counselor.
12. A student who has been disrespectful to a teacher.
13. A bus driver who has a complaint about a belligerent child.
14. A cook concerning public relations skills.
15. A secretary concerning public relations skills.
16. The "prima donna" (teacher) of the school.
17. A teacher who is consistently late for class and duties.
18. An irate property owner who complains about student littering and loitering.
APPROVAL OF TOPIC FOR GROUP SIMULATION

GROUP MEMBER NAMES:

1.

2.

3.

4.

The MAJOR PURPOSE of our simulation will be to:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

A brief OUTLINE of our simulation including goals, procedures (class involvement), and outcomes:
RESEARCH PAPER

Each student will be expected to write a group research paper. The problem could concern any issue of personal and professional interest related to this course.

THE PAPER SHOULD CONSIST OF THE FOLLOWING:

1. A statement of the problem and the significance as well as the scope and limits of the paper.
2. A summary of the dimensions of the problem (review of related literature and research studies which relate to the problem). Are there educational books, articles, or studies that are relevant?
3. The major alternatives: two or three ways that schools/colleges have used or experts have suggested dealing with the problem: the "trade-offs" or costs and benefits of the policy, or solution; what can be learned from the experiences of others?
4. Proposed recommendations or solutions. Based on the analysis of the alternatives, what conclusions can be made and what recommendations can be made? What are methods of implementation of the recommendations?

It is assumed that there is more than one reasonable way to respond to the problem identified. The goal(s) of the paper are advantages of these options in the light of the educational and administrative information available, and to propose an approach that is (A.) educationally appropriate and (B.) administratively feasible.

NOTE: Long quotations (more than one or two sentences) should be omitted. One of your tasks is to learn to communicate in a simple, straightforward manner. Everyone should be able to understand.

Use original rather than secondary sources when possible. Back up generalizations with references and/or citations. Use most recent data available regarding the topic of the paper! (No source should be more than five years old.) Include an annotated reference page of the relevant educational and administrative articles consulted, and summarize or integrate these materials in the paper.

THIS SHOULD BE TREATED AS A FORMAL PAPER AND SHOULD FOLLOW THE SIXTH EDITION APA WRITING STYLE MANUAL.

CRITERIA FOR EVALUATING RESEARCH PAPER

1. Subject selected was suitable for research related directly to this course.
2. Subject was limited so that it could be handled within the paper.
3. Content reflected most current and up-to-date materials available.
4. Content was valid and beneficial furnishing additional knowledge for topic.
5. Style of writing characterized by unity, clarity, and originality.
6. Capitalization, punctuation, spelling and correct grammar were used effectively.

7. Format: USE THE AUTHOR-YEAR FORMAT FOLLOWING PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION.

8. Paper had the following organization:
   A. Rough Draft turned in for review (optional)
   B. FINAL PAPER -- 2 copies submitted
      (a) Title page
      (b) Introduction
      (c) Presentation of findings (review of Lit.)
      (d) Conclusions and recommendations (be positive and give both.)
      (e) Annotated references
      (f) Criteria for evaluating research paper form
      (g) Research paper topic approval form

SEE YOUR INSTRUCTOR IF YOU HAVE PROBLEMS OR NEED TO REVISE YOUR OUTLINE.
PORTFOLIO PREPARATION

There are two parts to the portfolio. The first part deals with the personal/professional artifact listed below. The items listed are suggestions and you need not include them all. The purpose of this first part is to give a reviewer a sense of what you have done professionally with the emphasis being placed on leadership.

The second part is the most important component of the portfolio and includes demonstrations of your knowledge and practice of the six ISLLC Standards. Be sure to devote a separate section of your portfolio to the six standards.

I encourage you to be creative, organized, and thorough in your presentation.

SEE THE RUBRICS HANDOUT AND THE SAMPLE TOPICS HANDOUT.
WESTERN KENTUCKY UNIVERSITY EDUCATIONAL ADMINISTRATION

PRACTICUM

_____________________________________ has enrolled in EDAD 690-The Principalship
course which has a practicum requirement. The student is required to develop a journal based on
the observations and experiences during the practicum. The student is asked to spend a minimum
of 5 clock hours with a district level administrator for this practicum. These hours may be
arranged at the convenience of the cooperating administrator. At the student's request and with
your permission, you have been selected to serve as a cooperating administrator.

I, the undersigned cooperating administrator, do hereby accept the above-named student. I
will assist in supervising his/her activities for the required amount of time this semester. I
understand my responsibilities as outlined in the program.

__________________________________________

District Level Administrator Signature

Date: _______________ Phone: __________________________
WESTERN KENTUCKY UNIVERSITY EDUCATIONAL ADMINISTRATION

PRACTICUM

__________________________________________ has enrolled in EDAD 690-The Principalship course which has a practicum requirement. The student is required to spend a minimum of 5 clock hours with a building level administrator for this practicum. These hours may be arranged at the convenience of the cooperating administrator. The student is also required to develop a journal based on the observations and experiences during the practicum. At the student's request and with your permission, you have been selected to serve as a cooperating administrator.

I, the undersigned cooperating administrator, do hereby accept the above-named student. I will assist in supervising his/her activities for the required amount of time this semester. I understand my responsibilities as outlined in the program.

__________________________________________
Cooperating Administrator - Building Level
CRITICAL PERFORMANCE: ETHICS IN LEADERSHIP - CASE STUDY

Interstate School Leaders Licensure Consortium Standard Assessed: Standard Five – Ethics

Purpose and Use Statement: This critical performance is an evaluation of ISLLC Standard Five: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Graded Product: Identification and application of the principles of ethical leadership presented in a selected scenario.

Additional Materials/Resources Needed: Scenarios and selected literature on ethics and leadership

Task: The student shall identify the moral and ethical issues in a selected case. Developing a step-by-step plan for correcting the situation, and describe the possible implications for the leader when the plan is implemented. (For the purpose of this Critical Performance exercise, ethical behavior is defined as the adherence to a theory or system of moral values. It is extremely important that you expand your notion of ethical behavior into a broad paradigm which considers a variety of perspectives. In some instances, it will be necessary to look beyond personal practice, traditions, or assumptions in an effort to arrive at the best solution.) The task must meet the following indicators:

1. Write a two paragraph summary of one of three cases regarding the moral and ethical issues involved.
2. Identify one major ethical issue of the case in one sentence.
3. Determine and list, chronologically, your strategy/strategies in addressing the major issue. In narrative form, explain how your plan will resolve the issue. (1,000 word maximum)
4. Assuming you implement the plan, describe the possible personal/professional implications of your actions.
5. Discuss any other tangential ethical issues in the case which have not been addressed.
6. Explain the similarities and possible connections and meanings of these words: moral, value, and ethical and their application to educational leadership. (Quest Activity)
Performance Criteria:

Ethics in Leadership: Case Study Scoring Guide and Rubric

<table>
<thead>
<tr>
<th>Summarize the selected case with respect to the moral and ethical issues involved.</th>
<th>BEGINNING 1</th>
<th>DEVELOPING 2</th>
<th>PROFICIENT 3</th>
<th>DISTINGUISHED 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Most moral and ethical issues are not identified</td>
<td>• Many important moral and ethical issues have not been identified</td>
<td>• Most important moral and ethical issues have been identified.</td>
<td>• Identification of all important moral and ethical issues.</td>
<td></td>
</tr>
<tr>
<td>• Writing contains many errors and/or goes beyond the two paragraph limit.</td>
<td>• Writing needs more proofing and/or goes beyond the two paragraph limit.</td>
<td>• Writing is acceptable and the two paragraph limit is observed.</td>
<td>• Writing is of high quality virtually free of grammatical and spelling errors. The two paragraph limit is observed.</td>
<td></td>
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<tr>
<th>One major moral/ethical issue identified and described in one sentence.</th>
<th>BEGINNING 1</th>
<th>DEVELOPING 2</th>
<th>PROFICIENT 3</th>
<th>DISTINGUISHED 4</th>
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</thead>
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<tr>
<td>• Issue described is not considered major and writing not acceptable.</td>
<td>• Issue described is not considered major, writing is acceptable.</td>
<td>• Major issue has been described in one sentence.</td>
<td>• Major issue has been described in one well written sentence.</td>
<td></td>
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<tr>
<td>Chronological list of strategies to address the issues and, in narrative form, explain how your plan will resolve the issue. (1,000 word maximum)</td>
<td>• List of strategies is incomplete and/or not appropriate chronological order.</td>
<td>• Incomplete list of chronological strategies is provided.</td>
<td>• Chronological list of strategies is provided with most demonstrating an understanding of the situation and ethical issues involved.</td>
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<td>• Writing needs improvement.</td>
<td>• Writing is acceptable and meets the 1,000 word requirement but is missing key strategies and is not likely to resolve the problem.</td>
<td>• High quality written plan is both logical and creative, meets the 1,000 limit, and is most likely to resolve the problem.</td>
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<td></td>
<td>• Plan is missing key strategies and is not likely to resolve the problem and/or exceeds the 1000 word limit.</td>
<td></td>
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</tr>
<tr>
<td>Describe the possible personal/professional implications of your actions.</td>
<td>• Implications identified are not significant.</td>
<td>• Implications identified are missing key implications.</td>
<td>• All significant implications are correctly identified.</td>
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<tr>
<td>Discuss any other tangential ethical issues in the case which have not been addressed.</td>
<td>• Listing of issues is both incomplete and inaccurate.</td>
<td>• Listing of issues is incomplete or inaccurate.</td>
<td>• Listing of ethical issues is complete and accurate.</td>
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</table>
Explain the similarities and possible connections and meanings of these words: moral, value, and ethical and their application to educational leadership. (Quest Activity*)

| | • There is no attempt to explain the connections and apply them to leadership | • There is an attempt to explain the connections and apply them to leadership. | • Connections are explained and the application is mostly accurate. | • Connections are explained the application is accurate. |
|---|---|---|---|

*Extra credit

TOTAL POINTS POSSIBLE (7 x 4) = 28 POINTS = 20% of grade

NOTE TO STUDENTS: After you have submitted this Critical Performance, a “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning; 2 – Developing; 3 – Proficient; or 4 – Distinguished. This holistic score will be based on the following ranges of possible points as follows:

- Holistic Score of 1 = Rubric Score Range of 0-7
- Holistic Score of 2 = Rubric Score Range of 8-14
- Holistic Score of 3 = Rubric Score Range of 15-21
- Holistic Score of 4 = Rubric Score Range of 22-28

In addition to the Holistic Score, your instructor will provide you with constructive feedback on this assignment. This Critical Performance represents a portion (20%) of your grade for the course but failure to complete this Critical Performance shall result in course failure.

Please see Page 26 for instructions on uploading your Critical Performance on the Electronic Portfolio System.
CASE STUDY ONE: A Time To Reflect

Maryville is a quiet bedroom community with a rapid growing population. Most of the adults in town work in the nearby city of Featherton and commute on a daily basis. The citizens of Maryville enjoy returning home after a long day in the city and spending time with their families and friends in this respectable neighborhood.

The residents of Maryville are proud of their local high school and consider it a safe environment for their children. Maryville High offers its students numerous activities to keep otherwise idle time occupied. The school has an enrollment of 1,450 students with one principal, one assistant principal, an activities director, and a staff of teachers who enjoyed a long tenure at the school.

Although the high school has a population half the size of some other high schools in the area, Maryville High has received numerous trophies for football, cross country, and soccer.

Assume for this case that you are the assistant principal of Maryville High.

The Problem

You were born and raised in the city of Featherton. You consider yourself a sophisticated and well-educated individual. After graduating from Western Kentucky University with honors and receiving your degree in business administration, you interviewed for various positions but were unable to find a job.

You had always been interested in the possibility of teaching, but were discouraged from
pursuing a career in education by your parents, who felt the salary and benefits were far below what the business world had to offer. However, as you became discouraged by so many rejections for a job in the city, you reconsidered a career in education. You decided to return to the university and complete the teacher education program. After hearing about a teaching position in Maryville High, you applied for the position, and on the day following your interview with the high school principal, you were offered a job as an English teacher. You were looking forward to spending your days sharing with students what you knew about the subject of English and to becoming a part of the quaint community of Maryville.

After you had been teaching at the high school for 3 years, the principal who had been at the high school for more than 15 years, encouraged you to return to the university and enroll in the educational administration program. You were surprised that the principal approached you regarding a career in educational administration because you had been teaching only for three years, but you followed his advice and successfully completed the educational administration program. The month after you complete the program, the assistant principal of Maryville High took another position at a high school in the city, and the principal asked you if you were interested in taking her place. You were eager to please the principal and felt confident that your experience as an administrator would be just as wonderful as your experience as an English teacher had been.

During the first month in your new position, you worked hard and took your job seriously. You considered it a privilege to receive an offer to work as an administrator and quickly adapted to your new role. By this time, you had even convinced your parents that pursuing a career in education was not such a bad idea after all. Part of your assignment as the assistant principal was to supervise athletic activities. The principal relied on you to supervise all the after-school soccer games because he considered this valuable time for himself in taking care of school matters that he could not attend to during the school day.

One afternoon, just as you were about to leave school to help supervise an after-school soccer game at another high school in the area, Morningside High, the principal of Morningside called your office. During your conversation with him, he informed you that one of the girls on Maryville’s soccer team, Candy Vice, had just passed out on the soccer field during warm-ups before the game was scheduled to begin.

You immediately left your office and drove to Morningside High to see what you could do to help Candy and the rest of the team. When you arrive at what the soccer field, Candy’s coach approached you and informed you that Candy was just fine. He commented that she probably fainted because she had taken on of her mother’s Valium pills just before the soccer game. He mentioned to you that he had been informed by Candy’s father that she often relied on her mother’s Valium to calm her down, especially prior to an important game. The father told the coach that he did not think it was a problem for Candy to take the Valium as long as it did not interfere with her performance on the field.

You were uncomfortable with the fact that Candy had taken Valium before the game, and you recommended to the soccer coach that Candy sit out the game. In fact, you suggested that he contact Candy’s parents so that they could pick her up from Morningside and take her home. The coach told you to mind your own business and stay out of his affairs. He stated that in his opinion Candy was just fine and that he intended for her to play the entire game.

You left the soccer field and returned to your high school to report the incident to the principal. Later that evening, when you arrive at Maryville High, you were met by the principal
and two school board members. They mention to you that they heard about the incident at the soccer field and that they have already spoken with the principal of Morningside High. They considered the matter closed and told you that if you valued your job as assistant principal, you should follow their advice by simply forgetting the whole matter and not mentioning the incident to anyone.

CASE STUDY TWO: Whose Problem Is It Anyway?

The community of Willowcreek was originally a rural community with a rich history of farming and cattle ranching. Over time, it has grown into a suburban community of with an average annual household income of $55,000.

A study conducted in 2006 indicated that two-thirds of the students lived in single-family dwellings and one-third came from multiple-family apartments and condominiums. Seventeen percent of the district’s students received financial aid in the form of Aid to Families with Dependent Children (AFDC). There are seven elementary schools for kindergarten through fifth-grade students in the district and from 250 to 540 students per school.

Creekside is one of the two middle schools in the district. It has 720 students. It was built in 1923 and was originally the only school that taught kindergarten through 12th grade in the community before it became a middle school. Six portable structures have been added to the existing school. Four years ago, with federal funding, the original building and all the offices were modernized with new floors, carpets, and windows.

The staff consists of 34 classroom teachers, including one counselor, three special day-class teachers and one teacher for students who are severely handicapped. In addition there is a vice principal. The staff is highly educated, and 82% of the teachers possess a master’s degree. During the past two years, a technology grant allowed for the construction of a large computer
lab and the purchase of ten additional computes for each classroom.

For the following case, assume that you are the principal at Creekside Middle School.

The Problem

Willowcreek has a reputation for its intolerance of cultural diversity. Recently, a controversial and long-awaited housing project for families of Navy personnel was completed. During the summer, 20 children who were scheduled to attend the middle school moved into the Navy housing and enrolled in Creekside Middle School. Eighteen of the 20 students were African-American.

When these students started school in September, they spent most of their time together during lunch and walked with each other during the passing periods between classes. Two of the female students from the group referred to their friends as “homegirls,” and they often wore clothes with similar colors. As a result of their appearance and behavior, the other students on campus began to make fun of them and call them names.

By the end of October, the vice principal and counselor had met with several groups of students on various occasions to discuss plans to dissolve the ongoing tension. During the next two months, numerous fights occurred between students from various ethnic groups, and problems between students began increasing at a rapid rate. In each of the incidents, mostly minority students were suspended for issuing threats, fighting, harassing, and causing physical injury to their peers. During the month of November, suspensions involved 16 minority students and two Caucasian students. Six of the minority students were suspended more than three times. In December, a month with only 16 school days, 12 minority students were suspended, two were expelled while no white students were suspended or expelled.

During the second week of December, the parents of several of the African American students met with you and demanded that the school and the school district protect their children from racially motivated harassment. They accused the school of being overly aggressive in punishing their children with suspensions and expulsions. They had contacted various activists from the community and were represented by the American Civil Liberties Union as they presented their complaints to the district. They have requested records of behavior reports on all students who had been suspended or expelled. They also requested parents representing their group be admitted to the school as volunteer supervisors “. . . until things settle down.”
CASE STUDY THREE: Christmas Conflict

As principal of Elton Hills Elementary School in South Central Kentucky, you are anxious for the mid-year break and celebration of the holidays. With only three days to go, your primary concern is “keeping the lid on” all the excited children. You are looking forward to the annual Christmas Concert and, as you stroll through the halls of the school, you can hear the strains of “O Little Town of Bethlehem” filtering through the school. Your office associate has just paged you to come to the office. As you round the corner on your way to the office, you can see about a dozen people standing outside of the office waiting for you.

Elton Hills Elementary has always had a very strong and supportive PTO. You were looking for familiar faces amongst the group waiting for you but could not find any. As you approached them, all faces were very serious, unfamiliar, and there was not a smile to be found. You guided the group to the conference room and asked what you could do for them. “Cancel this stupid Christmas program!” said one of the parents in a loud voice. Soon, you realize, these are members of the Community Relations Council (CRC) and they believe that they have been seriously offended. As the discussion progressed, you found that a number of religious group were represented - Protestant, Catholic, Jewish, Muslim, etc. There were also those who did not
There were antecedents to this conflict. The group had complained before when Elton Hills produced a live nativity scene with the students playing the various roles of the Christmas story. For weeks prior to the concert, students would sell Christmas buttons. The student selling the most buttons would be selected to perform the major solo during the concert. This spectacle ended three years ago. Early in this school year, several parents criticized the PTO leadership for beginning their monthly meetings with a Christian prayer. (The School board was also criticized for leading prayer at regular school board meetings.) When the school choir director began practicing for the concert, a Jewish mother wrote you and explained that, “Requesting someone to sing a song from a different religion is a violation of their rights to religious freedom.” Your action was to excuse the student from music lessons.

You met for an entire day with the CRC and a decision was made to delete all Christian music from the program. When this decision was announced, the PTO president came to you screamed. “What the hell is wrong with you? The concert is a tradition here and you will not be allowed to stop it!” In less than 15 minutes, your superintendent called and told you that there would be no changes in the concert program and criticized you for yielding to a “splinter” group. The next morning turned out to be one you will never forget. The local sheriff presented you with an injunction order issued by a federal judge. The order called for an immediate cancellation of the Christmas program. You called the central office and found that the superintendent had also been served with the same injunction. His words to you were simple, “Now see what you have done.”

**HOW TO LOAD YOUR CRITICAL PERFORMANCE ON THE ELECTRONIC PORTFOLIO**

A. Access the WKU.EDU website
B. Click on the Academics link
C. Click on the College of Education and Behavioral Sciences
D. Click on Electronic Portfolio (You will see a screen that has three choices: Students, Portfolio Information, and Faculty.
E. When you click on the Student Information (under the Students heading), it will instruct you how to set up your log-in. There is also a Student Help button that lists the most common questions and answers.)
F. Under the heading “Portfolio Information” there are four choices for faculty and students: Definition of a Critical Performance, View Critical Performances/Rubrics (allows you to select a course number to view Critical Performance and Rubric), View Standard Sets (allows you to select and view appropriate standards for the program), and Portfolio News (announcements).
G. Find the Upload button and attach (as a word document) your Critical
Performance.

H. This assignment is worth up to 200 points and is due, in its final version, on or before APRIL 30

Please let me know if you have questions