

## **Tool Box Activities**

### **Problem-Based Theme Five**

These activities deal with daily management and organizational expectations of districts/buildings. The activities are aligned with each ISSL Standard and with the Problem-Based Theme.

- With the Cohort group, develop a rubric for use by school leaders (board members, administrators, and teachers) regarding modeling ethical behaviors.
- With the Cohort group, develop a list of suggestions of ethical school practices for use in any school: (1 Sportsmanship Code for use at all school events; (2 Apply all school rules the same for all students, i.e., if a student caught drinking must be expelled from Honor Society, then the student must be expelled without exception. Use the information collected from research and data.
- Journal responses to the following situations using the rubric the cohort group developed to guide the decision-making. These make good conversations among cohort group members.
  - a. A staff member insists that administrators and faculty are trained professionals who do not need stated ethical norms. How would you reply?
  - b. Some board members talk freely with teachers, parents, and community members without suggesting that the complainer first go through a “chain of command” that begins by first talking to the person they are upset or disagree with. As a principal, how will you address this issue?
  - c. The building is not very proud of standardized test scores and presents scores in the Annual Progress Report in a way that is rather deceptive, but not untruthful. What should be done?
  - d. Your superintendent tells you that one thing you are not allowed to do is “upset the apple cart.” In other words, he or she is telling you that “Education is a game, and you have to know how to play it; it’s a prevent defense all the way.” How would you respond and still consider your own interests?
  - e. A parent complains to you about a teacher who constantly “puts down” students and chooses favorites, and dispenses grades in the same way. This has occurred for years. You are a new principal. What should you do?
  - f. The school association or union frequently attempts to undermine any new changes that will improve student learning or the learning environment. In order to learn about the strategies the association is going to do, the principal encourages “stooges” to tell him/her about these and offers some favors for these “stooges.” What do you think of this behavior? Are there other ways to get the information a principal could use? Are there preventative measures to do in advance?
  - g. Some faculty members are forever telling offensive “off-color,” racial, or gender jokes. Some make negative comments about other cultures or races. What do you do, besides the obvious (telling the person that those are not appropriate or allowed) that speaks of a creative solution and supports changing the person’s behavior?

- List your personal code of ethics. Reflect on how you determined the list and which ones you will find most difficult to employ on all occasions.