

Ethical Belief Systems

In preparing for your internship, it is important to establish, or re-establish, a set of philosophies or values of leadership and education. The internship provides an opportunity to re-affirm your code of ethics (see your administrative professional association web page for their code of ethics) in leadership. It is important to have a strong set of ethics and philosophy from which to work in the highly charged, legally binding, very political world of school leadership. In order to solidify your philosophy, values, and platform, you must focus on the changes you would like to make and determine which ones will be most important during your internship experience. It is advisable to consult your mentor, instructor, and/or graduate advisor to reflect on whether your philosophies, values, and vision are on target toward success in educational leadership. Throughout your internship, return to these foundations and make sure your dispositions and behaviors are inline with them.

The internship provides an excellent opportunity to examine and explore the moral dimensions of leadership and to support the ongoing refinement and reconstruction of your professional identity. Foster (1986) stated that this examination and exploration "questions the framework of the way we organize our lives or the way our lives are organized for us" (p. 72).

This is why a collaborative of educational professional associations believe that professional leadership requires the administrator to maintain standards of exemplary professional conduct. As a result, the professional associations have developed a common set of ethical standards to which they subscribe. Beyond these there are additional standards of good practice that can serve the intern quite well. Although we should continuously explore and question the values operating at any given time, there are some foundational principles related to the internship that are quite widely accepted. What follows is a discussion of some very basic areas of good practice. These and other values and beliefs will become very important. You will want to consider them and refine your ethics and belief system throughout your internship experience.

WORK ETHICS AND OTHER POSITIVE VALUES

Educational administrators are expected to come from their administrative preparation programs and system-wide orientations ready to take on the responsibilities of the job. Once you are hired, there will be an expectation that you already know how to do the work. In fact, expectations are so high that results will be expected immediately. There is no time for on-the-job training in education. School divisions

are not going to hire you so you can follow someone around for a year, to watch and then imitate what they do. For this reason, the internship is invaluable. Therefore, you should use the internship to learn as much as possible so you will be better able to handle the responsibilities of the first year as an educational administrator.

The internship also provides an excellent opportunity for the school district to observe your administrative work, as an intern, prior to making a decision to promote you into a full-time administrative position. If you put in a poor effort and are ineffective as an intern, it will lower the probability of your being promoted to an educational administrative position. You will be less likely to be hired because you do not seem to have the background, knowledge, ability, or work ethics that it takes to do the job effectively.

So, you can breeze through your internship and be behind the pack, or you can give it your best effort and have an internship experience worthy of the position for which you will be vying. When you ask yourself, "Why should I do an internship?" the answer should resonate in your head, "To obtain needed background knowledge and to highlight my work ethics."

Certainly you would not be involved in education or an internship if you did not have a strong work ethic. There are a great many expectations placed on educators, and in today's world, you cannot succeed or even survive unless you can get a lot done and get it done well. This is the gold standard of being able to roll up your sleeves and get the job done. It is celebrated in people like Cal Ripken, a baseball player for the Baltimore Orioles, who appeared in over 2,500 consecutive baseball games, performing well in almost all the games. It is one of the first things mentioned by business leaders who have worked themselves up to the top of their organizations.

Work ethics stress quality, but they also stress effort, dedication, a can-do spirit, and a don't-let-it-fail, whatever-it-takes attitude. If the mission is worthy of pursuing, then it is worthy of being achieved. People with a strong work ethic do not lack attention to an ethical code and appropriate standards, but focus on effective and efficient performance. The focus is not on speed, but more on the deliberateness with which work is done. This is the person that is known as the one you can count on to get the job done. Effective leadership requires a willingness to dedicate one's professional life to getting important goals accomplished and getting them accomplished well.

In today's world, customers want good service and they want it in a reasonable period of time and at a reasonable price. That requires committed, hard-working, empowered staff. Terms that revolve around a strong work ethic are *strive, sacrifice, effort, performance, and accomplishment*. A strong work ethic requires an organization that clearly values its employees as the most important assets.

The work ethic encompasses a value of always striving to do better. What makes life fun is a constant movement upward. In the end, it is often the energy put into the activity that is the most important element related to life's final success. Of course, the activity must be worthy of the energy. The easiest way to practice work ethics is by really loving the work and gaining great personal satisfaction from the results. The motivation for work ethics is important and can have negative consequences if that motivation is a compulsive behavior to keep busy—to escape personal problems, avoid going home, boost self-esteem, and so on.

Like almost all things in life, the work ethic can be taken too far. You must always save some energy for yourself, your family, and the significant others in your life (see Chapter 10 on time management). It is both unhealthy and unproductive, over the long term, to work too hard for too long a time. Everyone needs time away to re-energize and re-charge. This can be difficult with the present-day pace of life and the challenge of resolving competing demands of work, family, and friends. As an intern, you must realize that there are times when it is best to leave an activity and take some personal time. In this way, when you return, you will have a new perspective and be better able to accomplish the work.

REFLECTION: DOING THE WORK AND FOLLOWING POLICY?

I am very intimidated to go into these situations not knowing what will come out of them and being able to fit all of my internship experiences into a certain time frame. When I was confronted with how much work was entailed in the short amount of time, I got really scared and not sure of how to handle my time management. Would I have to let something go or provide a lackluster performance? I also don't want to step on any administrators' toes. Teaching everyday is a major task to accomplish. How am I going to handle my duties as a teacher and be able to handle my duties as an internship student? I have no idea! My university supervisor told me it is the reality of the job, but I am not convinced. I am usually good at time management, so I am hoping that I will be able to manage my time in this experience as well.

I am completing my internship under a controlling style of leadership. I have always had a "dictator-like" approach to situations, big or small, so I am comfortable with this style. Ethically and morally, I am afraid that it will get in the way as I try to complete these experiences and I am hoping that I will be able to change my ways a bit, being influenced by research, classes, and outstanding educational professionals supporting more collaborative approaches. I

am not sure if my belief system is appropriate for administration.

Right off the bat my first experience was very upsetting to me. I found that it was going to be difficult for me to act as an administrator and not as a concerned teacher. A student had been sent to the office for a discipline problem. I just wanted to sit down and talk to him, not to punish him, but there were consequences to his actions. I felt this was probably more difficult for me because he is a former student of mine who made straight As. How could this happen? My mentor was helping me in this case and he was very stern with the student. I was glad to hear that ten days of OSS would be reduced to five and that he would have to go through a substance abuse program. My mentor handled the situation without any problem and maintained professionalism and followed the appropriate policy. He expressed to me that this is a difficult part of the job when you want to help them but that you cannot ignore the policy for one student and follow it for another, because of the way you might feel about the students. I agree this will be a challenging part of my job as an administrator because I believe you should give a student the benefit of the doubt in special cases and try to help them and not discipline them.

Professionalism

You should consider yourself employed as an administrator during your internship. This will keep you mindful of the standards under which you are being assessed. You will want to begin by getting off to a good start. You need to consider such characteristics as your dress, your hygiene, your language, your demeanor, and your attitude. Think of how you perceive your principal or other administrators you have worked for. Did he or she dress impeccably or shabbily? Did he or she speak intelligently? If it was a man, was he freshly shaven with a clean haircut? If he had a beard was it well maintained? If it was a woman, was she gaudy or overly made up? Did she dress appropriately for the workplace? All of these things are important; other people's first perceptions of you are usually based on how you look and act.

Since an administrator is highly visible in the school and in the community, it is necessary to portray professionalism at all times. Your clothing should always be professional and impeccable. If you are unkempt your audience will first notice your dress and form an opinion. You want to start off on the right foot by making a good first impression. This will improve the probability of later success. You might ask your mentor to critique you in that area. You might think that this is not a problem for you, but it may be for someone.

Of course, dress is only the most immediate and visible professional issue that you will be facing. Many of these professional issues are covered throughout

your administrative preparation, so only a few will be touched on here. As a professional, you have a responsibility to confront situations that are inappropriate, unethical, or unsuccessful. There are a number of improprieties that are important to guard against, such as being sexually intimate with a subordinate or student; being libelous or slanderous in your communication; behaving in a threatening or assaultive manner; purposefully misrepresenting a situation or suppressing important information; failing to use reasonable precautions to protect school employees, students, and parents; and being dishonest or fraudulent in your actions, to name a few. Besides the limits of appropriate behavior you should not go beyond the limits of your role and responsibilities or the policy and procedures of the school system without express written permission. You should maintain the highest standard of ethics regarding stewardship responsibilities and in dealing with contractors and suppliers and related regulatory requirements. Obviously, you should not be involved in criminal activities or corruption. This is never excusable.

You should always honor the grievance process and confront unethical and illegal behaviors. You should honor diversity and be socially and culturally aware. You should always act with integrity and competence. Finally, you should disclose your status as an administrative intern when dealing with others. The potential for liability is very real, and as a general rule, your behavior will typically be tested against the community standards and expectations and the standard for your profession. Ultimately, ethics are rooted in morality (Sweitzer & King, 2004).

In addition to taking care of others, a part of professionalism is taking good care of yourself. First of all, do not place yourself in a position where you can be physically, emotionally, professionally, or ethically injured. Do not place yourself in a long-time position that will most likely damage your health. Eat good foods, get needed rest, and do not allow yourself to get out of shape. As Steven Covey would suggest, be of sound mind, body, spirit, and heart. Do not criticize, complain, compare, or compete, just serve your way to greatness. Take time to address your own physical, mental, social, emotional, and spiritual needs. Celebrate life. Enjoy your family and friends. Be optimistic and have a positive outlook on life. Remember your attitude is often determined by your attitude.

Attitude

A good attitude and the use of good vocabulary are also indispensable during your internship and in your future career. First impressions will be made on appearance, but lasting impressions are made by hearing you speak and watching you carry yourself through different situations. It is good practice to use proper vocabulary and to carry an attitude of humility; after all, you are the intern. The internship is like an extended job interview. Put your best attitude and behavior forward, and make this a habit. You would not use unprofessional vernacular in an interview. You would not come to an interview acting overconfident. You would not be critical, angry, or dejected. These are behaviors that would turn people away from you in professional settings. Knowing this, you should not demonstrate these behaviors during your internship, either. Be positive and look on the bright side.

Now is the time to mentally prepare yourself for the true rigors of the job. Request a copy of the Policies and Procedures Manual, Student Handbook, School Improvement Plan, and any other pertinent information that helps you to understand and be prepared for the professional behavior that will be expected from you. It is essential for you to know the rules of the school and school division in order to operate efficiently. Every school district has different procedures for different situations. It is even possible for different schools within a district to have slightly different procedures. Your actions will be very difficult to defend if you have not followed approved policy and procedures. There may even be some unspoken rules. Ask your mentor if there are protocols to follow that may not be

written in the manual. Learning the ropes early will be a credit to your dedication and desire to become an administrator.

Confidentiality

The need for confidentiality should be obvious without being mentioned. However, let's face it—sometimes you will hear something that may be too good to keep quiet. Keep it quiet anyway! No excuses! Remember that there are very strict laws about confidentiality, especially when it comes to children, families, and employment. Since you plan on being a leader and an employer, it is best that you pass up the opportunity to gossip about any story that is too good to keep quiet. Careers may be made on gossip but they will certainly also be broken on it. Not to mention the fact that you are held by law to not speak about incidents that have happened in your presence. Consider what you will be expected to maintain confidential. In this way, you will be much less likely to accidentally tell someone the wrong thing. (See number 62 on the Possible Activities for Internship experiences in Chapter 8.)

Following Policy

As mentioned, one way to ensure a successful internship is to abide by university and school system policies and procedures. All universities with internship programs have guidelines for candidates to follow. You can usually acquire these guidelines from your university's web page, your graduate advisor, or your internship instructor. It may be required for you to gain experiences from different levels of education. For instance, some universities may require you to perform activities at the elementary, middle, and high school levels. Some programs may require you to have an external experience (e.g., social services, the judicial system, housing, health, business, military) or a central-office experience. It is up to the university to decide the types of settings for the internship. Programs also typically dictate the number of hours and types of experiences necessary for licensure.

You should be familiar with school division policy and procedures. When you wander very far from policy you are pretty much on your own and typically on fairly thin ice. The policies have been approved and when you follow policy you are on very safe ground regardless of the outcome. Certainly, the goal of leadership is not to be on safe ground, but it is probably good advice for you as an intern and a neophyte in administration. As you get your wings, you will be able to be more innovative and experimental.

ETHICS AND THE INTERNSHIP

Ethical decision making consumes a great deal of time in a typical workday. These are the types of issues that typically get administrators into the greatest amount of hot water. Educational administrators have been fired for trying to get a relative or friend a job, for not releasing information and trying to cover up problems, for using school system money in a way that seems to be for personal use, for treating students differently for the same infraction, for exerting poor stewardship regarding resources and construction, and for mistreating employees. It is quite important that you as an intern have an opportunity to confront ethical issues in your practice through a combination of professional development experiences and discussions with mentors, instructors, and colleagues. It is important that interns develop an ethical frame of reference so when they are confronted with ethical dilemmas, they have an ethical framework and map for reference. (For more information on ethics see www.globalethics.org.)

ETHICAL DILEMMAS: A PRICE TO PAY

An effective administrator must act ethically—with integrity and fairness—because he or she is the leader of the school. My mentor asked my opinion about some situations concerning several faculty members who she suspected of grade changing to meet the grade point average to play fall sports. My mentor wanted to know what I would do as an administrator of the school. These were two of the star players on a team that was supported, almost adored, by the community, parents, and teachers. Both were being scouted for university scholarships. I told her that we must act ethically and investigate our suspicions. Every child must be treated fairly and must meet the grade point requirements. I firmly believe that rules should be followed to the letter. This rule is very clear and all coaches and teachers understand it. I did realize that this would be a very unpopular decision and could generate a lot of concern and press coverage. It might not be supported by a large number of people, including a majority of the school board.

My mentor agreed with me, and following an investigation that proved noncompliance with policy, these two teachers were dismissed from our school division. They are awaiting an appeal and there has been a backlash from the community. I admire my mentor for taking this position, but we both underestimated the public relations problem this has caused for my mentor. If she had looked the other way as had been recommended, no one would have known about the grade changes. Now the players' families were considering suing my mentor and the district, the coach requested a transfer to another school, the faculty were split regarding what had been done, and many community, board members, and parents considered the principal to be a traitor. In hindsight, I can see it is often very difficult to stand up for one's values and ethical beliefs even when they are supported in policy. Without the policy providing support, I know my mentor would be fired. Her job is probably tenuous as it is, and she is scheduled to be transferred.

Interns must understand the different perspectives on ethics and will need a strong ethical compass to guide their decisions. This is absolutely necessary in order to be able to confront the multiple competing claims and ethical paradigms with decisiveness, competence, and balance. You will be required to adequately explain and support your decisions if you are to avoid charges of unethical behavior. This is especially important in those cases when you decide to bend the rules or policy slightly due to some extenuating circumstances.

Self-Assessment of Key Educational Values

Certainly moral stewardship and the development of core values is a clear foundational imperative. Values are a central element in the achievement of important educational outcomes. This is where a common shared purpose is developed and where meaningful outcomes are defined. These values are anchored in issues such as justice, equity, community, trust, respect, service, participation, alignment, ownership, accountability, performance, excellence, and integrity. This is where individual and collective power evolves through commitment and passion in the achievement of a shared set of desirable outcomes.

Planning, decision-making, and day-to-day organizational operation is seldom value free. That is because at all levels and in most all decisions, except highly rational activities like mathematics, there are discrepancies between two or more ideas. These discrepancies typically occur because those parties are operating with differing information and/or they have different values in the given situation. Certainly one's ethical beliefs run to the very core of decision making. In fact, values and ethical beliefs are so important because they have a significant influence on the way one thinks, which influences everything one does. Issues such as morale, poli-

tics, social status, culture, technology, and economics play an important role, but how one thinks about such issues is influenced by a set of ethical beliefs or values. Certainly professional common sense is important, but so is a clear understanding of the values that influence thinking. As a result, interns have the responsibility for contemplating their ethical values as they confront and deal with the complexities marked by educational leadership (Bull & McCarthy, 1994; Heslep, 1997; Rebore, 2001).

Core Values

A primary or foundational belief system for all educators is the focus on promoting the success of all students. This is an essential lens through which everything is more clearly seen. Everything that you do as an administrator and all decisions that you will make should be assessed in regards to how you are helping students to achieve their full potential. These beliefs or lenses through which you recognize what is important, what is right, and what is to be done, have been called dispositions. Your dispositions are what you as a school leader value or believe in—your values. This means that your interests, values, dispositions, beliefs define your purpose and all that you do. Therefore, it is essential that you be aware of the implicit core beliefs that shape your behavior as an educational leader.

In fact, one of your major roles as an educational leader will be to help individuals to achieve a consensus on what the core beliefs or values of the organization should be. This core belief serves as a guidance system for those working within the organization and provides the glue that allows people to work together within a common framework. A number of core values have gained wide acceptance and have become the foundation for the development of standards and assessments in the educational administration profession.

Interns will want to reflect on the values that have been put forth as important (see the ISLCC standards in Chapter 4, for example). The intern will want to determine how these values (ISLCC, ELCC, state) are or are not being practiced during the internship experience. Interns can use these disposition statements to experience and reflect on the moral aspects of leadership in a more systematic way. Hopefully, this process will sensitize interns to the moral and ethical issues that will confront them as leaders.

Form 5.1 provides a list of some of the generally held dispositions or beliefs that typically guide the work of educators (based on ISLCC and the SLLA). This is not a comprehensive list; however, it does bring out some of the core beliefs about education. They are the values that will assist you in knowing what to do and how to assess your work regarding what are successful outcomes. Check your own assumptions against this list and consider what seems to be the assumption existing within your internship site. Which of these assumptions do you disagree with? Which do you feel run counter to what exists at your internship site? Discuss disagreements with your instructor, classmates, and internship mentor.

Give some thought to how what you agree or disagree with might influence your behavior in your internship. You might want to discuss this with your instructor, mentor, and/or fellow interns. You might have others complete this form and then provide feedback to one another.

The greater the agreement between your assumptions and those of the profession and organization that you have been assigned to, the greater the probability of success of having a satisfying experience. Of course, you will want to look at other information regarding your preparation for completing an internship experience. This will help you to refresh your memories about values, philosophy, knowledge, and experience related to becoming an intern. A platform and/or portfolio can be a rich source for such a review. Make notes on your strengths and weaknesses and be prepared to discuss these with your instructor, mentor, and classmates.

You might ask yourself value-laden questions such as the following:

1. What leadership strategy will you use and how will you know if it is successful?
2. How will you incorporate your knowledge of research and best practice in what you do?
3. How will you confront conflicts that develop and how will you know if that approach is successful (see Chapter 13)?
4. How will you work with your instructor and mentor and how can they best help you (see Chapter 7)?
5. How will you plan needed activities, facilitate their implementations, and assess results (see Chapter 8)?
6. What are your beliefs about bringing about needed change (see Chapter 12)?
7. How will you establish relationships and communicate to other professionals and clerical helpers on the staff (see Chapter 12)?
8. How do you want to be seen by others? Is that a realistic expectation?
9. How do you want to be perceived as an administrator?
10. What types of activities will benefit you the most from your internship experience (see Chapter 8)?
11. Who will be your cheerleaders, who will push you to get more involved in your internship experience (see Chapter 7)?

Self-awareness might be the critically most important factor to your success as an intern. The key to your success is your behavior. Your behavior comes from your knowledge, beliefs, values, and dispositions; so the more you get in touch with these the better you will understand your behavior as an educational leader.

Within an educational organization, ethical professionalism is exemplified by promoting success for all students, acting with integrity and fairness, following professional codes of ethics, and developing and following ethical practices. You will want to begin by making a habit of asking student-centered questions and deciding on the basis of whether your decisions will help or hurt students. What message will my actions send concerning the importance of student learning? The educational leader demonstrates a professional code of ethics by being involved in service to the educational community, fostering trust, and through ethical behavior and decision-making that promotes the good of all students and a professional learning community over personal desires. Remember, ethical school leaders have a primary responsibility to ensure that they make a positive difference in the life of each student.

USEFUL PROFESSIONAL WEBSITES FOR EDUCATIONAL INTERNS

What follows is a list of sites for a number of educational leadership professional organizations. These sites are loaded with very useful information for educational interns and help to complement this and the next chapter. These professional organizations are:

- Council of Chief State School Officers (CCSSO), www.ccsso.org; state superintendents
- National Association of State Boards of Education (NASBE), www.nasbe.org; state school board members
- National School Board Association (NSBA), www.nsba.org; school board members

- American Association of School Administrators (AASA), www.aasa.org; superintendents
- Association of Supervision and Curriculum Development (ASCD), www.ascd.org; central office personnel and supervisors
- National Association of Secondary School Principals (NASSP), www.nassp.org; high and middle school principals
- National Association of Elementary School Principals (NAESP), www.naesp.org; elementary school principals
- National Association of Middle School Principals (NAMSP), www.namsp.org; middle school principals
- School Leadership Series of Assessments for Licensure (ETS), www.ets.org; information on SLLA

The ethical standards promoted by many of these organizations follow.

STATEMENT OF ETHICS FOR SCHOOL ADMINISTRATORS

Issue

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's action will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value in all decision making and action
2. Fulfills professional responsibilities with honesty and integrity
3. Supports the principle of due process and protects the civil and human rights of all individuals
4. Obeys local, state, and national laws
5. Implements the governing board of education's policies and administrative rules and regulations
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence
8. Accepts academic degrees or professional certification only from duly accredited institutions
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract

Form 5.1

Ethical Statements Underlying Current Thinking and Practice

Please indicate your agreement or disagreement with the following statements:

Standard 1: Development, Articulation, Implementation, and Stewardship of a Vision

Agree Disagree

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|--------------------------|--------------------------|---|
| ☐ | ☐ | All students can and will learn. |
| ☐ | ☐ | Everything that occurs in the school should be focused on student learning. |
| ☐ | ☐ | It is important to work with all groups, including those whose opinions may conflict. |
| ☐ | ☐ | Students should be actively involved in the learning process. |
| ☐ | ☐ | The overarching concern is to ensure that students have the knowledge, skills, and values needed to become successful adults. |
| ☐ | ☐ | A key responsibility is to promote success by facilitating the development and implementation of a vision of learning. |
| ☐ | ☐ | It is highly unlikely that success will occur unless those involved buy into and share the vision. |

Standard 2: Advocating, Nurturing, and Sustaining a School Culture and Instructional Program

Agree Disagree

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|--------------------------|--------------------------|--|
| ☐ | ☐ | Decisions should be based on research and best practice considerations. |
| ☐ | ☐ | All decisions should be focused on student learning. |
| ☐ | ☐ | It is essential that students and staff feel valued and important. |
| ☐ | ☐ | Curriculum and instructional decisions should be based on a variety of ways in which students can learn. |
| ☐ | ☐ | Professional development is an important part of school improvement. |
| ☐ | ☐ | It is important that the leader has knowledge of learning theory and principles of effective instruction. |
| ☐ | ☐ | A variety of supervisory models should be employed. |
| ☐ | ☐ | Primary focus is on the design, implementation, evaluation, and refinement of curriculum and instruction. |
| ☐ | ☐ | It is important for students to demonstrate successful application of knowledge and skills they have acquired. |
| ☐ | ☐ | All barriers to student learning should be identified, clarified, and addressed. |

Standard 3: A Safe, Efficient, and Effective Learning Environment

Agree Disagree

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| ☐ | ☐ | It is important to appraise effectiveness and manage decisions to enhance learning and teaching. |
| ☐ | ☐ | It is important to establish good and respectful relationships with colleagues, students, parents, and the community. |
| ☐ | ☐ | An effective leader must trust people and their judgments. |
| ☐ | ☐ | An important focus of leadership effort is the effective resolution of conflict. |
| ☐ | ☐ | It is important to align resources to the goals of the school. |
| ☐ | ☐ | It is as important that the school plant operates safely and efficiently as it is that the curriculum and instruction are in place. |
| ☐ | ☐ | It is important to set high expectations. |
| ☐ | ☐ | Leaders need knowledge of measurement, evaluation, and assessment strategies and should use multiple sources of assessment data. |
| ☐ | ☐ | Schools should be places where children feel safe and protected from harmful activity. |

Standard 4: Collaborating with Families and Community Members and Responding to Diverse Interests**Agree Disagree**

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|--------------------------|--------------------------|---|
| ☐ | ☐ | Diverse stakeholders should be treated equitably. |
| ☐ | ☐ | It is essential to involve families and other stakeholders in school decision-making processes. |
| ☐ | ☐ | It is important to give credence to and incorporate individuals whose values and opinions may conflict. |
| ☐ | ☐ | The school operates as an integral part of a larger community. |
| ☐ | ☐ | Families are partners in the education of their children. |
| ☐ | ☐ | Resources of the family and community need to be brought to bear on the education of students. |
| ☐ | ☐ | It is very important that the public be informed about what is occurring within their schools. |

Standard 5: Acting with Integrity, Fairness, and in an Ethical Manner**Agree Disagree**

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|--------------------------|--------------------------|--|
| ☐ | ☐ | Schools should be freely open to public scrutiny. |
| ☐ | ☐ | It is important that you clearly examine and understand your personal and professional values. |
| ☐ | ☐ | The right of every student to a free, quality education should be a primary value of all educators. |
| ☐ | ☐ | All decisions should be based on the inherent worth and dignity of all. |
| ☐ | ☐ | It is important to apply policy, procedures, and laws fairly, wisely, and consistently. |
| ☐ | ☐ | A leader should accept the consequences for upholding one's principles and actions and not try to blame others. |
| ☐ | ☐ | The leader should use all the power of his or her office to constructively and productively serve all students and their families. |
| ☐ | ☐ | The leader cannot favor either instruction or operations when planning his or her work efforts. |

Standard 6: Understanding, Responding to, and Influencing the Larger Context**Agree Disagree**

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| ☐ | ☐ | It is important to address information about family and community concerns and expectations. |
| ☐ | ☐ | Programs and activities should recognize a variety of ideas, values, and cultures. |
| ☐ | ☐ | It is important to address emerging trends that support school goals. |
| ☐ | ☐ | A very important role of leadership is to actively participate in the political and policy-making context in the service of education. |
| ☐ | ☐ | You must work within a framework of laws to protect student rights and improve student opportunities. |