

EAD656: Social and Ethical Foundations of Leadership

Week 8, April 2nd, 2020

Zoom link: <https://maine.zoom.us/j/212963612>

AGENDA



5:00 – 5:15: Check in and announcements

- How is everyone managing right now?
- Financial responsibility statement?

5:15 – 5:25: Ethical phronesis – putting all the lenses together

Cat will provide an overview of the Levinson and Fay approach to considering educational ethics.

5:25 – 6:10: Small group discussion

- How would describe each of the lenses we've discussed this semester to someone who had never before thought about educational ethics? (Justice, Care, Critique, Equity Literacy, Phronesis)
- What are 1-2 essential questions that each lens asks us to consider?
- How do these perspectives complement one another when you are trying to make an ethical decision?
- Have you found yourself using any of these lenses in your professional life lately? If so, how?

6:10 – 6:20: Whole group discussion

6:20 – 6:30: Break

6:30 – 7:25: CASE: Promotion/Retention (led by Roxanne)

Facts of the case:

After school meeting in early June with the weather being described as sweltering hot. The 8th grade team task is to determine which students would actually graduate next week. The eighth grade team must get their final grades and robe measurements to Mr. Thompson (Principal) by 5pm.

Mrs. Angly brings the student Ada to the table for discussion. She just thinks there is something else that can be done besides retention. Ms. Castro states that she won't survive high school texts. Mr. Rodriguez believes they can't be too soft on her.

Mr. Beecher is unsure what he can offer to the conversation.

Mrs. Angly proceeds to find alternatives to the situation. Creates a T chart and writes on the left side; Actions, & on the right side; Outcomes. Retain her=drop out, Summer school= not an option cut from school budget in April

Ms. Castro writes give Ada passing grades= Ada learns no consequences for her actions. Then writes beneath Ada is grateful for a second chance and get on track.

Mr. Rodriguez asks the question to the group to consider their commitment at the Academy to prepare students for high school and beyond. By passing Ada they would be sending the wrong message to other students who achieved their goals and at the same time sacrificing the Academy's Integrity and values of that guarantee. The Academy diploma means something real!.

Mrs. Angly argues that those standards are meant for the group as a whole, they currently need to look at this student's needs. Dropping out was a high price to pay for the Academy's Integrity.

Mr. Beecher offers the alternative school.

A unified response from Mrs. Angly and Ms. Castro is a no. Not feeding her to the lions. Alternative school is not a safe place, her survival would be in question. Both consider the alternative school to be an express bus on the school to prison pipeline.

Mr. Thompson announces again to report to the office their final grades and robe measurements in the next ten minutes.

7:25 – 7:30: **Wrap-up**

Overview of next week's readings/assignments

Reading

- Case: Rocky Choices (Levinson & Fay)
- Commentaries: Choose 2: Wakeham, Ahlberg, Kanner, Andrew et al, Hess (Levinson & Fay)

Writing

- Group case drafts due to instructor via email (or an email letting me know when to expect the draft)