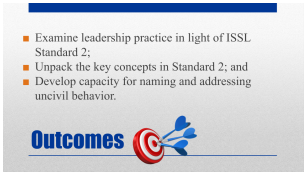
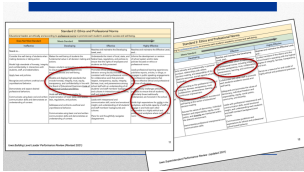
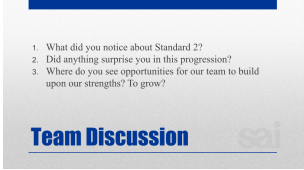


## Standard 2 Ethics and Professional Norms: Expectations and Accountability - Facilitator's Guide

### Outcomes:

- Examine leadership practice in light of ISSL Standard 2;
- Unpack the key concepts in Standard 2; and
- Develop capacity for naming and addressing uncivil behavior.

Time	Content	Slide
3 minutes	Facilitator welcomes participants and explains the focus and purpose of the learning.	<b>SLIDE #2</b> 
15 - 20 minutes	<p>Facilitator explains <b>(SLIDE 3)</b>:  <i>Today we delve into Standard 2.</i></p> <p><i>Let's spend a few minutes familiarizing ourselves with Standard 2 and the aligned progression.</i></p> <p>Make sure everyone has a copy of Standard 2 or access to it from the <a href="#">Google Site</a>.</p> <ul style="list-style-type: none"> <li>■ <a href="#">Principal Progression Standard 2</a></li> <li>■ <a href="#">Superintendent Progression Standard 2</a></li> <li>■ <a href="#">Central Office Leader Progression Standard 2</a></li> </ul> <p>Allow a few minutes for everyone to read through their respective progression aligned to Standard 2.</p> <p>Then, ask participants to discuss what resonated most strongly with them. You might ask:</p> <ol style="list-style-type: none"> <li>1. <i>What did you notice about Standard 2?</i></li> <li>2. <i>Did anything surprise you in this progression?</i></li> <li>3. <i>Where do you see opportunities for our team to build upon our strengths? To grow?</i></li> </ol>	<b>SLIDE #3</b>   <b>SLIDE #4</b> 

30  
minutes

### (SLIDE #5)

*Much of the language in Standard 2 speaks to dispositions, attributes, and values; Standard 2 is the foundation for moral and ethical leadership. Let's take some time to build our team's understanding of several key concepts in this progression. To do that we will each claim a "sheet" in the Google Sheet titled Standard 2 - Concept of Definition Map (see linked resource below--note you can duplicate any sheet to create more pages if you have more than 15 in your group; you could also invite people to work in pairs, though I would recommend you provide people time to collect their individual thoughts first). Key words are listed in column A. For each word, each of us on our individual Sheet will fill in the columns to help bring us together around a shared understanding of each of these words. The word "integrity" has been completed as an example--please delete and add your own thinking!!*

#### ■ Concept of Definition Map

Allow 10-15 minutes for participants to complete their Concept of Definition for each of the words. You can also add more words from the progression or that are relevant to your context.

Once everyone has finished, engage in conversation about each person's understanding of the concepts you've mapped. You may want to duplicate a page and label it your admin team's consensus map.

### SLIDE #6

This next segment will address different aspects of civility and how to recognize and address uncivil behavior.

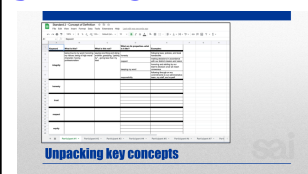
Make sure everyone has access to the following found on the [Standard 2](#) page of the Google Site:

- [Standard 2 - Civility Content Frame](#)
- [3 Dysfunctional Workplace Beliefs](#)
- [Why Civility Matters in the First Place](#)
- [4 Stages of Workplace Incivility Disease](#)
- [What Does a "Constructive" Response Actually Mean?](#)

Say:

*We are going to use a Jigsaw process to deepen our understanding of civility as it applies to Standard 2.*

### SLIDE #5



### SLIDE #6



You can use the [character cards](#) to determine who reads which article, or invite participants to decide who will read which.

If using the character cards, say:

*Notice the dot on your character card. This dot aligns to the article you will be reading. See SLIDE #6*

- *Blue Dot: 3 Dysfunctional Workplace Beliefs*
- *Green Dot: Why Civility Matters in the First Place*
- *Yellow Dot: 4 Stages of Workplace Incivility Disease*
- *Orange Dot: What Does a “Constructive” Response Actually Mean?*

*On the Content Frame, record the What, So What, and Now What for your article.*

Each article should take no more than 10 minutes to read. Then...

**For GROUPS fewer than 8:**

Invite each participant to share their *What, So What and Now What* from their content frame with the group.

Participants are encouraged to add to their own content frames as they listen to their colleagues and engage in conversation.

**For GROUPS 8 or larger:**

Invite participants who read the same article (same colored dots) to gather together to discuss their content frames and what they learned/gained from their shared reading.

Then, divide the colored dot groups into numbered groups. To determine numbering, take the total number of people in the group divided by 4. E.G. If the group size is 21--you would divide 21 by 4 and number off by 5's --one group would have an extra '1'. Numbered groups gather to share what each has read and record new insights on the Content Frame.

To wrap up this segment, you may want to bring everyone back to a whole group conversation regarding insights you've gained about high expectations for civility and what it looks like to hold people accountable to these expectations.

	<p><b>OPTIONAL Next Step:</b> As you finalize your discussions, you may want to use your insights to create <a href="#">team agreements</a> if you don't already have them.</p>	
5 minutes	<p><b>SLIDES 7-8</b> <i>Take a moment to jot down 2 key take-aways from your reading and discussion. What might be some next steps you'll take?</i></p>	<p><b>SLIDES #7-8</b></p> 