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A Mixed Methods Study on Educational Leadership and Ethical Decision Making in
Situations of High Turbulence

by

Jenna Sladek

A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

degree of

Doctor of Education

School of Education

A Mixed Methods Study on Educational Leadership and Ethical Decision Making in
Situations of High Turbulence

by
Jenna Sladek

This dissertation has been approved in partial fulfillment of the requirements for the
degree of
Doctor of Education
at Lindenwood University by the School of Education



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11/3/2017

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11/3/2017

Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Jenna Lee Sladek

Signature: Jenna Sladek Date: 11/3/17

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There is no better way to begin this study than by thanking individuals who supported my journey. My gratefulness originated with those who helped ignite the fire inside me, my committee members: Dr. Lynda Leavitt, Dr. Erik Melton, and Dr. Steven Jay Gross. I remember sitting in class engaged in lively discussions; even leaving class pondering the topics discussed during those few hours – realizing deep down inside of me I needed answers, I wanted to know more. I want to start with a simple thank you to each of you, for saying “yes” when agreeing to serve on my committee.

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Lastly, I want to thank my husband and boys. I did this for you and I hope you are proud. I plan to stand beside you as you pursue your dreams, whatever they may be; you can, and you will! With that said, my family and friends have made an impact with their helping hands, encouragement, and love – my heart is full.

Abstract

Researching ethical decision-making, within an educational setting, shed light on the importance of how each decision may influence an individual leader across generations. “A leader’s system of values, or deeply held beliefs, is the ethical framework from which a leader develops a vision, defines and shapes the change process and takes action to make his or her vision a reality” (Vogel, 2012, p. 1). The researcher sought to investigate the how and why of each decision to explore a possible gap between one leader to another, based on age, experience, education, gender and/or race. When an educational leader experienced a turbulent situation with a decision, these situations “tap both the ethics of justice, critique, care, and the profession, as well as ... the emotional context for [each] decision...by focusing on The Turbulence Theory” (Shapiro & Gross, 2013, p. xi). Shapiro and Gross (2013) established a similar study based on the Multiple Ethical Paradigms: ethic of care, ethic of critique, ethic of justice, and ethic of profession, which formed the foundation for the researcher’s study. This study also gathered data on how a leader’s experience shaped current decision-making.

The total number of participants consisted of 45 educational leaders enrolled at a Midwest university with a unique set of leadership characteristics. The 45 surveyed participants consisted of 30 females and 15 male educational leaders with 12 of those participants self-reported as Black and 33 self-reported as White. The participants described in detail the thinking behind each decision. The researcher analyzed each decision based on a specific ethical decision-making paradigm to seek a relationship to an educational leader’s characteristic.

Results from the contingency table revealed a relationship between specific characteristics based on a particular scenario. Recommendations for future studies included investigation on each ethical paradigm and an individual educational leadership characteristic and analysis on reasons ‘why’ each educational leader leaned on one particular ethical paradigm over another.

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Chapter One: Introduction

Ethics played a unique role for educational leaders within the school setting and linked one's morals and values to decision making on a daily basis. "Today's schools, communities, and families are facing a changing world of complex and confusing values" (Sockett, 2012, p. 27). Each violent act, no matter the geographical area, rural or suburban, created an educational leader response within a specific level of turbulence throughout the community or school. Previous researchers described Turbulence Theory as "the ability to give educators an enhanced ability to calibrate the severity of the issue at hand giving educational leader[s] the purpose of contextualizing a given problem as [educators] construct strategies to move to less troubled waters" (Shapiro & Gross, 2013, p. 9).

Background of the Study

This study developed from the researcher's personal interest in school security. Specifically, how education leaders made decisions during crises situations with little to no time to reflect and react based on individual ethics. During the spring semester, 2014, the researcher completed a course on Instructional Leadership in which the text, *Ethical Educational Leadership in Turbulent Times* by Shapiro and Gross (2013) was a required read. This book fostered an ongoing discussion among doctoral students related to specific scenarios within an educational setting and the ethical decision-making paradigm developed by the authors. The discussions often led to each student's reflection of personal moral experiences and backgrounds and throughout the course, the researcher questioned a possible relationship between an individual's personal characteristics and educational decision-making.

The focus of the study included four ethical decision-making paradigms; the focus of a larger theory developed by Shapiro and Gross (2013). The study also investigated a possible relationship between ethical decision-making during high turbulent situations and possible reasons behind the decisions in each situation. The researcher believed investigating the theory of ethical decision making in situations of high turbulence added to the already expansive literature on educational leadership and ethical decision-making. This particular study investigated a convenience sample of educational leaders and identified a possible common ethic among leaders and similarities among educational leadership characteristics and a specific ethical scenario supported by a specific ethical paradigm.

Scenario One, “Ensuring Safety in School – Physically and Emotionally” (Shapiro & Gross, 2013, pp. 77-79) described a tense situation at the beginning of the school day where the principal was notified by a distraught teacher regarding a suicide situation with a current teacher who was found dead in the back of the classroom. The principal was caught mid-meeting and went through the proper steps of notifying staff, students, and the community while addressing the emotions that came with a sensitive situation like this one. The principal participated in these activities during school hours while teaching and learning occurred in the building.

Scenario Two, “Protecting Young Children in Terrifying Times” (Shapiro & Gross, 2013, pp. 64-66), described a high turbulent situation on the day of September 11 in New York. The incident occurred at a day care facility close by the World Trade Center Towers where parents took children and headed to work before the mid-day tragedy occurred. The day care supervisor handled the process of parents in shock,

teachers who dismissed children to be with families, and children left at the daycare because parents worked in the World Trade Center or were at jobs in need due to the situation.

Scenario Three, “The Trouble with Joe: Joker or Terrorist” (Shapiro & Gross, 2013, p. 133-135) included a high school student who used technology and displayed anger. The student struggled in the classroom and failed to meet grade requirements to participate in an extracurricular activity. On his own time, the student created a web page critical of the district policy, scolded the principal, and went as far as making a hit list with a picture of a teacher and a target over the teacher’s face. The community viewed the web page and although the student had consequences for his actions, fear remained among the other students. The principal dealt with parents, the staff, and effective safety measures.

Scenario Four “Lady, You Cannot Lay the Law Down to the Law!” (Shapiro & Gross, 2013, pp. 71-72) presented a scenario inclusive of the following individuals and behavior: an assistant principal, the school resource officer (SRO), and student fights. In Buttonwood High School, while the principal was out at meetings, the assistant principal received word of an intruder in the building. The intruder interacted with another student, who was upset and bleeding before an administrator could get to the scene. The leader in charge instructed the School Resource Officer (SRO) to keep the assaulted student until she could take control of the situation. The assistant principal learned the SRO let the student go and more fights broke out. The entire school participated in several fights and the scene was chaotic.

These scenarios all presented situations larger than just the classroom or the school and required immediate decisions in a time of high crises with outcomes for the entire community. The researcher believed each scenario plausible in a k-12 school setting.

As ethical and legal issues increased, administrator, teacher, and counselor professional responsibilities expanded beyond the traditional domains. “Using the Multiple Ethical Paradigms of justice, critique, care and the profession, we anticipate that educational leaders will be able to approach the inevitable conflicts with more confidence, taking into account both emotions and reason” (Shapiro & Gross, 2013, p. 19). Previous research highlighted student’s ages 12 to 18 and noted 359,000 victims of school violence, which included simple assaults, as well as serious violence such as robbery, aggravated assaults, rape and sexual assault (Robers, Zhang, Truman, & Snyder, 2012, p. 4). The researcher was unable to find studies on Turbulence Theory, high turbulence scenarios, the application of the ethical paradigm, and characteristics of an educational leader who were also graduate students specifically related to gender, race, years of experience and age.

Definition of Terms

Educational leaders need to support, activate, extract, and galvanize the moral commitment that is in the vast majority of teachers. Most teachers want to make a difference and they appreciate educational leaders who help them and their colleagues achieve success in terrible circumstances. (Fullan, 2011, p. 4)

For the purpose of this study, educational leaders enrolled in a graduate program and served in the role of a building/district administrator who made day-to-day decisions.

Ethical Decision-Making Paradigm brought attention to ethics through dilemmas and enlarged the focus portrayed in the area of ethics written by Shapiro and Gross (2013).

The purpose of the paradigm was to create a clearer message in a time of crisis. Shapiro and Gross (2013) realized educational experiences were diverse and in an attempt to answer and make important decisions, the ethics of care, critique, justice, and profession were developed. “These ethics will be shown to be emanating from diverse traditions and sometimes while emerging from different starting points, even collide with each other” (Shapiro & Gross, 2013, p. 22).

“The *ethic of care* asks individuals to consider the consequences of their decisions and actions” (Shapiro & Gross, 2013, p. 6). In the survey, the researcher operationalized the ethic of care as a decision based on care, concern, and connection.

The *ethic of critique* has been discussed by a number of writers and activist who are not convinced by the analytic and rational approach of the justice paradigm. This ethic asks educators to deal with the difficult questions regarding the class, race, gender, and other areas of difference. Not only do they force us to rethink important concepts such as democracy but they also ask us to redefine and reframe other concepts such as privilege, power, culture, language, and, in particular, social justice. (Shapiro, 2013, p. 6)

In the survey, the researcher operationalized the ethic of critique as a decision based on social class, race, and gender.

“It is essential to consider the current law, rights, and policies and how they

should be applied, illuminating the *ethic of justice*” (Shapiro & Gross, 2013, p. 13). In the survey, the researcher operationalized the ethic of justice as a decision based on law and policy.

The *ethic of the profession*, places the student at the center of the decision-making process. It also takes into account not only the standards of the profession by the ethics of the community, the personal and professional codes of an educational leader and the professional codes of a number of educational organizations.

(Shapiro & Stefkovich, 2005, p. 41)

In the survey, the researcher operationalized the ethic of the profession as a decision based on community involvement and the expectation of one’s job title.

High turbulence, a level of extreme, “fear for the entire enterprise, possibility of large-scale community demonstration, a feeling of crisis” (Shapiro & Gross, 2013, p. 18).

A *safe school* is a place where the business of education can be conducted in a welcoming environment free of intimidation, violence, and fear. Such a setting provides an educational climate that fosters a spirit of acceptance and cares for every child. It is a place free of bullying where behavior expectations are clearly communicated, consistently enforced, and fairly applied. (Barton, 2009, p. 8)

“*School violence* is that which occurs in the school building or on school property, at after-hours school-sponsored activities, or to a student or faculty member as he or she commutes to or from school” (Vossekuil, Fein, Reddy, Borum, & Modzelski, 2002, p. 2).

“*Turbulence Theory*, therefore, gives us an enhanced ability to calibrate the severity of the issue at hand. It further aids us in our attempt to contextualize a given problem as we construct strategies to move to less troubled waters” (Shapiro & Gross, 2013, p. 9).

Gross (2014) stated the importance of turbulence theory was that it be “successfully applied as an aid in understanding and responding to challenges of ethical decision-making in educational settings” (p. 246). The current literature expanded Turbulence Theory past the original 4 levels of turbulence and detailed into three drivers of turbulence; personality, cascading, and stability. The drivers of turbulence then dictate the positive or negative impact on each situation (Gross, 2014).

Purpose of the Dissertation

The purpose of this study was to investigate the ethical decision-making paradigm developed by Shapiro and Gross (2013) as an educational leader within a school setting. More specifically, the study used scenarios to seek a possible relationship between an educational leader’s ethical decision-making paradigm and an educational leader’s characteristics, specifically: race, gender, years of experience, and age. Each research participant read a brief scenario, completed a survey prompt, and selected one of the following: ethic of care, ethic of profession, ethic of justice, or ethic of critique. The researcher interviewed a convenience sample of research participants in the decision making process after participation in the survey and reading the scenarios.

Rationale

Educators debated the topic of school security for many years due to the rise and pressured opinions exposed in the media. The National Center for Injury Prevention and Control (2010) noted situations associated with school security as bullying, school shootings, and harmful acts towards students and teachers in an educational setting on school property. These situations, supported by data, focused on the educational leader. “Clearly, one’s position in an organization during turbulence is also a key variable and

one that deserves examination from multiple perspectives” (Shapiro & Gross, 2013, p. 54).

Schools, media, and the surrounding community relied on the leadership in the school to prevent school violence. Jones and Jones (2001) noted although many preventative measures implemented change to create a safe school environment; school administrators could not count on these procedures to completely rule out or prevent school violence. Crisis response planning was essential to improving any school security effort with the best planning beginning with prevention and awareness. Jones also noted these security measures needed to approach the level of a correctional system; the problem did not come with the facility.

Throughout the literature, some blamed others for a lack of responsibility to prevent violent events in the future. Fox and Burstein (2010) believed serious acts of violence by juveniles or young adults invariably raised difficult questions about relationships. Many of the respected proactive measures included: training teachers to recognize troubled students, counseling programs, students signing contracts to stop violence and bullying, students wearing ribbons to pledge support in stopping violence known as red ribbon week, or putting in surveillance and alarm systems (Fox & Burstein, 2010). The U.S. Department of Education continued to work with the U.S. Departments of Justice, Health and Human Services, and Homeland Security to ensure schools remained among the safest places in our communities and provided students the supports needed to succeed (Missouri Department Elementary Secondary Education [MODESE], 2013). The researcher believed each educational leader applied a particular ethical decision-making paradigm – unique to leadership characteristics. Shapiro and Gross

(2013) developed four ethical decision-making paradigms: The ethic of justice, the ethic of care, the ethic of the profession, and ethic of critique to serve as a lens to the unique decisions during events of school turbulence.

Those of us attempting to approach educational leadership as a critical practice must embrace the practice of being open to those who in fact have different histories and trajectories – that is, different lived experiences and desires... our participation of leadership in education must also question the nature of our participation and our role in producing (or reproducing) a particular way of life. (Scapp, 2003, pp. 99-100, 111)

The researcher agreed with Scapp; our ethical values and morals were at the heart of educational leadership decision-making. When educational leaders understood personal value, educational leaders reflected on a vision bigger than themselves and inclusive of the students, staff, and community around them. In a recent educational leadership study, Mette (2014) concluded,

by identifying individual strength among faculty members, and finding ways to provide professional development to address individual weaknesses, leaders were able to implement school improvement in the face of daunting accountability standards, improve school climate, and improve student achievement. (2014, p. 13).

The researcher perceived education, as an occupation heavily reliant on communication skills and relationships with others. Kaptein (2011) contended trust and ethics related to trust served as key components of ethical behavior. When trying to understand how educational leaders approached practice through an ethical lens, each

leader had to believe decision-making was a social meaning-making activity and took place within a unique context (Vivian-Byrne & Hunt, 2014). Depending on how the situations presented themselves and what the individuals experienced, educational leaders made judgments and perceived each experience differently. Brown, Sautter, Littvay, Sautter, and Bearnese (2010) noted individual differences influenced ethical reasoning, therefore decision making was perceived as more judgment than many recognized.

Hypotheses and Research Questions

Hypothesis 1. There is a relationship between gender and an educational leader's ethical decision-making paradigm.

Hypothesis 2. There is a relationship between race and an educational leader's ethical decision-making paradigm.

Hypothesis 3. There is a relationship between years of experience and an educational leader's ethical decision-making paradigm.

Hypothesis 4. There is a relationship between age and an educational leader's ethical decision-making paradigm.

RQ1. How do educational leaders perceive the ethic of justice when making decisions during high turbulence?

RQ2. How do educational leaders perceive the ethic of critique when making decisions during high turbulence?

RQ3. How do educational leaders perceive the ethic of care when making decisions during high turbulence?

RQ4. How do educational leaders perceive the ethic of the profession when making decisions during high turbulence?

Research Setting

The researched Midwest university designed an educational program skilled in communication and collaboration with diverse learners, community members, and stakeholders (Researched University, 2015). The university offered over 55 certifications and programs through a variety of formats and locations (Researched University, 2015, para. 7). The participants in the study enrolled in graduate level coursework and planned to earn either a Specialist in Educational Leadership (EdS) or a Doctorate in Educational Leadership (EdD). All participants received information on the study specifically the background of the study and purpose of the survey before each class meeting.

Limitations

The researcher's use of a purposive convenience sample created a research limitation. Although the researcher conducted a random sample from the total purposive convenience sample of participants, some individuals might have self-selected not to participate due to time and or topic of the study. Another limitation was the realization survey participants may not share a first reaction or honest feeling when reasoning with the situation and since the survey was online, not all possible participants may have had computer access needed to participate in the survey. Fraenkel, Wallen, and Hyun (2000) stated purposive sampling occurred when a researcher used a sample of individual content, purposely, based on the mixed-method study objectives and knowledge of the specific characteristics of the population studied. The researcher chose purposive sampling from a non-representative group of the population but had the appropriate information about the population to be a sample.

Summary

Each research participant read a brief scenario, completed a survey promptly, and selected one of the following: ethic of care, ethic of profession, ethic of justice, or ethic of critique (Shapiro & Gross, 2013). The researcher interviewed a convenience sample of survey respondents on the decision-making process, following the participant's participation in the survey. The researcher believed, based on these different characteristics, when educational leaders encountered a turbulent situation, a particular ethical decision-making paradigm existed, unique to an individual's leadership characteristics.

This chapter included the researcher's background, purpose, rationale, definitions, hypotheses, research questions, and limitations. This study added to the already existing body of knowledge on ethics and leadership in education and led to an increased understanding of an educational leader's ethical decision-making process during times of high turbulence in a school setting. The literature review in Chapter Two considered the history and research on ethics, ethical decision-making, educational leadership and high turbulent situations while adding scenarios, examples, and a description of each ethic type. Chapter Three included details of the purpose, research setting, participants, data analysis, and procedures for data collection and analysis. Chapter Four included the analysis for each hypothesis and research question along with participant demographics compared to each ethical value. Lastly, the researcher discussed the results and noted recommendations for future studies in Chapter Five.

Chapter Two: Literature Review

Introduction

Shapiro and Gross (2013), professors and co-workers at Temple University, developed a theory of turbulence and ethics using scenarios within a graduate setting. Gross's Turbulence Theory and Shapiro's Multiple Ethical Paradigms of justice, critique, care, and the profession framed together authentic dilemmas. "Leadership is not a solitary activity by definition. One is not a leader without followers, and so the ethical framework that guides a leader's decisions and actions always impact those who are being led" (Vogel, 2012, p. 1). The researcher found great interest in why a leader may react or decide differently when all educational leaders discussed similar high turbulent situations. The ability to focus on The Multiple Ethical Paradigm when compared to each educational leader's characteristics allowed the researcher to seek a relationship between the two distinct variables. For example, a young, White female, with little experience in an educational leadership position, may have the ability to keep a high turbulent situation calm when this individual used judgment and to lean on the ethic of care to resolve the conflict and make decisions throughout a situation. In 2012, Furman defined leadership as a means to connect theory and practice with the leader's own principles and ethics by the process of reflection on action. The researcher believed a positive school culture reflected a school leader who practiced moral ethics. The literature review included historical and current research on ethics, decision-making, leadership, and turbulent situations.

Ethics

“Educational leaders employ decision-making in their day-to-day processes and practices, whether or not the decision-making is conducted with intentionality or follows professional and personal codes of ethics” (Gardiner & Tenuto, 2015, p. 6). Ethics was more than thinking how one might act in a situation; the current literature described ethics as the action itself when encountering a situation. Donlevy and Walker (2011) believed ethical formulas were mechanisms, which at best, caused people to avoid the essential, distinctive, human pull of ethical behavior and at worst produced a powerlessness in people to act with authentic independence within the sphere of human freedom. “Scholars have noted that both the word ‘ethics’ and the term ‘morals,’ which are often used interchangeably, derive respectively from the Greek and Latin words for ‘customs’” (Marino, 2010, p. xi).

In an educational setting, the concepts of ethics were very common throughout the daily routine. “Ethical leadership involves reflection on ethicality in a very conscious way. Ethics pervades everything we do. As educational or public leaders we are in the people business and ethics is embedded in that” (Donlevy & Walker, 2011, p. 10). Cherkowski, Kutsyuruba, and Walker (2015) described the school leader as a moral agent in that she or he served a master purpose or cause on behalf of numerous elements: the students, parents, state, community and staff within the school. “School principals have given attention to their own development of moral character, taken on the responsibility of following the principles of ethics, committed to ethical care for others and have a sense of stewardship of others” (Hester & Killian, 2011, p. 96). One has also suggested ethical preparation and ongoing development necessitated a sustained attention to the complexity

of the human interactions that made up the daily processes principals negotiated in work (Starratt & Leeman, 2011). Ciulla (2014) generalized leadership ethics, which emerged as a new and growing field of applied ethics. “The study of ethics generally consists of examining questions about right, wrong, good, evil, virtue, duty, obligation, rights, justice, fairness and responsibility in human relationships with each other” (Ciulla, 2014, p. 4). Ethics is not about the way things are, what we say, what we intend but rather ethics is about actions and attitudes, who we are, how we treat people, it is about the choice and the room the law (Donlevy & Walker, 2011). The social and emotional stresses on the role of a school were authentic based on the community needs. Duignan (2007) related “Numerous examples of leaders deliberately taking actions that lack ethical and moral content have led to a public culture of cynicism about leaders and leadership” (p. 7). At the time of this study, the researcher experienced a growing public demand for raising the ethical and moral bar for contemporary leaders. Duignan (2012) interpreted, “leaders must become morally literate and able to intentionally develop their moral compass to better able transform their values as pathways for appropriate actions” (p. 77). The challenge comes to ethics and leadership when both are measured and implanted, one must define what exactly moral and ethical virtues are. “The practice of ethical leadership is a two-part process involving personal moral behavior and moral influence” (Johnson, 2011, p. xxi). Kowalski and Lasley (2009) continued with this mindset, “The kinds of knowledge in an ethical decision are acquired through life experiences, professional training, and reflection, and provide a linkage and context between the motivational bases and the specific values adopted by the individual” (p. 28). In an educational setting, during a time of high turbulence people expect leaders to have

the answers. Branson and Gross (2014) justified how leaders cannot offer control over the chaotic situation; the leader can fill the need of the followers for stability by having moral integrity. The researcher examined the concept of ethics being of value to most citizens in an organization, but the process of taking those ethics and deciding in modern society was complex. It was prominent to Gordon (2006), “educational opportunity and academic achievement are directly tied to the social divisions associated with race, ethnicity, gender, first language, and social class” (p. 25).

Ethic of critique. An individual’s critique perspective challenged morals, values by questioning the line between what is just, and what educational leaders modified over time to fit the norm. The ethic of critique was also identified as (Vogel, 2012) engrained in research based on the critical theory which emphasized ethical behavior as one who addressed inequities among individuals and groups, related to social class and other factors which influenced one’s power and voice. Shapiro and Gross (2013) explained the ethic of critique through action, “to allow one to redefine and reframe other concepts such as privilege, power, culture, language and even justice itself” (p. 24).

The ethic of critique dealt with inconsistencies and raised difficult questions through the evaluation of laws, rights and policies and the process to determine fairness. “The ethic of critique, inherent in critical theory and critical pedagogy, is aimed at awakening all of us to inequities in society and, in particular, to injustices within education at all levels” (Shapiro & Gross, 2013, p. 26). The intention of this ethical paradigm was to awaken the educational leader to the unstated values and bring awareness to how one ensures morals. Over time based on the ethical paradigm and the characteristics of experience, educational background, gender or race modified and/or

corrupted over time. Shapiro and Gross (2013) generalized, “Instead of accepting the decisions and values of those in authority, these scholars and activists challenge the status quo by utilizing an ethic that deals with inconsistencies, formulates hard questions, and debates and challenges issues” (p. 24). Taesung, Park, and Kolb (2014) distinguished when a leader, operating from an ethic of critique, perceived law and policy as social structures reinforcing inequities. Furthermore, the language and multiple meanings derived from law and policy contributed to inequities and subjugated realities. The ethic of critique forced school administrators to rethink, redefine, and reframe concepts such as privilege, power, culture, and social justice. “Ethic of critique attempts to confront the majority’s rationalizations that legitimize the existing power and the minority’s conceptions that take it for granted” (Taesung et al., 2014, p. 302).

Ethic of care. While Freire believed educators and school leaders focused on the deficits of students resulting in shortsightedness during decision-making (Goldstein, 1998), the current literature suggested people with high, as opposed to low, codependent self-construal displayed an increase of fear for fairness in relation to others (Gollwitzer & Bucklien, 2007). Teachers who prepared to adopt care ethics, required learning on the type of caring relationship in which moral education occurred. The researcher perceived care as the highest moral ideal.

Noddings (2002) developed a view of care in which neither a value for action nor a benefit of action was necessary. “Instead a kind of relationship between two individuals, the one caring and the one cared for” (Epley, 2015, p. 2) occurred. “Care ethics highlights how we become increasingly able to relate within caring relationships – through open-ended process-oriented experiences, such as modeling, practice, dialogue,

and confirmation” (Noddings, 2002, p. 3). An ethic of care- a needs- and response-based ethic – challenged many premises of traditional ethics and moral education. Noddings (2005) likewise believed “the ethic of care has emphasized in living together, on creating, maintaining and enhancing positive relations – not on decision making in moments of high moral conflict, nor on justification” (p. 4). “The goal of the educational leader with the ethic of care paradigm would be to integrate a sense of morality in the classroom to serve as a bridge between the home and school connection” (Goralnik, Millenbah, Nelson, & Thorp, 2012, p. 420). Owens and Ennis (2005) generalized the ethic of care theoretical framework as being supported from several perspectives “researchers and scholars from philosophy, developmental psychology, and education have contributed to this body of knowledge” (p. 396).

Ethic of justice. When a law existed beyond a relationship between individuals, the law became ethical in a justice sense. Murdoch (1970) was an Irish novelist and philosopher, best known for novels about morality; Murdoch insisted:

Nothing in life is of any value except the attempt to be virtuous, then the only thing which is of real importance in human life is the ability to contact and respond to the other with justice and care and all that is inseparable from virtue. (p. 87)

People experienced emotional reactions to situations before people engaged intellectually in events and ideas. McCuen and Shah (2007) expanded on this idea, “Emotional maturity must be accompanied by teaching cognitive subject matter if long-term learning is to occur. Emotions influence the solution of ethical problems as they affect the accuracy of an emotive response” (p. 44). “The perceptions and experience of time are

among the most central aspects of how any group functions; when people differ in their experience of time, tremendous communication and relationship problems typically emerge” (p. 105). Justice is a central part of ethics and should be given due consideration in our moral lives, but justice is not the only principle to consider in making ethical decisions. “Nevertheless, justice is an expression of our mutual recognition of each other’s basic dignity, and an acknowledgment that if we are to live together in an interdependent community we must treat each other as equals” (Velasquez, M., Andre, C., Shanks, SJ, & Meyer, M., 2014, para. 12). A leader who knows the community, political ideas, and history of his or her surroundings is what an ethical justice focused leader will lean on when a decision needs to be made. “A deliberate intervention that requires the moral use of power,” was stated by Bogotch (2002, p. 140) when referenced to the decision-making framework of structures in place within a school setting.

Ethic of the profession. To inform decision- making and to identify the best interest of the student along with the personal moral values of the administrator was the ethic of profession’s main purpose. Stefkovich (2006) believed there was a respect of mutual acknowledgment between the students, teachers, and community having worth, value, and dignity with a common interest, which was a focus on the essential nature of the individual’s rights. Being thoughtful with the ethical decision- making and based on the needs and interests of children was the core of the ethic of the profession (Shaprio & Stefkovich, 2005). “The best interest of the student is the moral imperative of the profession with the basic principle driving the profession paradigm” (Johnson, 2011, p. 23). Educators, who wish to be responsible for the practice of education, educational leaders, must be equipped to take individual responsibility for thinking through

defensible positions on difficult ethical questions. Shapiro and Stefkovich (2005) integrated the ethic of profession based on an educational leader's examination of his or her own values and the ethical codes set forth by various professional organizations. In conclusion, the best interest of the students should be foremost in determining the actions taken by educational leaders. In the researcher's perception, the ethics of profession concentrated on an internalized concept of the moral obligation attached to the work or turbulent situation, and not based on compulsion or external supervision.

Decision Making

The idea of ethical decision-making included the ethic of care, ethic of justice, ethic of profession, and ethic of critique, which made up the Ethical Decision-Making Paradigm and placed educational leaders in a mindset of reflection and purpose in any given situation throughout the school day. Shaw (2011) stated a guide to help develop possible options based on the details of the situation was the meaning of "moral wisdom". Decision-making and problem solving are unavoidable when given information most of our thought process were instinctual before individuals took the time to think logically through the process and the details associated with the turbulence of the situation. Adair (2013) recalled "there are two aspects to the mind: the information it can store in the memory, and what it can do. What we call technical or professional knowledge usually involves both" (p. 3). Eyal, Berkovich, and Schwartz (2016) generalized

decision-making as a profession is straightforward – the 'right' or best option is clear. At other times, however, professional decision-making can require navigating complex, dynamic circumstances, considering diverse constituencies,

wrestling with conflicting ethical principles, and selecting from multiple options – options that do not present a clear, optimal choice. (para. 6)

Johnson (2011) concluded, after examining many ethicists the most consistent theory of moral imagination, defined as sensitivity to moral issues and options – was key to ethical behavior and exclaimed moral reasoning and imagination work hand in hand in the decision-making process.

The occupation of education relied heavily on communication skills and a relationship with others. Kaptein (2011) described trust and ethics as closely related. Decision-making occurred within the context and viewed as a social meaning-making activity, and occurred within context (Vivian-Byrne & Hunt, 2014). When educational leaders communicated, individuals judged and perceived the experience uniquely. “Some moral issues create controversies simply because we do not bother to check the facts. This first step is also among the most important and the most frequently overlooked” (Velasquez et al., 2014, para. 3). Researchers stated individual differences influenced ethical reasoning, therefore decision-making was more judgment than many recognized (Brown et al., 2010). While Mohr and Wolfram (2010) suggested “stress and ethical dilemmas tend to coexist in organizations as well as stressful situations are also likely to present leaders with ethical dilemmas” (p. 170).

Depending on each educational leader, stress affected the ethical dilemma differently. Selart (2010) explained “if negative effects of stress stem from its effects on leader’s ability to recognize ethical dilemmas, collectively raising awareness or reminding leaders about moral issues may alleviate negative effects of stress” (p. 31). Hannah, Avolio, and May (2011) simply specified, “Certain qualities enable individuals

to execute the decision-making process effectively” (p. 681). Certain morality within one's leadership ability did motivate the building environment because the main purpose of the qualities of the educational leader was to contribute towards a better understanding of the ethical decision-making process by bearing in mind the role of the moral experiences of the decision maker (Morales-Sanchez & Cabello-Medina, 2013).

Fishbein and Ajzen (2010) demanded the factors which influenced an educational leader through the decision-making process was based on a theory and believed the variables determined the educational leader's intention of engaging in a specific act were based on a leader's personal theory of reason. The 'Theory of Reasoned Action' was a framework, which identified the intentions as a good predictor of the act decided during the decision-making process. Fishbein and Ajzen believed the moral motivation or intention did not automatically lead to ethical behavior because the educational leader's decision may need certain resources for the execution of the decision. “We expect mindfulness to affect not only the extent to which an individual acts ethically but also their philosophical approach to ethical decision making. Ethical decisions can follow ethical principles or focus on the likely outcomes of a decision” (May, Lu, Mencl, & Huang, 2014, p. 657).

Cojuharenco, Shteynberg, Gelfand, and Schminke (2012) justified “One personal disposition that holds the potential to greatly influence ethical decision making in group contexts is self-construal” (p. 44). Hoyt, Price, and Emrick (2010) defined self-construal as a way in which individuals viewed themselves in relation to others and consistently predicted cognitive, affective, and behavioral differences among people. “Research into the ethical failures of leaders is not new. Benefitting others beyond the self can also be a

strong motivator of unethical behaviors” (Wiltermuth, 2011, p. 158). Russ, Van Knippenberg, and Wisse (2010) believed the educational leadership role and social aspect drew attention to the fact the leader serving the school contributed to unethical decision making. “Conflicts between personal and professional values can interfere with ethical decision making” (Ametrano, 2014, p. 154). The idea of ethical decision-making was the ability to bring awareness to the components of the educational leader’s decision; this deepened when one moved toward integration of personal values and professional ethics. Mitchell and Yordy (2010) stated to ethics mentor, Gebler, “Most unethical behavior is not done for personal gain; it is done to meet performance goals” (p. 43).

Additionally, decision-making was not one’s ‘ego’ who motivated unethical implementation; the quick decision was an educational leader’s response to pressure. “Basic research in decision making shows that preferences are highly affected by normatively irrelevant factors such as the framing of the problem, the method of elicitation and the context in which the decision is made” (Schurr, Ritov, Kareev, & Avarhami, 2012, p. 679). Bazerman, Gino, Shian, and Tsay (2011) proved decision-making has been shown in numerous studies where a various individual, situations, and organizational factors inhibited the ability to notice one was engaged in actions which violated his or her own ethical standards. Alternately speaking, “People deviate from their own professed moral standards because they fail to notice that their current behavior violates those standards” (Schurr, Rodensky, & Erev, 2012, p. 661).

Begley (2010) proposed different types of personal and professional discretion exercised by educational leaders in comparison to decision-making. Nieuwensteing et al. (2015) stated, “a theory which proposes the best way to make a difficult decision is to

refrain from painstaking conscious deliberation and to let one's conscious mind solve the problem while one engages in more enjoyable activities" (p. 1). The theory above claimed the presence of an unconscious form of thought, which had a much greater information-processing capacity than a conscious thought.

Hoare (2012) debated, decision-makers should refrain when making grim decisions, from conscious considerations or relying on unconscious minds. On this topic, the literature on human judgment and decision-making offered a very bland perspective. Explicitly, this literature showed educational leaders rapidly formed an opinion when asked to make a judgment (Gigerenzer & Gassmaier, 2011). Kahneman (2011) stated once people formed an opinion, people were unlikely to change the opinion, as people will only tend to seek further evidence to support the opinion already formed and committed to.

Not only do decisions come from an unconscious, judgmental state of being but also many important decision outcomes involved health. The definition defined mental health "as the state of well-being in which individuals realize their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to their community" (World Health Organization, 2014, p. 2).

Additionally, in a study among Swedish military officers, the association between decision-making styles and stress proved related to distress not only after, but also before a decision, which suggested a generally higher level of cortisol secretion (Salo & Alwood, 2011). According to Dobbins and Han (2009), memory recall placed stress on the human brain, the area of the brain associated with complex decision-making.

Dobbins and Han further noted as the complexity of the decision-making process increased, stress or fatigue resulted in major failures of memory judgment.

Reason and emotion were not separate and opposed, but rather integrated and inseparable with reason described as dependent on emotion. Emotion assigned values to things and individuals made reasoned decisions based on those values. Brooks (2011) viewed decisions as value-based because values derived from one's emotions, which led to our choices. "Mental process that is inaccessible to consciousness organize our thinking, shape our judgments, form our characters, and provides us with the skills we need in order to thrive" (Brooks, 2011, p. xi). One's brain is constantly making ethical judgments that altered our conscious choices involved in the decision-making process.

Ethical decision-making is tricky in the context of when a challenging situation occurred and the stress put on the subject throughout the decision-making process. Stress in and of itself is not always helpful because the thought process and moral values are positive or negative, productive or destructive, depending not only on the level of stress but also on the type of stressor (Legget, Campbell-Evans, & Gray, 2014, p. 117). Hollebeek and Haar (2012) found challenge stressors were positively perceived and related to higher job fulfillment and performance, whereas burden stressors had a negative outcome. Therefore, decision-making was likely to be challenging, hence a positive effect, but also bring the educational leader closer to one's internal ethical values and judgments which a negative effect would occur (Hollebeek & Harr, 2012). "Perhaps because of the significance, decisions can be demanding or even daunting for many people. We often arrive at decisions quickly, subconsciously, without considering our options – too often we give them too little thought" (Kourdi, 2011, p. 6). Leadership

theory or the models for decision-making are not enough for educational leaders to make decisions based on. “The preparation of school leaders requires overt connections and bridging experiences between research and practice” (National Council for the Accreditation of Teacher Education, 2011, p. 6).

Educational leaders have similar characteristic to business leaders. “Like leaders in other organizations, the work of the educational leader is defined by decision making. The decisions educational leaders are called on to make occur in social systems that are complex and contingent” (Johnson & Kruse, 2009, p. 13). Educational leaders have personality, a path to authority and a sense of responsibility. Overall, Wagner and Simpson (2009) stated there is no one-size-fits-all template to sustain a role as a leader in an educational community when making decisions throughout school the everyday school environment demands.

Leadership

Milner (2006) provided three questions as a guide to educational leaders: “(1) why do I believe what I believe? (2) How do my thoughts and beliefs influence my curriculum and teaching? And (3) what do I need to change in order to better meet the needs of all my students?” (p. 84). Therefore, the transformations toward educational “goodness” as stated by Obiakor (2001), embraced change in knowledge, feelings, and actions. The idea of the educational leader in a school, from immigration, urbanization, to the high-stakes accountability movement, reshaped the purpose of schooling, and increased the demands of the purpose of the educational leader at a pivotal point when decision-making was a focus. To “work actively to transform, restructure, and redefine schools while they hold organizational positions historically and traditionally committed

to resisting change and maintain stability” (Murphy & Beck, 1994, p. 3) was the expectation of the educational leader. Only an individual with a deep sense of purpose and strong desire to improve education handled this role. Hurley (2001) stated educational leaders today must have an “ever-expanding range of skills and knowledge and take responsibility for practically everything in the school” (p. 4). The role of an educational leader evolved over the centuries and increased in complexity.

Robertson (1997) believed the role of a leader is multiple positions throughout the setting and the importance of the ability to move in and out of those positions was fundamental. Beachum and McCray (2011) noted school leaders needed to establish a sense of care. If an educational leader had a cultural mismatch between their own background and the background of the community, there became an immediate disconnect. “While most people see schools as the setting for teaching and learning, others view schools as political entities, or business opportunities, or agents of social change” (National Forum on Education Statistics, 2010, p. 2). Every perspective of education is guaranteed to have its own biases. It is believed even relatively minor ethical mistakes in an education organization can become high profile public events, therefore having the need to be aware of the turbulence surrounding each situation.

According to McCray and Beachum (2014), school administrators experienced a variety of situations in the community and made specific strides to create an ethic of care, as the incident related to specific individuals within the environment, it was crucial for these leaders to have the courage and self-motivation to implement a form of justice to support all students. “When educational leaders engaged in a reflection process, the leader began to understand the situation past the facts and think deeper along the lines of

the turbulence the decision would cause in all aspects” (Legget et al., 2014, p. 118). The idea of understanding the full potential of the ethic of care was to notice you could not contribute to the ethic of care without identifying the need for further growth. McCray and Beachum (2014) explained, “Without an understanding of our own biases and prejudices and continuing the struggle to recognize our limitations, we do a disservice to an ethics of care, and the caring ends up being inauthentic at best” (p. 62). Building bridges with the community and having a sense of open dialogue was an asset for an educational leader.

Various interpretations of educational leadership existed and included the question: Whom are you leading? In addition, where are you going? Both related to values. Haydon (2007) explained leaders already knew a great deal about values due to previous experiences based on values. “Values are inescapable whenever we aim at something or decide what to do or what not to do” (Haydon, 2007, p. 1). Eller (2010) explained the transition into the educational leader position was complex, “Some may figure out how to successfully navigate the environment, but others flounder and even fail” (p. 257). In the researcher’s experience, a successful transition into educational leadership took careful planning, preparation, and management of all aspects of the process.

Models and practices of leadership that facilitate the leadership capacities of others must be developed. School leaders have to build more collaborative and democratic arrangements with teachers and others to achieve the enormous ambition of schooling and respond to students’ diverse needs. (Beachum & Dentith, 2004, p. 277)

The main task for a new principal was to survive and to become a contagious educational leader who encouraged others to act as leaders and conscious decision-makers. Boerema (2011) believed leadership survival related to handling the technical side of the school operation and grasping the social and cultural norms of the school.

The bigger question reflected to the ethics and values aspect of being an educational leader. Based off categorized physical and visible differences determined how we perceived one another. Stereotypical behavior saved time with quick judgments and generally worked to ensure the “status quo” (Fiske & Lee, 2008). When one made a judgment based on categorized characteristics, the ability to be a good leader minimized and created a wall or a natural divide because of the quick judgments.

In terms of social reality, many specialists in all kinds of establishments know of the concept of emotional intelligence – emotion and leadership go hand in hand. “Educational leaders were expected to help others make sense of a complex world in which there were less predictability and more uncertainty” (Law & Glover, 2000, p. 263); a major, challenge that required high-level skills, knowledge, and understanding. In education, the conclusion of the judgment is on how competently the leader carried out the role. “A learning organization’s performance depends on whether the emotional mood is positive or negative, and this is established by the leader whose emotions are contagious” (Culham, 2013, p. 18). Leaders needed to be aware when addressing the young hearts and minds of

people in groups and in a diverse community setting where emotions were engaged in the decision-making process.

Caldwell (2003) specified, “Educational leadership refers to a capacity to nurture a learning community” (p. 26) and believed a learning community was not always a contented place to work. “Leadership is not an ‘it’ from which we can abstract behaviors and tasks, but is a relationship” (Gunter, 2001, p. vii). Educational leaders were not about the position that one held in a school but more about the actions taken to improve the opportunities for learning to happen within the school. The researcher observed most employers perceived themselves as an educational leader but more so identified as a leader who held a management position. Robertson (2008) said the importance that the educational leader held; in terms of the establishment were the fact that learning must be the number one focus and reason for leadership to take place. “Educational leaders are leaders who, no matter at what level in the institution, focus on improving learning opportunities as their main function, and work to develop their own educational leadership capacity and that of their school” (Roberston, 2008, p. 21). Furthermore, leaders were described as people who worked in a complex ever-changing context, who were aware of the social and political influences and diversity but continued to draw on the knowledge to focus on relationships and the learning environment. Roberston (1997) was persistent with the idea educational leaders needed to keep education at the center of the educational leader’s work and do so by critical reflection on each practice and ensure the leader’s decisions made a positive influence. “They are consequently able to hold fast to their educational leadership role and so do not become mere managers” (Roberston, 1997, p. 141). In closing, an educational leader influenced all who surround

the school and/or town. The influences of a leader's work and own ethical decision-making values were important to be aware of when assuming an educational leader position.

Ethics was defined with numerous meanings over a long period. Shapiro and Gross (2013) categorized ethics into four categories: critique, care, profession, and justice. McPhail (1999) clearly emphasized ethics education was not about providing students with a set of rules specifying prohibited actions but rather ethics education developed when individuals became aware of the ethical choices that build the students' identities. Sockett (2012) highlighted, "self-knowledge is the process of constituting ourselves through understanding who we are, and it is that understanding that will require intellectual and moral virtues" (p. 109). Cohen, J., Pant., L. & Sharp, D. (2001) noted ethical decision-making is a process where ethical conflicts were present and the ability to recognize and define personal norms, principles, and values related to the situation. The ability to make these types of personal decisions brought the term of values into the picture. "Values, after all, are not primarily an academic subject. Of course, values can be studied academically, but they are also an integral part of everyone's experience" (Haydon, 2007, p. 1). The researcher encouraged leaders to think hard and concise about one's personal values based on the world we live in and the many different viewpoints. As Haydon (2007) explained, though leadership is open to many interpretations, in one way or another leadership involves giving a pathway to others and allowing them to follow you in a direction. "Values are conceptions, explicit or implicit, distinctive of an individual or characteristic of a group, of desirable which influence the selection from available modes, means and ends of action" (Begley, 2010, p. 3). Many educators

researched values and ethics and influenced others in aspects of educational leadership. Starratt (2004) stated educational leadership was, in terms of service to students, staff, and society, well considered. Fullan (2011) emphasized the need for an educational leader to be aware of the importance of a 'strong moral purpose' and asked everyone to consider different questions to help principals practice pursuing a moral purpose at the school level, for example: "Why did I become an educator? What do I stand for as a leader? What legacy do I want to leave?" (p. 19). "Leaders need to have sufficient expert technical knowledge to guide and help their colleagues to bring about change successfully" (Busher & Barker, 2003, p. 53). Ethical issues such as accommodating state testing, protective free expression, and disheartening cheating and violence became examples of common morally loaded assignments for school administrators, in which the idea of ethics was the focus. Furthermore, service-oriented moral leadership challenges a host of ethical dilemmas (Price, 2008). Wagner and Simpson (2009) explained, in the case of educational leaders, there were limitations from professional commitments. Yet other factors, such as time, place, and general social dynamic, all played a limited role in the decision-making process and having to determine what was ethically appropriate. Hursthouse (1999) commented, "The principal who is trying to decide whether a particular act is right or wrong is thinking prescriptively about possible moral choices. Moreover, he or she is living through and role modeling the virtues of a deliberative moral agent" (p. 29). An educational leader who lived through experiences related to personal moral values influenced an organization or community. Moral experiences shifted and shaped a leader regardless of the original intentions for a situation (Wagner & Simpson, 2009).

Wagner and Simpson (2009) summarized:

In short, the educational leader's lived moral experiences affects more than just his or her situation in an organization or community. The leader's lived moral experience reverberates throughout the moral architecture, shifting architectural shape regardless of original and intentional design. (p. 9)

Begley (1999) recognized values revealed by individuals, groups, and organizations had an influence on what happens in school, mainly by impelling the screening of information or definition of alternatives. The more reflective administrators were also aware of how personal values shaded the assessment of situations. "Your decisions are often subject to challenge. People may claim that you are wrong: Your decisions are unwise and based on faulty argument, false premises, or the wrong values" (Strike, 2007, p. 113). As a final point, when an individual assumed a leadership role, judgments will come from others thus the need for reflection, an awareness of experiences and beliefs, to stand one's ground when judgments occurred.

Prevention must be the primary goal with high turbulent situations. The researcher believed gun control alone was unlikely to produce the needed change to reduce gun violence within our schools. "Since nearly 50% of psychotic mass murderers had some contact with a mental health professional prior to their rampages, more effective methods of intervention may be possible, focusing on behavioral threat assessment and risk mitigation" (Lake, 2014, p. 216). Hutchinson (2012) suggested the model security plan, which consisted of a "comprehensive strategy for school security based on the latest, most up-to-date technical information from the foremost experts in their fields" (p. 2). Hutchinson further noted the school security personnel should help

make the decision as well as parent involvement at the local level so the security concerns were clearly identified across the community. A recent poll indicated the majority of Americans surveyed, no matter the political stance, believed placing armed officers in schools was the answer to stopping the school shooting tragedies (O'Brien, 2012). President of National School Safety and Security Services, Kenneth S. Trump, made recommendations and outlined nine different considerations against arming teachers and school staff with reasons related to civil liability for schools who considered arming teachers, guards, or staff (National School Safety and Security Services, 2013). "Civil suits and charges of criminal negligence against school districts are likely when those districts assume responsibility for the actions of teachers who are required to carry weapons or who are forced to interact closely with others who carry weapons" (Crews, Crews, & Burton, 2013, p. 192). This type of security would be an expensive fix for a school district. Nickerson and Zhe's (2004) study indicated 93% of respondents in a recent survey of school psychologists provided evidence on the existence of crisis response teams within schools and the use of those teams (p. 778).

Allen et al.'s (2002) reported 76% of public school respondents reported crisis teams within schools (p. 430). Conversely, a recent study of school superintendents exposed deficiencies in school emergency planning. From the total number of school superintendents who responded, "86% had a crisis plan but only 57% have a prevention plan. Although 95% had an evacuation plan, almost 30% had never conducted a drill and 43% had never met with local officials to discuss an emergency plan" (Graham, Shirm, Liggen, Aitken, & Dick, 2006, p. 9). When school crisis teams worked within a structure, involved an educational leader, open communication and supportive planning

for crises occurred (Nickerson, Brock, & Reeves, 2006). U.S. schools brought attention to crisis procedures, which led to many reports from professional organizations, proposed legislation and recent recommendations from the U.S. Department of Education (2013) to educational leaders and schools across the country. “When preventive and positive supports are in place, many behaviors are handled efficiently, and more serious behavior is reduced. Even when preventive practices are implemented with fidelity, behavior crisis situations arise” (Simenson, Sugai, Freeman, Kern & Hampton, 2014, p. 307). The researcher believed a key priority for educators was crisis prevention by consistently implementing positive and proactive strategies for all students and differentiating support based on each students’ response to those strategies.

The Council for Exceptional Children (2009) advised when educators should develop, with prevention, a clear plan for calmly supporting students in the event of a behavior crisis. The U.S. Department of Education (2013) gave a list of recommendations, with suggestions from professional organizations, for educators to be aware of a crisis plan. The crisis plan included (a) be familiar with local, state, and federal policies and guidelines related to crisis procedures; (b) be aware of their school’s/district’s operational definition of crisis; (c) be trained to recognize a crisis and request support; and, if it applies, (d) be trained in district-approved crisis response procedures. Couvillon, Peterson, Ryan, Scheuermann, and Stegall (2010) reviewed crisis training programs and stated district and school administrators should ensure all parents were informed of the crisis procedures used within the school to maintain safety.

Crisis communication research examined a response strategy for educational leaders and the communities. Coombs (2009) stated what managers say and do after a

crisis influenced how the public perceived the crisis and the organizations involved.

“The voice of the organization doesn’t always mean the response comes from a single spokesperson. The community must acknowledge that other voices may emerge during a crisis and influence people” (Coombs & Holladay, 2014, p. 42). The growth of social media is where the public provided a place for other voices.

Turbulent Situations

School violence has been a prominent issue in past years and continues to be sweeping across schools today. Students often feared schools wondering what will happen to them today.

It's rare that school violence takes place on the scale of what happened at Sandy Hook Elementary School or Virginia Tech. But when a tragedy like this happens, it's normal to feel sad and anxious, and to want to make sense of the situation. (Dowshen, 2015, p. 4)

The fact school shootings became a common act did not settle well with many.

School-related shootings, particularly those that are dramatic in nature, evoke strong public outcry, and justifiably so. Following an apparent spate of incidents occurring between 1997 and 2001, it seemed as if the USA was on the brink of a moral panic concerning delinquency and nihilistic youth culture. Since then, ‘*Columbine* has become a keyword for a complex set of emotions surrounding youth, risk, fear, and delinquency in 21st century America.’ (Muschert, 2007, p. 355)

Stein, 2000, went so far as to label the Columbine incident as a metaphor for a present-day crisis of youth culture; meaning the situation at Columbine was a popular, common

situation within schools. Columbine was just the beginning of this outrage and began to occur at all levels; elementary - Sandy Hook, high school - Columbine, and at the university - Virginia Tech. Schools were described as a safe environment. Students are more likely to be involved with programs outside of school, in the home or neighborhood, than participating in activities on school grounds. Barton (2009) stated the lack of alleged safety had much to do with the extent and influence of turbulence of these tragedies. According to Barton (2009, p. 1) there were similar characteristics of recent school shootings:

- The number of killed and wounded per episode or tragedy, the number and type of weapons used by perpetrators,
- The randomness by which victims were selected as targets
- The careful planning and conspiratorial nature of these school shootings, the copycat nature of many of the shootings
- The use of school shootings as an instrument for settling scores for grievances, real or imagined.

These characteristics were common among situations of high turbulence, which occurred when school violence distracted the students, teachers and the community. The goal for the educational leader was to be able to consider the leaders' personal ethical values and make decisions during school violence situations that would keep the turbulence low and under control.

Riordan (2014) noted in a 2011 national survey for youth in grades 9-12 conducted by the Centers for Disease Control and Prevention that 12% of students reported being in a physical fight on school property in the year prior to the survey; and

nearly 6% reported students did not go to school on one or more days in the month before the survey because the students perceived the school as unsafe on the way to and from school (pp. 28-29). The report (Riordan, 2014) also noted approximately 5 percent of students reported carrying a weapon (gun, knife or club) on school property on one or more days in the prior month; approximately 7% reported being threatened or injured with a weapon on school property one or more times during the previous year; 20% reported being bullied on school property (p. 29). The statistics revealed this type of violence within U.S. schools to be much larger than the school administrators, teachers, parents, and law enforcement perceived, although all members of the school community were in a continuous search for an answer and new solutions to school safety. Many schools today have standards and policies to support school safety instruction. “They are also experiencing what some are calling policy overload” (Anderson & Pinion, 2005, p. 176). A motivator for the future are facts and information told from history and past experiences.

Schools, media, and the surrounding community were now turning all eyes onto the leadership in the school to prevent the violence. Barton (2009) stated a number of proactive procedures were established and implemented to make the thought of bringing weapons into a school building would presume very difficult. Many of the respected proactive measures included; having teachers trained to recognize troubled students, counseling programs, and having students sign contracts to stop violence and bullying. Other strategies implemented for proactive measures were; students wore ribbons to pledge support in stopping violence known as red ribbon week, schools installed surveillance systems and alarm systems, schools purchased metal detectors and explosive

device screeners. The hiring of a police presence or a School Resource Officer, an active officer on the community's police force that works inside the school and on campus on a daily basis, in the building. Crisis response planning is essential to improving any school security effort. The best planning starts with prevention and awareness. Jones (2001) stated although many schools established preventative measures to create safe school environments, school administrators could not count on these procedures to completely rule out or prevent school violence. These security measures need to approach the level of a correctional system because firearms find ways into correctional facilities (Jones, 2001). The prevention of weapons entering areas does not come with the facility. The main problem is the notion of placed blame on one another and the style of scapegoating being used which oversees the preventions placed proactively. Authors Fox and Burstein (2010) stated whether occurring at school or in some other setting, serious acts of violence by juveniles or young adults invariably raise difficult questions about relationships. Within the school, setting there is a long list of acts of violence from our youth. Episodes of childish aggression, especially but not exclusively, school shootings, are significantly more confusing and mystifying. This is why many beg for plausible explanation, the media, and the 'outsiders' dig and hang onto every detail surrounding the events. In public parlance, school shootings have come to indicate many types of violence taking place in and around schools (Newman, 2004). As a result of this blame game, with the scapegoating antics and not any responsibility being taken, and as a global (media) cultural wonder as to why the violence in schools has become such an issue, school shootings have increased specifically in the 1990s developing into a cultural phenomenon (Sumiala & Muschert, 2012). Simonsen et al. (2014) believed "specific

situations may necessitate the use of crisis procedures available data suggest that crisis procedures may be misused or abused in some educational settings” (p. 2). School leaders faced with Internal-Predictable crisis typically had the ability to anticipate and the authority to handle school related crisis events rather than crisis events that arose from beyond the school’s external sources (Pepper, London, Dishman, & Lewis, 2010).

From 1979 to 1988, there were 29 school shootings, almost double those in the previous decade. Between 1989 and 1998, there were 52 school shootings; and from 1999 to 2008 they continued to increase, as 63 new shootings took place. Shootings continued to increase in number; there were 22 in 2009 alone and in 2014 topped with some of the worst massacres the rest (Klein, 2011, p. 2). Klein (2011) continued with, “Many of these mass shootings or rampages took place in predominantly white, middle-class or upper-class suburbs and have been treated by other scholars and critics as an isolated phenomenon” (p. 3). This statistic did not generalize school violence but showed that turbulence within schools increased and in specific areas. Educational leaders know the responsibility held to the job, which takes on many titles. The leader realized school violence is not something that one can expect or predict. The leader must be able to understand one’s personal ethical values and be ready to make quick decisions for what is best for the students, staff, and community in which the leader stands before.

Shapiro and Gross (2013) stated in a high turbulence situation, the classroom was the most relatable safe place to hold a discussion. Many students, staff, and community members admitted to not knowing how one would personally react under unusual pressure. “In the crisis-rich environment of the new decade, education systems need to continue to evaluate current crisis plans, modifying them to address emerging issues,

incorporate new communication methods, and respond to diverse stakeholder groups” (Gainey, 2010, p. 89). Incidents of school violence have been going on all over the country, crisis in all different types of forms. In New York, Elmira School District recently held a board meeting where parents spoke of concerns (Jamieson, 2015). “Those speaking [were] given three minutes to talk, but there was no dialogue with the board. Most speakers were upset and angry” (para. 10). Jamieson (2015) stated parents told stories about children who were bullied and how the guardian of the children did not approve of the way the district staff handled these situations. The speakers added the heart-wrenching fact children had become scared to go to school.

Maynen (2013) compared schools to a prison and stated by allowing bullying, schools reinforced the action of school supported police. Bullying creates a sense of a power struggle in an environment and offenders demonstrate through bullying the sense to gain as much power as possible, sending the message while targeting those who were instrumental in their life in “creating the daily hell” (p. 1631) they had to endure during the school day. Klein (2011) disclosed the key point was “transformation of the bully society would require universal social and economic change in perceptions, attitudes, and behaviors” (p. 205). The school system can be a safe surrounding where education comes first and inspires students to be the leaders and to take responsibility for creating a peaceful environment but Klein (2012) placed the responsibility not only on the students by of the parents to reinforce the learning and expectation by engaging in a transformational shift.

The event of a school involved in crisis situations could be classified with fatalities, homicides, or natural disasters. Brock, Nickerson, Reeves, Jimerson,

Lieberman, and Feinberg (2009) stated a school setting was among the safest places for children to spend a significant amount of time, but regrettably, crises influence most every school. “A crisis is an event that is seen as a negative act that generates feelings of helplessness, powerlessness, and/or entrapment” (Brock et al., 2009, p. 2). The importance for schools to take action in a turbulent time would allow the leaders of the scene to prevent and prepare each student for a crisis.

School violence has been in the public eye, affected more settings, more families, and had no discrimination on age, gender, or race, more today than ever. In the 2007-2008 school year, more than 75% of public schools testified a violent crime episode (Reeves, Kanan & Plog, 2010, pp. 12-13). Research teams noted a connection between bullying in two out of three targeted school shootings (Leary, Kowalski, Smith & Phillips, 2003). “Mass murder that arouses emotion and fear via information dissemination across different media is a phenomenon that puzzles psychiatrists, sociologists, and politicians” (Auxemery, 2015, p. 1). Mass murders took strategic steps when one thought out the plan to send a message to the public or news media, these ways of communications, have rich sources of data regarding their specific purposes and psychopathology as to give researchers and the public eye an answer as to ‘why’ one would cause so much pain unto others (Knoll, 2012). Vossekuil et al. (2002) noted violence, bullying, and alienation experienced at school have received well-known attention with favor to school shooters, mainly because most offenders do not come from typically “broken” homes categorized by drugs and abuse. Kimmel and Mahler (2003) provided confirmation with case studies of high school shooters, which revealed many students were bullied, teased, or felt a sense of injustice due to the experiences in schools.

Agnich (2010) indicated “popular news accounts often point to the shooters’ experiences of alienation, or characterize them as ‘loners,’ and antisocial as a result of their treatment by fellow classmates” (p. 4). When the topic came to Columbine, Cullen (2009) shared the framing of Eric Harris and Dylan Klebold, the culprits of the Columbine mass murder as loners in media accounts although the boys were quite social, and called on their social networks to get the equipment, like the firearms, that they needed to complete the attack.

Summary

In closing, “It seems that nearly everyone accepts that we live under turbulent conditions of some kind” (Shapiro & Gross, p. 57, 2013). The Turbulence Theory and The Multiple-Ethical Paradigm’s purpose was to help educators make decisions by using both reason and emotion with a set of tools and awareness in mind. Decision-making is a skill used by leaders in all settings of education, whether a leader, a student or staff. Decision-making is unavoidable when in a problem-solving environment but it is the ethics that added a piece of reflection and awareness to an educational leader during a turbulent crisis. As defined by Leggett et al. (2014) “stress associated with disequilibrium is necessary to generate the energy to move beyond the current situation, to have the courage to face the unknown, to think creatively about alternative ways of doing things, and to embrace alternatives” (p. 117). One would believe an educational leader had the ability to regulate the disequilibrium. A leader must have two concepts in mind in order to have a true safe school. “First, a physical environment must be created that is reasonably safe. Second, the environment must be perceived as safe by the entire school community” (Brunner & Lewis, 2009, p. 1). The role of leadership during a turbulent situation is all about one who is aware of his or her own ethical biases and

prejudices and being able to, sufficiently, use all the aspects to form a respected decision and plan. Overall, a leader supported with ethical decision-making and theory during a turbulent situation is one who will have a positive and balanced environment.

Chapter Three: Methodology

Introduction of Study

The purpose of this study was to seek a possible relationship between educational leader characteristics and ethical decision-making paradigms in high turbulent situations. The researcher received permission to use the scenarios found in the book *Ethical Educational Leadership in Turbulent Times* (see Appendix C & D). Each scenario occurred in an educational setting and the researcher's purpose was to investigate the perception of leaders, specifically values, using the ethical decision-making paradigm. The researcher's intent was to identify a possible relationship between a leader's age, gender, experience, or educational background when making "in the moment" decisions.

This study allowed participants to reflect on individual values and relate those values to ethical decisions pertaining to each scenario within the survey. This study benefited the field of education and society by challenging educational leaders through educational scenarios and ethical decision-making. The researcher believed if leaders reflected on specific situations requiring ethical decision-making; the leader could be prepared for future events.

The Research Site

This study occurred within the Department of Educational Leadership, School of Education, at a Midwest university. Leadership University (a pseudonym developed for this study) was a private institution, located in a suburban setting, on 550 acres (U.S. News & World Report: Education, 2016, para. 1). The Educational Leadership department served students in a variety of graduate programs and included the initial principal certification with a Masters (MA) or Specialist (EdS) degree or advanced

administrator certification with an Education Doctorate (EdD). “The Midwest University selected the faculty employed due to an expertise in the course content and ability to provide encouragement, support, and guidance to the students as each worked towards the Missouri administrator certification at the building level” (Leadership University, 2016, para. 2).

Developing the Survey Criteria & Participants

All participants involved in this study held a current Missouri administrator certificate. To obtain a Missouri administrator certificate each individual previously earned a master’s degree or higher in educational administration from a college or university having an educational administration degree program approved by the Missouri Department of Elementary and Secondary Education (MODESE, 2016). Additionally, each participant also passed a written exam to earn an education administration Missouri certificate. This study focused on graduate students seeking an Education Specialist (EdS) or Educational Leadership (EdD) doctoral degree. The researcher visited six graduate level classes at the researched university during the fall 2015 semester and explained the purpose of the study. The researcher provided an informational sheet with the link to the online survey to interested participants and explained to all students, participation in the survey served as consent to participate and the survey was anonymous; 77 individuals participated in the survey (see Table 1).

Table 1

Possible Participants per Classroom

Classroom	Number of Participants
1	6
2	13
3	4
4	16
5	12
6	9
7	7
8	10

Note: The researcher contacted the professors before visiting each class to organize a date and time to present. The researcher was given adequate time to present and allow for questions.

Methodology

The researcher utilized Survey Monkey to display four scenarios taken directly with permission (see Appendix B) from the Routledge book, *Ethical Educational Leadership in Turbulent Times: (Re) Solving Moral Dilemmas*, second edition written by Shapiro and Gross (2013). Each scenario: the ethic of care, the ethic of critique, the ethic of the profession, and ethic of justice included four multiple-choice participant responses. Along with each scenario, the researcher included the definition for each ethic, which served as a reminder to the participant when making a selection. When thinking of turbulent situations in an educational setting, the researcher was intrigued with the idea of one's moral values and beliefs and the variations in possible outcomes when confronted with a turbulent situation. The text by Shapiro and Gross (2013) described decision-

making as a powerful action that could lead to a dire outcome depending on the situation and led the researcher to hypothesize a possible relationship between a specific characteristic of an educational leader and ethical decision-making in an educational setting.

During the development of the book, both Shapiro and Stefkovich (2005) worked with students to discuss dilemmas on high turbulent situations and how the four ethics were involved in the decision-making process. The researcher chose the four scenarios based on the turbulence level and possible outcomes within the school setting and the community (see Table 2).

Table 2

Scenario Titles Used in Survey

Survey #	Title of Scenario
Scenario 1	4.1 Protecting Young Children in Terrifying Times
Scenario 2	4.6 Ensuring Safety in School – Physically and Emotionally
Scenario 3	7.1 The Trouble with Joe – Joker or Terrorist
Scenario 4	4.4 Lady, You Can't Lay the Law down to the Law

Note: Permission to use granted by Shapiro and Gross (see Appendix C).

The researcher selected a mixed-method approach to analyze each research question and hypothesis. Qualitative data consisted of each participant's interview responses on the ethical decision-making process and responses gathered from the open-ended survey questions. The researcher believed interviewing participants would lead to an increased understanding of why participants selected a specific ethic among all provided. Quantitative data included the participant responses on the survey to each ethical dilemma and specific participant characteristics.

Null Hypotheses and Research Questions

The researcher needed to take the drive of decision-making, in an educational setting, and identify the common themes through the results geared educational leaders. The researcher investigated the possible relationship between each ethical decision-making paradigm and administrator characteristics by developing four null hypotheses. Further, the researcher developed four research questions to learn of the participants' perceptions of each ethical decision making paradigm. The research questions addressed in the analysis for this study included:

RQ1. How do educational leaders perceive the ethic of justice when making decisions during high turbulence?

RQ2. How do educational leaders perceive the ethic of critique when making decisions during high turbulence?

RQ3. How do educational leaders perceive the ethic of care when making decisions during high turbulence?

RQ4. How do educational leaders perceive the ethic of the profession when making decisions during high turbulence?

The null hypotheses addressed in the analysis for this study were:

Null H1. There is no relationship between gender and an educational leader's ethical decision-making paradigm.

Null H2. There is no relationship between race and an educational leader's ethical decision-making paradigm.

Null H3. There is no relationship between years of experience and an educational leader's ethical decision-making paradigm.

Null H4. There is no relationship between age and an educational leader's ethical decision-making paradigm.

Data collection. Upon IRB approval, the researcher developed and contacted a list of instructors who taught EdS and EdD coursework at a private Midwest university. The researcher emailed each instructor to arrange a time to present the study to all possible participants. During each classroom visit, the researcher explained the purpose and rationale of the study and invited those in attendance to participate. The researcher explained the study to all participants; and consent was included in the actual survey, with no anticipated risks associated with the research.

There were no direct benefits for the participants in this study; however, the educational leader's participation contributed to the knowledge on educational leadership and ethical decision-making. The educational leader's participation was voluntary and each participant had the choice not to participate in the study or to withdraw consent at any time. Each participant had the option not to answer any question and was not penalized in any way should they choose not to participate or withdraw. As part of this effort, the participant's identity did not contribute to or appear in any publication or presentation that resulted from this study and the information collected remained in the possession of the investigator in a safe, locked location.

An option to provide contact information was included at the end of the survey. Upon closure of the survey participation window, the researcher contacted participants who completed the contact information to arrange an interview. The researcher contacted by email, all participants who agreed to have an interview and provided each with additional information. An agreed upon time and location were arranged to meet for each

interview and each survey participant completed a consent form (see Appendix E) before the interview began. At the end of the initial four weeks of class, during the fall semester 2016, the researcher sent an e-mail reminder to the instructors of the classes previously visited. Each email included an attached flier (see Appendix F) with a request to circulate to all students within each class. The electronic flier invited those participants who did not complete the survey a second opportunity to participate. The survey remained open for an additional two weeks for a total of six weeks, fall semester 2016 through the end of summer semester 2016.

Each professor reminded students about the survey and forwarded the electronic flier inclusive of the survey link to all students enrolled in each course. Once a minimum of 30 participants completed the survey and the six-week participant window closed, the researcher collected all responses from participants to analyze and the researcher contacted all those who provided contact information for a future interview.

Upon data analysis, the researcher found 10 surveys incomplete resulting in an insufficient number of surveys to conduct a qualitative analysis. The researcher consulted with her chair and committee members, re-opened the survey for an additional two weeks and visited three more classes, which allowed an additional 26 possible participants to complete the survey, for 45 survey participants.

The original research design included a minimum of 15 educational leader interviews to gain the participant's perceptions per each scenario. The interview consisted of five questions focused on the ethical decision -making of turbulent situations (see Appendix A). The interview consisted of 30-minute scheduled periods, if needed the researcher allowed for an additional time.

Data analysis. The researcher transcribed all interviews and coded for themes per each research question. The researcher analyzed each hypothesis using a Pearson Product Moment Correlation (PPMC). The PPMC was the correct tool for the number of variables used with the consideration that these variables measured in different units. Lani (2013) supported the use of a PPMC since “a correlation expresses the strength of linkage or co-occurrence between two variables in a single value between -1 and +1” (para. 3). A value of zero indicated no association between the two variables. A value greater than zero indicated a positive association, as the value of one variable increased so did the value of the other variable. As stated in Fraenkel et al. (2000), a random sample statistical analysis of 30-50 participants were necessary to establish the existence of a possible relationship between variables.

The researcher analyzed survey data for a possible relationship between educational leader characteristics and the educational leader’s selection of a specific ethical decision-making paradigm during situations of high turbulence in a school setting and the educational leader’s perception of each decision-making paradigm. After reading each scenario, the participant selected an ethical decision-making paradigm and provided an explanation of the chosen paradigm. Each survey participant explained his or her thinking after each scenario in the survey comment box provided. The comment box and follow-up interviews allowed the researcher to explore the participant’s meaning and understanding of each scenario.

The quantitative data crossed-analyzed each scenario and ethic selected, the ethic selected, and each educational characteristic. The researcher designed a table in Chapter

4 where the numbers per scenario of each characteristic and ethic selected were divided into previously chosen categories.

The researcher studied each scenario for qualitative data from the survey one answer at a time. The researcher coded each participant's response per each ethical decision making paradigm. The code started as single quotes written out and highlighted per each individual comment; from there common vocabulary and themes were identified. Each participant's comment was color coded, in a table format with Surveyor Code # (S1, S2, S3, etc.), the next step was to read each surveyors comment and/or reasoning of thinking based on the ethic the surveyor chose as an answer which the researcher also color coded (Profession – Green, Care – Gold, Critique – Yellow, Justice-Blue). Once each qualitative answer was color-coded based on the individual ethic, the researcher focused on all the ethical decision-making paradigms as one group, again seeking common themes.

Summary

The researcher focused on the use of four case studies from the Routledge book, *Ethical Educational Leadership in Turbulent Times: (Re) Solving Moral Dilemmas*, second edition, written by Shapiro and Gross (2013) and conducted a mixed-methods study on educational leader characteristics and ethical decision making in situations of high turbulence. The survey population targeted current educational leaders in a private Midwest university graduate program and investigated the “why” of each selection through an interview and survey comments. Chapter Four included study results and Chapter Five summarized a detailed discussion of the study and implications for future research.

The data collected revealed a relationship between educational leader participant characteristics for each ethical decision making paradigm and as one grouping. The characteristics of the educational leader, when analyzed for each ethical decision-making paradigm led to the study results found in Chapter Four and a discussion of those results, with recommendations for future research in Chapter Five.

Chapter Four: Results

Overview

The information contained within this chapter described the process of analysis and the results for each hypothesis and research question, particularly a focus on the relationship between specific educational leadership characteristics and each ethical decision-making paradigm within four different high-turbulent scenarios. All participants read four ethical decision-making scenarios and selected one ethical decision-making paradigm: ethic of care, ethic of justice, ethic of profession and ethic of critique.

Table 3

Specific Educational Leadership Characteristics of Survey Participants

Gender	30 Female	15 Male			
Race/Ethnicity	12 Black	33 White			
Age	5 (21-29)	14 (30-39)	17 (40-49)	7 (50-59)	2 (60+)
Experience	5 (less than 1)	18 (1-5)	9 (6-10)	13 (11+)	
Total Participants	45				

The researcher used the contingency table, also known as a two-way table, to summarize or identify a possible relationship between several variables. “A contingency table is a special type of frequency distribution table, where two variables are shown simultaneously” (Andale, 2013, p. 1). The categorical variables the researcher used were based on four scenarios within the survey (see Appendix B); each linked to an ethical paradigm of decision making; ethic of care, ethic of critique, ethic of profession, and ethic of justice.

Null Hypothesis 1

There is no relationship between gender and an educational leader's ethical decision-making paradigm.

The researcher investigated the relationship between gender and an educational leader's ethical decision-making paradigm while reading a high turbulent situation. Each scenario was a different setting and all included a high level of turbulence. The tables listed the number of selected responses categorized by gender and ethical decision-making paradigm. The researcher deemed the variables independent based on the educational characteristic of gender: male or female. The researcher rejected the null hypothesis if the p -value of the contingency test was less than a given significance level of .05 (Fraenkel et al., 2000, p. 554).

Table 4

Gender/Leader Ethical Decision Making Paradigm - Scenario 1

Group	Male	Female
Ethic of Care	12	26
Ethic of Justice	1	3
Ethic of Profession	2	1
Ethic of Critique	0	0

Scenario 1 occurred in a high school setting on a school day right before winter break when a veteran teacher was found dead in the classroom (Shaprio & Gross, 2013). The analysis revealed a person's perception of scenario 1 was independent of an individual's gender, $X^2(3, N = 45) = 1.678, p = 0.6419$. Since the p -value was higher than .1, results suggested one's gender does influence his or her decision-making paradigm when in the

turbulent setting of scenario 1; a p-value of .64 indicated a strong relationship existed, which rejected Null H1.

Table 5

Gender/Leader Ethical Decision Making Paradigm - Scenario 2

Group	Male	Female
Ethic of Care	9	14
Ethic of Justice	2	0
Ethic of Profession	4	14
Ethic of Critique	0	2

Scenario 2 occurred in a childcare facility during the attacks of 9/11 when most parents worked in the World Trade Center and many of the educational leader's staff lived and had families they needed to tend to as well (Shapiro & Gross, 2013).

Table 6

Gender/Leader Ethical Decision Making Paradigm – Scenario 3

Group	Male	Female
Ethic of Care	4	6
Ethic of Justice	9	19
Ethic of Profession	0	5
Ethic of Critique	2	0

The analysis revealed a person's perception of scenario 2 may have been dependent on gender, $X^2(3, N = 45) = 6.348, p = 0.0959$. Since the p-value was higher than .05 and less than .1, there was slight evidence one's gender influenced his or her

view of scenario 2; although a relationship existed the researcher strongly suggested the necessity to acquire more data for stronger evidence, which failed to reject Null H1.

Scenario 3 involved a ‘troublemaker’ high school student who made a web page threatening a teacher and the school with the statement he would take action “by a bullet” (Shapiro & Gross, 2013). The analysis revealed a person’s view of scenario 3 may have been dependent on gender, $X^2(3, N = 45) = 6.718, P = 0.0815$. Since the p-value was higher than .05, and less than .1, there was slight evidence one’s gender influenced his or her view of scenario 3. Although a relationship existed, the researcher strongly suggested the necessity to acquire more data for stronger evidence, which failed to reject Null H1.

Table 7

Gender/Leader Ethical Decision Making Paradigm – Scenario 4

Group	Male	Female
Ethic of Care	0	1
Ethic of Justice	10	17
Ethic of Profession	3	12
Ethic of Critique	1	1

The setting in scenario 4 was a high school where the lead administrator was out of the building and two assistant principals were in charge. A fight began between two students and the SRO miscommunicated the situation (Shapiro & Gross, 2013). The analysis revealed a person’s view of scenario 4 may have been dependent on gender, $X^2(3, N = 45) = 1.609, P = 0.6572$. Since the p-value was higher than .05, and less than .1, there was strong evidence that one’s gender influences his or her view of scenario 4; therefore, a relationship existed which failed to reject Null H1.

Null Hypothesis 2

There is no relationship between race and an educational leader's ethical decision-making paradigm while witnessing a situation of high turbulence.

The researcher investigated the relationship between race and an educational leader's ethical decision making paradigm choice while involved in a high turbulent situation. Shapiro and Gross (2013) meticulously described each scenario in a different setting and all scenarios included a high level of turbulence. The tables listed the number of selected responses categorized by race and ethical decision-making paradigm. The variables were each ethical paradigm and deemed independent based on the educational characteristic of race: White or Black. The null hypothesis of the independent assumption was rejected if the p-value of the contingency test was less than a given significance level of .05 (Fraenkel et al., 2000, p. 332).

Table 8

Race/Leader Ethical Decision Making Paradigm – Scenario 1

Group	Black	White
Ethic of Care	10	28
Ethic of Justice	2	2
Ethic of Profession	0	3
Ethic of Critique	0	0

The analysis revealed a person's perception of scenario 1 was independent of an individual's race, $X^2(3, N = 45) = 2.207, P = 0.5306$. Since the p-value was higher than .1 results suggested one's race did influence his or her decision-making paradigm when in the turbulent setting of scenario 1, therefore, a strong relationship existed.

Table 9

Race/Leader Ethical Decision Making Paradigm – Scenario 2

Group	Black	White
Ethic of Care	7	16
Ethic of Justice	2	0
Ethic of Profession	2	16
Ethic of Critique	1	1

The analysis revealed a person's perception of scenario 2 was independent of an individual's race, $X^2(3, N = 45) = 8.451, P = 0.0376$. Since the p-value was lower than .05, no evidence existed that one's race influenced his or her view of scenario 2; therefore, no relationship existed which failed to reject Null H2.

Table 10

Race/Leader Ethical Decision Making Paradigm – Scenario 3

Group	Black	White
Ethic of Care	1	9
Ethic of Justice	8	20
Ethic of Profession	2	3
Ethic of Critique	1	1

The analysis revealed a person's perception of scenario 3 was independent of an individual's race, $X^2(3, N = 45) = 2.484, P = 0.4782$. Since the p-value was higher than .1, results suggested one's race did influence his or her decision-making paradigm when in the turbulent setting of scenario 3, therefore, a strong relationship existed which rejected Null H2.

Table 11

Race/Leader Ethical Decision Making Paradigm – Scenario 4

Group	Black	White
Ethic of Care	0	1
Ethic of Justice	4	23
Ethic of Profession	8	7
Ethic of Critique	0	2

The analysis revealed a person's view of scenario 4 was independent of an individual's race, $X^2(3, N = 45) = 8.485, P = 0.0370$. Since the p-value was lower than .05, there was no evidence one's race influenced his or her view of scenario 4; therefore, no relationship existed which failed to reject Null H2.

Null Hypothesis 3

There is no relationship between years of experience and an educational leader's ethical decision-making paradigm while witnessing a situation of high turbulence.

The researcher investigated the relationship between years of educational leadership experience and an educational leader's ethical decision making paradigm choice while involved in a high crisis. Each scenario was a different setting and all included a high level of turbulence. The tables below listed the number of selected responses categorized by years of experience and ethical decision-making paradigm. The variables included each ethical paradigm and deemed independent based on the educational characteristic of years of experience: Less than 1 year, 1-5 years, 6-10 years, 11+ years of experience. The null hypothesis of the independent assumption was rejected

if the p -value of the contingency test was less than a given significance level of .05, (Fraenkel et al., 2000).

Table 12

Experience/Leader Ethical Decision Making Paradigm – Scenario 1

Group	Less than 1 Year	1-5 years	6-10 years	11+ years
Ethic of Care	3	14	9	12
Ethic of Justice	1	3	0	0
Ethic of Profession	1	1	0	1
Ethic of Critique	0	0	0	0

The analysis revealed a person's view of scenario 1 was independent of an individual's years of experience, $X^2(9, N = 45) = 6.664, P = 0.6721$.

Table 13

Experience/Leader Ethical Decision Making Paradigm – Scenario 2

Group	Less than 1 Year	1-5 years	6-10 years	11+ years
Ethic of Care	2	9	5	7
Ethic of Justice	0	2	0	0
Ethic of Profession	3	6	4	5
Ethic of Critique	0	1	0	1

Since the p -value was higher than .1, results suggested one's years of experience did influence his or her decision-making paradigm when in the turbulent setting of scenario 1, therefore, a strong relationship existed which failed to reject Null H3.

The analysis revealed a person's view of scenario 2 was independent of an individual's years of experience, $X^2(9, N = 45) = 4.690, P = 0.8605$. Since the p-value was higher than .1, results suggested one's years of experience did influence his or her decision-making paradigm when in the turbulent setting of scenario 2, therefore, a strong relationship existed which rejected Null H3.

Table 14

Experience/Leader Ethical Decision Making Paradigm – Scenario 3

Group	Less than 1 Year	1-5 years	6-10 years	11+ years
Ethic of Care	0	6	2	2
Ethic of Justice	4	9	6	9
Ethic of Profession	1	2	1	1
Ethic of Critique	0	1	0	1

The analysis revealed a person's view of scenario 3 was independent of an individual's years of experience, $X^2(9, N = 45) = 4.421, P = 0.8816$. Since the p-value was higher than .1, results suggested one's years of experience did influence his or her decision-making paradigm when in the turbulent setting of scenario 3, therefore, a strong relationship existed which rejected Null H3.

Table 15

Experience/Leader Ethical Decision Making Paradigm – Scenario 4

Group	Less than 1 Year	1-5 years	6-10 years	11+ years
Ethic of Care	0	0	1	0
Ethic of Justice	2	10	6	9
Ethic of Profession	3	7	1	4
Ethic of Critique	0	1	1	0

The analysis revealed a person's view of scenario 4 was independent of an individual's years of experience, $X^2(9, N = 45) = 8.653, P = 0.4699$. Since the p-value was higher than .1, results suggested one's years of experience did not influence his or her decision-making paradigm when in the turbulent setting of scenario 1; therefore, no relationship existed which failed to reject Null H3.

Null Hypothesis 4

There is no relationship between age and an educational leader's ethical decision-making paradigm while witnessing a situation of high turbulence.

The researcher investigated the relationship between age and an educational leader's ethical decision making paradigm choice while involved in a high crisis situation in an educational setting to determine which ethic an educational leader chooses in comparison to the leader's characteristics. Each scenario was a different setting and all included a high level of turbulence. The tables below listed the number of selected responses categorized by age and ethical decision-making paradigm. The variables were deemed independent based on the educational characteristic of age: 21-29, 30-39, 40-49, 50-59, 60+ years old. The null hypothesis of the independent assumption was rejected if

the p-value of the contingency test was less than a given significance level of .05 (Fraenkel et al., 2000, p. 332).

Table 16

Age/Leader Ethical Decision Making Paradigm – Scenario 1

Group	21-29 years	30-39 years	40-49 years	50-59 years	60+ years
Ethic of Care	3	13	16	5	1
Ethic of Justice	2	0	0	2	0
Ethic of Profession	0	1	1	0	1
Ethic of Critique	0	0	0	0	0

The analysis revealed a person's view of scenario 1 may have been dependent on age, $X^2(12, N = 45) = 18.963, P = 0.0894$. Since the p-value was higher than .05, and less than .1, there was slight evidence one's age influenced his or her view of scenario 1; therefore, a relationship existed. The researcher strongly suggested the necessity to acquire more data for stronger evidence, which failed to reject Null H4.

Table 17

Age/Leader Ethical Decision Making Paradigm – Scenario 2

Group	21-29 years	30-39 years	40-49 years	50-59 years	60+ years
Ethic of Care	2	10	4	5	2
Ethic of Justice	1	0	1	0	0
Ethic of Profession	1	4	11	2	0
Ethic of Critique	1	0	1	0	0

The analysis revealed a person's view of scenario 2 was independent of an individual's age, $X^2(12, N = 45) = 17.389, P = 0.1356$. Since the p-value was higher than .1, results

suggested one's age did influence his or her decision-making paradigm when in the turbulent setting of scenario 2, therefore, a strong relationship existed which rejected the Null H4.

Table 18

Age/Leader Ethical Decision Making Paradigm – Scenario 3

Group	21-29 years	30-39 years	40-49 years	50-59 years	60+ years
Ethic of Care	1	3	3	2	1
Ethic of Justice	1	9	12	5	1
Ethic of Profession	3	1	1	0	0
Ethic of Critique	0	1	1	0	0

The analysis revealed that a person's perception of scenario 3 was independent of an individual's age, $X^2(12, N = 45) = 16.565, P = 0.1667$. Since the p-value was higher than .1, results suggested one's age did influence his or her decision-making paradigm when in the turbulent setting of scenario 3, therefore, a strong relationship existed which rejected Null H4.

The analysis revealed a person's view of scenario 4 was independent of an individual's age, $X^2(12, N = 45) = 12.494, P = 0.4069$. Since the p-value was higher than .1, results suggested one's age did influence his or her decision-making paradigm when in the turbulent setting of scenario 4, therefore, a strong relationship existed which rejected Null H4.

Table 19

Age/Leader Ethical Decision Making Paradigm – Scenario 4

Group	21-29 years	30-39 years	40-49 years	50-59 years	60+ years
Ethic of Care	0	0	1	0	0
Ethic of Justice	1	9	11	4	2
Ethic of Profession	4	4	5	2	0
Ethic of Critique	0	1	0	1	0

The survey participants included educational leaders from a Midwest university. Each participant completed the survey online by reading four different scenarios and selected one ethical paradigm to make a decision in a high turbulent crisis. Participants had the opportunity to provide an explanation of the selection in an open-ended survey response for the researcher to analyze and code for common themes among the characteristics of the educational leader and an ethical decision-making paradigm. The way the survey presented itself allowed the research to take both qualitative and quantitative data for further researcher and comparison. Forty-five educational leaders participated in the research and three of them allowed for complete interviews, the research used the remaining surveyors' comments and explanations to complete the qualitative analysis of the research.

Research Question 1

How do educational leaders perceive the ethic of justice when making leadership decisions during high turbulence?

Based on the open-ended survey responses, the researcher identified common phrases and keywords the surveyors provided in comments when describing the reason

for the response based on the ethic selected. Common phrases included policies of the educational setting, proper protocol, as well as, laws and community expectations.

Surveyor #10 in Scenario 1 stated ‘The policies of the school were followed to have the situation under control.’ Surveyor #44 explained, ‘If administrators are given rules, regulations, and policy for procedures, all emergency responses would go as planned.’

Many participants generalized the idea of established protocols and written policy to support and decrease the possibility of educational leader mistakes. Surveyor #35

commented on scenario 2 and noted ‘Had a protocol been set in place initially, the situation may have been calmer.’ Surveyor # 25 characterized Ethic of Justice as

‘District policies, rules and expectations are all part of relaying the ethic of justice.’

Surveyor #18 concluded ‘The principal needs to see that all students are safe and in a safe environment’ when speaking of scenario 4. The ethic of justice listed again the policy and legal acts as a component, Surveyor #33 in scenario 4 reported ‘This was based on how to act legally and by policy.’

Research Question 2

How do educational leaders perceive the ethic of critique when making leadership decisions during high turbulence?

The least selected ethic throughout the four scenarios was the ethic of critique. If the ethic was selected, some surveyors failed to elaborate why the ethic was selected in the open-ended answer. However, with scenario 3, two explanations provided to the researcher, two themes: social class/groups. The surveyor stated the turbulent scenario based on ‘one’s perspective’ or used the term ‘voice of’ when speaking of critique and decision-making. Surveyor #41 selected the ethic of critique for scenario 3 which

argued, ‘the scenario highlight various groups involved which proved every person would have a different perspective of the scenario and those perspectives were somewhat highlighted in each groups response in the scenario.’ The ethic of critique perceived in scenario 4, which distinguished by surveyor #31, ‘there is definitely the dynamics of a ‘man’ not complying with direct orders of a ‘woman’.’ Surveyor #39 followed up and helped justify the scenario and the choice of ethic of critique, ‘the office and the assistant principal assessed the situation differently.’ The ethic of critique was interpreted by the surveyor through an individual’s perception and voice of social class in these scenarios.

Research Question 3

How do educational leaders perceive the ethic of care when making leadership decisions during high turbulence?

Educational leaders perceived the ethic of care with five ‘C’ words: care, concern, compassion, connections and communication. Many of the surveyors stated throughout all scenarios the purpose and reasoning for the decision was the emotion, support, and empathy needed in the situations to keep the turbulence to a minimum. Surveyor #1 stated, ‘I believe decisions were made based upon what was thought to be the caring response and consideration of all involved.’ Surveyor #5, in reference to scenario 1, assessed the situation, ‘You have to think of the impact it will have on all stakeholders. You would have to handle this situation with the utmost care and concern.’ Surveyor #8 proposed, in reference to scenario 1, and supported the ethic of care, ‘My decisions moving forward must address the emotional significance of this event.’ Surveyor #27 justified the selection of the ethic of care and stated ‘Everyone would be in an upset emotional state and empathy as well as professional judgment should be used.’ In

scenario 2, Surveyor #28 debated, 'As the administrator-in-charge of this situation you are caring for the parties involved, but maintaining the policies that the school has for keeping everyone safe and secure.' Surveyor #2 continued with the above statement with a similar response, 'While the policy was definitely considered...sometimes caring includes setting boundaries.' Also in response to scenario 3, Surveyor #35 illustrated, 'In order to analyze the multiple viewpoints, the principal must use compassion.' When the researcher searched for a theme in the response for a common reason educational leaders selected the ethic of care in a high turbulent situation; the researcher found care, concern, and connection with others were common vocabulary throughout. Surveyor #32, in response to scenario 4 stated, 'It is the leader's responsibility to show concern, care, and stay connected with students.'

Research Question 4

How do educational leaders perceive the ethic of the profession when making leadership decisions during high turbulence?

The ethic of profession used a common theme of 'expectations' and 'job-title.' In many of the scenarios, the educational leaders sought the ethic of the profession to help justify one's decision based on the situation and the purpose of managing and directing others to keep the turbulence at a minimum. In scenario 1, Surveyor #45 stated,

I feel the ethic of professionalism [profession] applies because the principal used procedures that were created in a planned effort to handle a crisis situation.

Managing the inter-workings of the school building and directing staff members is in the job description and is an expectation of the title 'principal.'

Surveyor #12 examined scenario 2 and chose ethic of profession given the specific details, 'it is the leaders' ethic of the profession to work to restore order in the setting in order to keep the workplace calm and safe.' Surveyor 15 supported the ethic of profession theme noted, 'In this situation, the person in charge needed to react based on that ethic of profession, that is doing what is best for the community and still holding the responsibilities of the job.' Surveyor #23 prepared one's reasoning as, 'This scenario deals with ethics of profession because she had to make professional opinions about how to carry on throughout the day in a manner that wouldn't negatively impact the children or the staff.' The researcher found in response to scenario four the educational leaders continued to refer to the job title and expectation when making professional decisions based on one's ethics. Surveyor #7 stated, 'the title implies that the person's job is to ensure the safety and security of those in the building.' Surveyor #25 assessed scenario four, 'Educational leaders are hired to carry out the professional responsibilities expected of them. We can't prevent all problems, but we can manage the chaos.' When referred to the ethic of the profession, the researcher concluded it is the expectation of the job title that was a common theme in the provided scenarios.

Summary

Based on the results of the collected data and analysis, the researcher accepted the null hypothesis for scenarios 2 and rejected the null hypothesis for scenarios 1, 3, and 4 when analyzing for a relationship between educational leader characteristics and ethical decision-making paradigms. Overall results were inconsistent and not profound when the researcher studied the specific ethic/null hypothesis educational leader's characteristics in comparison to each individual scenario. Analysis of scenario 1 revealed participants

perceived the scenario where the ethic of care would be selected and a relationship existed between ethic of care and the educational leader characteristics of gender, race, years of experience, and the age of the leader. The participants selected the ethic of care more than any other ethical decision-making paradigm. The participants also selected the ethic of the profession. Analysis of scenario 2 revealed a strong relationship between years of experience and age of the leader when compared to the decision-making paradigms but no relationship between scenario 2 and educational leadership characteristics of gender or race. Scenario 3, the participants selected the Ethic of Justice and research analysis revealed a relationship with educational leader characteristics: race, years of experience, and age but no relationship with the gender of the educational leader and an ethical decision-making paradigm. Analysis of scenario 4 resulted in a high response rate for ethic of justice and the ethic of the profession and a strong relationship was found between the educational leader's characteristics: gender, race, years of experience and age of the educational leader. The researcher found no relationship between race of the educational leader and a specific ethical decision-making paradigm. A discussion of these results, alignment with the current literature, and future recommendations of the study were included in Chapter Five.

Chapter Five: Discussion and Reflection

Overview

Chapter Five discussed the analysis and provided an explanation of each hypothesis and research question based on the supported research and the participant's perceptions of ethical decision-making through the lens of each scenario. Also in this chapter, the reflections of the researcher based on the data collected, discussed inferences made during data collection, and a review based on the qualitative coding and common themes, as well as, recommendations for further research to support the topic of ethics and decision-making in an educational setting during turbulent times.

Discussion

The current literature suggested, "unethical behavior is pervasive, in part because individuals usually adopt a narrow perspective: they tend to consider each choice they make in isolation, independent of all other choices" (Schurr et al., 2012, p. 680). This statement was a major moment for the researcher, whose curiosity led to the thought behind the research questions and hypothesis of seeking a relationship between an educational leader, characteristics, and a specific ethical decision-making paradigm. The impression of ethics being used in the process of decision-making allowed the researcher to hone in on educational leaders and be more specific of what decision is made at the heart of a turbulent situation.

Hypothesis 1

There is a relationship between gender and an educational leader's ethical decision-making paradigms while witnessing a situation of high turbulence.

Scenario 1. The ethic of care played a dominant part of scenario 1 because the situation of high turbulence dealt with death; many of the educational leaders surveyed felt a sense of emotion on a personal level, and feelings and/or emotion fit in the ethic of care. For example, Surveyor #12, for scenario 1 stated ‘it is important to be mindful of staff, students, the community and the family involved.’ Gender did not have a strong association with this scenario because the majority male and female surveyors selected the ethic of care, which showed that no matter the gender, the leader would value and morally rationalize on the same ethical paradigm, when handling the turbulent situation and using one’s best judgment. The researcher concluded a relationship did not exist between gender and the participant’s decisions, based on the ethical paradigm, with a specific relationship towards gender and the ethic of care for scenario 1. The researcher rejected the null hypothesis, which supported there was a relationship between gender and the ethical decision-making paradigm during high turbulence in relation to scenario 1, although the researcher suggested a survey with more participants should be collected in order for a correlation between male and/or female to show in connection with an obvious ethical paradigm.

Scenario 2. The scenario found a minor relationship when focused on the gender of the educational leader and the ethical paradigm. The female leaders mostly selected the ethic of care and ethic of profession while a very few of the female leaders chose ethic of critique. The male leader participants selected mainly the ethic of care with only two of the surveyors selected the ethic of profession and a few chose the ethic justice. With the results varying across the table, the surveyor’s selections were too sporadic across all of the paradigms. The researcher interpreted scenario 2 and the ethical

paradigm did not have a strong enough connection between the two variables to show a strong relationship. The researcher believed with the variety of ethical paradigms chosen from the surveyors and their qualitative reasoning from scenario 2 that the situation was sensitive, viewed by the participants, and perceived the turbulence in a different perspective. Since the formula for the contingency table reached 0.0959, the researcher concluded a relationship between gender and the participant's decision based on the ethical paradigm with scenario 2; with a participant response selected evenly between two decision-making paradigms, the ethic of care and the ethic of profession for this specific scenario. The researcher rejected the null hypothesis, which supported the relationship between gender and ethical decision-making during high turbulence, although the researcher suggested a survey with more participants should have time to be collected in order for a correlation between male and female to show in connection with a more obvious ethical paradigm.

Scenario 3. The scenario identified a slight relationship with educational leader's decision-making ethical paradigms in relation to gender. The relationship was not strong because the answers varied between the ethic of care and ethic of justice. The majority of the females selected the ethic of justice but some selected the ethic of care when thinking of morals and values in this particular situation. For example, Surveyor #5 reasoned with the ethic of justice, 'it is necessary to follow the policies that are in place and even look into if any laws were broken by this student.' Contrary, Surveyor #2 reasoned with the ethic of care, 'I believe primary attention was given to the safety of staff and students and parents concerns. Sometimes caring includes setting boundaries.' Nine male educational leaders also selected the ethic of justice when reasoned with one's decision-making

paradigm but had a two select the ethic of care; because of the divide, the relationship was weak in comparison to gender and a particular ethical paradigm. The researcher concluded a relationship existed between gender and the ethical decision-making paradigm. The researcher rejected the null hypothesis, which supported a relationship between gender and ethical decision paradigm, although the researcher suggested more data to be collected in order for the relationship to become stronger though numbers and the connection between gender and the ethical decision-making paradigm.

Scenario 4. The researcher found a strong relationship between the ethical paradigm of justice and the ethical paradigm of profession. Male and female educational leaders selected the ethic of justice when making a decision during a turbulent situation. Male educational leaders showed dominance when the majority selected the ethic of justice and just a few selected the ethic of the profession. Female educational leader responses included n=17 leaders who selected the ethic of justice and n=12 leaders who selected the ethic of the profession. Overall, there was a strong relationship between the ethical decision-making paradigms for the ethic of justice in comparison to the gender of the educational leader. The researcher concluded a relationship between gender and the participant's decision based the ethical paradigm of justice with two specific relationships towards gender between the ethic of justice and the ethic of profession along with two relationships not selected as much on the ethic of critique for this specific scenario. The researcher rejected the null hypothesis, which supported there is a strong relationship between gender and ethical decision making during the high turbulence situation of scenario 4.

The current literature supported the relationship between gender and decision-making. Heitler (2012) confirmed, "When women face a decision, they tend to begin by collecting data and asking questions. When men hear these questions, they think they are being asked for a plan of action and want to solve the problem immediately" (para. 10). On the contrary, Degenhardt and Duignan (2010) found women tended to negotiate conflict in ways that protected the relationship and tended to value the commitment to care in the workplace. The researcher believed the stereotype of female educational leaders incited to use ethic of care in the decision-making process to be strong which led to the study of comparing gender as part of the characteristic of the educational leader. The comparison of gender in alignment with the ethical decision-making paradigm allowed the educational leader a chance to explain one's reasoning and thinking process through multiple turbulent scenarios in which some scenarios made care an apparent reason of choice no matter the gender. Other scenarios revealed female educational leaders selected ethic of care based solely on one's emotional/relationship and leadership style. Current literature found the normalization and strand of femininity/masculinity in an educational leader and one's style based on gender. "Women's ways of leadership are most often described as caring, connected, and relational, in contrast to male authoritarian or bureaucratic styles" (Young & Skria, 2003, p. 257). Young and Skria (2003) presented the stereotypes as one's introduction and reasoning to reconsider how scholars are researching gender stereotypes in educational administration. Studies from the past have led one to believe generalizations when it came to gender which become a high priority in the researcher's current study making sure to separate gender as one particular

characteristic when identifying differences in leadership styles when confronted with decision-making during turbulent times.

According to research, attested men generally rush to a conclusion while women generally err on the side of excessive thinking and exploring options toward the solution. Owens and Ennis (2005) related the theoretical framework of the ethic of care to Gilligan's study in 1982 in response to Kohlberg's research in 1981. Gilligan an all-female data driven study and Kohlberg an all-male study concluded a contrast between genders. Kohlberg's study being male favored 'justice' orientation and Gilligan's being female favored "care" orientation. The researcher's current study concluded the number and diversity of surveyors would need to be conducted on a larger scale to find a more interpreted conclusion when comparing gender and the ethic of care. "Both traditional male-oriented and post-modern feminist researchers proposed theories of moral development, strengthening our understanding of the ethic of care" (Owens & Ennis, 2005, p. 396). In the end educators, as scholars, and researchers succeeded in learning from one another over time.

Hypothesis 2

There is a relationship between race and an educational leader's ethical decision-making paradigm while witnessing a situation of high turbulence.

Scenario 1. The ethic selected most for scenario 1 was the ethic of care because the situation of high turbulence was dealing with death, which affected many of the educational leaders on a personal level. Race correlated with a strong relationship in this situation because the majority Black and White surveyors selected the ethic of care which reflected that no matter the race the leader would make a decision on the same ethical

paradigm when handling the situation and using their best judgment and morals. The researcher concluded there was a strong relationship between race and the decision based on the ethical paradigms, with a specific relationship towards race and the ethic of care for this specific scenario. The researcher rejected the null hypothesis, which supported the relationship between race and ethical decision making during high turbulence in scenario 1.

Scenario 2. The scenario held no relationship when focused on the race of the educational leader and the ethical decision-making paradigms. The White educational leaders selected an even divide between the ethic of care and the ethic of profession while one of the White educational leaders chose the ethic of critique. The Black education leaders mostly selected the ethic of care with a couple Black educational leaders who selected the ethic of profession, a couple Black educational leaders who selected the ethic of justice, and one Black educational leader who selected the ethic of critique. With the results from the survey varying in range with all four ethical paradigms the numbers were not strong enough to show any sort of relationship between race and a particular ethical decision-making paradigm. The researcher believed with the variety of answers that the situation was sensitive and seen through different lenses based on the race of the leader, each leader perceived the turbulence in a different light. The researcher concluded there is no relationship between race and an ethical decision-making paradigm; with the educational leaders mostly selecting the ethic of care and ethic of profession and the few that selected the ethic of justice and the ethic of critique proved no correlation with a relationship in this specific scenario. The researcher accepted the null hypothesis, which

supported the idea of no relationship between race and ethical decision making during high turbulence.

Scenario 3. The scenario held a strong relationship with educational leader's decision-making ethical paradigm in relation to race. The relationship is evident because of the answer, no matter the race, was mostly ethic of justice. The majority of the White educational leaders selected the ethic of justice. Male White educational leaders also mostly selected the ethic of justice in their decision-making based on the turbulence in this scenario. The researcher concluded there was a strong relationship between race and the decision based on the ethical paradigm with a specific relationship towards race and the ethic of justice for this specific scenario. The researcher rejected the null hypothesis, which supported the relationship between race and ethical decision making during high turbulence.

Scenario 4. The educational leaders evenly selected the ethic of justice and the ethic of the profession with the decision in reference to race for this scenario. The analysis of the data showed that Black educational leaders mostly selected the ethic of the profession; in contrast, the majority of the White educational leaders selected the ethic of justice. In conclusion, there is no relationship between the specific ethical paradigms of justice in comparison to the race of the educational leader. The researcher accepted the null hypothesis, which supported the idea of no relationship between race and ethical decision making during high turbulence.

The current literature agrees with the study, in which some cases race is a factor and in other scenarios race is overlooked and not an influence. Bogotch and Shields (2014) argued few intentions were made in the essentials of critical race theory to analyze

race as an issue in educational leadership and schooling. If the race theory was avoided in conversation in light of educational leadership, then one also avoided relations to many aspects in the educational setting, including accountability, school culture, educational change, and educational policy. The researcher agreed with the current literature, for the sole reason of avoidance the researcher made a point to use ethnicity as a characterization when surveying educational leaders because this allowed the conversation and aware of race to be engaged and aware when connected to ethical decision-making. Leonhardt and Rampell (2009) stated, "It's entirely reasonable to debate whether a personal background should, in an ideal world, affect a decision. But there isn't doubt that personal background does affect the decisions made" (para. 3). Previous studies have discussed the idea of an unconscious bias, especially when it comes to race. Partnoy (2012) proposed, "Snap decisions can be important defense mechanisms; if we are judging whether someone is dangerous, our brains and bodies are hard-wired to react very quickly, within milliseconds. But we need more time to assess other factors" (para. 7). The researcher agreed with the thought that if an educational leader has race in the forefront of their decision and allowed time to assess different factors of the turbulent situation they can achieve an unbiased choice but in the heat of a moment race may sway the educational leader's ethical decision with an unconscious purpose. The current literature brought to light the point, educators were increasingly aware of ethnicity and diversity issues among students and within the setting of education. "However, less attention has been paid to diversity among the adults who work, lead and manage, within the field of education" (Coleman & Glover, 2010, p. 13). For the very reason further studies were important to study not only ethical paradigm choices during a crisis but

researchers needed to compare them to the diversity [characteristics] of the individual educational leader. The researcher suggested further study on more conversation with individual education leaders regarding a more self-reflection piece of the survey. This allowed the educational leader increase attentiveness to their own diversity in regards to the decision and often biased ethical decision-making paradigms during turbulent situations.

Hypothesis 3

There is a relationship between years of experience and an educational leader's ethical decision-making paradigm while witnessing a situation of high turbulence.

Scenario 1. The educational leaders selected the ethic of care the most for scenario 1 because the situation of high turbulence was dealing with death, which affected many of the educational leaders on a personal level. The years of experience of the educational leader correlated with a strong relationship in this situation because of the majority number of surveyors, no matter the years of experience, or which range they fell into, selected the ethic of care. Over educational leaders, when reading the scenario and choosing a decision-making paradigm, selected the ethic of care the most, which showed that the years of experience a leader may have would not affect the ethical decision-making paradigm of this situation when dealing and making decisions in this scenario. The researcher rejected the null hypothesis, which supported the relationship between years of experience and ethical decision making during high turbulence.

Scenario 2. The scenario held a strong relationship when it came to the years of experience of the educational leader and the ethical decision-making paradigms. The majority of each educational leader's years of experience selected evenly between the

ethic of care and the ethic of the profession while a couple of the educational leaders chose the ethic of critique and a couple chose the ethic of justice. With the results, being consistent in each year of experience group across all categories the data collected proved strong enough to show a relationship. The researcher believed with the variability of answers that the situation was sensitive and seen through different lenses based on the years of experience of the leader, each leader perceived the turbulence in a different light but most rationalized the situation to deal with the ethic of care or the ethic of profession morals during this time of turbulence. The researcher concluded there was a strong relationship between years of experience and the ethical decision-making paradigm, with a specific relationship towards years of experience and the ethic of care and ethic of profession for this specific scenario. The researcher rejected the null hypothesis, which supported the relationship between years of experience and ethical decision making during high turbulence.

Scenario 3. The scenario held a strong relationship with educational leader's decision-making ethical paradigm when focused on the years of experience the leader had in an educational setting. The relationship proved strong because the answer selected the most, no matter the age group, was the ethic of justice. An interesting comparison in this scenario based on this hypothesis was in the age group of 1-5 years' experience in an educational setting where the majority selected the ethic of justice but had a considerable amount of educational leaders also select the ethic of care. Whereas most age categories selected 100% ethic of justice or one or two leaders chose the ethic of critique, the ethic of care, or the ethic of the profession. The researcher concluded there was a strong relationship between years of experience and the ethical decision-making paradigm.

With a specific relationship towards years of experience in an educational setting and the ethic of justice and a slight relationship to ethic of care for this specific scenario. The researcher rejected the null hypothesis, which supported the relationship between years of experience and ethical decision making during high turbulence.

Scenario 4. The ethic of justice and the ethic of profession evidenced a strong relationship in reference to each group of years of experience in an educational setting for this scenario. All years of experience categories selected the ethic of justice with dominance when dealing with the turbulence in this particular situation in comparison to the other ethical decision-making paradigms. The educational leaders with experience ranging from 1-5 years in an educational setting had half chosen on the ethic of justice and the other half select the ethic of the profession. This demonstrates some inconsistency in that age group and that year of experience may help them work through those quick turbulent situations when it comes to making an ethical decision based on one's morals and values. Overall, there is a strong relationship between the specific ethical decision-making paradigm the ethic of justice in comparison to the years of experience in an educational setting of the educational leader. The researcher rejected the null hypothesis, which supported the relationship between years of experience and ethical decision making during high turbulence.

The current literature agreed with the relationship proven years of experience improves with decision-making. Brooks (2012) likewise, “the more of an expert someone is, the more they should trust their gut when making decisions, new research shows” (para. 1). Trusting the gut for an educational leader during a turbulent situation will be about all the time given for a decision. An intuition and trust comes with the

experience and the researcher believed were what helped define those morals and values in the past. In fact, Nauert (2015) reported, “we found that older adults are better at evaluating the immediate and delayed benefits of each option they choose from. They are better at creating strategies in response to the environment” (para. 5).

Hypothesis 4

There is a relationship between age and an educational leader’s ethical decision-making paradigm while witnessing a situation of high turbulence.

Scenario 1. Educational leaders selected the ethic of care most when referenced to scenario 1 because the situation of high turbulence was dealing with death, which affected many of the educational leaders on a personal level. The age of the educational leader correlated with a strong relationship in this situation because of the majority number of surveyors, no matter the age group the surveyor fell into, selected the ethic of care. With the majority of the educational leaders chosen the ethic of care showed that no matter the age of the educational leader the decision-making process would be the same in reference to the ethical paradigms when handling the situation and using their best judgment and morals. The researcher concluded there was a moderate relationship between age and the ethical decision-making paradigms with a specific relationship towards age and the ethic of care. The researcher rejected the null hypothesis, which supported the relationship between age and ethical decision making during high turbulence.

Scenario 2. The scenario held a strong relationship with the age of the educational leader and the ethical decision-making paradigms. The majority of each age category of the educational leader selected evenly between the ethic of care and the ethic

of the profession while a couple of the educational leaders chose the ethic of critique and a couple chose the ethic of justice. The researcher found one particularly interesting result with the age group 30-39 and 40-49 where the data represented an almost opposite in opinion. The major age group of 30-39 educational leader's chose the ethic of care while the age group of 40-49 educational leader's was the opposite in opinion, and the majority selected the ethic of the profession. Nonetheless, with the results being consistent in each age group of educational leaders the data reflected strong enough to show a relationship. The researcher believed with the multiplicity of answers that the situation was sensitive and seen through different lenses based on the age of the leader; each leader perceived the turbulence in a different light but most rationalized the situation to deal with care or professional morals during this time of turbulence. The researcher accepted the null hypothesis, which supported the relationship between age and ethical decision making during high turbulence.

Scenario 3. The scenario held a strong relationship with educational leader's decision-making ethical paradigm in relation to their age. The relationship is evident because of the answer, no matter the age group, mostly selected the ethic of justice when thinking about their morals, values, and decision-making tactics. The data that stood out to the researcher were in the two older age groups of 50-59 and 60+. Neither of these age groups had any surveyors select the ethic of profession or the ethic of critique, the ethical decision-making paradigm selected the most was the ethic of justice with the others, educational leaders, choosing the ethic of care. When compared to the educational leaders from the ages of 49 and younger, these educational leaders were more scattered in their decision-making paradigms, which proved that a few educational leaders would

choose the ethic of the profession, the ethic of critique or the ethic of care. The researcher believed this analysis showed the patience and different lens that age could have on an educational leader when it comes to the ethical decision-making paradigm. The researcher concluded there was a strong relationship between age and the decision based on the ethical paradigm with a specific relationship towards an educational leader's age and the ethic of justice. The researcher rejected the null hypothesis, which supported the relationship between age and ethical decision making during high turbulence.

Scenario 4. Educational leaders selected the ethic of justice and the ethic of the profession the most in relationship to the educational leader's age for this scenario. All age categories of the educational leaders selected the ethic of justice when having to make the ethical decision and keep in mind the factor of the turbulence in this particular situation. Overall, there is a strong relationship between the specific ethical decision-making paradigm the ethic of justice in relationship to the age of the educational leader. The researcher accepted the null hypothesis, which supported the relationship between age and ethical decision making during high turbulence.

The current literature equally agreed to the relationship between age and decision-making being a factor during a turbulent situation. Foremost, "scientist have long-observed that cognitive function improves throughout adolescence, peaks in adulthood, and declines with age, but behavioral changes in decision-making across a lifespan have been largely unstudied" (Peart, 2013, para. 2). Dhimi, Schlottmann, and Waldmann (2012) stated that age in relation to decision-making was understudied due to most research being composed in the university age, alternatively, argued, "Across the adult lifespan, skills are acquired and attenuated in ways that likely influence older adults'

judgements and decisions” (pp. 113-114). Additionally, “Older adults are better than younger adults at making decisions to discontinue such failing commitments especially when irrecoverable losses are large, as well as at coping with the associated irrecoverable losses” (Bruine de bruin, Strough, & Parker, 2014, p. 642). Participants’ perceptions of ethical decision-making based on each ethic. Hess, Strough, and Lockenhoff (2015) believed there was evidence in which cognitive flexibility of youth diminished and concluded individuals increasingly drew on expertise, learning heuristics, and emotional maturity to tackle decisions. The researcher agreed with the current literature because of the natural thinking with age, comes experiences and maturity and with experience and maturity, an educational leader had something to compare the current choices of the decision. Whereas, a young educational leader lacked the ability to learn from experience until time passed. “Age groups may also differ in the degree to which self-regarding versus other-regarding motives take priority, and in their susceptibility to the influence of peers, family members, the media, professional advisors, or service providers” (Hess et al., 2015, p. xvii).

Research Question 1

How do educational leaders perceive the ethic of justice when making leadership decisions during high turbulence?

Many educational leaders perceive Justice as ‘the law.’ When the educational leader processed a turbulent situation, the educational leader’s intuition was to follow with a code of conduct or protocol. When harm is in the way and others could be hurt physically or threaten an educational leader resorts to the ethical decision-making paradigm the ethic of justice. It has been affirmed that the ethic of justice was supported

by the principle of due process and protected the civil and human rights of all persons involved, stated by authors Strike, Holler, and Soltis (1998). Most of the educational leaders, who participated in the survey, reflected on the ethic of justice in scenarios 3 and 4. Scenario 3 took place with a high school student that made threats via the internet towards a teacher. However, because the threat occurred online, which was accessible for anyone to see, for instance, the entire community, school, and staff, everyone felt threatened. Therefore, most educational leaders saw this as an ethic of justice decision-making paradigm. School administrators who implement or agree with this ethical decision-making paradigm, feel the need to maximize the benefits of the whole community while striving to be fair, just, and respectful of the student in regards to the school/community law or policy. The ability for the educational leader to combine the turbulence of this event and balance the ethical decision-making paradigm is the key to defining the characteristics of the ethic of justice. The researcher concluded the most impactful data was most female educational leaders, with 1-5 years' experience selected the ethic of justice.

Current literature stated, "social justice added a purposefulness even as it could not be guaranteed as an outcome to educational practices" (Bogotch & Shields, 2014, p. 54). The researcher felt as if the ethic of justice became a moral responsibility in terms of how educational leaders used individual power for social justice. If supported, the surveyors would have shown in the data, the ethic of justice, was a theory often used in the educational setting, intentionally, when making a decision during a high turbulent situation. Bogotch and Shields (2014) continued to support the idea of educational leaders needing to make more of an effort in educating themselves politically with

international, nation, and local by being more social in one's community and organizations, which would allow more critical thinking and awareness for decision-making when using the ethic of justice. The researcher agreed with Bogtoch and Shields; educational leaders seemed unconnected to the purpose and sense of the ethic of justice. Noddings (2013) noted the trend in moral education was more compared with changes in moral philosophy which stated, "the new approaches emphasize big general principles and described moral conduct with reference to identification of the appropriate principle and moral educational leader's rational decision to act on it" (p. 117). The researcher agreed with the current literature as the trend in moral philosophy vanished from a focus on virtues and moved toward a commitment to reasoning and universal principles of justice.

Research Question 2

How do educational leaders perceive the ethic of critique when making leadership decisions during high turbulence?

During this study, the least selected paradigm was the ethic of critique. Educational leaders may not have a clear understanding of critique or the researcher assumed the subject of the ethic of critique is sensitive in this generation. Scenario 3 took place in a high school where a student received a suspension due to a threat via social media; two educational leaders selected the ethic of critique who rationalized their selection based on 'the voice of the social class.' One educational leader applied the decision-making process stating that the scenario involved various 'groups' and thinking everyone would have a different perspective on the turbulence, therefore, the educational leader needs to take this into account when handling the situation going forward.

The researcher realized during data analysis a large number of educational leaders had the ability to make a sound decision during turbulent times. The leader felt a sense of assurance could make a plan and use purposeful energy to invest in the lives which surrounded the educational leader. Current literature noted (Johnson, 2000) crisis events challenged instilled beliefs, and undermined one's security and sense of power. Turbulent times provided counterexamples to an educational leader's beliefs and could destroy one's spirit. The researcher stated the above crisis statements to provide reason for little knowledge of the ethic of critique. The researcher believed through experience or lack thereof an educational leader's opinion, beliefs and up-bringing, previously instilled one's critique on any given scenario, therefore, an educational leader cannot determinedly realize the use of the ethic of critique to help during the decision-making process which explained the low numbers in the data within the current study.

Research Question 3

How do educational leaders perceive the ethic of care when making leadership decisions during high turbulence?

The ethic of care was the most selected paradigm chosen throughout the entire study. The ethic of care connected with educational theme scenarios for the mere fact educational leaders' deal with emotions inside and outside of the workplace on the daily and in connection to the students, staff, and families of the community. Most educational leaders' stated during turbulent situations the motive to have consideration for all was at the forefront of the process. Other educational leaders' selected the ethic of care but seemed more reserved in the qualitative reasoning making the statement, 'have boundaries with compassion,' or 'analyze multiple viewpoints and support where

necessary.’ As an educational leader, the researcher assessed the first reaction is the ethic of care but the best judgment for the turbulence of the surrounding situation may not be the ethic of care. The researcher advised to evaluate the situation as a whole but be reflective on the personal characteristic of one’s own leadership and build the decision-making process off one’s personal morals and values.

The current literature stated when natural caring fails, because of stress, individuals turn to ethical caring. Noddings (2013) emphasized, “we rely on ethical caring, which is a repertoire of caring behaviors built up through years of caring and being cared for” (p. 119). One would assume when an educational leader used the ethic of care to make a decision the educational leader’s years of experience or age would have an impact on the plan or outcome of the turbulent situation. The researcher came to an agreement with the theory that accountability in education often relayed heavily on the component of moral education from the care perspective. The current literature supported the researcher with the report being ethic of care was “developed on the basis of experience, reflection on it and discourse concerning it, an understanding of the most basic and most comprehensive values” (Held, 2006, p. 3). The researcher built from theory in which care practices focused on the relationship rather than on the dispositions of individual educational leaders, which narrowed the theory and reason behind most educational leaders using the ethic of care as part of one’s decision making process because most turbulent situations were based on a relationship in an educational setting and in regards to the turbulence of the situation for community relationships to stay appropriate and trusted.

Research Question 4

How do educational leaders perceive the ethic of the profession when making leadership decisions during high turbulence?

The ethic of profession viewed by most educational leaders related to the job title or job description. The researcher analyzed the ethic of the profession was selected most often when the scenario had rules or expectations to follow. The educational leader felt more confident in the decision-making process when using the ethic of the profession because the ethic allowed their thinking to be structured. The educational leaders related to the ethic of the profession in common language, ‘following procedures,’ or ‘managing and directing in the job description to maintain the ability to restore order in the situation.’ The researcher viewed the ethic of the profession in the ethical decision-making paradigm as a scapegoat when a turbulent situation seemed out of control. The ethic of profession allowed the educational leader to regain responsibilities and make a decision by the ‘book’ of a higher up or previous supervisor. A professional opinion allows for appreciation in all scenarios, as the ability to think logically and rationally during a turbulent situation is why the educational leader is in charge in the first place.

Current literature defined the theory, “professional ethics, then, should be distinguished from what one calls ‘moral professionalism’, which deals with codes of professional conduct and our role specific obligations to others” (Higgins, 2011, p. 6). In many cases, educational leaders were expected to grow from each and every decision and be reflective upon each to build one’s experience and perception in the educational setting. Much reflection touched on moral considerations – impartial deliberations and duty, right action, and the needs of others – and the researcher agreed with current literature which stated, moral professionalism was the route most educational leaders

used when in a situation to make a decision based on one's reflected outcome of previous experience or one's reflective growth from the most present experience.

Participants' Perceptions of Ethical Decision-Making Based on Each Scenario

Scenario 1. This is a scenario placed in a high school setting where a principal is notified mid-morning that a teacher was found dead in the back of the classroom. The details explain how the teachers, students, and media could react during this crisis; and the role the administrator had to play when it came to quick ethical decision-making.

This scenario is very much in favor for the ethic of care approach because it deals with the topic of death, which is an influential human emotion. When in an educational leader's position, the results show that every evaluation as an administrator plays a role in this scenario, each demographic, has an impression on the decision made. Gender, race and years of experience show a confident role in reference to having a relationship with the ethical paradigm of the ethic of care. The results also reflected the conclusion that in this particular situation of high turbulence, overall, educational leaders reason with the voice of care, concern, and connection for the students, staff and community. Most educational leaders even commented on the emotional significance and empathy approach when making a response to the educational leader's rationale for the particular situation.

Scenario 2. This scenario is placed in a setting of a daycare, downtown New York during the moments of September 11th, 2001. The daycare is located next to the World Trade Center buildings and the administrator had to make decisions that were distressing her staff, their families, and the children and the children's families, all amidst, a terrorist attack.

This scenario related to the ethic of care and the ethic of the profession when it came to decision-making during this high turbulent time. This topic deals with the emotions of a terrorist attack, human lives at stake and young children/families. The results represented a relationship in most of the categories based on each demographic of the educational leader. The category that had the biggest weight, strongest relationship, during this crisis was the age and years of experience of the administrator. The ethic of the profession had the most noticeable relationship, in reference to the data collected, overall with the educational leaders using the voice of community involvement and the expectations of the educational leader's job title on the forefront. Many educational leaders weighed on the thoughts of bringing the workplace back to order based on the responsibilities of the job title and using professional opinions on when and how to carry out the decisions made at the time of the turbulence.

Scenario 3. This is a scenario placed in a setting of a high school with a specific focus on a student named Joe. Joe failed a class and as a result, the Technology Club could no longer allow his attendance. In his response to the situation, he created a social media page that targeted teachers and students with a "hit list." Joe shared the site with many other students in the building. Joe was then suspended and the page was removed from the internet, however, the community was still unsure and terrified for their safety.

This scenario brought to light an additional ethic besides the ethic of care and ethic of the profession; a relationship for the ethic of justice when using ethical decision-making paradigms. The law related to the topic of the scenario due to the involvement of a threat and social media. This scenario involved not only the school but also the entire community, which was an example of a high turbulent situation. The three categories

that had relationships within this scenario included: race, age and years of experience in an educational setting. Overall, the ethic the educational leaders selected most frequently was the ethic of justice, which is the voice of law. The ethic of justice was most evident in the scenario when the educational leaders, who took the survey explained thinking in common language of following the law and the need to protect others and keep the environment safe.

Scenario 4. This scenario was in a setting of a high school. The lead administrator was out of the building, which left two assistant administrators in charge. This day was a day of violence in concerns to fights from outsiders coming into the school and beating students. The chaos was due to communication errors between the SRO and the assistant administrator who in charge at the time of the crisis, led to over 10 students suspended, while the assistant administrators dealt with media and a boss returning to a complex situation.

This scenario focused on two paradigm ethics from the educational leader's point of view, the ethic of the profession and the ethic of justice. The topic of the scenario specifically dealt with administrator's management and communication efficiency along with the safety of the students in the school. The one category left the least impression on the scenario, in reference to the ethical decision-making paradigms and characteristics of the educational leader, was the race of the administrator. The overall ethic most educational leaders reasoned with, was the ethic of justice but equally with the ethic profession in a relationship with the characteristics of gender, years of experience, and age of the educational leader.

Future Recommendations

Future recommendations for this study included increasing the number of participants when collecting data and completing the survey, for an increase in data clarity and possible relationship between variables. Another recommendation would be to select one ethical decision-making paradigm care, justice, profession, or critique and one educational leader characteristic. Research design clarity, as previously suggested, would allow the educational leaders to perceive scenarios in a more focused manner so the qualitative responses would be more in depth. Another suggestion included greater clarity. One idea would be to have a way to introduce each ethical paradigm in a light to educate the surveyors before opening the survey and scenarios. The researcher wondered if the surveyors had full understanding of each ethic or if the surveyors chose more of an educated guess. A suggestion to support this matter would be to develop four PowerPoint slides for participants to click through before the survey opened. Each slide would present the definition and an example of when the specific ethical paradigm was used through decision-making. The only concern with the examples and definitions beforehand would be the fear of biased or presumption that one would have given the participants examples and persuaded each to choose a specific ethic per a relatable scenario.

Based on the current literature a future recommendation would be during educational leader preparation. A system could include mentors to review real life experiences and case studies with leaders to collaborate and have a chance to become increasingly aware of an individual's decision-making strategies in the leadership role. "Through active engagement with cases based on real school events, educational leaders

learn how to arrive at, and defend, important decisions in the face of complex or even ambiguous dilemmas” (Sanzo, 2014, p. 11).

Conclusion

As the researcher completed this study, turbulent times within our schools continued to increase in frequency, included online access, making the pressures on all educational leaders increasingly complex. “Unfortunately, the common response to crisis is often a compilation of panic, defeatism, and melodrama. Instead, attacking the true source of the crisis should occur with determination and resolve” (Pepper et al., 2010, p. 8). The researcher found the topic of study when she was intrigued by the idea of the turbulence created during while in a crisis and the decision making process in a leadership role. During a crisis, many times, the outcome depended on the dynamics of the environment therefore the setting of the crisis mis-aligned with the decision-making process. This led the researcher to hypothesize an outcome of the crisis depended upon the leader and question was the outcome related to an educational leader’s characteristics of age, race, gender, educational background or years of experience or did educational leaders currently enrolled in leadership coursework, working in our schools lack an understanding of the ethical paradigm and the decision-making. Understanding the background knowledge of the paradigms and how best to use the tools can assist in ethical decision making. Educational leaders will be able to make conscious decisions if individuals are aware of the ethical paradigms and the research supporting the educational leader’s personal characteristics. To recap, Shapiro and Gross (2013) concluded educational leaders need to know the ethic of care is apparent in relationships and emotions; the ethic of the profession is having protocols in place and clear

expectations, and the ethic of justice supports the law in the community, state, and country. The ethic of critique is being slow to judge and gaining all information before a decision is set. These ethical paradigms will not change and the educational leader cannot change the facts of personal characteristics when turbulence occurs, therefore, having the knowledge will better support the educational leader's decision-making process in a crisis.

The researcher realized and agreed with Hartsell (2006) who noted most current literature on ethics were often overloaded with theories and principals, and discussed ethical dilemmas (presented by scenarios or case studies) from multiple perspectives without specific methods on how to resolve the dilemmas, which left much of the scholars pondering which perspective was most likely to produce an ethical decision. This suggested the current researcher's study would prove beneficial to other scholars, with the approach of the educational leader's characteristics broken down specifically and a focus as to reason and thinking behind the ethical decision during turbulent times. The researcher recognized Icheke (2011) who stated, "professional knowledge of legal rules, ethical principles, and societal and professional values to help others gain knowledge and understanding relevant ethical decision-making with all work settings" (p. 15). The ethical principles and societal and professional values were important pieces in the current study as the surveyors and current educational leaders need to have reason and purpose in the decision-making process so the educational leader would have a foundation in one's ethical understanding. Current literature stated ethical decision-making and educational leadership best, "Our environmental decisions make us better or worse people and create better or worse societies: healthier or sicker, richer or poorer,

more knowledgeable or more ignorant” (Cafaro & Sandler, 2005, p. 31). The researcher supported the inclusion of an ethical component when discussing and rationalizing the reason for the decision made during a turbulent time. The thousands of decisions made daily by an educational leader have purpose and reason, whether the educational leader is attentive or not, based on one’s ethical-paradigm and individual characteristics based on gender, race, age, and years of experience.

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Appendix A: Interview Questions

1. How would you describe an ethical decision in education?
2. How frequently are you aware of making ethical decisions during normal daily school activities/situations? During crisis situations?
3. Describe the process you use when making ethical decisions during normal daily school activities/situations? During times of crisis situations?
4. Which ethical decision-making paradigm do you perceive yourself using during normal daily school activities? During crisis situations? Why this particular ethical decision making paradigm?
5. How do you perceive:
 - a. Ethic of care –
 - i. *Who will benefit from what I decide? What are the long term effects of a decision I make today?*
 - b. Ethic of critique –
 - i. *What new possibilities could be presented to lead toward social justice and the making of a better society? Who has the power?*
 - c. Ethic of justice –
 - i. *If there is a law, right or policy, should it be enforced? Why or why not?*
 - d. Ethic of profession –
 - i. *What would the profession ask me to do? What do various communities expect me to accomplish?*

Appendix B – Copy of Survey**A Mixed Methods Study on Characteristics of Educational Leaders and Ethical Decision Making in Situations of High Turbulence****Demographics**

In order to keep an accurate account of surveyors/administrators I need to know age, gender, race, and years of experience.

Which race/ethnicity best describes you? (Please choose only one.)

- American Indian or Alaskan Native
- Asian / Pacific Islander Black or
- African American Hispanic
- American
- White / Caucasian
- Multiple ethnicity / Other (please specify)

Are you male or female?

- Female
- Male

What is your age?

- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older

What is the highest level of school you have completed or the highest degree you have received

- Bachelor degree

Graduate degree

How many years' experience do you have in an educational leader position?

- Less than 1 year
- 1 - 5 years
- 5- 10 years
- 10+ years



**A Mixed Methods Study on Characteristics of Educational Leaders and Ethical
Decision Making in Situations of High Turbulence**

Scenario 1

Please read the scenario below and choose one ethical decision making paradigm you perceive as applicable to address the situation of high turbulence. Then, in the box given, please explain your reasoning as to why you chose that specific ethic.

This was a typical school day at Devonshire High School. Students and staff were looking forward to the upcoming holiday break. As the morning procedures were going smoothly, building principal, Ms. Warner was sitting in a meeting. She stepped out of the meeting to run to her office to grab more material, as she was on her way back the Technology Director stopped her mid tracks and looked frantic. He has her to come with him immediately. She followed him without her phone and keys, etc. When they were mid hallway and no one within earshot, he explained Mr. Mann, a veteran teacher, was dead in his classroom. Ms. Warner knew she needed to take control of the situation with her first concern being the students and staff. Ms. Warner asked those staff members present to pull out their phones and she quickly gave instructions. She instructed one to contact the main office and have a Code Blue called. This code indicates medical emergency and the school goes into lockdown. The Technology Director was assigned to call the Superintendent and inform her of the events. Ms. Warner nervously called the police and the coroner.

For years, the staff has prepared for various emergency situations but never under this category did a plan exist. Ms. Warner knew it would be difficult to keep everyone quiet with advancements of technology these days. With students and teachers stuck in classrooms the tension was building. Ms. Warner put a plan in place for the teachers to be the first told, a cycle would continue while one teacher stepped in for the other until all teachers were informed of the situation. The school has a Student Assistance Program made up of teachers for situation of high emotion but these teachers were most distraught themselves with the passing of a colleague. Therefore, other teachers were called upon to become leaders. Counselors from around the district came to the school for more support, other buildings in the district were notified and held emergency faculty meetings, and secretaries were informed as to what to say to the various incoming calls. A letter was put together so the district "family" would know what happened.

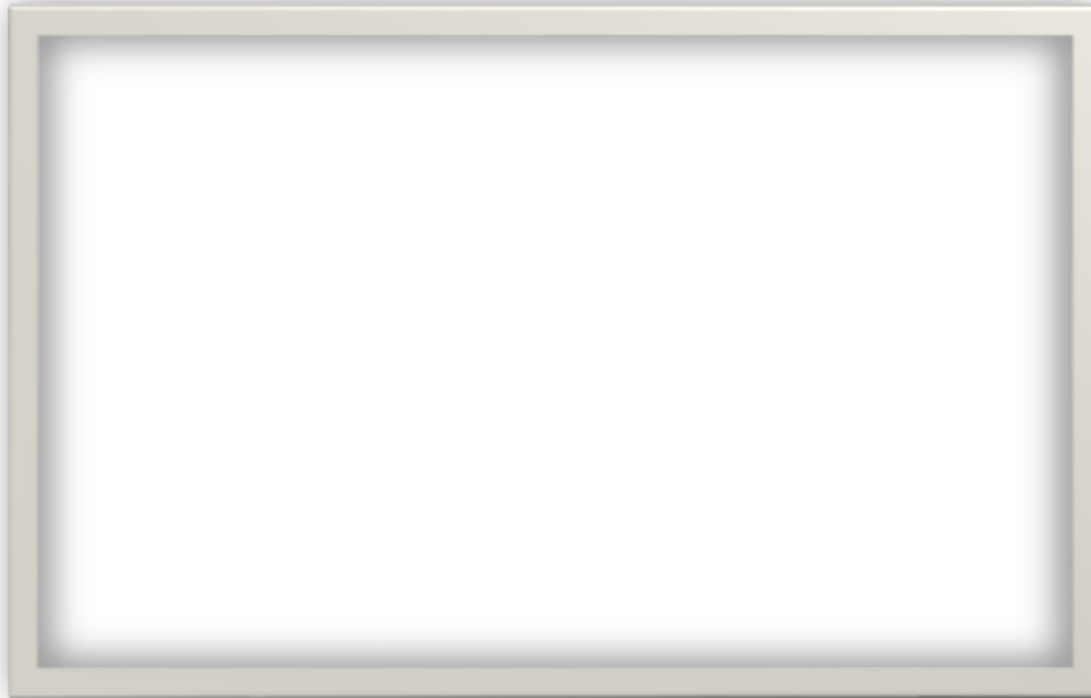
In a world full of technology, and the large amount of emergency vehicles in front of the school word quickly spread throughout the community. As part of the emergency plan, teacher were in charge of making sure students were released to only authorize contacts. Teachers also strongly recommended not pulling the child from school to leave them home alone, either bring them back or leave him or her with another trusted adult.

In an effort to keep media on the low, the superintendent and the coroner scheduled a press conference to be held at the administration office. The district maintenance staff was elected to guard the entrance to make sure media stayed off campus.

Select one ethical decision making paradigm below that you believe applies to the above scenario.

- Ethic of Care – The voice of care, concern, and connection applies to the above scenario.
- Ethic of Critique – The voice of social class, race, and gender applies to the above scenario.
- Ethic of Justice – The voice of law, and policy applies to the above scenario.
- Ethic of Profession – The voice of community involvement expectations of one's job-title applies to the above scenario.

Below please explain your reasoning for the chosen ethic.



A Mixed Methods Study on Characteristics of Educational Leaders and Ethical**Decision Making in Situations of High Turbulence****Scenario 2**

Please read the scenario below and choose one ethical decision making paradigm you perceive as applicable to address the situation of high turbulence. Then, in the box given, please explain your reasoning as to why you chose that specific ethic.

Aida Rodriguez was a daycare director of a private preschool in lower Manhattan. The date was September 11, 2001 and it was a new teachers first day, so the staff was having a breakfast to welcome her. The staff had invited parents to come and enjoy the breakfast and help welcome the new teacher. When only a few parents had shown the staff began to joke about how no one wanted to come but wanted to stay out and enjoy the sunshine on the nice day instead.

Suddenly, two teachers ran into the room crying. They said a plane had hit the World Trade Center (WTC). Aida first instinct was thinking this was an accident. She felt a little annoyed that the teachers were over reacting. Once Aida turned on the radio, she heard the announcer say another plane had hit the WTC and by then everyone, including Aida knew this was no accident. At this point some of the parents walked out to see for themselves. Aida said that they should go ahead because she knew she needed to stay in the school, as she was in charge. Aida tried to keep things as normal as possible.

When Aida walked back in it was chaotic. Parents were upset and there was a waiting line to use the phones. Children fed off of the tension and were hysterical. Aida walked into the baby room where they had the radio on and heard the reports of the Pentagon and the White House, it was at that moment she thought to herself, "We are all going to die." She made a decision that if she was going to die, she was going to make it as calm as she could for the children and her staff. She felt it was her duty to reassure everyone it was all going to be alright.

Aida got back to work. She a staff member from each room into her office to discuss the game plan. Some key points to the plan were: turn off the radios in all rooms except the baby room. Explain to the children that they were safe and something bad was happening but it was a grown-up problem, and if the children had questions keep the answers simple and truthful. Aida also wanted to make a point that if the teachers felt they needed to cry, they should leave the room and have a private moment. She sent the staff members back to their rooms to spread the new directions to the other teachers.

At one point, people started running past the school, screaming. They said shouted the buildings had fallen. It was pure panic outside. The bridges and the tunnels began to close and it seemed as if they were left hostage on an island. Aida decided to start sending her staff home. She stared with the ones who needed to get their

loved ones first and those who lived the farthest away. She kept just a few teachers in the building, as there were still children not picked up.

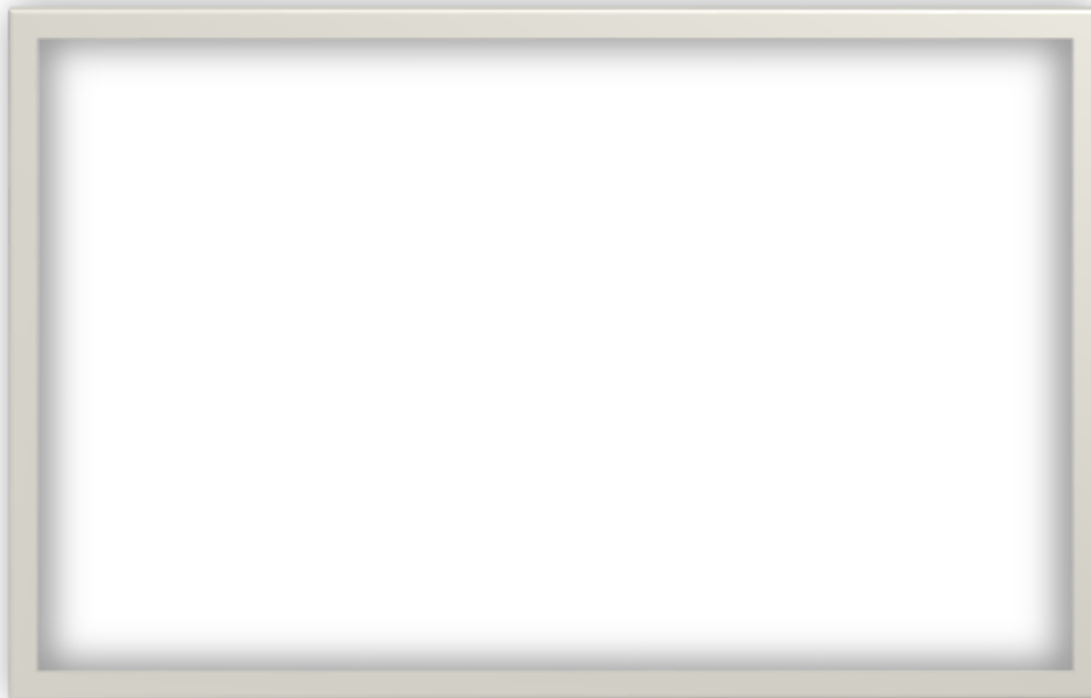
She then began to make plans for the children and staff if they couldn't get home, then they would have to keep the school open. This thought made her wonder what if no one came to pick up the child? She began to scan the remaining children files to see if any parents worked in the WTC.

Aida asked the remaining students and staff to go into a common room and watch a movie. Eventually all children and staff had left. Every child had someone, at least one parents, left alive.

Select one ethical decision making paradigm below that you believe applies to the above scenario.

- Ethic of Care – The voice of care, concern, and connection applies to the above scenario.
- Ethic of Critique – The voice of social class, race, and gender applies to the above scenario.
- Ethic of Justice – The voice of law, and policy applies to the above scenario.
- Ethic of Profession – The voice of community involvement expectations of one's job-title applies to the above scenario.

Below please explain your reasoning for the chosen ethic.



Mixed Methods Study on Characteristics of Educational Leaders and Ethical Decision Making in Situations of High Turbulence

Scenario 3

Please read the scenario below and choose one ethical decision making paradigm you perceive as applicable to address the situation of high turbulence. Then, in the box given, please explain your reasoning as to why you chose that specific ethic.

Joe Schien is West High School's most notorious troublemaker. He has a file filled with documentation his poor choices- and sometimes hostile behavior. Joe is known to have a temper, he often initiates fights with other students and uses an intimidation tactic towards the staff. Joe called teachers names and even verbally threatened Vice Principal McGuinness. Students describe Joe as a bully and teachers fear him and state he is volatile and unpredictable. He has high interest in computers and spends a significant amount of time actively participating in a technology club after school. Unfortunately, technology is where Joe got himself into some trouble.

Ms. Ambrose was Joe's geometry teacher. She held high expectations for Joe, as she did for all students. Ms. Ambrose was particular about her grading policy, as in all work must be completed neatly and turned in on time -- no late work would be accepted. Ms. Ambrose challenged Joe to be the best he could be even when talked back or appeared angry. However his behavior began to escalate towards the end of the semester and Ms. Ambrose was starting to have concerns. Joe had missed 5 consecutive classes and as a result failed the in class exam and several assignments. Ms. Ambrose confronted Joe about this situation and explained that if he didn't make up the work he would fail her class. Moreover, he would be forced to quit the Technology Club.

Joe became visibly upset and stormed out of the classroom. In his angry state of mind, Joe decided to go home and create a web page, on his own time that criticized the district's policy of requiring students to maintain passing grades to participate in extra-curricular activities. He created a "hit list" of teachers and students who he called, "unfair, unjust, or just plain dumb." The most serious threats were toward Ms. Ambrose where he called for her resignation, he urged the students to unite and take action "by bullet" if necessary. In fact, he downloaded Ms. Ambrose's picture and place a target symbol across her forehead.

Joe shared his website with his closest friend, Andrew. Andrew laughed it off, and then shared the websites with more students in his tech class the next day. Eventually, Mrs. Finelli, the tech teacher caught a glimpse of Joe's website and questioned the students. Mrs. Finelli immediately contacted Principal Seaver. Principal Seaver looked over the website for himself. He took immediate action and suspended Joe, even though the webpage was created at home, on Joe's own time, and Joe claimed it was "just a joke." Joe was suspended for three days, and therefore, was placed on academic jeopardy in

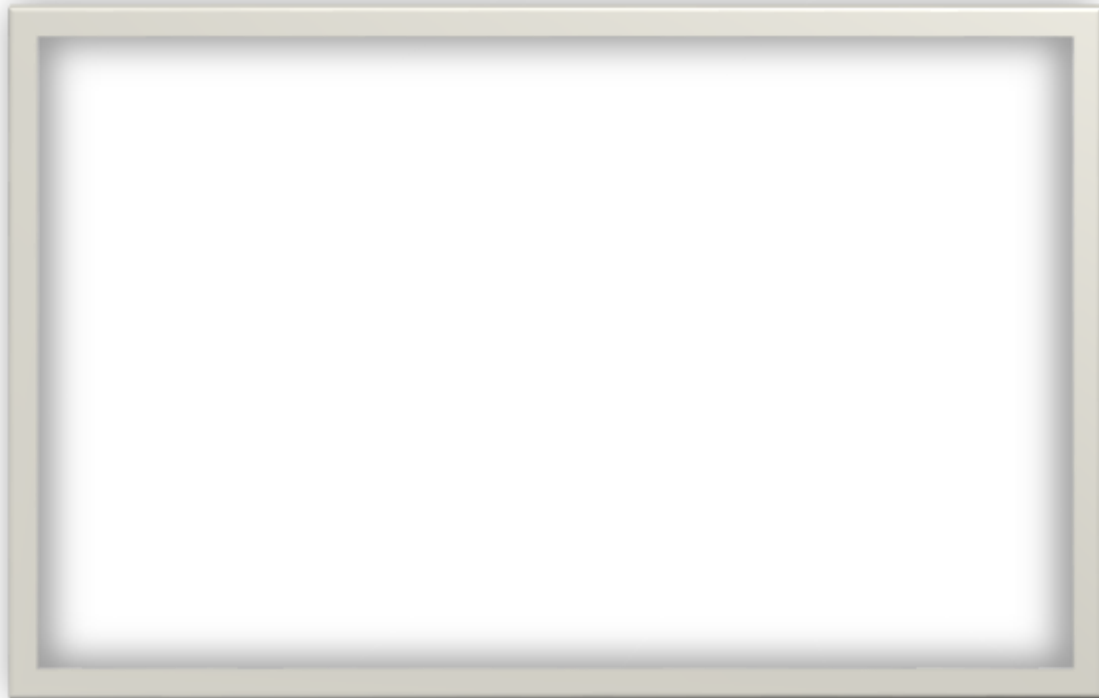
several of his classes and was barred from the Technology Club. Additionally, he was ordered to take down the web page prior to returning to school.

Although Principal Seaver gave a consequence for Joe's action the community of West High School remained upset. Ms. Ambrose continued to fear Joe's return to school and with his reputation, requested that he have his schedule changed. Other staff spoke out about having anxiety if the need came to work with Joe. Lastly, parents - terrified for the safety of their children- began demanding more effective safety measures. Several parents even contacted local community leaders and politicians, asking for strict disciplinary action against Joe and effective safety precautions to ensure the wellbeing of all students at West High.

Select one ethical decision making paradigm below that you believe applies to the above scenario.

- Ethic of Care – The voice of care, concern, and connection applies to the above scenario.
- Ethic of Critique – The voice of social class, race, and gender applies to the above scenario.
- Ethic of Justice – The voice of law, and policy applies to the above scenario.
- Ethic of Profession – The voice of community involvement, the expectations of one's job-title applies to the above scenario.

Below please explain your reasoning for the chosen ethic.



Mixed Methods Study on Characteristics of Educational Leaders and Ethical Decision Making in Situations of High Turbulence

Scenario 4

Please read the scenario below and choose one ethical decision making paradigm you perceive as applicable to address the situation of high turbulence. Then, in the box given, please explain your reasoning as to why you chose that specific ethic.

Buttonwood High School is in an urban school district located in Mullen County. The school holds over 1,500 students, 130 teachers, a head principal, three assistant principals, and two school resource officers (SRO). In October 2002, Ms. Howard, the head principal, was out of the building along with the third assistant principal Mr. Jacob. The administrators left to overlook the school day was Ms. Lee and Mr. Brown, the two assistant principals.

A male intruder entered Buttonwood High School. He made his way to the gym area to initiate a fight against a student who was assumed to have been picking on his girlfriend. The intruder insulted the student, pulled off his \$300 gold chain, and then ran out of the building.

Ms. Lee received word that there was an intruder in the building. She proceeded to the first level, calling for help from an SRO. While Ms. Lee rushed to take action the student that was insulted began to chase the intruder, which in effect mobilized other students as he ran throughout the building. The assaulted student was very upset and bleeding around the neck where his gold chain was ripped off. Ms. Lee had intentions of getting the assaulted student to the nurse, but she had to remove students from the hall first. She wanted to get the location secure. While she was securing the location Ms. Lee distinctly remembers asking the SRO - who was also a captain on the local police force - to detain the student until she "cleaned the hall." The SRO confirmed detention of the student. Meanwhile, the other assistant, Mr. Brown, called the building into lockdown. Once there was a calm in the storm Ms. Lee headed toward the room with the SRO and the student. She was shocked to find that the student was not in the room and the SRO had "let him go." The SRO stated that he assessed the situation and had no legal right to detain the student. His job was to "catch" the intruder. Ms. Lee commented on his lack of judgment and experience with high school students.

News of this incident traveled quickly. Ms. Lee eventually received a phone call from the superintendent, the mayor's office, the chief of police, and the head principal in the midst of the chaos. Meanwhile, Mr. Brown found the assaulted student sitting in an assembly. Ms. Lee asked the SRO a second time for assistance. The captain told Ms. Lee to leave the student alone, and that he was fine and everything would die down.

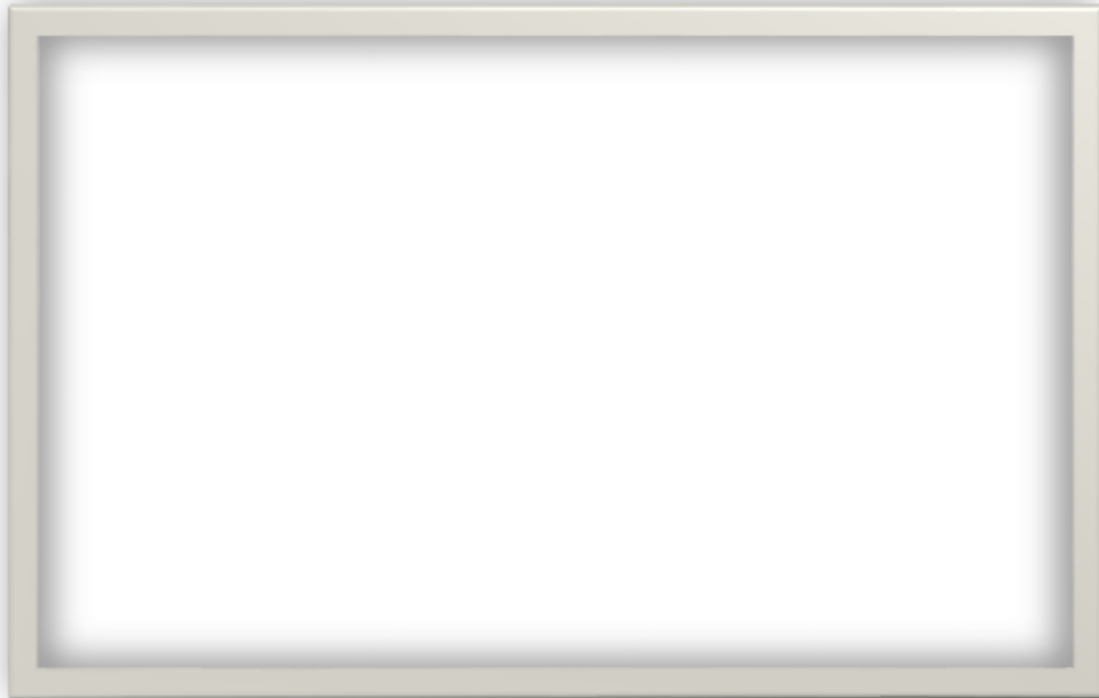
However, her intuition and experience told her that the SRO was wrong. She asked him again to remove the student and he said no.

The student refused to leave the assembly with Mr. Brown. Now, it was clear that there was a need to call in police from outside. The assembly ended and the scene became chaotic. Students engaged in four fights at one time. The assaulted student's girlfriend located the girlfriend of the intruder. The intruder's girlfriend declared, "The student deserved to be assaulted!" The other fights were a direct result of the incident. In the end, over 10 students were suspended, and Ms. Lee and Mr. Brown were in the hot seat.

Select one ethical decision making paradigm below that you believe applies to the above scenario.

- Ethic of Care – The voice of care, concern, and connection applies to the above scenario.
- Ethic of Critique – The voice of social class, race, and gender applies to the above scenario.
- Ethic of Justice – The voice of law, and policy applies to the above scenario.
- Ethic of Profession – The voice of community involvement, the expectations of one's job-title applies to the above scenario.

Below please explain your reasoning for the chosen ethic.



**A Mixed Methods Study on Characteristics of Educational Leaders
and Ethical Decision Making in Situations of High Turbulence**

Interest in Interview

Would you be interested in a follow up interview to further discuss your personal experiences, and take on these ethical decisions?

- Yes
- No
- If YES please provide a valid email address below.

Appendix C – Letter of Approval for use of Scenarios: (Routledge)

Email to: Permissions.Mailbox@taylorandfrancis.com

Dear Taylor & Francis Group Ltd,

My name is Jenna Sladek and I am contacting you to enquire rights and permission for use of four case studies from the Routledge book, Ethical Educational Leadership in Turbulent Times: (Re) Solving Moral Dilemmas – Second Edition. By Joan Poliner Shapiro and Steven Jay Gross. I am working on my dissertation which is a mixed methods study on educational leadership and ethical decision making in situations of high turbulence. I plan to survey current educational leaders in a Private Midwest university graduate program to seek a possible relationship between particular characteristics of the leader, and the ethical paradigm(s) they apply in the dilemma presented. (4 case studies; 4.1 – Protecting Young Children in Terrifying Times, 4.4 – Lady, You Can't Lay the Law down to the Law, 4.6 – Ensuring Safety in School – Physically and Emotionally, 7.1 – The Trouble with Joe – Joker or Terrorist?) I will also be interviewing graduate students to delve into the “why” of their selection. With your approval I would like to use four of the case studies within your book as the scenarios in my survey.

See email below from Dr. Steven Gross to my dissertation Chair, Dr. Lynda Leavitt allowing me to use his work:

From: STEVEN JAY GROSS <sgross02@temple.edu>
Date: April 30, 2015 at 2:39:37 PM CDT
To: "Leavitt, Lynda B." <LLeavitt@lindenwood.edu>
Subject: Re: Student dissertation

Hi Lynda,

Thank you for your letter. I just spoke with my co-author, Joan Shapiro and it is fine with us for Jenna to use the four scenarios in the survey. We understand that she will also obtain permission from Routledge and that the scenarios will be properly cited.

I am happy to serve on her committee and will do my best to help her along. I must tell you that my research is qualitative in nature and that Jenna should have someone expert in quantitative methods to make certain that the survey is well constructed.

I look forward to working with you and with Jenna as she moves forward in this process and ask that you forward this email to her.

All the best,

Steve

Thank you for your time,
I look forward to hearing from you soon.
Jenna Sladek

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My name is Jenna Sladek and I am contacting you to enquire rights and permission for use of four case studies from the Routledge book, *Ethical Educational Leadership in Turbulent Times: (Re) Solving Moral Dilemmas* – Second Edition. By Joan Poliner Shapiro and Steven Jay Gross. I am working on my dissertation which is a mixed methods study on educational leadership and ethical decision making in situations of high turbulence. I plan to survey current educational leaders in a Private Midwest university graduate program to seek a possible relationship between particular characteristics of the leader, and the ethical paradigm(s) they apply in the dilemma presented.

Title of the article or chapter the portion is from

(4 case studies; 4.1 – Protecting Young Children in Terrifying Times, 4.4 – Lady, You Can't Lay the Law down to the Law, 4.6 – Ensuring Safety in School – Physically and Emotionally, 7.1 – The Trouble with Joe – Joker or Terrorist?) I will also be interviewing graduate students to delve into the –why– of their selection. With your approval I would like to use four of the case studies within your book as the scenarios in my survey.

Editor of portion(s)

Joan Poliner Shapiro

Author of portion(s)

Steven Jay Gross

Volume of serial or monograph.

N/A

Page range of the portion

Case Study 1(4.6 -pg. 77-79); Case Study 2(4.1- pg. 64-66);Case Study 3(7.1 -pg. 133-135); Case Study 4(4.4 -pg. 71-72)

Publication date of portion

2013

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I already have an email approval from the author, Dr. Steven Jay Gross.

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[Author/Editor](#)

Jenna Sladek

[The standard identifier](#)

local

[Title](#)

A mixed methods study on educational leadership and ethical decision making in situations of high turbulence.

[Publisher](#)

Lindenwood University

[Expected publication date](#)

Jan 2016

[Estimated size \(pages\)](#)

100

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Appendix E – Consent Form

Lindenwood University
School of Education
209 S. Kingshighway
St. Charles, Missouri 63301

Informed Consent for Participation in Research Activities
A Mixed Methods Study on Educational Leadership
and Ethical Decision Making
in Situation of High Turbulence

Principal Investigator: Jenna Sladek

Telephone: 573-694-5533

E-mail: JLS648@lionmail.lindenwood.edu

Participant: _____ Contact _____

Info: _____

- 1) You are invited to participate in a research study conducted by Jenna Sladek under the guidance of Dr. Lynda Leavitt. The purpose of this study is to investigate the ethical decision making paradigm developed by Shapiro & Gross (2013) as an educational leader within a school setting. More specifically, this study will use scenarios, to seek a possible relationship between an educational leader's ethical decision making paradigm and an educational leader's characteristics specifically: race, gender, years of experiences, and age.
- 2) Your participation will involve:
A one- time 30-60 minute recorded interview at a convenient location.
Approximately 15-30 participants will be involved in this component of the study.
- 3) There are no anticipated risks associated with this research. In some cases, there is risk of identification of participants in research design utilizing small sample sizes.
- 4) There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge on educational leadership and ethical decision making.
- 5) Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.
- 6) We will do everything we can to protect your privacy. As part of this effort your identity will not be revealed in any publication or presentation that may result

from this study and the information collected will remain in the possession of the investigator in a safe location. Due to the low number of participants being interviewed there could be the slight chance that someone may inadvertently identify a participant.

- 7) If I have any questions about this study, or if you have any problems that arise, you may call the Investigator, Jenna Sladek, jls648@lindenwood.lionmail.edu, 573-694-5533) or the Supervising Faculty (Dr. Lynda Leavitt, lleavitt@lindenwood.edu, 636-443-9236). You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Jann Weitzel, Vice President for Academic Affairs at 636-949-4846. I have been offered a copy of this consent form that I may keep for my own reference.

I have read the above form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature Date

Participant's Printed Name

Signature of Principal Investigator Date

Investigator Printed Name

Appendix F – Flier

A mixed methods study on educational leadership
and ethical decision making in situations of high
turbulence.

**participation in this survey will serve as your
consent*

I am searching for current educational leaders in the Lindenwood University Graduate Program to study a possible relationship between particular characteristics of the leader, their perceptions of high turbulent situations (4 scenarios) and the ethical decision making paradigm(s) used in each scenario.*I will also be interviewing graduate students to delve into the “why” of their selections.

Scenario 1 – Ensuring Safety in School – Physically and Emotionally

Scenario 2 – Protecting Young Children in Terrifying Times

Scenario 3 – The Trouble with Joe: Joker or Terrorist?

Scenario 4 – Lady, You Can’t Lay the Law Down to the Law!

How do you reason on the job?

Ethic of Care: The decision making paradigm of care, concern, and connection.

Ethic of Critique: The decision making paradigm of social class, race, and gender.

Ethic of Justice: The decision making paradigm of law, and policy.

Ethic of Profession: The decision making paradigm of community involvement, the expectation of one's job-title.

The survey will take approximately 20 minutes.

Survey Link: <https://www.surveymonkey.com/s/Ethics4CS>

Vitae

SLADEK, JENNA LEE.

185 September Street, Moscow Mills, MO 63362 | 573-694-5533 |

jennasladek16@gmail.com

Education

Lindenwood University, St. Charles, MO 63301

Ed.D in Education Administration

2017

Dissertation “A Mixed Methods Study on Educational Leadership and Ethical Decision Making in Situations of High Turbulence”

Lindenwood University, St. Charles, MO 63301

M.A. in School Administration

2013

36 Credit Hours 4.00 GPA

Webster University, Webster Groves, MO 63119

B.A. in Early Childhood Education

2011

Minor: French

Dean’s List for Fall 2010

Awards

Nominated for Teacher of the Year

2014, 2015 & 2016

ALPs Participant

January

2016

Teaching Experience

Garrett Elementary, Hazelwood, MO 63042

3rd Grade, 4th Grade ELA & Kindergarten Teacher

2011-2017

Have taught at multiple grade levels to show adaptability and flexibility as well as accepting new perspectives and challenging new relationships at all levels.

Hazelwood Elementary Summer School Site Coordinator

2015 & 2016

Two Summer School experiences at the Site

Coordinator level - hiring, supervising and communicating to teachers, parents and students for a successful summer school experience.

Languages

English – native language

French – speak, read, and write with basic competence

Memberships

NEA – Missouri Teachers Union