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TEXAS EDUCATORS' ETHICS TRAINING

Role of Administrators in the Prevention & Intervention of Inappropriate Behavior

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Describe the role of administrators in the prevention and intervention of inappropriate behaviors.

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Stimulating Thinking


1. What is the role of administrators in the prevention and intervention of inappropriate behavior?
2. How can teachers and staff support them in this endeavor?

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Participants will


- understand how district and campus leaders can develop an ethical culture;
- identify strategies to prevent inappropriate behaviors; and
- identify methods to intervene in any observed or reported inappropriate behavior.




Inappropriate Behavior


How often do we read or see news stories about a teacher who has had an inappropriate relationship with a student?





"A 14-year-old student wrote his cell number on a classroom chalkboard because he wanted a classmate he liked to call him. The student was contacted—not by the girl, but by his 32-year-old teacher. Within days, the two were involved in a sexual relationship."





"A 33-year-old teacher began flirting with a 17-year-old student at a school dance. The teacher then sent the student texts, photos, and a video of herself performing lewd acts. The relationship escalated. The teacher pleaded guilty to sexual assault."



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"A 54-year-old teacher exchanged more than 1,800 text messages with a student, many of them sexually explicit, before the teacher was convicted and sentenced to prison."



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In 2015, the *Washington Post* wrote:

"Texas is home to the largest number of teacher sexual misconduct cases in the country. Investigations into alleged inappropriate teacher-student relationships has grown 27 percent over the past three years."



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Tabletalk

Could the previous incidents have been prevented? If so, how?

What strategies could these districts/campuses have implemented to prevent them from happening?



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Video Scenario



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Video Scenario Reflection



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Building and Maintaining Educator Ethics

Addressing inappropriate behavior should be:

PROACTIVE NOT REACTIVE.



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Building and Maintaining Educator Ethics

Maintaining an ethical workplace is essential.



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Administrator's Role

It is important that the campus leaders monitor what is appropriate and what is inappropriate at their campuses.



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The Concept of Leadership

At the core of most definitions of leadership are two functions: **providing direction** and **exercising influence**.



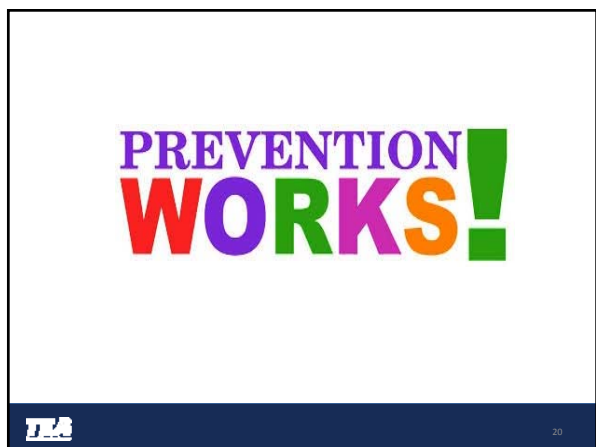
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Providing Direction and Exercising Influence Begins with Culture




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Prevention Practices

<p>District/Campus</p> <p>Practice: Implement Policies and Practices</p> 	<p>Teacher/Staff</p> <ul style="list-style-type: none"> • Familiarize yourself with all policies and practices. • Know all district/campus expectations.
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Prevention Practices

<p>District/Campus</p> <p>Practice: Develop Staff Understanding</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; display: inline-block;"> Coaching Training </div>	<p>Teacher/Staff</p> <ul style="list-style-type: none"> • Receive training on <ul style="list-style-type: none"> – building appropriate relationships; – social media; – professionalism; – district/campus ethical expectations; and – recognizing inappropriate relationships and reporting to administration.
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Prevention Practices

<p>District/Campus</p> <p>Practice: Develop Staff Understanding</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; display: inline-block;"> Coaching Training </div>	<p>Teacher/Staff</p> <ul style="list-style-type: none"> • Receive training on <ul style="list-style-type: none"> – effects of inappropriate relationships; – slippery slope; – grooming students; and – safeguarding students AND teachers.
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Prevention Practices

<p>District/Campus</p> <p>Practice: Put Controls in Place</p> <div style="text-align: center; margin: 10px 0;"> </div>	<p>Teacher/Staff</p> <ul style="list-style-type: none"> • Practice internal controls to avoid inappropriate behavior. • Participate in routine audits.
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Prevention Practices


District/Campus	Teacher/Staff
Practice: Build an Ethical Culture 	<ul style="list-style-type: none"> • Practice <ul style="list-style-type: none"> – transparency; – openness; and – communication.


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Prevention Practices

District/Campus	Teacher/Staff
Practice: Acknowledge that Exploitation Exists 	<ul style="list-style-type: none"> • Beware of bias. • Pay attention. • Educate parents and students on appropriate behavior.


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- **Practice**
 - Familiarize yourself with all policies/practices.
 - Receive training.
 - Be transparent, be open, and communicate.
 - Beware of bias.
 - Pay attention.
 - Educate parents/students.


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Key Questions

Think
About It.

What is our campus
doing to **prevent**
inappropriate
behavior?

Is there anything else
that we could do to
prevent inappropriate
behavior?



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INTERVENTION



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intervene

Once an investigation has occurred and it has
been determined that inappropriate
behavior occurred....



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Intervention: Respond Immediately

Action should be taken immediately to stop the behavior that was reported or observed.



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Intervention: Clarify Expectations

Expectations should be clear, concise, and in writing and leave no room for misunderstanding.



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Intervention: Clarify Consequences

Consequences for continued borderline behavior should be clear, concise, and in writing.



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Intervention: Monitor Closely

The employee and the situation should be monitored closely.



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Intervention: Follow Up

Formal conferences and informal observations should continue to ensure the behavior does not occur again.



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To Intervene or Not to Intervene



- Teacher has lunch with a student alone in his/her classroom.
- Teacher gives all students candy to reward their good behavior.
- Teacher provides a ride home to an individual student.
- Teacher is "touchy feely" with students.
- Select group of male students meets at female teacher's home for tutoring.
- Teacher meets a student at Barnes and Noble for coffee and to talk.
- Teacher sends a text to remind students of a test the following day in violation of school policy.
- Teacher meets with an individual student in a locked classroom.



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EVERYONE'S Responsibility

IF YOU **SEE**
SOMETHING,
SAY SOMETHING.



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PERFORMANCE
TASK

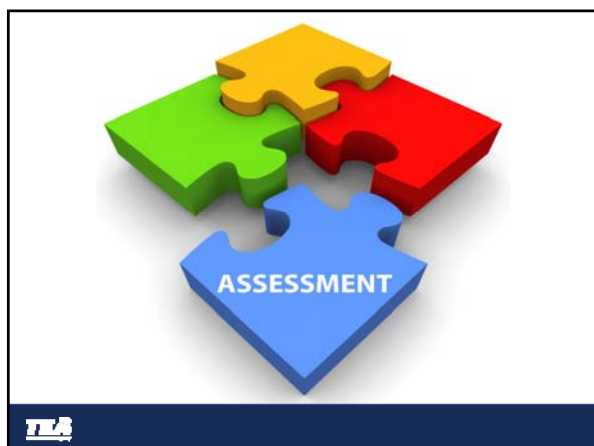


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Reflection



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