



# Normative Case Study Discussion

A PD Sample



# The Plan

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1. Background and Context
2. Reading the Case
3. Discussion
4. Debrief

# Why Are We Doing This Work?

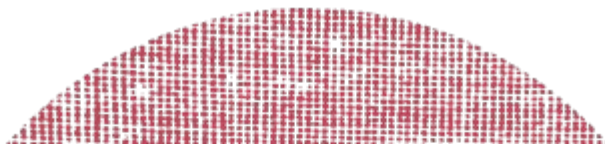
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1. **To help educators develop an “ethical repertoire” that helps them identify and respond to dilemmas of justice, just as they have a pedagogical repertoire that helps them respond to instructional challenges.**
2. **To illuminate that children learn about justice through adults' everyday enactments of (in)justice, regardless of whether that is their intent.**
3. **To examine teaching as a moral endeavor**
4. **To elevate the complexity of the practice of teaching and learning.**

# Engaging in Ethical Discussions

Through examining a case study, multiple perspectives emerge as participants grapple with challenging scenarios and choices, engaging in both personal reflection and group discussion, often across differences.

- There is growing evidence that NCS can support teachers' engagement with ethical dimensions of their work (Reid & Levinson, 2023; Ta et al., 2023)
- Attending to teachers' ethical concerns and providing opportunities to discuss with each other matters for their moral development, job satisfaction, and capacity to do good work (Campbell, 2003; Levinson, 2015; Noddings & Brooks, 2016)



# Partnership Background

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**Year 1 (23-24)** - Developing Mentored Professional Learning Coaches to facilitate normative case study discussion.

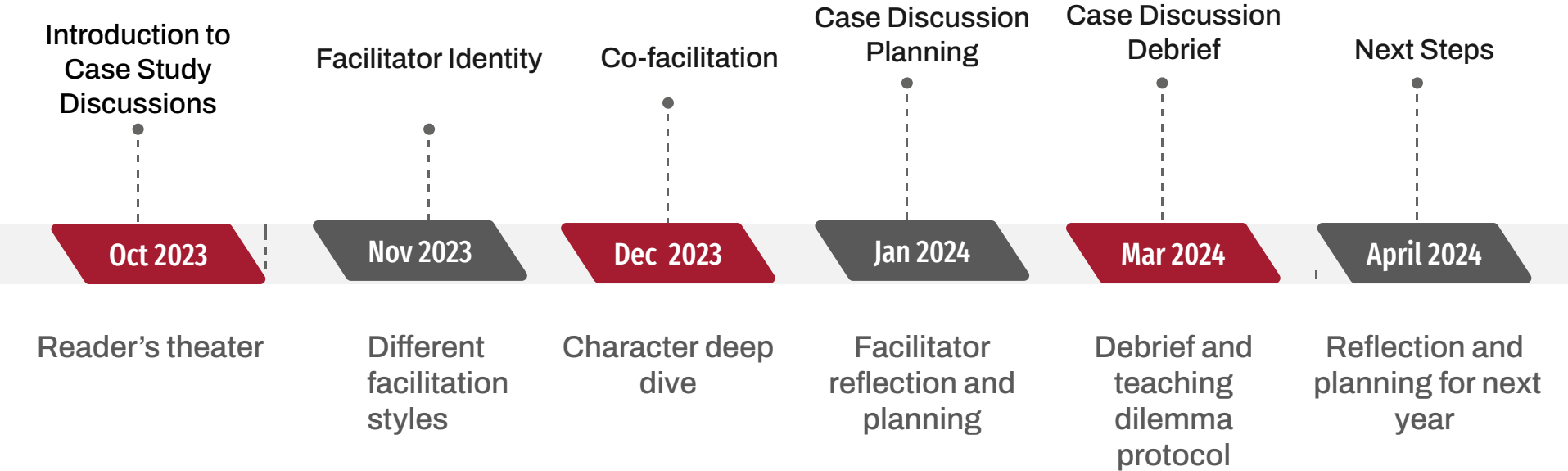
**Year 2 (24-25)** - Mentor Facilitator case study facilitation, MPL Coaches case development, and responsive facilitation. (BEF Supported)



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# Brookline Timeline and Scope of Work (2023-2024)

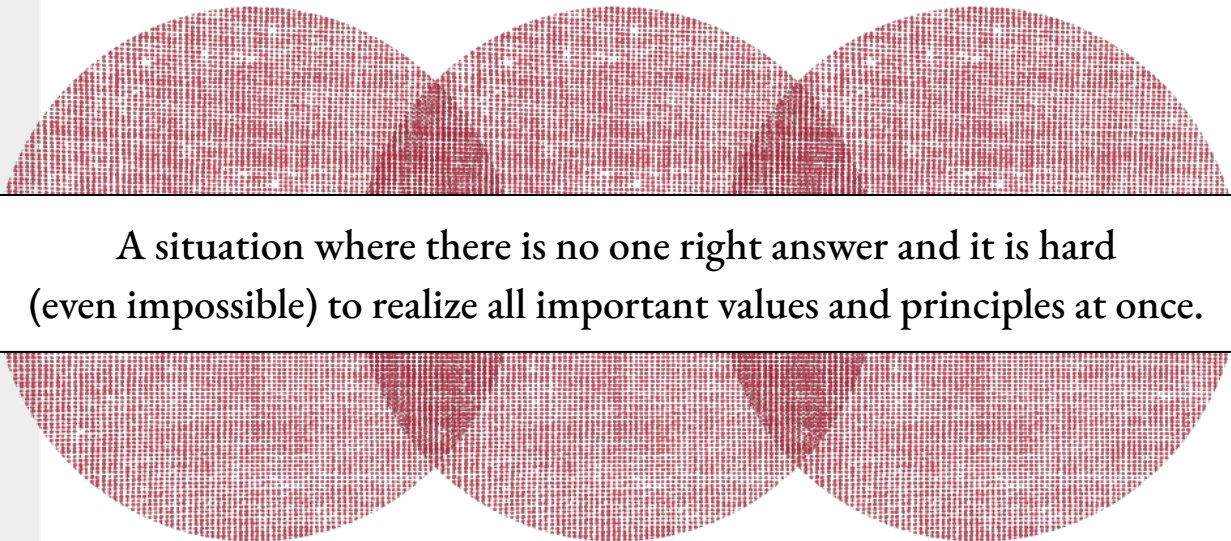


# Why Are We Doing This Work?

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1. To help leaders develop an “ethical repertoire” that helps them identify and respond to dilemmas of justice, just as they have a pedagogical repertoire that helps them respond to instructional challenges.
2. To illuminate that staff learn about justice through leaders’ everyday enactments of (in)justice, regardless of whether that is their intent.
3. To examine leadership as a moral endeavor
4. To elevate the complexity of the practice of educational leadership.
5. Practice

# What Exactly is a “Dilemma”?



A situation where there is no one right answer and it is hard (even impossible) to realize all important values and principles at once.



# Case Study Discussion

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1. **What are the dilemmas in this case, and for whom?**
2. **Why are these dilemmas?**
  - A. What values or principles are at stake? Do people disagree about which values matter, which should take precedence, or how they apply in this case?
  - B. What practical and/or policy considerations are at stake? Do people disagree about which considerations are relevant, which should take precedence, or how they should be addressed in this case?
3. **What do you think should be done in this case, by whom? Why?**
4. **What have you learned from talking about this case that might apply to other ethical dilemmas in education?**
  - A. What principles or values are you thinking about for the first time, or thinking about in a new way?
  - B. What policies or practices are you thinking about for the first time or in a new way?
5. **What value is there, if any, to talking through a case like this with others?**
  - A. What did you learn about yourself?
  - B. What did you learn about others?
  - C. What did you learn about your institution, organization, or broader context?
  - D. What did you learn about the process itself?
6. **Is there anything else you want to bring up or discuss?**

# This Case - Preview

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**Snapshot:** The School Culture Committee at a K-8 school in Jersey City struggles with the impact of divisive political rhetoric on their classroom and school community.



Source: <https://www.justiceinschools.org/walling-or-welcoming>

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