

# Hop on the E-Train!

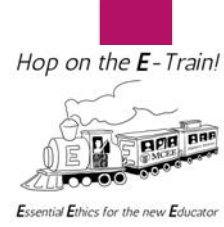
## Essential Ethics for the new Educator

FRIDAY, APRIL 23, 2021, 8 P.M.

THE 57<sup>TH</sup> BIENNIAL IN-SERVICE OF THE NAFME EASTERN DIVISION CONFERENCE

PAUL K. FOX, CHAIR, PMEA COUNCIL FOR TEACHER TRAINING, RECRUITMENT, AND RETENTION

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## Presenter & Website Resources

PMEA Council TTRR  
<https://www.pmea.net/council-for-ttrr/>

paulfox.blog "Training/Jobs" & series on educator ethics training  
 Articles in reverse chronological order  
<https://paulfox.blog/category/ethics>

NASDTEC MCEE  
 Model Code of Ethics for Educators  
[http://www.nasdtdec.net/?page=MCEE\\_Doc](http://www.nasdtdec.net/?page=MCEE_Doc)

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## Targets & Audience



- ▶ **WHY?** The average educator makes more than a thousand decisions a day, resolving conflicts in pedagogy, enforcement, resource allocation, relationships, and diversity.
- ▶ **WHAT?** From codes to conundrums, we will touch on the concepts of personal morality, regulations, ethics, and professional attitude/dispositions, and introduce the National Association of State Directors of Teacher Education and Certification Model Code of Ethics for Educators.
- ▶ **WHO?** Why is this important for all pre-service, "rookie," or experienced professional educators? It is *essential...* not so much to serve as a reminder of the penalties for ethical infractions or spotlighting the occurrences you read or hear about in the news... but, because **ETHICS** are what all of us stand for, the values we exhibit in our day-to-day decision-making, the integrity of the profession, and our "making a difference" in the lives of our students.

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## A Pre-Test of the "ABCs of Ethics"



Are you able to define these terms?

- Code of conduct
- Code of ethics
- Ethical equilibrium
- Fiduciary
- Moral vs. ethical standard

Can you name of your state's Code of Conduct?



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## Two Equally Essential PD Pathways

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## REVIEW: The Definitions... Clear as Mud?

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Foundations of what's "right or wrong" – Troy Hutchings

- ▶ Personal **Morality**: "Personal values and beliefs derived from one's life experiences... subjective and may or may not align with community mores."
- ▶ Regulations of **Law**: "Policies, statutes, and judicial activity that articulate conduct absolutes."
- ▶ Professional **Ethics**: "Professional ethical standards that assist practitioners within situation and systemic contexts in choosing the best course-of-action."
- ▶ Professional **Dispositions**: "Agreed upon professional attitudes, values and beliefs to be held by educational practitioners."

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## A Compass of Choice – Finding the Right Balance

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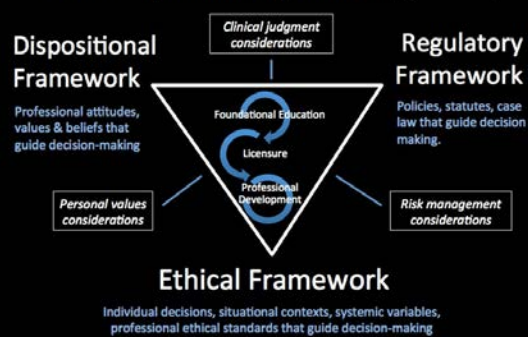


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“From a decision-making standpoint, I tend to look at it from the perspective of **Ethical Equilibrium** (work by Troy Hutchings). Teachers weigh the **moral** (personal) dimensions with regulatory ones (**the law**) with the **ethics** of the profession... While focusing on consequences is important, I worry that teachers may interpret this to mean that as long as they don't break the law, they can still be unprofessional and immoral.”

– Dr. Oliver Dreon, Associate Professor, Millersville University and author of the Pennsylvania Professional Standards and Practices Commission Ethics Tool Kit.

### Ethical Equilibrium (Hutchings, 2015)

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## Nexus Between Ethics and Conduct

### Professional Ethics

- Guide Decision-Making
  - Mitigate Risks
- Protect the Profession
- Protect the Practitioner
- Protect Student Welfare



### Codes of Conduct

- Defines the Boundary
- Possible Sanctions

1000's of Daily Decisions

Vulnerabilities

Nuanced &amp; Complex

Multiple Stakeholders

Emotional &amp; Intellectual Intimacy

Acting in the Public Interest

Power Absolutism

In loco parentis / Agents of the State

Competing Tensions

Lowest Standard of Acceptable Behavior

Operate within the gray . Navigate the gray . Embrace the gray

(Hutchings, T. 2016)

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## Expectations of “Moral Professionalism”

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- ▶ Coming to work regularly and on time
- ▶ Being well informed about their **students** and subject-matter
- ▶ Planning and conducting classes with care
- ▶ Cooperating with, or if necessary, confronting parents of underachieving students
- ▶ Cooperating with colleagues and observing school policies so the whole institution works effectively
- ▶ Tactfully but firmly criticizing unsatisfactory school policies and proposing constructive improvement

Source: Wynne, E.A. (1995). The moral dimension of teaching. In A.C. Ornstein (Ed.) Teaching: Theory into practice. (pp. 190-202). Boston: Allyn and Bacon

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## Which standard is it? Mostly moral or ethical?

### 1. Morality =

- Principles to judge right and wrong
- Often used to define personal character
- More abstract, subjective, more personal, may or may not be religious

A teacher decides not to drink a beer when he sees a student enter the same restaurant.



### 2. Ethical

#### Code of Conduct =

- Behavior expected by the group or profession
- Practical, shared principles promoting fairness and expectations

<http://www.sai-iowa.org/Educator%20Ethics%20Facilitator%20Handbook%202017.pdf>



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## Which standard is it? Mostly moral or ethical?

**1. Morality =**

- Principles to judge right and wrong
- Often used to define personal character
- More abstract, subjective, more personal, may or may not be religious

A teacher calls in sick to extend her vacation.

?

**2. Ethical Code of Conduct =**

- Behavior expected by the group or profession
- Practical, shared principles promoting fairness and expectations

<http://www.sai-iowa.org/Educator%20Ethics%20Facilitator%20Handbook%202017.pdf>

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## Which standard is it? Mostly moral or ethical?

**1. Morality =**

- Principles to judge right and wrong
- Often used to define personal character
- More abstract, subjective, more personal, may or may not be religious

A coach posts pictures of herself online wearing only a bikini while on a beach vacation.

?

**2. Ethical Code of Conduct =**

- Behavior expected by the group or profession
- Practical, shared principles promoting fairness and expectations

<http://www.sai-iowa.org/Educator%20Ethics%20Facilitator%20Handbook%202017.pdf>

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## Which standard is it? Mostly moral or ethical?

**1. Morality =**


- Principles to judge right and wrong
- Often used to define personal character
- More abstract, subjective, more personal, may or may not be religious

A principal changes an old letter of recommendation to show current dates? →

**2. Ethical Code of Conduct =**

- Behavior expected by the group or profession
- Practical, shared principles promoting fairness and expectations

<http://www.sai-iowa.org/Educator%20Ethics%20Facilitator%20Handbook%202017.pdf>



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## What's the diff?

**Code of Conduct**

Specific mandated or prohibited behaviors that govern **actions**




rules, regulations, discipline

**vs.**

**Code of Ethics**

A set of principles that guide professional **decision making**



values, principles, judgment

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## What's the diff?

<http://www.state.nj.us/ethics/docs/ethics/doecode.pdf>

#	Violations of IA Code of Conduct
1	Crimes, sexual or other immoral; conduct with or toward a student.
2	Misrepresentation, falsification of information.
3	Misuse of public funds and property.
4	Violations of contractual obligations.
5	Unethical practice toward other members of the profession, parents, students, and the community.
6	Incompetence.

#	NY State Code of Ethics
1	Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.
2	Educators create, support, and maintain challenging learning environments for all.
3	Educators commit to their own learning in order to develop their practice.
4	Educators collaborate with colleagues and other professionals in the interest of student learning.
5	Educators collaborate with parents and community, building trust and respecting confidentiality.
6	Educators advance the intellectual and ethical foundation of the learning community.

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## Sample Ethical Issues in Music Education

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## I. Pedagogy

- A. What to teach
- B. How to teach
- C. How to assess

## II. Enforcement

- A. Activities – association, district, school, or union policies
- B. Copyright issues
- C. Teaching licensure and credentials
- D. Students who break the law



## III. Resource Allocation

- A. Equity issues
- B. Fiscal authority & influence
- C. Budgets

## IV. Relationships

- A. Conflicts with colleagues, administrators, or parents
- B. Boundaries with students
- C. Confidentiality
- D. Honesty

## V. Diversity

Lien, Joelle L. 2012. Ethical dilemmas of in-service music educators. *Action, Criticism, and Theory for Music Education* [http://act.maydaygroup.org/articles/Lien11\\_1.pdf](http://act.maydaygroup.org/articles/Lien11_1.pdf)57<sup>th</sup> Biennial NAfME Eastern Division Conference – April 23, 2021 – © 2021 Paul K. Fox

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# Sample Ethical Issues in Music Education

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## I. Pedagogy

- A. Christmas Concert?
- B.
- C.

## II. Enforcement

- A. association, district, union policies
- B. issues
- C. censure and credentials
- D. no break the law

## III. Resource Allocation

- A. Competition or Gifts?
- B. influence
- C.

## IV. Relationships

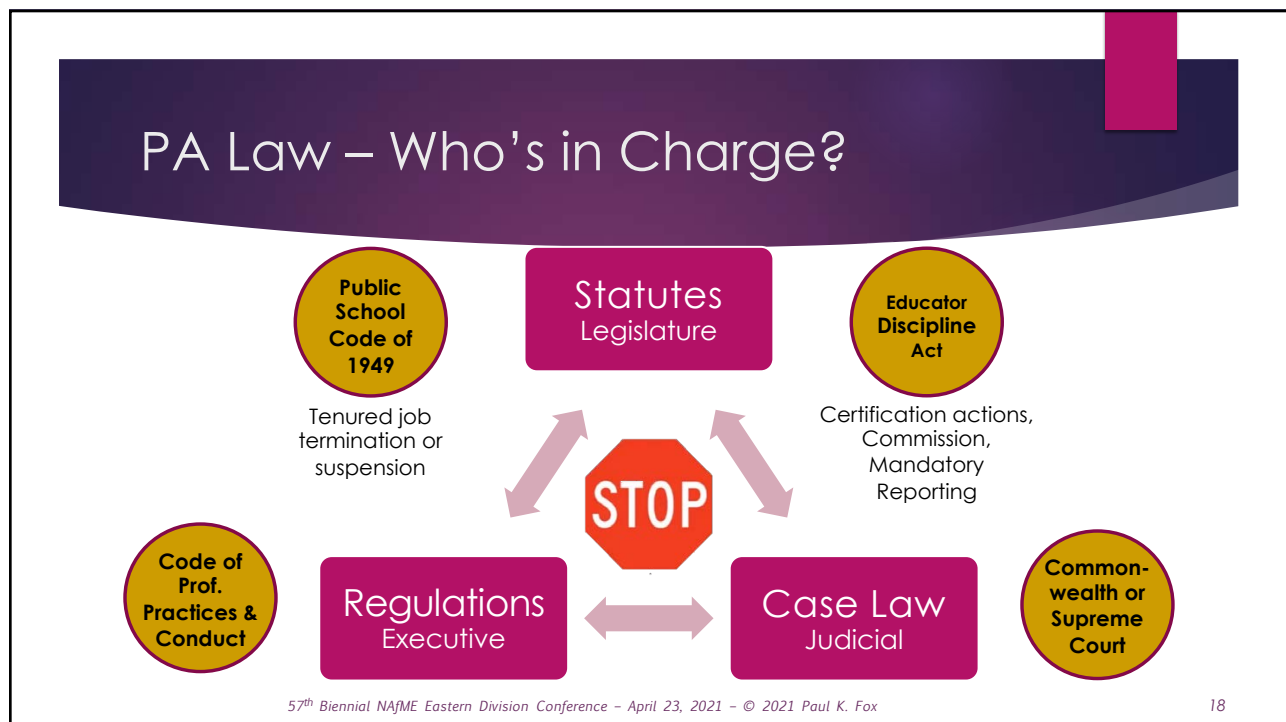
- A. with colleagues, administrators, or parents
- B. es with students
- C. tiality
- D.

## V. Diversity

Lien, Joelle L. 2012. Ethical dilemmas of in-service music educators. *Action, Criticism, and Theory for Music Education* [http://act.maydaygroup.org/articles/Lien11\\_1.pdf](http://act.maydaygroup.org/articles/Lien11_1.pdf)

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## PA Code of Professional Practices & Conduct

“Professional conduct defines interactions between the individual **educator** and **students**, the **employing agencies**, and other **professionals...**”


“This chapter makes explicit **the values of the education profession**. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.”

<http://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>

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**pennsylvania**

DEPARTMENT OF EDUCATION





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## Sample Codes of “Conduct”




**EASTERN DIVISION**

*We All Belong!*

*Proven Practices & Perspectives  
for Today's Music Educator*

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**In the NAfME Eastern Division:**

- ▶ Connecticut Code of Professional Responsibility for Teachers  
[https://portal.ct.gov/-/media/SDE/Certification/ethics/code\\_teachers.pdf?la=en](https://portal.ct.gov/-/media/SDE/Certification/ethics/code_teachers.pdf?la=en)
- ▶ Delaware District/Charter School Codes of Conduct  
<https://www.doe.k12.de.us/Page/3312>
- ▶ Maine Educators Code of Ethics  
<https://etico.iiep.unesco.org/en/file/88435/download?token=X77DJ54J>
- ▶ New Jersey Dept. of Education Code of Ethics  
<http://www.state.nj.us/ethics/docs/ethics/doecode.pdf>
- ▶ Rhode Island Educator Code of Professional Responsibility  
<https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Ed-Eval-Standards/RIProfResp.pdf>
- ▶ Vermont Rules of Professional Conduct  
<http://teachercodes.iiep.unesco.org/teachercodes/codes/America/USA/Vermont.pdf>

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# Mock Jury – Code of Conduct Scenarios

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Reflections:

1. What possible issues/concerns might this scenario raise?
2. How could this situation become a violation of school policy, code of conduct, or laws?
3. In this situation, what are some potential negative consequences for the students, educators, and the community-at-large?
4. What responses/actions or proactive measures will result in a more positive outcome?

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# Mock Jury – Code of Conduct Scenarios

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- 1. RED** = "illegal" which may add criminal and civil penalties, fines, jail time, etc.
- 2. ORANGE** = "unethical" which will result in significant discipline action, suspension or revocation of certificate, and/or loss of job
- 3. GOLD** = "immoral" – no guarantee of major consequences except may result in lowering of year-end evaluation, earning a "warning" or "write-up," or a job re-assignment
- 4. PURPLE** = "unprofessional" – unlikely to result in major consequences except damage to one's professional reputation
- 5. BLUE** = inappropriate, unwise, "bad for appearances" - no consequences
- 6. GREEN** = not a misconduct or inappropriate

Degrees of Misconduct


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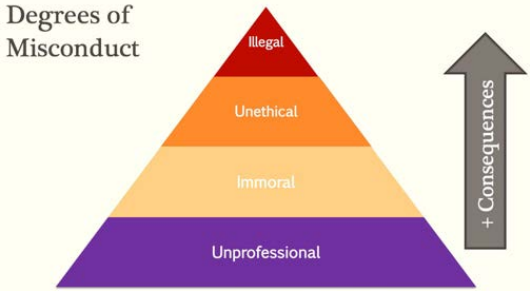
## Mock Jury – Code of Conduct Scenarios

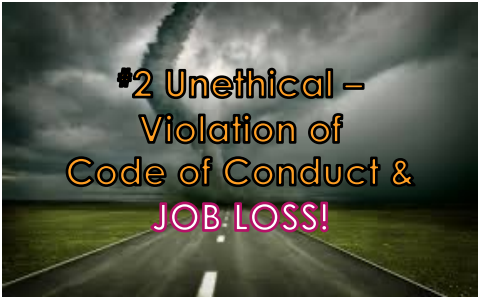
#1

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Degrees of Misconduct





Jane S. was a second-grade teacher who took a sick day to compete in a bikini contest on the Howard Stern show. In addition to appearing in a bikini on the show, Mrs. S. also discussed her sexual relationship with her husband.

**Although winning the contest, she had to resign from her teaching position after school administrators were informed of the incident. She was also discharged “with cause” based on a violation of her contract. PA CPCC Sections 4(b)10, 6(b)1, & 10.**

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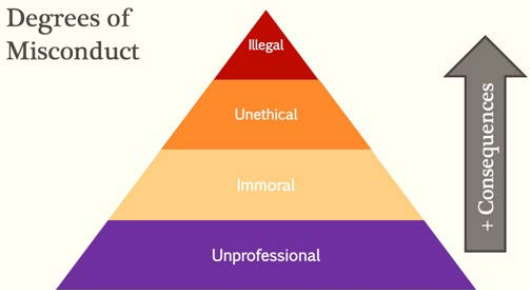
## Mock Jury – Code of Conduct Scenarios


#2

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Degrees of Misconduct





James C. is a middle school music teacher who was arrested for drunk driving. After several months, the teacher goes to court and is convicted of the offense. When the district moves to have him fired for his conviction, Mr. C argues that this offense has no influence over his ability to instruct his students. Also, the offense happened during the weekend on his private time.

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## Mock Jury – Code of Conduct Scenarios


### #4

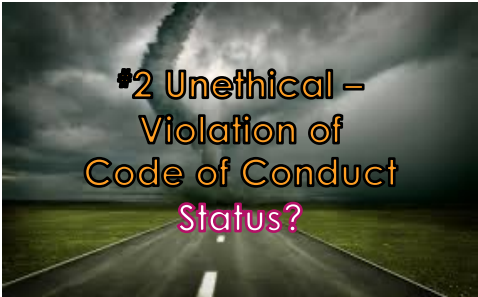
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Degrees of Misconduct






**Some misconduct may result only in a reprimand, being written up, lowering of year-end evaluation, or re-assignment.**  
*PA CPPC Sections 4(b)7 and 6(b)1.*

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## What's unique about a Code of Ethics?

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- ▶ **Not** defined in exact terms of **law or policies**
- ▶ **Not** a focus of family **morals or values** on which you were raised
- ▶ **Not** about issues of right/wrong or **black/white**, but shades of **grey**
- ▶ More **open-ended**: a selection from a set of possible choices
- ▶ Decision-making depended on the **circumstances of the situation**

"Ethical behavior is doing the right thing when no one else is watching... even when doing the wrong thing is legal." – Aldo Leopold

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## Who has a Code of Ethics?

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What other professional organizations embrace **"fiduciary"** responsibilities and have established ETHICAL STANDARDS and enforcement practices?

- ▶ **1847:** American Medical Association
- ▶ **1932:** American Bar Association
- ▶ **1952:** American Psychological Association
- ▶ **1961:** American Counseling Association
- ▶ **1984:** American School Counseling Association
- ▶ **2014:** American Nurses Association

Doctors, therapists/counselors of all types, attorneys, the clergy and educators are **"fiduciaries"** – owing the highest legal duties of good faith and trust, being bound ethically to act in another party's best interest.

Teachers are among the only fiduciaries receiving no **formal ethics training** and must interact daily with children as a "captive audience."

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## Model Code of Ethics for Educators

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- ▶ National Association of State Directors of Teacher Education and Certification
- ▶ Principles
  - I. Responsibility to the Profession
  - II. Responsibility for Professional Competence
  - III. Responsibility to Students
  - IV. Responsibility to the School Community
  - V. Responsible and Ethical Use of Technology


### Development Partners

- ▶ American Association of Colleges of Teacher Education
- ▶ American Federation of Teachers
- ▶ Association of Teacher Educators
- ▶ Council for Accreditation of Educator Preparation
- ▶ Council of Chief State School Officers
- ▶ National Association of Elementary School Principals
- ▶ National Association of Secondary School Principals
- ▶ National Board of Professional Teaching Standards
- ▶ National Education Association
- ▶ National Network of State Teachers of the Year

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**Principle I: Responsibility to the Profession**

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct; **"I didn't know it was wrong..." (I, A, 1)**
2. Knowing and upholding the procedure regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community; **"I didn't break the law!" (I, A, 5)**
6. Avoiding the use of one's position for personal gain;
7. Taking responsibility and credit for contributions made by or on behalf of the profession.

**B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:**

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation; **"I'm not a rat..." (I, B, 2)**
3. Neither discriminating nor retaliating against a person on the basis of having made a report;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate against a person;
5. Cooperating fully during ethics investigations and proceedings.

**C. The professional educator promotes and advances the profession within and beyond the school community by:**

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations; **"What's in it for me?" (I, C, 3 & 4)**
4. Actively participating in educational and professional organizations;
5. Advocating for adequate resources and facilities to ensure equitable access to education.

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**Principle II: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

**A. The professional educator demonstrates commitment to high standards of practice through:**

1. Incorporating into one's practice state and national standards, including those specific to one's discipline; and
2. **"What's the big deal about standards?" (II, A, 1)**
3. Maintaining and updating one's knowledge and skills through ongoing professional development, including certification, licensure, and training of one's position;
4. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
5. Committing to ongoing professional learning.

**B. The professional educator demonstrates responsible use of data, materials, research and assessment by:**

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information; **"I needed to give him credit?" (II, B, 1)**
2. Using developmentally appropriate assessment tools and methods that have been validated to guide educational practice;
3. Conducting research in an ethical and responsible manner;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

**C. The professional educator acts in the best interest of all students by:**

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; **"I just do music in my class! Don't ask me to do anything else" (II, C, 2)**
3. Protecting student privacy.

**Principle III: Responsibility to Students**

The professional educator promotes the health, physical, emotional and social well-being of students.

**A. The professional educator respects the rights and dignity of students by:**

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings; **"It's just a gift..." (III, A, 5)**
3. Considering the implication of accepting gifts from or giving gifts to students;
4. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind; **"Never touch a student!" (III, A, 6)**

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7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness; **"My students are my friends!" (III, A, 7)**

8. Acknowledging the relationships with students; **"He's weird..." or "He's not one of us!" (III, B, 2)**

9. Considering the relationship with students, including but not limited to the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

**B. The professional educator demonstrates an ethic of care through:**

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and **"Wait 'til you hear what happened in class today!" (III, C, 1)**

**C. The professional educator promotes and advances the profession within and beyond the school community by:**

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights and legitimate concerns for the well-being of their children;
3. Protecting the confidentiality of student information in accordance with state and federal laws and local policy;

**Principle IV: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

**A. The professional educator promotes effective and appropriate relationships with parents/guardians by:**

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests; **"Don't tell my parents!" (IV, A, 1)**
2. Demonstrating a diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

**B. The professional educator promotes effective and appropriate relationships with colleagues by:**

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise; **"Did you hear what your colleague said about you?" (IV, B, 1 & 2)**

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3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;

4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students; **"Not another TEAM meeting?" (IV, B, 4)**

5. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications; **"I was just teasing her..." (IV, B, 8)**

**C. The professional educator promotes and advances the profession within and beyond the school community by:**

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

**D. The professional educator promotes and advances the profession within and beyond the school community by:**

1. **"Don't ask for permission... beg for forgiveness!" (IV, C, 3)**
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

**E. The professional educator promotes and advances the profession within and beyond the school community by:**

1. **"He's our preferred dealer, and always takes care of us!" (IV, D, 4)**
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

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**Principle V: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

- Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
- Staying abreast of current trends and uses of school technology;

"Isn't use of social media forbidden?" (V, A, 1)

- knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
- Understanding and abiding by the district's policy on the use of technology and communication;
- Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
- Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

"Have you Google searched yourself or curated your old Facebook posts?" (V, A, 7)

- state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
- Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
- Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

- Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
- Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
- Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

- Advocating for equal access to technology for all students, especially those historically underserved;
- Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
- Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

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**Glossary**

**Boundaries:**  
The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

**District/school district:**  
This is often referred to as a "local education agency." A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

**Culture:**  
The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time<sup>1</sup>.

**Educator:**  
Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for "professional educator."

**Ethic of care:**  
Responding with compassion to the needs of students.

**Ethical Decision-Making Model:**  
A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

**Fiduciary relationship:**  
A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve "in loco parentis."

**Implicit or Explicit Demands of an Organization:**  
Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

<sup>1</sup> <http://www.merriam-webster.com/dictionary/culture>


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## Support for MCEE

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*Essential Ethics for the new Educator*

State Education Departments

- ▶ Arkansas (adopted)
- ▶ Guam (adopted)
- ▶ Hawaii (adopted)
- ▶ Kentucky (endorsed)
- ▶ Nevada (adopted)
- ▶ North Dakota (adopted)
- ▶ Pennsylvania (endorsed)
- ▶ Vermont (adopted)


Preparation Programs and Districts

- ▶ American Public University (included)
- ▶ Iowa AACTE Chapter (endorsed)
- ▶ iTeachU.S. (adopted)
- ▶ Norwalk Community School District (trained)
- ▶ Riverside County Office of Education (adopted)
- ▶ University of Central Arkansas (endorsed)
- ▶ University of Maryland (integrated)
- ▶ University of Wyoming (adopted)
- ▶ Western Governors University (endorsed)


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Support for MCEE




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Council for Teacher Training




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POST-TEST: “Which has the least validity?”



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Essential Ethics for the new Educator

Assess your “new” knowledge about ethics in education.

Here's the “ethics poll.”

Select your best answer.




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## POST-TEST: "Which has the least validity?"

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*Essential Ethics for the new Educator*

**a.**

Moral professionalism involves being well informed about students, education, and content, confronting parents of underachieving students, cooperating with colleagues to observe school policies, and criticizing unsatisfactory policies and proposing constructive improvement.

**b.**

Teachers, attorneys, doctors, nurses, counselors, therapists, and the clergy have "fiduciary" duties: own the highest legal duties of good faith and trust and are bound ethically to act in another party's best interest.

**c.**

Although not always defined in exact terms of school law or policies, professional ethics are "standards that assist practitioners within situation and systemic contexts in choosing the best course-of-action."

**d.**

A code of ethics outlines a set of principles that affect decision making, while a code of conduct delineates specific behaviors that are required or prohibited and governs actions.

**e.**


The primary goal of ethics presentations is to emphasize the "minimum standards of acceptable behavior" and focus on specific illegal and unethical actions that may result in disciplinary actions.

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## POST-TEST: "Which has the least validity?"


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*Essential Ethics for the new Educator*

**e.**

The primary goal of ethics presentations is to emphasize the "minimum standards of acceptable behavior" and focus on specific illegal and unethical actions that may result in disciplinary actions.





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## Additional References

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**American Association of Colleges for Teacher Education** webinar presentation *Beyond the Obvious: The Intersection of Educator Dispositions, Ethics, and Law* by Troy Hutchings and David P. Thompson <https://smackslide.com/slide/ethical-equilibrium-gacte-2eyrab>

**Connecticut's Teacher Education & Mentoring Program** <https://portal.ct.gov/SDE/TEAM/Teacher-Education-And-Mentoring-TEAM-Program>

**Education Week/Education Testing Service** webinar presentation *Professional Ethics – It's Rarely About Right or Wrong* by Troy Hutchings <https://secure.edweek.org/media/190402presentation.pdf>

**ETS** *Protecting the Profession – Professional Ethics in the Classroom* by Troy Hutchings <https://www.ets.org/s/proethica/pdf/real-clear-articles.pdf>

**Iowa Board of Educational Examiners** *Ethics Facilitator's Guide 2017* <http://www.sqi-iowa.org/Educator%20Ethics%20Facilitator%20Handbook%202017.pdf>

**National Association of State Directors of Teacher Education and Certification (NASDTEC)** *Model Code of Ethics for Educators*: [http://www.nasdtc.net/?page=MCCE\\_Doc](http://www.nasdtc.net/?page=MCCE_Doc)

**NASDTEC** blog-site <https://www.nasdtc.net/blogpost/1757877/Ethics-and-Educators> and *An Introduction to Free and Currently Available Resources* [https://cdn.ymaws.com/www.nasdtc.net/resource/collection/7C8FAAA3-65CF-4B4E-B0B4-801DDA91A35F/Free\\_and\\_Available\\_Resources\\_rev\\_Oct\\_2019.pdf](https://cdn.ymaws.com/www.nasdtc.net/resource/collection/7C8FAAA3-65CF-4B4E-B0B4-801DDA91A35F/Free_and_Available_Resources_rev_Oct_2019.pdf)

**Nebraska Professional Practices Commission** <https://npcc.nebraska.gov/>

**Pennsylvania Department of Education** *Educator Ethics and Conduct Toolkit* by Dr. Oliver Dreon, Sandi Sheppard, and the Professional Standards and Practices Commission: <http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/Pages/default.aspx>

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## Thank you!

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Blog series (articles in reverse chronological order)

<https://paulfox.blog/category/ethics/>

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Teacher Ethics Handouts and Links

<https://www.pmea.net/council-for-tttr/>

<https://paulfox.blog/becoming-a-music-educator/>



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