



Great Public Schools for Every Student

Educator Responsibility to the Profession

Educator examines their ethical behavior, promotes the advancement of the profession, and attempts to address and resolve ethical issues.

Key Method

The educator identifies and practices ways to be their best personal and professional self; the educator supports programs, policies and curriculum; and the educator identifies and investigates ways to resolve ethical dilemmas.

Method Components

Professional Codes of Ethics

A movement is growing within the greater P–12 and educator preparation educational communities to ensure educators and prospective educators understand how professional decision-making can impact the safety and well-being of children, as well as the culture and mission of the school. Most professions have a strong set of principles to guide decision-making around these principles; in fact, all other professions have clear guidelines for professional ethics. The education profession, however, has not adopted a model code of conduct to assist educators with making ethical decisions and to assist educator preparation program providers (EPPs) in preparing their candidates to make ethical decisions. In the absence of a commonly accepted set of ethical standards, the education profession has often defaulted to judicial decisions and legislative action to govern the conduct of its members.

Code of Ethics vs. Code of Conduct

A professional code of ethics sets a higher threshold than regulatory codes of conduct. A code of conduct provides absolutes for employment, licensure, and/or criminal sanctions. The Model Code of Ethics for Educators (MCEE), however, helps mitigate the risks inherent within the profession and is designed as a guide for current and future educators to construct the best course of action when faced with ethical dilemmas, providing a basis for educator learning, self-reflection, and self-accountability.

The Model Code of Ethics for Educators (MCEE)

The Model Code of Ethics for Educators (MCEE) serves as a guide for future and current educators faced with the complexities of P–12 education. The establishment of this professional code of ethics by educators for educators honors the public's trust and upholds the dignity of the profession.

The MCEE:

- Connects the aspirations of professional ethics with the day-to-day realities of the practicing educator
- Facilitates a broad understanding of what constitutes best ethical practice

- Helps ensure that educators are equipped with a framework for ethical decision-making
- Provides a basis for conversations across the profession about the importance of having a common language rooted in professional ethics.

The Model Code of Ethics for Educators consists of five major principles which broadly define critical dimensions of ethical practice expected of the professional educator.

1. Responsibility to the Profession
2. Responsibility for Professional Competence
3. Responsibility to Students
4. Responsibility to the School Community
5. Responsible and Ethical Use of Technology

For additional information about the Model Code of Ethics for Educators, the principles and performance indicators, please visit www.nasdtec.net.

Responsibility to oneself as an ethical professional

The most frequent statement of educators includes the business of life. Part of being your best ethical self is organization. This isn't accomplished just by knowing what is coming forward during the week, deadlines for projects, and being prepared for each day at school. It includes what's happening at home, with family or friends, community activity involvement, etc.

- Lack of awareness, knowledge or understanding of the Code is not a defense to a charge of unethical conduct.
- Hold yourself responsible for ethical conduct.
- Monitor and maintain sound mental, physical, and emotional health.
- Refrain from professional or personal activity that may reduce your effectiveness within the school community.

Educator Responsibilities to the Profession

Educators obligation for addressing and/or attempting to resolve ethical issues include the following:

- Take reasonable steps to resolve conflicts between the Code and implicit or explicit responses.
- Take proactive steps when having reason to believe that another educator may be near or involved in an ethically compromising situation.
- Neither discriminate nor retaliate against a person who has lodged an ethical complaint against you.
- Neither file nor encourage frivolous ethical complaints.
- Cooperate fully during ethics investigations and proceedings.

Educators have a responsibility within and beyond the school community to:

- Support decisions and actions that positively impact teaching and learning, educational leadership and student services.
- Engage in respectful discourse regarding issues that impact the profession.
- Stay current with ethical principles and decisions from relevant sources.
- Participate in educational and professional organizations and associations.
- Advocate for adequate resources and facilities to ensure equitable opportunities for all students.

Supporting Research

Ashraf, H., Hosseinnia, M., & Domsy, J. G. H. (2017). EFL teachers' commitment to professional ethics and their emotional intelligence: A relationship study. *Cogent Education*, 4(1) DOI:

<http://dx.doi.org.library.capella.edu/10.1080/2331186X.2017.1298188>

Bullough, R. (2011). Ethical and moral matters in teaching and teacher education. Science Direct. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0742051X10001587?via%3Dihub>

Darden, E. (2014). Ethics at school: Let your conscience be your guide. EdLaw-Phi Delta Kappan. February 2014. DOI: 10.1177/003172171409500516 Educational testing service; new program informs teachers' ethical decision making. (2016, May 04). Education letter retrieved from <https://news.ets.org/press-releases/new-program-informs-teachers-ethical-decision-making/>

Harrison, L. K. (2019). Educator misconduct in Idaho: A quantitative analysis (Order No. 13426867). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (2175705732). Retrieved from: <https://pqdtopen.proquest.com/doc/2175705732.html?FMT=AI>

Hellawell, B. (2015). Ethical accountability and routine moral stress in Special Educational Needs professionals. *Management in Education*, 29(3), 119–124. <https://doi.org/10.1177/0892020615584106>

Kafi, Z., Motallebzadeh, K., & Ashraf, H. (2018). Developing, localizing & validating code of professional ethics through PLS-SEM: EFL university instructors' perspectives. *Cogent Education*, 5(1). DOI: <http://dx.doi.org.library.capella.edu/10.1080/2331186X.2018.1492340>

Kemman, H. R. (2019). Ethical school leadership: The conceptions and practices secondary principals use to maintain ethical context and relationships in their schools (Order No. 13810380). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (2201789195). Retrieved from <https://scholarspace.library.gwu.edu/etd/mg74qm740>

Lynch, P., Heath, M., Morehead, S., & Wallace, L. A. (2015). An analysis of Missouri school districts' ethics policies as related to educator decision making at the district level (Order No. 3715755). Available from ProQuest Dissertations & Theses Global. (1701983712). Retrieved from

Abstract Decision making, in any profession and at any level, is a difficult challenge. Leaders must ask themselves, "are my decisions being made in an ethical manner?" Educational leaders are expected to make decisions on a daily basis affecting students, staff, community patrons and themselves. The impact these decisions have on stakeholders and the educational leader's ability to lead drove this project. The purpose of this policy analysis was to review standards included in ethics policies from the field of education. Ethics policies from organizations at both the state and national level were evaluated for consistencies between standards and recommendations were made for the development and implementation of a model ethics policy for educators.

Maxwell, B., Tremblay-Laprise, A., Fillion, M., Boon, H., Daly, C., van den Hoven, M. A., . . . Walters, S. (2016). A five-country survey on ethics education in preservice teaching programs. *Journal of Teacher Education*, 67(2), 135–151. DOI: <http://dx.doi.1177/0022487115624490>

News Service. (April 24, 2014 Thursday). NATIONAL TASK FORCE TO DEVELOP MODEL CODE OF EDUCATOR ETHICS. States News Service. Retrieved from <https://advance-lexis-com.library.capella.edu/api/document?collection=news&id=urn:contentItem:5C26-M4T1-DYTH-G4MD-00000-00&context=1516831>

Umpstead, R., Brady, K., Lugg, E., Klinker, J., & Thompson, D. (2013). Educator ethics: A comparison of teacher professional responsibility laws in four states. *Journal of Law and Education*, 42(2), 183.

For all the talk nationally about reforming teacher tenure laws and improving student and educator performance, the authors of this study noticed that very little attention is being paid to teachers' ethical responsibilities and the existing reasons for disciplinary actions against educators. Since public school educators hold important positions requiring a high level of public trust and responsibility in our society by virtue of their work with our nation's youth, the public expects educators to adhere to high standards of moral and ethical conduct.

Wamser, R. J., Homes, S. M., & Zahm-Duncheon, A. (2014). Codes of educator ethics in the United States: A policy analysis to guide leadership at the national, state, and local levels (Order No. 3685020). Available from ProQuest Dissertations & Theses Global. (1661457152). Retrieved from

<http://library.capella.edu/login?url=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1661457152%3Faccountid%3D27965>

Resources

Ethics

Code of Ethics with Troy Hutchings and Phil Rogers (Part 1 of 2).

<https://vimeo.com/263466346>

Code of Ethics with Troy Hutchings and Phil Roger (Part 2 of 2). <https://vimeo.com/262153068>

Beyond the Classroom: The importance of ethics in education. *Miami Herald*.

<https://www.miamiherald.com/news/local/community/miami-dade/community-voices/article17030966.html>

Protecting the Profession: Professional ethics in the classroom. Educational Testing Services. Retrieved from

<https://www.ets.org/s/proethica/pdf/real-clear-articles.pdf>

The Model Code of Ethics for Educators

https://www.nasdttec.net/page/MCEE_Doc

Rationale for the MCEE

https://www.nasdttec.net/page/MCEE_Rationale

National Council for the Advancement of Educator Ethics https://www.nasdttec.net/page/NCAEE_Landing

Focusing on Ethics: Smartphones in the classroom https://www.podbean.com/media/share/pb-ksw6r-aca2db?utm_campaign=w_share_ep&utm_medium=dlink&utm_source=w_share

Blurred Lines: Protecting educators from social media mishaps https://www.podbean.com/media/share/pb-3fyuv-aa9542?utm_campaign=u_share_ep&utm_medium=dlink&utm_source=u_share

ESP Professional Growth Continuum http://www.nea.org/assets/docs/ESP_PGC_digital.pdf

Educator Ethics in the Classroom

<http://neatoday.org/podcast/educator-ethics-in-the-classroom/>

Code of Ethics

<http://www.nea.org/home/30442.htm>

Overview of the Model Code of Ethics for Educators (MCEE)

<https://vimeo.com/299747017>

State schools suffer with no code of ethics

<https://www.postcrescent.com/story/news/education/2016/07/25/code-ethics-missing-wisconsin-schools/79370316/>

Time Management

How to do a Bullet Journal

<https://www.wikihow.com/Bullet-Journal>

Activity Logs

https://www.mindtools.com/pages/article/newHTE_03.htm

Work Smarter not Harder

https://www.creativitypost.com/article/work_smarter_not_harder_21_time_management_tips_to_hack_productivity

Ethical Resolutions

How to Resolve Ethical Dilemmas

<https://www.hgi.org.uk/about-hgi/ethics-and-conduct/hgi-ethics-conduct-policy/resolving-ethical-dilemmas-disputes-and-other>

How to Resolve Ethical Dilemmas in the Workplace

<https://smallbusiness.chron.com/resolve-ethical-dilemmas-workplace-11008.html>

How to Solve Ethical Dilemmas in a Way That Works for Everyone

<https://www.inc.com/chris-mcgooff/make-tough-decisions-more-easily-get-your-team-on-board-using-these-3-tips.html>

Advancing the Profession

Ground Rules for Civil Discourse

<https://www.uscourts.gov/educational-resources/educational-activities/setting-ground-rules-civil-discourse-and-difficult>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2.

Part 1. Overview Questions

300 - 500 words

Please answer the following contextual questions to help our reviewer understand your current situation. Do not include any information that will make you or others identifiable to our reviewers.

1. List your Career/Membership category, specific position and title, number of years working in education and a basic description of your worksite (grades, student population), community information (urban/rural/suburban), and other relevant information.
2. Describe your current knowledge of ethics in education. Have you had any training in educational ethics? How do you know if something is ethical? Be sure to fully explain your response with examples and details.

- **Passing:** Responses completely answer each question and include specific examples that clearly illustrate understanding. Writing is easy to organize and understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Time Management Systems

Develop two time management systems such as a log or calendar, one personal and one professional, that will help with that organizational goal. These systems should be simple and sustainable and include:

- Action items
- Who is responsible
- Timeframe (Day/date/times)
- Documentation of results
- Key for status (complete, in progress, canceled, etc.)
- Space and time for weekly evaluation/reflection.

Artifact 2: Ethical Resolution

(300–500 words)

Describe a current ethical situation either from your experiences or the experiences of another educator and then determine possible resolutions to this situation. Your resolution should include:

- A complete description of the situation
- A list of 3–5 possible solutions that will positively resolve the issue
- Details of the outcomes for each solution and how it may affect the stakeholders involved
- A recommendation for the best solution and why it rises to the top as the best.

Artifact 3: Plan to Advance the Profession

(500–800 words)

Identify a need in your building or school district that you are passionate about. Then create an ethical plan that promotes and advances the profession within and/or beyond your school community. In order to create this plan, you will need to:

- Investigate state and local laws and policies that affect this issue
- Research the history and consequences of actions or non-action that affect this issue.
- Research individual action obligations or rights while speaking for or against an issue during school board meetings, testifying in support or objection of legislative bills and advocating within the community for adequate resource opportunities for students.
- Consider the consequences of breaching ethical protocols of respectful discourse.

Your plan needs to fully answer each of the following:

- What is the issue?
- Why is this issue important to the profession?
- What are the relevant local and/or state policies that affect this issue? Include links if available.
- What is the historical context? What has or has not been done? What were the consequences of the action or inaction?
- Who are the current influencers and decision-makers?
- What are the procedures, policies, action obligations or rights for speaking/writing for or against an issue?
- What are the consequences if you breach any ethical protocols of respectful discourse?
- What form will your action take(e.g. speaking at a board meeting, email or letter-writing campaign, presentation to stakeholders or decision-makers...)?
- What is the timeline for your actions?
- Who are the stakeholders in this issue? How will you include them? Are there any ethical issues around involving stakeholders? If yes, what are they?

	Proficient	Basic	Developing
Artifact 1: Time Management Systems	One system for professional time management. One system for personal time management. Both systems are simple enough to be sustainable. Both systems include: -Action items -Who is responsible -Timeframe (Day/date/times) -Documentation of results -Key for status -Weekly evaluation/reflection.	Professional and personal time management are combined into one system. System may be time-consuming or too complex to maintain. System includes some of the following: -Action items -Who is responsible -Timeframe (Day/date/times) -Documentation of results -Key for status -Weekly evaluation/reflection.	Only One system for professional or personal time management System is complicated and time consuming Systems is missing most of the following: -Action items -Who is responsible -Timeframe (Day/date/times) -Documentation of results -Key for status -Weekly evaluation/reflection

Artifact 2: Ethical Resolution

Resolution includes all of the following:

- Clear and thorough description of the situation
- A list of 3–5 possible solutions that positively resolve the issue
- Outcomes for each solution
- How each solution may affect the stakeholders involved
- Recommendation for the best solution
- Explanation of why the recommendation rises to the top as the best resolution.

Resolution includes some of the following:

- Clear and thorough description of the situation
- A list of 3–5 possible solutions that positively resolve the issue
- Outcomes for each solution
- How each solution may affect the stakeholders involved
- Recommendation for the best solution
- Explanation of why the recommendation rises to the top as the best resolution.

Resolution includes only a few of the following:

- Clear and thorough description of the situation
- A list of 3-5 possible solutions that positively resolve the issue
- Outcomes for each solution
- How each solution may affect the stakeholders involved
- Recommendation for the best solution
- Explanation of why the recommendation rises to the top as the best resolution.

Artifact 3: Plan to Advance the Profession

All questions are completely and accurately answered.

Details are included to paint a clear picture of the issue, the context, and the ethical solution.

Details support the reasoning for the actions and the ethics involved.

All actions planned are ethical and promote and/or advance the profession.

Some of the questions are answered and/or questions are not completely or accurately answered.

Details are limited and do not help to paint a clear picture of the issue, the context and/or the ethical solution.

Details are missing or do not support the reasoning for the actions and the ethics involved.

Actions planned may not be ethical and/or do not promote and/or advance the profession.

Only a few of the questions are answered and/or questions are not completely or accurately answered.

Details are missing.

Actions planned are clearly unethical and/or do harm to the profession.

Reflection

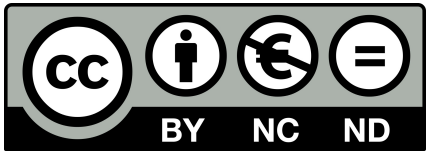
300 - 500 words

Please answer the following reflective question. Please do not include any information that will make you identifiable to your reviewers.

Within the realm of this micro-credential, based on your new understanding of the level of risk, what do you plan to do differently when encountering risky situations, especially as you interact with students, parents, community, and/or colleagues?

- **Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal and/or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future

practices.



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