



Great Public Schools for Every Student

Educator Responsibility to the School Community

Educator uses research and resources to promote ethical relationships and effective interactions with members of the school community.

Key Method

The educator uses the Learn-Design-Do-Reflect Cycle to understand, design, and implement positive school community relationships among parents/guardians, colleagues, the community and stakeholders, and employers. The educator also identifies the intersections and possible risks of relationships.

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.

Promotes effective and appropriate relationships with parents/guardians

- Educators communicate with parents/guardians in a timely and respectful manner that represents the students' best interests.
- Educators demonstrate equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community.
- Educators maintain appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

Promotes effective and appropriate relationships with colleagues

- Educators respect colleagues as fellow professionals and maintain civility when differences arise.
- Educators resolve conflicts privately and respectfully and in accordance with district policy.
- Educators collaborate with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students.
- Educators work to ensure a workplace environment that is free from harassment.

Promotes effective and appropriate relationships with the community and other stakeholders

- Educators advocate for policies and laws that promote the education and well-being of students and families.
- Educators collaborate with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration.

Promotes effective and appropriate relationships with employers

- Educators use property, facilities, materials, and resources in accordance with local policies and state and federal laws.
- Educators respect intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials.
- Educators exhibit personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession.

Understands the problematic nature of intersecting or multiple relationships

- Examples include student/child, student/babysitter, spouse/supervisor, parent/friend, parent/relative, etc.
- Educators consider the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness.
- Educators consider the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa.

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

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.

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.

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?>

<qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1661457152%3Faccountid%3D27965>

Resources

Concept Circles and Chart

https://docs.google.com/document/d/1E58eKYLRJ31ERl-6iTtiDf-H-h_dc4xpak8xGp1h2Fw/edit?usp=sharing

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 Rogers (Part 2 of 2). <https://vimeo.com/262153068>

Beyond the Classroom: The importance of ethics in education.

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

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

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

The Model Code of Ethics for Educator 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 (NCAEE) 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/>

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 **four 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: Concept Circles and Chart

Utilize your experience to review your ethical responsibility to each group in the school community: parents/guardians, colleagues, the community and stakeholders, and employers. Then use the link to the Concept Circles and Chart (see the Resources section) to identify and reflect on positive and negative aspects of relationships in your school community: student-teacher relationships, and parent-teacher relationships.

- Use the 2 concept circles to identify and reflect on the ideal relationship with colleagues and what is needed to obtain it. Identify and reflect on a basic relationship with colleagues and identify and describe what is under your control.
- Use the 3-column chart to write what you have learned and what you will utilize to minimize your risks as you

interact with students, parents, and colleagues.

**You may recreate these charts digitally or do a hand-drawn version. Just be sure that the final version is easy to read.*

Artifact 2: One-pagers

Design a series of six one-pagers to share with your colleagues.

- 1. 5 Tips for Establishing and Maintaining Effective and Appropriate Relationships with Parents/Guardians
- 2. 5 Tips for Establishing and Maintaining Effective and Appropriate Relationships with Colleagues
- 3. 5 Tips for Establishing and Maintaining Effective and Appropriate Relationships with the Community and Other Stakeholders
- 4. 5 Tips for Establishing and Maintaining Effective and Appropriate Relationships with Employers
- 5. Understand the problematic nature of intersecting or multiple relationships
- 6. Identify and describe the four types of relationships within the school community

Each one-pager should:

- Cover the topic completely
- Tell how they relate to the MCEE
- Say why the idea is important to educators
- Give examples of ethical situations

Artifact 3: Parent Communication Plan

(200–500 words)

Write a communication plan for ongoing communication about activities and projects you are doing with students. Your plan needs to include:

- What big ideas/topics you want to communicate regularly to parents
- Why you want to communicate this
- When you are going to communicate (how often, when will you start/end, calendar)
- How you will communicate (newsletter, email blast, messaging, website/blog, etc.)

Some of the topics you may want to include are:

- Opportunities for involvement
- The growth that the students make
- Sharing the purpose and/or learning goals for projects/activities
- How they involved members of the school community
- Student quotes describing what they learned
- What they can do to support learning at home or at school

Proficient			Basic			Developing		

Artifact 1: Concept Circles and Chart	<p>Both circle maps are completely filled out.</p> <p>The 3-column chart is completely filled out.</p> <p>Chart is easy to read and understand.</p>	<p>Both circle maps are filled out but may be missing parts.</p> <p>The 3-column chart is filled out but may be missing parts.</p> <p>Chart is difficult to read and understand.</p>	<p>Only one circle map is filled out and/or is mostly incomplete.</p> <p>The 3-column chart is missing or not completely filled out.</p> <p>Chart is unreadable.</p>
Artifact 2: One pagers	<p>All six one-pagers are finished.</p> <p>One-pagers are all easy to read and understand.</p> <p>All one-pagers include key points and how they relate to MCEE.</p> <p>All one-pagers explain why the information is important.</p> <p>All one-pagers give examples of ethical situations.</p>	<p>Some of the six one-pagers are finished.</p> <p>One-pagers are difficult to read and understand.</p> <p>Some of the one-pagers are missing key points and/or are missing how they relate to MCEE.</p> <p>Some of the one-pagers are missing an explanation of why the information is important.</p> <p>Some one-pagers give examples of ethical situations.</p>	<p>Fewer than half the one-pagers are finished.</p> <p>One-pagers are unreadable.</p> <p>Key points are missing and/or no explanation of how they relate to MCEE.</p> <p>One-pagers do not explain why the information is important.</p> <p>Examples of ethical situations are missing on most of the one-pagers.</p>
Artifact 3: Parent Communication Plan	<p>All of the following are included in the plan:</p> <ul style="list-style-type: none"> -Big ideas/topics -Why you want to communicate topics -When you are going to communicate -How you will communicate (newsletter, email blast, messaging, website/blog etc.) 	<p>Some of the following are included in the plan:</p> <ul style="list-style-type: none"> -Big ideas/topics -Why you want to communicate topics -When you are going to communicate -How you will communicate (newsletter, email blast, messaging, website/blog etc.) 	<p>One or two of the following are included in the plan:</p> <ul style="list-style-type: none"> -Big ideas/topics -Why you want to communicate topics -When you are going to communicate -How you will communicate (newsletter, email blast, messaging, website/blog etc.)

Reflection

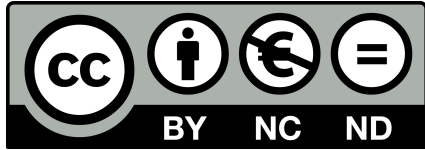
300 - 500 words

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 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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