Educator Responsibility to the Profession

Competency

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 Rationale and Research

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Resources

Ethics

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

Code of Ethics with Troy Hutchings and Phil Roger (Part 2 of 2)

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

Articles
The importance of Ethics in Education

Protecting the Profession: Professional ethics in the classroom
The Model Code of Ethics for Educators

Rationale for the MCEE

National Council for the Advancement of Educator Ethics (NCAEE)

ESP Professional Growth Continuum

Code of Ethics

State schools suffer with no code of ethics

Podcasts

Focusing on Ethics: Smartphones in the classroom

Blurred Lines: Protecting educators from social media mishaps

Educator Ethics in the Classroom

Time Management
How to do a Bullet Journal

Activity Logs

Educator Ethics Stack
Last Revised on Mar 17, 2022

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions (Provides Context)

300-500 words
Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

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, demographics), 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.

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Part 2. Work Examples/Artifacts/Evidence

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: District Policy and Common Practices
(250–500 words)
Compare NEA Code of Conduct, your federal/state laws with your school/district policy in reference of Responsibility to the Student (Principle 3 of MCEE) to answer the following questions:
1. How do your current district/ school policies support and align with the MCEE?
2. What discrepancies exist? Discuss 1–2 possible solutions to align with MCEE.
3. Discuss 1–2 possible improvements to your district/school policy to align with MCEE.

Artifact 2: Ethical Decision-Making
(600-1000 words)
Use a real-world ethical dilemma. Use the Ethical Decision Making Guide in the method components section to resolve the problem. Then write and submit a summary of the process. Your summary should include:
1. Context
    a. Description of the dilemma
    b. Reasons for choosing this particular dilemma.
2. Process
    a. Who is involved with the process? (Use nicknames or initials and include their role.)
    b. How did you work together to come up with a final decision?
    c. What solutions were discussed and how are each of these solutions aligned with MCEE, NEA Code of Conduct, state laws, and district school policy?
    d. Your final decision(s) and justification for this decision.
    e. How Does your decision align to MCEE, NEA Code of Conduct and district school policy?
3. Reflection
    a. on the process
    b. on the results .

Artifact 3: Presentation
(15–20 slides)
Create a 30-minute professional learning activity that you will share at a staff meeting, department meeting, or other professional learning opportunity. Your presentation should include:

- Introduction to MCEE and other applicable laws in comparison with your district/school policy related to your responsibilities to the students.
- Decision-making process
- Opportunities for ethical dilemma discussions and ethically compliant role playing
- Final reflection activity.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: District Policy and Common Practice	All questions are answered thoughtfully and completely. Examples used are relevant to the topic. Solutions are realistic and viable. Solutions align with MCEE and local policies. Clearly organized and easy to understand.	Not all questions are answered and may not be answered thoughtfully and/or completely. Examples used may not be relevant to the topic . Solutions may not be realistic and viable. Solutions may not align with MCEE and local policies. May not be clearly organized and/or easy to understand.	Most questions are not answered thoughtfully and/or completely. Examples used are not relevant to the topic. Solutions are not realistic and/or viable. Not organized and/or not easy to understand.
Artifact 2: Ethical Decision Making	Dilemma is a real-world example. The ethical decision–making process was followed. Stakeholders were diverse and representative of your school population.	Dilemma may not be a real-world example. Steps may have been skipped in the ethical decision-making process. Stakeholders did not represent your school population.	Dilemma is not a real-world example. The ethical decision-making process was not followed at all. No stakeholders were involved.

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	Includes a context section that provides the reviewer with enough background information to understand the dilemma and the local/historical context . The process is clearly explained and follows the decision-making process laid out in the Method Components section. Reflection is thoughtful and includes thoughts about the process **and** the results.	Context section is missing key information and may not provide the reviewer with enough background information to understand the dilemma and the local/historical context. The process is explained, but may be confusing to the reader and/or it is missing steps in the decision-making process laid out in the Method Components section. Reflection includes thoughts about the process **and** the results.	Context section did not provide the reviewer with enough background information to understand the dilemma and the local/historical context. The process is not clearly explained and/or does not follow the decision-making process laid out in the Method Components section. Reflection is brief and/or not thoughtful and/or doesn't include thoughts about the process **and/or** the results.
Artifact 3: Facilitate Professional Learning	Presentation is about 30 minutes **and** includes: -Information on MCEE and policies that relate to educator responsibility to students -The ethical decision-making process -Opportunities for deep discussions	Presentation is less than 30 minutes **and** includes some of the following: -Information on MCEE and policies that relate to educator responsibility to students -The ethical decision-making process -Opportunities for deep discussions	Presentation is less than 30 minutes **and** is missing most of the following: -Information on MCEE and policies that relate to educator responsibility to students -The ethical decision-making process -Opportunities for deep discussions

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	using scenarios and role playing -Debrief and reflection activity at the end.	using scenarios and role playing -Debrief and reflection activity at the end.	using scenarios and role playing -Debrief and reflection activity at the end.

Part 3 Reflection

(300–500 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

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

1. 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.