Education Support Professionals (ESPs): Professional Growth Continuum (PGC)

Ethics: Modeling Ethical Behavior
Proficient Level

Competency

> The ESP models ethical behavior effectively at their worksite.

Key Method

> The ESP demonstrates how modeling ethical behavior shapes their experiences and effectiveness at work.

Method Components

> This micro-credential is based on the Universal Standard of Ethics from the [NEA's ESP Professional Growth Continuum (PGC)](#), which defines ethics as the ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters.   Ethics for education support professionals can be broken into two skill areas:
>
> 1.   Knowledge of Ethical Behavior

2. Modeling Ethical Behavior

This micro-credential focuses on *modeling ethical behavior*.

Words to Know

Bias: allowing personal opinions to influence your judgment in an unfair way

Confidential: secret or private, often in a formal, business, or military situation; private and intended to be kept secret

Effective: successful or achieving the result you want or the result you hoped for

Ethics: the study of what is morally right and wrong, or a set of beliefs about what is morally right and wrong; a system of accepted beliefs that control behavior

Integrity: the quality of being honest and having strong moral principles that you refuse to change

Law: a rule made by a government that states how people may and may not behave in society and in business, and that often orders particular punishments if they do not obey, or a system of such rules

Moral: relating to the standards of good or bad behavior, fairness, honesty, etc. that each person believes in

Mutual: shared between two or more people or groups

Nurture: to take care of, feed, and protect someone or something; to help someone or something develop by encouraging that person or thing

Policy: a set of ideas or a plan of what to do in particular situations that have been officially agreed upon by a group of people, a business organization, a government, or a political party

Procedure: a set of actions that are the official or accepted way of doing something

Proficient: skilled and experienced; good at doing something because of practice

Protocol: the system of rules and acceptable behavior that people or organizations should follow in official situations, for example, when they have formal discussions

Regulation: an official rule or law

Responsibility: the state or fact of being responsible, answerable, or accountable for something within one's power, control, or management; a person or thing for which one is responsible

Rule: an accepted principle or instruction that states the way things are or should be done, and tells you what you are allowed or are not allowed to do

NEA's ESP Professional Growth Continuum

Let's look at examples of proficient-level modeling of ethical behavior in the NEA's ESP Professional Growth Continuum. There are many ways for ESPs to demonstrate modeling of ethical behavior at a proficient level. Demonstrating skills and knowledge in this standard may look different depending on your unique role, worksite, community, and experience. The following language, (indicators are bold, descriptors are sub-bullets) adapted from the PGC, provides examples:

- **Contribute to the learning environment by nurturing positive ethical and moral practices.**
  (For all Career Families)
    - be honest in dealing with lost items, reporting, and recordkeeping
    - consider racial and cultural context when making ethical decisions
    - be responsible for security items such as keys, radios, passcodes
    - exercise self-control, discipline, and integrity
    - use language appropriate to a learning environment
    - maintain high-quality work
    - focus on using time effectively
    - use your leave time in accordance with school/district policy

- **Develop relationships with students, parents/guardians, staff, visitors, and the community based on mutual respect both in and outside the worksite.**
  (For all Career Families)
    - know and participate in the development of a positive school culture to support a safe and inclusive learning environment
    - know and follow protocols for positive engagement with parents/guardians and the community

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- **Display ethical and professional behavior in working with everyone who communicates – or is associated – with the worksite.**

  (For all Career Families)
  - be responsible and accountable for your individual performance and continually strive to demonstrate competence
  - resolve problems and conflicts, including discipline, according to the law and school policy
  - use institutional or professional resources and privileges only for job-related duties
  - deal with students, parents/ guardians, staff, visitors, and the community in a considerate and just manner
  - consider biases in procedures and practices that comprise social justice when making ethical decisions

- **Maintain professional relationships with students, parents/guardians, staff, visitors, and the community both inside and outside the worksite.**

  (For all Career Families)
  - serve as an example of appropriate ethical conduct
  - respond in a timely manner to any feedback about your personal performance and adapt accordingly
  - be conscious of potential discriminatory practices based on a person's disability, race, gender, cultural background, religion, or sexual orientation
  - strive for quality in your delivery of services
  - participate in a sense of collective responsibility for high-quality work and services

Submission Guidelines & Evaluation Criteria

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

If any Part of the micro-credential is incomplete or left blank, the submission will be scored "Incomplete," and you will receive an email with a note of encouragement to complete all Parts of the micro-credential and resubmit your work to NEA.

Please read the "How to earn a proficient score" section at the end of each Part below to make sure your micro-credential submission is complete and meets the requirements.

For each Part, you may choose to submit your response:

- in WRITING (created in Microsoft Word, Google Docs, or another word processing software; acceptable file formats are .doc, .docx, .pdf, .rtf); OR

- through an AUDIO RECORDING (created on a mobile device like a smartphone or tablet, or on audio recording equipment; acceptable file formats are .mp3, .wav, .aiff); OR

- through a VIDEO RECORDING (created on a mobile device like a smartphone or tablet, or on audio recording equipment; acceptable file formats are .mp4, .mov, .wmv, .avi)

Video or audio recordings for <u>each Part</u> should be <u>one single file</u>. You may complete all of the responses in one clip, or you may edit multiple clips together as one file to submit per Part.

IMPORTANT:

ESPs are <u>strongly encouraged</u> to take time to explore the links in the Supporting Rationale and Research and Resources section at the end of this document.

Do this <u>before</u> working on Part 1 of your micro-credential submission.

Part 1: Skill Area Learning – Modeling Ethical Behavior at Your Worksite

Directions:

1. Locate a copy of your job description or think about the tasks/job responsibilities you do on a daily basis in your job.

2. Select two specific examples of tasks you do on a regular basis that are dependent on your modeling ethical behavior skills and list them below.

   Task #1: _____

   Task #2: _____

3. Based on what you selected above for Task #1, check the box or boxes of all the PGC indicators of modeling ethical behavior skills that you think are related to the task. (There are no wrong answers).
   - ☐ Contribute to the learning environment by nurturing positive ethical and moral practices
   - ☐ Develop relationships with students, parents/guardians, staff, visitors, and the community based on mutual respect both inside and outside the worksite
   - ☐ Display ethical and professional behavior in working with everyone who communicates – or is associated – with the worksite
   - ☐ Maintain professional relationships with students, parents/guardians, staff, visitors, and the community both inside and outside the worksite

4. Based on what you selected above for Task #2, check the box or boxes of all the PGC indicators of modeling ethical behavior skills you think are related to the task. (There are no wrong answers).
   - ☐ Contribute to the learning environment by nurturing positive ethical and moral practices

☐ Develop relationships with students, parents/guardians, staff, visitors, and the community based on mutual respect both inside and outside the worksite

☐ Display ethical and professional behavior in working with everyone who communicates – or is associated – with the worksite

☐ Maintain professional relationships with students, parents/guardians, staff, visitors, and the community both inside and outside the worksite

5. Explain how modeling ethical behavior is essential to how you complete Task #1 and #2 using the skill(s) you identified above. As you explain, be sure to include the following:
   a. Tell us:
      ● your career family title;
      ● your worksite type (elementary, middle, high school, district, or institution of higher education); and
      ● The PGC indicator that best connects to each task.
   b. How is modeling ethical behavior essential to how you complete these tasks?
   c. What could happen if you did not model ethical behavior? What impact(s) could it have on students, schools, etc.?
   d. How do your modeling ethical behavior help you help people you interact with during the workday (e.g., students, co-workers, colleagues, administrators, supervisors, family and community members, etc.)?
   e. Describe a time when modeling ethical behavior was a challenge for you and what you did to address the challenge.

You may choose to submit a <u>written response</u> for Part 1. If you do this:

○ Create a new Word document.
○ Copy and paste your responses to items #2 – 5. This should include answers/responses to all of the above questions and prompts. Save the document.
○ Upload the document file to the NEA Certification Bank submission page section for Part 1.

OR

You may choose to submit an <u>audio or video response</u> for Part 1. If you do this:

- Use a mobile device (e.g., smartphone or tablet) to make an audio or video recording of yourself answering all of the questions, and prompts for items #2 – 5 above. Feel free to refer to any notes you have made during your exploration of the topic. Save your recording.
- Upload the file of the recording to the NEA Certification Bank submission page section for Part 1.
- The audio or video recording should be no more than 7 minutes in length. If a submitted recording for Part 1 is longer than 7 minutes, only the first 7 minutes will be reviewed.

Submission Checklist:

- Upload your written, audio, or video recording to Part 1.

- Completely answer each question/prompt; and

- If you submit an audio or video recording: make sure the total length of your responses for Part 1 is no longer than 7 minutes.

- If you submit a written response: make sure the total length of your response for Part 1 is 350 words minimum and no longer than 1000 words.

- *If you have a job description, please upload a copy of it along with the rest of your files in Part 1 of the NEA Certification Bank submission page for this micro-credential. This will help NEA learn more about how employers view ESP roles, and will not affect your score. Submitting your employer-created job description is not required to earn a proficient score on this micro-credential.

How to earn a passing and proficient score in Part 1:

Part 1 Passing: Responses to directions identify the work tasks that are dependent upon the PGC indicators for the skill area in this micro-credential. At least three terms from the "Words to Know" section must be integrated accurately into your responses.

Part 1 Rubric: Responses to direction #5 including sub-bullets

Score:	Developing	Proficient
Direction #5: Explain how modeling ethical behavior is essential to how you complete work tasks #1 and #2 using the PGC skills identified.	Provide answers to some or all questions but little to no detail illustrating the points shared.	Provide answers to all questions using examples from work experiences how modeling ethical behavior is essential to the completion of work tasks. Examples describe negative and positive impacts as well as challenges.

Part 2: Interview

Directions:

Follow the steps below, <u>make an audio or video recording or written transcription of the interview, and save it to upload as part of your submission.</u>

Identify one person from your ESP career family with whom you feel comfortable having a conversation about their modeling of ethical behavior skills. Do not have the interviewee share any personal information that could be used to identify them, (e.g., name, school, district, etc.) as they should remain anonymous.

Before the interview, provide the interviewee with a copy of the questions and the PGC indicators and descriptors listed above.

The recording should be 5-10 minutes in length. If a submitted recording for Part 2 is longer than 10 minutes, only the first 10 minutes will be reviewed. Written transcriptions should be no longer than 1000 words.

Interview the person using only questions #1-3 below and include their responses. After conducting the interview, answer all of the questions yourself:

1. What is one aspect of modeling ethical behavior that you feel confident in?
   a. What specifically did you do or what happened to help you to gain that confidence related to modeling ethical behavior?
2. What is one aspect of modeling ethical behavior where you think you have the most growing or learning to do?
   a. Why do you think you have the most growing or learning to do in this aspect of modeling ethical behavior skills?
3. Do you think that we, at our worksite, are encouraging adults to develop and use their modeling ethical behavior skills?
   a. If yes, provide a specific example of what we are doing well to make this happen, and how you know it is working.
   b. If no, what specifically do you think we could do differently?
4. What have you learned from talking with a co-worker, or colleague about modeling ethical behavior?

Submission Checklist:

☐ Upload your audio or video recording or written transcription of your interview to Part 2 of the NEA Certification Bank.
☐ Include complete, relevant responses to all questions from the interviewee AND from the submitter/you.
☐ Answer 1, 1a, 2, 2a, 3; then
☐ Answer either 3a or 3b.
☐ For questions 1 and 2, provide specific and relevant examples.
☐ For question 3a or 3b, provide relevant specifics on how school/worksite/community staff and/or leaders are encouraging the development and usage of modeling ethical behavior, or provide achievable ideas for what could be done differently to do better in this area.
☐ Make sure the length of your recording is no longer than 10 minutes and the length of a written transcription is no longer than 1000 words.

How to earn a passing and proficient score in Part 2:

Part 2 Rubric:

Score:	Developing	Proficient
Interviews	Interview of co-worker and self does not provide answers to all questions, or provide answers to all questions but only with general examples of how confidence has been gained in modeling ethical behavior, areas of growth or learning related to the skill area; and whether adults are encouraged to develop and use their knowledge in this skill area on the job.	Interview of co-worker and self provides answers to all questions, demonstrating understanding of modeling ethical behavior and describe with work examples how confidence has been gained in modeling ethical behavior; identify areas of growth or learning related to the skill area; whether adults are encouraged to develop and use their knowledge in this skill area on the job and how this could be improved if needed; and apply understanding of your co-worker's experiences to inform their knowledge about the skill area.

Part 3: Reflection

Directions:

Read all of the text in the three numbered prompts/questions below.

Then respond to all three prompts/questions through a written response, **OR** through an audio or video recording of yourself.

- If you submit a written response: make sure your Part 3 response is 350 words minimum and no longer than 750 words.
- If you submit a recording (audio or video): make sure your recording for Part 3 is no longer than 5 minutes.

Prompts/Questions:

1. Describe one missed opportunity in the past, at your worksite, when you or others could have done a better job using modeling ethical behavior skills effectively. (*Your response describing a missed opportunity will not negatively impact your score and will not be shared.)

2. What action step or small change can you make in the next seven months to strengthen your modeling ethical behavior skills, and to use those insights at your worksite, school, community, or institution of higher education?

   Some examples:
   - Talk about your exploration into modeling ethical behavior with another member of your worksite community. Share what you've learned or realized, and ask them about their thoughts on the topic.
   - Change how you approach one task or a part of your day where you could be more effective by modeling ethical behavior.

3. Describe who will benefit from your steps to develop and deepen your own modeling ethical behavior skills. Tell us how and why they will benefit.

Submission Checklist:

☐ Upload your written, audio, or video response to the NEA Certification Bank submission page for Part 3.

☐ Include relevant, complete, and specific responses to all three prompts/questions.
☐ Make sure your responses reflect an understanding of what proficient modeling of ethical behavior means for ESPs.
☐ Make sure the length of your written response is 350 words minimum and no longer than 750 words; or the length of your recording is no longer than 5 minutes.

How to earn a passing score in Part 3:

Part 3 Passing: Your reflection identifies an action step or change that you can make to strengthen your modeling ethical behavior skills, how you will put those stronger skills to use at your worksite, school, community, or institution of higher education, along with who will benefit and how they will benefit.

Supporting Rationale and Research

ESPs are strongly encouraged to explore the links in the Supporting Rationale and Research, and Resources section below before beginning to work on Part 1 of the micro-credential.

National Education Association: [NEA ESP Professional Growth Continuum](#)

Resources:

The PGC: What it is and how to use it

- [English video](#)
- [Spanish video](#)
- [Spanish resources](#)

Association for Supervision and Curriculum Development (ASCD): [Whole Child Approach to Education](#)

[Model Code of Ethics for Educators (MCEE)](#) by National Association of State Directors of Teacher Education and Certification (NASDTEC)