



Educator Responsibility for Professional Competence

Competency

Educator takes responsibility for professional competence.

Key Method

Educator is committed to high standards, acts in the best interest of all students, and practices responsible use of data, materials, research and assessment

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.



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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 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.nasdtc.net.

Demonstrates Commitment to High Standards

Know your state and national standards specific to your discipline.

- Using MCEE Standards (see Resources section) and other ethics codes unique to your discipline.



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- Accepting the responsibilities, performing duties and providing services corresponding to your license or appropriate standards for your position.
- Assessing your professional skills, content knowledge, and competency on an ongoing basis.
- Being committed to ongoing professional learning.

Demonstrates Responsible Use of Data, Materials, Research, and Assessment

Using data, data sources, or findings accurately and reliably.

- Intellectual Property Rights: Who owns the rights to the material you are using in your classroom? When using sites such as Teachers Pay Teachers, Share My Lesson, and others, know the intellectual rights for these sites.
- Citing data or materials from published, unpublished, or electronic sources when disseminating information.

Acts in the Best Interest of All Students

Protecting students from any practice that harms them.

- Increasing all students' access to the curriculum, activities, and resources in order to provide quality and equitable educational experience.
- Being informed about the history and culture of groups of students.
- Working to engage the school community to close gaps in achievement, opportunity, and attainment.

Supporting Rationale and 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/>



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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).

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

Resources

Ethics

Videos

[Code of Ethics with Troy Hutchings and Phil Rogers \(Part 1 of 2\)](#)

[Code of Ethics with Troy Hutchings and Phil Rogers \(Part 2 of 2\)](#)

[Overview of the Model Code of Ethics for Educators \(MCEE\)](#)

Articles

[Beyond the Classroom: 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](#)

[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](#)



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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 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, and 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.

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: Action Plan

Examine the MCCE and codes unique to your job and create an action plan for the following. (See example below.)

Your plan should include 3 professional learning goals based on your needs as a professional and, for each goal, **all** of the following:

- Job responsibilities related to the goal



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- Skills needed to reach goal
- How you will engage in professional learning
- Timeline
- Intended results

Artifact 2: One-Pagers on Responsible Use

Design a series of one-pagers to share with colleagues that demonstrate responsible use for professional competence.

- Data
- Materials
- Assessment
- Intellectual Property Rights

Artifact 3: Act in the Best Interest of Students

(500-800 words)

Research and cite 3 examples where the education system has not acted in the best interest of students. (Provide links when available). Then give examples of how to ethically and professionally handle this situation. For each example, you will need to include:

- Citation and/or link to the example
- Description of the issue
- Explanation of how this is not in the best interest of students
- 2-3 possible ways an educator can ethically and professionally handle the situation
- Final recommendation and justification for the best ethical choice of the 2-3 proposed solutions.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Action Plan	Goals are directly related to job responsibilities and will improve professional competence. Action plan includes all of the following for each goal: -Job responsibilities -Skills needed -Professional learning	Goals may not directly relate to job responsibilities and/or do not improve professional competence. Action plan includes some of the following for each goal: -Job responsibilities -Skills needed -Professional learning	Goals are not related to job responsibilities and/or do not improve professional competence. Action plan includes only one or two of the following for each goal: -Job responsibilities -Skills needed -Professional learning



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	-Timeline -Results	-Timeline -Results	-Timeline -Results
Artifact 2: One-pagers	One-pager for each of the 4 topics listed And all the one-pagers -accurately summarize the key points -provide information on how the policies relate to your role.	One-pager for only 3 of the 5 topics listed And/or the one-pagers -may include some inaccuracies -may be missing some key points in the summary of the policies -may be missing information on how the topics relate to your role.	One-pager for only 1-2 of the 5 topics listed And/or the one-pagers - include many inaccuracies -are missing most of the key points in the summary of the policies -are missing any information on how the policies relate to your roles.
Artifact 3: Act in the Best Interest of Students	3 examples are given And all of the following: -Citation and/or link to the example -Description of the issue -Explanation of how this in not in the best interest of students -2-3 possible ways an educator can ethically and professionally handle the situation -Final recommendation and justification for the best ethical choice.	2 examples are given And some of the following: -Citation and/or link to the example -Description of the issue -Explanation of how this in not in the best interest of students -2-3 possible ways an educator can ethically and professionally handle the situation -Final recommendation and justification for the best ethical choice.	1 example is given And most of the following information is missing: -Citation and/or link to the example -Description of the issue -Explanation of how this in not in the best interest of students -2-3 possible ways an educator can ethically and professionally handle the situation -Final recommendation and justification for the best ethical choice.



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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?](#)

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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