



Educator Responsible and Ethical Use of Technology

Competency

Educator demonstrates responsible and ethical use of technology.

Key Method

Educator scans social media to identify areas that may put the educator at risk and takes action to minimize the risk; creates a set of norms for each of the current technologies used on a daily basis, both professionally and personally; and analyzes how the First Amendment protects or does not protect educators.

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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Educator Ethics Stack

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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'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.nasdttec.net.



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Common Ethical Dilemmas

To determine risks, the professional educator uses technology in a responsible manner, critiques personal and professional use of social media accounts, and clarify the limitations of various technological applications by:

- Identifying the definition of a digital footprint
- Determining common types of social media accounts used by educators
- Securing educator's social media accounts
- Researching policies regarding student privacy rights
- Examining the implications of texting stakeholders or students.

Personal and Professional Technology Norms

To develop personal and professional technology norms, educators examine district policies and promote the appropriate use of technology in educational settings. Educators can develop norms by:

- Examining district policies related to responsible and ethical use of technology
 - Creating a model policy if the district does not have a policy
- Developing appropriate use policy for the classroom
- Reviewing court cases related to personal and professional technology usage
- Respecting the privacy of students' presence on social media unless given consent to view
 - Concluding the implications of being a mandatory reporter
- Monitoring for possible cyber bullying incidents and the potential to impact a learning environment
- Considering any repercussions in social media use
- Assessing the implications of keeping personal and professional profiles distinctly separate.

First Amendment Protection

Educators examine the First Amendment and how it affects an educator's use of technology. The professional educator maintains confidentiality in the use of technology. Educators can analyze the First Amendment by:

- Examining the First Amendment in regards to technology
- Interpreting case studies relating to the First Amendment

FOIA and FERPA

Educators examine FOIA/FERPA and how it relates to technology use in education. Educators can analyze FOIA/FERPA by:

- Determining the meaning of FOIA and FERPA
- Analyzing how FOIA/FERPA ties into educators' use of technology
- Identify the implications of sharing sensitive information electronically



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- Recognizing that some electronic communications are records under FOIA and state public access laws
- Critiquing how FERPA applies to the sharing of electronic student records.
- Bullets if necessary

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)

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Bullough, R. (2011). Ethical and moral matters in teaching and teacher education. Science Direct. Retrieved from

<http://media.journals.elsevier.com/content/files/s0742051x10001587-04220948.pdf>

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Educational testing service; new program informs teachers' ethical decision making. (2016, May 04). Education letter retrieved from

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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:

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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:<https://www.tandfonline.com/doi/full/10.1080/2331186X.2018.1492340?scroll=top&needAccess=true>

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

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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

<https://www.proquest.com/openview/97910f05f6200ecec95791d25bde97d8/1?pq-origsite=gscholar&cbl=18750>

Maxwell, Bruce & Tremblay-Laprise, Audrée-Anne & Fillion, Marianne & Boon, Helen & Daly, Caroline & Hoven, Mariette & Heilbronn, Ruth & Lenselink, Myrthe & Walters, Sue. (2016). A Five-Country Survey on Ethics Education in Preservice Teaching Programs. *Journal of Teacher Education*. 67. 135-151. 10.1177/0022487115624490.

https://www.researchgate.net/publication/294105993_A_Five-Country_Survey_on_Ethics_Education_in_Preservice_Teaching_Programs

News Service. (April 24, 2014 Thursday). NATIONAL TASK FORCE TO DEVELOP MODEL CODE OF EDUCATOR ETHICS. States News Service. Retrieved from

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

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.

<https://heinonline.org/HOL/LandingPage?handle=hein.journals/jle42&div=12&id=&page=>

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 Articles](#)

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



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[Rationale for the MCEE](#)

[National Council for the Advancement of Educator Ethics \(NCAEE\)](#)

[ESP Professional Growth Continuum | NEA](#)

[Code of Ethics for Educators | NEA](#)

[Code of Ethics Missing in Wisconsin Schools](#)

Podcasts

[Educator Ethics in the Classroom](#)

[Focusing on Ethics: Smartphones in the classroom](#)

[Blurred Lines: Protecting educators from social media mishaps](#)

Personal and Professional Technology Norms
[ISTE Standards for Educators](#)

First Amendment Protection

[The First Amendment in Schools](#)

[Rights of Teachers | The First Amendment Encyclopedia](#)

[Teachers' Free Speech Rights](#)

[Public School Teachers' First Amendment Rights: In Danger in the Wake of "Bong Hits 4 Jesus"](#)

FOIA and FERPA

[Educators Guide to Student Privacy](#)

[FERPA & Technology | Center for Teaching Innovation](#)

[Privacy - Office of Educational Technology](#)

[Privately Owned Electronic Devices](#)

[Protecting Student Privacy While Using Online Educational Services](#)

[Privacy and Education Technology | Protecting Student Privacy](#)



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[Student Privacy, Technology, and the FERPA Framework](#)

[The Problems with FERPA and COPPA in 21st Century Learning -- THE Journal](#)

[Freedom of Information Act: Learn](#)

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), 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 artifact as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Educator Handbook
(15–30 pages)



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Include all of the following:

- Cover page
- Table of Contents
- Part 1 – Norms (2–4 pages)
 - Create a set of personal norms for current technologies used within your district that are used on a daily and weekly basis
 - Create a set of professional norms for current technologies used within your district that are used on a daily and weekly basis
- Part 2 – Policies (3–6 pages)
 - Research the First Amendment rights for educators, FERPA, and FOIA in regards to technology. Then create the following 3 hand-outs for educators.
 1. First amendment: Educator Rights
 2. FERPA: Educator Do's and Don'ts for Technology Use
 3. FOIA: Educator Do's and Don'ts for Technology Use
- Part 3 – Social Media (3–6 pages)
 - Choose 3 of the commonly used social media applications used by educators in your school and/or district. Then make a handout for each one. Each handout needs to:
 - Summarize the platform
 - Give an example of possible ethical dilemmas
 - Show/explain how to minimize your risks while using the chosen social media platform by choosing the appropriate privacy settings
 - List of Do's and Don'ts
- Part 4 - Mandatory Reporting (1–2 pages)
 - Create a handout that shows the do's and don'ts of using technology based on your district and state policy, mandatory reporting, and code of ethics.
- Part 5 – Privacy (2–4 pages)
 - Research policies regarding privacy rights of students and educators (When is it okay to check/confiscate personal devices? What are reporting expectations?) Then create two handouts (one for students and one for educators) outlining the privacy rights for your district.
- Part 6 – District or School Acceptable Use Policy (2–6 pages)
 - Research your district's technology use policy.
 - If your district does have a policy, create two handouts (one for students and one for educators) that explain the key points of your district's policies.



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- If your district does not have a policy, create 2 sets of acceptable use policies (one for students and one for educators) for technology.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Educator Handbook	<p>One-pager for each topic listed.</p> <p>Each topic is fully explained in a clear and concise manner.</p> <p>All handouts state the connection to MCEE.</p> <p>All handouts are user-friendly.</p> <p>All examples used are relevant to the topic.</p> <p>Handbook is clearly organized with a cover page and a table of contents.</p>	<p>One-pager for most of the topics listed.</p> <p>Most topics are fully explained in a clear and concise manner.</p> <p>Some handouts state the connection to MCEE.</p> <p>Some handouts are user-friendly.</p> <p>Some examples used are relevant to the topic.</p> <p>Handbook is organized but may be missing a cover page and/or a table of contents.</p>	<p>One-pager for less than half the topics listed</p> <p>Topics are not explained in a clear and concise manner.</p> <p>Handouts do not relate to MCEE .</p> <p>Handouts are not user-friendly.</p> <p>Examples used are not relevant to the topic.</p> <p>Handbook is not clearly organized with a cover page and a table of contents.</p>

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.*



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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.



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