

*Advisory Group
Progress Report
December 1, 2018*

NEVADA EDUCATOR CODE OF ETHICS ADVISORY GROUP

Progress report on the work of the Advisory Group as required by Assembly Bill 124
in the 79th Legislative Session

This report was completed
by NDE staff on behalf of
the Advisory Group

**NEVADA DEPARTMENT OF EDUCATION
NEVADA EDUCATOR CODE OF ETHICS ADVISORY GROUP
AUTHORITY AND FACTS**

Authority:

The Nevada Educator Code of Ethics Advisory Group was created by the 2017 Legislature. (Assembly Bill 124, 79th Legislative Session). The Advisory Group's authority expires on June 30, 2019.

Facts about the Nevada Educator Code of Ethics Advisory Group:

Membership: Pursuant to Assembly Bill 124, the makeup of the Advisory Group is as follows:

- The Superintendent of Public Instruction, or his or her designee, who serves as an ex officio member of the Advisory Group. Jason Dietrich, Director of Educator Licensure, serves in this capacity on behalf of the Superintendent.
- One member appointed by the Chancellor of the Nevada System of Higher Education who is a dean of one of the Colleges of Education within the System or a person nominated by such a dean for appointment by the Chancellor. This seat is held by Dr. Diane Barone of the University of Nevada, Reno.
- Three teachers appointed by the Governor from a list of two nominees submitted by the Speaker of the Assembly and two nominees submitted by the Majority Leader of the Senate. The members must be recommended by the Nevada State Education Association or its successor organization, and the Association shall consider for recommendation teachers who are certified by a national board. Rachel Croft, Susan Kaiser, and Robert Cowles hold these seats.
- Two members who are parents of pupils who attend a public school in this State, appointed by the Governor from a list of nominees submitted by the Speaker of the Assembly and the Majority Leader of the Senate. Amanda McWilliams and Samantha Bivins are the two parent members.
- One member who is a member of student government or the Nevada Youth Legislature, appointed by the Superintendent of Public Instruction. This seat is held by Caramia Phillips.
- Two members who are school-level administrators, one of whom is employed by a school district in a county whose population is 100,000 or more and one of whom is employed by a school district in a county whose population is less than 100,000, appointed by the Governor from a list of nominees submitted by the Nevada Association of School Administrators or its successor organization. These positions are filled by Lou Markouzis and Sean Moyle.
- One member who is an employee of a school district with expertise in labor-management relations, appointed by the Governor. Dr. Jeffrey Paul holds this position.
- One member who is licensed by a board in this State, other than the State Board of Education, that has a code of ethics and requires compliance as a condition to continued licensure, appointed by the Governor. Casey Stiteler is in this seat.
- One member who is a superintendent of schools of a school district, appointed by the Governor from a list of nominees submitted by the Nevada Association of School Superintendents. Eureka County School District Superintendent Dan Wold holds this position.

Officers: The Advisory Group shall, at its first meeting, elect a Chair from among its members, pursuant to Assembly Bill 124.

Meetings: Assembly Bill 124 requires the Advisory Group to meet at least quarterly. The group may meet at other times upon the call of the Chair. While attending meetings of the Advisory Group or otherwise engaged in the business of the Advisory Group, members are entitled to receive the per diem allowances and travel expenses provided by law for state officers and employees generally.

Support: The Nevada Department of Education provides the necessary personnel and administrative support to allow the Advisory Group to carry out its responsibilities.

Responsibilities and Scope of Work: Pursuant to Assembly Bill 124, the Advisory Group shall:

- Study codes of ethics and best practices that have been established in other states.
- Make recommendations to the Commission for the adoption of a code of ethics for educators in this State. Such a code of ethics must address, without limitation, responsibility to the profession of education, professional competence, responsibility to pupils, responsibility to the school community and the ethical use of technology.
- Develop strategies to carry out a code of ethics which may include, without limitation, recommending the adoption of regulations by the State Board of Education or the Commission on Professional Standards in Education, or recommending legislation to revise provisions of law.
- Review courses offered by the Nevada System of Higher Education and by other approved educational institutions and qualified providers which provide training to teachers on ethical responsibilities; determine whether the material is adequate to inform teachers of the requirements included in any proposed code of ethics that is established; and provide any recommendations deemed necessary and appropriate for improvement of such courses to the Board of Regents of the University of Nevada, other approved educational institutions and qualified providers. A copy of any such recommendations made by the Advisory Group must also be provided to the Governor, the State Board of Education, the Commission on Professional Standards in Education, and the Director of the Legislative Counsel Bureau for transmittal to the 80th Session of the Nevada Legislature.
- Study the cost of professional development for teachers, administrators, paraprofessionals, and other educational personnel, and the use and availability of regional training programs and any federal funding available for such professional development.
- On or before July 1, 2018, and December 1, 2018, prepare a report concerning the status of the Advisory Group in carrying out its duties as listed above, including any recommendations made by the Advisory Group, and submit it to the Governor, the State Board of Education, the Commission on Professional Standards in Education, and the Director of the Legislative Counsel Bureau for transmittal to the Legislative Commission and the 80th Session of the Nevada Legislature.

**NEVADA DEPARTMENT OF EDUCATION
NEVADA EDUCATOR CODE OF ETHICS ADVISORY GROUP
WORK ACCOMPLISHED TO DATE**

Meetings held to date:

January 24, 2018: The Advisory Group met and elected two Co-Chairs, Rachel Croft and Caramia Phillips, and reviewed the scope of work contained within the language of AB 124. The group then heard a presentation from Dr. Troy Hutchings, a subject matter expert in the area of professional ethics for educators. Based on Dr. Hutchings' presentation the group came to a clear understanding that while educator ethics and educator conduct are distinct from one another, they are also interrelated, and the application of standards of conduct must be informed by a clear understanding of ethical standards. Dr. Hutchings introduced the Model Code of Ethics for Educators, and recommended it to the group for review along with existing codes of educator ethics from several other states.

February 27, 2018: The Advisory Group elected a Vice Chair, Susan Kaiser, and continued to review the Model Code of Ethics for Educators and existing codes of conduct from Georgia, Idaho, Iowa and Texas. After some discussion it was agreed to focus on the Model Code for possible adoption, and the Texas Educators' Code of Ethics as a potential model for Nevada should the group decide not to recommend adoption of the Model Code.

April 13, 2018: The Advisory Group heard testimony from a number of invited stakeholders, including representatives of Nevada institutions of higher education, school districts, educator associations, and school district superintendents. They then voted to recommend that the Commission on Professional Standards in Education adopt the Model Code of Ethics for Educators for use in Nevada. This recommendation will be presented to the Commission at their June meeting, and a public workshop will be scheduled for suggested regulatory language to implement the Model Code.

May 22, 2018: The Advisory Group heard additional contextual information about the drafting of Assembly Bill 124 from Dr. Troy Hutchings, who served as a subject matter expert during that process. Representatives of Nevada educator and paraprofessional associations presented additional testimony regarding the adoption of a code of ethics for educators. The Advisory Group approved recommended regulatory language to adopt the Model Code of Ethics for Educators, and asked Department staff to convey that language to the Commission for a public workshop at their June meeting.

October 12, 2018: The Advisory Group heard a presentation from Dr. Troy Hutchings on various ethics training models implemented at the school district level by other jurisdictions which have adopted the Model Code of Ethics for Educators. Dr. Hutchings detailed the advantages and disadvantages of each of these different models. Jessica Stern from the Educational Testing Service (ETS) then delivered a presentation on the ProEthica training and assessment tool developed by ETS, which is directly aligned to each of the Model Code's five major principles. A number of community stakeholder groups were invited to attend this meeting and testify as to what type of training might best benefit Nevada educators without imposing an excessive financial burden on school districts, with four having representatives in attendance, and one offering testimony. The Advisory Group members agreed that further discussion of each of the options presented would be necessary before bringing forward any recommendations regarding ethics training, and determined to meet again following the Thanksgiving holiday. The group is scheduled to meet again on December 17, 2018.

Recommendations Made by the Advisory Group:

Pursuant to its statutory mandate in Assembly Bill 124, the Advisory Group has made the following recommendations:

- The Advisory Group formally recommended that the Commission on Professional Standards in Education adopt the Model Code of Ethics for Educators for use in Nevada, along with any future updates or revisions to the code which may occur. The Model Code aligns with the requirement set forth in AB 124 that any code of ethics adopted by the Commission must address responsibility to the profession of education, professional competence, responsibility to pupils, responsibility to the school community, and ethical use of technology. The Model Code was developed by a national panel which included practicing educators and administrators, paraprofessionals, state-level education agency representatives, members of the National Council for the Advancement of Educator Ethics, and content experts in the area of professional ethics.
- The Advisory Group presented proposed regulatory language to the Commission at their June 20, 2018 meeting to facilitate the adoption of the Model Code. A public workshop was held on the proposed language at that meeting, and the Commission voted unanimously to move it to a public hearing for possible adoption. At their September 19, 2018 meeting the Commission adopted the proposed regulation, now drafted as Proposed Regulation R161-18, and it was approved by the State Board on October 11, 2018. The adopted regulation is now awaiting final approval by the Legislative Commission. The LCB draft of Proposed Regulation R161-18 is attached to this report as Appendix A, and the text of the Model Code of Ethics for Educators is attached to this report as Appendix B.

**NEVADA DEPARTMENT OF EDUCATION
NEVADA EDUCATOR CODE OF ETHICS ADVISORY GROUP
FY 2019 WORK PLAN**

1. Starting with its scheduled meeting on December 17, 2018 the Advisory Group will continue to consider the training requirements contained within Section 3, paragraph 2 of Assembly Bill 124, and will continue to solicit input from school districts, charter schools, educational employee organizations, and training providers to determine how this training might best be administered without creating an undue financial hardship for school districts, charter schools, or educators. The group will also look at potential federal and/or state funding sources to offset the cost of developing and implementing this training.
2. The Advisory Group will review educator ethics coursework currently offered by the Nevada System of Higher Education and by other Nevada institutions of higher education who offer educator preparation programs, and will make such recommendations as it deems necessary and appropriate to align these courses with the Model Code of Ethics for Educators.
3. Given the interrelated nature of educator ethics and educator conduct, which has been made clear to the group by subject matter experts, the Advisory Group plans to review existing statutes and regulations regarding educator misconduct, and will propose any changes it deems necessary in order to:
 - (a) Ensure Nevada's schoolchildren have a safe and respectful environment conducive to a positive educational experience; and
 - (b) Align educator conduct expectations with the areas of responsibility delineated within the Model Code of Ethics for Educators.
4. The Advisory Group will work with the Department of Education's Office of Educator Licensure and with the Department's testing vendor, the Educational Testing Service (ETS), to explore the possibility of incorporating an ethics examination into educator preparation programs within this State.

APPENDIX A – LCB DRAFT OF PROPOSED REGULATION R161-18

**PROPOSED REGULATION OF THE COMMISSION ON
PROFESSIONAL STANDARDS IN EDUCATION**

LCB File No. R161-18

July 25, 2018

EXPLANATION – Matter in *italics* is new; matter in brackets [omitted material] is material to be omitted.

AUTHORITY: §§1-3, NRS 391.019 and 391.2056.

A REGULATION relating to educational personnel; establishing provisions related to educator ethics; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law authorizes the Commission on Professional Standards in Education to adopt regulations it deems necessary to carry out its duties. (NRS 391.019)

Section 2 of this regulation provides that the Commission adopts by reference the *Model Code of Ethics for Educators*, published by the National Association of State Directors of Teacher Education and Certification, as the Nevada Model Code of Educator Ethics. **Section 2** also provides that the adopted publication: (a) will be used for certain purposes; and (b) will not constitute standards of professional conduct for teachers, administrators or other persons employed by a school district or a charter school.

Existing law requires the board of trustees of each school district and the governing body of each charter school to provide training on the *Model Code of Ethics for Educators*, as adopted by the Commission, to teachers, administrators and other persons employed by the school district or charter school. (NRS 391.2056) **Section 3** of this regulation provides that such training must be provided on an annual basis.

Section 1. Chapter 391 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 and 3 of this regulation.

Sec. 2. 1. *The Commission hereby adopts by reference the Model Code of Ethics for Educators, 2015 edition, and any subsequent edition published by the National Association of State Directors of Teacher Education and Certification, as the Nevada Model Code of Educator Ethics. A copy of the publication may be obtained from the National Association of State Directors of Teacher Education and Certification, 1629 K Street N.W., Suite 300, Washington, D.C. 20006, or on the Internet website of the National Association of State Directors of Teacher Education and Certification at https://www.nasdtec.net/page/MCEE_Doc.*

2. The Commission will use the publication described in subsection 1 to:

(a) Assist teachers, administrators and other persons employed by a school district or a charter school in making ethical decisions; and

(b) Facilitate discussion among teachers, administrators and other persons employed by a

school district or a charter school concerning issues related to ethical questions.

3. The publication described in subsection 1 must not be used to constitute standards of professional conduct for teachers, administrators and other persons employed by a school district or a charter school.

Sec. 3. *The board of trustees of each school district and the governing body of each charter school must, on an annual basis, provide training on the Nevada Model Code of Educator Ethics adopted by the Commission pursuant to section 2 of this regulation to teachers, administrators and other persons employed by the school district or charter school pursuant to NRS 391.2056.*

APPENDIX B: MODEL CODE OF ETHICS FOR EDUCATORS

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
5. Cooperating fully during ethics investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and

5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the Model Code of Educator Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. The professional educator acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. The professional educator respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationship with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students’ safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students’ presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students’ individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

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Glossary

Boundaries

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/school district

This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time[1].

Educator

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for “professional educator.”

Ethic of care

Responding with compassion to the needs of students.

Ethical Decision-Making Model

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

Implicit or Explicit Demands of an Organization

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.[2]

Multiple Relationships

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary Materials

Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm.

School Community

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.[3]

Sensitive Information

This includes but is not limited to student information and educational records, including medical or counseling records.

Student

A learner attending a P-12 school.

Technology

Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency

Openness and accountability with respect to one's behaviors, actions and communications as an educator.

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[1] <http://www.merriam-webster.com/dictionary/culture>

[2] <http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y>

[3] <http://edglossary.org/school-community/>