

Context and Questions for the Educator Ethics Panel meeting on Friday, October 12, 2018

Submitted by Susan Kaiser, Vice Chair

Context

Different districts across the state have varying expectations for ongoing training. In Washoe County School District (WCSD) all staff are mandated to participate in annual safety training that includes topics such as: safe lifting, chemical hazards, blood-borne pathogens, legal requirements for following Individualized Education Plans (IEPs), etc. These trainings are offered through a video format followed by a quiz. The videos are repetitive and simplistic yet to complete all the training sessions require at least four hours of educator time. This requirement is often fulfilled over the weekend or during an educator's personal time and is not compensated. This scenario leads some to think they can multi-task during the training videos and try to grade papers or perform other tasks while the video plays in the background. Other educators may take the risk not to complete the training due to lack of time or other more pressing demands to be prepared for the next school day.

Ethics training is too nuanced to delegate to individualized video training sessions which may not be carefully attended to. My concern is that ethics training presented in this fashion may have less engagement and completion.

As an educator actively working in the classroom and am very concerned about adding an additional item to a list of educator responsibilities that is already excessive.

If training is to be meaningful, initial sessions should include scenario-based discussions in small groups – similar to the situations Dr. Hutchings presented to the panel in an earlier meeting. This would allow for educators to process their thinking and reasoning and make appropriate decisions in order to remain within the parameters of the Model Code of Educator Ethics. Follow up trainings should be a refresher and incorporate any changes in statute. They could also be shorter in duration.

Please ask the following questions to the presenters:

1. How much time is required to complete their program and what is the format?
2. Do trainings include opportunities to develop skills and strategies for responding appropriately through peer interactions or role playing?
3. What training is needed for facilitators of ProEthica sessions? Can this role be filled by trainers through RPDP?
4. How does ethics training of other professionals who follow a code of ethics such as attorneys compare to the ProEthica training sessions?
5. Will educators be able to complete these trainings during contract time? If not, will they be compensated for their time?
6. Will panel members have access to view examples of the ProEthica video products?
7. What is the cost of the ProEthica training materials?