



# MCEE

MODEL CODE OF ETHICS FOR EDUCATORS

## **Placing an Intentional Focus on Ethics to Guide Professional Decision Making**

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**Georgia Professional  
Standards Commission**

*Protecting Georgia's Higher Standard of Learning*

# **State of the State**

**Paul Shaw**

**Ethics Division Director**

**Georgia Professional Standards Commission**

# Revocation and Denials

Year	Denied	Revoked	Voluntary Surrender	Total
<b>FY 2006</b>	<b>42</b>	<b>72</b>	<b>17</b>	<b>131</b>
<b>FY 2007</b>	<b>23</b>	<b>76</b>	<b>26</b>	<b>125</b>
<b>FY 2008</b>	<b>33</b>	<b>54</b>	<b>16</b>	<b>103</b>
<b>FY 2009</b>	<b>25</b>	<b>71</b>	<b>27</b>	<b>123</b>
<b>FY 2010</b>	<b>13</b>	<b>67</b>	<b>28</b>	<b>108</b>
<b>FY 2011</b>	<b>18</b>	<b>58</b>	<b>20</b>	<b>96</b>
<b>FY 2012</b>	<b>18</b>	<b>92</b>	<b>25</b>	<b>135</b>
<b>FY 2013</b>	<b>14</b>	<b>86</b>	<b>28</b>	<b>128</b>
<b>FY 2014</b>	<b>18</b>	<b>99</b>	<b>26</b>	<b>143</b>
<b>FY 2015</b>	<b>26</b>	<b>81</b>	<b>29</b>	<b>136</b>
<b>FY 2016</b>	<b>56</b>	<b>86</b>	<b>24</b>	<b>166</b>
<b>FY 2017</b>	<b>20</b>	<b>101</b>	<b>37</b>	<b>158</b>
<b>FY 2018</b>	<b>30</b>	<b>179</b>	<b>29</b>	<b>238</b>

# Sanctions-October, 2017-October, 2018

- Legal compliance - 70
- Conduct with Students - 143
- Alcohol and Drugs - 32
- Honesty - 173
- Public Funds and Property - 40
- Remunerative Conduct - 4
- Confidential Information - 5

# Sanctions-October 2017-October 2018

- Required Reports - 29
- Professional Conduct - 94
- Testing – 24
- Other-82
- Total - 696



## NASDTEC'S VISION:

NASDTEC believes that all students should have educators who are held to high standards.

## NASDTEC'S MISSION:

NASDTEC is dedicated to providing leadership and support to those responsible for the preparation, certification/licensure, ethical and professional practice, and continuing professional development of educators.

## Difference Between a Code of Conduct and a Code of Ethics



Code of Conduct



Code of Ethics

## Code of Conduct:

Policies, statutes, and/or judicial activity that articulate conduct absolutes at the following levels: employment, licensure, and criminal.

## Code of Ethics:

Professional ethical principles that assist practitioners in choosing the best course-of-action.



## Purpose of the Model Code of Ethics (MCEE)

*The purpose of the Model Code of Ethics for Educators (MCEE) is to serve as a shared ethical guide for future and current educators faced with the complexities of P-12 education.*

*The code helps to construct the best course of action when faced with ethical dilemmas and provides a basis for educator learning, self-reflection and self-accountability.*

# Role of MCEE:

- Clarify to current and future educators the nature of the ethical responsibilities held in common by all educators;
- Establish principles that define best ethical practice;
- Serve as a guide designed to assist educators in constructing the best course of action when faced with ethical dilemmas;
- Serve as a basis for educator learning, self-reflection and accountability; and
- Mitigate the risks and vulnerabilities inherent to the profession.

## MCEE 5 Key Principles

### 1. 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.*

## **MCEE 5 Key Principles**

### 2. 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.*

## **MCEE 5 Key Principles**

### 3. 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.*

## MCEE 5 Key Principles

### 4. Responsibility to the School Community

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

## **MCEE 5 Key Principles**

### 5. 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.*

# Unpacking the Principles



**MCEE**  
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;
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.
5. Cooperating fully during ethics investigations and proceedings

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## Discuss:

- With your elbow partner, select one of the principles.
- Think of an ethical dilemma that you or your colleagues may face related to this principle.
- Determine how this principle provides guidance.



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**NASDTEC**  
National Association of State Directors  
of Teacher Education Certification

# Focus on Ethics Initiative



**Pelham City Schools**



**Grady County Schools**



# **Vision & Implementation**

**Floyd Fort**  
**Superintendent**  
**Pelham City Schools**

# What is the Vision?

- Ensure each of our schools embraces an ethical culture
- Place an intentional, preventive focus on instruction in the Georgia Code of Ethics for Educators and ethical principles that guide decision making
- Use the Model Code of Ethics for Educators (MCEE) to guide professional decision making
- Reinforce and foster that each educator is a professional in the profession of education
- Elevate the profession

# What is the Implementation Plan?

- Collaborative development of a shared master plan with common elements, such as pre/post survey, select strategies, summative assessments, etc.
- Each school will customize its own implementation plan based on context and needs
- Joint development of shared resources
- Shared research plan to measure effectiveness
- Considerations in MCEE Adoption

# What are Next Steps?

- Brought together a small team from each school (building principal and teacher leaders) for two days of discussion and planning
- Subset of this group is meeting over the summer to continue the planning and preparation
- Expanded group coming together in mid-August to finalize master and individual school plans and participate in train the trainer session
- Implementation of this pilot launched in 2018-19, with plans for a pre/post survey to help measure impact



# Examples of Implementation

John Hamilton, Principal, Pelham City Middle School,  
Pelham City Schools

Laurie Walton, Teacher, Pelham City Elementary School,  
Pelham City Schools



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# Next Steps



# Closing Question:

How can you foster an intentional, preventive focus on Georgia's Code of Ethics and on ethical principles, using MCEE, to guide educator decision making?





**#GaPSCDriveIn18**  
**@Ga\_PSC**