

# Ethics and Professionalism

**COMPONENT #: 7-503-007**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to provide an interactive presentation of regulations, law and requirements for the application of ethics to actions within the Miami-Dade County Public School System.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instruction/assignment the principles presented.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |  |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs    |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> Implementation      |
| <input type="checkbox"/> Resources            | <input checked="" type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data                 |  |

**Florida Educator Accomplished Practices** (check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment   |
| <input type="checkbox"/> The Learning Environment                 | <input type="checkbox"/> Continuous Professional Improvement                        |
| <input type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                               |
| <input type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development                        |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                             |
| <input type="checkbox"/> Faculty Development               | <input type="checkbox"/> Communication                                 |
| <input type="checkbox"/> Learning Environment              | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners                 | <input type="checkbox"/> PS 6 – Communication              |
| <input type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment       |
| <input type="checkbox"/> PS 5 – Assessment                            |  |

**IMPACT FOCUS AREA(S):** select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |  |  |
|--|--|
| <input type="checkbox"/> Educator knowledge/skill (content)        | <input type="checkbox"/> Student learning                  |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Understand the essential elements of the Code of Ethics and Education in Florida.
2. Identify the characteristics of an ethical work climate.
3. Identify and discuss the Principles of Professional Conduct.
4. Identify and discuss ethical/unethical and litigious situations in the workplace and specify corrective actions.
5. Examine employee rights and responsibilities as reflected in Federal, State and District policies and procedures.
6. Identify violations that may lead to disciplinary actions.

### PART II – LEARNING

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Preview online presentations on:
  - o Code of Ethics and Principles of Professional Conduct (SLO 1 & 3)
  - o Ethical Work Climate (SLO 2)
    - values and ethics
    - employee code of conduct
    - government in the sunshine
    - conflict of interest
    - public records law
  - o Professional Rights and Responsibilities (SLO 5 & 6)
  - o Ethical/Unethical and litigious Situations (SLO 4)
2. Examine a variety of situations involving professional conduct in the workplace and analyze principle violated (SLO 1 - 6).
3. Develop appropriate strategies to correct violations of Professional Conduct and Responsibilities (SLO 1, 3, 5, 6).
4. Identify solutions to various problems presented which have litigious potential (SLO 4).
5. Review appropriate School Board rules, Federal and State Statutes, and District contracts, policies and procedures (SLO 1-6).
6. Complete a survey to determine understanding of the Code of Ethics and principles of professional conduct.
7. Site examples of the strategies used such as, coaching, modeling and problem solving as it relates to ethics.
8. Model and apply the ABC's of Ethical Decision Making when dealing with ethical dilemma.

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve

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practice.

- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

### **PART IV – EVALUATION**

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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**Department:** Center for Professional Learning

**Name of Author/Position:** Jan Fackler - Teacher-Director