

RESPONSIBILITY TO THE SCHOOL COMMUNITY

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

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

1. Establishing personal and professional conduct that is in the best interest of the organization, learning community, school community and profession;
2. Using property, facilities, resources and resources in accordance with local policies and federal laws;
3. Respecting individual property rights (e.g., student locker areas, school and office);
4. Promoting the importance of offering a welcoming, safe, positive, professional environment as an indicator of a positive professional influence in power;

C. The professional educator recognizes the professional nature of multiple relationships:

1. Demonstrating the multiple relationships might impact decisions, increase the likelihood of a student having a better learning or different educator affectiveness;
2. Considering the roles and sources of a professional relationship with students will allow the educator to have a control of their professional relationship;
3. Considering the implications and possible ramifications of engaging in a personal relationship with consequences, student teachers, colleagues and supervisors; and
4. Displaying professional responsibility to prospective students, assisting students in respect to the implications of their relationships to students, their learning, and well-being.

RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY

The professional educator considers the impact of connecting, creating, sharing and manipulating information through all technologies. The school educator is required to ensure appropriate, responsible and safe use, time and place are maintained when using educational communication.

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

1. Using social media appropriately and privately to support a learning and learning for school and student goals. The professional educator considers the ramifications of using social media and their communication on technology with one's students and students' interactions and the general public;
2. Working to assist with goals and uses of school technology;
3. Encouraging innovative educational environments to enhance, evaluate and assess;
4. Promoting instructional projects, rights, responsibilities and use of school technology, using and encouraging appropriate interests;
5. Understanding and sharing the benefits and limitations of the use of technology and communication;
6. Recognizing that some educational communication can occur over the Platform of Education (e.g., phones and other mobile devices) and;
7. Considering the ramifications of sharing digital content in other educational environments (e.g., other professionals or students' families and friends);
8. Encouraging students to maintain academic and professional visual profiles and viewing personal and professional from others;

B. The professional educator ensures student safety and security when using technology by:

1. Being cognizant of monitoring, addressing and reporting when appropriate and in accordance with local school district, state and federal laws, determinants and legal considerations in decisions to other forms;
2. Preserving the privacy of students, parents or school staff members from a possible loss of harm to the student or others; and
3. Being attentive to and responsible monitoring educational environments (e.g., family, students and their parents) based on the student learning environment;

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

1. Having appropriate and reasonable measures to protect confidentiality of professional information and stored or transmitted educational records;
2. Communicating the impact of Federal & Provincial Rights to Privacy Act (e.g., to and from it applies to sharing student records confidentially);
3. Ensuring the rights of local partners, including the right of privacy, are not violated via the use of technology; and
4. Protecting information from being shared with uninvited third parties through technology;

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

1. Advocating for equal and inclusive access to technology for all students;
2. Promoting the benefits and displaying the outcomes of various educational technologies with colleagues, appropriate school personnel, families and community members;
3. Encouraging technological solutions that assist and enhance the learning and teaching process; and
4. Promoting and advocating for accountability to school staff, others and the integrity of the network;

MCEE: The Power of a Common Language

The Model Code of Ethics for Educators (MCEE), supported by national education organizations that represent the profession, was developed by a diverse and representative base of school-based practitioners. The MCEE connects the expectations of professional ethics with the day-to-day realities of the practicing educator.

The MCEE facilitates a broad understanding of what constitutes ethical best practice and helps ensure that educators are equipped with a framework for ethical decision-making.

The MCEE, which can be adopted, adapted, or enhanced, provides a basis for conversations among the profession about the importance of having a common language related to professional ethics. These conversations have begun.

The Model Code of Ethics for Educators – Giving the profession a common language to guide professional decision-making.



Established by NASDTEC, the National Council for the Advancement of Educator Ethics (NCAEE) consists of practitioners and educational partners that represent the profession. NCAEE's mission is to promote and foster an ethical and thoughtful focus on professional ethics for educators. Its role is to provide national leadership in advancing ethical understanding and practice, while promoting awareness and use of the MCEE.

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Founded in 1928, NASDTEC represents professional standards boards, commissions and state departments of education that are responsible for the preparation, licensure, and discipline of educational personnel.

Associate members include constituent groups with an interest in the preparation, continuing development, and certification of educational personnel.

More information on NASDTEC and the development of the MCEE may be found at www.nasdtec.org.

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NASDTEC
National Council for
the Advancement of
Educator Ethics



Model Code of Ethics for Educators

and Values

The Model Code of Ethics for Educators (MCEE) serves as a guide for future and current educators as they pursue the completion of P-12 education. The Code establishes principles for ethical best practice, inclusiveness, self-reflection and decision-making. The establishment of this professional code of ethics for educators helps the public trust and upholds the dignity of the profession.

WELCOME

There is a movement growing within the greater P-12 and educator preparation educational community to ensure educators and prospective educators understand how professional decision-making can impact all aspects of the school community. This increased focus on examining and understanding our profession's norms and values is a critical part of the mission of the National Association of State Directors of Teacher Education and Certification (NASDTEC). A professional code of ethics establishes a higher standard of responsibility than policy, statute or law. Adhering to the regulations that govern one's employment and licensure – as well as aligning one's professional practice to the Model Code of Ethics for Educators – will mitigate the risks and vulnerabilities inherent in our profession.

For more information, visit www.mcee.org.

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Teaching in Nursing and Role of the Educator Rn Marilyn H Oermann Phd,2013-12-06 This all inclusive text on teaching in nursing is by one of the pre eminent nurse educators in the United States Dr Marilyn Oermann The only book to focus on the full academic role it is designed to provide graduate level nursing students with all of the competencies essential for effective teaching This evidence based text encompasses both theoretical and practical information and includes content on teaching and learning assessment and evaluation curriculum development using technology teaching in simulation learning lab and online courses models for clinical teaching scholarship and evidence based education and other components of the educator role *Teaching and Learning with ICT in the Primary School* Sarah Younie,Marilyn Leask,Kevin Burden,2014-09-15 The new edition of Teaching and Learning with ICT in the Primary School introduces practising and student teachers to the range of ways in which ICT can be used to support and extend teaching and learning opportunities in their classrooms Fully updated and expanded with brand new chapters reflecting the abundant changes in the field since the first edition was published it offers practical guidance underpinned by the latest research and teaching in the field It is illustrated throughout with case studies and examples together with a glossary explaining key terms It focuses on how technology based practices can support the teaching of individual subjects as well as a range of teaching and learning styles Key topics covered include Support reading and writing with ICT Enhancing mathematics with technology ICT in the foundation subjects Computer programming Creativity and ICT ICT and sustainability Linking home and school Digital technologies for special educational needs Mobile technologies Gaming and virtual worlds Assessment E Safety Written for all training primary teachers as well as more experienced teachers and ICT co ordinators looking for guidance on the latest innovative practice Teaching and Learning with ICT in the Primary School 2nd edition offers advice and ideas for creative engaging and successful teaching and learning *Emerging Technologies in Distance Education* George Veletsianos,2010 Highlighted are the pedagogical organizational cultural social and economic factors that influence the adoption and integration of emerging technologies in distance education Advice is offered on how educators can launch effective and engaging distance education initiatives in response to technological advancements changing mindsets and economic and organizational pressures *Conference proceedings. ICT for language learning* Pixel,2014 *Practical Teaching in Emergency Medicine* Robert L. Rogers,Amal Mattu,Michael E. Winters,Joseph P. Martinez,Terrence Mulligan,2012-10-18 Emergency medicine attendings who wish to hone their teaching skills can find a number of books on educational strategies written by physicians from other disciplines However until the publication of the first edition of this book they did not have access to a text written by emergency medicine physicians on methods of teaching that are directly applicable to teaching EM This book was compiled to meet that need Following the introductory section which provides important background information the book's contents are organized into 4 sections that correspond to the core needs and interests of EM

educators Section 2 focuses on practical and ethical considerations of teaching in the ED Section 3 provides strategies for teaching specific groups of learners Section 4 looks at the skills that are characteristic of the best EM educators and Section 5 looks indepthly at specific teaching techniques and strategies Now more than ever this book addresses the needs of physician educators from all over the world New chapters discuss lecturing to an international audience using simulation as a teaching tool how to make journal club work for you and other topics that are of broad interest to medical educators in this field In general each chapter has been updated and reviewed to make sure the content was something that emergency physician educators could use in any country The chapter contributors are widely regarded as leaders in the field of emergency medicine education and faculty development Authors were given free rein to develop their chapters and write in their own style They were asked to present their personal views on how to successfully teach the art of emergency medicine rather than review evidence based guidelines regarding medical education As a result most of the chapters have few references This first person approach to a multi authored textbook yields a compilation that varies in style from chapter to chapter and exposes the reader to a variety of communication techniques

Teach Yourself Web Publishing with Microsoft Word in a Week Herb Tyson,1995 Organized on a day by day basis this book is the easiest way to learn how to produce attractive well designed Web pages with Microsoft Word Each day of the week provides a basic overview examples exercises and a summary of the topics being taught The disk includes Internet Assistant word based Web publishing tools and sample templates for Web pages

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Wired for Learning Terry T. Kidd,Irene Chen,2009-04-27 The book clarifies and presents Web 2 0 applications for teaching and learning addressing educational challenges in diverse settings It highlights tools like blogs wikis and social networking sites aiming to enhance critical thinking writing reflection and interactive learning through customization and collaboration

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examples of things to do on the Internet with that particular tool A listing of the best Internet resources available in each category in included **Publications of the Teaching Staff** Ohio State University,1908 *The Journal of Health and Physical Education* ,1947 **Couples and Family Client Education Handout Planner** Laurie C. Grand,2003-04-11 Includes 62 elegantly designed client handouts that provide information in a clear user friendly format Ideal for use in waiting rooms at presentations or as newsletters to help you inform clients and market your practice Enclosed CD ROM contains all of the handouts that you can print out and distribute to your clients Help educate your couples and families on a variety of mental health topics The Couples and Family Client Education Handout Planner provides you with an array of ready to use handouts designed to educate your clients on a variety of issues and concerns related to their mental health and personal growth This easy to use sourcebook features 62 fact filled handouts on various psychological and emotional disorders and life skills techniques Listings of resources where clients can go for reliable in depth information Handouts that provide educational information on a wide variety of mental health issues affecting couples and families including addiction depression parent teen conflicts financial stress separation and divorce and many others A CD ROM that contains handouts in a PDF format allowing you to easily print out and distribute them to suit you your clients and your practice s unique style and needs **PISA PISA Data Analysis Manual: SPSS, Second Edition** ,2009-04-21 Rev ed of PISA 2003 data analysis manual SPSS users c2005 **Elementary Science Methods** David Jerner Martin,2000 This text s unique constructivist approach guides students in learning by doing Geared to teachers of preschool through sixth grade students it represents the cutting edge of elementary science teaching with up to date investigations into contemporary topics **Library Journal** ,2002 **Books in Print** ,1977

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