

RESPONSIBILITY TO THE SCHOOL COMMUNITY

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

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

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 state and federal laws.
3. Respecting intellectual property rights (e.g., original lesson plans, student work, various authors' publications) when sharing materials and
4. Considering the implications of offering or accepting gifts when professional conduct by someone is an individual is a problem of professional influence in power.

B. The professional educator recognizes the problematic nature of multiple relationships by:

1. Considering the fact that multiple relationships might impact adversely increase the likelihood of harm to students' learning and well-being, or prevent educator effectiveness.
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has a current or past personal connection.
3. Considering the implications and possible ramifications of engaging in a personal relationship with parents/guardians, student teachers, colleagues and supervisors, and
4. Following professional responsibilities to competently, honestly, and ethically in relation to the educator's responsibilities to students, their learning, and well-being.

RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY

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

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

1. Using social media transparently and privately to purposes of teaching and learning per school and district policy. The professional educator considers the implications of using social media and social communication via technology when used in interactions with students, colleagues and the general public.
2. Sharing content with focus and care of school technology.
3. Encouraging information obtained electronically to enhance and learn.
4. Respecting intellectual property rights, copyrights and fair use when assessing, using and disseminating proprietary materials.
5. Understanding and abiding by policy and procedures in 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.
7. Considering the implications of sharing legally protected or other sensitive information electronically when the professional is a person who is not a member of the school.
8. Encouraging vigilance in maintaining accurate and professional email profiles and 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 resolving cyber harassment and in accordance with local school, district, state and federal policies, appropriate and legal intervention steps in relation to cyber bullying.
2. Protecting the privacy of students' personal or social media content that is possible risk of harm to the student or others, and
3. Being alert to and appropriately handling information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

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

1. Taking appropriate and reasonable measures to maintain confidentiality of privileged information and stored or transmitted educational records.
2. Understanding the intent of Federal Education Rights to Privacy Act (FERPA) and how it applies to sharing student records electronically.
3. Ensuring the rights of third parties, including the right of privacy, are not violated via the use of technology, and
4. Protecting information from being stored with permission that parties through technology.

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

1. Advocating to equal and equitable access to technology for all students.
2. Promoting the benefits and clarifying the limitations of various educational technologies' applications with colleagues, appropriate school personnel, parents and community members.
3. Promoting technological applications that equal and advance the teaching and learning process, and
4. Practicing and advocating for cybersecurity in private, overall, others and the dignity of the network.

MCEE: The Power of a Common Language

The Model Code of Ethics for Educators (MCEE), supported by national education organizations that undergird our profession, was developed by a diverse and representative task force of educational practitioners. The MCEE connects the aspirations of professional ethics with the day-to-day realities of the practicing educator.

The MCEE facilitates a shared 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 endorsed, provides a basis for conversations across the profession about the importance of having a common language rooted in professional ethics. These conversations have power.

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 Education Ethics (NCAEE) consists of practitioners and educational partners that represent the profession. NCAEE's mission is to promote and foster an intentional 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.

Founded in 1908, 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.nasdtc.net.

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OVERVIEW Model Code of Ethics for Educators

2nd Edition

The Model Code of Ethics for Educators (MCEE) serves as a guide for future and current educators as they encounter the complexities of P-12 education. The Code establishes principles for ethical best practices, negotiations, self-reflection and decision-making. The establishment of this professional code of ethics for educators honors 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 communities to ensure educators and prospective educators understand how professional decision-making can impact all aspects of the schooling community. This movement focuses on examining and understanding our profession's norms and values as 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 threshold of responsibility than policy, statutes 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 reinforce the risks and vulnerabilities inherent in our profession.

For more information, visit www.nasdtc.net

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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

Discover the world wide web with your sportster John December,1995

The Journal of Education ,1913

The Academy ,1900

The Spectator ,1875

Navigating the Internet with Prodigy Ned Johnson,1995 Introducing the reader to the Internet and its concepts this book then steps the reader through all the Internet tools that are available through Prodigy The coverage of each tool includes numerous real life

examples of things to do on the Internet with that particular tool A listing of the best Internet resources available in each category is 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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Table of Contents Web 2 0 How To For Educators Second Edition

1. Understanding the eBook Web 2 0 How To For Educators Second Edition
 - The Rise of Digital Reading Web 2 0 How To For Educators Second Edition
 - Advantages of eBooks Over Traditional Books
2. Identifying Web 2 0 How To For Educators Second Edition
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Web 2 0 How To For Educators Second Edition
 - User-Friendly Interface
4. Exploring eBook Recommendations from Web 2 0 How To For Educators Second Edition
 - Personalized Recommendations
 - Web 2 0 How To For Educators Second Edition User Reviews and Ratings
 - Web 2 0 How To For Educators Second Edition and Bestseller Lists
5. Accessing Web 2 0 How To For Educators Second Edition Free and Paid eBooks
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 - Web 2 0 How To For Educators Second Edition eBook Subscription Services

- Web 2 0 How To For Educators Second Edition Budget-Friendly Options
- 6. Navigating Web 2 0 How To For Educators Second Edition eBook Formats
 - ePub, PDF, MOBI, and More
 - Web 2 0 How To For Educators Second Edition Compatibility with Devices
 - Web 2 0 How To For Educators Second Edition Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Web 2 0 How To For Educators Second Edition
 - Highlighting and Note-Taking Web 2 0 How To For Educators Second Edition
 - Interactive Elements Web 2 0 How To For Educators Second Edition
- 8. Staying Engaged with Web 2 0 How To For Educators Second Edition
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Web 2 0 How To For Educators Second Edition
- 9. Balancing eBooks and Physical Books Web 2 0 How To For Educators Second Edition
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Web 2 0 How To For Educators Second Edition
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Web 2 0 How To For Educators Second Edition
 - Setting Reading Goals Web 2 0 How To For Educators Second Edition
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Web 2 0 How To For Educators Second Edition
 - Fact-Checking eBook Content of Web 2 0 How To For Educators Second Edition
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

-
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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