

Code of Ethics Sharing Board—Packet for Instruction

Directions: First, please choose to do the assignment I created for our Code of Ethics Sharing Board or the assignment posted on Canvas.

**FIRST CHOICE (Original—the following has been copied and pasted from our SJC Canvas site):** Please note that this is not your usual discussion board! Find the Code of Ethics for New Mexico teachers on the official state website. Read and review them. Find the Code of Ethics for a school district you might like to teach in; name the district. Notice the similarities and differences. Your commentary will reflect how you feel about these Codes of Ethics. Are they of value? Are they necessary? Are there major differences that would impact you? Why are they there? Let's have input about as many different districts as possible! *On this sharing board, you are not required to comment on anyone else's post.*

*Be sure to state the websites and sources you used.* Some school districts have obvious Codes of Ethics, some seem to be hidden. Some are missing completely. You may have to look at more than one school district's web site or you may have to contact a teacher in that district and ask them about their Code of Ethics.

**NO ATTACHMENTS ON DISCUSSION BOARDS PLEASE!**

**SECOND CHOICE (Alternative—probably easier to do with limited internet access, as this handout includes everything you will need—copied and pasted from online sources; as well as paraphrased information from your textbook):**

Responding to an ethical-dilemma scenario from your textbook (page 250), compare and contrast the information from the national (NEA) *Code of Ethics* and the state, NMPED, *Code*. If you don't find points of contrast, that is OK. Just look over the information provided on this handout and decide what evidence you can use to support your views concerning the dilemma.

**BOTH CHOICES: must meet Criteria for Code of Ethics Sharing Board — this assignment is worth 25 points. It should be at least a typed page response (about three to four paragraphs), double-spaced, Times New Roman, 12 point font. Use either MLA or APA Style [note: my examples are all APA]. You must have three sources (including your textbook). In-text citations and a list of references are also required. [Please see my examples at the end of this handout.] This must be done by the due date, March 31st. If you are unable to post your assignment, please contact me, so that we can problem-solve.**

**You must meet the above criteria, regardless of which assignment you choose—the original or the alternative.**

## Alternative Assignment

This assignment is like other discussions, except it requires some research. Please get started on it right away in order to get full credit.

### Step One: review

Recall information from Chapter 8 about the Code of Ethics teachers must follow.

**Ethics for Teachers**—In your text it states, “As a professional, you are responsible for making decisions in ill-defined situations....” (Kauchak & Eggen, 2017, p. 251). These ill-defined situations are many and various. You will always have clear guidelines, so you must

- Know the laws and ethical guidelines of the profession
- Use your professional knowledge to make good decisions
- Remember that your decisions often affect the well-being of yourself and your students.

#### **Ethics and the Law**

Review the scenario from “Teaching and You” on page 251 of our text. If you are a middle school teacher, and you see a fight on the playground, is it your responsibility to do something about it? The answer is YES—“**You’re responsible for the safety of children in your classroom as well as your school....**” (Kauchak & Eggen, 2017, p. 251).

As one example from your text points out, the law states that you are responsible for student safety. **The ethical question related to student safety is, “What action should you take?”**

What you decide to do will be based on your knowledge of ethics as well as your school policy. For example, should you just break it up yourself or is there a procedure to follow? [Right now, just consider this question. You do not have to write anything.]

### Step Two: make an informed decision

Read the ethical scenarios posed on pages 250 of our text. Choose one to focus on. Here are your choices

- Jason Taylor, science teacher, encourages his students to get involved in local politics (page 250).
- Sasha Brown, chair of the math department, must decide how to fairly recommend two students for a scholarship (page 250).

### Step Three: read the NMPED Code of Ethics

**Highlight and annotate the information that applies to the ethical dilemma you chose:**

6.60.9.8 CODE OF ETHICS: We, professional educators of New Mexico, affirm our belief in the worth and dignity of humanity. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach with the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our

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profession according to the highest ethical standards. We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this code.

A. Principle I: Commitment to the student. We measure success by the progress of each student toward achievement of his/her maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home. In fulfilling our obligation to the student, we:

PRIMARY AND SECONDARY EDUCATION SCHOOL PERSONNEL-GENERAL PROVISIONS  
LICENSURE REQUIREMENTS, CODE OF ETHICAL RESPONSIBILITY OF THE EDUCATION  
PROFESSION

ISSUING AGENCY: Public Education Department [6.60.9.1 NMAC - N, 04-30-01; A, 10-17-05]  
6.60.9.1

judgment;

(1) (2)

(3) (4)

deal justly and considerately with each student;

encourage the student to study and express varying points of view and respect his/her right to form his/her own

conduct conferences with or concerning students in an appropriate place and manner; seek constantly to improve learning facilities and opportunities.

Principle II: Commitment to the community. We believe that patriotism in its highest form requires dedication to

B.

the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public

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policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public. In fulfilling our obligations to the community, we:

(1) share the responsibility for improving the educational opportunities for all;

(2) recognize that each educational institution has a person authorized to interpret its official policies;

(3) acknowledge the right and responsibility of the public to participate in the formulation of educational policy; (4) evaluate through appropriate professional procedures conditions within a district or institution of learning, make

known serious deficiencies, and take action deemed necessary and proper;

(5) assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our

professional positions to promote political candidates of partisan activities;

(6) protect the educational program against undesirable infringement, and promote academic freedom.

C.

profession directly influence the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, to demonstrate integrity in all work-related activities and interactions in the school setting, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations. In fulfilling our obligations to the profession, we:

(1) recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative of our profession;

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- (2) participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education;
- (3) cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions;
- (4) accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- (5) refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student;
- (6) refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues;
- (7) keep the trust under which confidential information is exchanged;
- (8) make appropriate use of the time granted for professional purposes;
- (9) interpret and use the writings of others and the findings of educational research with intellectual honesty;
- (10) maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts;
- (11) respond accurately to requests for evaluation of colleagues seeking professional positions;
- (12) provide applicants seeking information about a position with an honest description of the assignment, the conditions of work and related matters.

D. Principle IV: Commitment to professional employment practices. We regard the employment agreement as a

solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon integrity, dignity, and mutual respect between employees, administrators, and local school boards. In fulfilling our obligations to professional employment practices, we:

- (1) apply for or offer a position on the basis of professional and legal qualifications;
- (2) apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates;
- (3) fill no vacancy except where the terms, conditions, and policies are known;
- (4) adhere to and respect the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent;
- (5) give prompt notice of any change in availability of service, in status of applications, or in change in position;
- (6) conduct professional business through recognized educational and professional channels.

[6.60.9.8 NMAC - N, 04-30-01]6.60.9.9

A. (1)

#### STANDARDS OF PROFESSIONAL CONDUCT:

##### Preamble

We, licensed New Mexico educators acknowledge that ethical values in our schools cannot exist without ethical

Principle III: Commitment to the profession. We believe that the quality of the services of the education

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leadership. It is our ultimate goal to educate children so that they may become productive citizens; we understand that our guidance and ability to provide choices has a profound effect on reaching this goal. In affording students and each other choices, we agree to consider the consequence of each choice, the moral value best exemplified by the recommended choice, and our position on the choice if it were applied to us. These principles apply equally to all

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licensed educators in all schools except where they are uniquely applicable to public schools or where they conflict with principles of religious freedom.

(2) Moral values are to ethical leadership what years of experience are to a successful educator. The former sets the stage for success of the latter. Abstract principles that espouse excellence do not easily equate into simple behavioral maxims. We are certain that some foundational concepts can be embraced because they truly celebrate desirable moral values. These concepts are: respect for one's self and others, honesty and openness, the delicate balance between absolute freedom and safety, the equally delicate balance between confidentiality and the right to know, equality of opportunity, fairness to all, and personal integrity.

(3) In the final analysis it is our consistent ethical leadership that wins the most allies and produces the best results. Not only does this code highlight our professional responsibilities, but also it stimulates us to discuss the professional implications of our ethical choices and ethical recommendations, causes us to assess and reassess our application of moral values, and sets forth concrete behaviors appropriate for education professionals. We are committed to this code and understand that it provides minimally accepted standards of professional conduct in education.

B. Standard I: Duty to the student. We endeavor to stimulate students to think and to learn while at the same time we seek to protect them from any harm. Ethical leadership requires licensed educators to teach not only by use of pedagogical tools, but also by consistent and justifiable personal example. To satisfy this obligation, we:

(1) shall, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g, 34 C.F.R. Part 99), the Individuals with Disabilities Education Act (20 U.S.C. Section 1401 et seq., 34 C.F.R. Part 300), the Mental Health and Developmental Disabilities Code (Section 43-1-19, NMSA 1978), the Inspection of Public Records Act (Section 14-2-1 et seq., NMSA 1978), the Public School Code (Section 22-1-8, NMSA 1978), and the Children's Code (Sections 32A-2-32, 32A-4-3, NMSA 1978), withhold confidential student records or information about a student or his/her personal and family life unless release of information is allowed, permitted by the student's parent(s)/legal guardian, or required by law;

(2) shall not discriminate or permit students within our control, supervision or responsibility to discriminate against any other student on the basis of race, color, national origin, ethnicity, sex, sexual orientation, disability, religion, or serious medical condition;

(3) shall avoid using our positions as licensed school employees to exploit or unduly influence a student into engaging in an illegal act, immoral act, or any other behavior that would subject a licensed school employee or student to discipline for misconduct whether or not the student actually engages in the behavior;

(4) shall tutor students only in accordance with local board policies, if any, only after written permission from the student's parent(s)/legal guardian, and only at a place or time approved by the local school and/or the student's parent(s)/legal guardian; (5) shall not give a gift to any one student unless all students situated similarly receive or are offered gifts of equal value for the same reason;

(6) shall not lend a student money except in clear and occasional circumstances, such as where a student may go without food or beverage or be unable to participate in a school activity without financial assistance;

(7) shall not have inappropriate contact with any student, whether or not on school property, which includes but is not limited to:

(a) all forms of sexual touching, sexual relations or romantic relations;

(b) inappropriate touching which is any physical touching, embracing, petting, hand-holding, or kissing that is unwelcome by the student or is otherwise inappropriate given the age, sex and maturity of the student;

(c) any open displays of affection toward mostly-boys or mostly-girls; and

(d) offering or giving a ride to a student unless absolutely unavoidable, such as where a student has missed his/her usual transportation and is unable to make reasonable substitute arrangements;

(8) shall not interfere with a student's right to a public education by sexually harassing a student or permitting students within our control, supervision or responsibility to sexually harass any other student, which prohibited behavior includes:

(a) making any sexual advances, requests for sexual favors, repeated sexual references, any name calling by means of sexual references or references directed at gender-specific students, any other verbal or physical conduct of a physical nature with a student even where the licensed educator believes the student consents or the student actually initiates the activity, and any display/distribution of sexually oriented materials where students can see them; and

(b) creating an intimidating, hostile or offensive work/school environment by at a minimum engaging in any of the prohibited behaviors set forth at Paragraph (7) or Subparagraph (a) of Paragraph (8), Subsection B of 6.60.9.9 NMAC, above.

C. Standard II: Duty to the profession. The education profession has been vested by the public with an awesome

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trust and responsibility. To live up to that lofty expectation, we must continually engender public confidence in the integrity of our profession, and must strive consistently in educating the children of New Mexico, all of whom will one-day shape the future. To satisfy this obligation, we:

(1) shall not make a false or misleading statement or fail to disclose a material fact in any application for educational employment or licensure;

(2) shall not orally or in writing misrepresent our professional qualifications;

(3) shall not assist persons into educational employment whom we know to be unqualified in respect to their character, education, or employment history;

(4) shall not make a false or misleading statement concerning the qualifications of anyone in or desiring employment in education;

(5) shall not permit or assist unqualified or unauthorized persons to engage in teaching or other employment within a school;

(6) shall not disclose personal, medical, or other confidential information about other educational colleagues to anyone unless disclosure is required or authorized by law;

(7) shall not knowingly make false or derogatory personal comments about an educational colleague, although first amendment protected comments on or off campus are not prohibited;

(8) shall not accept any gratuity, gift, meal, discount, entertainment, hospitality, loan, forbearance, favor, or other item having monetary value whose market value exceeds \$100, excluding approved educational awards, honoraria, plaques, trophies, and prizes;

(9) shall avoid conduct connected with official duties that is unfair, improper, illegal or gives the appearance of being improper or illegal;

(10) shall not sexually harass any school employee, any school visitor or anyone else we might encounter in the course of our official duties, which includes:

(a) making any sexual advances, requests for sexual favors, repeated sexual references, and name calling by means of sexual references or references directed at any gender-specific individuals named above;

(b) making any other verbal gesture or physical conduct with any of the above-named individuals even where the licensed educator believes they consent or they actually initiate the activity;

(c) displaying or distributing any sexually oriented materials where the above-named individuals can see them;  
and

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(d) creating an intimidating, hostile, or offensive work/school environment by engaging in any of the prohibited behaviors set forth at Subparagraphs (a), (b) or (c), Paragraph (10), Subsection C of 6.60.9.9 NMAC, above;

(11) shall educate oneself at least annually about avoiding sexual harassment by either attending periodic training, reviewing sexual harassment literature or the EEOC guidelines found at Title 29 Code of Federal Regulations Part 1604 (29 C.F.R. Section 1604.1 et seq.), or contacting appropriate school human resources personnel;

(12) shall not engage in inappropriate displays of affection, even with consenting adults, while on school property or during school events off campus;

(13) shall not without permission of a supervisor use public school property to conduct personal business or our personal affairs;

(14) shall use educational facilities and property only for educational purposes or purposes for which they are intended consistent with applicable policy, law and regulation;

(15) shall not discriminate against any school employee, or any other person with whom we have any dealings or contact in the course of our official duties, on the basis of race, color, national origin, ethnicity, sex, sexual orientation, disability, religion, or serious medical condition;

(16) shall not engage in any outside employment:

(a) the performance of which conflicts with our public school duties, such as where a licensed educator takes a

private job that would require performance in the very school district where he/she is employed;

(b) where we use confidential/privileged information obtained from our public school employment as part or all

of our private employment duties; and

(c) that impairs our physical ability to perform our school duties;

(17) shall not, with the intent to conceal/confuse a fact, change or alter any writing or encourage anyone else to change or alter any document:

(a) in connection with our official school duties;

(b) in connection with another licensed person's official school duties;

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(c) in connection with any standardized or non-standardized testing;

(d) in connection with any school application or disclosure process; and

(e) in connection with any writing submitted to the public education department related to our initial or continued

licensure, including endorsements;

(18) shall not in connection with any state board-approved teacher test knowingly make any misrepresentations about

one's identity, or engage in any false or deceptive acts of test-taking or test-registering; instructions;

(19)

shall not engage in any conduct or make any statement:

(a) that would breach the security of any standardized or non-standardized tests;

(b) that would ignore administering portions or the entirety of any standardized or non-standardized testing

(c) that would give students an unfair advantage in taking a standardized or non-standardized test;

(d) that would give a particular school or a particular classroom an unfair advantage in taking a standardized or non-standardized test; and

(e) that would assist students in obtaining services or benefits for which they do not qualify or are not entitled; (20) shall not, when on school property or off campus while representing the school or attending a school function,

engage in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct which tends to disturb the peace;

(21) shall not hold, or continue to hold, employment for which educator licensure or certification is required when the individual knew, should have known or is informed by the PED, that the individual does not hold the required credentials; and

(22) shall not use school information technology equipment, hardware, software or internet access to view, download, display, store or print pornographic images or advertisements, nude images, or sexually explicit depictions or language;

(23) shall not engage in unprofessional conduct, which conduct shall include but not be limited to the following:

(a) striking, assaulting or restraining a student for no valid reason;

(b) using any written or spoken words in public schools or at school events that are inflammatory, derogatory or

otherwise demonstrate a bias against a person or group, on the basis of their race, religion, culture, ethnicity, sexual preference, sexuality or physical disability;

authorization;

(c)

(d) (e) (f) (g)

bringing firearms onto school property or possessing them on school property, except with proper

possessing or consuming alcohol beverages at school; possessing or using illegal drugs;

being under the influence of alcohol or illegal drugs at school;

actively obstructing an investigation into the possible unethical or illegal conduct of a school employee; and

(h)

individual's hiring, discipline, terms of employment, working conditions or work performance due to that individual's familial relationship with the licensee;

engaging in favoritism or preferential treatment toward any school employee or applicant in regards to that

(24) shall report any knowledge of inappropriate contact, as provided by Paragraph (7) of Subsection B of 6.60.9 NMAC with a student or other school employee to the local school authority within 30 days of obtaining such knowledge. [6.60.9.9 NMAC - N, 04-30-01; A, 10-17-05; A, 10-31-06]

### Step Four: read National Standards for Ethics

**Just as you did with the state standards, highlight and annotate the information pertaining to your ethical-dilemma scenario. Remember to focus on just one scenario; don't do both.**

## PRINCIPLE I

### COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
  - Exclude any student from participation in any program
  - Deny benefits to any student
  - Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## **PRINCIPLE II**

### **COMMITMENT TO THE PROFESSION**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

*Adopted by the NEA 1975 Representative Assembly*

### Step Five: create your post for this assignment

Using one or more of the scenarios, write a post where you state your views. What would you do if you were the teacher in this situation? Remember to use at least three sources with in-text citations and a list of references at the bottom of your post. You must also compare and contrast the state ethics with the national ethics for the profession.

### *More resources for successful completion of the assignment*

### Models for Annotations

The following are models of annotations you might create. Of course, your annotations will be based on your thoughts and opinions, but here is what your teacher came up with to show as an example:

1) The first example annotates the NMPED Code of Ethics (our state guidelines). I chose the scenario on page 250, where a science teacher, Jason Taylor, gives an extra-credit assignment to his students that results in protests from parents. The assignment also spurs the principal to wonder if Taylor isn't deviating too far from the science curriculum he is supposed to teach. For the extra-credit assignment, he has asked his students to pass out flyers promoting the political views of a local action committee. The ethical issue: Taylor is a member of this local action committee. The annotations focus on this guiding question: is his extra-credit assignment aligned to ethical standards of the teaching profession?

Two sides: 1) Mr. Taylor, a member of an environmental political action committee believes that education should help students become more involved in civic duties, 2) The principal and parents are concerned that Mr. Taylor is only presenting one side, and that the extra-credit assignment, in particular, is unethical. What do you think?

the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public

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policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public. In fulfilling our obligations to the community, we:

(1) share the responsibility for improving the educational opportunities for all;

(2) [recognize that each educational institution has a person authorized to interpret its official policies](#); Annotation: the principal is concerned that Mr. Taylor is not teaching according to the curriculum.

(3) [acknowledge the right and responsibility of the public to participate in the formulation of educational policy](#); Annotation: this is why the teacher, Jason Taylor should consider parents' input. (4) evaluate through appropriate professional procedures conditions within a district or institution of learning, make

known serious deficiencies, and take action deemed necessary and proper;

(5) [assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our](#)

[professional positions to promote political candidates of partisan activities](#); Annotation: has Mr. Taylor reflected on whether he is trying to promote his own "partisan" political views? What is his underlying motivation?

(6) protect the educational program against undesirable infringement, and [promote academic freedom](#). Annotation: Mr. Taylor argues that the parents' concerns infringe on his academic freedom. This may be true, but only if his motives are pure. He needs to be certain that his efforts are directed toward teaching students how to become civic-minded, rather than simply following his own political agenda.

**The second example uses a section from the National Education Code of Ethics. I chose the second scenario on page 250 about a teacher trying to make a decision regarding her recommendation. (The scenario involves Sasha Brown, math department chair, who knows her letters of recommendation will carry weight. Two of her students have asked her to write the letters for the same scholarship. One of the students is Brandon, who scores at the top of his class. The son of an engineer, he has more privilege than another student, Sonia, who comes from a single-parent household and probably needs the scholarship more than Brandon. Sonia's assignment and test scores may not be as high as Brandon's, but she has shown impressive skill in the area of creative problem-solving. Ms. Brown also can't help but think about the fact that the prestigious science and math scholarship has not been won by a girl in six years.)**

## PRINCIPLE I

### COMMITMENT TO THE STUDENT

[The educator strives to help each student realize his or her potential as a worthy and effective member of society.](#) Annotation: Ms. Brown should consider the contributions each student makes when writing each letter.

The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
  - Exclude any student from participation in any program
  - Deny benefits to any student
  - Grant any advantage to any studentAnnotation: with these guidelines in mind, Ms. Brown should be careful to fairly represent each student when writing her letters of recommendation.

#### Model for citation and references

Here is an example to show how to use in-text citations. Please be aware that it is mostly sentence stems; if you want to use this outline, you will need to fill out the rest, as instructed by information in brackets; also, the in-text citations are in purple:

For my Code of Ethics Sharing post, I decided to concentrate on the scenario about — —

[paraphrase the scenario] (Kauchak & Eggen, 2017, p. 250). When reading the New Mexico's *Code of Ethical Responsibility of the Education Profession*, I learned that—[paraphrase or quote the text] (New Mexico Public Education Department [NMPED], 2001). Therefore, I think that — [explain your reasoning in light of your knowledge]. By comparison, The National Education Code of Ethics recommends—[paraphrase or quote] (National Education Association [NEA])

#### References

Kauchak, D., & Eggen, P. (2017). *Introduction to teaching: Becoming a professional*. (6th ed.). Upper Saddle River, NJ: Pearson.

National Education Association. (n.d.). *Code of Ethics*. Retrieved March 23, 2020.

from <http://www.nea.org/home/30442.htm>

New Mexico Public Education Department. (2001, April 30). *Licensure Requirements, Code of Ethical Responsibility of the Education Profession*. Retrieved March 23, 2020. from <http://164.64.110.134/nmac/T06C060>

### Required Resources

***For the assignment, you will find information in Chapter Eight of your text. You will also need to read at least two different Codes of Ethics documents. NMPED and NEA are recommended for the alternative assignment. They have been copied and pasted on this handout, but can be found at the following URLs:***

***NEA Code of Ethics: <http://www.nea.org/home/30442.htm>***

***NMPED Code of Ethical Responsibility: <http://164.64.110.134/parts/title06/06.060.0009.html>***

***For the original assignment, you will need to search the web for a district Code of Ethics. Please note, our district, CCSD, adheres to the NMPED Code.***

### Resources for Further Exploration (Optional)

NMPED Ethics Training  
<http://ccsdnm.org/images/Staff/Ethics-Presentation-2017-18.pdf>

New Mexico  
Compilation of School Discipline Laws and Regulations  
<https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/New%20Mexico%20School%20Discipline%20Laws%20and%20Regulations.pdf>

NMPED Licensure Guide  
<https://webnew.ped.state.nm.us/wp-content/uploads/2019/02/PLB-Quick-Guide-1-24-19.pdf>