

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, copyright 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, state, state and federal cultural 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 protect confidentiality of privileged information and stored or transmitted educational records.
2. Understanding the extent 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.

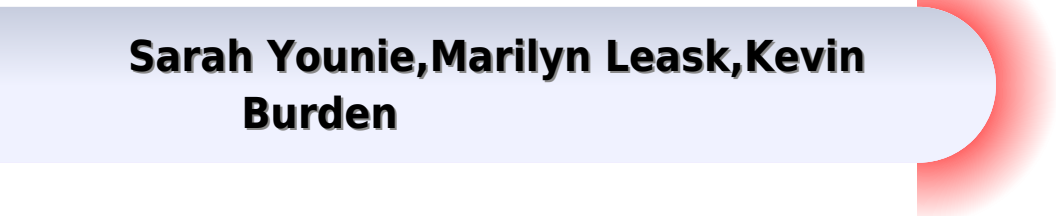
WELCOME

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

Web 2 0 How To For Educators Second Edition

**Sarah Younie, Marilyn Leask, Kevin
Burden**



Web 2 0 How To For Educators Second Edition:

Teaching in Nursing and Role of the Educator, Second Edition Marilyn H. Oermann, Jennie C. De Gagne, Beth Cusatis Phillips, 2017-08-28 With essential updated content for novice and experienced nurse educators This evidence based text delivers the full scope of knowledge necessary for novice and experienced faculty to become competent teachers in nursing The only book to focus on the full academic role it encompasses all of the key concepts required for effective teaching curriculum development evaluation and testing becoming a scholar in nursing education and much more The second edition is updated throughout and includes four new chapters on Understanding the Learner Interprofessional Education Curriculum Models and Global Nursing Education It offers new content on role of the nurse educator learning theories active learning flipped class team based learning teaching strategies teaching in an online nursing course using new technologies and simulation clinical teaching and evaluation test construction scholarship of teaching and more Chapters begin with objectives and conclude with a content summary Each chapter integrates research and evidence into the text and includes specific examples of the methods and strategies presented and How to Tips for readers Also available with the book is an online course with sample course syllabus modules for each chapter learner activities discussion forum questions and Power Point slides New to the Second Edition Four new chapters Understanding the Learner Interprofessional Education Curriculum Models and Global Nursing Education Learning concepts important in teaching Active learning strategies flipped class team based learning Teaching in online nursing courses and programs New technologies and what s new in simulation Innovative models of clinical teaching Assessment evaluation and test construction Curriculum development and evaluation Scholarship of teaching and becoming a scholar in nursing education Developing partnerships with clinical settings New ancillary with complete online course of 20 modules Key Features Encompasses current evidence based information about the complete academic role the only text of its kind Delivers key concepts required for effective teaching curriculum development evaluation and testing scholarship and more Prepares graduate nursing students and nurses transitioning into educator role with essential knowledge and competencies Includes both theoretical and practical information Provides specific examples of content and how to tips *Handbook of Research on Web 2.0 and Second Language Learning* Thomas, Michael, 2009-01-31 This book investigates how those involved in education can respond to the opportunities offered by the Web 2 0 technology Provided by publisher **E-Learning 2.0 Technologies and Web Applications in Higher Education** Pelet, Jean-Eric, 2013-12-31 Once considered the traditional approach to education brick and mortar institutions are no longer the norm due to e learning technologies Populations are turning into ubiquitous human beings and educational practices are reflecting this change E Learning 2 0 Technologies and Web Applications in Higher Education compiles the latest empirical research findings in the area of e learning and knowledge management technologies assessment Highlighting specific comparisons and practices of e m learning and knowledge management technologies this book is an

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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 *Social Networking and Education* Tomayess Issa, Pedro Isaias, Piet Kommers, 2015-10-03 The present work is intended to assist academics researchers and proponents of online learning and teaching Academics will be able to share the findings presented in this book and the Social Networking and Education Model SNEM with their students i e Masters and PhD It is envisaged that this book will assist researchers and anyone interested in online learning to understand the opportunities and risks associated with the use of Social Networking in the education sector and assist them to implement SN by means of the new SNEM model The reader will benefit from our examinations of the risks and opportunities associated with the use of Social Networking in the education sector in various regions around the world Asia Pacific Europe

Mediterranean America Middle East and the Caribbean In addition a Social Networking and Education Model SNEM will be developed to promote and implement Social Networking in the education sector **Resources in Education** ,2001

Proceedings of the Third International Conference on Information Management and Machine Intelligence Dinesh Goyal,Anil Kumar,Vincenzo Piuri,Marcin Paprzycki,2022-08-03 This book features selected papers presented at Third International Conference on International Conference on Information Management and Machine Intelligence ICIMMI 2021 held at Poornima Institute of Engineering AI machine and deep learning information management security processing techniques and interpretation applications of artificial intelligence in soft computing and pattern recognition cloud based applications for machine learning application of IoT in power distribution systems as well as wireless sensor networks and adaptive wireless communication

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