

Prioritizing Ethics: Interdisciplinary Implementations of Principle-Based Ethics in Secondary Teacher Education

Rick Marlatt and Thomas Korang
New Mexico State University

This instructional article describes recent implementations of ethics education in a teacher education course at a large university in the Southwest United States. Using a case analysis framework in tandem with a principle-based ethics schema, a teacher educator and his research assistant designed five content interventions for their content area literacy curriculum in the hopes of helping preservice teachers position their developing pedagogies alongside a cultivation of ethical reasoning and decision making. Rooted in ethics education literature that reveals a lack of empirical data surrounding the impact of professional ethics in teacher education settings, the article explains innovative teaching methodologies while sharing samples of student work along with a review of students' reactions. Finally, questions are posed for further research in higher education regarding the implementation of ethics for future teachers.

Human beings utilize systems of ethics to define their beliefs, values, and attitudes and leverage these understandings to guide their choices and actions throughout their lives (Rennie, 2015). Chowdhury (2016) argues that ethics can be studied in three distinct ways: 1) as synonymous with morality, including standards for human behavior; 2) as a philosophical examination of humans and their social condition; and 3) as referring to the special codes of conduct shared by groups pursuing common professional objectives. While these strands can be applied to ethics across numerous disciplines, education integrates all three. During teaching and learning processes, educators position students to construct knowledge while modeling certain patterns of self-expression and interaction, all within a professional system that has established unique measures of preparation and performance (Gatti & Payne, 2011). Ethics are integral to human experiences within the teaching profession because an educator's pedagogy is grounded in understandings of ethical reasoning and decision-making (Arthur, 2010).

Specifically, the field of teacher education, where experienced instructors guide aspiring teachers simultaneously toward the mastery of their craft and the practice of acceptable professional conduct, presents ideal contexts for ethics to be applied and studied by researchers and educators alike (Boon, 2011). Unfortunately, teacher education has lagged behind other fields in facilitating formal instruction on ethics formation as part of its professional preparation (Freeman & Brown, 1996). Despite scholars agreeing on the importance of professional ethics for future teachers, a lack of research in examining the effects of ethics education in teacher education coursework persists (Winston, 2007). To address this gap, this article explores the integration of ethics education in a teacher education course and is driven by the following question: How can educators integrate ethics education to enhance preservice teachers' developing pedagogies in a content area literacies course?

Literature Review

Faculty within schools of business, medicine, and law at universities across the United States began offering coursework in ethics for both undergraduates and graduate students in the 1960s, but scholarship accounting for preservice teachers' professional ethics education did not appear for at least two decades later, in the mid-1980s (Warnick & Silverman, 2011). Lasley (1987), Reagan (1983), and Rich (1984) were some of the first scholars to theorize discussions of professional ethics for teachers and apply them in teacher education settings. Yet, in the years since these early studies were conducted, research on ethics in education has waned, especially in comparison with other fields (Bowie, 2003). This persistent lack of research on professional ethics education for future teachers could be attributable to a lack of implementation on the part of teacher education programs. For instance, in a recent higher education survey, Glanzer and Ream (2017) found that only 9% of teacher education programs include electives or required courses in professional ethics. Ethics implementation may be lacking in some programs due to a variety of reasons such as time restrictions, alternative curricular objectives, and a solidified emphasis on subject matter instructional approaches (Glanzer & Ream, 2017).

Meanwhile, widespread benefits of ethics education in other fields have been well-documented. Applications of ethics can impact aspiring professionals' measures of moral reasoning in communication studies (Canary, 2007), nursing training (Krawczyk, 1997), marketing (Agarwal & Malloy, 2002), and pre-medicine (Smith, Fryer-Edwards, Diekema, & Braddock, 2004). Students in higher education can experience a positive change in attitude with regard to the ethical dimensions of their professional development when their coursework includes ethics training (Plaisance, 2007). Across

numerous fields of study, ethics education is most impactful when students are asked to consider real-world cases of ethical dilemma through in-depth discussion and workshopping (Warnick & Silverman, 2011). Teacher education courses position preservice teachers to practice standards-based curriculum design, develop culturally responsive instructional strategies, and cultivate competent aptitudes within dynamic school communities; these contexts are optimal for drawing upon real examples from the professional world of teaching (Strike & Soltis, 2009).

While studies from other fields suggest that preservice teachers can benefit professionally from ethics training, embedding ethics education in teacher preparation is also a moral choice, a pursuit of shared commitment toward cultivating personal responsibility and socially-just practices (Campbell, 2008). Teacher educators engaged in professional ethics make choices in curriculum, instruction, and pedagogy based on their core values of the human experience and model those values for their students (Campbell, 2003). Because preservice teachers pursue coursework and licensure with varying levels of experience in maneuvering questions of ethics, effective training is needed to ensure that students emerge from their higher education programs with a sense of ethical efficacy (Fischbach, 2015). By prioritizing ethics alongside familiar components of teacher education such as assessment, classroom management, and data-informed instruction, preservice teachers can see their pedagogical development as a reflection of their moral and ethical identities.

Much like professionals in other fields, new teachers are introduced quickly to the professional codes of conduct unique to their vocation (Barret, Casey, Visser, & Headley, 2012). However, unlike graduates of finance, medicine, law, and psychology, whose licensure and accreditation programs are often constructed around systematic units of field-based ethics education, novice educators are often left to fend for themselves (Huling & Resta, 2001; Moir, 2009). Lacking direct preparation for achieving both moral and professional success in ethically challenging scenarios,

many new teachers feel isolated and powerless to do what is right (Mathur & Corley, 2014). Often undertrained and conflicted about a range of issues including personal beliefs, moral obligations, familial traditions, and multicultural perspectives, preservice teachers require hands-on ethics learning to prepare for the complex realities of their future workplace (Cartledge, Tillman, & Talbert-Johnson, 2001).

In his call for the proliferation of ethics content in teacher education coursework, Maxwell (2017) argues that if preparing teachers to impact practice and policy of institutions in ways that better the contexts and futures for teaching and learning on behalf of all stakeholders, then “it is imperative to be rigorous and explicit about introducing future educators to the ethical norms of teaching as they are formalized in existing codes of professional conduct” (p. 320). Prior research in the area of training teachers to successfully navigate the ethical dilemmas awaiting them reveals both a growing demand for the implementation of ethics education across higher education and a lack of empirical cases investigating their results. Clearly, the need to prepare preservice teachers to engage in ethical reasoning and decision making is agreed upon by practitioners and researchers alike. And yet, the field is in dire need of practical investigations of ethics-based education, as a majority of candidates feel unprepared to make important ethical decisions in their classrooms and school institutions (Sahan, 2018). The implementations described in this article attempt to offer an example of how to answer this call.

Dual Framework for Ethics Integration

The Case Analysis Framework

Drawing upon prior research in professional ethics from a variety of fields including business, economics, and law, Warnick and Silverman (2011) constructed a framework for case analysis (Table 1) that “aims to integrate ethics education for teachers to reveal to teachers the prima facie obligations they face” (p. 281).

Table 1
Case Analysis Framework (Warnick & Silverman, 2011).

Step One	Compile Information About the Case
Step Two	Consider Various Participants
Step Three	Identify and Define the Ethical Problem
Step Four	Identify Some Options
Step Five	Conduct a Theoretical Analysis of Your Opinions
Step Six	Consider Your Role as a Teacher
Step Seven	Educate Yourself as Time Permits
Step Eight	Make the Decision
Step Nine	Decide How to Evaluate and Follow Up on your Decision

Table 2
Principle-Based Ethics

Integrity	Act with honesty in all situations
Trust	Build trust in all stakeholder relationships
Accountability	Accept responsibility for all decisions
Transparency	Maintain open and truthful communications
Fairness	Engage in fair competition and create equitable and just relationships
Respect	Honor the rights, freedoms, views, and property of others
Rule of Law	Comply with the spirit and intent of laws and regulations
Viability	Create long-term value for all relevant stakeholders

In their Case Analysis Framework (CAF) Warnick and Silverman (2011) identified nine sequential steps for teacher educators to model with regard to analyzing cases that challenge teacher candidates to practice ethical reasoning and decision-making. CAF prioritizes contexts specific to teacher education settings such as alignment with moral dimensions of schooling as well as the generation of solutions for school-community stakeholders. The framework's systematic versatility across numerous applications allows educators to focus not only on the well-being of individuals, but also on making larger connections to the teaching profession itself (Warnick & Silverman, 2011).

The Daniels Fund Ethics Initiative's Principle-Based Ethics (n.d.)

While the CAF (Warnick & Silverman, 2011) offers a step-by-step guide for maneuvering individual situations of ethical dilemma in school institutions, principle-based ethics (PBE) can be used in ways that afford teachers and students a set of general, interdisciplinary principles to follow. Recently, the Daniels Fund Ethics Initiative (DFEI) has categorized eight principles for ethics learning (Table 2). Named after its founder, Bill Daniels, the late Denver-area businessman and philanthropist, the DFEI promotes ethical standards across higher education communities, including training for instructors and students, as well as ethics programming for campus communities (DFEI, n.d.). DFEI's collegiate program currently partners with eleven institutions across four states to promote ethics education in higher education. Instructors in participating academic units utilize DFEI funding and resources to hold a range of ethics summits, seminars, and workshops throughout the academic year, all aimed at delivering PBE education that extends "beyond philosophy and theory to real world, practical application of ethical principles as a framework for personal and organizational decision-making" (para. 7).

Combining the sequence of analytical procedures offered by the CAF (Warnick & Silverman, 2011) with the clearly defined list of principles posited by the DFEI offers a dual framework for integrating ethics education

into the coursework and training of preservice teachers. In the following section, a contextual summary and rationale for ethics is provided.

Contexts and Rationale for Ethics Integration in Teacher Education

Rick is a White male assistant professor of teacher education whose research includes explorations of interdisciplinary intersections of literacy, language, and culture in higher education. A former middle school and high school English teacher, Rick participated in the DFEI Fellowship Program at the authors' large university in the Southwest United States during spring, 2018. Thomas is a teaching assistant and doctoral candidate in the school of teacher preparation within the authors' College of Education. Thomas is a Black male doctoral student who also previously served as a classroom teacher. His research focuses on learning designs and technologies and critical pedagogy. Both authors share a mutual interest in the implementation of ethics education for preservice teachers.

Strategies and materials accumulated through the DFEI fellowship provided us with a unique opportunity to incorporate PBE into our teacher education curriculum. In an effort to introduce preservice teachers to ethics education, we modified various DFEI training modules to fit the interdisciplinary nature of our course. Specifically, Content Area Literacy is a seminal course designed to support secondary education majors in their development of effective literacy instruction within their teaching practice. The course meets weekly and is interdisciplinary, combining preservice teachers from a variety of disciplines such as social studies, English, marketing, science, agriculture, and art. This mix of content area literacy practices and perspectives invites innovative collaborations that contribute to understanding how students' individual contexts can enrich educational experiences (Marlatt & Dallacqua, 2019).

Used in conjunction with PBE, we felt that Warnick and Silverman's (2011) CAF could help us position students to think critically about the role of ethics in their pedagogical development. We approached our ethics implementations using both

Table 3
Ethics Integration Overview

Student Learning Outcomes	<ol style="list-style-type: none"> 1. Describe concepts underlying ethics and apply these foundations to preparation and practice. 2. Understand the necessity for ethics as they apply to teaching and learning in classroom spaces. 3. Discuss perspectives of ethics and articulate their impact on experiences of K-12 learners. 4. Develop individual abilities to discuss and model ethics with others. 5. Recognize the impact of ethics on teaching philosophy and pedagogy.
Content Interventions	<ol style="list-style-type: none"> 1. Defining Ethics *foundational readings, discussions, class activities; introduction to DFEI principle-based ethics 2. Ethics Labs *interdisciplinary groups navigate scenarios inspired by instructors' experiences as classroom teachers. 3. Content Area Ethics Labs *content area groups design their own discipline ethics labs for their peers to complete in class. 4. Ethical Dilemmas and Decisions that Define us as Educators *current and former classroom teachers from a range of content areas serve as guest speakers. 5. Final Ethics Essay *students complete a cumulative writing assignment detailing what they have learned about ethics.

frameworks equally: the CAF allowed for a clear set of steps for students to follow while PBE offered clear conceptual targets for students to work toward in their ethics training. The primary objective of these interventions was to fully integrate ethics education into secondary teacher education coursework with the aim of building a solid ethical framework for preservice teachers that is central not only to their approaches in curriculum and instruction, but also aligned with their decision-making as educators. In redesigning the course to be infused with ethics education, we identified five specific student learning outcomes for the 26 students during the fall 2018 semester. These objectives, as well as the specific interventions which are explained in detail throughout the next section, are provide in Table 3 for a comprehensive overview of the curriculum.

Implementing Ethics Content in Teacher Education

Integrating content area literacy units with ethics training enhanced the preservice experience by positioning students to integrate approaches to curriculum and instruction alongside considerations for ethical principles and practices within the teaching profession. As future teachers synthesized their development as practitioners in tandem with active engagement in ethics activities, they not only co-

constructed new understandings about the importance of ethical reasoning and decision-making in education, but also prepared themselves to model moral standards for their own students. These interventions were the result of five content additions which we made to the course in the weeks leading up to the fall 2018 semester. We share the details of these interventions in the following sections, including supplemental instructional materials along with students' work samples.

Intervention 1: Defining Ethics

To introduce PBE and case analysis early on and emphasize the importance of ethics to our coursework, we facilitated a group activity and follow-up discussion during our first class meeting in which content area groups explored the meaning of each principle and collaborated around its connection to teaching and learning. Once each group had shared their thoughts on trust, accountability, transparency, etc., we discussed the DFEI in greater detail, sharing videos and information we learned from the institute. Next, we read and discussed Warnick and Silverman's (2011) article on ethics case analysis. Finally, we introduced our syllabus and semester schedule, all the while emphasizing profound connections between ethical practices and

Table 4
Content Area Ethics Labs Assessment Data (n=8)

Content Area	Score
Agriculture	18 (90%)
Business/Marketing/Management	18 (90%)
English Language Arts	19 (95%)
Family & Consumer Science	16 (80%)
Mathematics	15 (75%)
Physical Education	14 (70%)
Social Studies	17 (85%)
Social Studies	19 (95%)

our work as educators. These initial activities afforded students the opportunity to get to know one another and hopefully begin to see their teacher training as synonymous with ethics training.

Intervention 2: Ethics Labs

During our next three class meetings, we regrouped the students into interdisciplinary teams who completed weekly Ethics Labs, which were cases of ethical dilemma inspired by lived experiences the authors had either been involved in or observed during their time as classroom teachers. The labs positioned students to see ethics not merely as theoretical constructs disconnected from their coursework, but rather as active guidelines for ethical behavior in their schools. Students used the CAF to progress through the case analysis process and then connected their scenario to one or more of the PBE. This experiential learning helped students see ethical reasoning as integral to their work as educators while also modeling examples of how they could consider their responsibilities as active stakeholders within school communities. Appendix A offers an example Ethics Lab, complete with scenario descriptions and objectives, role details, and debriefing of questions for group members.

Intervention 3: Content Area Ethics Labs

As mentioned previously, one of the strengths of this particular course is its interdisciplinary make-up with future educators coming together from numerous fields and backgrounds. With this diversity in mind, we modified our syllabus to feature eight consecutive weeks for each content area to present an original Ethics Lab grounded in their disciplines. During our fifth class meeting, each content area drew a principle at random, around which they then worked to design an Ethics Lab that was tailored to situations in teaching and learning that connected to their principle. Content areas had several weeks to prepare their Ethics Lab during class before facilitating them later on in the semester using the CAF. We offered content areas

minimal assistance as needed while requiring that the scenario groups designed, along with the experiential learning that explored its case, must meaningfully connect to their PBE. Appendices B and C offer sample Ethics Labs from English Language Arts and Mathematics. Appendix D features the scoring rubric we designed and utilized to measure student success. Table 4 illustrates assessment data from the Content Area Ethics Labs. Out of 20 possible points, the highest score was 19 (95%), the lowest score was 14 (70%), and the average score was 17 (85%).

Intervention 4: Ethical Dilemmas and Decisions that Define us as Educators

Part of a teacher educator's impact lies in their ability to share with preservice teachers their previous educational experiences. Unfortunately, experiences related to ethical dilemma are often overlooked in teacher education courses because accountability pressures can force issues such as assessment and a standardized curriculum to outweigh other areas that figure equally into the real world of teaching. To broaden students' perspectives, we solicited commitments from two former colleagues of the authors, both of whom are award-winning secondary educators, to offer their time as guest speakers during weeks six and seven of the semester. Each speaker shared stories from their careers in which they were tasked with navigating complex situations. They offered contexts surrounding their cases, articulated factors involved, detailed possible choices and ramifications, and ultimately revealed their decisions. Speakers then took questions from students and engaged them in discussions on the importance of ethics in education.

Intervention 5: Final Ethics Essay

As part of their culminating activities on exploring the importance of ethics in their approaches and actions as educators, we asked students during one of our final

class meetings to describe what they had learned about ethical reasoning and decision-making in a final essay exam. Preservice teachers discussed their work in analyzing cases using the CAF to illuminate applications of PBE such as respect, rule of law, viability, etc. This assessment allowed students the opportunity to define ethics in their own terms and in conjunction with their content area expertise, while reflecting on their work throughout the semester. Appendix E displays the scoring rubric we created and used to measure student success on this assessment. Appendix F offers a sample essay from a family and consumer science preservice teacher. Table 5 illustrates assessment data from the essays. Out of 100 possible points, the highest score was 98 (98%), the lowest score was 74 (74%), and the average score was 88.9 (88.9%).

Gauging Students' Responses

To gauge the impact of implementing ethics training in our Content Area Literacy course, we asked our preservice teachers to complete a survey at the conclusion of the semester. The survey was comprised of two sections. Section One included five closed-ended statements on a Likert scale with possible responses of *strongly agree*, *agree*, *undecided*, *disagree*, and *strongly disagree*. In Section Two students responded to an open-

ended prompt that asked them to describe their experiences in engaging in ethics labs during the course. In the following sections, we present results from the surveys, as well as a summary of student responses, before offering a discussion on how these responses could be interpreted for future teaching and research.

Section One: Likert Scale Statements

Overall, the results of the surveys yielded positive data in terms of how students interpreted their experiences in ethics education. In response to the first two statements, students decisively alluded to both their general understanding of the importance of ethics education while also asserting ethics' influences on their future teaching. Results then begin to vary as students progressed through the survey. While the majority of students strongly agreed that they planned on incorporating ethics in their teaching, a fair number were less convinced, with some even disagreeing entirely. Most students assessed that the course had a helpful impact on their learning of the importance of ethics, although some again disagreed. Finally, students expressed the lowest level of consensus with regard to our course affording them their first opportunity to engage with ethics education. Figures 1 through 5 below illustrate a breakdown of students' reactions to these statements.

Table 5
Final Ethics Essay Assessment Data

Content Area Scores	Average Score
Agriculture (n=5) 94, 90, 88, 86, 74	86.4 (86.4%)
Business/Marketing/Management (n=3) 97, 93, 93	94.3 (94.3%)
English Language Arts (n=4) 98, 97, 94, 91	95 (95%)
Family & Consumer Science (n=2) 92, 88	90 (90%)
Mathematics (n=4) 97, 95, 89, 80	90.25 (90.25%)
Physical Education (n=3) 87, 86, 80	84.3 (84.3%)
Science (n=2) 86, 78	82 (82%)
Social Studies (n=3) 96, 92, 79	89 (89%)

Figure 1
“I understand the value of ethical principles in education.”

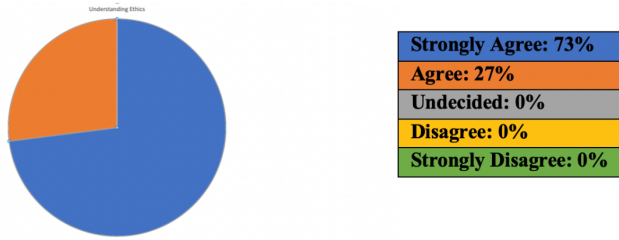


Figure 2
“My teaching will be influenced by ethical principles.”

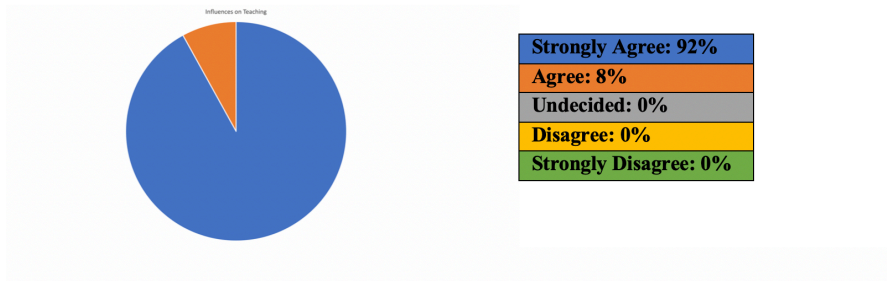


Figure 3
“I plan on incorporating ethics learning in my curriculum and instruction.”

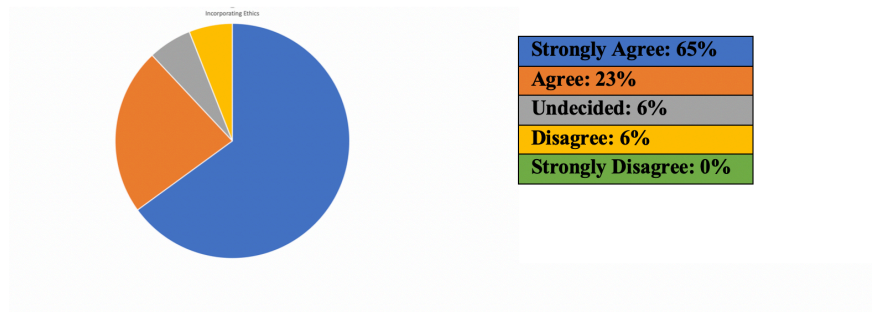


Figure 4

“This class helped me learn about the importance of ethics in teaching.”

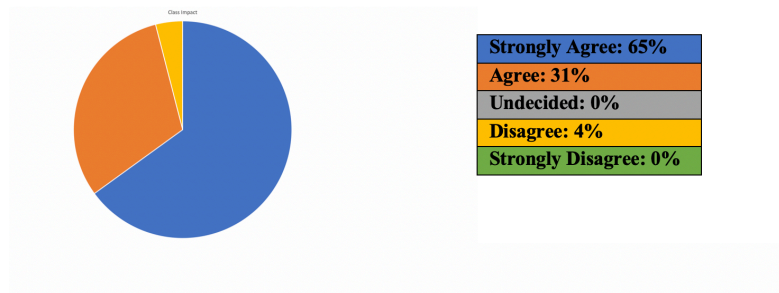
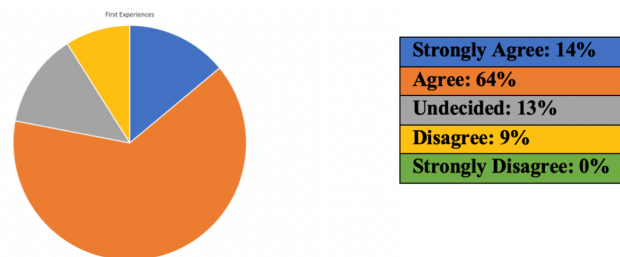


Figure 5

“This class was my first opportunity to engage with ethics in education.”



Section Two: Open-ended Responses

Describing their experiences in writing, many students expressed a sentiment of the ethics labs being beneficial to their professional development. A preservice music teacher shared, “I really enjoyed the ethics labs. They were always interesting and fostered a great amount of reflection. Ethics are such an important aspect of pretty much everything, and yet there seems to be no formal education or engagement of it.” A social studies candidate added, “We got to visualize ourselves in sticky dilemmas, and we could handle them. We were also able to see the effects of making unethical decisions on others.” A science major also wrote, “The ethics labs were my favorite parts of class. It helped me understand the specific struggles teachers in each of the content areas face. I wasn’t looking forward to it at the beginning, but it ended up being really insightful.” Combined with the Likert scale responses, these statements indicate that students may perceive a benefit to ethics training. Yet, students’ overall commitment to sustaining an ethics-based pedagogy is less conclusive, as 6% disagreed with the statement that they plan to integrate ethics in their curriculum and instruction, and another 6% were

undecided. Situating themselves for collaboration around a variety of contexts concerning ethical reasoning and decision-making allowed for immersion in real-world scenarios within the profession.

Similar to the open-ended responses, the final essays also afforded students a platform to describe experiences in their own words. In the following essay excerpt, a preservice agriculture teacher describes her feelings of professional advancement through ethics training:

Throughout this class, we worked on eight ethics labs in our content areas. From the start, I was skeptical about the knowledge we would gain, how they would relate to our content areas, and how, if at all, I could use this in my future classroom as an agricultural science teacher. Not only did I learn how to teach my students the eight principles of ethics in my class, but I learned the importance of them, and I learned about real-life experiences and the different ways to handle them inside and outside of the classroom.

In this self-reflection, our student shares insight into her personal development by tracking the evolution of her considerations for ethics, both in terms of

classroom spaces and beyond. While this student's introspection centers around her own individual progression, other students were more relational in their essays and affiliated their learning with peer interactions they experienced. For instance, a candidate from physical education touches on ethics-based maturation of the class as a whole in the following excerpt:

At the very beginning, we all thought about what it meant to be ethical. How does that apply to us? Is it simply to be moral according to our standards, or to those who are around us? I think we can agree that it is not so simple. We need to consider circumstances, but we also need to think about the people involved. I think we established throughout the semester that none of us think alike. That is the beauty of each of us being our own individual. However, that doesn't mean that each of us aren't willing to open up to change. Situations and personnel definitely play a role into our decision-making process. Prior to this class, I had very little information about what these principles meant, but now I have a much better understanding and believe I can apply ethics to daily life.

This student associates his own perceptions with those of his peers, demonstrating an understanding of the social-emotional role ethics can play in unifying professional learning communities. In the collaborative, interdisciplinary setting, preservice teachers encountered multiple points of view and backgrounds on their way to analyzing cases of ethical dilemma and generating thoughtful solutions. They also considered a number of roles and perspectives across the spectrum of educational stakeholders, such as colleagues, administrators, students, community members, and more, allowing them to explore the potential for competing motivations and diverse ideologies operating throughout the teaching profession.

Discussion

In terms of curriculum design, our implementations seem to have collectively achieved all five of our central objectives for the course. Through readings and discussions geared toward defining ethics in the education profession, hands-on labs presenting field-based ethical dilemmas, and opportunities to share written reflections on experiences with ethics-based learning, preservice teachers representing a range of content areas utilized frameworks of ethics education to collaborate in activities designed to facilitate their professional

growth. While our opening week discussion on ethics and guest speaker format did not appear to resonate with students as much as the ethics labs in their responses, we feel that an introductory foregrounding of essential paradigms and approaches is important in an academic setting, especially one in which experienced instructors are modeling concept attainment and instructional methods for preservice teachers (Gatti & Payne, 2011). In upcoming courses we will continue to offer opportunities for preservice teachers to consider the importance of ethics, both from a theoretical perspective and from the ways they approach teaching and learning with their colleagues and future students (Warnick & Silverman, 2011).

We join other practitioner researchers such as Boon (2011), Glanzer and Ream (2017), and Maxwell (2017) in encouraging instructors in teacher education programs to take up the important work of integrating ethics education into their syllabi. Activities such as ethics labs and case analyses afford preservice teachers engaging opportunities to collaborate with peers from similar content areas and disciplines; however, interdisciplinary approaches to ethics instruction can offer numerous chances for cross-curricular interaction (Fischbach, 2015). The strategies we have shared align with examples of ethical reasoning and decision making that are essential for successful teacher preparation (Arthur, 2010). As teacher educators continue to draw on ideas for ethics implementation from other fields, student outcomes such as those shared in this article may contribute to a growing prioritization of ethics in learning how to teach (Barret et al., 2012). We also invite instructors working in various disciplines and program areas across the international higher education community to use the strategies we have shared and to contextualize our tactics to the needs of their institutions and students (Winston, 2007).

Although our primary disciplinary focus is rooted in teacher education, the curricular interventions described in this article could be adapted in numerous ways for many other fields as well. As an essential component of the social sciences involves studying the interactions and relationships between individuals in society, ethics training in higher education could enhance preservice professional development in psychology, sociology, law, and more (Gladwell, 2019). Contexts surrounding the field of economics clearly present connections to ethics integration with potential impacts on developing economic citizenship and literacy (Crowley & Swan, 2018). Teaching and learning about conducting research in higher education could also benefit from supportive training systems to help developing researchers better understanding the ethical dimensions of participant recruitment, informed consent, and inquiry (Zschimt, 2019).

Limitations and Future Research

Our primary purpose in this instructional article is to share details of emerging teaching methods rather than present empirical data. Still, as practitioners, we are encouraged by our students' positive statements about ethics training and its possible connections to their professional development. Returning to the original question of impact that inspired these interventions, students expressed a consistent sense of engagement, and in some cases, enjoyment, in response to the ethics training activities featured in the course. Students' compositions, both in their surveys as well as their essays, reveal some degree of benefit and influence with regard to connections between professional ethics and preservice education. Whole-class and content area ethics labs stood out as perhaps the most prominent of the five syllabus additions. Not only do example labs showcase how students incorporated ethics into instructional design, but they are also referred to numerous times in students' reactions. However, additional investigations are needed in order to produce more definitive, detailed claims on the actual impact of our instruction. More longitudinal studies emphasizing empirical findings of a larger scope and examining experiences of greater numbers of participants are needed in order to produce results and implications that can provide scholarly impact.

While we are optimistic about the level of engagement and interaction students brought to their ethics training throughout the semester, we were continually curious about the actual, measurable impact ethics education may have been having on their developing pedagogies. Interesting questions remain unanswered and may perhaps spark further inquiry. If students did, in fact, benefit from ethics training, in what ways is that impact visible, and how can it be expanded in other settings? Why did students express somewhat inconsistent assessments of their prior ethics learning, and what questions might that raise about teacher education programs? Teaching and learning within which content areas were more or less applicable to using the CAF to navigate ethical dilemmas? Were the PBE we featured in the course the most relatable for the field of education, or is there another framework that can perhaps more accurately portray the challenges teachers encounter? What effect, if any, do implementations such as these have for the future of ethics education for preservice teachers? We would also like to explore whether there was a level of quality in our instruction that contributed to positive outcomes, or if the sheer prevalence of ethics-based activities led students to recount a sense of impact. These are merely some of the questions that could position scholars and instructors for future research.

Conclusion

This instructional article describes recent implementations of PBE in teacher education which were designed to help preservice teachers position their developing pedagogies alongside a cultivation of ethical reasoning and decision-making. Using the framework for case analysis forwarded by Warnick and Silverman (2011) in conjunction with the PBE schema outlined by the DFEI, five content interventions were added to a Content Area Literacy course. In sharing our curricular models and samples of students' work, our goal is to advocate for the inclusion of opportunities for preservice teachers to engage in ethics education during their coursework. We also seek to inspire scholars to investigate the role of ethics in teacher education through empirical studies. While we suggest that our students benefited from a range of experiences including ethics labs and case analyses, we believe further research is needed to understand the actual impact of ethics on the developing pedagogies of future teachers. As the field of teacher education continues to respond to changing tides in policy and practice, one constant remains: the need to position preservice teachers to successfully navigate complicated dynamics of school institutions while mentoring students of their own in ways that reflect moral interactions with self and society. Prioritizing ethics education has the potential to help teacher educators achieve these objectives.

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RICK MARLATT is an Assistant Professor of English Language Arts and Literacy at New Mexico State University where he received the College of Education's Emerging Scholar Award in 2018 and was nominated for the Patricia Christmore Teaching Award in 2019. His work bridges the fields of teacher education, creative writing, digital literacies, literature study, and sociocultural theory. His recent interests include the cultivation of critical digital pedagogy in secondary English, incorporation of poetry writing into preservice teacher education, and the

implementation of video games and virtual reality technology to enhance literature study and literacy identities for adolescents.

THOMAS KORANG is a Doctoral student at New Mexico State University, where he is currently a research and teaching assistant. He is also a secondary education supervisor, and he has been supervising practicum students/preservice teachers since 2017. His concentration at NMSU is Learning Design and

Technology. He obtained his Master's Degree in Public Administration within the Higher School of Economics at National Research University in Russia.

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Appendix A

Example Ethics Lab

Objective: Position students to navigate an ethics challenge and begin considering the enormous importance of ethical reasoning and decision-making by applying the CAF to a real-world case.

Expectations:

- 1) Groups of 4 students will participate in the lab.
- 2) Each group will have a minimum of 30 minutes to complete the lab.
- 3) Group members will be assigned lab roles at random.

Roles:

The Principal--As the Principal, you pride yourself on the quality of education provided by your staff members to the school's students. Specifically, you tend to focus almost exclusively on achievement scores students produce on standardized tests, and you make it your personal mission to ensure that all teachers in the school make test scores a priority as well. Teacher 2 is your newest staff member, she/he just started this fall. Early on, you have noticed that her/his students' test scores are consistently lower than you expect, much lower than students of other teachers in the building. You tried to work with this teacher previously, but the scores are not going up. You feel you have spent sufficient time trying to help Teacher 2 improve, but the results are not showing. You have been summoned to attend a meeting between Teacher 2, Teacher 1 who is also the department head and a renowned educator in the district, and a representative from Human Resources who called the meeting. In this meeting your goal is to arrive at a decision where Teacher 2 is removed from the building and reassigned to another school in the district. You feel you have done all you can for Teacher 2, and you feel you have followed protocol by keeping Human Resources informed of the situation along the way.

The Human Resources Representative--You are a personnel official with the school district. You help to mediate situations between staff members and administrators on a fairly regular basis. You are well aware of the school's prestigious standing and excellence in academics. You know the principal well and have known her/him to be a hard worker with very high expectations for both staff and students. You know the department head fairly well, having served in district appointments with him/her in the past. This is the first time you are meeting Teacher 2 in person. The principal alerted you to the situation months ago, and you were told that she/he had placed Teacher 2 in a probationary period for intensive training in an effort to help her succeed. Last week, the principal called to say that the situation was not improving and that she/he would like to explore other options for Teacher 2. You have called this meeting to hear from all sides and to come to a decision. This is your meeting. Lead it.

Teacher 1--You are a well-respected, renowned educator in the school district. You are the school's most senior faculty member and an award-winning teacher known for engaging teaching practices. You have served as the school's department head for 10 years, and you are a strong leader. Your numerous responsibilities in the department and district make you a busy person with many administrative duties in addition to your teaching load. You have learned to manage these tasks effectively while still maintaining your prestigious teaching credentials. Your students consistently score the highest in the district, which makes you sought after for trainings and seminars. For example, Teacher 2 has struggled to increase her/his students' test scores and has been asked to shadow you this semester. Because of your knowledge of the school district and your many assignments in and out of the building, you have devised a system that helps you keep up. For instance, you create the schedule for the department, including student rosters for each class, course assignments for staff members, etc. You are in a position of power, and you use it to your advantage in the best interest of the school.

Teacher 2--You are a brand new teacher to the district, having just graduated last semester. You are excited to work with students, and you feel you have many great ideas for teaching and learning. Unfortunately, students' test scores have not been satisfactory to the principal, though you feel you have tried everything. You have stayed late at your desk, hours into the night, brainstorming new and innovative lessons, but nothing seems to be working. The principal has been patient with you, but you know that your time to produce results may be running out. You have been asked to shadow Teacher 1, a renowned, award-winning educator who you really looked up to and admired. You were excited to learn from the best. You have noticed, however, that as the new teacher, you have no input on

student placement in your course. Your roster changes without notice from time to time. Your highest performing students are often pulled out and placed into other classes, including those of Teacher 1. Your class often receives the school's lowest performing students, many of whom are on behavior plans with the school. Just when you feel like you are making progress, students who show improvement are moved out of your class and are replaced with brand new students. You feel powerless because you are new and want to please everyone, especially your superiors.

Debrief Questions:*Principal:*

What factors did you take into consideration during the lab?
Whose points of view were most prominent in the meeting?
Why do you think that was the case?

Human Resources:

What did you feel your role was in this lab?
How did you attempt to fulfill your role and were those efforts successful?

Teacher 1:

Describe your emotions during the lab?
What was it like to be in the hot seat?
How did you handle yourself?
Would you have done anything differently in retrospect?

Teacher 2:

Explain how you felt the meeting went?
What new factors, if any, did you consider during the lab?
Whose perspective(s) was privileged?
Whose perspective(s) was ignored?
Why do you think that is?

Appendix B

Rule of Law Ethics Lab: English Language Arts

Rule of Law: Comply with the spirit and intent of laws and regulations

Mock Trial: Individual Groups use Case Analysis Framework to Mediate

Roles:

- Prosecution team
- Defense team
- A judge
- Teacher on trial

Case: Plagiarism & Pirating

Teacher/Witness: A brand new teacher made copies of a standardized test. She did so in order to better prepare her students to take the test. The teacher wants to know where students are struggling and how best to help them, in part because her final evaluation depends on her students' test scores. Keep in mind test scores also determine student placement and their graduation status. While the teacher guesses that what she is doing might not be protocol, her professional development and new teacher training did not mention that teachers could not make copies of the standardized tests.

Defense Case: The teacher was given the test as a preparation guide from Pearson. She is using the test to prepare her students for the actual test, is that not what the guide was for? Copies of practice tests are handed out for PSAT, so why can the same not be done for standardized test such as PARCC and TAKS? In case of being found guilty, defenders will present possible consequences other than serving jail time.

Prosecution Case: The teacher knowingly plagiarized a standardized test and made a copy. She didn't tell Pearson she was going to make a copy and as a teacher she is not allowed to copy any portion of the test. She does not need a professional development or teacher training to tell her so. While PSAT allows copies of practice test booklets, PSAT scores do not count for things like graduation status. PSAT is also not a Pearson made test, therefore PSAT standards do not justify her copying of the test. It can be assumed the teacher will be distributing copies of the tests to her students, which can add the crime of pirating to her sentence.

Judge Mediation: Judge will mediate discussion, keeping comments professional, factual, and evidence based rather than opinionated. The judge will make the final decision about whether the teacher will be found guilty and will determine what happens to the teacher (i.e. what the consequence of her actions will be).

Appendix C

Integrity Ethics Lab: Mathematics

Part 1. INTEGRITY: How do you define integrity? Use case analysis in the following scenarios?

- As a famous athlete, you are offered a \$500,000 endorsement to promote a product that you dislike and would NEVER use. Do you endorse it?
- You are working on a project along with several other companies and you notice that one of the companies is doing shoddy, dangerous work. If you report the company, the entire project may be shut down and you will lose 20% of your revenues for the year. Do you report the problem?
- The taxi driver gives you a blank receipt as he drops you off. You are on an expense account. Do you write in the exact correct amount?
- You're backing into a tight parking space in the work car park and you accidentally dent someone's car. Nobody has seen you. Do you leave a note taking responsibility?
- You know you are attractive and so does your prospective customer. Do you lightly flirt to get a major new account for your business?
- A colleague wants to copy and swap some music CDs. You know it's illegal. Do you do it?
- Your budgets are tight, you procure some business services, the vendor forgets to invoice you... six months go by. Do you remind them to send the invoice?

Part 2. Complete the Integrity Self-Assessment

- | | | | |
|--|-----|-----------|----|
| 1. Do I avoid gossip? | YES | SOMETIMES | NO |
| 2. Do I avoid spreading rumors? | YES | SOMETIMES | NO |
| 3. Do I avoid inappropriate jokes? | YES | SOMETIMES | NO |
| 4. Do I avoid using profanity? | YES | SOMETIMES | NO |
| 5. Am I completely truthful? | YES | SOMETIMES | NO |
| 6. Am I honest? | YES | SOMETIMES | NO |
| 7. Am I dependable? | YES | SOMETIMES | NO |
| 8. Am I trustworthy? | YES | SOMETIMES | NO |
| 9. I give everything my best attempt? | YES | SOMETIMES | NO |
| 10. I'd rather do things quickly than perfectly? | YES | SOMETIMES | NO |

Appendix D

Content Area Ethics Lab Rubric

Teacher Candidate:

DFEI PBE

Content Area:

Category	4: Highly Effective	3: Effective	2: Needs Improvement	1: Ineffective
PBE	TC identifies PBE, explains its significance & facilitates lab in a manner that demonstrates thorough understanding & application of ethics	TC identifies PBE, explains it sufficiently & facilitates lab in a manner that demonstrates some understanding & application of ethics	TC mentions PBE, somewhat alludes to its significance & facilitates lab with only marginal understanding & application of ethics	TC fails to identify PBE or explain its significance in any meaningful way, & fails to demonstrate understanding & application of ethics
Learner Knowledge	TC identifies the nature & needs of diverse learners & uses this knowledge as a basis for creating culturally responsive instruction	TC considers diverse learners to some degree & creates instruction that is somewhat culturally responsive for some learners	TC only marginally identifies the nature & needs of diverse learners & to a small degree creates culturally responsive instruction	TC fails to consider the nature & needs of diverse learners & does not create culturally responsive instruction for learners
Objectives	Lab objectives are clear, measurable, & clearly connected to PBE	Lab objectives are adequately designed and connected to PBE	Objectives are somewhat clear and seem indirectly connected to PBE	Objectives are unclear clear and overly disconnected to PBE
Content Area	TC draws on content knowledge to make sound decisions about engaging learners in ethical thinking	TC draws somewhat on content and makes mostly sound decisions about engaging learners in ethical thinking	TC's content knowledge is marginally visible, and decisions are less than sound about engaging learners in ethics	TC fails to demonstrate adequate content knowledge & makes poor decisions about engaging learners in ethics
CAF Design	TC coordinates knowledge of students, content, & resources to design effective opportunities for case analysis	TC coordinates knowledge of students, content, & resources to design mostly effective opportunities for case analysis	TC marginally coordinates knowledge of students, content, & resources with minimal opportunities for case analysis	TC fails to coordinate knowledge of students, content, & resources; fails to create opportunities for case analysis
Totals				
Total Score:				
Comments:				

Appendix E

Final Ethics Essay Rubric

In 3 pages, describe what you've learned about ethics in education using course ideas including principle-based ethics and case analysis

Points	3	5	8	10
Response	Writer fails to respond to the essay prompt.	Writer somewhat responds to essay prompt.	Writer mostly responds to essay prompt, synthesizing scholarship featured in the course to an adequate level.	Writer integrates the scholarship featured in the course with a clear and complete response to the essay prompt.
Critical Analysis	Paper does not critically address the concepts, scholars, theoretical foundations, and practical applications of ethics education featured in the course.	Paper somewhat addresses the concepts, scholars, theoretical foundations, and practical applications of ethics education featured in the course in a critical manner.	Analysis in the paper is beyond summarization & includes a synthesized and critical approach to the concepts, scholars, theoretical foundations, and practical applications of ethics.	Paper demonstrates critical analysis at a high level, synthesizing the concepts, scholars, theoretical foundations, and practical application of ethics featured in the course.
Scholarship	Paper does not demonstrate scholarly insight and fails to cite and discuss the scholars featured in the course.	Paper adequately explains and synthesizes the scholars and research featured in the course.	Paper features many scholars, theories, and applications discussed in the course.	Paper offers a superb review and synthesis of the scholarship featured in the course and utilizes the literature to substantiate claims throughout the essay.
APA Style	Writer fails to adhere to APA style.	Writer somewhat adheres to APA style.	For the most part, writer adheres to APA style.	Writer demonstrates strong adherence to APA style including in-text citations and references.
Idea Development	Paper fails to address the topic. Focus is unclear. Content is unrelated, insufficient, or absent.	Paper conveys only a vague sense of student's purpose. Focus is somewhat clear. Minimal elaboration.	Paper generally conveys student's purpose. Focus is usually clear. Elaboration is not fully developed.	Paper proficiently conveys writer's purpose of expressing an opinion and convincing the reader that the opinion is valid. Supporting details are logical.
Organization	Purpose is not developed in a coherent, logical manner. No use of transitions. Writing does not move toward any main message.	Purpose shows minimal use of coherent, logical development. Some sense of paragraphing exists. Infrequent use of transitions & sequences	Purpose is developed logically. Paragraphing usually appropriate. Occasional use of transitions. Logical sequencing of ideas.	Purpose is fully developed in a logical manner. Effective transitions used. Organization flows so smoothly the reader does not need to think about it.
Sentence Fluency	Poorly constructed	Poorly constructed sentences are	Clearly constructed sentences. Minimal	Clear, well-constructed sentences. Sentences

	sentences are vague & too wordy. Sentences do not connect to each other and impair clarity. Variation of sentence length is rarely used.	noticeable. Noticeable use of wordy and vague sentences. Some sentences connect to each other helping clarity.	use of vague sentences. Most sentences connect to each other to improve clarity. Occasional variation of sentence length.	concise and to the point—not too wordy. Sentences connect to each other for clarity. Sentence length varies.
Word Choice	Uses vocabulary that is vague, trite, incorrect, or inappropriate No unique or original phrasing.	Noticeable use of vocabulary that is vague, impenetrable, and overly specialized. Student uses vocabulary that is inappropriate. Little use of unique or original phrasing.	Minimal use of vocabulary that is vague, impenetrable, and overly specialized. Writer uses vocabulary that is inappropriate at times. Occasional unique or original phrasing.	Uses vocabulary that is appropriate and is not forced. Lively, unique, and original phrasing throughout.
Voice	The writing takes no risks & does not engage, energize, or move the reader, a lack of enthusiasm.	Tone is rarely appropriate for audience, topic, and purpose. Writer seems reluctant to “let go.”	Tone could be altered slightly to better fit the topic, purpose or audience. The voice is pleasant and intriguing.	Tone is appropriate for audience, topic, and purpose. Provocative and lively writing holds the reader’s attention.
Conventions	Poor use of conventions. Numerous errors in punctuation and spelling; errors in subject/verb agreement. Verb tense is inconsistent.	Limited use of conventions. Noticeable errors in punctuation and spelling. Noticeable errors in subject/verb agreement.	Capable use of conventions. Minimal errors in punctuation and spelling. Minimal errors in subject/verb agreement. Few verb tense inconsistencies.	Proficient use of conventions. Few, if any, punctuation and spelling errors. Has subject/verb agreement. Verb tense is consistent.

Appendix F

Sample Ethics Essay

Ethics Essay Final

Through this course I have learned that ethics play a vital role in order to teach children and others. The one thing that I take from this course is the definition of ethics which is knowing the difference between the choices we make on a daily basis and the impact it may have on others. Life can sometimes put us in a situation where our morals and attitudes may be compromised and we must ask ourselves what the correct ethical decision should be made. Not all the decisions we make as educators may be supported or associated with positive feedback, but we still need to do what is right not only for ourselves but the children we are teaching.

If we look at integrity which is to be honest in all situations, we as educators must be held accountable to our standards and ensure that our students do the best they can, especially in high stakes testing. Students should also be awarded their rightful grade that they have earned during the entire course. It's easy to feel sorry for certain students regarding certain environmental or social excuses they may have and award them a higher grade instead of their original failing grades. However, we start compromising certain individual's grades and eventually the entire class will be awarded with different grades that they originally achieve. It is best to be honest and show how our class is actually doing instead of altering documents to improve our rankings.

Another component that is also vital is the ability to be able to build relationships with our students, administration, and community. One way to do is by remaining transparent and always asking for help or guidance from your administration if you ever feel the need to do so. By having effective communication among our coworkers and administration we will be able to deliver content that is satisfying to our students and meeting the criteria of the administration. In order to have success in the classroom it is vital to build that rapport with everyone and create a culture where students feel welcome and safe. Every student should feel comfortable at school and feel included throughout all activities.

Most importantly is to always follow policy and law if you happen to be in a situation and do not know what response or action to take the best to do is ask for help or guidance. Once you have established that you must always remember to have the best interest of students and follow the appropriate protocol. If we have any questions or need proper guidance this would be an appropriate time to meet with your administration for any assistance. It's best to have your principle and other staff guide you towards the right direction instead of assuming what the correction action may be and having conflicting effects occur. I believe that education is the field where ethics is an integral part of a student's success, but it all begins with the educator's decisions.

This course allowed me to critically think about the eight ethics principles and how they all relate and correlate to the field of teaching. Ethics now is engraved in my mind as the "correct thing to do" when your values and morals are compromised not only at work but in our daily lives. It is important to understand that the decisions we make can have a great impact on our students and anyone else around us.