

**Subject:** COE Ethical Educator Proposal - Revised  
**Date:** Friday, October 6, 2017 at 6:36:02 PM Mountain Daylight Time  
**From:** David Yanoski  
**To:** Rebecca Lynn Watts  
**CC:** Cynthia Helen Brock, tdawson@wpic.org, john.hansen@ewc.wy.edu, blockhus@gmail.com, Leslie Susan Rush, wtownsend@bighorn1.com, Jeanette Joyce, Kara Underwood  
**Attachments:** Ethical Educator Program Proposal\_Revised\_FINAL.docx

Rebecca, please find attached a revised proposal for the Ethical Educator program proposed by the College of Education RWG. Below are the requests for revision and a brief summary of the COE response.

1. Please provide evidence of need, e.g., evidence that Wyoming educators are not prepared with a strong sense of professional ethics, e.g., PTSB disciplinary data.
  - o *The current research and thinking in the field is strongly behind additional ethics training for preservice teachers, commensurate with that of other professions. Teaching is alone among professions in that there is no unified ethical code of conduct for practitioners. Although the RWG strongly believes that ethical problems are not prevalent in the Wyoming teaching community, it is strongly supportive of a multifaceted approach to further developing ethical awareness among pre-service teachers, and giving the next generation of Wyoming teachers the tools to better handle ethical dilemmas.*

*In response to the request for more information to establish a need, the RWG made the following revisions to the proposal.*

1. *Gathered preliminary data from PTSB indicating the number of license applicants with some sort of criminal history, and the dispositions of these cases.*
  2. *Included a description of the current efforts to inform teaching candidates of ethical issues*
  3. *Included literature in support of an integrated program to develop ethics awareness*
2. Please document what other options for embedding ethical preparation were considered, e.g., faculty members embedding ethics into each course.
  - o *The RWG revised the proposal to include several other options that were discussed, including purchase of access to ProEthica by itself, the addition of a course in ethics of teaching, or further encouragement for faculty to include ethics in current courses. The RWG felt that these components individually were not sufficient to meet the goal of developing awareness of ethical issues and providing preservice teachers with tools to handle ethical dilemmas. Rather, achieving these goals is best accomplished by a multi-faceted approach that includes ProEthica, integrated case analysis in coursework and fieldwork and public acceptance of an ethical code.*
3. Please describe how this would be different from how candidates are currently prepared in professional educator ethics.
  - o *The RWG revised the proposal to include a brief description of current practices around the country and at the University of Wyoming. Few schools address ethical issues in a comprehensive manner (or at all), and the multi-faceted approach proposed here has the potential to be a national model for educator ethical awareness.*
4. Consider connecting this work to the Daniels Fund Chair in Ethics in the College of Business and the College of Engineering's Professional Ethics curriculum and practices.
  - o *The RWG revised the proposal to encourage consultation with these colleges to move towards a unified, University wide approach.*

The College of Education RWG is excited and proud to submit this proposal, and looks forward to further review.

Thanks!  
David

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## College of Education Research Work Group Proposal for Ethical Educator Program

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### Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics.
  - Identify which innovative practices can be implemented with fidelity and rigor in Wyoming.
  - Develop or adapt and refine highly effective innovative practices for implementation in Wyoming.
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### Initiative Research Work Group Name: College of Education

*Submitted by:* Jeanette Joyce and David Yanoski, Marzano Research

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*Submission date:* September 14, 2017. Revisions submitted October 10, 2017.

### *Research Work Group members:*

- Cynthia Brock
  - John Hansen
  - Leslie Rush
  - Jan Segerstrom
- 

### Proposed Innovation

#### Why Is This Practice Innovative?

Although there is national agreement that ethical behavior is a critical part of teaching (Tom, 1980), there is little empirical research on the best practices for increasing ethical awareness in young educators (Maxwell & Schwimmer, 2016). Currently, the development of ethical teaching practice focuses on four distinct approaches that universities may take:

1. Offer a single course on ethics in teaching, most often as an elective.
2. Adopt an existing curriculum, including online programs.
3. Administrate an ethics oath.
4. Integrate ethical content in courses at faculty discretion.

For example, the University of Michigan has adopted an online ethics training program called ProEthica. Kansas State University, at one time, required all graduates of their teacher preparation program to take an oath during the graduation ceremony. However, this practice has been curtailed to the publication of the oath in the graduation program, with no public acknowledgement required. Recently, twenty-four percent of schools reported in an international survey that they utilized a stand-alone ethics course (Maxwell et al., 2016).

Although the Research Work Group considered these options—using ProEthica as a stand-alone online course, requiring an additional course in ethical teaching, or relying on individual faculty members to develop and incorporate ethical instruction into existing course offerings—the group was not convinced that the options were particularly innovative or would result in increased awareness of ethics among teacher candidates. According to Bazerman & Tenbrunsel (2013), typical ethics interventions fail to change teacher practice because they do not educate teacher candidates to recognize ethical dilemmas. Instead, the interventions are predicated on a false assumption that teacher candidates will recognize ethical challenges when they see them.

The group felt that an integrated approach that taught students to recognize ethical dilemmas and determine a course of action based on an ethical framework was a far better approach. The proposed innovation takes advantage of existing systems such as ProEthica, incorporates ethical case analysis into courses throughout the program, and includes a public affirmation of ethical standards. In addition, the group felt that a summer institute, to develop cases for inclusion in existing courses, and training for faculty would circumvent the barriers experienced by other schools, including lack of time in program schedules for a separate course, lack of skills among faculty members to teach ethics, and lack of an established curriculum.

The College of Education at the University of Wyoming has the unique opportunity to develop and integrate an innovative ethical educator strand within its existing teacher preparation programs.

### **What Is the Proposed Innovation?**

The College of Education proposes the development and integration of an ethics awareness strand throughout its teacher preparation program. Elements of this strand will be based on the Model Code of Ethics for Educators (MCEE), developed by the National Association of State Directors of Teacher Education and Certification (see [http://www.nasdtc.net/?page=MCEE\\_Doc](http://www.nasdtc.net/?page=MCEE_Doc)). The MCEE standards are built on five principles:

1. Responsibility to the Profession
2. Responsibility for Professional Competence
3. Responsibility to Students
4. Responsibility to the School Community
5. Responsible and Ethical Use of Technology

The proposed Ethical Educator program is composed of four components and a Summer Ethics Institute. The four components will be integrated into existing coursework, field experiences, and College of Education policies and procedures. Specifically,

- students and faculty will receive a Certificate of Achievement after completing the ProEthica modules;
- faculty will develop case studies, and students will have the opportunity to discuss and reflect on ethics-based case studies embedded within appropriate coursework;
- supervisors will model ethics awareness in fieldwork, and students will observe and reflect on ethics in their placements;
- students will complete an oath and be awarded a pin upon successful completion of the program; and

- a few distinguished students will be invited to participate in an ethical education presentation at the annual Shepherd Symposium or similar conference.

This proposal funds access to ProEthica for the first three years, stipends for faculty and consultants who participate in the Summer Ethics Institute, and conference participation at the Shepard Symposium. In addition to increasing the awareness of ethics in education for the College of Education students at the University of Wyoming, this proposal has the potential to contribute to the accreditation process for the University as well as bring national attention to the innovative program created.

### **Component 1: ProEthica**

The program will begin with the implementation of ProEthica, a system of online modules on educator ethics developed and offered by the Educational Testing Service (ETS), and based on the MCEE standards. ProEthica contains six modules:

- The Professional Educator
- The Professional Educator and the Student
- The Professional Educator and the School
- The Professional Educator and the Community
- The Professional Educator and Technology (available September 2017).
- Ethical Decision Making for the Professional Educator.

The College of Education will provide access to ProEthica for all incoming students. Because it is available online, students will be able to complete the modules on their own time and own device. Students will have to successfully complete the training and submit the printed certification of completion to the administrative office before they begin working inside P–12 classrooms.

Each module contains online situations related to teacher interactions with students, schools, and the community. The modules are designed to prompt students to consider and respond to various ethical dilemmas, allowing them to see possible consequences of their decisions. Modules include written scenarios, resource documents, “mini-games” and other activities, and guiding questions to encourage student reflection. Visual indicators embedded in each module provide feedback based on students’ current performance relative to the MCEE standards. These indicators change with every decision a particular student makes, giving that student a real-time assessment of his or her current standing. The final assessment for each module is a 12-question multiple choice test. These scores are then reported to the University.

Modules are designed to take around 30 minutes each and must be completed in order. Once one module is completed, the next will become available. In Year One, all admitted and enrolled students will complete this requirement. In Years Two and Three, the cycle will be established for all freshman and transfer students in the College of Education. Additionally, in Year Three, the program will be expanded to include the Educational Leadership degree program and, potentially, other relevant programs.

### **Component 2: Integrated Case Analysis**

To further student awareness of ethical issues, case studies for discussion and reflection will be embedded in designated courses throughout the first three years of coursework. Each designated course will include one case study. The goal is to guide students towards individual interpretation of and reflection on ethical concerns, and then follow with faculty-led discussions. We anticipate that the presentation, reflection, and discussion of a case will take no more than two hours of course time in total. All case studies will be based on the MCEE standards.

Case studies will be developed by faculty at a Summer Ethics Institute, which is described in greater detail in the *Implementation Plan* section below. The developed case studies will be based on a common template that will include examples specific to course content. Training and support for the effective use of these cases will be provided to all faculty who teach designated courses. During the Summer Ethics Institute, faculty may also develop targeted Mursion modules, with technical support, for the University-purchased system. Mursion is a virtual reality simulator in which students can perform specific instructional practices related to subject areas (see <https://mursion.com/>). For example, faculty might develop a module that simulates a parent bringing an ethical concern to a teacher's attention so that students contemplate and practice appropriate responses.

### **Component 3: Integration into Field Experiences**

Skills regarding ethical concerns in teaching practices will be further enhanced through fieldwork experiences. Beginning in Year Two, during the student-teaching semester, mentor-teachers and supervisors will provide guided observations and reflections in which the student will observe and assess potential ethical issues under the guidance of the mentor/supervisor team. The program will culminate with students completing a reflective essay as part of the edTPA, the performance-based assessment that measures candidates' readiness to teach (see <https://www.uwyo.edu/ted/livetext/edtpa.html>). In this essay, candidates will examine observed or potential ethical tensions from their fieldwork.

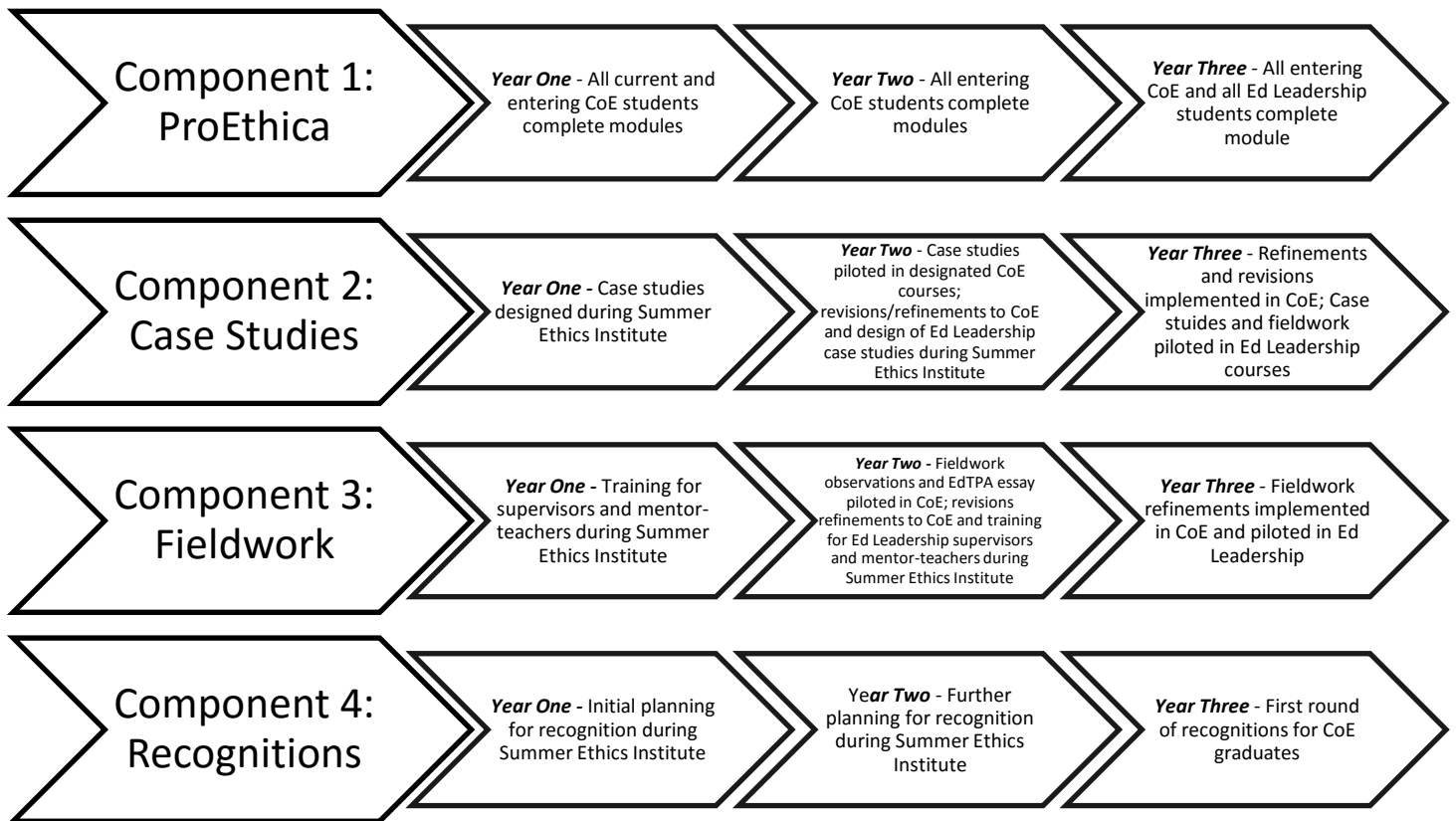
During the Summer Ethics Institute in Year One, mentor-teachers and supervising faculty will engage in training, provided by consultants as needed. In addition, faculty participating in the institute will develop observation guides and reflection questions to support mentor-teachers and supervising faculty.

### **Component 4: Recognition**

Students who have successfully completed the ProEthica modules, integrated case studies, and fieldwork by Year Three of the Ethical Educator program will have the opportunity to sign an oath prior to graduation. Students who sign will also be presented with an Ethical Educator pin or other token upon graduation. Selected students who successfully complete the program and create edTPA essays deemed particularly thoughtful and insightful will be awarded an Ethical Educator with Distinction, and will be invited to participate in a teaching ethics panel at the Shepard Symposium. A named session at the Shepard Symposium, in which leading ethics education research is presented, will be considered during Year One and possibly piloted in Year Two. Additionally, the potential for a teaching ethics panel to be expanded to other UW symposia/conferences will be explored during the Year Two Summer Ethics Institute.

## Implementation Plan

Figure 1 illustrates the plan and timeline for implementing each of the four components of the proposed Ethical Educator program.



**Figure 1. Timeline of proposal components**

Throughout the implementation plan, existing University of Wyoming resources, such as the Daniels Fund Chair in Ethics in the College of Business and the College of Engineering's Professional Ethics curriculum and practices, will also be consulted to help develop the oath, ethical case studies, training, and other curricular offerings. Ongoing conversations among these three colleges will ensure shared practices for a unified approach by the University as a whole.

In Year One, students and selected faculty will complete the ProEthica modules. Additionally, a faculty team will be involved in a five-day Summer Ethics Institute to develop case studies for students. The Year One summer institute will bring together key faculty as well as key stakeholders (e.g., P-12 educators and administrators, WDE personnel, and Community College faculty and administration) to

- create course cases, activities, and observation guides;
- explore need and design potential Mursion modules;
- script the oath;
- design a scoring rubric for the edTPA essay;
- design essential training for faculty, supervisors, and mentor-teachers; and
- begin to liaise with Shepard Symposium staff to plan participation in April.

If deemed necessary, consultants identified through ProEthica can be brought in to facilitate these tasks.

In Year Two, incoming students and selected faculty will continue to complete the ProEthica modules, case studies will be piloted in selected College of Education courses, and fieldwork application will begin in the spring semester. For the same group that attended the Year One summer institute, there will be a shorter summer institute in Year Two to make revisions and improvements and to continue to plan for the recognition component.

Furthermore, in Year Two, there will be a similar rollout for Educational Leadership students. Educational Leadership faculty and community stakeholders will hold a Summer Ethics Institute to develop case studies and fieldwork requirements specific to their program. The structure of the second Summer Ethics Institute will involve two and a half days for the returning group, and two and a half days for the smaller Educational Leadership group.

In Year Three, revisions and refinements from the Summer Ethics Institute will be implemented for the College of Education, and case studies and fieldwork will be piloted for Educational Leadership. The first round of oaths and recognition will be implemented in the College of Education, and the first participants will be invited to the Shepard Symposium.

This proposal funds access to ProEthica for the first three years, stipends to participants in the summer institutes, a faculty supervisor and graduate assistant for three years, and conference participation at the Shepard Symposium.

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## Documentation of Need

- Bazerman, M. H., & Tenbrunsel, A. E. (2013). *Blind spots: Why we fail to do what's right and what to do about it*. Princeton, NJ: Princeton University Press.
- Chamberlain, V. (2017). *Professional Educator Standards Boards report*. Washington, DC: Professional Educator Standards Boards. Retrieved from [http://c.ymcdn.com/sites/www.nasdtc.net/resource/collection/97608343-51F6-44F1-B39D-093A3B2F930F/PESBA\\_ISB\\_Report\\_2017\\_Update\\_-\\_Final.pdf](http://c.ymcdn.com/sites/www.nasdtc.net/resource/collection/97608343-51F6-44F1-B39D-093A3B2F930F/PESBA_ISB_Report_2017_Update_-_Final.pdf)
- Hutchings, T., & Norris, A. (2014). Categorical domains of ethical dilemmas faced by teachers: A typology. Unpublished raw data.
- Kull, K. (2017, July 19). Former Cheyenne teacher sentenced for child pornography. *Wyoming Tribune Eagle*. Retrieved from <http://www.wyomingnews.com>
- Maxwell, B., & Schwimmer, M. (2016). Professional ethics education for future teachers: A narrative review of the scholarly writings. *Journal of Moral Education*, 45(3), 354–371.
- Maxwell, B., Tremblay-Laprise, A.-A., Fillion, M., Boon, H., Daly, C., van den Hoven, M., . . . Walters, S. (2016). A five-country survey on ethics education in preservice teaching programs. *Journal of Teacher Education*, 67(2), 135–151.
- Todd, L. (2015, October 13). School leaders: Skit inappropriate, disciplinary action taken. *Billings Gazette*. Retrieved from <http://billingsgazette.com>
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**Summary of Documentation of Need:**

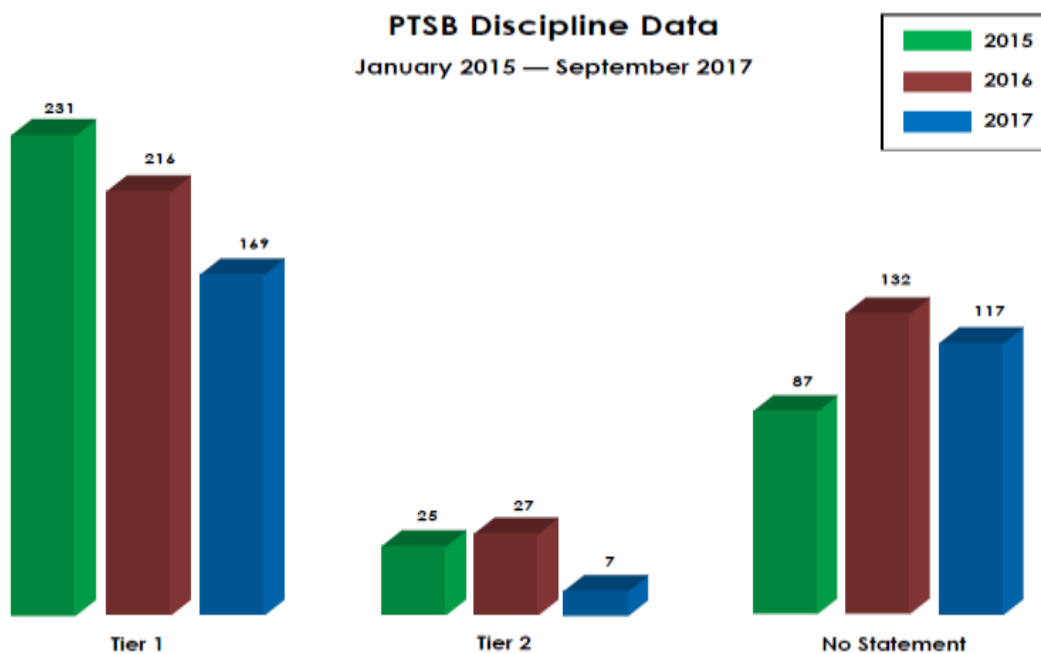
Wyoming, in line with much of the nation, has been concerned with developing and maintaining ethical practices for educators. To that end, it is one of 12 states to develop a Professional Teaching Standards Board (PTSB) as part of a national consortium. This board is tasked with not only licensing teachers, but also monitoring their behavior as they teach. According to a recent report, “In 2012, legislation clarified the board’s authority in professional misconduct cases to ensure that in addition to certification suspension and revocation, the board could refuse to issue a certificate and/or deny renewal if appropriate” (Chamberlain, 2017, p. 24). There have been some cases of unethical behavior that have been so egregious that they have led to strong consequences (Kull, 2017; Todd, 2015). However, the main action of the PTSB has been to prevent the licensure of unfit candidates. Table 1 shows the number of cases that the PTSB has processed in the last three years.

**Table 1. Number of ethics cases handled by the PTSB by year**

Year	2015	2016	2017 (to date)
Number of applicants found to have criminal backgrounds	396	452	353

Table 2 shows the dispositions of these cases. Tier 1 cases involve no action on the part of PTSB on the granting of a teaching license. Tier 2 cases require a standard Advisory Letter attached to the license. No Statement cases are cases in which the applicant indicates a criminal background, but for which no corroborating paperwork is found. Tier 3 cases (for which no data is available) are referred for further action.

**Table 2. Dispositions of ethics cases**



The establishment and actions of the PTSB indicates a Wyoming-specific concern with ensuring ethical educators within the state.

In a survey of universities in five countries, researchers found that administrators and instructors agree “that ethics is an important aspect of preservice teacher education and that an ethics-related course can have a

positive impact on students' ethical behavior and development as teachers" (Maxwell et al, 2016, p. 143). However, researchers identified several obstacles to providing effective ethics instruction, including lack of time in program schedules for a separate course, lack of skills among faculty members to teach ethics, and lack of an established curriculum. Most existing pre-service programs require only a single course, rather than an integrated approach.

The University of Wyoming currently does very little to address ethical awareness among teacher candidates. Some University faculty members integrate aspects of ethics into individual course requirements. In addition, the University invites members of the Wyoming PTSB to attend methods courses and provides some general information related to licensing requirements and ethical behavior. The University also has a policy related to background checks, which are required at two points in the program: prior to acceptance into the program; and before involvement in field experiences. Unfortunately, though, no systematic schoolwide ethics curriculum currently exists.

Although these current practices are better than no ethical preparation at all, such a limited approach creates issues. Without a comprehensive ethical development program, framework for guiding ethical decision-making, and instruction in recognizing ethical dilemmas, pre-service teachers turn to a variety of sources to guide their decisions: implicit norms within the learning community, personal morality and life experiences, a poorly defined teacher role, and professional peer pressure (Hutchings & Norris, 2014). Although the majority of teachers successfully navigate these decisions throughout their careers, research has indicated that the lack of ethics instruction and a framework to guide decision-making leads to a culture of silence among teachers, a lack of transparency about decision-making, deference in taking responsibility for ethical decisions, and reliance on varying opinions from colleagues, all of which are subject to the same issues (Hutchings & Norris, 2014). According to Hutchings and Norris (2014), one participant summarized the problem as that "there are no ethical dilemmas in public education because there are no ethics. There is no right or wrong. See nothing, hear nothing, report nothing."

This proposed initiative fills a gap in the current practices concerning ethical education in the College of Education's Teacher Education Program. In this innovative proposal, we have presented a comprehensive four-component plan to meaningfully integrate ethics education for teacher candidates across the entire program

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## Alignment to Key Performance Indicators

- Statewide perceptions of the University of Wyoming College of Education
- Enrollment of Wyoming residents in University of Wyoming College of Education
- Continuous Improvement Protocols for field and clinical experiences

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## Evidence Supporting Proposed Innovation: Literature Review

Association of American Educators. (n.d.). *Code of ethics for educators*. Mission Viejo, CA: Author. Retrieved from <https://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics>

Ayeni, M. A., & Adeleye, J. O. (2014). Teacher education and social ethics. *International Journal of Education & Literacy Studies*, 2(2).

Benninga, J. S. (2003). Moral and ethical issues in teacher education. *ERIC Digest*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. Retrieved from <https://eric.ed.gov/?id=ED482699>

- Bergman, D. J. (2013). Pre-Service teachers' perceptions about ethical practices in student evaluation. *Issues in Teacher Education*, 22(1), 29–48.
- Boon, H. (2011). Raising the bar: Ethics education for quality teachers. *Australian Journal of Teacher Education*, 36(7), 76–93.
- Cameron, R. A., & O'Leary, C. (2015). Improving ethical attitudes or simply teaching ethical codes? The reality of accounting ethics education. *Accounting Education*, 24(4), 275–29
- Capizzi, A. M., Wehby, J. H., & Sandmel, K. N. (2010). Enhancing mentoring of teacher candidates through consultative feedback and self-evaluation of instructional delivery. *Teacher Education 36 and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 33(3), 191-212. doi:10.1177/0888406409360012
- Council for Exceptional Children. (n.d.). Ethical principles and professional practice standards for special educators. Retrieved from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
- Cummings, R., Harlow, S., & Maddux, C. D. (2007). Moral reasoning of in-service and pre-service teachers: A review of the research. *Journal of Moral Education*, 36(1), 67–78.
- Erie, D. J. (2013). *The role of general education in the development of ethical reasoning in college students: A qualitative study on the faculty perspective* (Doctoral dissertation, University of Nebraska-Lincoln). Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1157&context=cehsedaddiss>
- Gale, E., Trief, E., & Lengel, J. (2010). The use of video analysis in a personnel preparation program for teachers of students who are visually impaired. *Journal of Visual Impairment & Blindness*, 104(11), 700-704.
- Gluchmanova, M. (2015). The importance of ethics in the teaching profession. *Procedia – Social and Behavioral Sciences*, 176, 509–513.
- Kennedy, M. J., Hart, J. E., & Kellems, R. O. (2011). Using enhanced podcasts to augment limited instructional time in teacher preparation. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 34(2), 87-105. doi:10.1177/0888406410376203
- Mc Danel de García, M. A. (2013). Enhancing moral and ethical judgment through the use of case histories: An ethics course for pre-service teachers. *GIST Education and Learning Research Journal*, 7, 93–114.
- National Association of State Directors of Teacher Education and Certification. (2015). Model code of ethics for educators. Retrieved from [http://www.nasdtc.net/?page=MCEE\\_Doc](http://www.nasdtc.net/?page=MCEE_Doc)
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- Stover, K., Yearta, L. S., & Sease, R. (2014). Experience is the best tool for teachers: Blogging to provide preservice educators with authentic teaching opportunities. *Journal of Language and Literacy Education*, 10(2), 99-117.

Sun, J., & van Es, E. A. (2015). An exploratory study of the influence that analyzing teaching has on preservice teachers' classroom practice. *Journal of Teacher Education*, 66(3), 201-214.  
doi:10.1177/0022487115574103

Thiel, C. E., Connelly, S., Harkrider, L., Devenport, L. D., Bagdasarov, Z., Johnson, J. F., & Mumford, M. D. (2013). Case-based knowledge and ethics education: Improving learning and transfer through emotionally rich cases. *Science and Engineering Ethics*, 19(1), 265–286.

### **Summary of Literature Review:**

There have been multiple attempts to define a code of ethics for educators, most of which revolve around four key principles: Responsibility to the Profession; Responsibility for Competence; Responsibility to Students; and Responsibility to the Community (Association of American Educators, n.d.; National Association of State Directors of Teacher Education and Certification [NASDTEC], 2015; National Education Association, n.d.). More recent versions of these ethical principles specifically target technology as an area in which ethical education practices are needed (NASDTEC, 2015). Additionally, organizations that represent subgroups, such as the Council for Exceptional Children (n.d.), have developed more specific ethical guidelines. However, there is a lack of empirical research on guidelines for preparing pre-service teachers to be ethical educators (Cummings, Harlow, & Maddux, 2007). Some research on how to develop ethical reasoning in all college coursework exists (Erie, 2013), as do attempts to add ethics instruction to teacher preparation courses (Bergman, 2013;). Yet no studies describe a systematic approach to developing ethical educators integrated into an already-developed teacher preparation program.

Even so, a body of literature stresses the importance of ethical practice in teaching (Ayeni & Adeleye, 2014; Benninga, 2017; Boon, 2011; Gluchmanova, 2015), and other research describes the effectiveness of using case studies to develop ethical practice in both education (Mc Danel de Garcia, 2013) and business (Cameron & O'Leary, 2015; Thiel et al, 2013). Furthermore, a strong body of research supports the use of case studies and video analysis as a component of instruction in teacher preparation (Gale, Trief, & Lenzel, 2010; ; Tal, 2010). For example, Capizzi, Wehby, and Sandmel (2010) noted significant improvement in pre-service teachers' instruction and classroom management when they utilized videotape analysis with structured expert coaching and self-evaluation. Other studies have incorporated blogs, enhanced podcasts, and video-based case examples to help pre-service teachers learn to manage the complex demands of instruction and classroom behavior (Stover, Yearta, & Sease, 2014; Kennedy, Hart, & Kellems, 2011; Sun & van Es, 2015). In addition, using observational frameworks appears to be a critical element in supporting and guiding new learning through cases (Santagata & Angelici, 2010). These studies form a foundation for developing the use of case studies in an integrated ethical educator program.

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### **Proposed Innovation: Program Evaluation**

Increases in student awareness of ethics in education through the innovation will be assessed in several ways:

- ProEthica data is available to the University for analysis.
- Multiple choice questions will be designed for an assessment to be administered in the first and last courses students take, and scores will be compared.
- A short exit survey will be administered to all graduates, prompting them to comment on changes in their awareness of ethical issues in education.

## Proposed Budget

We seek a total investment of \$315,526.00 for the three-year rollout of the Ethical Educator program.

Costs	Estimated Total Cost
<b>Faculty Coordinator</b>	<b>19,650</b>
One faculty member from the College of Education will be provided with a one-course buyout per semester (\$6,550) to serve as the coordinator of the program, which will include working with faculty members or teachers, liaising with Shepard Symposium staff, coordinating with Mursion development support, and performing other responsibilities as needed.	
<b>Graduate Assistant</b>	<b>97,868</b>
Three years @ 31,350 with 3% annual increase: A GA position will be created to assist the faculty supervisor, and to conduct the evaluation plan	
<b>ProEthica Access</b>	<b>73,150</b>
Year 1 (\$50 x 700 students and 35 faculty/stakeholders)	36,750
Years 2 and 3 (\$50 x 200 students and 20 faculty/stakeholders)	22,000
Annual administrative support (5 hrs a week @ \$20/hr for each of 3 years)	14,400
<b>Curriculum Development</b>	<b>117,858</b>
<b>Summer Ethics Institute Year 1</b>	<b>65,128</b>
Stipends (\$4,000 per 12 SEI participants)	48,000
Housing and food for participants	4,128
Consultant fees and travel (2 @ \$5,000)	10,000
Technology support (Mursion module development)	3,000
<b>Summer Ethics Institute Year 2</b>	<b>52,730</b>
Stipends (\$2,000 per 12 SEI participants; \$3,000 per 5 SEI participants)	39,000
Housing and food for participants	2,730
Consultant fees and travel (2 @ \$5,000)	10,000
Technology support (Mursion module development)	1,000
<b>Recognition</b>	<b>7,000</b>
Graduation items (pin and oath certificate)	3,000
Conference expenses (\$1,000 x 4 students)	4,000
<b>TOTAL: \$ 315,526</b>	

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## Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

### Programs Reviewed:

#### *Traditional educator preparation programs in public and private universities across the United States*

Names and locations of traditional programs studied:

- Colorado State University, Fort Collins, CO
- Montana State University, Bozeman, MT
- University of Idaho, Moscow, ID
- University of Michigan
- Kansas State University

#### *International educator preparation programs*

Names and locations of international programs studied:

- Australian Preservice Teacher Programs (across 24 universities)
- Teacher Education in Nigeria (policy review)

### Summary of Evaluation of Other Programs:

Although some programs we reviewed have a single course or an ethics statement as part of the curriculum, no program has an integrated, comprehensive curriculum focused on educator ethics.

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## Contextual Constraint Analysis

### Identify and Describe Specific Contextual Constraints That Could Have an Effect on the Successful Implementation of the Innovation (e.g., fiscal; state, federal, or local policy; accreditation requirements; other)

Faculty buy-in and fidelity of implementation are critical to the success of the implementation of the innovation. Since the proposal involves selected faculty members who will opt to participate and will be supported and compensated for designing coursework, we do not anticipate these concerns presenting a significant barrier. Long-term funding is a consideration. Once evidence that the program is successful in increasing awareness of ethics in education is gathered, there is potential to identify a funder with the option of naming the program or receiving recognition in exchange for ongoing funding. There is also the potential to market any University-developed Mursion ethics to other universities or school districts. After Year Three, ongoing costs will include continued access to ProEthica, ongoing training as needed, and recognition costs. It is possible that the College of Education can institute course or program fees to cover all or a portion of these costs. Major development costs will not be needed.

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## Risk Assessment

### Identified Potential Risks to College of Education Candidates

Some case studies may be uncomfortable for particular students. Faculty will have to be ready to issue trigger warnings and prepare alternative pathways to success. Engagement with on-campus or distance counseling/mental health support may be warranted.

Student teachers may encounter ethical issues of consequence in their placements and will require support and counseling in terms of reporting. The faculty coordinator will be responsible for addressing these needs and making appropriate referrals.

**Identified Potential Risks to the UW College of Education:**

Although unlikely, potential candidates may decide not to pursue their degrees at the University if the idea of engaging with ethical problems appears unattractive to them.

Students may bring to light unethical behaviors in their placements, which would then need to be addressed by the University and may have legal consequences. Although this risk is possible even without the training, it is perhaps more likely given that students are now more attuned to notice transgressions. Again, the faculty coordinator will be responsible for addressing these needs and making appropriate referrals.

**Identified Potential Risks to College of Education Partners (e.g., Wyoming School District Partners, other colleges at UW)**

Mentor-teachers may be uncomfortable being the subject of ethical observations and should be adequately prepared by supervisors. Student-teachers will have to be coached to be reflective and not judgmental.

**Identified Potential Risks to the UW Trustees Education Initiative**

There is a slight possibility that, if a graduate of the program exhibits unethical behavior, it will reflect poorly on the TEI. However, the program stresses increasing awareness of ethics in education rather than ensuring development of an ethical educator. Therefore, any negative reflection on the program should be minimal.

**Identified Potential Risks to Other Stakeholders**

None was identified.