



Creating Educator Communities of Care: The Role of Professional Ethics

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 Hawai'i
Education
Association
EDUCATORS SHAPING HAWAII'S FUTURE TODAY

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Today's Discussion

Part One
Do Something or Let It Go!

Part Two
A Closer Look: The Issues Impacting Communities of Care

Part Three
Giving our Profession Permission: Professional Ethics

Part Four
Case Study: Mr. K's Dilemma!

Part Five
Providing Communities of Care

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Part One

Do Something or Let it Go!

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1. Ms. J. didn't realize that the person she met on a dating web site was the father of one of her current students until their third face-to-face date. Ms. J. shared with the father her discomfort in dating a student's parent – but they agreed to continue the relationship since he only had custody of his children one weekend a month.

Do you recommend Ms. J.

☐ Do Something

☐ Let it Go

2. A sixth-grade teacher, Ms. G., and her family are at a city park on a Saturday afternoon. She notices a group of boys about her students' ages practicing skateboard tricks on an empty basketball court. Ms. G. recognizes one of her current students as he pulls a packet of cigarettes out of his pocket, lights one and starts smoking.

Do you recommend Ms. G.

☐ Do Something

☐ Let it Go

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3. A highly regarded high school teacher, who is also the district's Teacher-of-the-Year, often spends lunch breaks and after school time assisting students with social and family issues. Many in the schooling community feel as though this is the sign of a caring and committed teacher. Several school counselors feel as though this is dangerous terrain for the untrained teacher and the student.

Do you recommend that a teaching colleague who understands the situation

- ☐ Do Something
☐ Let it Go

4. Mr. R. is a retiring elementary teacher cleaning out his classroom after 32 years of teaching. He finds binders of original lesson plans. They were created by dozens of student teachers he had hosted over the years. Mr. R. is considering selling the lesson plans through an online teacher's resource marketplace. Since he contributed to the development of the student teachers' lesson plans, and they were left in the classroom by the teacher candidates, Mr. R. feels comfortable submitting them for sale.

Do you recommend that a teaching colleague who is familiar with the situation

- ☐ Do Something
☐ Let it Go

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5. Every Friday evening the social studies department of a rural community's high school gathers at a pub close to the school for happy hour. Other than the free appetizers and the reduced prices on drinks, the teachers enjoy spending time together. A former student, who is now 22 years-old, is the bar manager during the evening shift and will occasionally join in on the story telling and frivolity. One of the teachers who attends the happy hour gatherings thoroughly enjoys the camaraderie but is starting to feel a bit uneasy about the gatherings.

Do you recommend that the teacher who feels uncomfortable

- ☐ Do Something
☐ Let it Go

6. Mr. G. felt overwhelmed in his first year of teaching sixth grade. Fresh out of college, he expected challenges, but what he did NOT expect was the flirtatious attention that he was receiving from a female teacher in his school. Initially she offered to assist him with lesson planning, but over time her romantic overtures became more obvious – even to the point students were noticing. Mr. G. approached the colleague respectfully regarding his discomfort, but ultimately an icy rift between them became evident in faculty meetings, as well as chance encounters on campus.

Do you recommend Mr. G.

- ☐ Do Something
☐ Let it Go

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7. “Several weeks ago, a teaching colleague of mine at the elementary school made a derogatory comment about one of her students on social media,” stated a fifth-grade teacher. “Even though she didn’t mention the student by name, I knew to whom she was referring. All the teachers at our school, and even the principal, are social media ‘friends’ – yet, it’s been two weeks, and no one has responded to her post. This teacher is popular and admired by her colleagues. I am sure she was just venting after a distressing day, but I still don’t feel good about it. I am her colleague, not her supervisor. I don’t want to cause drama ... but...”

Do you recommend that the teacher should

☐ Do Something

☐ Let it Go

8. Ms. C. is a teacher at the same elementary school in which her son is enrolled as a student. She routinely checks with her child’s teacher regarding virtually all aspects of his schooling experience – grades, assignments, behavior, friendships and even the girls that he likes. Her son’s teacher is conflicted about how much information she should relay since Ms. C. has a dual relationship with her son’s teachers – that of a parent and a colleague. She doesn’t want to cause civil discord with a colleague but feels that Ms. C. may be overstepping her boundaries.

Do you recommend that the teacher who has Ms. C’s son in class

☐ Do Something

☐ Let it Go

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9. Ms. A. graduated from a teacher preparation program in December and is substitute teaching at a large high school where she hopes to be hired as a full-time teacher in the fall. For the past three weeks, Ms. A. has been experiencing persistent and unrelenting sexualized comments from a small group of upper classmen. Their behavior is bolstered by the belief that she is not a “real” teacher with evaluative and punitive powers. Feeling powerless, but not wanting to appear as though she cannot handle student issues since her goal is full-time employment at the school, Ms. A. is struggling with knowing what to do.

Do you recommend that Ms. A.

☐ Do Something

☐ Let it Go

10. The high school’s journalism teacher and student newspaper faculty advisor, Mr. J., wanted to show appreciation to the newspaper’s student editor-in-chief for the enormous amount of personal time she spent in ensuring the newspaper’s success. In a nod to the many coffee-fueled late nights needed to meet publication deadlines, Mr. J. took Brittany to a local coffee shop after school for her favorite beverage – a triple-shot espresso latte.

Do you recommend that a teaching colleague who is aware of the situation

☐ Do Something

☐ Let it Go

8

11. Lately, the middle school kids have been making fun of their science teacher, Mr. L., who seemingly wears the same pair of trousers every day and often comes to school looking disheveled and unkept. This has become a distraction as the students have created unflattering names for Mr. L. In addition, notes, memes, jokes, and even smart phone video clips are common among the student body. Mr. L.'s colleagues are not quite sure if they should approach him about this sensitive matter.

Do you recommend the teaching colleagues

- ☐ Do Something
☐ Let it Go

12. A wealthy set of grandparents established a tradition that involves their grandchild's teachers. At the conclusion of every school year, Aaron chooses one teacher to be a guest of his family at the city's finest restaurant to celebrate the impact that the selected teacher has had on his learning. The teacher and a guest join the student, his parents, as well as the grandparents, to a remarkable five-course meal. The grandparents pay for the dinner and all other related expenses. On this particular year, Aaron chose Ms. W., his seventh-grade math teacher, to be the celebrated dinner guest. Even though Ms. W. feels incredibly honored by the invitation, she worries whether the dinner will cause strife with her colleagues.

Do you recommend Ms. W.

- ☐ Do Something
☐ Let it Go

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13. The Calculus teacher has very high standards for his students yet spends a great deal of time assisting them in achieving academic success. His name is mentioned frequently by students who have been awarded college scholarships because of his dedication. Students are grateful for not just the after-school tutoring, but also personal text messages of encouragement during the evenings.

Do you recommend a teaching colleague

- ☐ Do Something
☐ Let it Go

14. A rural community's high school Advanced Placement History teacher is going through an exceedingly difficult divorce that is impacting his emotional well-being. Everyone in the community knows about the situation – his colleagues, administrators and parents. When a group of students feel as though they are not getting the needed instruction to prepare them for the Advanced Placement Exam, they approach another teacher to share their concerns.

Do you recommend the colleague of the AP teachers

- ☐ Do Something
☐ Let it Go

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Part Two

A Closer Look:

The Issues Impacting Communities of Care

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Navigating the Risks of Teaching

1. Power absolute
2. Self-regulation
3. Student obligation
4. Public trust
5. Relationships
6. Social distance
7. Agents of the state
8. **Caring Climate v. Formal Climate**

Caring Climate

- “Promotes attention to individual and social needs.”

Formal Climate

- “Emphasizes adherence to organizational rules.”

Colenrud, 1997, Hutchings, 2019,
Shapira-Lishchinsky, 2010

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Navigating the Risks of Teaching



- 35,000 decisions/day
- 3,000 non-trivial decisions/day
- Over 200 food-related decisions/day
- Decision Fatigue – Ego Depletion
 - Limited store of energy
 - Mental Exhaustion
 - Will-power = “Muscle”
- **What time of the day do you feel decision fatigue?**



Procrastinating



Impulsivity



Irritability



Feeling burned out



Brain fog



Indecision

Danielson, 1996, Hoomans, 2015, Hutchings, 2019, Lamonthe, 2019, The Decision Lab, 2022, Tierny, 2011

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Navigating the Risks of Teaching



- What is your morning routine?
- How often do you take breaks?
- What is the first thing that you do when you are faced with a dilemma?
- Who do you tend to consult with?
- What is your favorite snack?
- **How would you describe the feeling of being overwhelmed?**



A.M.

Make your toughest decisions in the morning



Breathe

Take deep breaths at the onset



Consult

Consult with colleagues



Deconstruct

Break down the decision into smaller parts



Eat

Eat healthy and at regular intervals

Danielson, 1996, Hoomans, 2015, Hutchings, 2019, Lamonthe, 2019, The Decision Lab, 2022, Tierny, 2011

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Collaboration

“ Teachers are only able to spend 14 minutes out of a 7.5 hour required workday – only 3% of their time – in collaboration with colleagues.

Bill & Melinda Gates Foundation. (2012). America's teachers on the teaching profession.

“ The benefits of collegiality are obvious, logical and compelling, what schools have instead of collegiality is congeniality.

Barth, R. (1991). Improving schools from within: Teachers, parents and principals can make the difference. San Francisco: Jossey-Bass, p. 30.

“ Congeniality provides an essential foundation for a faculty's sense of community and its work with students ... what it doesn't provide is any meaningful attention to that work.

Evans, R. (2012). Getting To No: Building True Collegiality in Schools. Independent School Magazine, Winter 2012, p. 100.

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Collaboration

“ Often the future or success of a collaborative effort rests on the critical issue of ethics. When values collide, collaborations often falter or fail because there was no consensus of ethical guidelines established by the participants.

Griesel, P. (1992). A quest for guidelines. December, 1992, p. 23, US Dept of Education Reports (ERIC)

“ ... 31% of their study's participants' ethical dilemmas related to their colleagues (fellow teachers and administrators).

In addition, the same study found that teachers are reluctant to seek advice from their colleagues or administrators when faced with ethical dilemmas unless there is an established personal relationship.

Hutchings T. and Morris A. (2014). [Educator ethics research project: a national study]. Unpublished raw data.

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Collaboration or Isolation?

Teachers

- Implicit norms develop with the learning community and vary by teacher grouping, administrator, school and district.
- Teachers rely on a personal morality and life experiences to guide their decision-making.
- Teachers' roles are not clearly defined, and the extent of their duties not delineated, which results in arbitrary boundaries.
- When seeking guidance on ethical decision-making, teachers often rely upon opinions that lead to situational, subjective, arbitrary and inconsistent resolutions.
- There is a culture of silence that exists among teachers regarding ethical decision-making due to a fear of consequences.
- Teachers are making decisions in isolation and without transparency.

Hutchings, T. & Norris, A. (2014).

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Collaboration or Isolation?

Paraprofessionals

- Due to a role hierarchy within the school setting, paraprofessionals often acquiesce to decisions they feel may not be in the best interest of students.
- Many paras feel as though their employment is continually at risk. This vulnerability often inhibits their willingness to take reasonable steps to address concerns.
- The most common competing tension present in the para role is that of the power structure that exists between them and their supervising teachers.
- It is not uncommon for paraprofessionals to hear those within the schooling community make disparaging comments about their status or role.
- Paraprofessionals feel as though a large part of their role is to advocate for students as well as guard or salvage student self-esteem.

Hutchings, T. (2017)

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Impact on Communities of Care During a Pandemic

November 2020

Participants:

- District Teachers
- School Principals
- District Office Administrators

Expected Findings:

The ethical complexities related to virtual teaching – technology

Actual Findings:

The ethical complexities related to equity, equality, student and educator care

TABLE 1.
Typology of Issues Identified by Teachers, School Administrators and Central Office Administrators

Categories	Subcategories
1. Student Care and Success	Socio-emotional-economic conditions impact academic and holistic growth 1.1 Students providing multi-generational familial care 1.2 Poverty, adult care, domestic concerns 1.3 Inequality in resources and engagement due to socio-economic variables 1.4 Living and learning conditions inhibit academic success
2. Virtual Learning	Complications associated with the virtual classroom 2.1 Classroom management and supervision – protecting students 2.2 Information confidentiality 2.3 Outcomes of e-learning 2.4 Issues related to equity (e.g., language, resources, technology, family support) 2.5 Efficacy of virtual instruction (e.g., “we are failing our students”) 2.6 Learning engagement, assessment and accountability 2.7 Student accommodations
3. Health and Wellness	Reducing stakeholder safety with professional obligation 3.1 Assessing the health conditions of students and employees 3.2 Responding to potential infections 3.3 Managing a health environment to protect employees and students 3.4 Determining appropriate levels of risk – “the balance between confidence and restriction”
4. Educator Care and Success	Understanding stressors and mechanisms of self-care 4.1 Managing fatigue, depression, anxiety, guilt, fear, failure, loss of control 4.2 Meeting unmet needs of educators’ families due to diminished personal time 4.3 Placing enormous energy into “faking effort” (emotional crisis) 4.4 Managing the responsibilities and performing outside of certification or training 4.5 Facilitating effective communication and trust between stakeholders 4.6 Supporting pedagogical competence related to virtual learning 4.7 Acknowledging the existence of technological barriers 4.8 Managing time (e.g., delivery of services vs. extra meetings)
5. Expectations	Pre-pandemic expectations in effect during a pandemic 5.1 Projecting confidence, positivity, optimism and normalcy during untested times 5.2 Conducting teacher evaluations 5.3 Funding formulas based on attendance 5.4 Learning accountability (e.g., district, school, program, teacher, student) 5.5 Altering district/school norms (e.g., late work, grading, tardiness) 5.6 Exceptions to historical or site traditions (e.g., attendance, testing, IEP and 504 services) 5.7 Educator incentive programs 5.8 Managing expectations (e.g., Student – academic, social, physical/ educator – personal, time, quality of services)

Hutchings, T. & Thompson, D. (2020). Unpublished raw data.

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Equity and Equality

Equality

Distribution of resources uniformly

Equity

Deconstructing barriers to equality by providing resources based on need

*“All students should have the resources necessary for a high-quality education.
But the truth remains that some students need more to get there.”*

Manin, B. (2014). Education Trust
<https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>

- Identifying potential barriers is fundamental to ethical competency
- Providing equitable opportunities is a higher threshold of ethical responsibility
- Equity requires understanding of individual circumstances

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Impact on Educators

Educator Care and Success

- Confronting fatigue, depression, anxiety, guilt, fear, failure & loss of control
- Diminished personal time – unmet needs of educators' families
- Placing enormous energy into “failing efforts”
- Performing duties outside of certification or training
- Learning accountability (e.g., district, school, program, teacher, student)
- Altering district norms (e.g., late work, grading, tardiness)
- Facing pre-pandemic expectations during a crisis

Hutchings, T. & Thompson, D.
(2020). Unpublished raw data.

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Impact on Educators

School Principal

“This is really difficult for all of us. I often don’t get home until after my kids are in bed. In all honesty, there were times when Jack Daniels had become my counselor – there were some dark moments. At the same time, my teachers are looking at me for leadership and confidence – and I’m not sure I’m providing it.”

Focus Group Participant – Principal (Hutchings and Thompson, Nov. 2020)

District Administrator

“This pandemic has placed unprecedented burdens on educators. At the same time, the teachers, counselors, social workers, school nurses, administrators and other campus professionals are closest to the students and are the primary source of support. It’s unfortunate – but by the very nature of their roles, they are on the front lines and carry much of the burden.”

Focus Group Participant – District Administrator (Hutchings and Thompson, Nov. 2020)

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Impact on Educators

Additional Research from the Pandemic Era

Educator Care and Success

- Early childhood educators' mental health was tracked in Louisiana last spring, finding that rates of depression almost doubled, with more than a third of those educators indicating depressive symptoms.

Markowitz, A. et al, (July 2020). Study of Early Education in Louisiana COVID-19 Survey Report No. 2

- In a nationwide poll of educators, NEA found that 28 percent said the COVID-19 pandemic has made them more likely to retire early or leave the profession

Flannery, M.E., (August 2020). Safety Concerns Over COVID-19 Driving Some Educators Out of the Profession
NEA Today

- In a national study conducted between August and September of 2020 by the National Board for Professional Teaching Standards, 75% report longer hours than the pre-pandemic – up to 15 hours or more per week.

<https://www.nbpts.org/wp-content/uploads/Teaching-During-COVID.pdf>

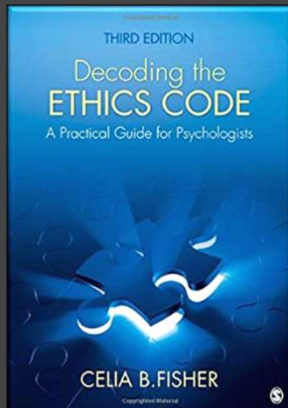
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Part Three

Giving our Profession Permission Professional Ethics

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Defining a Profession

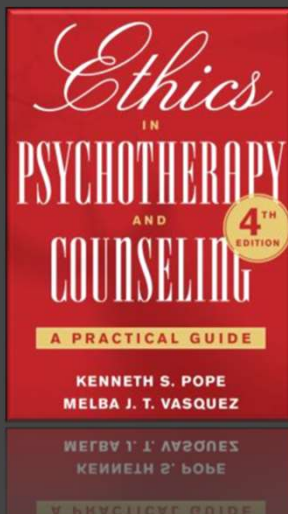


“An ethics code reflects a collective decision that a profession is better off when ethical standards are not based solely on individual assessments of what is or is not acceptable.”

Fisher, C. (2013). Decoding the Ethics Code: A practical guide for psychologists (3rd edition).

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Prompt, Guide and Inform



“Awareness of the ethics codes is crucial ... but the formal standards are not a substitute for an active deliberative, and creative approach to fulfilling our ethical responsibilities. They prompt, guide and inform our ethical consideration.”

There is no way that the codes and principles can be effectively followed or applied in a rote, thoughtless manner ...”

Pope, K. & Vasquez M. (2011). Ethics in psychotherapy and counseling (4th edition).

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Codes of Ethics

1847
American Medical Association
Code of Medical Ethics

1908
American Bar Association
Canons of Professional Ethics

1953
American Psychological Association
The Ethics Code

1961
American Counseling Association
Code of Ethics

2015
Education Profession
Model Code of Ethics for Educators



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Professional Ethics *Model Code of Ethics For Educators*



Not a ~~POLICY~~ document!

Collectively agreed-upon standards that assist practitioners within situational contexts in choosing the most appropriate course-of-action.

operate within the gray . navigate the gray . embrace the gray

Decision-Making • Defensibility of Decisions • Strengthen Resolve

Discern Priorities

"We Believe"

Non-Negotiable Values

- ✓ Identify the competing tensions
- ✓ Consider the variables unique to the situation
- ✓ Weigh possible outcomes

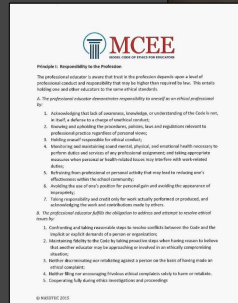
This is who we are!
Professional Ethos

Hutchings, T. (2019)

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Professional Ethics in Hawai'i

“ The Hawai'i Teacher Standards Board (HTSB) adopted the Model Code of Ethics for Educators (MCEE) on June 4, 2018. The HTSB believes that the MCEE supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. The intent in adopting this code was to advance the teaching profession and guide ethical understanding and decision making of P-12 educators in the State of Hawai'i.



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Mandates for Behavior

State Policies

HIDOE Opening Packet
Codes of Conduct
Acceptable Use Policy
Chapter 19
Teacher Contract
Teacher Evaluation

Federal Policies

First Amendment
FERPA
FOIA
HIPAA
Mandated Reporting
Title IX

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Dating a Former Student?

Codes of Conduct

- ✓ Standardization
- ✓ Compliance
- ✓ Punishment

III.A.9

The professional educator respects the rights and dignity of students by:

Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not ⁵ limited to, any ¹ potential harm to the former student, ² public perception, and ³ the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started ⁴ while the former student was in school.

HIDOE Employment Policies

HTSB Licensure Statutes

Codes of Ethics

- ✓ Contextualization
- ✓ Choice
- ✓ Prevention

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Hugging a Student?

Codes of Conduct

- ✓ Standardization
- ✓ Compliance
- ✓ Punishment

III.A.5

The professional educator respects the rights and dignity of students by:

Engaging in physical contact with students only when there is a ¹ clearly ² defined purpose that benefits the student ³ and continually keeps the safety and well-being of the student in mind

HIDOE Employment Policies

HTSB Licensure Statutes

Codes of Ethics

- ✓ Contextualization
- ✓ Choice
- ✓ Prevention

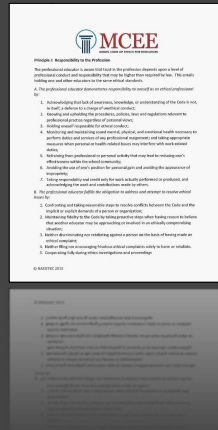
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Educator Well-Being?

I.A.4

The professional educator demonstrates responsibility to oneself as an ethical professional by:

Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health related issues may interfere with work-related duties.



Codes of Ethics

- ✓ Contextualization
- ✓ Choice
- ✓ Prevention

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Strengthening Resolve

“I faltered, not because I felt the discussion was over, or because I felt they had learned something. I stopped because I was uncomfortable. I questioned whether it is my place to discuss false meritocracies.

I falter when students frame discussions of human rights as arguments between liberal versus conservative viewpoints, and I fear being accused of indoctrinating students.

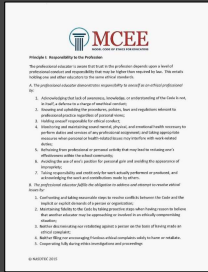
I falter as I see my students fall back on their personal political views of individualism.

School is meant to be a place to allow students to think for themselves and develop their own views — but what views are they developing if those views are based on a false narrative that I am too uncomfortable to address?

Craig, D. (June 5, 2020). My Failures as a White Teacher Confronting Racism in the Classroom. Maryland Matters.

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Strengthening Resolve



- We falter because we are uncomfortable acting in isolation
- By identifying our collective professional values and obligations, we strengthen our resolve in countering dangerous narratives
- Codes of ethics engender conversations to help shatter the isolation that lead us to question purpose and role
- Educators can stand united in their convictions regardless of the turbulent currents in public discourse

Decision-Making **Defensibility of Decisions** **Strengthen Resolve**

Discern Priorities

"We Believe"

Non-Negotiable Values

↪ This is who we are!
Professional Ethos ↩

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Part Four

Case Study: Mr. K's Dilemma

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Case Study – Mr. K's Dilemma

"I love teaching 5th and 6th grade science – but as a first-year teacher, I'm struggling. But it's not the actual teaching or preparation that is my struggle, it's not knowing how to respond to the individual needs of my students.

"There is this one 6th grade student – Sammy. Last year she was a strong student – inquisitive, curious, in the science club and straight A's. But this year she is not the same. And it's not her fault.

"She and her four younger siblings are being raised by her grandmother who speaks limited English and juggles multiple jobs cleaning hotel rooms. The six of them live in a two-bedroom apartment with Sammy shouldering most of the child-care responsibilities.

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Case Study – Mr. K's Dilemma

"Sammy is sacrificing her education to help her younger brothers and sisters with their schooling. With little privacy, caring for her siblings, doing her own homework, meals to make and messes to clean, Sammy's own educational opportunities are slipping away.

"I'm noticing things that I had not noticed just a year ago when I was student teaching. The signs of poverty and food insecurities seem evident. I'm now seeing things that make me wonder about all my students. I have never been exposed to circumstances like these – how do I even begin to respond? To me, Sammy is carrying enormous responsibilities that no 11-year-old kid should have to assume. Maybe, just showing up to school is a success.

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Case Study – Mr. K's Dilemma

“How can I even begin to engage the school’s resources – the school social worker, the school counselor – I mean, how many hundreds of ‘Sammys’ are at my school?”

“By all measures – Sammy is failing 6th grade science. But that isn’t her fault. Do I just assign her passing grades anyway? Yet my school principal wants us to maintain the same academic standards for all students. I’ve heard other teachers are conducting home visits with their students at night. Would that make a difference? I’m already working 15 hours a day – what else can I do?”

“My mentor teacher gave me a completely different perspective: ‘Don’t develop ulcers over situations that we didn’t create. We get paid to teach. We are not social workers. I’m done teaching at 3:00 every afternoon – period. We can only control what we can control’. That just doesn’t feel right – but what approach should I take?”

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“What Could Possibly Go Wrong?” Considering Consequences

INSTRUCTIONS:

- Three different courses-of-action will be presented with several potential consequences.
- Determine the probability that the consequences could actually occur.

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Case Study – Mr. K’s Dilemma

Probability of Consequences Occurring

MAINTAIN HIGH ACADEMIC EXPECTATIONS		<u>Lowest</u>	<u>Highest</u>				
Possible Consequences	(1) High rate of student failure with a high rate of learning loss	1	2	3	4	5	
	(2) Students will rise to the challenge with a low rate of learning loss	1	2	3	4	5	
LOWER THE ACADEMIC EXPECTATIONS		<u>Lowest</u>	<u>Highest</u>				
Possible Consequences	(1) Low rate of student failure with a high rate of learning loss	1	2	3	4	5	
	(2) Low rate of student failure and learning loss remediation will successfully occur the following year.	1	2	3	4	5	
BALANCE ACADEMIC PRIORITIES WITH STUDENT WELL-BEING		<u>Lowest</u>	<u>Highest</u>				
Possible Consequences	(1) Expanding educators’ roles increasing professional risk and exhaustion	1	2	3	4	5	
	(2) Students and families will feel supported, grades will improve and learning loss will be mitigated	1	2	3	4	5	

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The “Greater Priority”

Discerning Priorities in a Complex Profession

INSTRUCTIONS:

Rank-order the five priorities that are listed from this case study (with 1 being the most important and 5 being least important).

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Case Study – Mr. K's Dilemma

Discerning Priorities

- ☐ **SAMMY'S LEARNING**
Ensuring that Sammy learns the content and is prepared for 7th grade.
- ☐ **SAMMY'S GRADES**
Do everything possible so that Sammy passes the class and her excitement for learning is not diminished because of grade anxiety or situation futility.
- ☐ **TREAT ALL STUDENTS EQUALLY**
There may be a number of students in this teacher's classes who are in similar or perhaps more challenging situations than Sammy.
- ☐ **RESPONDING TO THE SOCIAL AND EMOTIONAL WELL-BEING OF SAMMY**
Making Sammy's safety and welfare a priority.
- ☐ **TEACHER'S EMOTIONAL HEALTH AND WELL-BEING**
An educator with an appropriate work-life balance will be able to serve students at a much higher level of competence and care.

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Part Five

Providing Communities of Care

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Providing Communities of Care

1. Choose one of the following video scenarios:
2. How can educators create the conditions for a “community of care” given the circumstances inherent in this scenario?
Consider the following concepts:
 - Educator Dispositions
 - Professional Isolation
 - Professional Ethics
 - Professional Risks
 - Educator Well-Being

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Parental Expectations



The Power of Professional Conversations: Model Code of Ethics for Educators
https://www.nasdtcc.net/page/MCEE_Video_Series

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Informal Relationships with Students



The Power of Professional Conversations: Model Code of Ethics for Educators
https://www.nasdtcc.net/page/MCEE_Video_Series

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"I'm Exhausted"



The Power of Professional Conversations: Model Code of Ethics for Educators
https://www.nasdtcc.net/page/MCEE_Video_Series

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Providing a Ride



The Power of Professional Conversations: Model Code of Ethics for Educators
https://www.nasdtcc.net/page/MCEE_Video_Series

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Involvement in Students' Lives



The Power of Professional Conversations: Model Code of Ethics for Educators
https://www.nasdtcc.net/page/MCEE_Video_Series

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Providing Communities of Care



Parental Expectations



Involvement in Students' Lives

Creating Conditions for a Community of Care:

- Educator Dispositions
- Professional Isolation
- Professional Ethics
- Professional Risks
- Educator Well-Being



Informal Relationships



Providing a Ride



"I'm Exhausted"

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Blog – Ethics and Educators

<https://www.nasdttec.net/blogpost/1757877/Ethics-and-Educators>

MCEE – PDF or Brochure Version

https://www.nasdttec.net/page/MCEE_DOCS

The Power of Professional Conversations: Model Code of Ethics for Educators

https://www.nasdttec.net/page/MCEE_Video_Series

It's Time and It's Here: Model Code of Ethics for Educators

<https://vimeo.com/223323342>

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