TITLE: Adoption of Educational Testing Service (ETS) ProEthica Professional Development Program

The Hawaii Teacher Standards Board adopts the ETS ProEthica Professional Development Program for use by Hawaii pre-service and in-service educators to develop an awareness and understanding of educator ethics and ethical dilemmas in daily teaching practice.

The HTSB also directs the Executive Director, or her designee, to meet with Hawaii public and private schools to familiarize them with this professional development opportunity, both as a "stand along" program and as a collaboration with ETS and Teaching Channel, for use by their educators in preparation programs and as professional development for in-service teachers.

The HTSB also directs the Executive Director to develop a comprehensive plan for training opportunities in educator ethics for Hawaii educators, to be presented to the HTSB at their September 2020 business meeting.

Submitted by: Felicia Villalobos

Referred to:

The *ProEthica* Program for Hawai'i

Background

ETS is a non-profit 503c organization committed to advancing quality and equity in education worldwide. In addition to assessments, we conduct educational research, analyses, and policy studies. ETS is a proud supporter of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and their efforts to advance educator ethics. As one of the sponsors for the development of the *Model Code of Ethics for Educators* (MCEE) and of the ongoing work of the National Council for the Advancement of Educator Ethics, we have provided support through funding, research, and analysis.

To provide educators with training opportunities aligned to the MCEE, ETS developed and launched the *ProEthica* program in 2016. The *ProEthica* program uses guiding principles and real-life scenarios grounded in research, and provides teachers and leaders with a common framework to recognize, acknowledge, and understand the inherent risks of the profession. The program encourages teachers to look outside their own perceptions, to be better equipped to make decisions that reduce risk and protect students.

ETS is now partnering with Teaching Channel to offer the *ProEthica* program on Teaching Channel Plus (Tch Plus), a video observation platform that promotes self-evaluation, self-direction, coaching and mentoring, and job-embedded inquiry; giving teachers more useful, individualized professional learning strategies for growth and improvement. Tch Plus delivers a state-of-the-art platform that includes rich video content, a video observation system with video capture, time stamped annotations, and time stamped rubric scoring of the observation, which drive the creation of personalized professional growth plans for the teacher.

With versions designed for teacher and leader candidates in a preparation program and for current teachers and leaders, the *ProEthica* program provides learning and development opportunities across the educator continuum. The intention of the program is to foster more open communications and better collaboration among teachers and leaders. By providing training in this critical, but often overlooked area, Hawai'i will be investing in all of their educators as leaders.

The following full program description further details these aspects of the *ProEthica* program—as well as illustrates how the *ProEthica* program powered by Tch Plus meets Hawai'i's requirements for robust professional development aligned to the MCEE.

The *ProEthica* program Overview

The *ProEthica* program is a professional learning program that uses interactive video simulations and activities aligned with the MCEE to raise awareness of the need for professional ethics and prompt

conversations that both support decision making and build trust within the profession. The program is offered at two levels:

***ProEthica* Foundations for Education Preparation Providers (EPPs).** *ProEthica* Foundations supports Educator Preparation Programs in introducing ethical decision making and the MCEE to teacher and school leader candidates. The goal is to raise awareness of risk and the MCEE as a tool to support everyday decisions. Activities focus on balancing the competing tension between educator dispositions and regulations. This version of ProEthica is offered through ETS's Learning Management System and also available with built-in prompts for online reflection and discussion on the Tch Plus platform.

***ProEthica* Essentials for Professional Development.** *ProEthica* Essentials provides current teachers and leaders with continued professional development aligned to the MCEE. This version of the program includes opportunities to review state and district regulations and policies within the context of complex scenarios and alongside the MCEE.

Both versions of the program are offered through Tch Plus and include self-paced, interactive, online modules. These modules—eight for school leaders and seven for teachers—include the following:

- o Engaging, authentic video and written scenarios
- o rich feedback
- o downloadable resources
- o built-in opportunities for written reflection and online group discussion throughout
- o end-of-module checks for understanding
- o pre- and post- surveys
- o an end-of-course certificate of achievement

ProEthica Essentials also includes an optional, end-of-course assessment.

The following sections further detail the *ProEthica* program modules.

1. Introduction

The Introduction module explores the equilibrium between professional dispositions, ethics, and regulations as they apply to educator decision making and conduct. This module includes an introduction to the research-based professional principles that educators will learn to apply in decision making.

2. The Professional Educator

This module identifies the professional educator's responsibilities to the profession. It addresses such topics as responsibility to oneself as a professional educator, personal conduct inside and outside of the schooling environment, obligation to resolve ethical conflicts, and commitment to high standards of practice.

3. The Professional Educator and the Student

The third module identifies the professional educator's responsibility to establish and maintain appropriate verbal, physical, emotional, and social boundaries with and regarding students. This module covers the following topics: educator boundaries, both in and out of the classroom; appropriate interactions with students; potential conflicts of interests; and honesty in grading and evaluations.

4. The Professional Educator and the School

This module identifies how professional educators promote effective and appropriate relationships and effective interactions with members of the school community while maintaining professional boundaries in and outside of the school building. The module covers the following topics: addressing and reporting another educator approaching or involved in an ethically compromising situation; retaliation, honesty, and transparency in dealings with the school and administration; and the breadth of settings outside the walls of the school in which an educator's professional responsibilities still apply.

5. The Professional Educator and the Community

The fifth module identifies how professional educators reflect the values of the profession as members of the community. This module covers the following topics: when confidentiality is in order, and how to protect it; appropriate use of school funds and property; inspiring public confidence; and use of tobacco, drugs, and alcohol.

6. The Professional Educator and Technology

This module examines the potential impact of professional educators consuming, creating, distributing, and communicating through multiple technologies, including social media. This module covers the following topics: appropriate use of technology for teacher interactions with students, parents, and colleagues; confidentiality in the use of technology; and identifying, addressing, and reporting inappropriate use of technology.

7. Ethical Decision Making for the Professional Educator

In this module, through a video-based activity called a branching scenario, educators apply what they have learned in the previous modules about ethical decision making. The decisions educators make as they move through the scenario determine the outcome. With this activity, educators examine the long-term consequences of short-term decisions.

8. Leadership and the Professional Educator (for school leaders only)

This module is only available in the school leader version. It identifies the school leader's responsibility to establish and foster an ethical and professional culture within their school by examining some of the unique ethical challenges leaders face in their role.

The *ProEthica* program powered by Tch Plus

By offering the *ProEthica* program through the award-winning Teaching Channel Plus (Tch Plus) platform educators are provided additional opportunities to engage in inquiry of their own practices through reflection and discussion. With Tch Plus, Teaching Channel designed and built an architecture that allows schools, districts, universities, and organizations to have private instances of the platform. Inside these private instances, users will not only access the *ProEthica* program modules, but will also have the opportunity to upload videos and other content into collegial teams for feedback. The Tch Plus Recorder App for works iPhone, iPad, and Android device and the video annotation tools allow for users to dig more deeply in to practice and locate the visual evidence they need to have grounded conversations. There is no limit to the number of learning and/or coaching Teams a private instance can host- extending the possibilities for learning and growth exponentially.

Currently, the Tch Plus platform has the following:

- Private customized site instances for schools, districts, states, universities and organizations to connect and share online
- Customized site-based video library integration with over 1400+ Teaching Channel videos that capture strong teaching practice in action
- Public or private Teams housing learning plans and discussion spaces
- Teaching Channel Plus Recorder App for easy upload the trimming of videos captured from teacher classrooms
- Video annotation tools, rubric support, and evidence-based collaboration ideal for coaching and teacher feedback
- Access to the Danielson Framework for Teaching Clusters for coaching and educator growth
- Collaboration spaces for coaching, mentoring, and PLCs
- Facilitator and Admin dashboard for gauging professional learning progress, moderating teams, and giving timely feedback
- Resource hosting space to consolidate all professional learning materials, lesson plans, and other organizational files
- Private individual and group messaging and notifications
- Authoring tools to craft video-enhanced professional learning sequences
- Customized content tag lists
- LMS integration for SSO
- Non-Common Core state standard crosswalk rendering

Tch Plus provides an online collaborative platform for educators to engage with content and colleagues to discuss and process new learnings. Additionally, educators can watch videos and make comments and statements about what they're learning within the video, using timestamping and annotations.

To understand the level of engagement of users within the Tch Plus platform, we collect a range of data sources to assess user, district, and state engagement. Upon adding users, we can view those users who have registered and logged into the site and accessed their collaborative online space, known as a team. This helps when launching a program to ensure initial use of the program begins and users can engage with the learning activities. Following access to the Tch Plus site, administrators of the site can view the following data sources.
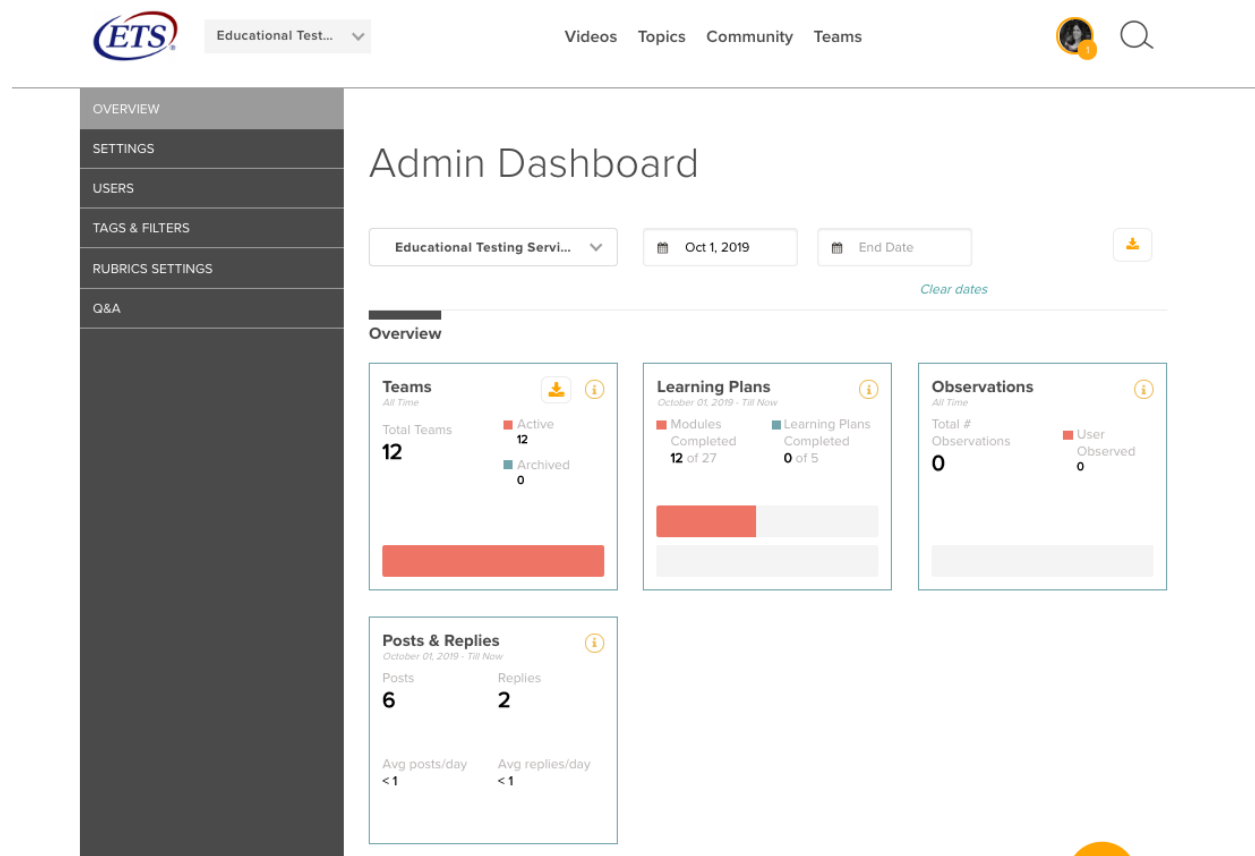
Data provided in the "Admin Dashboard" includes the high-level information across all users within the Tch Plus site, e.g. all *ProEthica* users. Data can be viewed by selecting specific timeframes. The types of data available here, and for download, include:

- **Teams** – the online collaboration space that's organized by school, district, or state. The Teams indicate the total number of separate collaborative spaces on the site.
- **Learning Plans** – the number of total modules or learning plan steps (comprised of learning activities) within the site.
- **Observations** – the total number of observations that have been developed to examine teacher practice against a teaching framework within the site.
- **Posts & Replies** – the total number of participant posts and responses to those posts across all teams within the site.

Facilitator Dashboard

Data provided in the "Facilitator Dashboard" includes team-level data. Team-level data is the user engagement across the team membership. Data can be viewed by selecting specific timeframes. The types of data available here, and for download, include:

- **Recent Activity** – the type of activities that have taken place within the team overall, across all team users.
- **LP Posts** – the number of learning plan posts that users have created within the team.
- **Video Notes** – the number of notes that users have created on videos posted within the team.
- **Video Uploads** – the number of videos that users have uploaded (of their own practice) to the team.
- **Team Resource Uploads** – the total number of additional resources that users have shared with their team.

In addition to the "Recent Activity" within the team, one can drilldown by individual teacher to see their level of engagement within a specified timeframe. These results can also be downloaded within a CSV to view by user.

Access to Teaching Channel Plus

When participants are added to the Tch Plus site, they will login and see their homepage, which lists the "Teams" or collaborative spaces in which they will engage in learning and reflection. Additionally, users can see an entire list of all their teams by clicking on "My Teams."

After clicking on the team, they plan to engage in, users can access the learning modules to begin their course.

Here you will notice as the user enters a module, they see instructional text, links to content, and attachments that they will use in this learning experience.

- **"ACTIONS"** – listed below the instructional text, indicate to the user there is something they must do before completing this module. Once they click this module, the system reports completion of this module.
- There are also **"POSTS"** listed below **"ACTIONS"** where users can compose reflections, ideas, and wonderings about their new learnings. All of this data is visible here and within the facilitator dashboard.
- Facilitators and Admin can request a **"Participation Report"** to receive an email CSV file to see the specific types of user engagement across individuals and the entire team.

Reflecting the Elements of Quality Professional Development

The learning outcomes of the *ProEthica* program's online modules are aimed at knowledge and comprehension. We designed the *ProEthica* program to spark discussion among educators through two means: (1) by making them aware of the risks and vulnerabilities inherent in the profession and (2) by helping them learn how to apply professional ethics in their decision making. The various opportunities for guided discussions with colleagues, embedded throughout the modules, are intended to enable educators to deepen their learning by applying, analyzing, and evaluating the foundational knowledge gained from the online modules.

HIDOE ensures that HIDOE-sponsored credit activities meet standards of quality and incorporate the Elements of Quality Professional Development (LeMahieu, Roy, & Foss, 1997) that reflect the best practices in the field of professional learning. The *ProEthica* program is no exception:

- Collegial/Collaborative: Through Tch Plus, teams can work together on problem-solving and reflection concerning ethical dilemmas and development of a common standard of care.
- Client-Focused and Adaptive: The Tch Plus platform provides private customized site instances for schools, districts, states, universities and organizations to allow for the professional development to be based on the interest and needs of the participants and the schools in which they serve. State regulations and district policies can be included as resources with each *ProEthica* program module.
- Flexible and job-embedded personalized learning experiences: Tch Plus allows for simultaneous self-paced and facilitated learning cycles with no minimum or maximum participation parameters. These cycles of learning can be engaged asynchronously - at the convenience of the educator or synchronously from different location. The highly-configurable Tch Plus platform provides the flexibility needed to ensure the training is client-focused and adaptable to the needs of Hawai'i's educators.
- Incorporate Reflection: The *ProEthica* program powered by Tch Plus is designed to provide time to analyze and reflect on an individual level, with opportunities for the infusion of new information and perspectives through online discussion. Each module provides prompts both for private reflection and discussion within a team.
- Requires Participant Learning Results Portfolio (LRP): Educators completing the *Proethica* program can export evidence to demonstrating the enhancement of practice, framed by reflection, and enriched through collaboration. The next section further describes the evidence that the *ProEthica* program will provide to support LRP Submission.
- Feedback: The *ProEthica* program is rich with feedback narratives on common ethical dilemmas faced by educators which are enhanced through the collaboration spaces on Tch Plus. These collaboration spaces provide the opportunity for coaching, mentoring, and PLCs so educators can receive input on their practices in the form of coaching and collaboration with peers.

Data to Support Learning Results Portfolio (LRP) Submission

To demonstrate accomplishments and progress towards the learning objects of the *ProEthica* program through the submission of a Learning Results Portfolio, educators will be able to export data and results from the surveys, assessments and reflection activities built into the *ProEthica* program.

The following will demonstrate evidence of growth and change from completing the ProEthica program and can be easily exported for inclusion in an LRP:

- Changes in knowledge base or systems improvement:
  - Pre- and post- surveys are built into the program to assess each educator's perception of their knowledge of educator ethics. Survey questions additionally measure the perception of changed behavior and practices.
  - Each module includes an end of module assessment to check for understanding after completing a module. There is additionally an end-of-course summative assessment to evaluate knowledge.
- Changes in skill level, practice and/or leadership:
  - Educators will be prompted to reflect and provide examples of application of the skills or practices learned from the *ProEthica* program.
- Changes in attitudes:
  - Surveys and reflection prompts will demonstrate how the professional learning has raised interest in the topic, built a sense of community and ownership, and increased the sense of efficacy and confidence.

Ongoing Professional Development Opportunities

Recognizing that learning is incremental and needs to be supported over time, Tch Plus offers additional *ProEthica* program learning plans that build on the learning provided in the original online modules. The additional learning plans allows for the professional development to be sustained as a coherent effort over two or three years. Using the Tch Plus systems and tools, educators are able to create a record of your learning and growth as they progress through the *ProEthica* program learning plans. In addition to the online offerings, there are a variety of opportunities for continued onsite training and support to assist in strong implementation of the extended learning guides.

Phase 2 Conversation Guides: Focusing on the School

Phase 2 materials will provide opportunities to continue fostering both a collaborative culture within the school and a network of support around professional ethics. Teachers and school leaders will start by reviewing a new online learning module that sets up the activities they will complete together. Over the course of the school year, these educators will have the opportunity to review and discuss up to eight conversation guides. Each conversation guide contains case studies that tie back to case law, which will provide a body of precedent-setting cases that will help guide educators as they navigate the complexities of their duties. Case law and the MCEE will assist educators in learning to mitigate risks in the gray areas they face daily.

Phase 2 Conversation Guide Topics

Personal Activities. Is an educator's private life always public? Learn how activities outside of work can affect an educator's career.

Supervisory Responsibility. How can an educator be everywhere at once? Examine an educator's responsibility for the safety and welfare of students.

Educators' Freedom of Expression. Are there restrictions to an educator's freedom of expression? Examine the tensions that have resulted in judicial activity regarding educators and public expression.

Academic Expression within Schools. How free is an educator to choose teaching materials and methods, speak freely to his or her students, and experiment with new ideas? Look at how much freedom of expression educators really have at school.

Students' Freedom of Expression. When can a student's freedom of expression be restricted in the school environment? Examine the delicate balance between a student's rights to free expression and the educational mission of a school.

Religion and the Educator. What happens when an educator's personal values intersect with his or her professional responsibilities? Explore how case law and professional ethics have given direction regarding this sensitive topic.

Educators as Agents of the State. How can an educator manage the complexities of creating rules and enforcing policy, monitoring student behavior, and investigating perceived student wrongdoing? Explore these roles and how the courts and professional ethics have provided guidance.

Personal Wellness. How can an educator maintain his or her own wellness while still serving students? Explore the variables that are present when educators are faced with reconciling the inevitable complex personal issues that accompany life with having to be "on" with students all day every day.

Phase 3: Focusing on the Larger Community

Phase 3 of the *ProEthica* program is focused on preparing educators to create, articulate, and defend a framework for professional decision making. Once again, educators will complete one additional module to set the stage for this phase of the program. Educators will then discuss the standard of care for students through real-life problem-solving, using conversation guides designed to help them represent concepts of professional ethics in the schooling community.

Phase 3: Standard of Care—Conversation Guide Topics

Luanne Feels the Heat. How should an elementary teacher who is faced with competing tensions that involve her colleagues, her husband, and the parents of a student act?

Amanda Carver. Does compassion for a fellow educator take precedence over concerns that professional responsibilities are going unfulfilled?

Dual Relationships. Are there restrictions to an educator's freedom of expression? Examine the tensions that have resulted in judicial activity regarding educators and public expression.

Mrs. Gonzalez and the Bulldog. Should an educator go above their principal if students are being mistreated?

Social Activist. How should a school principal respond when parents complain that the personal views of a teacher are not in their students' best interests?

Secret Messages. Should an educator be responsible for comforting a grieving student?

Mr. Arnold. Is it appropriate for a teacher to give a student a ride home if a parent unavailable?

Coaching Scenario. How should a school superintendent respond when community member expectations may be at odds with the mission of public schooling?

Process for Monitoring Success and Implementation

The *ProEthica* program is grounded in sound, research-based development principles, and it aligns with the nationally recognized *Model Code of Ethics for Educators*. In addition, as the program is in the early adoption stages in a number of locations, ETS is aligning its rollout with a research agenda aimed at measuring effectiveness and driving continuous improvement. For example, ETS worked with the

Delaware Department of Education to create a case study related to the state's use model for the *ProEthica* program. As part of this work, we surveyed all educators who had completed the *ProEthica* program as part of the state's teacher induction program. The case study included this data along with interviews from several educators with various roles in the induction program: state administrator, site coordinator, lead mentor, mentor, and new educator. The goal of this activity is to measure the knowledge, perceptions, and application of professional ethics and to inform decisions related to the state's implementation model for the *ProEthica* program. Moreover, we are repeating the study with several school districts, each year of the program, as they move through the 3-year program.

For Hawai'i, we will gather evidence to support claims about participants' perceptions of their increased awareness of issues related to educator ethics attributable to the *ProEthica* program and their views about the relevance and importance of the *ProEthica* modules, participants will complete pre- and post- surveys. The target sample is a cohort of *ProEthica* users over a finite period, about 8-12 months. The aim is to achieve a 100% response rate or close to it. Embedding the surveys in the modules helps to achieve this goal. EPP staff and school leaders can help by explaining that the purpose of the survey questions is to evaluate the program and encouraging full engagement. A high response rate is important for drawing inferences about *ProEthica* users. Analyses of survey responses will be descriptive, so no inferences would be made about individuals who might use *ProEthica* but haven't yet. The survey results would be strengthened by linking them to administrative demographic information about participants, including non-respondents. ETS has survey questions that have been piloted and can be adapted and expanded. Researchers from ETS and Hawai'i would collaborate on survey refinement, data analysis, and write-up of a final report.

ProEthica program Engagement Models

Individual educators can enroll and participate in self-paced, structured modules that support active engagement and reflection. They are provided an opportunity to view and interact with authentic video, access relevant resources, receive real-time feedback and track growth and utilize pre- and post-surveys to track personal growth and understanding.

Self-paced Cohorts: Groups of educators are able to use the *ProEthica* program powered by Tch Plus to participate in cohorts or collaborative learning groups. In this model, a group or participants (including some who might not otherwise be able to connect) are able to work through modules and phases as a coordinated, structured Professional Learning Community (PLC). With the extended guides and resources, this can be done in conjunction with face-to-face session. The progress and learning is driven by the participants

Facilitated online Cohorts: Similar to the self-paced PLC, these groups are structured and collaborative. Each educator is able to access and complete in a flexible timeline. However, their pacing is set by a building administrator, coach or other leader of the work. Members of the group interacting and providing authentic contributions. In addition, the feedback tools and dashboard allows the leader to monitor and provide facilitation in an efficient and effective way.

Educator Prep Programs: The *ProEthica* program powered by Tch Plus allows for Educator Preparation Programs to provide a consistent and foundational understanding of ethical conduct, considerations and application. This high-quality training becomes an asset to any new teacher and the district/campus they join. The multiple *ProEthica* program entry points, if a new educator had the benefit of the foundational Introduction Module, they could engage in the other Phases of learning.

Measuring the Power of Learning.®