

EDS 701

PROFESSIONALISM AND ETHICS IN THE SCHOOL CULTURE

Course Description

Candidates will demonstrate a deep understanding of the Alabama Educator Code of Ethics, as well as model ethical conduct. Candidates will facilitate dialogue among colleagues on relevant ethical issues and federal, state, and local regulations, requirements, and legislation facing educators. The candidate will lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities. Candidates will initiate and facilitate a community of learners by distributing leadership among teachers and school staff.

Relationship to Conceptual Framework

Components of the UNA Conceptual Framework outline a program of study designed to develop a knowledgeable practicing professional. Upon completion of the course the candidate will have the knowledge and ability to form communities of learners through professionalism, collaboration and reflection.

Credit:

Three semester hours

Textbooks/Printed Resources:

Shapiro, J. and Gross, S. Ethical Educational Leadership in Turbulent Times. Lawrence Erlbaum Associates. New York, 2008.

Danielson, Charlotte. Teacher Leadership that Strengthens Professional Practice. ASCD, Alexandria, VA 2006.

Essex, Nathan. A Teacher's Pocket Guide to School Law. Pearson, Boston, 2010.

Additional Materials:

Livertext membership (UNA Bookstore or online @ www.LiveText.com)

Course Objectives/Standards

Emphasis will be on the practice of sharing leadership at very high levels of expertise, Instructional content shall be anchored in practical experiences.

The candidate shall:

1. Demonstrate a deep understanding of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technology and other resources. 290-3-3-.52.01(5)(e)7
2. Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.
3. Model professional, ethical behavior and expect it from others. 290-3-3-.53.01 (3)(c)9.(iii)(I)

4. Model professional, ethical conduct and facilitate dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels and advocate for positive solutions. 290-3-3-.52.01(5)(e)8
5. Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people. .48 (2)(h)1.(iv)
6. Enlist colleagues in relevant dialogue regarding federal, state, and local regulations, requirements, and legislation, with emphasis on their implications for classroom teaching and learning. 290-3-3-.52.01(5)(e)9
7. Understand and be able to implement leadership that is shared with all stakeholders in meaningful ways to support improved student learning. 290-3-3-.53.01 (3)(c)7
8. Work with administrators to nurture a network of instructional teams who share responsibility for mobilizing all stakeholders for ongoing improvement of opportunities for all students. .52.01 (5)(e)2
9. Provide opportunities for teachers to reflect, plan, and work collaboratively. .48 (2)(c)2.(viii)
10. Create a community of learners among faculty and staff. .48 (2)(c)2.(ix)
11. Foster development of aspiring leaders, including teacher leaders. .48 (2)(c)2. (xi)
12. Model the use of Alabama Professional Development Standards while leading professional learning for colleagues. 290-3-3-.52.01(5)(e)5
13. Facilitate and/or lead standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives. 290-3-3-.52.01(5)(e)6
14. Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning. 290-3-3-.53.01(3)(c)9.(ii)(I)
15. The program shall include content and practical experiences in leading change to include an understanding of school cultures and resistance to change. 290-3-3-.53.01 (3)(c)10.

Content:

- I. Professionalism and Ethics
 - a. Alabama Code of Ethics
 - b. Professional Associations
- II. Teachers and the Law
 - a. Control of Public Schools
 - b. Instruction and Curriculum Standards
 - Intellectual Property and Fair Use
 - Use of the Internet for Instruction
 - Educational Malpractice
 - Grading and Academic Requirements
 - Health Requirements
 - c. Due Process and Student Safety
 - Gangs and Dress
 - Uniforms
 - Zero Tolerance
 - Drugs and Alcohol Testing
 - d. Liability and Student Records
 - e. Liability of School Personnel
 - Intentional Torts
 - Unintentional Torts
 - Negligence
 - Duties of Supervision
 - f. Teacher Freedoms

- Freedom of Expression
 - Dress and Grooming
 - Freedom of Association
 - g. Tenure and Dismissal
 - Dismissal for Cause
 - Good or Just Cause
- III. Organizational Culture
 - a. Major Elements
 - b. Cultural Elements of an Effective School
 - c. Group Dynamics
- IV. Professional Learning Communities
 - a. Defining Elements of a PLC
 - b. Literature and Emerging Research
 - c. Building and Supporting a PLC
- V. School Improvement
 - a. Preparing Teachers for School Improvement
 - b. Leadership for Change
 - c. The Change Process
 - d. Facilitating the Introduction of Change
 - e. Resistance to Change

Course Requirements:

1. Attend a local school board meeting.
2. Present a professional development session on the Alabama Code of Ethics to a group of teachers. 290-3-3-.52.01(5)(e)7.; 290-3-3-.53.01 (3)(c)7; 290-3-3-.53.01 (3)(c)9.(iii)(I)
3. Participate in Case Studies on Ethical Dilemmas 290-3-3-.52.01(5)(e)8.
4. Describe two (2) professional organizations in your field
5. Design a handbook for teachers of current legal issues with Practical Lists of Do and Do Not 290-3-3-.52.01(5)(e)9.
6. With permission of your Principal, conduct a School Audit on the Professional Culture at your school, 290-3-3-.53.01(3)(c)9.(ii)(I); 290-3-3-.53.01 (3)(c)10.
7. Professional Learning Teams Project. 290-3-3-.52.01(5)(e)5.; 290-3-3-.52.01(5)(e)6.

Descriptions of projects and implementation specifics are in ED 701 Professionalism and Ethics in the School Cultural in your Angelearning System.

Field Experiences:

.52.01(3)(c); .53.01(3)(a)4

Each candidate shall engage in meaningful P-12 school-based experiences related to course content as designed by the instructor, P-12 partner(s), and candidate.

Grading System:

Multiple assessments will be utilized to determine the final grade. Project rubrics are available in LiveText. Determination of final grade is the responsibility of the professor.

A = 95 – 100%
B = 86 – 94%
C = 77 – 85%
D = 68 – 76%
F = Below 68%

UNA Attendance Policy: Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or ultimate dismissal from class with a failing grade. Official written excuses for absences are issued only for group absences incurred in connection with required regularly scheduled university-sponsored activities such as intercollegiate athletics (see *University of North Alabama Athletic Manual* for further requirements) and special performances. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor. Whenever a student's cumulative absences for any reason - excused or unexcused - exceed the equivalent of four weeks of scheduled classes and activities (one week in each four-week session or two weeks in the eight-week summer term), no credit may be earned for the course. When extended absences are caused by illness or similar extraordinary conditions, the student has recourse to the official withdrawal procedure and the **WP-WF** options provided therein; otherwise, the grade reported will be **F**.

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance, and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.