

**Assessment 8 (optional): Additional assessment that addresses NAEYC initial  
teacher preparation standards  
Section IV – Evidence for Meeting Standards  
Ethics Statement**

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**1. Description of the assessment and use in the program**

The Ethics Statement is a research and reflection paper based on NAEYC's *Code of Ethical Conduct*. Candidates discuss two ethical dilemmas, one of which has a family focus, based on interviews with two cooperating teachers. Each dilemma is described and the *Code of Ethical Conduct* is applied by citing appropriate Ideals and Principles. Candidates summarize and respond to the *Code of Ethical Conduct* and cite influences to reflect on their personal code of ethics. This assessment demonstrates our candidates' ability to understand the role of families in young children's development and learning, the complexities of professional decision making, their professional role as advocates in the early childhood field. This assessment is completed during the Early Childhood Methods course.

**2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

This assessment aligns with the following NAEYC standards:

Standard 1: *Promoting Child Development and Learning* is evident in candidates' ability to articulate multiple influences on children's learning and development, to use the *Code of Ethical Conduct* and Developmentally Appropriate Practices, and to comment on respectful and supportive responses to each dilemma.

Standard 2: *Building Family and Community Relations* is evident by candidates' ability to describe a family situation, apply the *Code of Ethical Conduct* to resolve the dilemma, and discuss how family involvement supports children's development and learning.

Standard 5: *Becoming a Professional* is evident in candidate's articulation of reasons why the *Code of Ethical Conduct* is important and necessary for our field. In addition, candidates analyze each component of the *Code of Ethical Conduct* and collaborate with professionals to inform their future practice as teachers of young children.

**3. A brief analysis of the data findings.**

Our findings determine that 92% of our candidates meet or exceed the expectations of this assignment over the last three years. Candidates who need improvement have a basic knowledge of the *Code of Ethical Conduct*, its importance for the field, and its application. However, these candidates sometimes lack organizational ability and writing skills, which interfere with successful demonstration of knowledge. These candidates are expected to utilize the KSC Writing Center for assistance in their communication skills. The instructor meets with candidates who do not indicate an understanding of the code to ensure that they demonstrate this understanding when interviewed.

#### **4. Interpretation of how data provides evidence that NAEYC standards have been met.**

Our findings indicate that we successfully meet Standard 1, 2, and 5 with this assessment. Candidates are consistently impressed with the *Code of Ethical Conduct* and its relevance to them as professionals. We will continue to work to support them in their ability to express themselves in writing, to follow directions, and meet deadlines.

#### **5. Assessment Documentation**

##### **5a. Assessment instrument**

#### **ETHICS STATEMENT Early Childhood Methods**

Introduction: Ethical behavior is essential to the teaching profession. Teachers are public figures in the community, and as such are under scrutiny for evidence of their character and citizenship. It is important for you to consider ethical issues; understand what constitutes an ethical dilemma; reflect on your values; and discuss some of the dilemmas teachers face in a supportive context during your teacher preparation experience. This assignment will help you focus your thinking on some of the ethical issues and dilemmas present in teaching. You will also reflect on your behavior; on the sometimes conflicting needs of individual children, their families, the classroom, the school, the teacher, and the community; and on professional guidelines for ethical behavior. The NAEYC standards addressed in this assignment are Standard 1: Promoting Child Development and Learning, Standard 2: Building Family and Community Relationships, and Standard 5: Becoming a Professional.

Part 1: Preparation: Read the *NAEYC Code of Ethics* distributed in class. Talk with your cooperating teachers about ethical dilemmas they face and their beliefs regarding ethics in teaching. You should ask the teachers to think about challenges relating to guiding children's behavior in class, and to ethical dilemmas posed by working with other adults. Record the results of your conversations with the teachers. Additionally, record incidents which challenge your sense of right and wrong, or where you are confused about how to proceed. These could be situations you face directly, ones you observe, or ones you worry about. Include issues relating to children and to the adults in the school or center (teachers, aides, other staff members, administrators, parents and family members). These on-going notes will give you examples to reflect on when you write your paper.

Part 2: Product: Your paper should follow the following format:

1. Introduction summary of the *NAEYC Code of Ethics* and your response to the *NAEYC Code of Ethics* (NAEYC Standard 5a, 5b, 5d, 5e.)
2. Discussion of 2 ethical dilemmas and the application of the Code of Ethics (NAEYC Standard 1a, 1c)

A. Describe two ethical dilemmas based on based on your cooperating teacher interviews. One dilemma is to be family based and the other of your choosing. Describe the situations and what makes each an ethical dilemma. (*NAEYC Standards 2a, 2b, 2c, 5c*)

B. Apply the NAEYC Code of Ethics to the dilemmas by citing the appropriate Ideals and Principles (*NAEYC Standards 1a, 1c, 2b, 2c*)

3. Describe how the dilemma was handled, how the *Code of Ethics* might suggest that it be handled, how it relates to developmentally appropriate practices. (*NAEYC Standard 1a, 2b, 2c*)

4. Describe how this fit with your personal ethical beliefs? Discuss the influences on your personal code of ethics (e.g. family background, personal experiences). (*NAEYC Standard 1b*)

5. Bibliography of sources consulted. (e.g. 387 text, DAP, etc.) Use APA format.

Schedule:

Week of January 17	Receive a copy of <i>NAEYC Code of Ethics</i> in class
January 27	Be prepared to discuss <i>NAEYC Code of Ethics</i> Discuss assignment.
January 30	Begin to record incidents that occur in your field
placements	related to the Code of Ethics.
Week of February 13	Interview cooperating teachers about ethical dilemmas
March 3	Draft of Ethics assignment brought to class for peer review
March 10	Final version of Ethics DUE

**5b. Scoring guide: Grading sheet**

**Ethics Statement Grading Sheet**  
**ESEC 381: Early Childhood Methods**

1. Introduction \_\_\_\_\_30points

(*NAEYC Standard 5a, 5b, 5d, and 5e*)

- A summary of the *NAEYC Code of Ethics*
- Your response to the *NAEYC Code of Ethics*

2. Discussion of two ethical dilemmas and application of the *Code of Ethics* \_\_\_\_\_40 points  
(*NAEYC Standard 1a, 1c, 2b, 2, and 5c*)

1. Select two dilemmas (your teachers' experiences including one family situation).
2. Describe the situation for each dilemma and state what makes it an ethical dilemma.
3. Apply the *NAEYC Code of Ethics* to both dilemmas by citing the appropriate Ideals and Principles

4. Describe how the dilemmas were handled, how the *NAEYC Code of Ethics* might suggest the dilemmas be handled, and apply developmentally appropriate practices

3. Closing Summary \_\_\_\_\_25 points  
(*NAEYC Standard 1a, 2b, and 2c*)

- Describe how the resolution of these dilemmas connects with your personal ethical beliefs.
- State the influences of your personal code of ethics (e.g. family background, personal experiences).

4. Bibliography included. \_\_\_\_\_5 points  
(*NAEYC Standard 5*)  
APA format used and grammar, spelling, and mechanics acceptable

Comments:

**5b. Scoring guide (continued): Rubric**

	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING</b> <b>1a.</b> Knowing and understanding young children's characteristics and needs <b>1b.</b> Knowing and understanding the multiple influences on development and learning <b>1c.</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning	Candidates discuss two dilemmas and list one influence on personal code of ethics. Candidates inaccurately apply developmental ages and stages	Candidates discuss two dilemmas and apply Code of Ethics and DAP. Candidates list more than one influence and describe how the influences form their personal code of ethics. Candidates list developmental ages and stages of the children involved in the dilemma.	Candidates discuss dilemmas, apply and analyze Code of Ethics and DAP in relation to dilemmas. Candidates list 3-4 influences on their personal code of ethics and relate this personal knowledge to the NAEYC Code of Ethics. Candidates relate the developmental ages and stages of the children involved in the dilemma and discuss how understanding development creates positive outcomes for children.

environments			
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</b> <b>2a.</b> Knowing about and understanding family and community characteristics <b>2b.</b> Supporting and empowering families and communities through respectful, reciprocal relationships <b>2c.</b> Involving families and communities in their children's development and learning	Candidates do not describe a family situation as one of their dilemmas. Candidates do not cite the appropriate Ideals or Principles from the Code.	Candidates describe one family situation and accurately apply the Code of Ethics. Candidates cite the appropriate Ideals and Principles to the family dilemma. Candidates state how the dilemma was handled and how the Code of Ethics suggests it be handled.	Candidates describe one family situation, list family characteristics, and apply this knowledge to the resolution of the dilemma. Candidates cite the appropriate Ideals and Principles and apply them accurately to the family dilemma. Candidates state how the dilemma was handled and how the Code of Ethics suggests it be handled and discuss how involving families supports children's development and learning.
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 5. BECOMING A PROFESSIONAL</b> <b>5a.</b> Identifying and involving oneself with the early childhood field <b>5b.</b> Knowing about and upholding ethical standards and other professional guidelines <b>5c.</b> Engaging in continuous, collaborative learning to inform practice	Candidates identify why the Code supports the early childhood field and list one reason why it is important. Candidates list one quality of the Code of Ethics without stating components of the Code. There is no evidence of the interview with cooperating teachers. Candidates read	Candidates identify why the Code supports the early childhood field and list at least 2 reasons why it is important. Candidates identify the value of the Code, list each component of the Code, and interview their cooperating teachers. Candidates read thoroughly and reflect on the Code of Ethics by stating how it might be used in the classroom. Candidates	Candidates identify why the Code supports the early childhood field and list 3 or 4 reasons why it is important. Candidates identify value of the Code, describe and analyze each component. Candidates interview their cooperating teachers and comment on the role of the teacher and the collaborative process in solving the dilemma. Candidates

<b>5d.</b> Integrating knowledgeable, reflective, and critical perspectives on early education <b>5e.</b> Engaging in informed advocacy for children and the profession	but do not reflect on the Code of Ethics. Candidates do not describe how the Code can be used.	describe how they might utilize the Code of Ethics to help with dilemmas in their current and future classrooms.	read thoroughly and reflect on the Code of Ethics and state the importance of the code on the profession. Candidates describe how they might utilize the Code of Ethics in their current and future classrooms and discuss its relevance to the profession.
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## 5c. Data Table

**Data Table: Ethics Statement**

	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>2003 - 2004 (9)</b>			<b>5 (56%)</b>	<b>4 (44%)</b>
<b>2004-2005 (13)</b>		<b>2 (15%)</b>	<b>3 (23%)</b>	<b>8 (62%)</b>
<b>2005-2006 (15)*</b>		<b>1 (7%)</b>	<b>10 (67 %)</b>	<b>4 (26%)</b>
<b>Total (N=37)</b>		<b>3 (8%)</b>	<b>18 (49%)</b>	<b>16 (43%)</b>

\* one student withdrew after completing the Ethics assignment, but we have included that student's work in the data.

NB: We recognize that this data is global; in the future we will collect data by standard.