

Ethics and the Secondary School Social Studies Teacher

by

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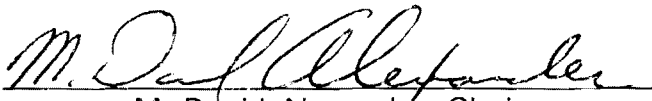
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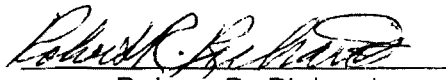
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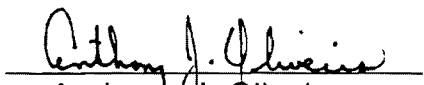
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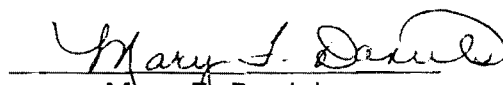
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ETHICS AND THE SECONDARY SCHOOL SOCIAL STUDIES TEACHER

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(ABSTRACT)

The purposes of this study were to examine how teachers responded to ethical issues in the workplace and to prepare materials for use in teacher training and staff development programs.

To determine teacher responses to certain ethical situations, twenty open-ended scenarios describing ethical situations were developed. Twenty social studies teachers from school divisions with 25,000 students or more and twenty social studies teachers from school divisions with 3,500 students or less were selected and on-site interviews were conducted with each teacher responding to four randomly selected scenarios. Responses were transcribed, analyzed, and distilled. The twenty scenarios and the teachers' responses were then used as a basis for the development of materials for teacher preparation programs for one college and staff development programs for one school division.

All but two scenarios reflected a difference between what teachers perceived to be the action most taken by teachers and the action perceived to be the most ethical. Responses by teachers to ethical situations revealed that potential and practicing teachers would benefit by the study of professional ethics in their professional preparation program.

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CHAPTER I

Introduction

The professions of medicine and law require practitioners to abide by a code of ethics and to monitor its members' actions. Businesses, concerned with unethical and often illegal behavior such as the Wall Street insider trading debacle of the 1980s, the more recent savings and loan fiasco, and the British investment bank Barings PLC, are rethinking or formalizing codes of conduct and even establishing hot lines for their employees for guidance on questionable issues. Nynex Corporation in 1991 established an office of ethics and business conduct, instituting training seminars for employees and establishing ethics guidelines. Thirty-five years ago Texas Instruments wrote a code of ethics but in the mid-1980s effected a more formal program, complete with training sessions, in-house news reports, and an ethics office (Genasci, 1995).

The Ethics Resource Center, based in Washington, D.C., reported in 1994 that a growing number of companies now have formal ethics programs in place. According to their survey, 60 percent of businesses have codes of ethics, 33 percent have training in business conduct, and 33 percent have an ethics office where employees can seek advice or report questionable business activities (Genasci, 1995).

Yet in spite of the growing concern for ethical behavior in such

professions, the educational field still lags behind in addressing the issue. Highly publicized incidents such as the New Jersey teacher selling a passing grade and the recent Virginia track coach videotaping his students without their knowledge in the locker room may be dealt with swiftly, yet unethical conduct such as giving passing grades to undeserving students, not teaching the required curriculum, and disregarding students' welfare often goes unnoticed or is ignored by the school's administration. Although blatant ethical abuses draw the nation's attention, no less damaging are the unethical decisions some teachers make. Educators, like other professionals, must examine their behavior (Strike & Ternasky, 1993).

Significance of the Study

Because American society continuously presses its schools to address the growing needs of students, education is regularly confronted with the call for reform causing its leaders once again to initiate debates concerning the teaching of ethics to prospective teachers. Teachers make hundreds of decisions over the course of a school year that affect the ethical and academic quality of their classrooms, decisions involving grading, discipline and due process, resource allocation, and educational programs (Strike & Soltis, 1992). The decisions teachers make are pervasive, determining the climate of their classrooms and indeed the climate of the school (Freitas, 1991), yet there is a paucity of courses for preservice teachers and only a minute number of in-

service programs on ethics for practicing teachers.

School systems, like their business counterparts, are beginning to recognize that a strong ethics program can be beneficial, including attracting and retaining the best work force. Employees gain satisfaction working for an organization that strives to do the right thing.

Of all the professions, teachers should be expected to make ethical decisions for they are held to a higher standard of personal behavior based on the idea of teachers as role models (Gross, 1993). That teachers are different from other influences is illustrated in the theologian Martin Buber's writings (Immegart, 1970).

The educator is distinct from [all other influences] by his will to take part in the stamping of character and by consciousness that he represents in the eyes of the growing person a certain selection of what is, a selection of what is "right," of what should be (p. 93).

The concept of teacher as role model has been discussed in several court cases and, in fact, has been the basis for several decisions. In New Jersey v. T.L.O., the Supreme Court discussed the relationship between student and teacher claiming there is a "commonality of interests" between teachers and students and that teachers typically take "personal responsibility for the students' welfare." Indeed, the student-teacher relationship is akin to that of parent and child, the only relationship that

surpasses that of student and teacher.

In T.L.O., the court espoused a "discipline first" theory, approving strong administrative control of the schools, thereby enabling them to fulfill their primary duty which is the "education and training of young people."

The idea of the school's maintaining order is reflected in Justice Powell's dissent in Goss v. Lopez, in which Powell stated that "education in any meaningful sense included the inculcation of an understanding in each pupil of the necessity of rules and obedience thereto. This understanding is no less important than learning to read and write." Schools must maintain order because schools have a "heavier responsibility" for infusing values than before. In Goss the court characterized the multifaceted role of the teachers, listing teachers as the "educator, adviser, friend, and, at times, parent substitute."

In Ambach v. Norwick, the case addressing a New York law that required a person to be or to become a United States citizen in order to be certified as a teacher, the court held that teaching in the public schools is a task "that go[es] to the heart of representative government," fulfilling "a most fundamental obligation of government to its constituency." Undergirding the Ambach decision is the concept of teacher as role model for the students they teach.

Teachers by necessity have wide discretion over the way the course material is communicated. They are responsible for presenting and explaining the subject matter in a way that is both comprehensible and inspiring. No amount of standardization of teaching materials or lesson plans can eliminate the personal qualities a teacher brings to bear in achieving...goals.

In presenting course materials, the typical teacher draws upon personal experiences and functions as the model of the democratic adult. That the schools are an assimilative force in our society would necessitate that its teachers hold or are working to hold American citizenship. The court's use of the words inculcation and preservation when discussing the values of society further supports the teacher as the purveyor of values. Teachers serving as role models need to be completely dedicated to the country, be completely willing to teach the future citizens of the United States, and be willing to inculcate and preserve the traditional values of American society.

In deciding the Ambach case, the court drew upon another case, Brown v. Board of Education, in relation to the important function that education performs, arguing that teachers "play a critical part in developing students' attitude toward government and understanding the role of citizens in our society."

Coupled with the court's position on the importance of the

classroom teacher is the awareness that classroom teachers make professional decisions daily. In addition to giving credence to the classroom teacher as role model, the Brown case also gave credence to the teacher as decision maker.

The need for educating young people who will more than likely remain in the country and participate in our democratic government underpinned the decision in Plyler v. Doe. In this case the state of Texas argued to bar children of illegal aliens from attending its public schools. The court reasoned that residents who lacked an education would contribute to weakening the political and economic systems. It is imperative that youth be exposed to an education at a time when they are most susceptible to its influence.

A more recent court case supporting the concept of teacher as role model is Bethel v. Fraser, in which a student delivered a highly suggestive speech to a group of 600 students. Despite the fact that two teachers had directed Walter Fraser not to deliver his sexually explicit speech, he did so, receiving two days' suspension. Fraser argued that his First Amendment rights had been violated. The court ruled that the local school board could determine what manner of speech is inappropriate and furthermore recognized not only teachers as role models but older students.

The process of educating our youth for citizenship in public schools is not confined to books, the curriculum, and the civics class; schools must teach by example the shared values of a civilized social order. Consciously or otherwise, teachers--and indeed the older students--demonstrate the appropriate form of civil discourse and political expression by their conduct and deportment in and out of class. Inescapably, like parents, they are role models.

The courts have upheld the concept of teachers as role model and have recognized the responsibility placed upon teachers to inculcate and preserve the values of society. The courts have also maintained that teachers make discretionary decisions in the course of their day.

Teachers are faced with decisions daily, decisions which test the ethical predispositions of teachers. When questioned about conflicts teachers face in their professional lives, seventy percent identified their conflicts as ethical and most of the teachers connected the dilemma to their sense of self. Most of these dilemmas arise from the working relationships with people such as the student-teacher relationship fueled by the day to day interactions over a period of time (Lyons, 1990).

As many schools move to shared decision making, teacher decisions will increase as teachers become more involved in the decision-making process (Genasci, 1995). Because students continue to learn about ethics through the ethical actions of the adults in a school, it is critical that teachers model ethical behavior (Egan, 1990).

Statement of the Problem

The decisions teachers make, decisions driven by personal and professional ethical standards, have the potential for conflict with legal rulings, school board policies, personal and societal expectations, and professional standards. How do teachers respond to ethical situations? How would most teachers act facing a given dilemma? What reasons do teachers give as a base for their decisions?

This study examined these issues and produced materials for in-service and preservice programs for teachers. The scenarios designed as a result of this study are intended to stimulate thought about ethics and to generate discussion about the ethical decisions teachers must make.

Purposes of the Study

The purposes of this study were to examine how teachers respond to ethical issues in the workplace and to prepare materials to be used for training preservice and practicing teachers.

Need for the Study

Parents entrust educators with their children's education and welfare every year. The public has the right to expect that its teachers,

teachers who serve as role models second only to parents, exhibit ethical behavior at all times. The message from the public is clear in light of the misbehavior of those in positions of public trust: that teachers perform ethically and examine the values upon which their decisions are made. Unfortunately, this call for reform is given at a time when there is little or no formal training for teachers in ethics in teacher preparation programs and scanty attention paid to the ethics of decision making in in-service programs for practicing teachers. Consequently, one purpose of this study was to produce materials to initiate thought and discussion about ethical situations that teachers often face.

Definitions of Terms

ethics - refers to the study of values concerning how one ought to live; apart from formal studies in religion or philosophy, it is common-sense behavior, professionally acceptable behavior, or acceptable rules of conduct (Kimbrough, 1985, pp.1-2).

objective responsibility - includes all of the external constraints and the legal, organizational, and societal obligations placed on a person holding a given position; an obligation to somebody else for a particular standard or category of performance (Kimbrough, p.10).

professional ethics - concerns those norms, values, and principles

that should govern the professional conduct of teachers, administrators, and other educational professionals (Strike, 1993, p.2).

subjective responsibility - includes the inclination or compulsion to act in a particular way, not because one is required to do so because of a supervisor or the law but because of an inner drive; it is derived from feeling or beliefs about what is right behavior (Kimbrough, p.11).

secondary school - an educational organization which may include a combination of grades 8-12 and is designated as such in the Virginia Educational Directory.

Organization of the Study

This study is organized into six chapters. The first chapter introduces the study, identifying the background, significance, problem, purpose, and organization of the study as well as the research questions and definitions of terms used in the study. Chapter two contains a review of the literature relevant to the study. Chapter three describes the methodology to be used in sample selection, data collection, and data analysis. Chapter four includes the results of the study while chapter five contains the summary, conclusions, and implications of the study. Chapter six consists of materials developed for the training of preservice teachers or staff development activities for practicing teachers.

CHAPTER II

Review of Literature

While there is little written regarding the emphasis placed on ethics for preparing school administrators for the task of leading a school, more notably missing is the literature concerning ethical issues in teaching. A review of the literature indicates only a few journals and studies addressing this issue. In spite of an increasing interest in professional ethics in more than the last decade, there are only a few articles and even fewer books and courses addressing the issue of professional ethics for elementary and secondary school teachers similar to their teaching counterparts in law, medical, and business schools. Professionals should know and practice those ethics that concern the values, principles, and norms that should govern teachers' professional behavior. Its merit lies in that it provides a starting place for discussion and reflection. The impetus in the 1980s for teaching reform was a result of viewing teachers as professionals with an enforceable code of ethics thus making teachers more effective.

The teaching profession is not without a code of ethics. The Georgia Education Association adopted, in 1896, the first state code of

ethics. Other states, more notably in the 1920s and 1930s followed Georgia's lead with codes that urged teachers to have high moral standards and to consider the child's welfare. The first national code, however, was developed by the National Education Association (NEA) in 1924 with the last revision in 1975 (Rich, 1984).

Despite the existence of the NEA Code of Ethics, McMullen (1970) stated that teacher educators have done little to prepare teachers in preservice and inservice programs. His study showed that although there is enough information to develop a curriculum on ethics, none had been completed. As early as 1962, Constans recommended that preservice teachers be required to take a credit course in ethics to be certified as a teacher.

Rich (1984) recommended that the content for such a course be steeped in a thorough knowledge of the NEA Code of Ethics with the case-study approach as the chief mode of instruction to examine underlying principles. Also recommended was a seminar to be conducted concurrent with the student teaching experience, allowing the student to examine job-related experiences and case studies.

The NEA's "Code of Ethics of the Education Profession" is comprised of two parts: the preamble and two principles. The preamble to the NEA Code of Ethics pledges educators to realize the dignity and

worth of each person, nurture democratic principles, and pursue truth and excellence. In addition, the freedom to teach and learn and equal educational opportunity must be supported.

The Code's first principle is specific, stating that no student should be subjected to embarrassment or disparagement, nor unfairly excluded from participation in any program, denied any benefit, or granted any advantage based on sex, race, color, creed, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation.

While the first principle pertains to the teacher's commitment to the student, the second principle addresses commitment to the teaching profession. This principle pertains to other educators' reputations, preventing professional practice by unqualified persons, refusing gifts or favors that would appear to influence professional decisions.

In addition to an enforceable code of ethics for all teachers was a vision that teaching as a moral pursuit is linked to the school's ethical structure (Strike 1993). Writing in Immegart and Burrough's Ethics and the School Administrator, Knezevich (1970) advocated that each state have an ethics committee similar to those found in large business organizations.

If education is to be a contributor in the development of a

great society in this nation then it is imperative that those most intimately involved in it be perceived as men of unquestionable moral character. No group exercising so much influence in the course of history can afford to be ethically innocent, morally lax, or simply a collection of valueless fools (1970, p.18).

Although Knezevich's referent was the school administrator, teachers should also be held to the same high standards as their administrators. Decision making affecting the future of students requires thoughtfulness and an awareness of ethical implications.

Research conducted by Mead in 1968 involved a pilot study of teacher ethics used in teachers' daily decisions. Based on thirteen interviews with teachers, Mead explored the teacher as a mediator of tensions between the individual or groups of students and the teacher. She determined four categories in which dilemmas in the classroom may be found: 1) the desire to balance the needs of the individual with those of the entire class, 2) the clash between discipline standards promoted by the school and the classroom teacher and the home values, 3) the necessity of balancing a friendly yet detached air of academic integrity when awarding grades, and 4) the amount of consideration given a student's personal life when the teacher must make a decision concerning the student in school. Mead used a structured interview method to determine whether a professional code of ethics exists for

teachers using a representative sample of teachers from Southern Michigan on the basis of personal characteristics (gender, ethnicity, teaching experience); level of schooling (elementary, middle, and secondary); and context (rural and urban school settings). Teachers were asked to describe three critical decisions and to give their rationale for making the decisions as they did. Mead reported that teachers were comfortable with all sections of the interview but experienced hesitation in describing dilemmas they had faced in the classroom. To remedy this situation in future studies, she recommended that this portion of the interview be replaced with a series of scenarios to which the teachers could respond.

What emerged from Mead's study was that teachers did indeed see their actions aligned with group norms. The teachers' code of ethics was not based on a careful reflection among other professionals but drawn from their personal experiences. Mead questioned whether conventional morality built from past experiences is desirable but noted that teachers are agents of acculturation as the teachers themselves interpret what schools should be. She continued by stating that the teachers' moral system is in place by default of any alternative. Her recommendation was that teachers be equipped to make difficult moral decisions, not based on past experiences, but as a professional group.

Those interviewed recognized their inadequacy to face dilemmas and conflicts within the classroom and were enthusiastic about receiving training in applied ethics.

Using the case study as a vehicle for discussion and reflection, Strike and Soltis (1992) published a book whose purpose was to get teachers to think about the ethical decisions they might have to make and to give them a base of ethical understanding. Couched in the introduction are their recommendations that the case studies be used in a class setting to generate discussion with various points of view.

Their book entitled The Ethics of Teaching contains case studies centered around three principles: punishment and due process, intellectual freedom, and equal treatment of students. At the conclusion of the case studies are focused questions and discussions of the moral precepts involved and an analysis of moral theories and of the ethical dimensions of the case. Rather than suggest the most ethical answer, Strike and Soltis presented ethical dialogues between teachers contemplating the case.

In 1993, Strike teamed with Ternasky to edit a series of essays concerning ethical issues entitled Ethics for Professionals in Education. Hoping to generate debate and provide readers with a range of reasonable options among philosophical bases, the editors invited authors

to discuss three major areas of ethics: the nature of ethics itself, an exploration of developing an ethics curriculum, and some approaches to professional ethics by looking at the place ethics holds in educational institutions.

The National Association of School Principals (NASPP) devoted the entire October 1990 issue of its Bulletin to the debate of the teaching of ethics in public schools. While the various contributing authors debated the teaching of ethics to students in public schools, most underscored the teacher as role model with the major premise being that educators influenced either directly or indirectly the values of students. Therefore, for a school to be an ideal and democratic community, the adults in the school must live by the highest ethical standards.

Egan (1990), in her article "Ethical Codes: A Standard for Ethical Behavior," posited that deeds have more powerful impact for teaching ethics than do words. As role models, teachers have a moral obligation to model ethical behavior for their students and this modeling has a more powerful impact than just a cursory discussion in a civics class. Egan discussed the voluntary code of ethics set forth by the National Education Association and stated that while the code is indeed voluntary, it makes an excellent springboard for discussing ethical behavior in the schoolhouse. She recommended that interested teachers, administrators,

parents, and community leaders use the code to initiate discussion in which realistic scenarios be used for both reflection and resolution.

Involving individuals in discussions of realistic ethical situations is the singularly most effective method for making teachers and administrators examine ethical behavior. Witmer (1985) found in over fifty studies that frank discussions concerning moral dilemmas caused modest gains in moral reasoning skills.

Oliveira (1990) in his study of secondary school principals used the personal interview as a vehicle for administrators to discuss ethical situations they faced at school. Based on his forty interviews, materials were then produced for use in both preservice programs for prospective administrators as well as in-service programs for acting principals.

Teachers make numerous decisions that have an impact on the lives of their students, their colleagues, and themselves. They serve as role models for their students both in the school and in the community and necessarily are held to a higher ethical standard. To prepare teachers to meet the demands of their professions, there is need for discussion concerning ethical issues teachers might face during their careers.

CHAPTER III

Methodology

Introduction

This chapter describes the research design and the methodology used in this study. Included is a discussion of the process by which the materials were prepared and revised, a description of the methods used to collect the data, and an identification of the population.

Design of the Study

The purposes of this study were to examine how high school social studies teachers respond to ethical situations in decision making and to prepare materials for use in teacher training and staff development programs. To determine teacher responses to certain ethical situations, twenty scenarios describing ethical situations that teachers encounter were developed. The scenarios were drawn from personal experiences, conversations with high school teachers and administrators, and specific policies listed in the National Education Association's Code of Ethics of the Education Profession.

Using a process developed by Carlin (1962) and modeled by Dexheimer (1969), Oliveira (1990), and Daniels (1993), the researcher

designed these twenty scenarios to introduce borderline ethical situations. Carlin reported in his study that the lawyers interviewed were frank in their responses to situations considered borderline, cases having at least two conflicting values.

Each scenario was printed on a card. The twenty scenarios were then randomly divided into five groups of four scenarios each. In addition to the scenarios, a teacher survey was used to gather data.

The study lent itself to the use of a survey and personal interviews for data collection. Fowler (1988) summarized the advantages of using the personal interview for data collection as follows:

Personal interview procedures are probably the most effective way of enlisting cooperation for most populations. The advantages of interviewer administration--answering respondent questions, probing for adequate answers, accurately following complex instructions or sequences--are realized. Rapport and confidence building are possible and multimethod data collection--including observations, visual cues, and self-administered sections--are feasible (p. 120).

To gain skill in interviewing techniques and to test the protocols developed for the study, the researcher conducted interviews with eight area teachers, four teachers of English and four teachers of social studies. The eight teachers interviewed indicated that the scenarios were indeed representative of what teachers faced or could face in the

classroom. When the scenarios were first presented, they were open-ended which caused some confusion on the teachers' part as to how they should respond. Based on the teachers' comments, each scenario was given an ending to which teachers could respond. After this revision, each provided a range of responses as resolutions to the scenarios. The teachers interviewed also cautioned the researcher not to probe for responses and not to comment during the interview.

Field testing of the scenarios with teachers was conducted to determine the validity of the situations. Twenty-seven teachers in the master's degree program at The George Washington University were asked to read each scenario to determine if the scenario did contain a borderline ethical situation and if the scenario represented a problem encountered by teachers. Twenty-three of the twenty-seven teachers indicated that the scenario involving the selling of Avon products at school during school hours did not present an ethical situation and that the scenario should either be revised or deleted. Responses from the eight participating teachers reacting to this scenario indicated that this situation does present an ethical situation.

Interviews with participating teachers were then arranged and conducted using a prepared interview script based on the script used by Oliveira (1990). Teachers were asked to read the scenarios one at a time

and then asked to respond to the following questions:

1. What do you believe most high school teachers would do in this situation?
2. Why do you think most high school teachers would make that decision?
3. Again considering the action taken by most teachers, which ethical standard, objective or subjective, would have the greater influence upon the decision?
4. Is this situation representative of what a high school teacher might encounter?
5. What do you believe the ethical action of the teacher should be?
6. Are you aware of any different ways in which high school teachers have handled a similar situation?

During the interview, the teachers were given a reference card with the definitions of subjective and objective ethical standards.

Kimbrough (1985) defined objective responsibility as arising from legal, societal, and organizational demands while subjective responsibility stems from experiences such as loyalty and conscience. Subjective responsibility differs from objective responsibility in that a person responds not to what is required by law or by a supervisor but by an inner drive.

During the interview the researcher took notes as well as audiotaped the interview. The teachers were able to ask questions for

clarification, but the researcher did not probe to initiate discussions.

Sample Design

High school social studies teachers from Virginia were the population for this study. School districts were divided into small and large classifications. Divisions having no more than 3,500 average daily membership (ADM) were classified as small while those divisions having more than 25,000 students enrolled were classified as large.

Forty teachers from the state of Virginia were selected from high schools based on the size of the school system and the distance from the researcher. Only school divisions with the telephone area code 804 were contacted. Twenty social studies teachers were selected from high schools in small school systems; twenty were selected from high schools located in large school systems.

In addition to the data collected from the structured interviews, demographic information from each teacher interviewed was collected using a survey that was administered upon completion of the interview. Participants were asked about their age range, number of years teaching experience, number of ethics courses taken, and whether the subjects considered themselves religious.

Data Analysis

Information collected from each survey and structured interview was transcribed, analyzed, and coded using the data reduction analysis methods recommended by Miles and Huberman (1984).

The first step the researcher completed was the refining and distilling of responses from each participant. The next step involved categorizing the responses and arranging them into specific response patterns. When no new responses or patterns were presented, then saturation had occurred. The last phase involved identifying the continuum of responses collected for each scenario.

Validation for each of the scenarios is crucial to the development of materials. Content validity was addressed in the following ways.

1. Each scenario was based on the researcher's personal experiences as well as the personal experiences of teachers.
2. The scenarios were reviewed by teachers not involved in the study. They were asked to determine if each scenario contained an ethical dilemma and if each scenario were representative of ethical situations secondary teachers might face.

3. Each scenario was read and the content judged by eight teachers participating in the study.

Implementation of the Study

To gather data, the researcher first sent a letter to the division superintendents of fifteen small school divisions and two large school divisions explaining the purpose of the study and asking for permission to contact the principal of the division's high schools. Thirteen superintendents from the small divisions and both from the large divisions gave permission for the researcher to contact the principals of the high schools within each division. Next, the principal of each high school was sent a letter with an explanation of the purpose of the study, a request for permission to contact the social studies teachers, and a request for the names of the social studies teachers in the high school. Eight principals from high schools in small divisions and three principals from high schools in large divisions gave permission for the social studies teachers to be contacted. The principals sent a list of all the teachers in their school's social studies department. Each teacher whose name appeared on the list was then sent a letter in which the researcher explained the purpose of the study and the interview process as well as a

solicitation of their willingness to participate in the study and the time of day most convenient for them to be interviewed. Teachers from seven high schools from small districts and teachers from three large high schools returned letters indicating their willingness to participate in the study.

The researcher continued contacting teachers until twenty teachers from small districts and twenty teachers from large districts gave their consent to be interviewed for the study. A second letter soliciting consent to participate in the study was sent to those teachers who did not respond within two weeks. Once the population was identified, the researcher contacted the teachers by telephone to determine a date for the interviews.

Forty social studies teachers from Virginia secondary schools participated in this research study. A structured face-to-face interview involving ethical reasoning was conducted with each participant. At the conclusion of the interview, each teacher completed a survey form which provided demographic information. The teachers who participated in the interviews were chosen from among those teaching high school social studies during the 1995-96 school year. Table 1 contains a summary of their characteristics.

Of the forty teachers interviewed, twenty-one fell into the 41-50

age bracket with two in the 24 and under age group, two in the 25-30 age group, ten in the 31-40 age group, and five, 51 or older. Seventeen teachers had over twenty-one years of teaching experience while six had 1-5 years experience, four had 6-10 years experience, and thirteen had between 11-20 years of experience in the classroom. Women outnumbered men (25 to 15), and of the forty teachers, thirty-three were Caucasian, six were African-Americans, and one was a Pacific Islander. Ninety-eight percent of those interviewed stated that they considered themselves to be religious or spiritual.

Sixty-five percent of the participants did not respond to the question asking their awareness of a code of ethics. Of the thirty-five percent who reported an awareness of a code of ethics for teachers, twenty-two percent indicated they had read the code; eighteen of the forty teachers surveyed indicated they had completed either an undergraduate or graduate course in ethics. (See Table 2.)

TABLE 1

Demographic Data		School Division Classification	
	Total	Large	Small
Gender			
Female	25	12	13
Male	15	8	7
Ethnicity			
Black	6	1	5
White	33	18	15
Other	1	1	0
Age			
24 or younger	2	1	1
25 - 30	2	1	1
31 - 40	10	4	6
41 - 50	21	12	9
51 or older	5	2	3
Years Experience			
1 - 5	6	2	4
6 - 10	4	1	3
11 - 20	13	7	6
21 or more	17	10	7

TABLE 2

Ethics Course(s)/Code		School Division Classification	
	Total	Large	Small
Ethics Course(s)			
Yes	18	10	8
No	22	10	12
Awareness of Code of Ethics			
Yes	14	8	6
No	8	3	5
Read Code of Ethics			
Yes	9	6	3
No	6	3	3
Belief in Code's Usefulness			
Yes	8	6	2
No	1	1	0

The Interview

The interviews began in October, 1995, and were completed in December, 1995, and with the exception of one teacher who requested to be interviewed at the public library near her home, all interviews were conducted at the teachers' schools. Teachers were asked the time most convenient for them to be interviewed, and interviews were completed during the time the teachers indicated. Most interviews were completed during the teachers' planning bells or after school; two teachers wanted to be interviewed before school and one during his lunch bell. Thirteen interviews were conducted in the teachers' empty classrooms; ten, in the principal's conference room; six, in the teachers' workroom; five, in the library; three, in the library conference room; two, on the front steps of the school; and one, in the public library.

Each of the forty interviews followed the outline of a prepared script and lasted no more than thirty-five minutes. Teachers were introduced to the study and permission to audiotape the interview was secured. A reference card with the definitions of the terms objective and subjective was given to each participant prior to the interview.

At this time the teachers were given the first scenario in a set of four scenarios randomly selected prior to the interview. After each

scenario was read, each teacher was asked the following questions:

1. What do you believe most high school teachers would do in this situation?
2. Why do you think most high school teachers would make that decision?
3. Is this situation representative of what a high school teacher might encounter?
4. What do you believe the ethical action of the teacher should be? What ethical value, subjective or objective, would have the greater influence?
5. Are you aware of any different ways in which high school teachers have handled a similar situation?

Even though the teachers were free to ask the interviewer for clarifications, the interviewer used only the script and did not probe for responses.

One focus of the study was to examine the validity of each of the scenarios to determine if the scenarios represented actual situations facing teachers in the workplace. All twenty scenarios were judged by the teachers as being realistic situations, and teachers responded that they had indeed faced situations if not identical to the scenarios, at least similar to them.

CHAPTER IV

Findings

Forty teachers in the state of Virginia participated in this research study, and the findings from their interviews are presented in this chapter. Each scenario is followed by a discussion of the responses from the eight teachers who reacted to the particular scenario. Direct quotations taken from the transcribed interviews are identified with the number assigned to that teacher. Following the discussion of each scenario is the table with the teachers' responses.

In the twenty tables (4-23) illustrating the data collected during the interview, each scenario is titled and numbered. The responses of the social studies teachers are listed and charted according to what the teachers believed as being the action most teachers would take (M) and the action most teachers believed to be the most ethical (E).

The numbers are the ones assigned to each teacher in each school division classification. The letters O (Objective) and S (Subjective) represent the ethical value the participants selected as having the greater influence in making the decision. Sample table 3 illustrates the coding for each table.

SAMPLE TABLE 3

School Division Classification			
Large		Small	
RESPONSES	1	Ethical Action	
	2	E14-O-Objective Ethical Standard	Action of most teachers
	3	Teacher 14	M7-S-Subjective Ethical Standard
	4		Teacher 7
	5		
	6		
	7		
	8		
	9		

The data in the sample table above illustrate that teacher number 7 from a small school division believed that response number 3 was what most high school social studies teachers would do in the scenario. The teacher also selected the subjective ethical value as having the greater influence on the decision.

The next response illustrates that teacher number 14 from a large school division chose response number 2 to be the ethical action for teachers to take with the objective ethical value influencing the decision.

Scenario 1

Fairmont High School's basketball team was undefeated for the regular season and was headed for the playoffs for the first time in 15 years with an excellent chance to win the state championship. Gabriel Grant was undoubtedly the team's star player, averaging 29 points per game. At the end of the grading period, Gabriel passed only 4 of his 6 subjects, making him ineligible to play since the Virginia High School League required athletes to pass 5 subjects. Bob Conrad, the school's principal, and Lew Jenkins, the basketball coach, approached Dorothy Brown, Gabriel's history teacher, and asked her to reconsider the failing grade Gabriel received in her class. She reaveraged the grade, and still Gabriel was several points from a passing grade. The two men asked her to change the grade so that Gabriel might lead his team and the school to victory.

Discussion

In responding to the first scenario, each participant agreed that the situation was realistic. Two teachers indicated that with the change in their administration, this situation would not be likely to occur as it had in the past when the former principal placed more emphasis on the school's sports program. Fifty percent of the teachers indicated that most teachers would capitulate and change the grade to a passing one because of the pressure exerted by the principal. All the teachers said that ethically the teacher should not just award a passing grade; five indicated that the grade should stand as is; one participant avoided the issue by stating that preventative measures should be taken in advance and two said they would offer the student makeup work or extra credit so that he

would earn a passing grade. One of the teachers said that it was hard to withstand the pressures from both the principal and the coach when approached:

The principal is asking. I believe that puts a little bit of pressure [on the teacher]. That you're going to have to work with this principal. The basketball coach, I think basketball and football coaches hold a position of honor. There's a lot of power in a political system--especially in a small school. In a smaller school, there's a lot of influence (N 22).

TABLE 4

School Division Classification		
Large		Small
RESPONSES	1	M1-S M5-S E5-1 M7-S E7-S M21-S E22-S E23-O
	2	E1-S
	3	E21-S
	4	E6-O E24-S
	5	M6-O M22-S M23-O M24-S
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 1 - Winning at All Costs - Teachers' Responses

1. Keep the original failing grade, and do not change it.
2. Tell the coach that she will speak to someone higher up.
3. Take preventative measures such as going to the teacher in advance and asking what the student needs to do to pass the class.
4. Offer the student some makeup work or extra credit so he could pass the class.
5. Change the grade to a passing one.

Scenario 2

A tight fiscal year and lower student enrollment forced Vicky Allen, a third-year teacher, to teach one class of sophomore civics in addition to her four classes of drama as well as direct all the plays for which she was paid a stipend. Ms. Allen resented having to teach the civics class even though she certainly was certified to teach both drama and social studies. Her full drama schedule demanded her attention during the school day while evening rehearsals left her very little time to prepare adequately for her civics class, forcing her to rely on the commercially prepared worksheets and tests for the text. Her students complained, asking when they would be able to do something more exciting than just complete one worksheet after another. One student even left an anonymous note asking if the class would ever discuss current events and go on field trips like the other classes. "There are just so many hours in the day," thought Vicky, "and the school should never have given me the burden of preparing for a civics class. After all, I was hired as a drama teacher." Ms. Allen continued to use the worksheets.

Discussion

All the teachers interviewed indicated that this situation was representative of what they faced every year as teachers. Even though teachers might not get the ideal schedule, the majority said that teachers ethically should teach the curriculum and should engage their students in active learning, realizing that their main purpose was to teach classes and not to coach extracurricular activities. Three teachers discussed that most teachers fall victim to a time crunch and will, at times, not be able to perform their best because of poor preparation. However, six of the eight teachers indicated that first priority should be given to classroom instruction. Twenty-five percent of the teachers said that most teachers

would continue using the worksheets at least until the teacher could build her repertoire of teaching materials and skills. One said that there was nothing wrong with using the same lesson plan for both courses even though one course was drama and one course was civics. The subjective ethical standard was cited as the greater influence on their decisions.

TABLE 5

School Division Classification		
	Large	Small
R E S P O N S E S	1 M1-S M5-S	M22-S M24-S
	2 E1-S M6-S E6-S M7-S	E22-S
	3 E5-S E7-S	E21-S
	4	M21-S
	5	E24-S
	6	M23-S E23-S
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 2 - Budget Crunch - Teachers' Responses

1. Continue using the worksheets, and conduct the class as before.
2. Alter her method of instruction to integrate some active learning for the students.
3. Manage her time better so that she could teach better and continue the drama coaching.
4. Rationalize that she is doing the best job she can do.
5. Give up the drama activities, and concentrate on teaching the classes effectively.
6. Use the same lesson plan for both the civics and the drama classes.

Scenario 3

The discussion in Nancy Borchers's ninth grade civics class centered on euthanasia. Students argued for and against the willful taking of a human life while Ms. Borchers inserted a question periodically to keep the discussion lively. When Jonas Polk raised his hand, Ms. Borchers signalled for him to talk. "We've been talking about euthanasia, Ms. Borchers. What is your opinion?" Ms. Borchers expounded upon her belief that euthanasia is murder and against her Christian beliefs.

Discussion

This scenario reflected a division in the teachers' responses. While half of the teachers said that most teachers would give their opinions to the class if asked, the remaining half indicated that most teachers would not give their opinions during class discussions, citing as the major reason that students need to learn to assimilate material and draw their own conclusions. In the words of one teacher, "What is important is that the students learn how to discuss intelligently. Besides, as soon as the teacher states his or her opinion, then students won't want to continue [the discussion]" (N 1). The half that indicated that most teachers would give their own opinions would emphasize to the class that it is their opinion and that the students were free to draw their own conclusions. One teacher offered as a reason for sharing her opinion with her students, "I think kids need answers. They're looking for someone to take a stand, and I think there are not enough people who'll do that, particularly in the social studies classroom" (N 24). For each of

the teachers, this scenario portrayed a common event in their lives as social studies teachers.

TABLE 6

School Division Classification			
Large		Small	
RESPONSES	1	M1-S E1-S M5-S M6-O M7-S E7-S	E21-S E24-S
	2		M21-S M22-O E22-O M23-O E23-O M24-S
	3	E6-O	
	4	E5-S	
	5		
	6		
	7		
	8		
	9		

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 3 - Undue Influence - Teachers' Responses

- 1. Remain neutral, and do not give your opinion.
- 2. Give your opinion, but impress upon the students it is only your opinion.
- 3. Refer students to the current research on the topic, and let them draw their own conclusions.
- 4. Tell them you will give them your opinion after they graduate and return to visit you.

Scenario 4

Mr. Irving called Donna Simmons to his office and asked her to be the school's representative at a national social studies conference in Tampa, Florida, during February. Because Donna spent long hours at school and took classes for her master's degree, she was ready for a change. Donna invited her husband to attend the conference with her, knowing that she and her husband would assume the cost of his expenses but Donna's school system would pay for her substitute, her flight, her meals, the hotel bill, and her conference registration fee. A review of the conference schedule showed the last conference meeting each day ending at 4:30 p.m., allowing them some time for sightseeing. The first day's sessions of the four-day conference proved to be of limited value, and since Donna had already picked up the packet of materials, she did not attend any more sessions but spent the remainder of the conference vacationing with her husband.

Discussion

For all of the teachers, scenario 4 portrayed a realistic situation that they had faced. When noting which ethical standard had the greater influence, seven of the eight teachers said that because of the repercussions if caught, the objective ethical standard influenced their decisions. Teachers were equally divided as what most teachers would do given this situation: use the conference as a vacation or attend the sessions. "I've seen situations like this and you have too, I'm sure, where the teacher blows off the conference. Most teachers attend the conference. You're there to attend all of the conference and all the meetings whether you think they're any good or not," one teacher

commented (N 22). Ethically all except one teacher agreed that the teacher should attend the conference.

TABLE 7

School Division Classification		
	Large	Small
RESPONSES	1 M1-O M7-O	M24-S
	2 E1-O M5-O E5-O E6-O E7-O	M21-O E21-O M22-O E22-O E23-O
	3	M23-O
	4	E24-S
	5 M6-O	
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 4 - Club Med - Teachers' Responses

1. Take a vacation, and skip the conference.
2. Attend the conference.
3. Check out the conference sessions daily, and if they are not good, then leave.
4. Pay your own expenses, and then you can do what you want.
5. Combine both shopping, sightseeing, and going to the sessions.

Scenario 5

Sheila DeLindo has been a paid sponsor of Ridley High School's award winning literary magazine for the past nine years, winning recognition at both the state and national levels. This year's student entries were lackluster at best and after-school revision sessions did not produce close to the same quality as in previous years. Ms. DeLindo, a talented writer, knew that her principal and co-workers expected no less than her usual outstanding literary magazine, so she rewrote the entries.

Discussion

Although the fifth scenario was regarded by each respondent as presenting a situation teachers might typically encounter during their careers, rewriting student entries for a literary contest was rejected. Only one participant felt that most teachers would submit their writing as student writing because of the pressure to win. One teacher indicated that he would ask for more student entries while two teachers said they would continue conducting revision sessions hopefully to secure better entries. One of the interviewees stated:

I think that most of us, in general, are fairly ethical people. I know that one of the reasons I went into teaching is that I want to teach these kids what's right and what's wrong. I don't think most teachers would even consider doing something like that because you're doing yourself that same disservice and most of us are too mature for something like that (N 2).

This scenario did not produce a variety of responses. Most teachers rejected the idea of the teacher rewriting student entries; therefore, this scenario should not be used for in-service presentations.

TABLE 8

School Division Classification				
Large			Small	
RESPONSES	1	M2-S E2-S M8-S E8-S M9-O E9-O M10-S	M25-S E25-S M26-S M27-S E26-S	
	2		E28-S	
	3	E10-S	E27-S	
	4		M28-S	
	5			
	6			
	7			
	8			
	9			

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 5 - Quill and Scroll - Teachers' Responses

- 1. Leave the entries as they are with no rewrites.
- 2. Ask students for more entries.
- 3. Hold revision sessions to improve the quality of writing.
- 4. Rewrite the entries, and pass them off as student work.

Scenario 6

Rose Lovejoy was First Baptist's director of social ministry as well as a teacher at Rosemont High School. Oftentimes Rose had to make copies of the program for her church which she wrote and formatted using her own personal computer. Because Rose lived quite a distance from her church and her school obligations kept her after hours most nights, she could not always make it to the church during office hours to use the copy machine. She used the school's machine to run copies of the church programs.

Discussion

In a situation regarded by each participant as representative of what they experience, six of the eight teachers indicated that using the school's copy machine for personal needs was a common practice. The remaining teachers said that most teachers would use the copy machine for personal use but would supply their own paper. In explaining his response, one teacher captured the views expressed when he commented:

I think this is one of those things where there are certain privileges you should have at work. And I think if you're reasonable like if you're not running off hundreds of thousands of pages, then it's probably okay to do it. I think it's a perk personally and I've done it myself (N 10).

The respondents indicated that ethically the school copy machine should be used for school materials only, but two said that if permission were asked of the principal, it would be given.

TABLE 9

School Division Classification		
	Large	Small
RESPONSES	1 M2-S M8-O M9-S E9-S M10-S	M26-S M28-O
	2 E2-S	E26-S
	3	M25-S M27-S
	4	E25-S E27-S
	5 E8-O E10-S	E28-O
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 6 - To Copy or Not to Copy - Teachers' Responses

1. Use the copying machine.
2. Don't use the machine if directed not to do so.
3. Use the machine, but use your own supply of paper.
4. Get permission from the principal first.
5. Use the machine for school materials only.

Scenario 7

LaShawn Desmond, an academically gifted but highly disruptive student, reported to Mrs. Berlin's AP government class, put his head down on the desk, and snoozed until the dismissal bell rang. Mrs. Berlin was relieved not to have LaShawn interrupt her class in his usual, argumentative fashion, and several students who had not volunteered to join in the discussion for fear of LaShawn's derogatory comments talked freely after they realized that LaShawn was sleeping too soundly to hear their remarks. After LaShawn repeated the same pattern for the next three days, Mrs. Berlin allowed his behavior to continue. After all, LaShawn was passing with a D even though he was her most capable student.

Discussion

In a scenario regarded by each respondent as occurring often in the classroom, six of the eight teachers interviewed said that most teachers would allow a disruptive child to sleep through class. Even though two teachers expressed concern that the student was not learning the content or the proper classroom behavior, they indicated that most teachers are grateful when a disruptive force is no longer present. One teacher said that he would allow a child to sleep through class once but would then determine the reason for his sleeping. Another teacher created a distinction as to which student would be allowed to sleep in his class:

Letting a kid sleep in class is not a bad practice. I've done it myself. Especially if it's a lower level class and the kid is already passing with a D. I don't have a problem with that--even if it's not a tracked class and the kid is just not with it, slower. Now if this

is a tracked class, upper level, AP, you have a moral obligation (N 26).

TABLE 10

School Division Classification		
	Large	Small
RESPONS	1 M2-O M8-O M10-S	M27-S
	2 E2-O	
	3	M25-S
	4 E8-O M9-O E9-O	E25-S E27-S M28-O E28-O
	5	M26-S
	6	E26-S
	7 E10-O	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 7 - Let Sleeping Dogs Lie - Teachers' Responses

1. Let the student sleep in class.
2. Wake the student up if a principal or supervisor is observing the class.
3. Let the student sleep if the student is having a bad day.
4. Do not allow him to sleep in class.
5. Let the student sleep if he is in a lower level class.
6. Wake him up if it is an upper level class.
7. Make the class more interesting so he will stay awake.

Scenario 8

Carol Locke and Betty Wilkins, both teachers at Lake Ormond High School, were the best of friends whose classrooms were side by side. Not only did they share a professional relationship but the two women and their husbands socialized together on weekends. For the past several months, Mrs. Locke realized that Mrs. Wilkins had become withdrawn and somewhat irritable not only to other faculty members but to Mrs. Locke as well. Mrs. Locke also smelled alcohol at least three times a week on her colleague's breath. Mrs. Locke decided to tell no one.

Discussion

Each of the participants indicated that this scenario was indeed typical of what teachers encounter, noting that if it had not happened to them personally then they were aware of a situation in which a peer was faced with confronting a co-worker. The overwhelming concern of the teachers was that the teacher who was drinking would get professional help. Only three teachers indicated that most teachers would ignore the situation with the remaining five stating that someone, either the administration, her spouse, or the woman herself, should be told. A common theme supporting the action to tell someone was that of personal relationship. Two teachers expressed that her classroom performance would be affected; therefore, help would have to be sought. One teacher expressed regret in not alerting the administration to a similar situation:

Let me give you an example, a true one. Last year outside of my window this new teacher was working out of a portable. And I use the word working loosely. I saw the kids get to class late, hang out on the stoop, yell and scream. There was no discipline at all. I debated all year whether to tell the administration but I decided against it. If the administration had been doing their jobs, they would have seen what was happening and could have helped her. As it happened, the assistant principal did not get in there until March, and the teacher was removed soon after. I guess I should have told, but I depend on the administration to do what they're supposed to do. One of their big jobs is to observe us (N 9).

Another teacher said that she regretted not calling Social Services on a coworker who was abusing her own daughter. She did, however, confront her friend but even several years later wished she had notified the authorities that this teacher was abusing her own child.

TABLE 11

<u>School Division Classification</u>		
	<u>Large</u>	<u>Small</u>
RESPONSES	1 M8-O M9-S	M28-O
	2 M2-S E10-S	M25-S E25-S E26-O M27-S E27-S
	3 E9-S	M26-O
	4 E2-S	
	5	E28-O
	6 E8-O M10-S,O	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 8 - One Day at a Time - Teachers' Responses

1. Do not confront your friend with your knowledge of her drinking.
2. Confront the friend, and try to get her some help.
3. Alert the administration.
4. Don't tell anyone, but if confronted by someone in authority, tell the truth.
5. Coerce the friend into getting help if classroom performance is affected.
6. Tell the friend's spouse.

Scenario 9

Donna Schuster, a teacher at Brandon High School, just completed the writing project at the local college where she received recognition for an outstanding final project. Administrators and teachers from neighboring school districts lauded her efforts and invited her to make presentations to their faculties on their scheduled in-service days for fees ranging from \$100.00 to \$250.00 plus expenses. On those dates, Donna is contracted to teach in her own school system. School policy dictates that school personnel would not be able to accept an honorarium for any presentation conducted during contract hours. She applied for and received professional leave to make the presentations but did not tell her principal that she would be receiving honoraria for her presentations.

Discussion

While all eight teachers viewed the acceptance of an honorarium for a presentation delivered in an outside school system while contracted to teach in another system as a situation that teachers might face, they were divided in their responses. Three thought the teacher should keep the money; two felt that the teacher should not accept the money; and the remaining three thought the teacher should discuss the situation with the principal and accept his decision. "If anything deviates from the normal routine, always tell somebody in authority. Keep it above board," was how one teacher (N 15) summed up the situation. Another (N 16) likened this situation to serving on a jury in which a school system asks the teacher to give the money received from jury duty to the school system to offset the teacher's expenses for leave.

TABLE 12

<u>School Division Classification</u>		
	<u>Large</u>	<u>Small</u>
RESPONSES	1 M15-S	M33-S M36-O
	2	E36-O
	3 M18-S E18-S	M34-S E34-S
	4 E15-S M16-O E16-O M17-O E17-O	E33-S M35-O E35-O
	5	
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 9 - Plus Expenses - Teachers' Responses

1. Keep the honorarium.
2. Use personal leave so you could get paid for the presentation.
3. Follow school policy, and do not take the money.
4. Tell the principal, and let him decide.

Scenario 10

As Toni Porter, an African-American U.S. History teacher at Washington High School, prepared to teach the Reconstruction Era following the Civil War, she discovered that she would have difficulty presenting both sides of the period. While the textbook pointed out the contributions and gains made by African-Americans during this time, it also discussed their ineptitude in leadership positions, blaming their incompetence on their never being given the chance to exercise and learn leadership skills while they were enslaved. Throughout the year, Ms. Porter had been diligent in presenting only positive images of African-Americans and was uncomfortable presenting the negative although true information to her class.

Discussion

For each of the social studies teachers, scenario 10 portrayed an accurate description of an ethical situation teachers face. Seven of the eight teachers agreed that the teacher has a moral obligation to present all sides of an issue and is bound by the teaching contract to teach the curriculum. Rather than just lecture, most teachers said they would present all sides of the issue and ask the students to draw their own conclusions. Two teachers suggested that if a teacher were uncomfortable teaching a particular area of the curriculum, it stemmed from a lack of knowledge and suggested that the teacher in the scenario conduct research into this era of history. Since this scenario produced no variation of responses among the teachers interviewed, it should be discarded.

TABLE 13

School Division Classification				
Large			Small	
RESPONSES	1	M15-S E15-S M16-S E16-S M17-S E17-S	M33-O E33-O M34-S E34-S M35-S E35-S M36-S E36-S	
	2	M18-S E18-S		
	3			
	4			
	5			
	6			
	7			
	8			
	9			

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 10 - Two Sides to Every Story - Teachers' Responses

- 1. Teach both sides of the issue.
- 2. Teach only the positive side of the issue, and downplay the negative side.

Scenario 11

Deborah Bennett was a student in Martha Owens's world history class. For her culminating project worth 40 percent of the nine weeks' grade, Deborah submitted a 24-page paper analyzing the Russian Revolution. The paper was so well written that Mrs. Owens did not believe that Deborah had written the paper even though Mrs. Owens could not find any source from which Deborah could have plagiarized. Deborah's other teachers found the paper far superior to anything she had ever done. To test her knowledge of events leading to the revolution, Mrs. Owens administered an objective test that Deborah failed, and efforts to question Deborah's knowledge revealed that Deborah could not have written the paper. Mrs. Owens gave Deborah a zero on the paper.

Discussion

In this scenario judged realistic by the teachers interviewed, three of the four teachers said that the ethical decision would be to rely on the school's honor council in settling the matter of whether the student plagiarized her paper or not. While discussing this situation, three teachers said that most teachers would give the student a zero, but two teachers said they would not until they were satisfied that they had concrete proof that the student plagiarized. Most teachers interviewed expressed concern that a paper of this magnitude would not have been segmented, thus allowing the teacher to oversee all aspects of the project and decreasing the potential for plagiarism.

TABLE 14

<u>School Division Classification</u>		
	<u>Large</u>	<u>Small</u>
RESPONS	1	M33-S E33-S E36-S
	2	M18-S M34-S E35-S
	3	E34-S
	4	M15-O M35-S M36-S
	5	E15-O M16-S E16-S M17-O E17-O E18-O
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Ethical Response S = Subjective O = Objective

Scenario 11 - Russian Revolution - Teachers' Responses

1. Ask the student for her background notes and rough drafts.
2. Do not give her the zero.
3. Ask parents in a conference if they saw her working on the paper.
4. Give her the zero.
5. Turn the matter over to the honor council, and follow their recommendations.

Scenario 12

David McColley has taught juniors since the doors opened at Edison High School 17 years ago. Former students remained in contact with him and current students regarded him as a trustworthy teacher. One afternoon Sherry Janz lingered after class. Mr. McColley had noticed that Sherry had been unusually quiet during the past few weeks.

"What's been troubling you, Sherry?" he asked.

"Oh, Mr. McColley, I've been drinking and smoking pot for the past few months and I'm afraid I may be an alcoholic. I don't know what to do or where to go. You know my dad. He'd kill me if he ever found out I even took a drink much less smoked dope. You've got to help me without telling my folks. You won't tell, will you?"

Mr. McColley knew that there was some truth in what she said. Sherry's father, the foreman at the tire plant, was known in the small town as a man who enjoyed his nightly six-pack and at times engaged in brawls at the local tavern. In spite of these shortcomings, he was extremely proud of Sherry and her accomplishments at school, often boasting that she would be the first in the family to graduate high school and go to college. Mr. McColley knew that he could not tell her father.

Discussion

While each of the respondents agreed the twelfth scenario presented a situation that might confront a teacher, one teacher relayed a story of her own grief because teachers would not tell her, her husband, or someone in the school who could have helped when her child was using drugs while attending the high school where she taught. She still questions why her coworkers who knew did not tell her so she could have helped her son earlier. Although only one teacher said the father should be told, the remaining teachers all indicated that someone trained to deal with this situation should be notified. One teacher stated:

This is not our job. We're specialists in teaching the subject matter and methods of teaching. I have limited responsibility to help in this situation. If they want to learn, they could come to me based on my relationship. I can call and tell a parent that Sherry is failing but this is in the realm of the guidance counselor or the administrator (N 18).

TABLE 15

School Division Classification		
	Large	Small
RESPONSES	1 M16-O E16-O M17-S E17-S	M33-O E33-O E36-O
	2	M34-S E34-S
	3	M35-S E35-S
	4 M15-O E15-O M18-S E18-O	
	5	M36-O
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 12 - Silence Is Golden? - Teachers' Responses

1. Involve the guidance counselor.
2. Tell the father.
3. Get some outside help for the student.
4. Tell the school nurse or someone in authority.
5. Do not call the father.

Scenario 13

Sarah Jacobs was known at Springfield High School as a demanding but fair teacher. Cassandra Hawkins, enrolled in Jacobs's senior government class, had been awarded a four-year scholarship to the university. During the spring of the current year, Cassandra failed to complete a research paper, approximately 40 percent of the last nine weeks' grade. Receiving a failing grade might not prevent Cassandra from graduating but it may jeopardize her scholarship and Cassandra's only hope to attend college. Ms. Jacobs averaged Cassandra's grade without penalizing Cassandra for failure to submit a research paper.

Discussion

The thirteenth scenario presented a situation judged by all eight teachers as realistic. Fifty percent of the teachers indicated that the student should suffer the consequences of not completing a major assignment. The other four stated that most teachers would either drop the grade, allow the student to make up the work, or change the weight of the research paper, thus allowing the student to pass. Only three teachers indicated that ethically the teacher should hold the student to the same standards used to measure the other students and make the student accept the consequences of her not turning in the research paper. The pressure to keep failure rates low and the pressure from parents to pass students were the two reasons given by the teachers who chose not to average the research paper with the other grades. All teachers said they were motivated by the subjective ethical standard to behave as they indicated.

TABLE 16

School Division Classification		
	Large	Small
RESPONS	1 M13-S E14-S	M29-S E29-S M30-S M31-S E31-S
	2 M14-S	M32-S
	3 M12-S E12-S	E30-S
	4 M3-S E3-S	E32-S
	5 E13-S	
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 13 - Free Ride - Teachers' Responses

1. Average the research paper with the other grades, and give the student the failing grade.
2. Drop the research paper grade.
3. Tell the student to write the paper, and accept the late paper.
4. Change the weight of the research paper so the student will not fail.
5. Find out why the paper was not done, and if the student has a good reason, allow her to make it up with no penalty.

Scenario 14

Roland Chappelle, the head of the social studies department for the last 16 years at Syracuse Park High School, used his 3 personal leave days allotted by his school division for a skiing vacation with his family. Now that spring had come with 3 more weeks before the break, Mr. Chappelle wanted to take a day off to accompany his wife to the outlet mall 45 miles away. He used a sick leave day for the shopping trip.

Discussion

Each of the teachers reacting to the fourteenth scenario indicated that this scenario was representative of what they experienced. For two of them, the issue was made even more realistic by events that had happened in a neighboring school district in which a teacher was fired for using sick leave to go skiing. From their viewpoints, it was apparent that the misuse of sick leave was not to be tolerated. Four teachers recognized the possible consequences if caught and cited the objective ethical standard as more influential in guiding their responses. Two of these four teachers indicated that other teachers in their school would alert the administration of possible misuse of sick leave. In contrast, four teachers indicated that most teachers do abuse sick leave even though they know ethically that sick leave should not be abused. A first year teacher summarized her feelings in the following way:

I hear teachers talking about this kind of thing in the workroom. I don't say anything. Most don't take a sick day to go shopping, but they will take a day for mental health. They say they're just sick and tired and want to rest up--you know, get away from the kids. I think the kids know if you're lying. They know when you're sick and that sets a bad example for them. Most teachers would do what he did, but it's wrong (N 29).

TABLE 17

School Division Classification		
Large		Small
RESPONSES	1	M12-O M3-O M29-O M30-O M31-S M32-O
	2	E12-O M13-O M14-O E14-O E3-O E29-O E31-S E32-O
	3	E30-O
	4	E13-O
	5	
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 14 - Sick of Shopping - Teachers' Responses

- 1. Call in sick, and go shopping.
- 2. Do not use sick leave to go shopping.
- 3. Pay the substitute yourself.
- 4. Take a day off without pay.

Scenario 15

Leslie Carson, a world history teacher at Azalea High School, assigned her students both homework and classwork which she graded daily. Soon she found herself in an avalanche of papers that needed grading and asked her most responsible student, Patti Powell, to check the class papers for her. Patti enjoyed the responsibility and did an exceptional job for Ms. Carson. To save even more time, Ms. Carson gave her gradebook to Patti, instructing her to record the daily grades.

Discussion

Each of the teachers interviewed responded that while having students assist in the grading of papers is realistic, having a student record the grades into the gradebook was not. As an official document, the gradebook should never be given to a student as it breaches confidence and places the student in a compromising position according to the teachers interviewed. Only one teacher said that the grading of papers and the recording of grades were the teacher's domain while the others stated that there was nothing wrong with having students check each others' papers. In fact, these teachers indicated the use of this method as a tool for reinforcement.

Because this scenario was written having students enter grades in the teacher's gradebook, the teachers reacted more to students being allowed to do so than the taking of class time to grade papers in class. This scenario provided little variation in responses and should be discarded.

TABLE 18

School Division Classification											
Large						Small					
RESPONSES	1	M12-O	M13-O	E13-O	M14-O	M3-S	M29-S	E29-S	M31-S	M32-S	E32-S
	2	E12-O	E14-O				M30-O	E30-O			
	3						E31-S				
	4										
	5										
	6										
	7										
	8										
	9										

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 15 - Bottleneck - Teachers’s Responses

- 1. Let students grade papers, but not record the grades in the gradebook.
- 2. Grade your own papers, and record your grades yourself.
- 3. Let students grade papers, but check them after they finish.

Scenario 16

The principal of Garrett High School, in an effort to reduce student absenteeism, issued an attendance policy in which any student with an unexcused absence was to be given no make-up work and was to receive a zero for any missed assignments. Joe Parks, a social studies teacher, voiced his objections to the policy with the principal, Dr. Flowers. Dr. Flowers told him to follow the directive as written.

Mary Edna, one of Mr. Parks's homeroom students, came to class with no excuse note and informed him that she would not be able to produce a note excusing her absence as she had run away from home. If Mr. Parks followed the attendance policy, not only would Mary Edna not learn the material she missed, but the zero on the major test given in her absence would cause her to fail for the marking period. He gave Mary Edna an excused admit slip to take to her other classes.

Discussion

Teachers agreed the situation involving the giving of an excused absence slip was frequently met by high school teachers. Only one teacher felt that most teachers would obey the school's attendance policy. Two said they would give her the excused admit slip while the remaining five discussed possible ways in which the student would not be penalized for conditions beyond her control. One believed most teachers would approach the principal again; one wanted the guidance counselor to intervene on the student's behalf. One suggested talking to the student's teachers so they would not penalize her and allow her to make up her work. One teacher summarized her feelings in the following way:

You feel sorry for them but this needs to be handled outside the classroom. You have rules and you have to follow them. But I say if you can get someone to pass the buck to, then let them handle it. You know, administration, guidance, if they say this is what the problem is. You have to give the principal a chance to say what the problem is and to take care of it. This is not something you can do on your own (N 29).

This scenario provided a range of responses. Only two teachers said that following school policy was the ethical choice; the remaining six did not see bending the rules or even completely ignoring the school attendance policy as insubordination. No one suggested that if there were such disagreement with the policy, that steps be taken to have the policy changed.

TABLE 19

School Division Classification		
	Large	Small
RESPONS	1 E13-S M3-S	M29-S M31-O
	2	M30-O E30-O E31-O
	3 M14-S	M32-S
	4 M12-O E12-O E3-S	E29-S
	5	E32-S
	6 M13-S	
	7 E14-S	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 16 - Runaway - Teachers' Responses

1. Do not give the student the excused admit slip, but allow the student to make up the work.
2. Follow school's attendance policy, and do not allow the student to make up the work.
3. Bend the rules, and give her the excused note.
4. Talk to the principal, and ask him to look at this case and excuse the student's absences.
5. Talk to the student's other teachers so they could give her the makeup work.
6. Overlook it, and give makeup work if the student's story proves to be true.
7. Refer her to a counselor.

Scenario 17

Lawrence Stewart continued to do poorly in his remedial geography class despite Mr. Oliver's reprimands, repeated telephone calls to his home, and individual conferences. To help Lawrence, Mr. Oliver arranged to meet with him during his lunch hour to help design a geography project in which Lawrence could succeed. Several meetings seemed to give Lawrence the impetus he needed and a week later, Lawrence turned in his project. For the first time, Lawrence showed an interest in geography, worked hard, but compared to the other projects turned in, his was less than satisfactory. Knowing that this project represented Lawrence's best effort, Mr. Oliver gave him an A on the project and displayed it in a prominent place.

Discussion

Scenario 17 was viewed by all eight teachers as a typical situation encountered by teachers. Six teachers felt that the student should be given an A on his project which should also be displayed prominently. The views expressed by two of the teachers seem to reflect their position.

I firmly believe that this is why we're here for the kids. Success breeds success and if you give a child a glimmer of hope, then you can turn his school life around. Here he made a good grade on something he's worked very hard for and he gets a reward for his hard work. Maybe this is all he can do (N 38).

I don't see any sense in prolonging the agony. I've seen kids 30 years old and still not producing. You need to reward and motivate these kids. We have a student here who's 21 years old and still a senior. Now if she doesn't pass my class this year, she'll have to start paying tuition. Now do you think she's going to fail my class? I don't think so. She was here with my son and he's now a senior in college. Now she knows she has to work and she is. She is going beyond and this is really all she can do (N 39).

One of the two teachers who said that the student's work should be judged by the same standard used for the other students in the class commented in this way:

How would you be able to justify this grade? Obviously when you hang it up on display, the other students will see it and the grade and wonder how you came to give him that grade. And that's just what you're doing. You're giving him a grade he did not earn, did not deserve, and you cheat those who did do the work. And you cheat the child. After seeing the other projects, Lawrence must know that his project is not like the other A projects, so in essence you have robbed him (N 11).

TABLE 20

School Division Classification		
Large		Small
RESPONSES	1	M20-O E20-O M37-S M40-S
	2	E11-O E37-S
	3	M4-S E4-S M11-O M19-O E19-O M38-S M39-S E39-S M40-S
	4	E38-S
	5	
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 17 - Best Foot Forward - Teachers' Responses

1. Give the student a passing grade but one he deserves.
2. Treat the student like any other; give an honest grade and do not display the project prominently.
3. Give the student the A, and display the project in a prominent place.
4. Give the child a good grade, and display the project.

Scenario 18

Marian Davis, a student in Larry Stevens's government class, was applying to several colleges. An average student, Marian would need outstanding recommendations from her teachers. When she approached Mr. Stevens, Marian handed him the addresses of the four colleges where she would be applying, asking him if he would write her the recommendations. Earlier in the year Mr. Stevens suspected Marian of cheating on a major test but was unable to prove his suspicions. Although Mr. Stevens had reservations about her academic and personal qualifications, he wrote her an outstanding recommendation.

Discussion

Each participant identified scenario 18 as a typical issue faced by high school teachers. While five of the teachers interviewed believed that most teachers would write an honest evaluation that was not outstanding in nature, three felt that the outstanding recommendation was warranted if blocked only by the teacher's unfounded suspicion of the student's cheating. In an interesting explanation of her response, one of them commented:

Ethically I think the teacher should write a recommendation based on that teacher's relationship with the student. Not necessarily should the teacher mention the cheating on a major test because it's only a suspicion. You would have to create a truthful, honest recommendation. Now I would tell the student if I felt I could not write an outstanding one to perhaps ask another teacher. But I would be up front with the student, telling him that I would write a good recommendation and I would show it to that student before I mailed it in. Then if the student doesn't want to use it, I would recommend that he ask someone else. You cannot hold something against a student that you cannot prove. It's too bad the issue was never resolved (N 39).

TABLE 21

School Division Classification		
	Large	Small
RESPONS	1 M4-S M11-O	M37-S M38-S E38-S
	2 E19-O	E37-S M40-S E40-S
	3 M4-S E20-O	
	4 M19-O M20-O	M39-S E39-S
	5 E11-O	
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 18 - The Pen Is Mightier . . . - Teachers' Responses

1. Write a recommendation but not an outstanding one.
2. Write an honest recommendation.
3. Ask the student to ask another teacher for a recommendation.
4. Write the outstanding recommendation if you cannot prove that the child cheated.
5. Resolve first the issue of the alleged incident of cheating.

Scenario 19

Kathleen Daniels, a social studies teacher, was called out of her class to help the substitute next door find lesson plans. When she returned four minutes later, the class was filled with smoke and a cigarette butt lay on the floor. In spite of Ms. Daniels's attempts to question the class, no one admitted to having smoked the cigarette. Disappointed and frustrated, Ms. Daniels assigned a week's detention to the entire class.

Discussion

Seven of the eight teachers acknowledged this scenario portrayed a real situation in the life of a high school teacher. One respondent felt that with the decline in smoking, this scenario was not realistic. She further explained that she could envision a similar situation in which a teacher punished the entire class for the misdeed of one child.

While three teachers believed most teachers would punish the entire class, one teacher felt that most would proceed with class as if nothing had happened. Three teachers felt that most teachers would continue the investigation and two stated that someone would inform the teacher of the culprit at a later time. To support her response, one teacher told of a recent experience in which she faced a similar situation.

Well, I know what would happen with me. Most students will tell the teacher--maybe not then but later. I've been out sick with bronchitis. My classes were great with the sub, but one student in my fifth bell acted up a little. I wasn't even in school five minutes this morning and a number of student came up to tell on him, saying they were embarrassed he had acted up with a sub. I trust my students and I know they trust me (N 20).

TABLE 22

School Division Classification		
	Large	Small
RESPONSES	1	M37-S
	2	E4-S M19-O E19-O E37-S
	3	M4-S M11-S M38-S E39-S
	4	E38-S
	5	M20-O M39-S M40-S E40-S
	6	E11-S E20-O
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 19 - Where There's Smoke . . . - Teachers' Responses

1. Proceed as if nothing had happened.
2. Do not punish the entire class, but call an administrator to tell the teacher how to handle the situation.
3. Do not punish the entire class, but try to find out who did it.
4. Speak to the entire class, and express disappointment.
5. Punish the entire class.
6. Hope that someone tells on the culprit.

Scenario 20

Bobbi Hankins, a single teacher with only 3 years' experience, supplemented her salary by selling Avon products. She distributed the monthly catalogs to all faculty and staff members and left a number of copies in both the faculty workroom and the teachers' dining room. Usually Bobbi conducted her business transactions before and after school as well as during her planning and lunch bells.

Discussion

Each participant identified scenario 20 as a typical issue facing high school teachers. However, there was a difference between the positions of teachers from the large and the small school divisions.

While three of the four teachers from small divisions agreed that there was nothing wrong with selling Avon during school hours, three of the four teachers from a large division were adamant that selling anything on school grounds to supplement an income was unacceptable.

We are contracted to teach, not to conduct business. I know teachers who have to supplement their income and I have no problem with this but anything that takes away from teaching is morally wrong, ethically wrong, not acceptable. There are other ways to make money than to come into the building like a tinker. I feel this is what is wrong with the profession. If you are a teacher, then you are a teacher (N 19).

One respondent from a large school division reminded the interviewer of a similar situation in which one of the system's assistant superintendents was fired for selling another product during school hours and on school grounds. Ever since this occurrence made the local

newspapers' headlines, there has been no selling of products during school hours in this particular school system.

TABLE 23

School Division Classification		
Large		Small
RESPONSES	1	M37-O M38-O E38-O M39-S E39-S
	2	E37-O E40-O
	3	M4-S E4-S M40-O
	4	M11-S E11-O M19-O E19-O M20-O E20-O
	5	
	6	
	7	
	8	
	9	

E = Ethical Response M = Most Common Response S = Subjective O = Objective

Scenario 20 - Ding, Dong, Avon’s Calling - Teachers’ Responses

- 1. Continue selling the Avon products during school.
- 2. Only sell it before or after school but not on school time.
- 3. Sell the Avon products before school, after school, and during lunch but not during the planning bell.
- 4. Do not sell the products before, during, or after school hours in the school building.

CHAPTER V

Summary, Analysis, and Recommendations

This chapter presents a summary of the study and an analysis of the major findings of the collected data. The conclusions and the recommendations are then presented.

Summary

The purposes of the study were to examine how teachers respond to ethical issues in the workplace and to prepare materials to be used for training preservice and practicing teachers. Forty secondary school social studies teachers in Virginia responded to four randomly selected school-based scenarios chosen from a set of twenty scenarios. After reading the scenarios, teachers were asked to respond to a series of questions and tell what they thought most teachers would do if faced with the situation, why they believed most teachers would act in the manner indicated, what they thought the most ethical response to the situation should be, and whether the objective or subjective ethical standard would have the greater influence on their answer.

The participants' responses were compared to determine whether differences existed between what teachers felt most teachers would do if faced with a similar situation and what teachers felt would be the ethical

choice.

Analysis

Secondary school social studies teachers were not always in agreement as to what most teachers would do if faced with certain ethical situations. In scenario 1 in which a teacher had to decide whether to change an athlete's failing grade to a passing one in the face of pressure from the principal and the basketball coach, three of the teachers from the large district said that most teachers would not change the failing grade while three of the four teachers from a small division said that most teachers would change the grade to a passing one because of the pressure from both the principal and the coach. One teacher remarked that she had found herself in this same position and had changed the grade because the only asset the student had to succeed was his ability to play basketball. Another teacher said that inexperienced teachers would be more likely to succumb to the pressure than experienced teachers because experienced teachers were more secure in their positions.

Another situation, scenario 3, created a division in the answers from teachers in large and in small school systems. When asked if teachers should give their opinions concerning controversial issues, all four of the teachers from large divisions emphasized the importance of

the teacher remaining neutral during the discussion so that the students felt free to form and support their own opinions and to enjoy a free exchange of ideas. All four of the teachers from small divisions agreed that most teachers would give their opinion to the class with the caveat that their opinion was their opinion. As an explanation for stating her opinion to the class, one teacher said that students were looking for answers to controversial issues and wanted their teachers to take a stand. Although these same teachers chose remaining neutral as the ethical action a teacher should take if faced with this situation, they indicated that most teachers, themselves included, would discuss their opinions with the class.

In another situation involving the awarding of a grade for work not completed, one teacher from a large division felt that most teachers would average the zero from the unwritten research paper and give the student the failing grade while three teachers from the small divisions chose this response. The remaining three teachers from the large divisions gave various responses from dropping the research paper grade to allowing the student to make up the work if the student had a valid reason for not completing the assignment. Pressure from parents for the student not to lose the college scholarship was the reason these teachers gave as to why they would allow the student to either make up the work

or not complete the assignment with impunity.

Responses to scenarios 14 and 20 also reflected differences between the large and the small school divisions. While all four of the teachers from small divisions said that most teachers would use a sick day to go shopping, two teachers from the large division responded that misuse of sick leave would result in a loss of job. These teachers recounted the incident in which a teacher from a neighboring school division used sick leave to go skiing. His misuse of sick leave was discovered and the teacher was subsequently fired. One teacher stated that her principal was adamant that sick leave was to be used only for personal or family illness; the other said that misuse of sick leave would not be tolerated by his colleagues who said they would report any known cases of misuse. Generous allocations of personal leave made the misuse of sick leave unnecessary.

Another incident in a large system in which an assistant superintendent was fired for using his influence to sell a product caused three of the four teachers from large schools to say that most teachers would not supplement their salaries by selling Avon products, or any product, before, during, or after school on school grounds. All four teachers from the small divisions reported that most teachers would distribute their catalogues and conduct their business at school. One

teacher from a small division felt that selling during the planning bell was taboo but that selling during the teacher's lunch bell was permissible.

There were two scenarios, scenarios 5 and 10, that failed to produce a variation in responses; therefore, these scenarios will not be used in staff development presentations. Participating teachers did identify differences between actual practice and ethical practice in scenarios 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20.

In one of the two scenarios that failed to produce a variation of responses, teachers felt that most teachers would follow the ethical path of not rewriting student entries for a literary competition and submitting them as student entries. In the remaining scenario that involved presenting only the positive side of an issue, seven of the eight teachers said that most teachers would choose the ethical action of presenting both sides of the issue and allowing students to draw their own conclusions.

One scenario, scenario 6, showed a marked difference between what most teachers would do and what they thought they ethically should do. All eight teachers indicated that use of the school's copying machine was one of their perquisites but ethically they should either not use the machine or supply their own paper.

Three scenarios, 8, 12, and 16, centered attention on seeking help for a co-worker or a student. While these scenarios showed a difference between what most teachers would do and what they should do, the overwhelming ethical responses were that teachers should seek outside help for their co-workers in need or their students in need. These scenarios also illustrated the reluctance of teachers to approach their administrators for help, especially when a teacher suspected a colleague of being under the influence of alcohol while at work. Instead, teachers indicated their preference for contacting outside agencies for assistance and keeping their discovery away from the administration.

The allocation of teacher resources also illustrated a difference between the likely responses and the ethical responses. While participants felt that teachers with too little time to prepare adequately for class would continue using commercially prepared worksheets for their students, most felt that teachers faced with this situation should recognize their purpose in being in school, manage their time better, and concentrate first on creating imaginative lessons that engage the students in learning. Ironically, five of the eight responding teachers said that ethically teachers should allow students to grade papers during class time to help alleviate a bottleneck of papers, their reason being that the immediate review of the test serves as reinforcement of the concepts

taught.

Recommendations

That ethics should be a part of the teacher training program and a part of staff development programs has been confirmed by my experience in using the scenarios as a basis to conduct one workshop to date. On February 13, 1996, I conducted a workshop for pre-service teachers enrolled in a methods and materials course at Virginia Wesleyan College. Among the fifteen students, none was aware that a professional code of ethics existed for teachers. These preservice teachers already had received their undergraduate degrees and were employed in other occupations. All had returned to college to become certified as teachers with the hopes of making a career change. During the workshop, the preservice teachers were given six randomly selected scenarios to discuss. Their remarks were stimulating and reflective of certain ethical viewpoints. The workshops provided a forum where these future teachers were able to discuss ethical issues openly and to share their viewpoints. Consider what one future teacher had to say:

"I believe that most of us are ethical people. You're right in that we are going to have to make many decisions in our careers as teachers and we won't always make the right choices. We have to keep in mind that we serve as examples to these students and they watch all we do."

Comments such as this one have emphasized the belief that ethics is an

integral component of what it means to be a teacher. Reflection upon the responses to the scenarios created for this study has highlighted the need for teachers to discuss and reflect upon ethical situations they might expect to face during their teaching careers. Therefore, the following recommendations are given to the leaders of teacher preparation programs, staff development programs, and professional organizations to raise the level of awareness related to ethical issues teachers face.

1. Provide programs on ethics for pre-service and practicing teachers.
2. Infuse into the teacher preparation program the study of professional ethics.
3. Publicize and discuss the Code of Ethics prepared by the National Education Association.
4. Create in each school division an ethics office where employees can seek advice or report questionable activities.
5. Provide opportunities for teachers to attend seminars on ethics.

CHAPTER VI

Ethics in Education

Introduction

The purpose of this chapter is to present an awareness of ethics in making decisions in education. There are no correct answers that will be given as the purpose of these materials is not to suggest what path a teacher should take but rather to stimulate discussion of ethical issues.

The professions of medicine and law require practitioners to abide by a code of ethics and to monitor its members' actions. Businesses, concerned with unethical and often illegal behavior, such as the Wall Street insider trading debacle of the 1980s and the more recent savings and loan fiasco, are rethinking or formalizing codes of conduct and even establishing hot lines for their employees for guidance on questionable issues. Nynex Corporation in 1991 established an office of ethics and business conduct, instituting training seminars for employees and establishing ethics guidelines. Thirty-five years ago Texas Instruments wrote a code of ethics but in the mid-1980s effected a more formal program, complete with training sessions, in-house news reports, and an ethics office (Genasci, 1995).

Yet in spite of the growing concern for ethical behavior in such

professions, the educational field still lags behind in addressing the issues. Highly publicized incidents such as the New Jersey teacher selling a passing grade and the recent Virginia track coach videotaping his students without their knowledge in the locker room may be dealt with swiftly, yet ethical conduct such as giving passing grades to undeserving students, not teaching the required curriculum, and disregarding students' welfare often goes unnoticed or is ignored by the school's administration. Although blatant ethical abuses draw the nation's attention, no less damaging are the unethical decisions some teachers make. Educators, like other professionals, must examine their behavior (Strike & Ternasky, 1993).

Teachers make hundreds of decisions over the course of a school year, decisions that affect the ethical and academic quality of their classrooms, decisions involving grading, discipline and due process, resource allocation, and educational programs (Strike & Soltis, 1992). The decisions teachers make are pervasive, determining the climate of their classrooms and indeed the climate of the school (Freitas, 1991), yet there is a paucity of courses for preservice teachers and only a minute number of in-service programs on ethics for practicing teachers.

School systems, like their business counterparts, are beginning to recognize that a strong ethics program can be beneficial, including

attracting and retaining the best work force. Employees gain satisfaction working for an organization that strives to do the right thing.

Of all the professions, teachers should be expected to make ethical decisions for they are held to a higher standard of personal behavior based on the idea of teachers as role models (Gross, 1993). That teachers are different from other influences is illustrated in Martin Buber's writings (Immegart, 1970).

The educator is distinct from [all other influences] by his will to take part in the stamping of character and by consciousness that he represents in the eyes of the growing person a certain selection of what is, a selection of what is "right," of what should be (p.93).

Teachers are faced with decisions daily, decisions which test the ethical predispositions of teachers. When questioned about conflicts teachers face in their professional lives, seventy percent identified their conflicts as ethical and most of the teachers connected the dilemma to their sense of self. Most of these dilemmas arise from the working relationships with people such as the student-teacher relationship fueled by the day to day interactions over a period of time (Lyons, 1990).

As many schools move to shared decision making, teacher decisions will increase as teachers become more involved in the decision-making process (Genasci, 1995). Because students continue to learn about ethics through the ethical actions of the adults in a school, it is

critical that teachers model ethical behavior (Egan, 1990).

These materials are designed to examine some of the decisions through a series of scenarios presenting situations teachers may encounter. The scenarios are accompanied by a format to ensure a consistent framework for discussion.

Discussion Framework

1. Distribute to each student the following list of terms and their definitions.
 - a. ethics - refers to the study of values concerning how one ought to live; apart from formal studies in religion or philosophy, it is common sense behavior, professionally acceptable behavior, or acceptable rules of conduct (Kimbrough, 1985, pp.1-2).
 - b. professional ethics - concerns those norms, values, and principles that should govern the professional conduct of teachers, administrators, and other educational professionals (Strike, 1993, p.2).
 - c. objective responsibility - includes all of the external constraints and the legal, organizational, and societal obligations placed on a person holding a given position; an obligation to somebody else for a particular standard or

category of performance (Kimbrough, p.10).

- d. subjective responsibility - includes the inclination or compulsion to act in a particular way, not because one is required to do so because of a supervisor or the law but because of an inner drive; it is derived from feelings or beliefs about what is right behavior (Kimbrough, p.11).

2. Ask students to read a scenario and write their responses to the questions below.

- a. What do you believe most high school teachers would do in this situation?
- b. Why do you think most high school teachers would make that decision?
- c. Which ethical standard, objective or subjective, would have the greater influence upon the decision?
- d. What do you believe the ethical action of the teacher should be?
- e. Are you aware of any different ways in which high school teachers have handled a similar situation?

3. Appendix E lists the teachers' responses in a recent study to each scenario which may be used to stimulate further discussion.

4. Appendix F provides the National Education Association Code of Ethics of the Educational Profession, a source for examining how the educational profession has addressed ethics.

Scenarios

1. Fairmont High School's basketball team was undefeated for the regular season and was headed for the playoffs for the first time in 15 years with an excellent chance to win the state championship. Gabriel Grant was undoubtedly the team's star player, averaging 29 points per game. At the end of the grading period, Gabriel passed only 4 of his 6 subjects, making him ineligible to play since the Virginia High School League required athletes to pass 5 subjects. Bob Conrad, the school's principal, and Lew Jenkins, the basketball coach, approached Dorothy Brown, Gabriel's history teacher, and asked her to reconsider the failing grade Gabriel received in her class. She reaveraged the grade and still Gabriel was several points from a passing grade. The two men asked her to change the grade so that Gabriel might lead his team and the school to victory.
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"What's been troubling you, Sherry?" he asked.

"Oh, Mr. McColley, I've been drinking and smoking pot for the past few months and I'm afraid I may be an alcoholic. I don't know what to do or where to go. You know my dad. He'd kill me if he ever found out I even took a drink much less smoked dope. You've got to help me without telling my folks. You won't tell, will you?"

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17. Lawrence Stewart continued to do poorly in his remedial geography class despite Mr. Oliver's reprimands, repeated telephone calls to his home, and individual conferences. To help Lawrence, Mr. Oliver arranged to meet with him during his lunch hour to help design a geography project in which Lawrence could succeed. Several meetings seemed to give Lawrence the impetus he needed and a week later, Lawrence turned in his project. For the first time, Lawrence showed an interest in geography, worked hard, but compared to the other projects turned in, his was less than satisfactory. Knowing that his project represented Lawrence's best effort, Mr. Oliver gave him an A on the project and displayed it in a prominent place.

18. Marian Davis, a student in Larry Stevens's government class, was applying to several colleges. An average student, Marian would need outstanding recommendations from her teachers. When she approached Mr. Stevens, Marian handed him the addresses of the four colleges where she would be applying, asking him if he would write her the recommendations. Earlier in the year, Mr. Stevens suspected Marian of cheating on a major test but was unable to prove his suspicions. Although Mr. Stevens had reservations about her academic and personal qualifications, he wrote her an outstanding recommendation.
19. Kathleen Daniels, a social studies teacher, was called out of her class to help the substitute next door find lesson plans. When she returned four minutes later, the class was filled with smoke and a cigarette butt lay on the floor. In spite of Ms. Daniels's attempts to question the class, no one admitted to having smoked the cigarette. Disappointed and frustrated, Ms. Daniels assigned a week's detention to the entire class.
20. Bobbi Hankins, a single teacher with only 3 years' experience, supplemented her salary by selling Avon products. She distributed the monthly catalogs to all faculty and staff members and left a number of copies in both the faculty workroom and the teachers' dining room. Usually Bobbi conducted her business transactions before and after school as well as during her planning and lunch bells.

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APPENDICES

APPENDIX A: Interview Script

Interview Script

- I. I am asking your assistance in helping me to field test a survey and a series of four scenarios I have developed for use in my dissertation.
- II. If it is all right with you, I would like to tape record the interview so I may have an accurate record that will help me analyze the data as it is collected. Please be aware that this discussion is strictly confidential and no value judgments are being made regarding your comments. (Hand the interviewee the first scenario; ask the person to read it and let me know when he or she is finished. When finished reading the scenario, turn on the tape recorder and explain that I want the person to respond to five questions involving the scenario.)
- III. Questions (Place responses on Interview Notes Form.)
 1. What do you believe most high school teachers would do in this situation?
 2. Why do you think most high school teachers would make that decision?
 3. Is this situation representative of what a high school teacher might encounter?
 4. What do you believe the ethical action of the teacher should be? What ethical value, subjective or objective, would have the greater influence?
 5. Are you aware of any different ways in which high school teachers have handled a similar situation?
- IV. I would now like to ask you to complete this survey. If you have any questions, I will be happy to answer them for you. (During this part, note any questions and the explanations.)
- V. I want to thank you for your assistance and the insights you have provided in this phase of the study.

APPENDIX B: Teacher Survey

Teacher Survey

Directions: Please complete the following survey by placing an **X** by your answer or by writing your answer in the blank provided.

1. What is your age?

☐ 24 and under	☐ 41 - 50
☐ 25 - 30	☐ 51 or older
☐ 31 - 40	
2. How many total year have you been teaching including this current school year?

☐ 1 - 5	☐ 11 - 20
☐ 6 - 10	☐ 21 or more
3. Have you ever taken a course or courses in ethics on either the graduate or undergraduate level?

☐ Yes	☐ No
------------------------------	-----------------------------
4. If yes, indicate the course title(s) to the best of your recollection.

5. Are you currently a member of the Virginia Education Association?

☐ Yes	☐ No
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6. Do any of the professional organizations of which you are a member have a written Code of Ethics?

☐ Yes

☐ No

7. If yes, have you read the Code of Ethics?

☐ Yes

☐ No

8. If yes, do you believe the code is helpful in guiding professional decision making?

☐ Yes

☐ No

9. Do you consider yourself to be religious or spiritual?

☐ Yes

☐ No

Thank you for taking your valuable time to complete the survey. Your assistance is extremely important in developing a greater understanding of the role of the teacher.

To maintain confidentiality, this portion of the survey will be removed from your responses above.

If you would like to have an abstract of the results of this study, please indicate your name and mailing address below.

APPENDIX C: Interview Notes

Interview Notes

Date_____

Scn_____

Tch_____

1. What do you believe most teachers would do in this situation?

2. Why do you think most high school teachers would make that decision?

3. Is this situation representative of what a high school teacher might encounter?

4. What do you believe the ethical action of the teacher should be?

5. What ethical value, objective or subjective, would have the greater influence?

___Objective ___Subjective

6. Are you aware of any different ways in which high school teachers have handled a similar situation?

APPENDIX D: Twenty Scenarios

Scenarios

1. Fairmont High School's basketball team was undefeated for the regular season and was headed for the playoffs for the first time in 15 years with an excellent chance to win the state championship. Gabriel Grant was undoubtedly the team's star player, averaging 29 points per game. At the end of the grading period, Gabriel passed only 4 of his 6 subjects, making him ineligible to play since the Virginia High School League required athletes to pass 5 subjects. Bob Conrad, the school's principal, and Lew Jenkins, the basketball coach, approached Dorothy Brown, Gabriel's history teacher, and asked her to reconsider the failing grade Gabriel received in her class. She reaveraged the grade and still Gabriel was several points from a passing grade. The two men asked her to change the grade so that Gabriel might lead his team and the school to victory.
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16. The principal of Garrett High School, in an effort to reduce student absenteeism, issued an attendance policy in which any student with an unexcused absence was to be given no make-up work and was to receive a zero for any missed assignments. Joe Parks, a social studies teacher, voiced his objections to the policy with the principal, Dr. Flowers. Dr. Flowers told him to follow the directive as written.

Mary Edna, one of Mr. Parks's homeroom students, came to class with no excuse note and informed him that she would not be able to produce a note excusing her absence as she had run away from home. If Mr. Parks followed the attendance policy, not only would Mary Edna not learn the material she missed, but the zero on the major test given in her absence would cause her to fail for the marking period. He gave Mary Edna an excused admit slip to take to her other classes.
17. Lawrence Stewart continued to do poorly in his remedial geography class despite Mr. Oliver's reprimands, repeated telephone calls to his home, and individual conferences. To help Lawrence, Mr. Oliver arranged to meet with him during his lunch hour to help design a geography project in which Lawrence could succeed. Several meetings seemed to give Lawrence the impetus he needed and a week later, Lawrence turned in his project. For the first time, Lawrence showed an interest in geography, worked hard, but compared to the other projects turned in, his was less than satisfactory. Knowing that his project represented Lawrence's best effort, Mr. Oliver gave him an A on the project and displayed it in a prominent place.

18. Marian Davis, a student in Larry Stevens's government class, was applying to several colleges. An average student, Marian would need outstanding recommendations from her teachers. When she approached Mr. Stevens, Marian handed him the addresses of the four colleges where she would be applying, asking him if he would write her the recommendations. Earlier in the year, Mr. Stevens suspected Marian of cheating on a major test but was unable to prove his suspicions. Although Mr. Stevens had reservations about her academic and personal qualifications, he wrote her an outstanding recommendation.
19. Kathleen Daniels, a social studies teacher, was called out of her class to help the substitute next door find lesson plans. When she returned four minutes later, the class was filled with smoke and a cigarette butt lay on the floor. In spite of Ms. Daniels's attempts to question the class, no one admitted to having smoked the cigarette. Disappointed and frustrated, Ms. Daniels assigned a week's detention to the entire class.
20. Bobbi Hankins, a single teacher with only 3 years' experience, supplemented her salary by selling Avon products. She distributed the monthly catalogs to all faculty and staff members and left a number of copies in both the faculty workroom and the teachers' dining room. Usually Bobbi conducted her business transactions before and after school as well as during her planning and lunch bells.

APPENDIX E: Teachers' Responses

Teachers' Responses to the Scenarios

SCENARIO 1. Winning at All Costs

1. Keep the original failing grade, and do not change it.
2. Tell the coach that she will speak to someone higher up.
3. Take preventative measures such as going to the teacher in advance and asking what the student needs to do to pass the class.
4. Offer the student some makeup work or extra credit so he could pass the class.
5. Change the grade to a passing one.

SCENARIO 2. Budget Crunch

1. Continue using the worksheets, and conduct the class as before.
2. Alter her method of instruction to integrate some active learning for the students.
3. Manage her time better so that she could teach better and continue the drama coaching.
4. Rationalize that she is doing the best job she can do.
5. Give up the drama activities, and concentrate on teaching the classes effectively.
6. Use the same lesson plan for both the civics and the drama classes.

SCENARIO 3. Undue Influence

1. Remain neutral, and do not give your opinion.
2. Give your opinion, but impress upon the students it is only your opinion.
3. Refer students to the current research on the topic, and let them draw their own conclusions.
4. Tell them you will give them your opinion after they graduate and return to visit you.

SCENARIO 4. Club Med

1. Take a vacation, and skip the conference.
2. Attend the conference.
3. Check out the conference sessions daily, and if they are not good, then leave.
4. Pay your own expenses, and then you can do what you want.
5. Combine both shopping, sightseeing, and going to the sessions.

SCENARIO 5. Quill and Scroll

1. Leave the entries as they are with no rewrites.
2. Ask students for more entries.
3. Hold revision sessions to improve the quality of writing.
4. Rewrite the entries, and pass them off as student work.

SCENARIO 6. To Copy or Not to Copy

1. Use the copying machine.
2. Don't use the machine if directed not to do so.
3. Use the machine, but use your own supply of paper.
4. Get permission from the principal first.
5. Use the machine for school materials only.

SCENARIO 7. Let Sleeping Dogs Lie

1. Let the student sleep in class.
2. Wake the student up if a principal or supervisor is observing the class.
3. Let the student sleep if the student is having a bad day.
4. Do not allow him to sleep in class.
5. Let the student sleep if he is in a lower level class.
6. Wake him up if it is an upper level class.

SCENARIO 8. One Day at a Time

1. Do not confront your friend with your knowledge of her drinking.
2. Confront the friend, and try to get her some help.
3. Alert the administration.
4. Don't tell anyone, but if confronted by someone in authority, tell the truth.
5. Coerce the friend into getting help if classroom performance is affected.

SCENARIO 9. Plus Expenses

1. Keep the honorarium.
2. Use personal leave so you could get paid for the presentation.
3. Follow school policy, and do not take the money.
4. Tell the principal, and let him decide.

SCENARIO 10. Two Sides to Every Story

1. Teach both sides of the issue.
2. Teach only the positive side of the issue, and downplay the negative.

SCENARIO 11. Russian Revolution

1. Ask the student for her background notes and rough drafts.
2. Do not give her the zero.
3. Ask parents in a conference if they saw her working on the paper.
4. Give her the zero.
5. Turn the matter over to the honor council and follow their recommendations.

SCENARIO 12. Silence Is Golden?

1. Involve the guidance counselor.
2. Tell the father.
3. Get some outside help for the student.
4. Tell the school nurse or someone in authority.
5. Do not call the father.

SCENARIO 13. Free Ride

1. Average the research paper with the other grades, and give the student the failing grade.
2. Drop the research paper grade.
3. Tell the student to write the paper, and accept the late paper.
4. Change the weight of the research paper so the student will not fail.
5. Find out the reason why the paper was not done. If the student has a good reason, allow her to make it up with no penalty.

SCENARIO 14. Sick of Shopping

1. Call in sick, and go shopping.
2. Do not use sick leave to go shopping.
3. Pay the substitute yourself.
4. Take a day off without pay.

SCENARIO 15. Bottleneck

1. Let students grade papers, but not record the grades in the gradebook.
2. Grade your own papers, and record your grades yourself.
3. Let students grade papers, but check them after they finish.

SCENARIO 16. Runaway

1. Do not give the student the excused admit slip, but allow the student to make up the work.
2. Follow the school's attendance policy, and do not allow the student to make up the work.
3. Bend the rules, and give her the excused note.
4. Talk to the principal, and ask him to look at this case and excuse the student's absences.
5. Talk to the student's other teachers so they could give her the makeup work.
6. Overlook it, and give makeup work if the student's story proves to be true.
7. Refer her to a counselor.

SCENARIO 17. Best Foot Forward

1. Give the student a passing grade but one he deserves.
2. Treat the student like any other; give an honest grade and do not display the project prominently.
3. Give the student an A, and display the project in a prominent place.
4. Give the child a good grade, and display the project.

SCENARIO 18. The Pen Is Mightier...

1. Write a recommendation but not an outstanding one.
2. Write an honest recommendation.
3. Ask the student to ask another teacher for a recommendation.
4. Write the outstanding recommendation if you cannot prove that the child cheated.
5. Resolve the issue of the alleged incident of cheating.

SCENARIO 19. Where There's Smoke...

1. Proceed as if nothing had happened.
2. Do not punish the entire class, but call an administrator to tell the teacher how to handle the situation.
3. Do not punish the entire class, but try to find out who did it.
4. Speak to the entire class, and express disappointment.
5. Punish the entire class.
6. Hope that someone tells on the culprit.

SCENARIO 20. Ding, Dong. Avon's Calling

1. Continue selling the Avon products during school.
2. Only sell it before or after school but not on school time.
3. Sell the Avon products before school, after school, and during lunch but not during the planning bell.
4. Do not sell the products before, during, or after school in the school building.

APPENDIX F: The National Education Association Code of Ethics

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I - Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program.
 - b. Deny benefits to any student.
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II - Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualification.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by 1975 Representative Assembly, National Education Association

APPENDIX F: Letter to the Superintendent

Dear Superintendent:

I am a doctoral student in educational administration at Virginia Tech and am now beginning to conduct research for my dissertation entitled "Ethics and the Secondary School Social Studies Teacher." I plan to interview 40 social studies teachers from both large and small school systems and am asking your permission to contact the principal of your division's high school for permission to solicit volunteers from the social studies department.

I am researching the ethical predisposition of social studies teachers. During a twenty-minute structured face-to-face interview, I will ask the teachers to read four scenarios, each containing an ethical dilemma and then ask the teachers to react to the scenarios by having them answer what they think most teachers would do. The purpose of my collecting these data is to validate the scenarios so that I may prepare in-service materials on ethics for preservice and practicing teachers.

The teachers' responses will be coded so that their confidentiality will be protected. I will also see the permission of each volunteer to audiotape the interview session which I alone will hear and then destroy after the study is completed.

I am enclosing an informed consent form I will use if you give me permission to ask your secondary social studies teachers to participate in the study. If you do give your permission or require further information or the completion of forms, please send them to me in the enclosed envelope.

I am planning to begin conducting the interviews in October, 1995. I am currently an assistant principal at Bayside High School in Virginia Beach, Virginia, and may be reached by telephone at work (804)000-0000 or at home (804)000-0000. I thank you in advance for any considerations you may give me and look forward to hearing from you.

Sincerely,

Catherine S. Rogers
Doctoral Candidate
Virginia Tech

APPENDIX H: Letter to the Principal

Dear Principal:

I am a doctor student in educational administration at Virginia Tech and am now beginning to conduct research for my dissertation entitled "Ethics and the Secondary School Social Studies Teacher." I plan to interview 40 teachers from both large and small school divisions and am now asking for your permission to contact the social studies teachers in your school to solicit volunteers. I have written to your superintendent and have received his permission to contact you.

I am researching the ethical predisposition of social studies teachers. During a twenty-minute structured face-to-face interview, I will ask the teachers to read four scenarios, each containing an ethical dilemma, and then ask the teachers to react to the scenarios by having them answer what they think most teachers would do. The purpose of my collecting these data is to validate the scenarios so that I may prepare in-service materials for preservice and practicing teachers.

The teachers' responses will be coded so that their confidentiality will be protected. I will also seek the permission of each volunteer to audiotape the interview session which I alone will hear and then destroy after the study is completed.

I am enclosing an informed consent form which I will use if you give me permission to ask your social studies teachers to participate in this study. If you do give your permission, would you complete the enclosed form listing the names of your social studies teachers so I may contact them by letter?

I am planning to begin conducting the interviews in October, 1995. Thank you in advance for any considerations you may give me, and I look forward to hearing from you.

Sincerely,

Catherine S. Rogers
Doctoral Candidate
Virginia Tech

APPENDIX I: Letter to the Teacher

Dear Teacher:

I am a doctoral candidate at Virginia Tech conducting research for my dissertation. One part of my dissertation requires that I interview 40 social studies teachers, 20 from large school districts and 20 from small. I have written to both your superintendent and your principal and have received their permission to contact you. I am now asking your permission to interview you.

Should you decide to help me with my research, I would ask you to read four scenarios, each containing an ethical dilemma, and then react to each scenario by answering several questions. The entire process should take no more than 20 minutes. I would also ask your permission to audiotape your responses. Of course, I would be the only person to hear the tapes which would be destroyed at the conclusion of the study. I am enclosing a copy of the informed consent form to give you more information about the interview.

I am planning to conduct the interviews in October or November during either your planning bell or after school, whichever is more convenient for you. Once I know who gives me permission to interview them, I will make a schedule by contacting you to determine which date would be best. Would you please complete the enclosed form and send it to me in the self-addressed envelope? If you need more information, please do not hesitate to call me at work or at home. I thank you in advance for any consideration you might give me and look forward to hearing from you.

Sincerely,

Catherine S. Rogers
Doctoral Candidate
Virginia Tech

APPENDIX J: Follow-up Letter to the Teacher

Dear Teacher:

I am hoping that you received my letter two weeks ago asking if you would consider letting me interview you for my doctoral dissertation. If the mail system did not deliver my letter to you, I am sending information in the hopes that you will agree to the 20-minute interview in which you would read and respond to four scenarios, each containing an ethical situation. You would be given confidentiality and at no place in the dissertation would you, your high school, or your school division be mentioned.

I have to interview 20 teachers from small school systems and have received replies for 17 who were so generous as to agree to my interviewing them. If you give permission, I would arrange the interview at your school during either your planning bell or after school, whichever is more convenient to you.

Would you please fill out the enclosed response sheet and mail it to me in the envelope at your earliest convenience? I look forward to your reply and would be grateful if you would grant me the interview.

Sincerely,

Catherine S. Rogers

VITA

Catherine Spain Rogers is a graduate of the Virginia Beach City Public Schools and received her undergraduate degree from Old Dominion University. She holds both a Master's degree and an Educational Specialist degree from The George Washington University in Washington, D. C., as well as a Certificate of Advanced Graduate Studies from Virginia Polytechnic Institute and State University in Blacksburg, Virginia.

Her educational career began in Norfolk, Virginia, where she taught English and drama before transferring to Virginia Beach, Virginia, where she is currently employed. She again taught English and drama in Virginia Beach prior to serving seven years as an instructional specialist in secondary English. During her tenure as instructional specialist, she presented in-service programs for local educators as well as sessions at state and national conferences. She then served as the gifted resource teacher for one year before being named as assistant principal at Bayside Middle School. She is now an assistant principal at Bayside High School in Virginia Beach, Virginia.