

## Ethics in Teaching and Learning Guest Editors' Introduction

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The themed portion of this issue of *Issues in Teacher Education* (ITE), "Ethics in Teaching and Learning," was the initial inspiration of Mildred (Millie) Murray-Ward, former ITE Book Review Editor. We are especially thankful for her encouragement and the quality of collegueship she modeled in getting us started on this adventure. Stemming from the review of Robert Infantino's and Rebecca Wilke's book, *Tough Choices for Teachers: Ethical Challenges in Today's Schools and Classrooms* (Mikitka-Gomez, 2011), a proposal and an open call for manuscripts on the ethics theme were born. The call and grassroots solicitations of authors resulted in submissions on topics highlighting ethical issues across the spectrum of teacher education. Authors from a wide dispersion of universities, schools, and education organizations submitted manuscripts. Each manuscript underwent a rigorous anonymous review with multiple layers of reviewing, revising, and editing. The authors, reviewers, and editors collaborated over many months in bringing five articles to this publication. Manuscripts that best fit the criteria of the call, the integrity of the review process, and coordination with the themes emerging during the reviews were selected for inclusion.

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We begin our introduction to the sequence of articles in this edition of ITE with the book review by Genevieve N. Aglazor that leads the cluster of the five themed pieces. She reviewed *Teaching as a Moral Practice: Defining, Developing and Assessing Professional Dispositions in Teacher Education* (Murrell, et al., 2010, as cited in the book review). This volume features an edited collection of writings with isolated case examples of institutions' efforts to "unpack" dispositions that inform classroom and pedagogical practice. According to Aglazor, these writers "help readers understand the interconnectedness and inter-dependence of moral, ethical, content knowledge, skills and teaching/learning environments in developing professional educators." Her comprehensive description and discussion of the book's attempt to define dispositions and their ethical counterparts, complements and sets a context for the thematic topics of the articles that follow. A thread running through the cases is captured by the book reviewer's observation that, "the diversity of the authors demonstrates the importance for a shared set of moral dispositions that must be part of teachers' professional identities."

Richard D. Osguthorpe is another teacher scholar who has been prominent in the discussion of ethical and moral dispositions in teacher education. In his essay, he notes a "dearth of ethical and moral language in the curriculum of teacher education classrooms," and argues that, "teacher educators need to widen the [narrow] scope of the moral and ethical in teacher education despite other demands in the curriculum." He proposes a starting point for coming to a consensus in defining, assessing, and developing dispositions in teacher credential candidates and offers six guidelines for doing this.

In yet another arena of ethical considerations having implications for teaching and learning in teacher preparation, Daniel J. Bergman addresses ethical issues in the era of "high stakes standardized testing" including "test anxiety" of both students and teachers, "teaching to and of the test," and boundaries between "ethical" and "unethical" assessment practices. Results of his study, in which pre-service teachers' perceptions of student evaluation practices of educators were measured, give a glimpse of viewpoints considered ethical and unethical teacher practices. The bipolar designed research questionnaire he adapted from survey scenarios can serve as a tool for teaching and learning about ethicality; it is appended to his article. Bergman found "a need for teacher education programs to explicitly address ethical conduct with pre-service teachers, including the provision of on-going discussion and reflection throughout and beyond the programs."

Déirdre Mary Smith's article describes a dialogic construction of ethical standards for the teaching profession. This ambitious and lon-

itudinal, on-going effort in Ontario, Canada, sought agreement and consensus on standards at the core of professional ethical practice of educators in the province. The data from this collaborative inquiry relied on the “lived experience” of educators to provide case studies for discussion and reflection, and periodic review and revision of the standards. An Internet access link to documents of the ethical standards development and professional development resources associated with the inquiry is included with her article.

National Institute of Health and National Science Foundation grants have supported the fieldwork of Joan Carlton Griswold and Jean Ting Chowning at the Northwest Association for Biomedical Research in Seattle, Washington. They describe their collaboration with secondary school teachers and teacher educators in producing curricular materials to support ethical reasoning. While these materials were designed for high school level science classes, they are useful for providing to the general population of teachers, background in the philosophy of ethics and the teaching of ethical theories that underlie ethical decision-making. In particular, the authors provide an Internet link for free access to *An Ethics Primer* they developed.

Jacques S. Benninga, the next and last author in the ethics themed cluster of articles, presents philosophical and moral development background helpful for resolution of ethical issues encountered in schools. Benninga has a long and proven record carrying a torch for the ethical and moral side of teaching. He received the 2012 Sanford N. McDonnell Award for Lifetime Achievement in Character Education, the highest award of the Character Education Partnership ([www.character.org](http://www.character.org)). Readers will see his mastery at creating an ethics laden case study combined with prompts for thoughtful discussion and analysis of the case dilemmas using a Model of Moral Maturity and the NEA Code of Ethics.

In addition to the microcosms and breadth of ethics in teaching and learning represented in these articles, there is a new publication we would like to bring to the attention of readers interested in pursuing more on matters of ethics in teaching. The American Psychological Association published *Teaching Ethically: Challenges and Opportunities*, a book co-edited by Eric Landrum and Maureen McCarthy (2012). The compendium of articles in this book suggests our psychology colleagues are pioneers out in front of teacher educators in practical application of ethical principles in their classrooms and professional environment. We think this is a “must read” for teacher educators.

Since Coombs (1998; first published on-line, 1995) noticed a diverse “new wave” of interest in professional ethics being “driven by problems [reaching] the public stage” (p. 555), ethics in education have come

under higher levels of public and professional scrutiny. Stern (2011) attributed an array of ills and scandals in schools and in American and international societies to “not ignorance, but ethics” (p. 34), and offered a model for ethical behavior and teaching applied ethics with “critical conversations on ethics.” Ferrero (2011) looked at “contemporary ethical challenges” from a humanistic, historical perspective (p. 22).

We note with concern that compared to the intensity of interest Ontario, Canada, places on ethics that infuse every aspect of teacher preparation and accountability, the United States has far less chronicled evidence of its import in the teaching profession. A word search we conducted of NCATE’s *Standards for Professional Development Schools* (2001) found the term *ethical* only once, subsumed and undefined with the listing of *dispositions* in the glossary (p. 30); the words *ethics* or *moral* do not appear in the document. Searching NCATE’s *Professional Standards for the Accreditation of Teacher Education Institutions* (2008), we found the word *ethics* appears four times and *ethical* appears eleven times scattered across the document with vague references to content or specialization area standards. The word *ethics* is couched (without explication) with the term *professional knowledge* in the *Glossary of NCATE Terms* toward the end of the document (p. 90). The word *moral* does not appear in these NCATE standards. A similar word search of the *California Standards for the Teaching Profession (CSTP)* (California Commission on Teacher Credentialing [CCTC], 1997) found no inclusion of the terms *ethics*, *ethical*, or *moral*. The term *ethical* was injected seven times, vaguely among other alleged indicators of professional development, in the most recently revised *CSTP* document (2009). Opportunities remain for teacher educators to critically examine NCATE, CCTC, and other professional education standards and “widen the scope of the ethical and moral” in teacher preparation, continuing education, and professional development.

As we ventured farther and farther into the wide-open spaces of ethics in teaching and learning, gaining acquaintance with more scholars and their works, we encountered some writers who we see on the edge of new frontiers in defining and unifying an ethical field for the education profession. See, for example, the work of Elizabeth Campbell (2008), Professor at the University of Toronto, education ethicist, and international advocate for the moral identity of teachers. Elizabeth led us to Richard Osguthorpe’s writing. Sarup Mathur and Kathleen Corley at Arizona State University are engaged in survey research on ethical reasoning with teachers and teacher candidates, and Robert Bullough at Brigham Young University, is ready to discuss provocative theories of ethical wisdom.

Furthermore, we took note that Weingarten's (2012) recent opinion query ("How About a Bar Exam for Teachers?") in *The Wall Street Journal* provoked some interesting responses in "Letters to the Editor" over the following days. We wonder if her interest in the National Board for Professional Teaching Standards ([www.nbpts.org](http://www.nbpts.org)) as a standard bearer for teacher preparation will include a serious examination of the ethical elements therein. As Weingarten noted, to become a lawyer in Illinois, Abraham Lincoln needed only certification of his "moral character."

At this conclusion and end of our volunteer guest editorial service for ITE, we would like to thank the manuscript reviewers who were recruited solely for this themed issue, with much respect for their experience and expertise on the topics established for the ethics theme (see list of theme issue reviewers on page 16). They were exceptionally generous with their time and thoughts, providing constructive suggestions to the authors and guest editors in the professional manner prescribed by Nelson (2011). We recommend Nelson's article as a useful reference for prospective ITE peer reviewer panel members and authors. We hope the five ethics theme articles in this special ITE issue will be a catalyst for inspiring sequels of scholarly interest in ethics for teachers and learners.

We found all the theme authors featured here are a special breed of academician and educator who put their hearts, minds, and passions into these writings. We thank Barbara Garii, ITE's new Book and Media Review Editor, for responding to the call and shepherding the review of *Teaching as a Moral Practice: Defining, Developing and Assessing Professional Dispositions in Teacher Education* given its close relation to the ethics theme articles. We acknowledge the ITE editorial and staff members, including Managing Editor Janae Dimick, located at Chapman University for the assistance they provided in coordinating and supervising details of the manuscript submissions and facilitating use of the ITE OJS technology.

Suzanne SooHoo and Joel Colbert, ITE Co-Editors, asked us to include the following introduction to this issue's three non-theme articles "for your reading pleasure," as follows. First, Elizabeth L. Jaeger in her piece "Teacher Reflection: Supports, Barriers, and Results" makes us think about the value of reflective practice in teacher education programs. What facilitates these practices and what barriers do we face as we attempt to build into our programs systematic ways to develop reflective behavior? Second, in "Investigating Perceptions of Teachers and Teaching Using the Draw-a-Teacher Checklist" authors Becky B. Sinclair, Susan Szabo, Adrienne Redmond-Sanogo, and Jennifer Sennette share an innovative approach to access what teaching looks like. They demonstrate the use of a Draw-a-Teacher checklist to determine how students and teachers

perceive teaching. And finally, if you have wondered how prepared our candidates are for the Single-Subject Credential in Foundational-Level Mathematics, you must read Jorgen Berglund's article "An Initial Investigation into the Mathematical Background of Those Who Pass the CSET for Mathematics."

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