

Alignment of Ethics Competencies in Arkansas Educator Preparation Programs

Education Preparation Provider Arkansas State University

Date Submitted _____

Name(s) of Programs Covered Elementary Education

Ethical Standard	Courses/Modules	Clinical Practice	Candidate Assessment	Reporting & Evidence
Domain 1. Professional Integrity and Honesty	RDNG 3223 Content area Reading and Writing: Weeks 7 & 8, 10 & 11 and 12 & 13	Working with classmates to collaboratively develop the mini lesson strategy demonstration to address vocabulary, comprehension, and writing	Mini lesson strategy demonstration rubric	Graded in Canvas and uploaded in SL&L
Domain 2. Confidentiality and Privacy	ELED 4204 Residency I placement: Observations	Field experience classroom placement and teaching observations	University supervisor evaluations and Experienced Mentor Teacher Feedback	Evidence uploaded to SL&L
Domain 3: Respect for Students	ELED 3163 Characteristics of Diverse Learners: Chapter 1 Early and recent foundations of SPED	Observations of student with IEP or considered at risk	IEP Accommodation project and Rubric	Grade from rubric and uploaded to Canvas and SL&L
Domain 4: Duty and Care of Student Welfare	ELED 3173 Elementary Education Content Specialization: Module 2	Task 2 for edTPA: creating a supportive and safe learning environment for students Simulation	Classroom discussion and exit ticket from simulation	Grade from exit ticket uploaded in Canvas
Domain 5: Ethical Use of Assessment & Instructional Practices	ELED 3113 Assessment	Training on ethical grading, accurate student records, and reporting suspected abuse	Written response to scenario/professional reading; Rubric based evaluation by teacher	Uploaded and graded in Canvas
Domain 6: Reflective Practice & Professional Growth	ELED 4102, 4112, 4122, 4132 Methods courses: lesson modeling	Student created mini lessons and full lessons modeled for feedback	Mini lesson and Lesson plan rubrics and feedback from professor and classmates	Uploaded to Canvas and SL&L
Domain 7: Professional Boundaries & Relationships	ELED 3153 Classroom Management: Modules 2 and 7	Classroom discussions and develops a Classroom Management Plan	Discussion board, Quiz, and Classroom Management Plan	Classroom Management Plan uploaded and assessed on SL&L
Domain 8: Legal Compliance & Policy Adherence	TE 2003 Intro to Education: Chapter 8	Ethical dilemma scenarios in cooperative groups to better understand ethical competencies	Classroom discussions and exit ticket	Uploaded and graded in Canvas
Domain 9: Ethical Use of Technology	ELED 3183 Technology: Module 2	Develops a Graphic Organizer related to the ethics of technology and creates a lesson to teach to students	Graphic organizer and lesson	Uploaded and graded in Canvas
Domain 10: Collaboration & Professional Responsibility	ELED 4306 Residency II: Observations, Tasks 1-5	edTPA tasks, Parent Classroom task, School Community task to examine engagement and collaboration within the classroom, school, and community	edTPA portfolio, pictures and commentaries showing engagement with parents, classroom, school and community	Graded and Uploaded to SL&L

Agriculture

Domain	Score (1–4)	Reviewer Evidence/Comments	Training Coverage (if applicable)	Explicit Evidence (Coursework + Training)	GAPS	EPP Response
1. Professional Integrity & Honesty	4	Strong instruction in professionalism, academic integrity, and conduct expectations across AGED/EDAG/SCED courses.	Institutional Academic Integrity training; course-level professionalism expectations.	Academic honesty policies, professional expectations, observation rubrics, reflection assignments.		
2. Confidentiality & Privacy	4	Accepted DESE IDEAS FERPA training with assessment in EDAG 4623 sufficiently addresses confidentiality and privacy expectations. TIAG residency materials further reinforce confidentiality and ethical communication in school settings.	AR IDEAS ERC20010 Family Educational Rights & Privacy Act (DESE licensure requirement).	EDAG 4623 required FERPA module with assessment; TIAG 4816/4826 confidentiality expectations in clinical practice.		EDAG 4623 requiring completion of AR Ideas module ERC20010 Family Educational Rights & Privacy Act module, module assessment included
3. Respect for Students	4	Diversity, equity, inclusive teaching, and respectful practice strongly represented.	Diversity & Inclusion training embedded in SCED 2513.	SCED 2513 diversity modules; EDAG 4623 classroom culture; mentor evaluations.		
4. Duty of Care & Student Welfare	4	Accepted DESE IDEAS child maltreatment training with assessment in EDAG 4623 sufficiently addresses duty of care and student welfare expectations. TIAG residency syllabi further reinforce mandated reporting, safety procedures, and student welfare responsibilities.	AR IDEAS ERB25003 Moments That Matter: Identifying and Responding to Signs of Child Maltreatment (DESE licensure requirement).	EDAG 4623 required child maltreatment module with assessment; TIAG 4816/4826 child maltreatment reporting, school safety, and residency responsibilities.		EDAG 4623 requiring completion of AR Ideas module ERB25003 Moments That Matter: Identifying and Responding to Signs of Child Maltreatment, module assessment included
5. Ethical Use of Assessment & Instructional Practices	4	Coursework and residency evidence sufficiently support ethical use of assessment and instructional practices. Candidates plan instruction, design assessments, analyze student data, provide feedback, and adjust instruction in coursework and residency.	Course-embedded coverage; no separate training required.	EDAG 4623 assessment design and lesson planning; TIAG 4816/4826 analysis of student learning, feedback, and instructional decision-making.		EDAG 4623 delivers specific instruction in class for writing fair and non-biased assessments, using assessment data to inform ongoing instruction, and ethics of assessment. Student generated lesson plans and tests are evaluated to ensure compliance. Their EdTPA submitted assessments are evaluated.
6. Reflective Practice & Professional Growth	4	Strong reflection expectations in AGED/EDAG/SCED; clinical reflection is embedded.	Supervisor/mentor midterm-final conference expectations.	Reflection journals; lesson reflections; observation feedback cycles.		
7. Professional Boundaries & Relationships	4	Professional expectations clearly stated; evaluations measure interactions and conduct.	Institutional conduct training; educator professionalism expectations.	Mentor evaluation forms; professionalism policies; scenario tasks.		
8. Legal Compliance & Policy Adherence	4	Submitted coursework and residency evidence sufficiently support legal compliance and policy adherence at the competency level. Materials document policy/legal orientation, accommodations-related expectations, district-regulation adherence, Title IX/child maltreatment reporting, and professional responsibilities in clinical settings.	Course-embedded and institutional policy coverage.	SCED 2513 policy/legal orientation; EDAG 4623 legal and accommodation-related content; TIAG 4816/4826 district-regulation, reporting, and professional compliance expectations.		In EDAG 4623, guest lecturer, Karen Farley without SPED program, gives specific instruction on IDEA, 504, discipline law, restraint/seclusion rules. Student generated lesson plans and tests are evaluated for compliance with modification requirements. In TIAG courses, students must adhere to IDEA and 504 requirements when designing
9. Ethical Use of Technology	2	Technology integration is present across coursework and residency, but the evidence still does not sufficiently document ethical technology instruction or assessment for educator practice.	General campus technology policies; course technology-use expectations; plagiarism/academic integrity coverage.	SCED 2513 technological dimensions of education, Blackboard/web research use, and plagiarism policy; EDAG 4623 and TIAG coursework require technology integration and electronic tools.	Gap remains. Current evidence supports technology use, but not explicit instruction and/or assessment on student data privacy, digital citizenship, student online safety, or PK-12 copyright/fair use. Domain 9 remains insufficiently evidenced until educator-facing ethical technology expectations are documented.	EDAG 4623 implementation of Ethics in Teaching Module in class instruction. Case-study module created to identify violations and consequences. During Residency I, students will complete online module for Digital Citizenship from Elevify.com for free. The modules include lessons and assessments regarding foundations of digital citizenship, online safety and privacy practices, preventing cyberbullying, evaluating information, privacy, safe and ethical use of AI & digital tools, and how to teach digital citizenship to students. They will also be required to complete the AR Ideas TCB14002 ATI Online: Intellectual Property and Copyright in the Field of Education course. Both the Elevify and AR Ideas courses provide assessment certificates.
10. Collaboration & Professional Responsibility	4	Collaboration embedded in coursework and clinical settings; teamwork clearly assessed.	FFA / CTE professional collaboration contexts (program-level).	Cooperative assignments; classroom collaboration; field evaluations.		

ETHICS FRAMEWORK

Embedding the Arkansas Code of Ethics for Educators in the BSE English Program

Arkansas State University
Department of English – BSE English Program

Ethical Standard	Course(s) or Experience	Strategy for Integration	Assessment / Evidence
1. Professional Conduct with Students	SCED 2513 Intro to Secondary Teaching; EDEN 4553 Methods & Materials; TIEN 4004/4826 Residencies	Case-based analysis of teacher–student boundaries; UDL and TESS domain 2 scenarios; mentor-led feedback cycles	Written reflections; micro-teaching rubric; Residency observation scores
2. Professional Conduct with Colleagues and Parents	SCED 2513; ELSE 3643; TIEN Residencies	Role-play of IEP and parent meetings; collaboration logs in Residency I & II	Mentor evaluations; collaboration log rubric
3. Maintenance of Confidentiality	ELSE 3643; EDEN 4553; TIEN Residencies	FERPA and student-data case studies; confidential record handling training	FERPA quiz; Residency supervisor checklist
4. Accurate Documentation and Reporting	SCED 4713 Ed Measurement; TIEN Residencies	Ethical grading modules; assessment data accuracy reflection	Assessment plan rubric; supervisor observation
5. Avoidance of Conflicts of Interest	EDEN 4553; TIEN Residencies	Scenarios on favoritism and dual relationships; code of conduct review	Candidate acknowledgment form; Residency mentor feedback
6. Professional Growth and Development	SCED 2513; EDEN 4553; TIEN Residencies	Self-assessment and PGD linked to TESS Domain 4; feedback cycles	Professional Growth Plan artifact; PGD rubric
7. Honesty and Integrity in Testing	SCED 4713; EDEN 4553; Residencies	Training in test security and data ethics	Supervisor checklist; Residency observation notes
8. Lawful and Ethical Use of Technology	EDEN 4553; Residencies	Digital citizenship and cyber-ethics modules; AUP agreement	Tech integration project; Residency artifact
9. Adherence to State and Federal Law	SCED 2513; EDEN 4553; Residencies	LEARNS Act and Right-to-Read Act integration; mandated-reporter training	Reflection essay; Residency mentor

			evaluation
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Secondary Math Ethical Standards Matrix

Ethical Standard	MATH 3373	EDMA 4563	TIMA 4816	TIMA 4826
Domain 1. Professional Integrity and Honest			1.1-1.2	1.1-1.2
Domain 2. Confidentiality and Privacy			2.1-2.2	2.1-2.2
Domain 3. Respect for Students			3.1-3.2	3.1-3.2
Domain 4. Duty and Care of Student Welfare			4.1-4.2	4.1-4.2
Domain 5. Ethical Use of Assessment & Instructional Practices			5.1-5.2	5.1-5.2
Domain 6. Reflective Practice & Professional Growth		6.1-6.2	6.1-6.2	6.1-6.2
Domain 7. Professional Boundaries & Relationships		7.1-7.2	7.1-7.2	7.1-7.2
Domain 8. Legal Compliance & Policy Adherence		8.1-8.2	8.1-8.2	8.1-8.2

Domain 9. Ethical Use of Technology	9.1		9.1-9.2	9.1-9.2
Domain 10. Collaboration & Professional Responsibility	10.2		10.1-10.2	10.1-10.2

Responses to “Ethical Competencies” Reviewer Notes from A-State Middle Level Education Program

- For “Clarify where integrity/ethics instruction is explicitly taught and how candidate performance is formally evaluated.”
 - Professional Integrity & Honesty
 - Taught in Intro to Teaching (TE 2003, a pre-program course)
 - Case scenarios with group discussions
 - Understanding of professional integrity and honesty evaluated by
 - Written reflection on quizzes and mid-term/final exams
 - Also assessed through completion and rating using the Educator Dispositions Assessment (EDA)—the “Professionalism” domain, which is completed at multiple program checkpoints, including at the end of TE 2003.
 - In the senior course, MLED 4062 “Middle Level Content Specialization,” candidates reflect on their professional growth in ethics using the AR Ethical Competencies document/descriptions.
 - Evaluated with a rubric
 - In the senior course, MLED 4052 “The Middle School Professional,” candidates reflect on their professional growth in ethics through a written reflection, using the AR Ethical Competencies document.
 - Evaluated with a rubric
 - In both residency semesters, residents are evaluated with the Aspiring Teacher rubric, so the Professionalism domain indicators (see below image) are used to appraise effective observation and implementation of district regulations and ethical behavior.

**Below is the “Professionalism” domain from the EDA instrument.*

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not respond to communications and does not submit all assignments ☐ Fails to exhibit punctuality and/or attendance ☐ Crosses <i>major</i> boundaries of ethical standards of practice ☐ Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others ☐ Functions as a group member with no participation	☐ Delayed response to communications and late submission of assignments ☐ Not consistently punctual and/or has absences ☐ Crosses <i>minor</i> boundaries of ethical standards of practice ☐ Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum ☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Responds promptly to communications and submits all assignments ☐ Consistently exhibits punctuality and attendance ☐ Maintains professional boundaries of ethical standards of practice ☐ Keeps <i>inappropriate</i> personal life issues out of classroom/workplace ☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

**Below is the module being developed from MLED 4052 (see 1.3).*

Module One: Asset-driven Curation of Teacher Subject Matter Knowledge

Module One Objectives

1.1 List Specialized Content Courses

1.2 Curate Specialized Experiences Related to Subject Matter

1.3 Professional Growth in Ethics

1.4 Develop a Plan for Continued Growth
0 pts

**Below is the module being developed from MLED 4062 (See 2.2).*

Module Two: Advocating for Young Adolescents (1 week)

Module Two Objectives

Advocacy Case Studies

2.1 Identifying Responsive Schooling Practices

2.2 Professional Conduct, Boundaries, and Relationships

**Below is the domain from the “Aspiring Teacher” rubric used to evaluate residents during residency placement. Through dialogue with residents and visits/observations at the school, the university supervisors are able to determine residents’ understanding and effective implementation and observance of “school practices, procedures, district regulations and policies.”*

TESS Rubric Descriptor: Aspiring Teacher

4f - Showing Professionalism			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. Fails to comply with preparation program, school or district regulations and timelines.	Is honest and well intentioned in serving students and contributing to decisions in the school but attempts to serve students are limited. Complies mostly with preparation program, school or district regulations and timelines.	Displays a high level of ethics and professionalism in dealings with students. Displays a high level of ethics and professionalism in dealings with colleagues. Complies fully and voluntarily with preparation program, school, and district regulations and timelines.	Is proactive in making sure that school practices and procedures ensure that all students are honored in the school. Displays the highest standards of ethical conduct.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - is honest and demonstrates high standards of integrity with students and colleagues. - willingly participates in collaborative decision-making. - is aware of district policies and complies completely with district regulations.

- For “Add explicit instruction and a documented assessment artifact addressing legal/policy compliance.”
 - In TE 2003 Introduction to Teaching:
 - Students read and discuss the AR DESE Rules Governing the Code of Ethics for AR Educators and the Code of Ethics for AR Educators Allegations Packet
 - Instructor assesses understanding via quiz and mid-term and final exams.
 - Students also sign the AR Code of Conduct
 - As noted above, legal/policy compliance is revisited during residency observations and evaluations using the Aspiring Teacher rubric.
- For “Add a scored artifact tied to technology ethics (privacy, IP, digital citizenship)—e.g., rubric-based analysis, PSA, or policy critique.”
 - In MLED 3083 Integrating Technology in the Middle Grades, candidates study and discuss ISTE’s “Citizen” standards (see image below) and develop a “Digital Citizenship” graphic organizer that depicts the aspects of each portion of these standards. **Note other sources may also be used.*
 - Assessed by a rubric.
 - In the same course, candidates will review an Artificial Intelligence policy and write a critique of it.
 - Assessed by a rubric.

*Below is an image from the ISTE website that portrays the “Citizen” standards components for Educators.

2.3 Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world.

^ 2.3.a Create Positive Experiences

Educators create experiences for learners to make positive, socially responsible contributions and build inclusive communities online.

^ 2.3.b Evaluate Resources for Credibility

Educators foster digital literacy by encouraging curiosity, reflection, and the critical evaluation of digital resources.

^ 2.3.c Model Safe, Legal, Ethical Practices

Educators mentor students in safe, legal, and ethical practices with digital tools and content.

^ 2.3.d Manage, Protect Data

Educators model and promote management of personal data, digital identity, and protection of student data.

PETE Alignment of Ethical Competencies in Arkansas Educator Prep Programs

Ethical Standard	Courses	Clinical practice	Assessment	Reporting Evidence
Domain 1: Professional Integrity and Honesty	HPES 1013, Introduction to HPES	Case studies	Scenario assignment rubric	Completed assignments with feedback
Domain 2: Confidentiality and Privacy	PE 4703, Adaptive Physical Education	IEP Assignment	Assignment rubric	Completed assignments with feedback
Domain 3: Respect for Students	PE 3802, PE for Teachers of Young Children	Micro teaching events Case studies	Lesson plan rubric	Lesson plan feedback and observation notes
Domain 4: Duty and Care of Student Welfare	SCED 2513, Introduction to Secondary Teaching: Mandated Reporter Training	Identification & reporting during residency	Reflection assignment	Training verification
Domain 5: Ethical Use of Assessment & Instructional Practice	EDPE 4583, Methods & Materials for Teaching PE	Create assessments to appropriately measure student learning outcomes and inform future practice	Assessment unit scope and sequence review	Completed assignments with feedback
Domain 6: Reflective Practice & Prof. Growth	SCED 4004, Residency I	Mentor and supervisor pre- & post-conferences on growth areas	Self-evaluation	Portfolio artifact submission of PD events attended during Residency
Domain 7: Professional Boundaries & Relationships	PE 4783, Org. and Admin. Physical Education	Educational laws policies governing conduct	Scenario assignment rubric	Completed assignments with feedback
Domain 8: Legal Compliance & Policy adherence	TIPE 4826, Residency II	Observation of district policies during residency	Field observation notetaking guide, reflection rubric	Reflection artifact in portfolio
Domain 9: Ethical Use of Technology	PE 2013, Using Technology & Evaluation in Physical Education	Case Studies	Scenario assignment rubric	Completed assignments with feedback
Domain 10: Collaboration & Prof Responsibility	TIPE 4826 Residency II	Participate in PLC during residency	Reflection rubric	Residency evaluation form

Alignment of Ethics Competencies in Arkansas Educator Preparation Program

Education Preparation Provider Dr. Jessie King

Date Submitted 12/3/2025

Name(s) of Programs Covered BSE SPED

Ethical Standard	Courses/Modules	Clinical Practice	Candidate Assessment	Reporting & evidence	Standards HQIM, SoR, CEC, ATS, TESS
Domain 1. Professional Integrity and Honesty	ELSE 3223 Intro SPED; ELSE 4193 SPED Law; ELSE 3243 Due Process; ELSE 4203 Family/Community Systems; Residency I & II	Elementary & Secondary Practicum Residency I & II Professionalism Reviews	Dispositions; Integrity reflections; mentor Evaluations	☐ Professionalism Review Forms (Residency I & II) ☐ Dispositions Rubric scores with faculty commentary ☐ Integrity & ethics reflection assignments (ELSE 3223, ELSE 4193, ELSE 3243) ☐ Mentor teacher evaluations documenting reliability, punctuality, and professional conduct ☐ Academic honesty statements tied to key assessments	CEC 6, 7; ATS Professionalism; TESS Domain 4
Domain 2. Confidentiality and Privacy	ELSE 3243 Due Process; ELSE 4193 SPED Law; ELSE 4203 Family/Community Systems	Secure IEP handling; FERPA compliance in practica/residency I & II	Confidentiality checklists; case study reflections	☐ Confidentiality checklists during practicum ☐ Secure handling of IEPs verified by field supervisors ☐ Case study confidentiality reflections (ELSE 4193,	CEC 6; ATS Legal Compliance; TESS Domain 4

				ELSE 3243) ☐ FERPA quiz or training completion documentation	
Domain 3: Respect for Students	ELSE 4263 PBIS; ELSE 4283 Classroom Mgmt; ELSE 4123 Autism; ELSE 4163 EBD; ELSE 4103 Severe/Profound; ELSE 4253 Inclusive Practices	Strengths-based supports; culturally responsive routines; inclusive practicum lessons	Differentiated lesson plans; behavior support plans, mentor feedback	☐ Differentiated lesson plans with culturally responsive strategies ☐ PBIS/BIP plans from ELSE 4263 ☐ Inclusive instruction observations (TESS Domains 2–3 indicators) ☐ Mentor teacher evidence of positive rapport and respect ☐ Autism/EBD practicum observation notes	CEC 1, 2, 5; ATS Diversity & Equity; TESS Domains 2–3; HQIM
Domain 4: Duty and Care of Student Welfare	ELSE 4263 PBIS; ELSE 4283 Classroom Mgmt; ELSE 4103 Severe/Profound; ELSE 4203 Family/Community Systems; HLTH 2513 Personal Health	Crisis prevention; safety protocols; family engagement	Safety plans; risk assessment reflections	☐ Safety plans (ELSE 4103, ELSE 4283) ☐ Crisis prevention modules (CPI, Handle With Care, etc.) ☐ Family engagement documentation (ELSE 4203) ☐ Reflection on safety incidents or simulations	CEC 2; ATS Safe Learning Environments; TESS Domain 2

Domain 5: Ethical Use of Assessment & Instructional Practices	ELSE 4153 Assessment/Diagnosis; ELSE 4143 Curriculum Programming; ELSE 4223 Reading & Language; ELSE 4233 Math Strategies; ELSE 4253 Inclusive Practices	Valid assessment administration; data-driven instruction; UDL in practica/residency I & II	Assessment reports; HQIM-aligned unit plans; SOR reading lesson with progress monitoring	☐ Assessment administration checklists (ELSE 4153) ☐ Valid scoring portfolios ☐ HQIM-aligned unit plans ☐ SOR reading lesson plans with progress monitoring ☐ Math assessment error analyses	CEC 3, 4, 5; ATS Assessment & Instruction; TESS Domains 1–3; HQIM; SOR
Domain 6: Reflective Practice & Professional Growth	ELSE 3223 Intro SPED; Practica (ELSE 4212, 4242); Residency I & II seminars	Mentor conferences; growth goal setting; action research	Reflective journals; professional learning plans	☐ Reflective journals (Residency I seminars) ☐ Professional learning plans ☐ Mentor conference notes ☐ Action research proposals or findings	CEC 6; ATS Reflective Practice; TESS Domain 4
Domain 7: Professional Boundaries & Relationships	ELSE 4203 Family/Community Systems; ELSE 3243 Due Process; ELSE 4193 Law; ELSE 4253 Inclusive Practices	Clear role delineation; ethical communication; co-teaching norms	Collaboration protocols; boundary reflections; mentor evaluations	☐ Co-teaching plans (ELSE 4253) ☐ Boundary reflection assignments ☐ Family communication logs ☐ IEP team participation documentation	CEC 7; ATS Collaboration; TESS Domain 4
Domain 8: Legal Compliance & Policy Adherence	ELSE 4193 SPED Law; ELSE 3243 Due Process; ELSE 4253 Inclusive Practices; ELSE 4273 Transition	IDEA timelines; compliant IEP development; transition planning	IEP packets; transition plans; compliance checklists	☐ IEP packets with verified compliance (redacted) ☐ Transition plans (ELSE 4273) ☐ Due process reflections (ELSE 3243) ☐ Legal scenario case studies	CEC 6; ATS Legal Compliance; TESS Domain 4
Domain 9: Ethical Use of Technology	ELSE 4143 Curriculum Programming; ELSE 4153 Assessment/Diagnosis; ELSE 4253 Inclusive Practices; ELSE 4223 Reading (SOR digital tools)	Ethical AT selection; secure data platforms; accessible HQIM	AT justification forms; digital lesson audits; secure data logs	☐ AT justification forms ☐ Digital lesson audits ☐ Secure data entry logs ☐ UDL-aligned technology integration plans	CEC 5; ATS Technology & Data Ethics; TESS Domains 1–3; HQIM; SOR

Domain 10: Collaboration & Professional Responsibility	ELSE 4203 Family/Community Systems; ELSE 4253 Inclusive Practices; ELSE 4273 Transition; Residency I & II team meetings	IEP facilitation; multidisciplinary teaming; community agency coordination	IEP agendas/minutes; co-instruction plans; communication logs	☐ IEP meeting agendas & minutes (redacted) ☐ Co-instruction plans ☐ Interagency communication logs (Transition) ☐ Residency team meeting reflections	CEC 7; ATS Collaboration; TESS Domain 4
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Alignment of Ethics Competencies in Arkansas Educator Preparation Programs

ED Preparation Provider: Karen Farley

Date Submitted: December 10, 2025

Name of Program Covered: SPED MAT K-12

Ethical Standard	Courses/Modules	Clinical Practice	Candidate Assessment	Reporting & Evidence
Domain 1. Professional Integrity and Honesty	ELSE 5003 Screening Interview; ELSE 6073 IEP Project; ELSE 6163 FBA/BIP; ELSE 5043 Assessment Case Study; ELSE Case study; ELSE 6203 Para Training; ELSE 6206 edTPA	School-based field work, IEP meetings, Residency teaching, planning instruction, collaboration with teams.	(IEP Project); Assessment 3 (edTPA); Assessment 4 (Summative); Assessment 5 (FBA/BIP Project); Assessment 6 (Para Training); Assessment 7 (Case Study); Assessment 8 (Collaboration Project)	Dispositions data; US and EMT evaluations; lesson plan feedback; key assessment data
Domain 2. Confidentiality and Privacy	6243 Due Process DB; ELSE 6073 IEP Project; ELSE 6163 FBA/BIP; ELSE 6053 Case Study; 6203 Para Training	Use of redacted records in fieldwork; secure handling of assessment and behavior data, IEPs, protects student information during professional conversations and trainings of paraprofessionals.	Assessment 2 (IEP Project); Assessment 5 (FBA/IEP Project); Assessment 6 (Para Training); Assessment 7 (Case Study); Discussion Board (FERPA)	Use of password protected documents; FERPA acknowledgement or training records. Compliance with district digital platforms.
Domain 3: Respect for Students	ELSE 6073 IEP Project; ELSE ELSE 6203 Para Training; ELSE 6206 edTPA, Formative, Summative; ELSE 6163 FBA/BIP; ELSE 6053 Case Study	Demonstrate inclusive instruction and behavior support during instruction (formative/summative evaluations) and during edTPA development.	Assessment 2 (IEP Project); Assessment 4 (Summative); Assessment 5 (FBA/IEP Project); Assessment 6 (Para Training); Assessment 7 (Case Study); Discussion Board (FERPA)	Observational rubrics (classroom environment, equity, respect); IEP goals reflecting student strengths
Domain 4: Duty and Care of Student Welfare	ELSE 5003 Classroom Environment; ELSE 6163 ELSE 6206 Collaboration Project; ELSE 6183 DB (student safety and reporting); ELSE 6203 Para Training	Field-based decision making regarding safety, behavior, and welfare. Design and implement safe routines, procedures, and positive behavior supports, and accommodations.	Classroom Environment Project; Assessment 5 (BIP documents incorporating safety); Assessment 8 (Collaboration Project); DB Study Welfare); DB (ASD); Assessment 6 (Para Training)	Mandated reporting training verification, mentor based feedback on duty-of-care decisions. BIP documents incorporating safety
Domain 5: Ethical Use of Assessment & Instructional Practices	ELSE 5043 (Assessment Case Study); ELSE 6163 FBA/BIP; ELSE 6073 IEP Project	Field-based data collection and progress monitoring. Application of rubrics, accommodations, and grading in fieldwork; demonstrates fairness when analyzing student work in case scenarios.	Assessment 2 (IEP Project); Assessment 5 (FBA/IEP Project); Assessment 7 (Case Study)	Assessment case study reports; FBA/BIP data charts; IEP progress monitoring; rubric aligned feedback; documentation of accommodation/modifications in evaluation.
Domain 6: Reflective Practice & Professional Growth	ELSE 6203 Formative/Walk Throughs; ELSE 6206 Summative, Collaboration Project; ELSE 6073 IEP Project	with mentors and supervisors. Participation in professional learning communities, staff development, and collaborative projects.	Formative Evaluations (TESS), Walk Throughs, Assessment 2 (IEP Project); Assessment 4 (Summative) Assessment 8 (Collaboration Project)	growth in ethical practice. Written reflections; collaboration project reflection and feedback. Summative evaluation self-reflection.
Domain 7: Professional Boundaries & Relationships	5003 Screening; 6073 IEP Project; 6206 Collaboration Project; ELSE Summative; ELSE 6053 Case Study; ELSE 6073 IEP Project	Field interactions with students, families, and school personnel. Scenario-based decision making and ethical case analysis in fieldwork and coursework.	EDA; Assessment 2 (IEP Project), Assessment 4 (Summative); Assessment 8 (Collaboration Project)	EDA data; Dispositions rubric; mentor evaluations; collaboration log documenting shared-decision making.
Domain 8: Legal Compliance & Policy Adherence	ELSE 6243 Reflective Journal; ELSE 6073 IEP Project; ELSE 6163 FBA/BIP; ELSE 5043 Case Study; ELSE 6206 Collaboration Project	Application of IDEA, Section 504, ADA, and state regulations in field decisions. Adherence to school policies during fieldwork & professional learning.	Reflective Journal; Assessment 2 (IEP Project), Assessment 5 (FBA/IEP Project); Assessment 7 (Case Study); Assessment 8	IEP compliance checklists; BIP documentation; case study aligned rubric. Staff development, collaboration plans referencing district policy.
Domain 9: Ethical Use of Technology	Formative/Walk-Throughs/Summative; ELSE 6203 Paraprofessional Training Project; ELSE 6206 Collaboration Project	Use of digital assessment tools, LMS platforms, and Go React. Modeling safe and ethical technology norms in instruction and collaboration.	Walk-Throughs; TESS formative; Assessment 4 (Summative), Assessment 6 (Para Training), Assessment 8 (Collaboration)	Secure digital submissions; citation of resources; privacy-protected use of Go React.
Domain 10: Collaboration & Professional Responsibility	ELSE 5003 EDA; ELSE 6073 IEP Project, ELSE 6163 FBA/BIP; ELSE 6206 Collaboration Project; ELSE 6206 Summative	meetings with staff; parent conferences; participation of school-wide initiatives, staff development, and professional learning communities.	EDA; Assessment 2 (IEP Project), Assessment 4 (Summative); Assessment 5 (FBA/BIP); Assessment 8 (Collaboration Project)	IEP meeting conferences; Summative reflections on professional responsibility; collaboration rubric.



Alignment of Ethics Competencies in Arkansas Educator Preparation Programs

MAT (ART, BUS TECH, ELED & MLED)

Ethical Standard	Courses/Modules	Clinical Practice	Candidate Assessment	Reporting & Evidence
Domain 1: Professional Integrity and Honesty	ELED 6113- Principles of Professional Responsibility; RDNG 6013- Effective Reading Practices; TE 6223-Access & Opportunity Plan; TE 6393, TE 6396-Residency	Contemporary issues in reading instruction; Lesson plans for Residency evaluations; Effective Communication; interactions with EMT in PLC meetings	Aspiring Teacher Rubric – Domains 2-4; Case-based analysis on professionalism, communication, and integrity.	Written reflections; Reading comprehension strategy outcomes and instructional analysis reports; Professional field logs; Residency video observation walk-throughs
Domain 2: Confidentiality and Privacy	RDNG 6013- Confidentiality Standards; RDNG 6493 – Screening Diagnosis; TE6393, TE 6396-Residency Forms; TE 6243-Legal & Ethical Issues in Educational Technology	Adhere to confidentiality standards; Screening and Diagnosis; Protects & secures student data during professional conversations; anonymizes student work samples during field	Ethics quizzes; FERPA Training; Reading assessments requiring redaction of student information	Reading Assessments; Assignment Form – PEP Office; Experienced Mentor Teacher evaluations; Signed confidentiality Form; Collaboration log rubric
Domain 3: Respect for Students	TE 6293 -Culturally Responsive Classroom Management Strategies; TE 6223- Access and Opportunity Plan; TE6393, TE 6396-Residency	Models respect in classroom field experience; builds inclusive environments	TESS Evaluations of classroom climate – Domain 2; Reflection Essays; Inclusive Teaching Strategies	Residency Supervisor evaluation; Signed Code of Conduct; Lesson Plan reviews; Reflective field journal
Domain 4: Duty and Care of Student Welfare	ELED 6113 – Develop Domains of Children; Child & Adolescent Development; TE 6293-Classroom Management Plan; Trauma-Informed Teaching, Mandated Reporting & Student Safety	Follows reporting procedures; creates safe learning spaces.	Safety & Support strategies narrative; Child Development Research Paper; Performance assessments on mandated reporting	Classroom Environment Blueprint Diagram; Mandated Reporter Training on ArkansasIDEAS; Assessment plan rubric; Residency Supervisor observation
Domain 5: Ethical Use of Assessment & Instructional Practices	ELED 6023/MLED 6443 – Instructional Planning & HQIM; TE 6043- Fairness in grading & data use; TE	Teach a standards-aligned lesson using HQIM in during clinical practice; Uses formative & summative data	Evaluation of lesson plans; formative and summative assessment tools; standards based grading practices	Rubrics; Work samples indicating ethical data use; EMT feedback; Residency Supervisor Post-Conference notes

	TE6393, TE 6396-Residency	ethically; grades transparently		
Domain 6: Reflective Practice & Professional Growth	TE 6013- Self Reflection assessment; RDNG 6013 - Evidence-based Reading Practices: TE 6223 – curriculum web for integrated lesson plans; TE 6396 – Teacher Seminar on Professional Learning Communities	Teaching experiences grounded in the science of reading; Engages in ongoing reflection; Staff Development; Seeks mentor feedback.	Reflection Essays, Educator Dispositions Assessment; Professional Growth Plan	Reflection Journal in portfolio; Discussion Board; Impact on student learning based on FOR; PGP analysis during Residency; Summative Evaluation Post-Conference
Domain 7: Professional Boundaries & Relationships	TE 6013- Ethical Dilemma module; MLED 6423 – Student Advocacy Program	Maintains appropriate boundaries with students, families, and colleagues.	Disposition assessments; Ethical Decision-Making Framework; boundary-case scenario evaluations; student advisory group	EDA; Ethical analysis paper; EMT Supervisor observation notes; Reflective field journal
Domain 8: Legal Compliance & Policy Adherence	ELED 6103- Frameworks of Literacy Instruction; TE6393, TE 6396-Residency Ethics Seminar	Practices for reading intervention mandates; Applies policies in real settings; follows school procedures.	Arkansas Code of Ethics Seminar; Exams on legal standards; policy-application assignments.	Analysis of literacy texts; Certificate to document workshop with Legal Attorney; FERPA Training
Domain 9: Ethical Use of Technology	TE 6243-Digital Citizenship &, Copyright & Fair Use; ELED 6023, MLED 6443- Instructional Technology Lessons; TE6393, TE 6396-Residency	Uses technology responsibly; protects student data online.	Evaluation of digital lesson plans; technology ethics quizzes.	AUP Plan Project; Residency artifact; Supervisor evaluation notes using GoReact
Domain 10: Collaboration & Professional Responsibility	ELED 6113 - Family & Community Engagement; TE6393, TE 6396-Residency; Collaborative Teaching Models, Professional Roles & Responsibilities	Participates in team meetings at school site; Communicates with families; contributes to school community.	Collaboration rubrics, Disposition assessments; Group project evaluations, Summative Reflections	Reflection Journal in portfolio; Residency EMT evaluation; PLC Meeting agendas; Parent-Teacher Conference; University Supervisor Post-conference.