

Introduction

The CoE Ethical Reasoning in Action (ERiA) module was developed specifically for initial licensure teacher education candidates. Developed by Dr. Kara Kavanagh, CoE Faculty and ERiA fellow, the instrument was first administered Spring 2017; a total of five administrations of the initial version have occurred, through Spring 2019.

To attend to the measure's security and validity, Dr. Kavanagh developed a second form of the ERiA module. This version was first administered during Fall 2019.

The ERiA module addresses James Madison University's Ethical Reasoning in Action initiative using the eight key questions (8KQ; <https://www.jmu.edu/mc/8-key-questions.shtml>) as the basis for a 20-item instrument. The items are scenario-based and revolve around hypothetical situations in P-12 settings. The teacher candidate is asked to consider which of the concepts from the 8KQ is being employed in each vignette. It aligns to InTASC standard 9, CAEP components 1.1 and 3.6. Alignment to Specialty Professional Association (SPA) standards appears in Table 1. A score of 16/20 (80%) or higher is considered a passing score.

Methods

On October 15, 2019, the Director of Teacher Education emailed candidates who were involved in student teaching during the fall 2019 semester, asking them to complete the ERiA module by October 31 (email appears in Appendix at the end of this document). Throughout November 2019, additional reminders were sent to those who had not yet completed. By the end of November 2019, all 105 individuals who were required to complete the module had done so.

Results

- 105 students completed the Ethics Module. One student is in two programs, ELED and French, so the total N across programs is 106.
 - All 105 achieved a passing score
 - 1 (1%) took it twice (did not pass first time)
- Using highest score for each person:
 - $M=19.01$
 - $sd=1.01$

Figure 1. Distribution of scores, Fall 2019 administration

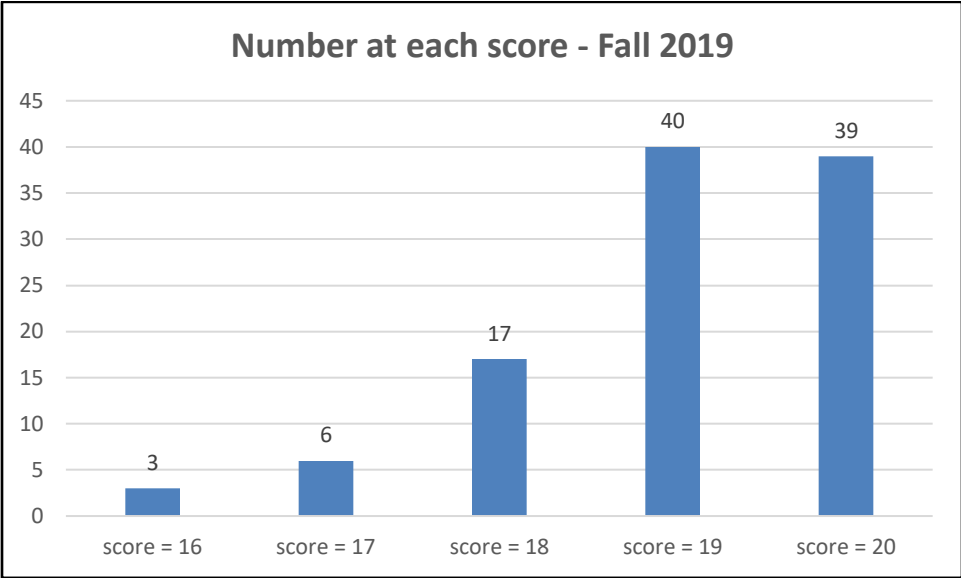


Table 1. Results by program, Fall 2019

Note: To protect individual information, scores and associated statistics are not included for programs with 1 or 2 respondents. Only highest score for each candidate was used in calculations.

Program	N	%	Min.	Max.	M	sd
<i>SPA Standard(s)</i>						
Art <i>NASAD</i>	6	6%	17	20	18.33	1.03
Dance	1	1%	--	--	--	--
ECED <i>NAEYC 2a, 6b</i>	8	8%	16	20	19.13	1.46
ECSE <i>NAEYC 2a, 6b</i> <i>CEC 6.1, 6.3</i>	1	<1%	--	--	--	--
ELED <i>ACEI 5.1, 5.2</i>	63	59%	16	20	19.00	1.03
French* <i>ACTFL 6</i>	1	<1%	--	--	--	--
Middle Education <i>AMLE 5a, 5d</i>	14	13%	17	20	18.79	0.80
MUED-Instr. <i>NASM</i>	3	3%	20	20	20.00	0.00
MUED-Vocal <i>NASM</i>	3	3%	19	20	19.67	0.58
SPED Adapted Curr. <i>CEC 6.1, 6.3</i>	1	<1%	--	--	--	--
SEED-Biology <i>NSTA 6</i>	1	<1%	--	--	--	--
SEED-English <i>NCTE VI</i>	1	<1%	--	--	--	--
SEED-Social Studies <i>NCSS 4a, 4c, 5b</i>	2	2%	--	--	--	--
TESOL <i>TESOL 2, 5</i>	1	<1%	--	--	--	--

*Results for French candidate are included in ELED data as this individual is in both licensure programs.

Summary of findings

Using a one-way ANOVA for independent observations, scores were **not** found to differ significantly across administrations or forms; $F(5) = 1.24, p = .29$ (<https://statpages.info/anova1sm.html>).

Looking at number of students who needed to take the test more than once in order to achieve the required 80% passing score, it appears that with Form 1 there was a slight upward trend in percentage of students successful on the first attempt. This observation resulted in considering that the form was being shared across administrations or that information was being conveyed among examinees, contributing to the development of a second form.

For Form 2, the first-time pass rate is high (>99% passed on first try). Further interpretation for Form 2 will be undertaken after data are collected in future administrations. Looking at raw data and analyzing surveys that were viewed but for which no answers were recorded, it appears that three candidates may have looked through the survey first, reviewed/researched answers, then logged in again to take and pass the survey.

Table 2. Results of all ERiA module administrations

Semester of administration	Form	N	M (sd)	Passing information
Spring 2017	1	236	18.86 (1.11)	235 achieved a passing score 9/235 (~4%) took it twice (did not pass first time) 1 individual had three failed attempts
Fall 2017	1	113	18.96 (1.14)	113 achieved a passing score 5/113 (~4%) took it twice (did not pass first time)
Spring 2018	1	208	18.84 (1.16)	208 achieved a passing score 7/208 (~3%) took it twice (did not pass first time)
Fall 2018	1	100	19.00 (1.15)	100 achieved a passing score 2/100 (~2%) took it twice (did not pass first time)
Spring 2019	1	213	18.75 (1.17)	211 achieved a passing score 1/213 (~0.5%) took it twice (did not pass first time) 2 individuals failed the first attempt and did not retake
Fall 2019	2	105	19.01 (1.01)	All 105 achieved a passing score 1 (1%) took it twice (did not pass first time)

Next steps

Form 2 will be used again for the Spring 2020 administration. The settings will be toggled so that it is not viewable prior to taking, and respondents will be given one chance (with those not passing on the first try needing to request a new log in). A four-hour time limit will be set. Finally, a link to and a reminder about JMU's honor code will be prominently incorporated into the email invite and instructions.

Figure 2. Revised instructions, Spring 2020 administration

Welcome to the College of Education's Ethical Reasoning Module

This self-contained module addresses InTASC Standard #9 and is essential to your professional development, preparation, and certification for being an educator.

InTASC Standard 9 Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

This 60-90 minute module must be completed during your first block of student teaching. Although you will have two opportunities to pass this 20-question multiple choice test, if you do not pass on the first attempt, you need to contact Dr. Dara Hall at the Education Support Center (halldm@jmu.edu) for a new log-in. If you do not score an 80% or higher after a second attempt, your education program advisor will be notified, and remediation and retesting will be required.

Once you log in, please complete the module in one sitting. The module will time out after four hours and only the portion you have completed will count towards your score. Please be aware that you are expected to adhere to JMU's Honor Code (<https://www.jmu.edu/honorcode/code.shtml>).

Violations of the JMU Honor Code include, but are not limited to:

- Copying information from another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.
- Obtaining prior knowledge of examination materials, including using copies of previously given examinations obtained from files maintained by various groups and organizations, in an unauthorized manner.
- Collaborating in an unauthorized manner with one or more students on an examination or any work submitted for academic credit.

By proceeding past this page onto the Ethical Reasoning Module, you are indicating that you have familiarized yourself with JMU's honor code and the penalties associated with honor code violations.

Additionally, during spring 2020, we will compare both forms and match items across forms that evaluate the same constructs, then consider developing new forms, comprised of mixing items from each of the current forms, to further increase security and to eliminate individuals being able to access the exact same form on subsequent attempts.

Appendix

Good morning, Fall 2019 student teachers,

I hope everyone has been having a great first block of student teaching! I look forward to seeing you on Friday at the Student Teaching Conference! Please see important information below and the link to completing the required Ethical Reasoning Module. Please complete this requirement by **October 31st**.

All student teachers must complete an online module related to Ethical Reasoning and the 8 Key Questions. This expectation is related to national Teacher Education accreditation standards and JMU's emphasis on Ethical Reasoning in Action. The module reflects the ethical decisions you may encounter as an educator. There is no cost to complete the module, and it may require 60- 90 minutes of your time, although you can stop and complete the module at a later time if needed.

The module consists of brief passages that will introduce you to all 8 components of the model, followed by 20 multiple-choice scenarios. You are required to receive a score of 80% or higher to pass. In the event that you are not able to achieve this score after two attempts, you must contact your Education Advisor.

You can access the module here: http://jmu.co1.qualtrics.com/jfe/form/SV_0kC2NB8aiBDG42V

Please let me know if you have any questions!

Best regards,
Dara

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