

Ethics Module

CoE Ethical Reasoning Module

Aligns to InTASC 9, CAEP 1.1, 3.6

Alignment to SPA standards appears in Table 1.

To address James Madison University's Ethical Reasoning in Action initiative, the professional education unit developed an Ethical Reasoning Module for future educators, using the eight key questions (8KQ; <https://www.jmu.edu/mc/8-key-questions.shtml>) as the basis for a 20-item instrument that was administered to those scheduled to do student teaching during the upcoming semester.

First Administration – Spring 2017

The first group was notified via email during student teaching of this new requirement.

Dear Spring 2017 Student Teachers,

Starting this semester, we are requiring all student teachers to complete an online module related to Ethical Reasoning and the 8 Key Questions. You can access it via the link provided below and ask that you complete it prior to or on Friday, January 27, 2017.

The module may require up to 90 minutes of your time, so we suggest you plan accordingly. 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 will be sent a link to an alternative assignment, and your Education Advisor will be contacted.

You can access the module here: _____

Please let us know if you have any questions.

Sincerely,

Dara Hall

Admission and Licensure Coordinator

Education Support Center

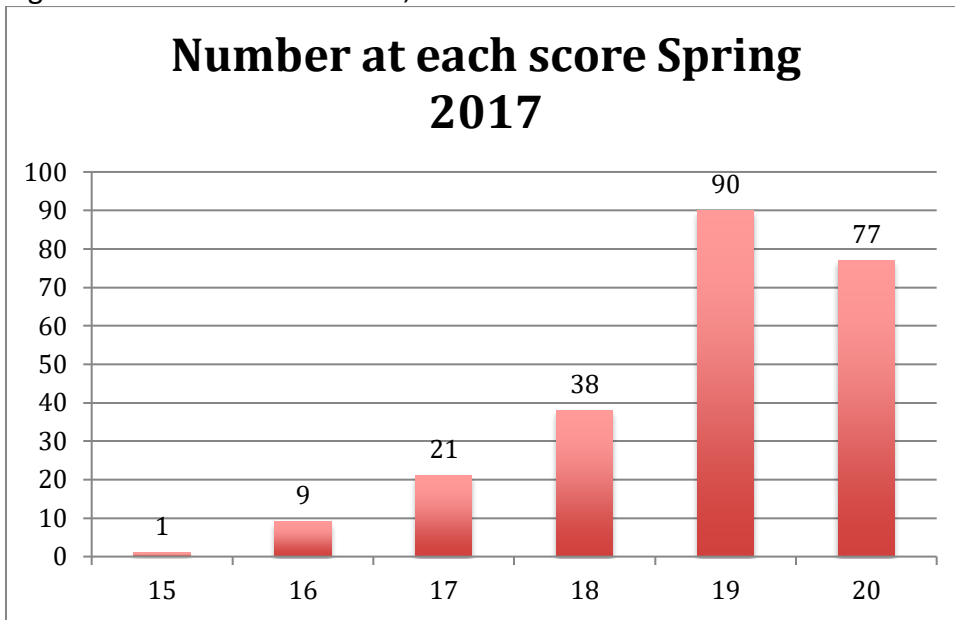
Results

On February 26, 2017, results were presented to the Professional Education Coordinating Council.

- 236 students completed the Ethics Module
 - 235 achieved a passing score
 - 9/235 (~4%) took it twice (did not pass first time)
 - 1 individual had three failed attempts

- Using highest score for each person:
 - $M=18.86$
 - $sd=1.11$

Figure 1. Distribution of scores, first administration



Ethics Module

Table 1. Results by program, Spring 2017

Program					
<i>SPA Standard(s)</i>	Min.	Max.	<i>M</i>	<i>sd</i>	<i>N</i>
Art					
NASAD	19	20	19.71	0.45	7
ECED					
NAEYC 2a, 6b	15	20	18.71	1.67	7
ECSE					
NAEYC 2a, 6b CEC 6.1, 6.3	18	20	19.00	1.00	2
ELED					
ACEI 5.1, 5.2	16	20	18.94	1.00	84
French					
ACTFL 6	16	20	18.67	1.89	3
IECE					
NAEYC 2a, 6b	16	20	18.50	0.97	20
MUED-Instr.					
NASM	17	20	19.32	0.86	19
MUED-Vocal					
NASM	17	20	19.20	0.98	10
PHETE					
AAHE VIII.D	16	20	18.00	1.22	12
SEED-Biology					
NSTA 6	18	20	19.40	0.89	5
SEED-Chemistry					
NSTA 6	17	19	18.00	1.41	2
SEED-Earth Science					
NSTA 6	18	18	18.00	--	1

Program					
<i>SPA Standard(s)</i>	Min.	Max.	M	sd	N
SEED-English	16	20	18.95	1.12	21
<i>NCTE VI</i>					
SEED-Mathematics	16	20	18.30	1.06	10
<i>NCTM 4c, 4d</i>					
SEED-Physics	18	18	18.00	--	1
<i>NSTA 6</i>					
SEED-Social Studies	17	20	19.00	0.82	10
<i>NCSS 4a, 4c, 5b</i>					
Spanish	19	19	19.00	0.00	1
<i>ACTFL 6</i>					
SPED Adapted Curr.	16	20	18.50	1.91	4
<i>CEC 6.1, 6.3</i>					
SPED K12	16	20	18.72	1.19	18
<i>CEC 6.1, 6.3</i>					
TESOL	17	19	18.67	0.75	6
<i>TESOL 2, 5</i>					
Theatre	20	20	20.00	0.00	1
<i>NAST</i>					

Note: Only highest score for each candidate was used in above calculations.

Instrument Review (Spring 2017)

Because this was a new instrument, the PECC was interested in the functioning of the instrument. Is the instrument a useful tool? What changes could be made to improve the tool?

The first and last items (#1 and #20, respectively) had no discrimination (100% passed). The most difficult item was #10. The correct answer was given by 59% of respondents, and two of the distractors received 33% and 8% of responses. A third distractor was not chosen by any respondents.

Ethics Module

Second Administration - Fall 2017

On October 16, 2017, student teachers were asked to complete the Ethical Reasoning Module by October 31, 2017.

- 113 students completed the Ethics Module
 - 113 achieved a passing score
 - 5/113 (~4%) took it twice (did not pass first time)
- Using highest score for each person:
 - $M=18.96$
 - $sd=1.14$

Figure 2. Distribution of scores, second administration

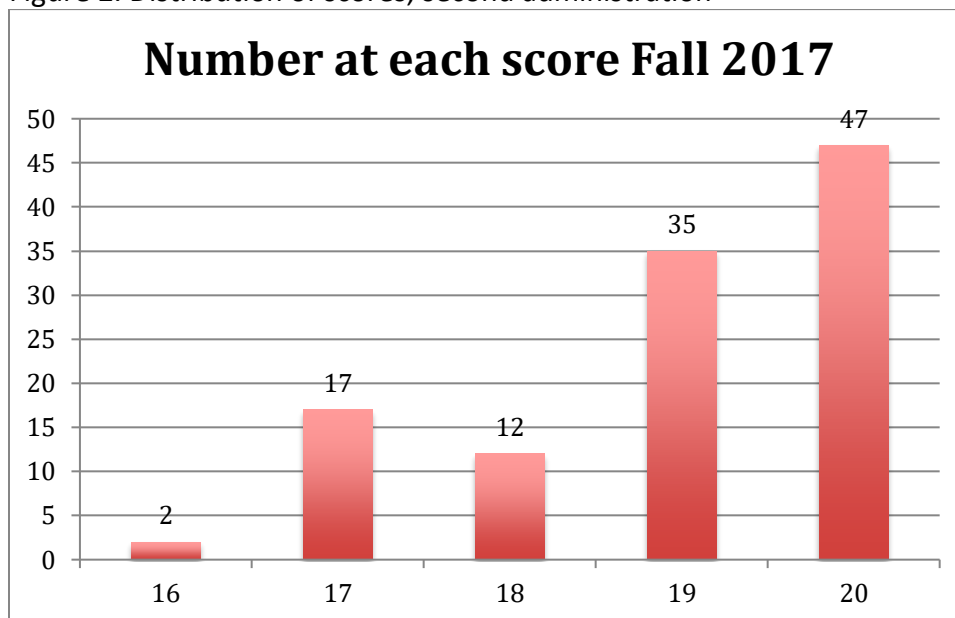


Table 2. Results by program, Fall 2017

Program					
<i>SPA Standard(s) not included in Table 1.</i>	Min.	Max.	M	sd	N
Art	17	20	18.80	1.32	10
Dance					
<i>NAST</i>	19	19	19.00	0.00	1
ECED	16	20	18.25	1.58	8
ELED	16	20	19.11	1.03	73
MSED					
<i>AMLE 5a, 5d</i>	17	20	18.73	1.19	11
MUED-Instr.	17	20	18.71	1.38	7
MUED-Vocal	18	19	18.50	0.71	2
TESOL	19	20	19.67	0.58	3
Theatre	20	20	20.00	0.00	1

Note: 3 candidates are in more than one program, so total represented in Table 2 is greater than total number of candidates who completed the Ethical Reasoning Module. Only highest score for each candidate was used in above calculations.

Instrument Review (Fall 2017)

Just as was noted in the previous instrument review, the first item (#1) had no discrimination (100% passed). Other items with no discrimination were #3, #4, #14, #17 and #19. Again, the most difficult item was #10; the correct answer was given by 63% of respondents, and two of the distractors received 30% and 7% of responses. A third distractor was not chosen by any respondents.

Given that our goal is to expose students to JMU’s Ethical Reasoning in Action model, having a “difficult” test is not of utmost importance. After the third data collection is complete (Spring 2017), the PECC will review the instruments and data and determine whether the instrument is useful as is, or whether changes should be instituted. See the Standard 1 narrative in the CAEP SSR for more information about the Ethical Reasoning Module as it pertains to professional education candidates.

Ethics Module

Third administration (Spring 2018)

On February 8, 2018, student teachers were asked to complete the Ethical Reasoning Module by March 2, 2018. On April 2, 2018, an email prompt was sent to anyone who had not yet completed the module, and to the few candidates who completed the module but had not achieved a passing score. These individuals were given until April 5 to complete the module.

Results

- 208 students completed the Ethics Module
 - 208 achieved a passing score
 - 7/208 (~3%) took it twice (did not pass first time)
- Using highest score for each person:
 - $M=18.84$
 - $sd=1.16$

Figure 3. Distribution of scores, third administration

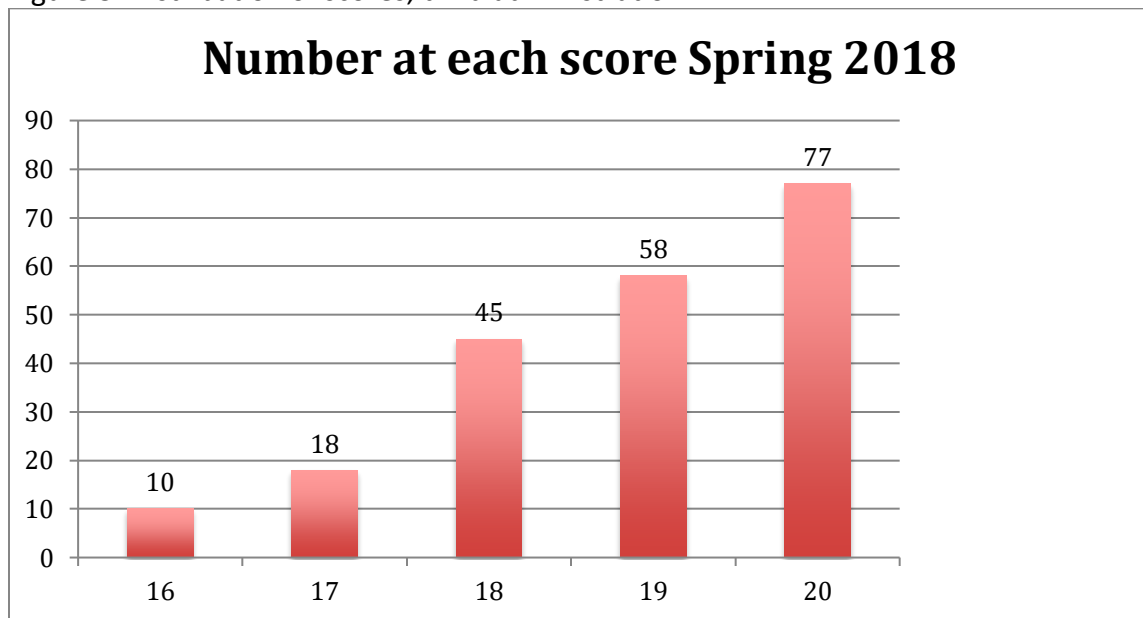


Table 3. Results by program, Spring 2018

Program	Min.	Max.	<i>M</i>	<i>sd</i>	<i>N</i>
Art	18	20	19.25	0.96	4
ECED	17	20	18.83	1.17	6
ECSE	17	17	17.00	1.00	1
ELED	16	20	18.80	1.19	71
French	16	16	16.00	0.00	1
German	20	20	20.00	0.00	1
IECE	16	20	18.75	1.24	16
MUED-Instr.	18	20	19.33	0.65	12
MUED-Vocal	17	20	19.13	1.25	8
PHETE	16	20	18.78	1.30	9
SEED-Biology	18	20	18.75	0.96	4
SEED-Earth Science	17	17	17.00	0.0	1
SEED-English	17	20	19.11	0.99	19
SEED-Math	17	20	19.00	1.10	11
SEED-Physics	18	20	19.00	1.41	2
SEED-Social Studies	16	20	18.64	1.29	17
SPED Adapted Curr.	16	20	18.40	1.17	10
SPED K12	16	20	18.67	1.23	11
TESOL	19	20	19.00	2.00	4

Note: Only highest score for each candidate was used in above calculations.

Instrument Review (Spring 2018)

As in the two previous administrations, the first item (#1) had no discrimination (100% passed). Other items with low discrimination, defined by 95% or more respondents scoring correctly, were #2, #3, #4, #7, #12, #13, #14, #15, #16, #17 and #20. The most difficult item was #10, with 68% of respondents scoring correctly, and two of the distractors received 22% and 10% of responses. A third distractor was not chosen by any respondents. Although item #10 has been the most difficult item across the three cycles, the correct answer has been increasingly reached by more respondents with each successive administration.

Discussion points for April 2018 PECC meeting

Ethics Module

1. The purpose of the Ethical Reasoning Module is to ascertain that our candidates are able to apply the 8KQ to education/classroom scenarios.
2. We reasoned through why a pretest doesn't serve the purpose of this assessment: we are not necessarily interested in whether candidates learn about the 8KQ in general education versus within professional education courses. Again, our goal to measure their potential to reason through ethical dilemmas that relate to classroom settings and to apply the 8KQ framework properly.
3. Dr. Kavanagh will create new items for the assessment during her Madison Collaborative work in Fall 2018. These new items will be piloted next Spring and we will report back to PECC with results in April 2019.

Ethics Module

Fourth Administration (Fall 2018)

On February 8, 2018, student teachers were asked to complete the Ethical Reasoning Module by March 2, 2018. On April 2, 2018, an email prompt was sent to anyone who had not yet completed the module, and to the few candidates who completed the module but had not achieved a passing score. These individuals were given until April 5 to complete the module.

Results

- 100 students completed the Ethics Module
 - 100 achieved a passing score
 - 2/100 (~2%) took it twice (did not pass first time)
- Using highest score for each person:
 - $M=19$
 - $sd=1.15$

Figure 1. Distribution of scores, fourth administration

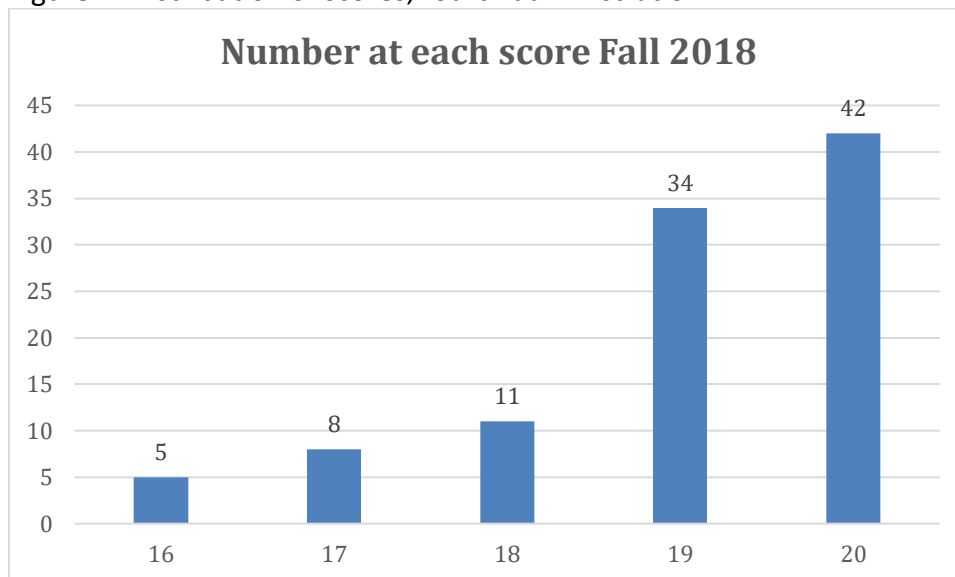


Table 1. Results by program, Fall 2018

Program	Min.	Max.	<i>M</i>	<i>sd</i>	<i>N</i>
Art	18	19	18.75	0.50	4
Dance	19	19	19.00	0.00	1
ECED	17	20	18.80	1.03	10
ELED	16	20	19.00	1.27	62
MSED	17	20	19.00	0.88	14
MUED-Instr.	20	20	20.00	0.00	3
MUED-Vocal	18	20	19.25	0.96	4
SPED Adapted Curr.	17	20	18.50	2.12	2

Note: Only highest score for each candidate was used in above calculations.

Instrument Review (Fall 2018)

As in the two previous administrations, the first item (#1) had no discrimination (100% passed). Other items with low discrimination, defined by 95% or more respondents scoring correctly, were #2, #3, #4, #7, #12, #13, #14, #15, #16, #17 and #20. The most difficult item was #10, with 68% of respondents scoring correctly, and two of the distractors received 22% and 10% of responses. A third distractor was not chosen by any respondents. Although item #10 has been the most difficult item across the three cycles, the correct answer has been increasingly reached by more respondents with each successive administration.

Discussion points for April 2018 PECC meeting

1. The purpose of the Ethical Reasoning Module is to ascertain that our candidates are able to apply the 8KQ to education/classroom scenarios.
2. We reasoned through why a pretest doesn't serve the purpose of this assessment: we are not necessarily interested in whether candidates learn about the 8KQ in general education versus within professional education courses. Again, our goal to measure their potential to reason through ethical dilemmas that relate to classroom settings and to apply the 8KQ framework properly.
3. Dr. Kavanagh will create new items for the assessment during her Madison Collaborative work in Fall 2018. These new items will be piloted next Spring and we will report back to PECC with results in April 2019.

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Fifth Administration (Spring 2019)

On October 18, 2018, student teachers were asked to complete the Ethical Reasoning Module by October 31, 2018. On November 19, 2018, an email prompt was sent to anyone who had not yet completed the module, and to the few candidates who completed the module but had not achieved a passing score. These individuals were given until November 27 to complete the module.

Results

- 213 students completed the Ethics Module
 - 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
- Using highest score for each person:
 - $M=18.75$
 - $sd=1.17$

Figure 5. Distribution of scores, fifth administration

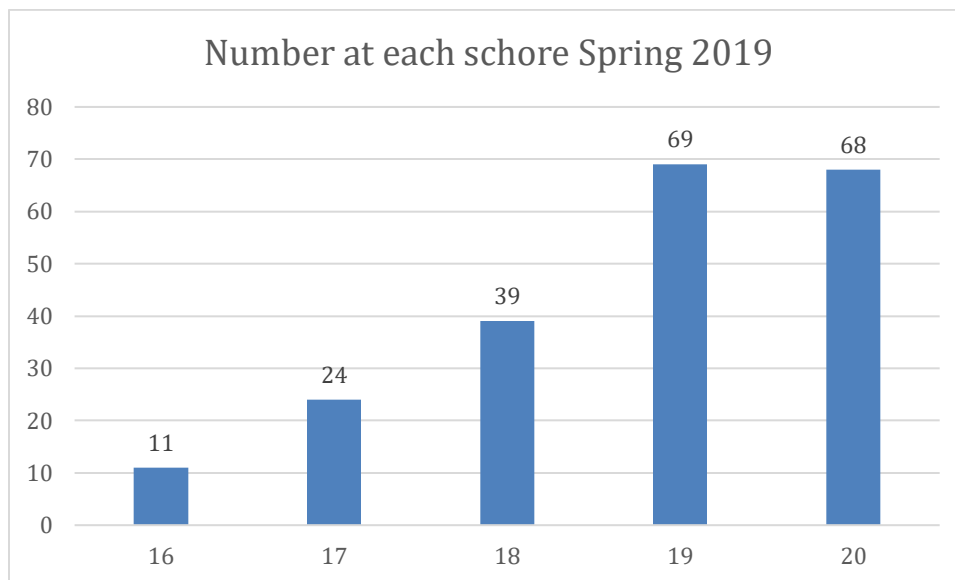


Table 5. Results by program, Spring 2019

Program	Min.	Max.	<i>M</i>	<i>sd.</i>	<i>N</i>
Art	17	20	18.56	1.01	9
ECED	16	20	18.71	1.49	7
ELED	16	20	18.83	1.14	72
IECE	16	20	18.45	1.21	11
MUED-ins	18	20	19.10	0.74	10
MUED-voc	16	20	18.25	1.71	4
PHETE	16	20	18.13	1.72	15
SEED – Biology	18	20	19.00	0.81	4
SEED – Chemistry	20	20	20.00	0.00	1
SEED – Earth Science	16	20	18.25	1.71	4
SEED – English	16	20	18.69	1.25	13
SEED – Mathematics	17	20	19.00	1.26	6
SEED – Physics	19	19	19.00	0.00	1
SEED – Social Studies	16	20	18.75	1.24	30
SPED Adapted Curr.	19	20	19.33	0.57	3
SPED K12	17	20	18.61	1.09	18
TESOL	19	20	19.40	0.55	5

Note: Only highest score for each candidate was used in above calculations.

Next Steps

Kara Kavanagh, CoE Faculty and fellow workers on Ethical Reasoning in Action, completed a draft of the second version of the EriA module. This was done to establish a second form so that items could be interchanged between the two drafts, leading to greater security around this measure.

The CoE will administer this version in Fall 2019. Some graduate students were asked to pilot and review the second version. They have provided the comments listed below.

- “The phrasing of the bold part of question 17 was confusing and I wasn’t sure to what part of the scenario it was referring to.”
- “question 12 was slightly tricky with the wording, but reading question 13 helped me to better understand what question 12 was aiming at. I don’t know if there is anything that can be done to the syntax of the question to make the question more clear.”
- “I thought the module was simple and easy to follow. I also thought it was helpful that all the scenarios given were related to teaching. As future educators, these are situations that we might encounter one day.”

These comments were considered when making alterations to the second form of the EriA module.