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Teachers' Perceptions of *ProEthica*[®] Program Learning Outcomes

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Abstract

Ethics education can provide an opportunity to educators to learn how to fulfill their professional responsibilities with regard to ethics, including making decisions that protect students' welfare. The *ProEthica*[®] program is a professional development program for teachers and administrators. The basic intended intermediate outcomes of the ProEthica program for teachers are that teachers will learn how to balance competing obligations and expectations in their relationships with students, colleagues, administrators, and the community and that they will gain knowledge about best practices and principles embodied in the Model Code of Educator Ethics. The purpose of this study was to collect initial evidence about the intended intermediate outcomes. Three surveys were developed and administered to teachers in a pilot school district before they began the ProEthica program, after they completed the program, and at the end of the program year. The study methodology and summaries of survey responses are documented in this report.

Keywords: *ProEthica*[®] program, educator ethics, learning outcomes

Table of Contents

Background	3
Method	5
Sample	7
Results.....	8
Discussion.....	19
References	21
Appendix	23

List of Figures

Figure 1. Logic Model Summarizing the ProEthica for Teachers Theory of Action	2
Figure 2. Numbers of Teachers Responding to Surveys 1, 2, and 3; Their Intersections; and Percentages of the Combined Sample.....	8
Figure 3. Participants’ Perceived Knowledge of Professional Ethics for Educators and the States’ Code of Ethics Prior to Participating in ProEthica (Survey 1)	9
Figure 4. Retrospective Perceptions About Knowledge of Professional Ethics for Educators Prior to Participating in ProEthica (Survey 2) for Individuals Who Did and Did Not Complete Survey 1.....	10
Figure 5. Survey 2 Responses on Participants’ Perceptions of Changes After Participating in ProEthica	11
Figure 6. How Long Since Survey 3 Respondents Completed the ProEthica Program.....	12
Figure 7. Survey Participants’ Personal Experience and Perceptions as a Professional Educator	14
Figure 8. Responses From Survey 1 and Survey 3 About the Importance of Professional Ethical Guidelines and Training	15
Figure 9. Survey 3 Respondents’ Self-Reported Knowledge, Awareness, and Related Actions From ProEthica.....	16
Figure 10. Survey 3 Participants’ Perceptions Since Participating in the ProEthica Program	17
Figure 11. Retrospective Reporting of Frequency of Thoughts and Engagement in Ethics-Related Activities Before and After ProEthica	18

Professionalism in education includes the expectation that teachers possess knowledge, skills, and abilities to engage in practices and make decisions that protect students' welfare. Sykes and Wilson (2015) described *teaching* as an "ethical practice that requires teachers to manage dilemmas of various kinds and to act in ways that support students' best interests, sometimes in the face of countervailing pressures" (pp. 17–18). The professional responsibilities of teachers further include ethical commitments to students' family members, other teachers, administrators, and service providers in their work supporting students' learning and development (Sykes & Wilson, 2015, p. 77).

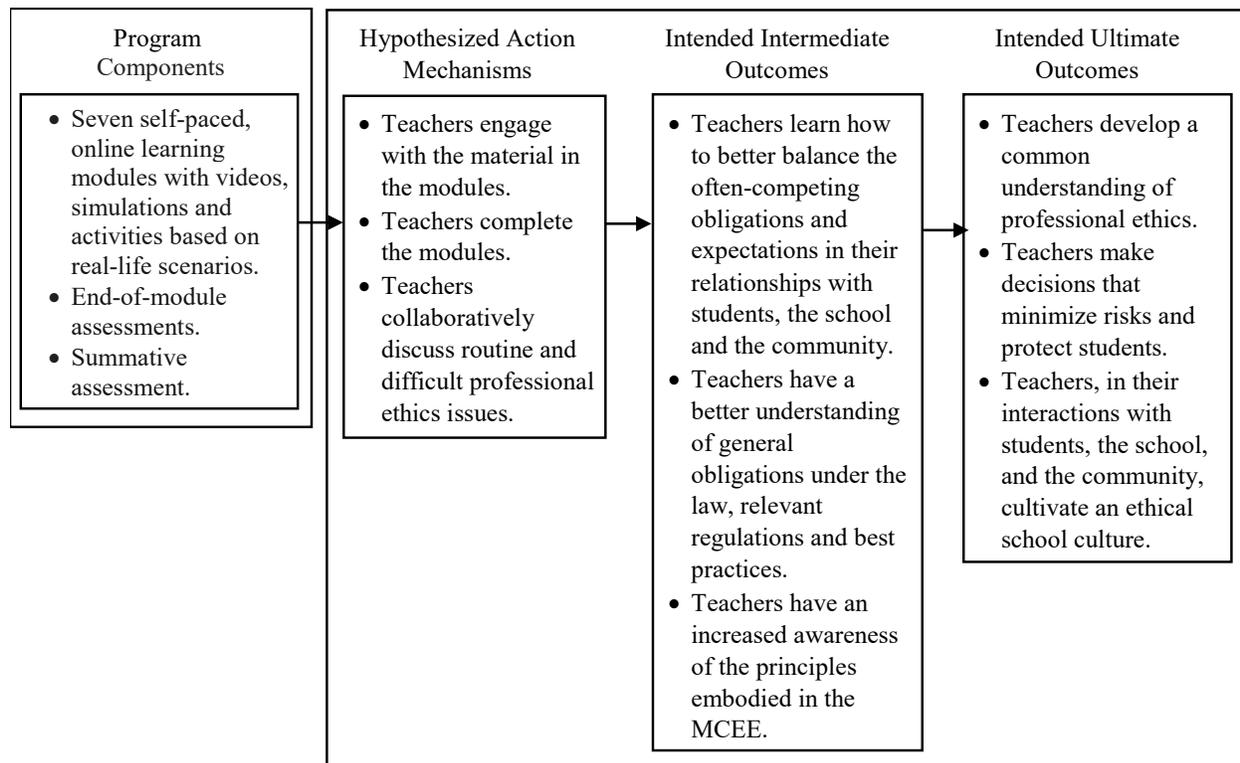
States and other licensing agencies require that individuals who desire to enter and remain in the teaching profession acquire competencies that are necessary for safe and responsible practice and grow those competencies to deliver effective teaching. Opportunities to learn and develop new knowledge, skills, and abilities are provided through teacher education programs and in-service professional development. Ethics education is intended to provide an opportunity for educators to develop or refine some of those competencies and can be delivered to prospective and practicing teachers.

The *ProEthica*® program for teachers is an online, self-paced professional development program that provides current and prospective teachers an opportunity to apply professional ethics in scenarios they might face in their practice.¹ Seven modules cover topics such as boundaries with students, appropriate relationships with members of the school community, appropriate use of technology, and applications of ethical decision-making. The modules are self-paced, and each was designed to be completed in less than 30 min. The program could take as little as 3.5 hr to complete or as much as many months. At the time of this study, the intended audience was novice teachers; subsequently, the audience had expanded to preservice teacher candidates. Hutchings et al. (2018) documented the alignment between *ProEthica* and the Model Code of Ethics for Educators (MCEE) sponsored by the National Association of State Directors of Teacher Education and Certification (NASDTEC, n.d.).

The intended outcomes for teachers who complete the *ProEthica* program can be thought of as both short-term claims that focus on immediate learning for teachers and long-

term claims for what should happen when educators engage in this kind of work over the course of their careers. Our interpretation of the theory of action for ProEthica, which contains the program components that were available for teachers at the time of this study, the hypothesized action mechanisms, and the intended intermediate and ultimate outcomes, is shown in a logic model (refer to Figure 1).

Figure 1. Logic Model Summarizing the ProEthica for Teachers Theory of Action



Note. MCEE = Model Code of Ethics for Educators.

The purpose of this study was to collect initial evidence about whether teachers who completed the modules perceived that they experienced the intended intermediate outcomes of the ProEthica program.

Background

State and district leaders aim to recruit and retain teachers who can deliver quality teaching with the capability to make decisions that minimize student risk. They are also interested in providing opportunities for educators to acquire knowledge, skills, and abilities that will help them fulfill their ethical responsibilities. These interests are represented by codes and standards that provide a common understanding of what it means to fulfill ethical responsibilities in education. Examples include the National Education Association's Code of Ethics,² specific state codes (e.g., Davenport et al., 2015), and the MCEE (NASDTEC, n.d.). Regarding the MCEE, the mission statement describes the purpose for the code:

The purpose of the Model Code of Ethics for Educators (MCEE) is to serve as a shared ethical guide for future and current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection and decision-making, setting the groundwork for self-regulation and self-accountability. The establishment of this professional code of ethics by educators for educators honors the public trust and upholds the dignity of the profession. (NASDTEC, 2015, p. 1)

Winston (2007) motivated the need for ethics education by summarizing research suggesting that "individuals overestimate their ability to make ethical decisions and underestimate the impact of their biases on their decision making, particularly in organizational contexts and managerial decision making" (p. 235). Recognizing this need, some preparation programs include it in their curriculum (e.g., Strike, 1990), but according to the most recent review we found, Warnick and Silverman (2011), there have not been many documented ethics education programs in the field of education. This may have changed more recently; we are aware that at least some states require ethics education for teacher licensure at the preservice

or in-service level (refer to, e.g., the state licensing agency websites for Florida, Georgia, and Texas).

Researchers describe the need for not only knowledge and understanding but also judgment in order for teachers to carry out their ethical responsibilities (e.g., Sykes & Wilson, 2015). Warnick and Silverman (2011) suggested that “ethical theory, codes of ethics and case analysis together are important curricular components providing teachers the opportunity to learn and practice” (p. 275). Maxwell and Schwimmer (2016) posited that

ethics education enhances quality teaching because: (1) familiarity with the collective norms of the profession and their practical application is conducive, if not essential, to professionalism; (2) reflecting on the ethical dimensions of teaching increases teachers' sensitivity to the ethical issues that arise in professional practice; and (3) grappling with ethical problems intellectually promotes students' cognitive moral judgment development, making them more likely to find the most rationally defensible solutions to the ethical dilemmas encountered at work. (p. 366)

Note that this definition of quality teaching does not explicitly include student learning of content-specific knowledge and skills. Likewise, our interpretation of the *ProEthica* theory of action does not include a direct or measurable link to content-specific student learning.

Evaluating professional development and curricular components is important to optimizing their effectiveness. In a meta-analysis of ethics education, Winston (2007) found that most evaluations of ethics education studies they reviewed used surveys to capture a snapshot of program effects. The studies were from other professions outside of education for the most part, with very few in education. We did not find any more recently published syntheses of research on ethics education within or outside of the education field. Winston (2007) described the studies included in the meta-analysis as follows:

The most commonly represented was that of measuring perceptions or changes in perceptions based on the application of some treatment, such as course content. . . . The measurement of perceptions included considerations such as respondents' representations of how they would behave in a given circumstance

and faculty surveys regarding whether ethics should be taught and whether they teach it in their courses or departments. A far smaller percentage (16.7%) represented measures of reasoning or cognitive development or changes in such. . . . One-third of the studies were based on the analysis of more than one measure, such as combinations of measures of perception (how would you behave?) and measures of professional behavior (how do you behave?). (pp. 242–243)

Method

Given time and budget constraints, including a lack of opportunity to recruit a control group, we chose for the evaluation study design a single-group pretest–posttest design where we targeted the population of teachers in a pilot district who were intended to be recipients of the treatment (i.e., the *ProEthica* program). A team of researchers, subject matter experts, and psychometricians developed three surveys to capture program completers' perceptions of the intended intermediate outcomes of the program.

We assumed that participants would differ in their baseline levels of exposure to ethical codes and issues related to educator ethics. Survey 1 (Pretest) was intended to capture baseline information about individuals' existing knowledge and perceptions related to educator ethics, ethical decision-making in education contexts, and ethical codes. Some questions were adapted from an exit survey about experiences with a performance-based assessment about decision-making in the context of digital literacy (Katz, 2007). The survey was intended to be brief. Prior to administering Survey 1, five former teachers who were also researchers reviewed the items and provided feedback on their clarity and presentation.

After an orientation session about *ProEthica* for school administrators, a district staff member distributed the online survey link to the 18 schools participating in the *ProEthica* pilot to share with teachers. Teachers in the pilot program district received a link to Survey 1 prior to being exposed to the program. The survey, open from mid-August to October of 2017, was optional. Respondents were eligible to be entered into a lottery for a \$25 gift card. The survey included items on grades taught and years of experience, perceptions of teachers' experiences

as an educator, prior knowledge and experience with ethics training, and personal experiences and perceptions relevant to the topics that would be covered in the ProEthica program.

Survey 2 (Posttest A) was administered in the ProEthica learning management system after individuals completed all ProEthica modules, but participation was still optional. It launched in September 2017, near the beginning of the program year. It included several research items, which we created by revising, adapting, and expanding items from Survey 1 based on how they functioned in that initial survey. The items included knowledge of and opinions about professional ethics principles, as well as perceptions regarding the learning and growth in thoughtfulness about professional decisions and their consequences that the teachers attributed to ProEthica. We included two questions about how seriously participants took the program that were worded in opposite directions to help detect acquiescence bias (e.g., selecting all positive responses without regard to the prompt content³). The survey also included items on usability and participants' opinions about the functionality of the modules (not reported herein).

Although we expected a good response rate from Survey 2 because it was delivered within the online program, we were not able to include all of our research survey items because of time constraints meant to minimize undue burden on ProEthica participants. We also wanted to give participants time to reflect on their experience with ProEthica. Consequently, we developed a second posttest, Survey 3, that was administered outside of the learning management system. The pilot district teachers received a link to participate in Survey 3 (Posttest B) via email at the end of the program year (May 2018). Survey 3 included items regarding teachers' progress with the ProEthica program, how long they spent on the modules, how long ago they completed the modules, their most recent experiences with educator ethics, personal experiences with and perceptions of educator ethics (not necessarily attributed to ProEthica), learning attributed to ProEthica, change in personal experiences and perceptions attributed to ProEthica, and knowledge of educator ethics. We used email addresses to create unique and anonymized participant identifiers to link Surveys 1, 2, and 3.

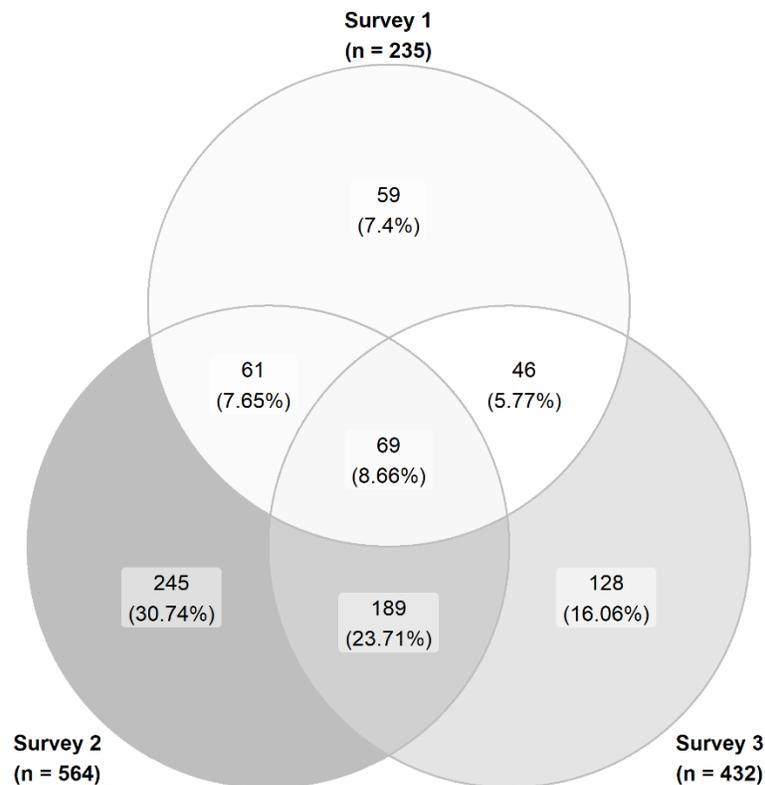
We hypothesized that ProEthica would increase teachers' awareness of and knowledge, skills, and abilities regarding their ethical responsibilities in the short term but expected that

individuals might overestimate their knowledge and abilities prior to participating (Winston, 2007, p. 235). We expected this could manifest as perceptions of learning outcomes from ProEthica that underestimated participants' actual learning. Further, our study design did not allow for us to rule out regression to the mean, a statistical artifact, as a plausible explanation for changes in perceptions over time. The surveys were also a source of measurement error because individuals' perceptions are subjective measures of actual learning (Lavrakas, 2008) and because of the likelihood of response bias. These two main anticipated threats to the validity of inferences we might have drawn from results of causal statistical models—regression to the mean and possible measurement error resulting from subjective judgment and response bias—precluded us from isolating the impact of the ProEthica program on the intended outcomes. Consequently, in this report we document the study design and summarize the survey responses, providing preliminary evidence about the hypothesized intermediate outcomes in our interpretation of the ProEthica theory of action.

Sample

The total numbers of respondents to Surveys 1, 2, and 3 were 235, 564, and 432, respectively. Refer to Figure 2 for a visual representation of the numbers and percentages of participants in each subset of surveys and how they overlapped. Few teachers took all three surveys.

Figure 2. Numbers of Teachers Responding to Surveys 1, 2, and 3; Their Intersections; and Percentages of the Combined Sample



We estimated the response rates for each of the three surveys as follows. For Surveys 1 and 3, we used the number of teachers who were enrolled in the program between August 2017 and May 2018 as the denominator ($n = 1,098$). For Survey 2, we used the number of teachers in the pilot district who completed the *ProEthica* program between September 2017, when the survey commenced in the learning management system, and June 2018 ($n = 804$). The response rates were 21%, 70%, and 39% for Surveys 1, 2, and 3, respectively.

Results

We begin by describing the responses regarding teachers' perceptions of their prior knowledge of educator ethics and ethics frameworks. Related prompts were administered on Surveys 1 and 2. The responses from Survey 1, which was administered prior to the program, are shown in Figure 3. Although 10%–20% of respondents had not heard of nor received

training on professional ethics for educator or state codes of conduct, most respondents reported at least some knowledge of or familiarity with professional ethics for educators.

We asked respondents to Survey 2 (Posttest A) to reflect on the knowledge of professional ethics for educators that they had prior to completing the ProEthica program. Most respondents retrospectively reported at least some prior knowledge of or familiarity with professional ethics. There were nominal differences in responses between those who also completed Survey 1 and those who did not. We did not perform a statistical test of the differences in responses from the sample subsets because the sample was not drawn randomly from the population (refer to Figure 4).

Figure 3. Participants' Perceived Knowledge of Professional Ethics for Educators and the States' Code of Ethics Prior to Participating in ProEthica (Survey 1)

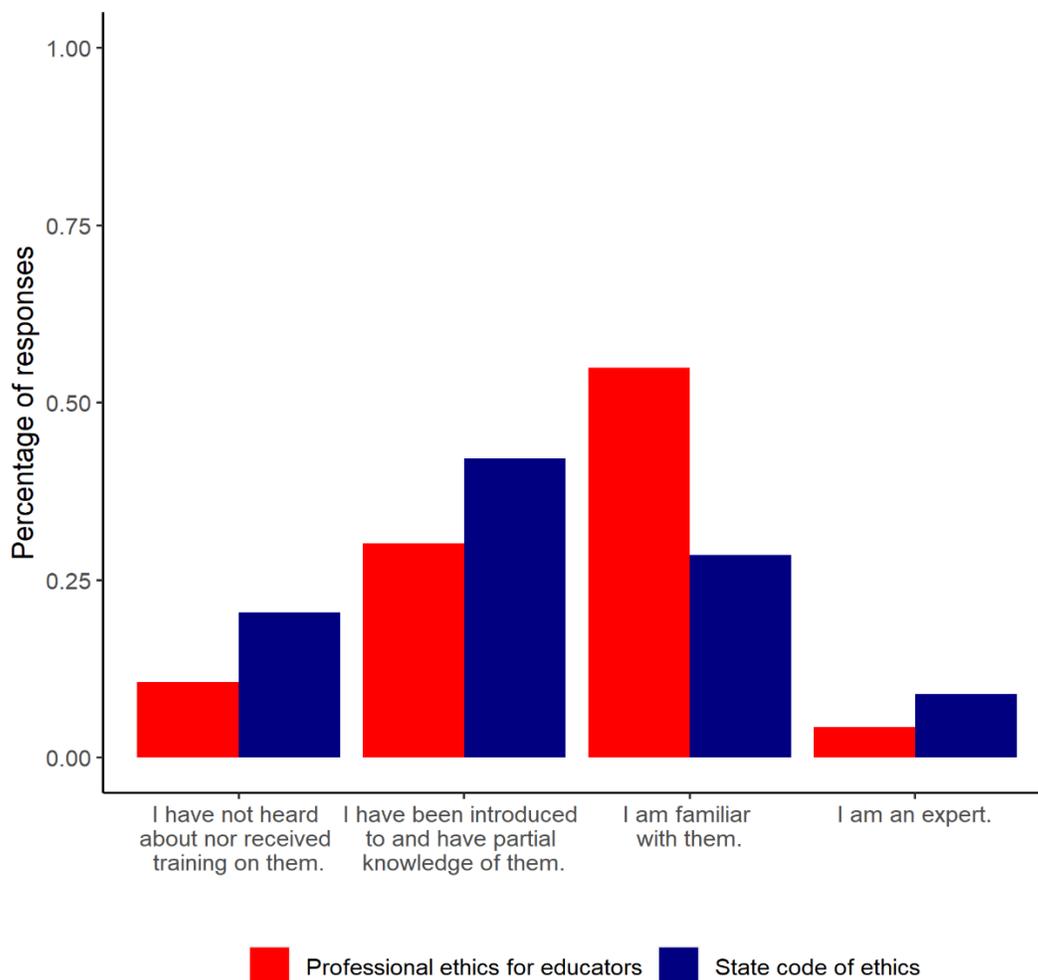
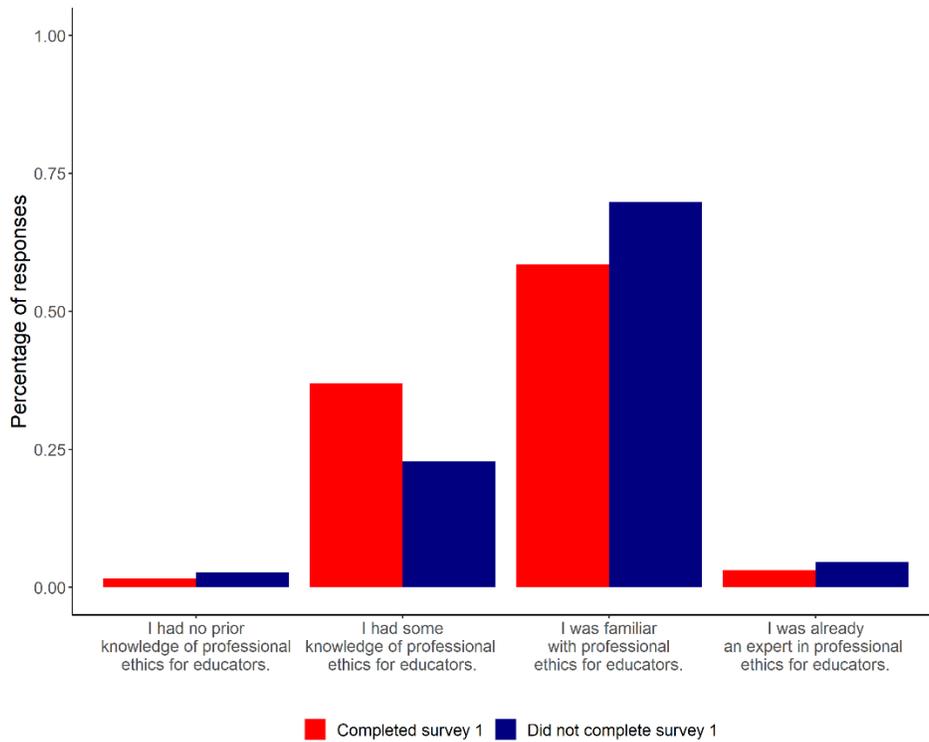


Figure 4. Retrospective Perceptions About Knowledge of Professional Ethics for Educators Prior to Participating in ProEthica (Survey 2) for Individuals Who Did and Did Not Complete Survey 1



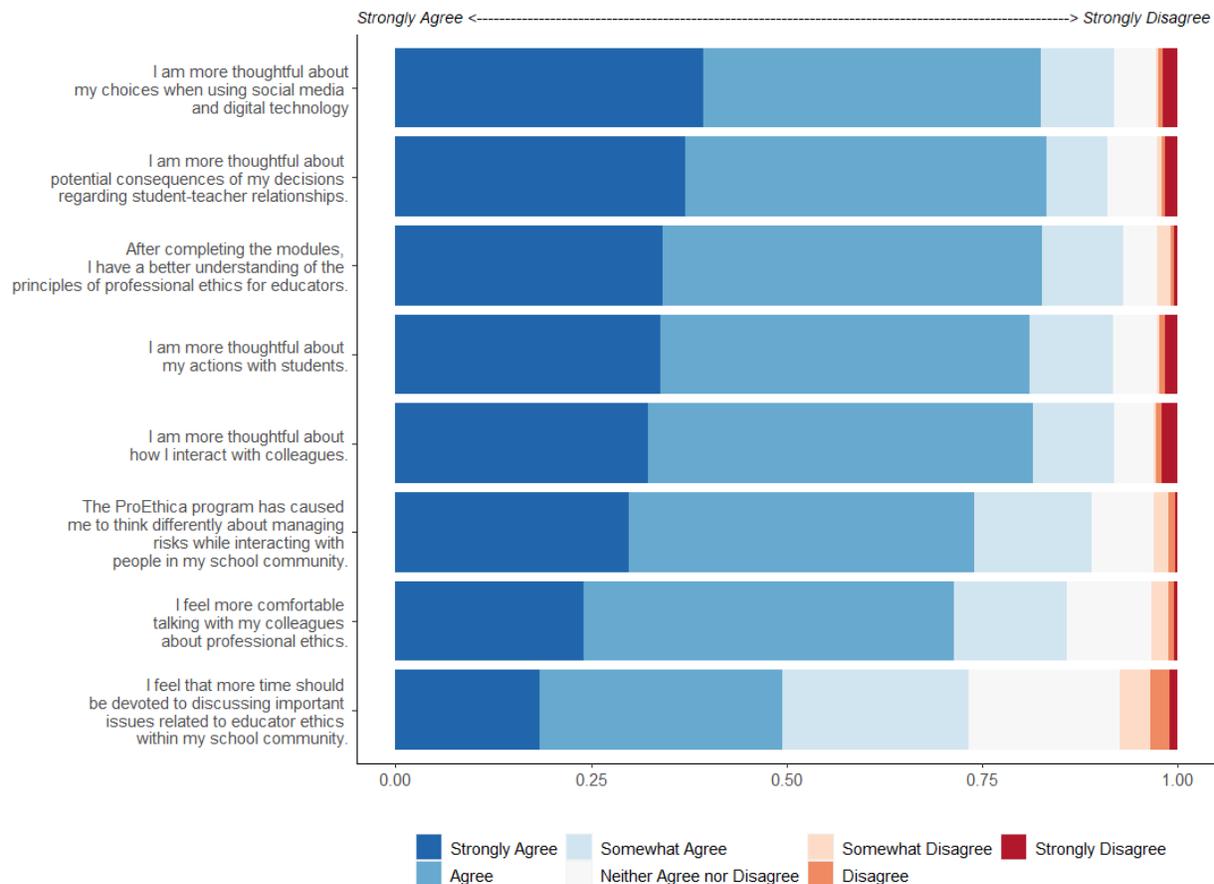
Note. Participants responded to the question, *How would you describe your knowledge of professional ethics for educators before completing the ProEthica program?*

We asked the Survey 2 participants how they would rate the importance of the professional ethics principles as a framework to use in their educational practice since completing the ProEthica program. Most responded positively, with 93% indicating that they thought it was important or very important.

We measured participants' perceptions of their ProEthica learning experience through prompts about whether their understanding of the principles of professional ethics for educators had increased, whether they thought that the program caused them to think differently about managing risks while interacting with people in their school or community, whether they now felt more comfortable talking with their colleagues about professional ethics, and whether they now felt that more time should be devoted to discussing important

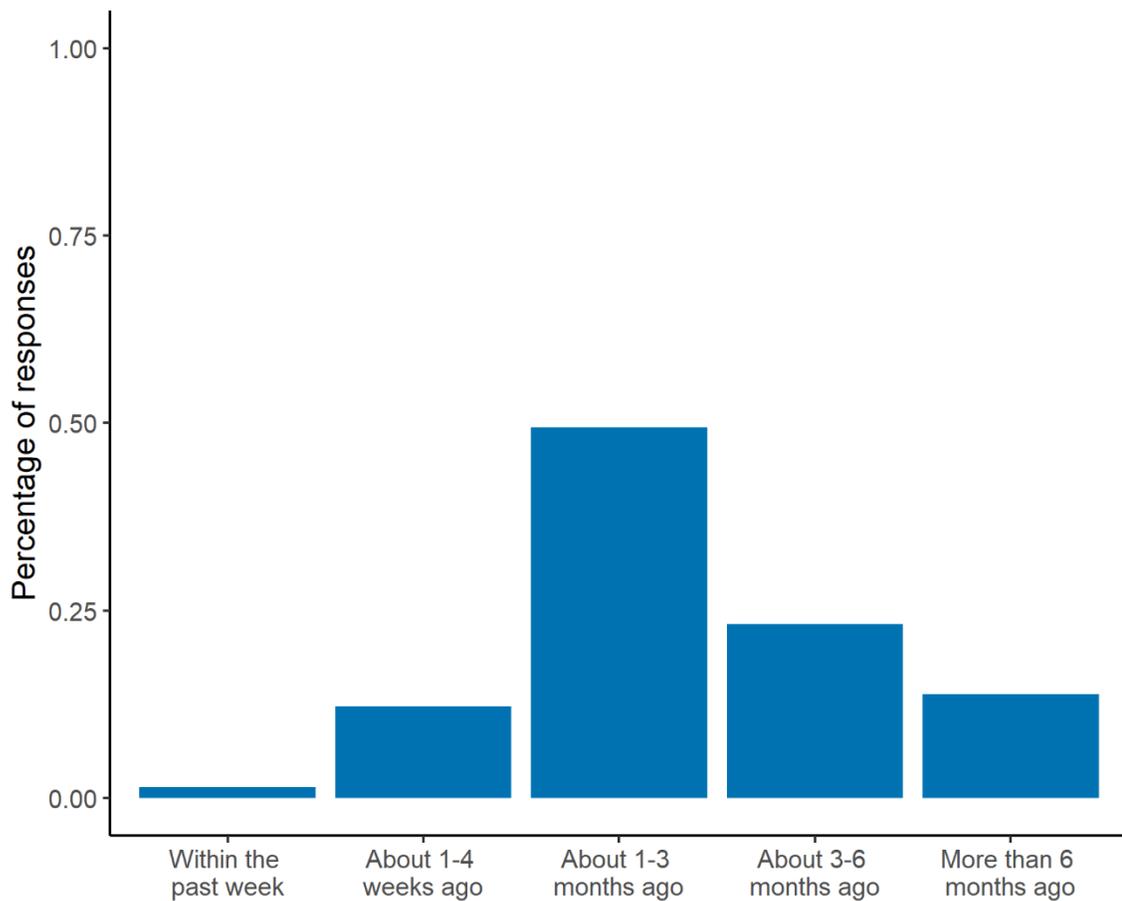
issues related to educator ethics in their school or community. We also measured whether they perceived that participation in the ProEthica program led participants to be more thoughtful about their actions with students, the consequences of their decisions regarding student–teacher relationships, how they interact with colleagues, and their choices when using social media and digital technology (Figure 5). Few responded negatively. These percentages were similar for the subset of respondents who had also responded to Survey 1 (not shown for brevity) with the exception that in that subset no strong disagreement was reported for any of these prompts and disagreement was reported only for the prompt regarding thoughtfulness about interactions with colleagues (2%). That is, nominally, Survey 1 respondents submitted fewer negative responses on Survey 2 than did Survey 1 nonrespondents.

Figure 5. Survey 2 Responses on Participants' Perceptions of Changes After Participating in ProEthica



We focus now on Survey 3 (Posttest B; refer to Figure 6), which, recall, was distributed to district teachers via email at the end of the program year (May 2018). Teachers in the ProEthica pilot district were able to engage with the ProEthica module at their own pace; as such, we expected variation in whether Survey 3 participants had completed all the modules at the time they received the survey.

Figure 6. How Long Since Survey 3 Respondents Completed the ProEthica Program



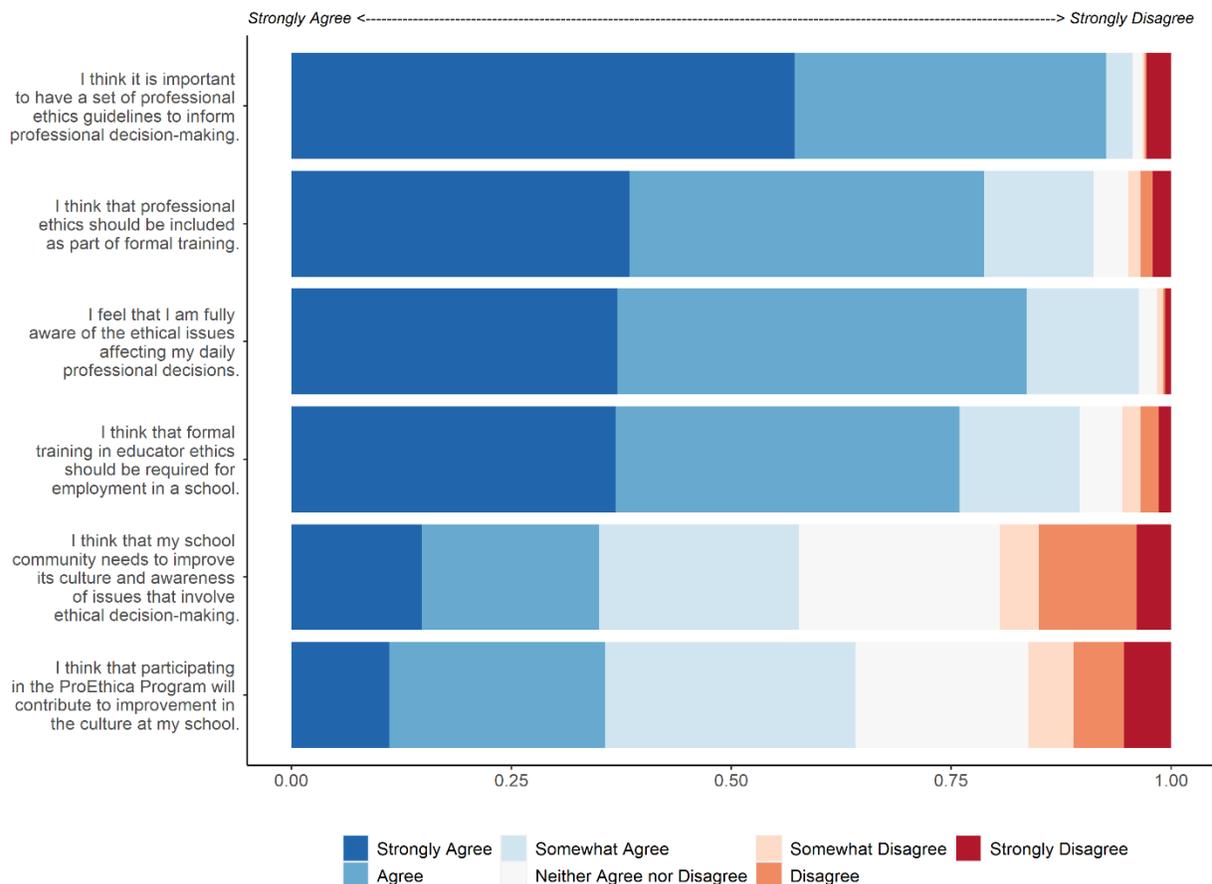
Note. N = 427.

Most of the respondents (96%) had completed all the modules by the time they took the survey. All respondents who indicated that they had completed at least five of the seven modules were further asked how long it had taken to complete those modules and how long ago they had finished doing so. A priori, we did not have an expectation about how long teachers would take to complete the modules, except for bounding the survey question at a minimum of within 1–2 weeks and a maximum of within 1 year. Although the responses varied, of the 427 respondents, the most common response was finishing within 6 months of starting (46%). The length of time between completing the program and responding to Survey 3 varied as well, and a time since completion of about 1–3 months was the most common response (49%).

We asked Survey 3 respondents to share their recent experiences with educator ethics. The experiences reported from highest to lowest frequency were having discussed the ProEthica materials with colleagues or friends (72%), engaging in casual discussions about a potential professional ethical issue (49%), engaging in formal discussions about issues related to educator ethics (11%), engaging in other relevant activities not listed in the question (7%), and engaging in activities to learn more about educator ethics outside the ProEthica program (6%). All Survey 3 respondents reported at least one recent experience, with the most frequent combination being that of the two most frequent single activities: discussing ProEthica with colleagues and friends and also engaging in casual discussions about a potential professional ethical issue (22%). No other combination of activities was reported by more than 5% of the respondents.

We asked participants about their personal experience and perceptions as a professional educator. Their responses are shown in Figure 7. Of particular note is that respondents tended to agree that professional ethics guidelines and training are important, and almost all respondents felt that they were fully aware of ethical issues facing their daily professional decisions. Meanwhile, fewer respondents saw a need for an improvement of school culture as it relates to ethical decision-making or viewed ProEthica as contributing to an improved school culture. Note that cultivating an ethical school culture is an ultimate outcome in our logic model (Figure 1), one that we would expect to occur over a longer time period than the duration of our study.

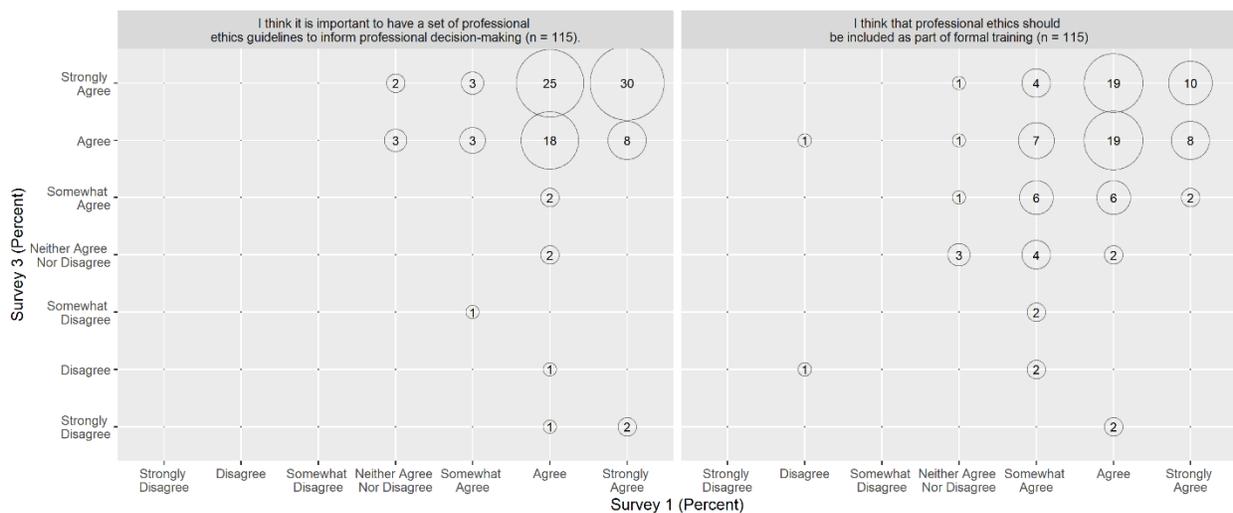
Figure 7. Survey Participants' Personal Experience and Perceptions as a Professional Educator



Note. *n* = 432.

The two questions related to the importance of professional ethical guidelines and training (top of Figure 7) also appeared in Survey 1. Responses to both surveys from individuals who took both are shown in Figure 8. These responses represent 27% of the individuals who responded to Survey 3. There appeared to be some differences in responses between the two surveys among those who completed both surveys. Although 48 teachers did not change their minds about the importance of the guidelines, 17 got more negative, and 36 became more positive (refer to the left side of Figure 8). Similarly, there was a mix of different and similar responses between surveys about the role of professional ethics in formal training (refer to the right side of Figure 8). Thirty-nine teachers responded similarly on Survey 1 and Survey 3, while 34 became more negative and 28 became more positive.

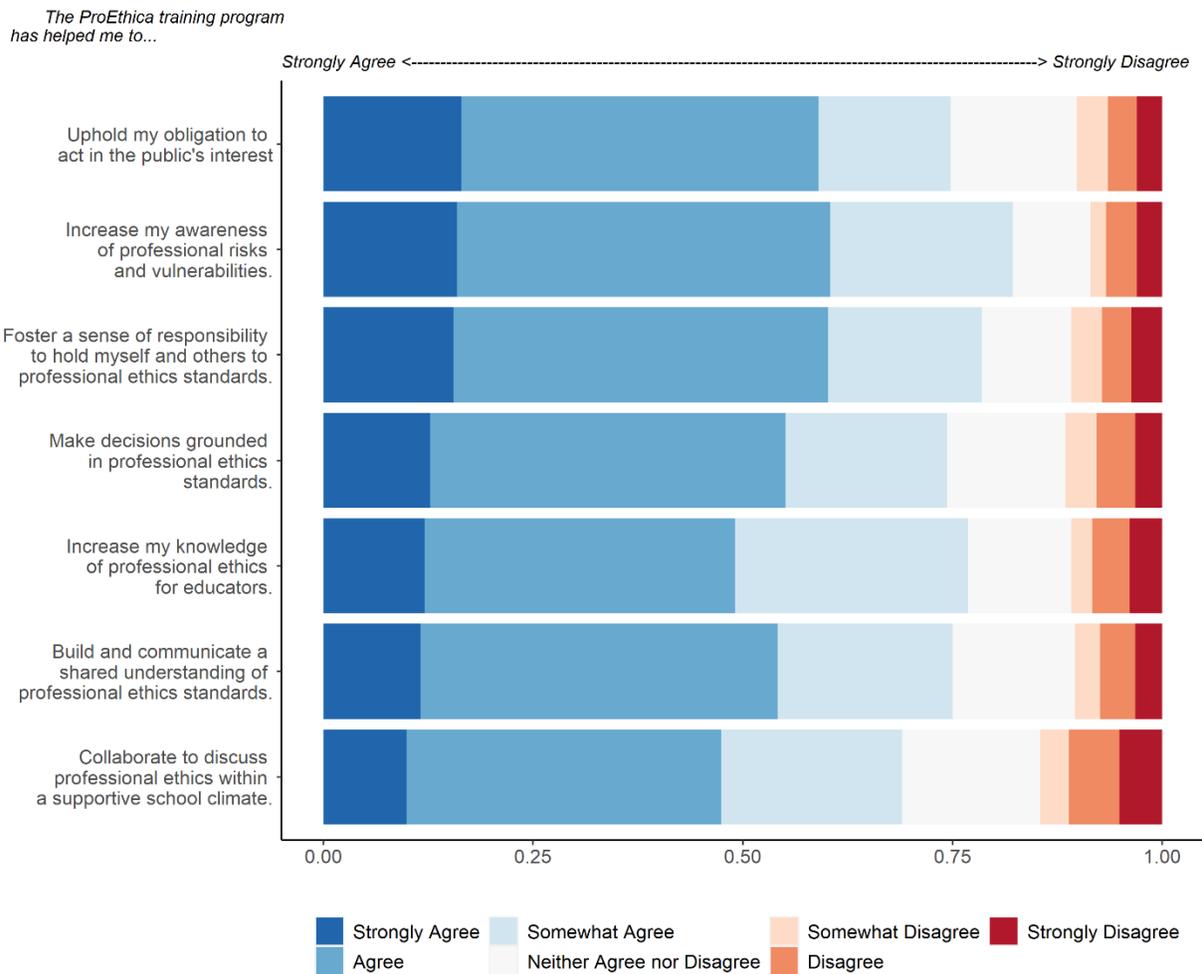
Figure 8. Responses From Survey 1 and Survey 3 About the Importance of Professional Ethical Guidelines and Training



We asked Survey 3 respondents about their perceptions of acquiring knowledge of educator ethics via ProEthica. Their responses are summarized in Figures 9 and 10. Between two thirds and three quarters of respondents indicated at least some agreement, with at least 70% indicating some level of agreement with prompts connected to the intermediate outcomes in the logic model (Figure 1). Similar percentages were found for prompts shown in Figure 10 that were centered on thinking about the MCEE in interactions with students, awareness of previously overlooked ethical issues, confidence in being able to imagine outcomes of ethical

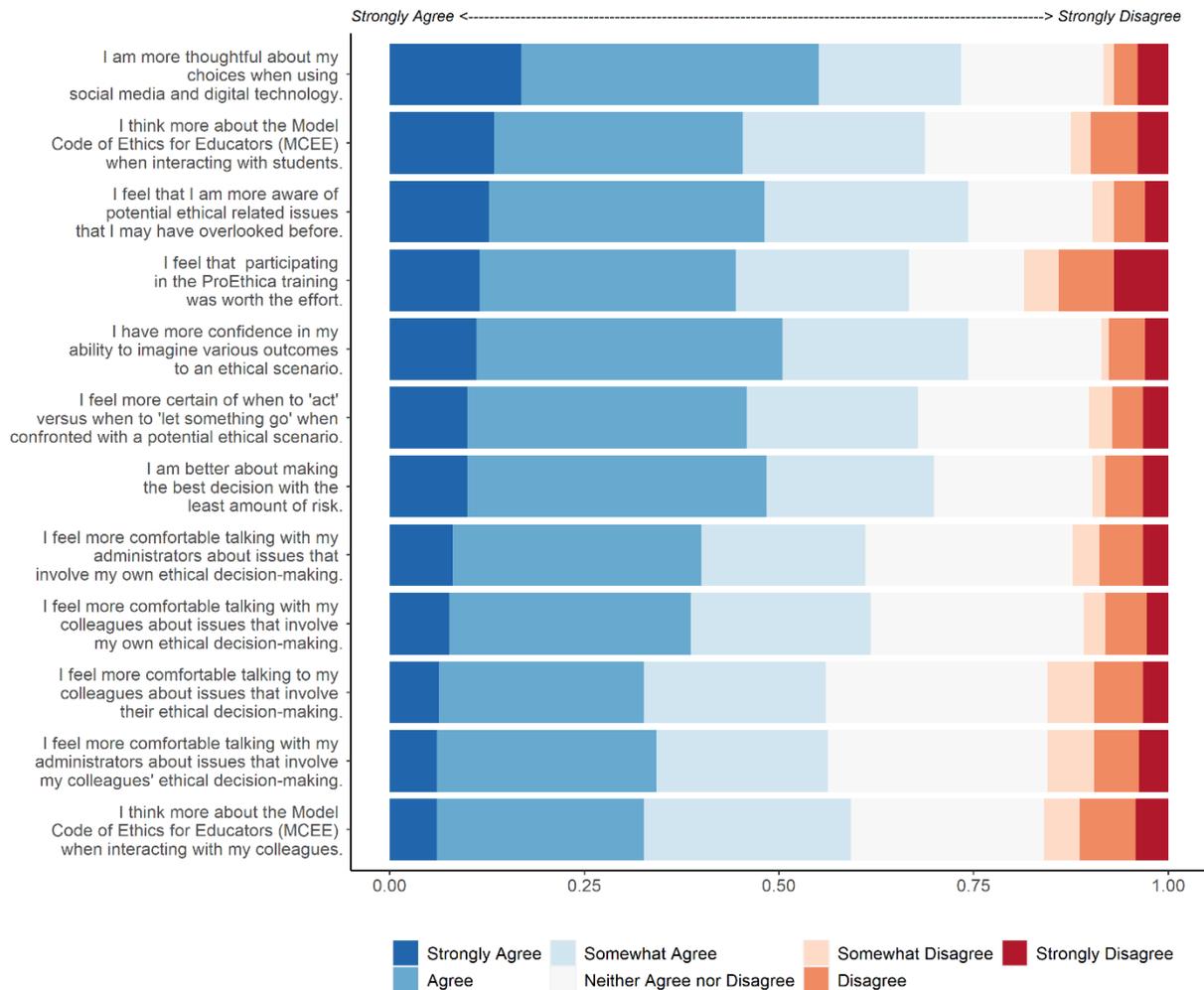
scenarios, and certainty about when to act or let something go in various ethical scenarios. However, prompts involving taking particular actions had lower levels of agreement. This may be expected, as these prompts are not directly related to intended intermediate outcomes in the logic model.

Figure 9. Survey 3 Respondents' Self-Reported Knowledge, Awareness, and Related Actions From ProEthica



Note. *n* = 432.

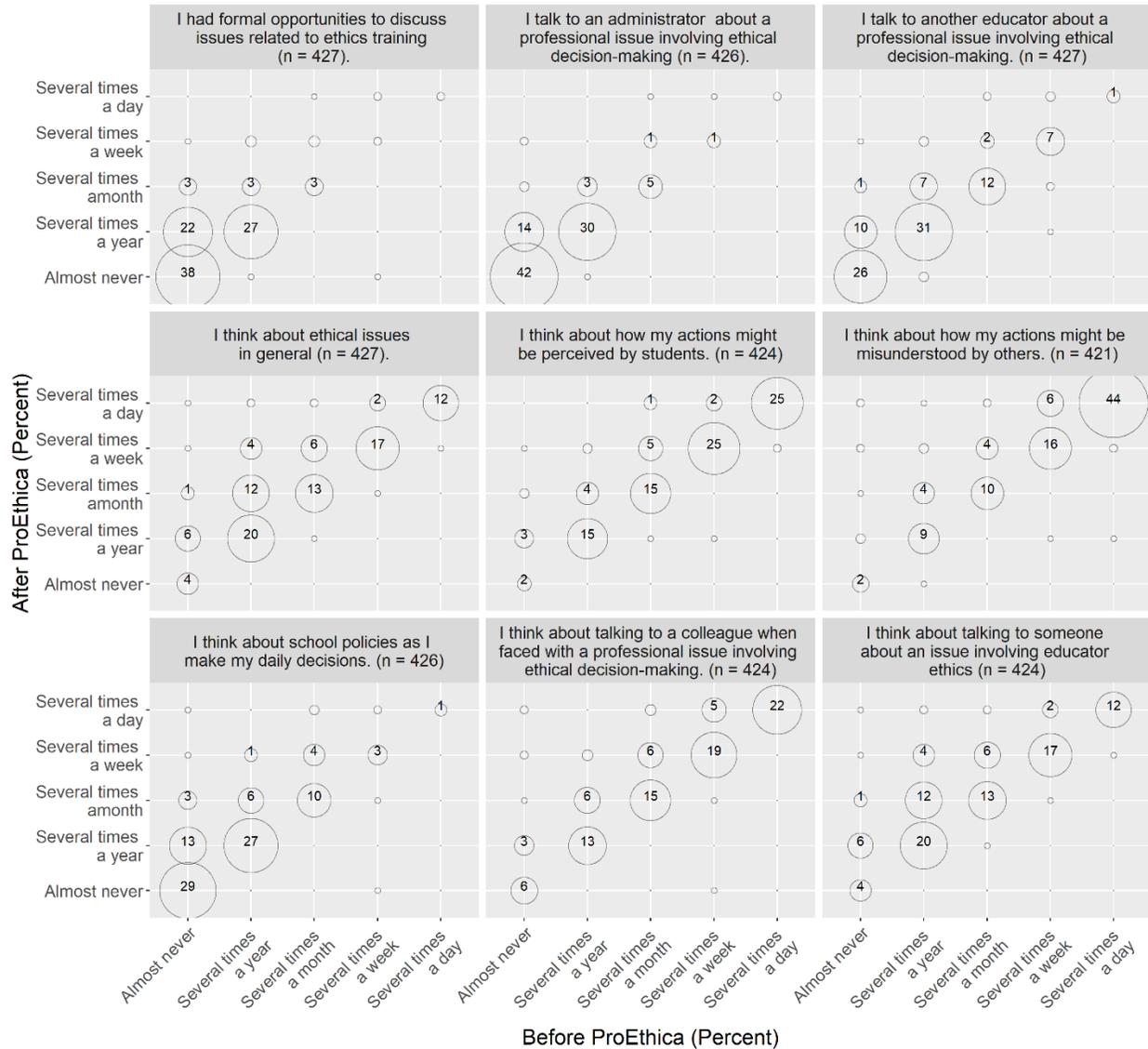
Figure 10. Survey 3 Participants' Perceptions Since Participating in the ProEthica Program



Note. $n = 432$.

Now we turn to questions that we asked Survey 3 participants regarding the frequency of thoughts and engagement in ethics-related activities before and since they participated in the ProEthica program. Their responses are shown in Figure 11. The majority of respondents reported the same frequency for all activities since program participation (shown in the diagonal of each plot). The circles above the diagonals show respondents who reported an increase in frequency after ProEthica. Around 20%–25% reported a higher frequency after program participation, and there was some variability across items. Only a trivial percentage of respondents reported a decrease in frequency after ProEthica.

Figure 11. Retrospective Reporting of Frequency of Thoughts and Engagement in Ethics-Related Activities Before and After ProEthica



Discussion

This report describes the research design and survey results of a study focused on measuring the intended intermediate learning outcomes of the ProEthica program. We described the responses from teachers in a pilot school district who were asked about their perceptions of and experiences with professional ethics, generally and via the ProEthica program. Referring to the logic model in Figure 1, we collected evidence about the intended intermediate outcomes of the program from teachers who completed the modules and responded to our surveys. The main takeaways are that the majority of teachers who responded to the survey expressed a need for professional ethics and perceived both an increase in thoughtfulness regarding their ethical responsibilities and also a better understanding of principles of professional ethics for educators after participating in the ProEthica program.

The general challenges we encountered in carrying out a study that could isolate the effects on learning outcomes of a professional development program on professional ethics for educators were due to constraints on resources and time as well as balancing coordination of onboarding the pilot district and implementing the research plan simultaneously. That is, we could not collect data from the entire population or a random subset because we did not have direct access to participants prior to the program. We were also limited in the number and types of questions we could ask participants within the online learning management system.

Here we describe some specific challenges to our single-group pretest–posttest design. We were not able to adjust for nonresponse bias, and this is particularly relevant for Surveys 1 and 3 with low response rates of 21% and 39%. There was suboptimal longitudinal overlap between participants responding to pairwise subsets of the three surveys, ranging from 115 participants (Survey 1, Survey 3) to 258 participants (Survey 2, Survey 3) out of a total of 797 unique participants. Only 69 participants completed all three surveys. Therefore, it is difficult to capture changes in perception that may have occurred over the course of the year or before and after participation in the ProEthica program. The current data also do not tell us why some participants did not respond to particular surveys.

Survey 2 included two prompts that we used to identify acquiescence response bias. The two prompts stated, “I gave my best effort to learning the ProEthica materials” and “I didn’t take using the ProEthica program very seriously.” When asked to indicate level of agreement with these prompts, we expected the results to tend to go in opposite directions. That is, we expected that participants who gave their best effort would be less likely to have not taken the program very seriously, and vice versa. We found evidence of this possible response bias in about 5% of participants’ responses; 27 participants reported that they strongly agreed that they put in their best effort but also strongly agreed that they did not take the program very seriously. This evidence could be a sign that those participants did not read the prompts carefully or did not respond to the survey with best effort.

Our summary of responses in this report focuses on the multiple-choice items. We also read through the open-ended responses regarding participants’ perceptions about the impact and outcomes of the program. We recommend further exploration of these responses in future program research to inform revisions to modules and assessments. For example, some respondents indicated that the user experience may be improved through simplifying the vocabulary used in the modules, employing fewer acronyms, avoiding repetitiveness, and shortening the time required to engage with the modules. Motivational framing that highlights the benefits of the training may help to ameliorate the punitive aspects that some teachers felt (e.g., responding that they are now less likely to want to engage with students and parents for fear that they will end up in a bad ethical position). It may be useful to emphasize the importance of the training for more experienced teachers, especially given the previous suggestion and responses indicating that ethics are “common sense” that cannot be taught. Providing support materials (e.g., discussion guides) and working with schools or districts to embed the training in a larger professional development context may allow teachers to avoid having to do the training on their own time and would facilitate discussion between teachers and their peers and administrators. This would help to address both open-ended and multiple-choice responses about possible room for improvement in making discussions about ethics a more collaborative and comfortable part of teachers’ professional routines.

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Appendix

Table A1. Data in Figure 3

Type of ethics	Level of familiarity	Percentage
State code of ethics	I am an expert.	9%
State code of ethics	I am familiar with them.	29%
State code of ethics	I have been introduced to and have partial knowledge of them.	42%
State code of ethics	I have not heard about nor received training on them.	20%
Professional ethics for educators	I am an expert.	4%
Professional ethics for educators	I am familiar with them.	55%
Professional ethics for educators	I have been introduced to and have partial knowledge of them.	30%
Professional ethics for educators	I have not heard about nor received training on them.	11%

Table A2. Data in Figure 4

Survey 1 completion status	Level of familiarity of professional ethics for educators	Frequency
Did not complete Survey 1	I had no prior knowledge of professional ethics for educators.	3%
Did not complete Survey 1	I had some knowledge of professional ethics for educators.	23%
Did not complete Survey 1	I was familiar with professional ethics for educators.	70%
Did not complete Survey 1	I was already an expert in professional ethics for educators.	5%
Completed Survey 1	I had no prior knowledge of professional ethics for educators.	2%
Completed Survey 1	I had some knowledge of professional ethics for educators.	37%
Completed Survey 1	I was familiar with professional ethics for educators.	58%
Completed Survey 1	I was already an expert in professional ethics for educators.	3%

Table A3. Data in Figure 5

Survey item	Level of agreement	Percentage
I am more thoughtful about my actions with students.	Strongly disagree	2%
I am more thoughtful about my actions with students.	Disagree	1%
I am more thoughtful about my actions with students.	Somewhat disagree	0%
I am more thoughtful about my actions with students.	Neither agree nor disagree	6%
I am more thoughtful about my actions with students.	Somewhat agree	11%
I am more thoughtful about my actions with students.	Agree	47%
I am more thoughtful about my actions with students.	Strongly agree	34%
I am more thoughtful about potential consequences of my decisions regarding student-teacher relationships.	Strongly disagree	2%
I am more thoughtful about potential consequences of my decisions regarding student-teacher relationships.	Disagree	1%
I am more thoughtful about potential consequences of my decisions regarding student-teacher relationships.	Somewhat disagree	1%
I am more thoughtful about potential consequences of my decisions regarding student-teacher relationships.	Neither agree nor disagree	6%
I am more thoughtful about potential consequences of my decisions regarding student-teacher relationships.	Somewhat agree	8%

Survey item	Level of agreement	Percentage
I am more thoughtful about potential consequences of my decisions regarding student-teacher relationships.	Agree	46%
I am more thoughtful about potential consequences of my decisions regarding student-teacher relationships.	Strongly agree	37%
I am more thoughtful about how I interact with colleagues.	Strongly disagree	2%
I am more thoughtful about how I interact with colleagues.	Disagree	1%
I am more thoughtful about how I interact with colleagues.	Somewhat disagree	0%
I am more thoughtful about how I interact with colleagues.	Neither agree nor disagree	5%
I am more thoughtful about how I interact with colleagues.	Somewhat agree	10%
I am more thoughtful about how I interact with colleagues.	Agree	49%
I am more thoughtful about how I interact with colleagues.	Strongly agree	32%
I am more thoughtful about my choices when using social media and digital technology	Strongly disagree	2%
I am more thoughtful about my choices when using social media and digital technology	Disagree	1%
I am more thoughtful about my choices when using social media and digital technology	Somewhat disagree	0%

Survey item	Level of agreement	Percentage
I am more thoughtful about my choices when using social media and digital technology	Neither agree nor disagree	5%
I am more thoughtful about my choices when using social media and digital technology	Somewhat agree	9%
I am more thoughtful about my choices when using social media and digital technology	Agree	43%
I am more thoughtful about my choices when using social media and digital technology	Strongly agree	39%
After completing the modules, I have a better understanding of the principles of professional ethics for educators.	Strongly disagree	1%
After completing the modules, I have a better understanding of the principles of professional ethics for educators.	Disagree	0%
After completing the modules, I have a better understanding of the principles of professional ethics for educators.	Somewhat disagree	2%
After completing the modules, I have a better understanding of the principles of professional ethics for educators.	Neither agree nor disagree	4%
After completing the modules, I have a better understanding of the principles of professional ethics for educators.	Somewhat agree	10%
After completing the modules, I have a better understanding of the principles of professional ethics for educators.	Agree	48%
After completing the modules, I have a better understanding of the principles of professional ethics for educators.	Strongly agree	34%
The ProEthica program has caused me to think differently about managing risks while interacting with people in my school community.	Strongly disagree	0%

Survey item	Level of agreement	Percentage
The ProEthica program has caused me to think differently about managing risks while interacting with people in my school community.	Disagree	1%
The ProEthica program has caused me to think differently about managing risks while interacting with people in my school community.	Somewhat disagree	2%
The ProEthica program has caused me to think differently about managing risks while interacting with people in my school community.	Neither agree nor disagree	8%
The ProEthica program has caused me to think differently about managing risks while interacting with people in my school community.	Somewhat agree	15%
The ProEthica program has caused me to think differently about managing risks while interacting with people in my school community.	Agree	44%
The ProEthica program has caused me to think differently about managing risks while interacting with people in my school community.	Strongly agree	30%
I feel more comfortable talking with my colleagues about professional ethics.	Strongly disagree	1%
I feel more comfortable talking with my colleagues about professional ethics.	Disagree	1%
I feel more comfortable talking with my colleagues about professional ethics.	Somewhat disagree	2%
I feel more comfortable talking with my colleagues about professional ethics.	Neither agree nor disagree	11%
I feel more comfortable talking with my colleagues about professional ethics.	Somewhat agree	14%
I feel more comfortable talking with my colleagues about professional ethics.	Agree	47%
I feel more comfortable talking with my colleagues about professional ethics.	Strongly agree	24%
I feel that more time should be devoted to discussing important issues related to educator ethics within my school community.	Strongly disagree	1%

Survey item	Level of agreement	Percentage
I feel that more time should be devoted to discussing important issues related to educator ethics within my school community.	Disagree	2%
I feel that more time should be devoted to discussing important issues related to educator ethics within my school community.	Somewhat disagree	4%
I feel that more time should be devoted to discussing important issues related to educator ethics within my school community.	Neither agree nor disagree	19%
I feel that more time should be devoted to discussing important issues related to educator ethics within my school community.	Somewhat agree	24%
I feel that more time should be devoted to discussing important issues related to educator ethics within my school community.	Agree	31%
I feel that more time should be devoted to discussing important issues related to educator ethics within my school community.	Strongly agree	18%

Table A4. Data in Figure 6

How long since Survey 3 respondents completed the ProEthica program	Percentage
About 1–3 months ago	49%
About 1–4 weeks ago	12%
About 3–6 months ago	23%
More than 6 months ago	14%
Within the past week	1%

Table A5. Data in Figure 7

Survey item	Level of agreement	Percentage
I think it is important to have a set of professional ethics guidelines to inform professional decision-making.	Agree	35%
I think it is important to have a set of professional ethics guidelines to inform professional decision-making.	Disagree	0%
I think it is important to have a set of professional ethics guidelines to inform professional decision-making.	Neither agree nor disagree	1%
I think it is important to have a set of professional ethics guidelines to inform professional decision-making.	Somewhat agree	3%
I think it is important to have a set of professional ethics guidelines to inform professional decision-making.	Somewhat disagree	0%
I think it is important to have a set of professional ethics guidelines to inform professional decision-making.	Strongly agree	57%
I think it is important to have a set of professional ethics guidelines to inform professional decision-making.	Strongly disagree	3%
I think that professional ethics should be included as part of formal training.	Agree	40%
I think that professional ethics should be included as part of formal training.	Disagree	1%
I think that professional ethics should be included as part of formal training.	Neither agree nor disagree	4%
I think that professional ethics should be included as part of formal training.	Somewhat agree	13%
I think that professional ethics should be included as part of formal training.	Somewhat disagree	1%
I think that professional ethics should be included as part of formal training.	Strongly agree	38%
I think that professional ethics should be included as part of formal training.	Strongly disagree	2%

Survey item	Level of agreement	Percentage
I think that formal training in educator ethics should be required for employment in a school.	Agree	39%
I think that formal training in educator ethics should be required for employment in a school.	Disagree	2%
I think that formal training in educator ethics should be required for employment in a school.	Neither agree nor disagree	5%
I think that formal training in educator ethics should be required for employment in a school.	Somewhat agree	14%
I think that formal training in educator ethics should be required for employment in a school.	Somewhat disagree	2%
I think that formal training in educator ethics should be required for employment in a school.	Strongly agree	37%
I think that formal training in educator ethics should be required for employment in a school.	Strongly disagree	1%
I think that my school community needs to improve its culture and awareness of issues that involve ethical decision-making.	Agree	20%
I think that my school community needs to improve its culture and awareness of issues that involve ethical decision-making.	Disagree	11%
I think that my school community needs to improve its culture and awareness of issues that involve ethical decision-making.	Neither agree nor disagree	23%
I think that my school community needs to improve its culture and awareness of issues that involve ethical decision-making.	Somewhat agree	23%
I think that my school community needs to improve its culture and awareness of issues that involve ethical decision-making.	Somewhat disagree	4%
I think that my school community needs to improve its culture and awareness of issues that involve ethical decision-making.	Strongly agree	15%
I think that my school community needs to improve its culture and awareness of issues that involve ethical decision-making.	Strongly disagree	4%

Survey item	Level of agreement	Percentage
I think that participating in the ProEthica Program will contribute to improvement in the culture at my school.	Agree	25%
I think that participating in the ProEthica Program will contribute to improvement in the culture at my school.	Disagree	6%
I think that participating in the ProEthica Program will contribute to improvement in the culture at my school.	Neither agree nor disagree	20%
I think that participating in the ProEthica Program will contribute to improvement in the culture at my school.	Somewhat agree	28%
I think that participating in the ProEthica Program will contribute to improvement in the culture at my school.	Somewhat disagree	5%
I think that participating in the ProEthica Program will contribute to improvement in the culture at my school.	Strongly agree	11%
I think that participating in the ProEthica Program will contribute to improvement in the culture at my school.	Strongly disagree	5%
I feel that I am fully aware of the ethical issues affecting my daily professional decisions.	Agree	47%
I feel that I am fully aware of the ethical issues affecting my daily professional decisions.	Disagree	0%
I feel that I am fully aware of the ethical issues affecting my daily professional decisions.	Neither agree nor disagree	2%
I feel that I am fully aware of the ethical issues affecting my daily professional decisions.	Somewhat agree	13%
I feel that I am fully aware of the ethical issues affecting my daily professional decisions.	Somewhat disagree	1%
I feel that I am fully aware of the ethical issues affecting my daily professional decisions.	Strongly agree	37%
I feel that I am fully aware of the ethical issues affecting my daily professional decisions.	Strongly disagree	1%

Table A6. Data in Figure 9

Survey item	Level of agreement	Percentage
Increase my knowledge of professional ethics for educators.	Agree	37%
Increase my knowledge of professional ethics for educators.	Disagree	4%
Increase my knowledge of professional ethics for educators.	Neither agree nor disagree	12%
Increase my knowledge of professional ethics for educators.	Somewhat agree	28%
Increase my knowledge of professional ethics for educators.	Somewhat disagree	3%
Increase my knowledge of professional ethics for educators.	Strongly agree	12%
Increase my knowledge of professional ethics for educators.	Strongly disagree	4%
Increase my awareness of professional risks and vulnerabilities.	Agree	44%
Increase my awareness of professional risks and vulnerabilities.	Disagree	4%
Increase my awareness of professional risks and vulnerabilities.	Neither agree nor disagree	9%
Increase my awareness of professional risks and vulnerabilities.	Somewhat agree	22%
Increase my awareness of professional risks and vulnerabilities.	Somewhat disagree	2%
Increase my awareness of professional risks and vulnerabilities.	Strongly agree	16%
Increase my awareness of professional risks and vulnerabilities.	Strongly disagree	3%
Build and communicate a shared understanding of professional ethics standards.	Agree	43%
Build and communicate a shared understanding of professional ethics standards.	Disagree	4%

Survey item	Level of agreement	Percentage
Build and communicate a shared understanding of professional ethics standards.	Neither agree nor disagree	15%
Build and communicate a shared understanding of professional ethics standards.	Somewhat agree	21%
Build and communicate a shared understanding of professional ethics standards.	Somewhat disagree	3%
Build and communicate a shared understanding of professional ethics standards.	Strongly agree	12%
Build and communicate a shared understanding of professional ethics standards.	Strongly disagree	3%
Make decisions grounded in professional ethics standards.	Agree	42%
Make decisions grounded in professional ethics standards.	Disagree	5%
Make decisions grounded in professional ethics standards.	Neither agree nor disagree	14%
Make decisions grounded in professional ethics standards.	Somewhat agree	19%
Make decisions grounded in professional ethics standards.	Somewhat disagree	4%
Make decisions grounded in professional ethics standards.	Strongly agree	13%
Make decisions grounded in professional ethics standards.	Strongly disagree	3%
Uphold my obligation to act in the public's interest	Agree	43%
Uphold my obligation to act in the public's interest	Disagree	3%
Uphold my obligation to act in the public's interest	Neither agree nor disagree	15%
Uphold my obligation to act in the public's interest	Somewhat agree	16%
Uphold my obligation to act in the public's interest	Somewhat disagree	4%
Uphold my obligation to act in the public's interest	Strongly agree	16%
Uphold my obligation to act in the public's interest	Strongly disagree	3%
Foster a sense of responsibility to hold myself and others to professional ethics standards.	Agree	45%

Survey item	Level of agreement	Percentage
Foster a sense of responsibility to hold myself and others to professional ethics standards.	Disagree	3%
Foster a sense of responsibility to hold myself and others to professional ethics standards.	Neither agree nor disagree	11%
Foster a sense of responsibility to hold myself and others to professional ethics standards.	Somewhat agree	18%
Foster a sense of responsibility to hold myself and others to professional ethics standards.	Somewhat disagree	4%
Foster a sense of responsibility to hold myself and others to professional ethics standards.	Strongly agree	16%
Foster a sense of responsibility to hold myself and others to professional ethics standards.	Strongly disagree	4%
Collaborate to discuss professional ethics within a supportive school climate.	Agree	38%
Collaborate to discuss professional ethics within a supportive school climate.	Disagree	6%
Collaborate to discuss professional ethics within a supportive school climate.	Neither agree nor disagree	16%
Collaborate to discuss professional ethics within a supportive school climate.	Somewhat agree	22%
Collaborate to discuss professional ethics within a supportive school climate.	Somewhat disagree	3%
Collaborate to discuss professional ethics within a supportive school climate.	Strongly agree	10%
Collaborate to discuss professional ethics within a supportive school climate.	Strongly disagree	5%

Table A7. Data in Figure 10

Survey item	Level of agreement	Percentage
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with my colleagues.	Agree	27%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with my colleagues.	Disagree	7%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with my colleagues.	Neither agree nor disagree	25%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with my colleagues.	Somewhat agree	27%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with my colleagues.	Somewhat disagree	5%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with my colleagues.	Strongly agree	6%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with my colleagues.	Strongly disagree	4%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with students.	Agree	32%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with students.	Disagree	6%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with students.	Neither agree nor disagree	19%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with students.	Somewhat agree	23%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with students.	Somewhat disagree	3%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with students.	Strongly agree	13%
I think more about the Model Code of Ethics for Educators (MCEE) when interacting with students.	Strongly disagree	4%

Survey item	Level of agreement	Percentage
I feel more comfortable talking with my colleagues about issues that involve my own ethical decision-making.	Agree	31%
I feel more comfortable talking with my colleagues about issues that involve my own ethical decision-making.	Disagree	5%
I feel more comfortable talking with my colleagues about issues that involve my own ethical decision-making.	Neither agree nor disagree	27%
I feel more comfortable talking with my colleagues about issues that involve my own ethical decision-making.	Somewhat agree	23%
I feel more comfortable talking with my colleagues about issues that involve my own ethical decision-making.	Somewhat disagree	3%
I feel more comfortable talking with my colleagues about issues that involve my own ethical decision-making.	Strongly agree	8%
I feel more comfortable talking with my colleagues about issues that involve my own ethical decision-making.	Strongly disagree	3%
I feel more comfortable talking to my colleagues about issues that involve their ethical decision-making.	Agree	26%
I feel more comfortable talking to my colleagues about issues that involve their ethical decision-making.	Disagree	6%
I feel more comfortable talking to my colleagues about issues that involve their ethical decision-making.	Neither agree nor disagree	28%
I feel more comfortable talking to my colleagues about issues that involve their ethical decision-making.	Somewhat agree	23%
I feel more comfortable talking to my colleagues about issues that involve their ethical decision-making.	Somewhat disagree	6%
I feel more comfortable talking to my colleagues about issues that involve their ethical decision-making.	Strongly agree	6%
I feel more comfortable talking to my colleagues about issues that involve their ethical decision-making.	Strongly disagree	3%

Survey item	Level of agreement	Percentage
I feel more comfortable talking with my administrators about issues that involve my own ethical decision-making.	Agree	32%
I feel more comfortable talking with my administrators about issues that involve my own ethical decision-making.	Disagree	6%
I feel more comfortable talking with my administrators about issues that involve my own ethical decision-making.	Neither agree nor disagree	27%
I feel more comfortable talking with my administrators about issues that involve my own ethical decision-making.	Somewhat agree	21%
I feel more comfortable talking with my administrators about issues that involve my own ethical decision-making.	Somewhat disagree	3%
I feel more comfortable talking with my administrators about issues that involve my own ethical decision-making.	Strongly agree	8%
I feel more comfortable talking with my administrators about issues that involve my own ethical decision-making.	Strongly Disagree	3%
I feel more comfortable talking with my administrators about issues that involve my colleagues' ethical decision-making.	Agree	28%
I feel more comfortable talking with my administrators about issues that involve my colleagues' ethical decision-making.	Disagree	6%
I feel more comfortable talking with my administrators about issues that involve my colleagues' ethical decision-making.	Neither agree nor disagree	28%
I feel more comfortable talking with my administrators about issues that involve my colleagues' ethical decision-making.	Somewhat agree	22%
I feel more comfortable talking with my administrators about issues that involve my colleagues' ethical decision-making.	Somewhat disagree	6%

Survey item	Level of agreement	Percentage
I feel more comfortable talking with my administrators about issues that involve my colleagues' ethical decision-making.	Strongly agree	6%
I feel more comfortable talking with my administrators about issues that involve my colleagues' ethical decision-making.	Strongly disagree	4%
I feel that I am more aware of potential ethical related issues that I may have overlooked before.	Agree	35%
I feel that I am more aware of potential ethical related issues that I may have overlooked before.	Disagree	4%
I feel that I am more aware of potential ethical related issues that I may have overlooked before.	Neither agree nor disagree	16%
I feel that I am more aware of potential ethical related issues that I may have overlooked before.	Somewhat agree	26%
I feel that I am more aware of potential ethical related issues that I may have overlooked before.	Somewhat disagree	3%
I feel that I am more aware of potential ethical related issues that I may have overlooked before.	Strongly agree	13%
I feel that I am more aware of potential ethical related issues that I may have overlooked before.	Strongly disagree	3%
I am better about making the best decision with the least amount of risk.	Agree	38%
I am better about making the best decision with the least amount of risk.	Disagree	5%
I am better about making the best decision with the least amount of risk.	Neither agree nor disagree	20%
I am better about making the best decision with the least amount of risk.	Somewhat agree	22%
I am better about making the best decision with the least amount of risk.	Somewhat disagree	2%
I am better about making the best decision with the least amount of risk.	Strongly agree	10%
I am better about making the best decision with the least amount of risk.	Strongly disagree	3%

Survey item	Level of agreement	Percentage
I am more thoughtful about my choices when using social media and digital technology.	Agree	38%
I am more thoughtful about my choices when using social media and digital technology.	Disagree	3%
I am more thoughtful about my choices when using social media and digital technology.	Neither agree nor disagree	18%
I am more thoughtful about my choices when using social media and digital technology.	Somewhat agree	18%
I am more thoughtful about my choices when using social media and digital technology.	Somewhat disagree	1%
I am more thoughtful about my choices when using social media and digital technology.	Strongly agree	17%
I am more thoughtful about my choices when using social media and digital technology.	Strongly disagree	4%
I have more confidence in my ability to imagine various outcomes to an ethical scenario.	Agree	39%
I have more confidence in my ability to imagine various outcomes to an ethical scenario.	Disagree	5%
I have more confidence in my ability to imagine various outcomes to an ethical scenario.	Neither agree nor disagree	17%
I have more confidence in my ability to imagine various outcomes to an ethical scenario.	Somewhat agree	24%
I have more confidence in my ability to imagine various outcomes to an ethical scenario.	Somewhat disagree	1%
I have more confidence in my ability to imagine various outcomes to an ethical scenario.	Strongly agree	11%
I have more confidence in my ability to imagine various outcomes to an ethical scenario.	Strongly disagree	3%
I feel more certain of when to 'act' versus when to 'let something go' when confronted with a potential ethical scenario.	Agree	36%
I feel more certain of when to 'act' versus when to 'let something go' when confronted with a potential ethical scenario.	Disagree	4%

Survey item	Level of agreement	Percentage
I feel more certain of when to 'act' versus when to 'let something go' when confronted with a potential ethical scenario.	Neither agree nor disagree	22%
I feel more certain of when to 'act' versus when to 'let something go' when confronted with a potential ethical scenario.	Somewhat agree	22%
I feel more certain of when to 'act' versus when to 'let something go' when confronted with a potential ethical scenario.	Somewhat disagree	3%
I feel more certain of when to 'act' versus when to 'let something go' when confronted with a potential ethical scenario.	Strongly agree	10%
I feel more certain of when to 'act' versus when to 'let something go' when confronted with a potential ethical scenario.	Strongly disagree	3%
I feel that participating in the ProEthica training was worth the effort.	Agree	33%
I feel that participating in the ProEthica training was worth the effort.	Disagree	7%
I feel that participating in the ProEthica training was worth the effort.	Neither agree nor disagree	15%
I feel that participating in the ProEthica training was worth the effort.	Somewhat agree	22%
I feel that participating in the ProEthica training was worth the effort.	Somewhat disagree	4%
I feel that participating in the ProEthica training was worth the effort.	Strongly agree	12%
I feel that participating in the ProEthica training was worth the effort.	Strongly disagree	7%

Notes

¹ <https://www.ets.org/proethica/complete/modules>

² <http://www.nea.org/home/30442.htm>

³ <https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n3.xml>