

#ABC Conduct

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Educators have a visible place in their communities. The choices they make, even when well-intended, can affect their jobs, families, schools and profession. The Ohio Department of Education, Ohio Education Association and Ohio Federation of Teachers, supported by BASA, OASSA and OAESA, offer this series of tip sheets on how to recognize situations that can get good educators in trouble. #ABCConduct tip sheets are designed to help educators identify and mitigate risks that occur in everyday situations. These tip sheets provide guidance for best practices and are not intended to be used in disciplinary actions.

Educators measure student progress through standardized tests, IEP and ETR goals, and student grades. Accurate reporting is a serious responsibility that can affect students' academic success.

If educators fail to accurately measure and report data, their professional licenses may be at risk.

Mr. Wright's Integrity Test

Mr. Wright teaches AP government and American history. At the beginning of the year, he planned a field trip for AP government students to the Wright-Patterson Air Force Base for May 5. A week before the field trip, he realized the AP test was supposed to be given nationwide the same day as the field trip. It was too late for Mr. Wright to change the field trip date, and he didn't want to disappoint his

students by canceling. Mr. Wright decided to give the AP government test on May 4. On April 25, Mr. Wright proctored the American history end-of-course state test. He had a list of students with testing accommodations and made sure those students' needs were met. At the end of the exam, there were four students who needed additional time. Only three of the students were permitted extra time under their

respective IEPs. The fourth student had only three questions left to answer, so Mr. Wright allowed her to finish even though she didn't have an IEP. On May 4, Mr. Wright administered the AP government exam following the testing protocol. He told the students to sign and date the exam for May 5 as their "little secret" so they could take their May 5 field trip.



Where did Mr. Wright go wrong?

- 1: Planning the field trip on the same day as the AP government exam: When Mr. Wright realized ahead of time the scheduled field trip and AP exam were on the same date, he should have rescheduled or cancelled the field trip.
- 2: IEP accommodations: Mr. Wright properly extended accommodations to the three students whose IEPs allowed for extra time. He should not have extended any accommodation to the student without a valid IEP.
- 3: Changing the test date: Mr. Wright involved himself and his students in falsifying the test date. This jeopardized the validity of the test. Any falsification on an exam can have negative consequences for students, such as retaking the exam or losing credit. It also can jeopardize an educator's license.

DO's & DON'Ts

—with—

Crystal Clear

- DO** keep individual records for each student with an IEP.
- DO** follow all district and state testing protocols and be aware of all test administration responsibilities.
- DO** report any mistake or inconsistency as soon as it's discovered. Covering up makes it worse.
- DO** make sure IEPs and other official documents reflect the student's *current* needs and abilities.
- DO** keep accurate, up-to-date grade books and attendance records.

DON'T sign someone else's name on an IEP or other official document.

DON'T change grades without supporting evidence or documents.

DON'T cut corners with data.

Make Professional Choices!

OTES evaluations were almost due and Principal Knight didn't have half of the staff's formal observations completed, so she made up observation dates and comments. Professional or unprofessional?

Unprofessional:

OTES evaluations give teachers important feedback. Principal Knight should have asked her district for help.

Tommy's parents had missed two scheduled IEP team meetings. A team member wanted to sign off on Tommy's IEP anyway, but the team leader scheduled a third meeting. Professional or unprofessional?

Professional:

Educators should complete the IEP process with all required parties participating before signing off on the IEP.

To exaggerate student growth this year, Mr. Cook told his students not to take the course pre-assessment too seriously and gave them a study guide with the post-assessment answers. Professional or unprofessional?

Unprofessional:

Tests are meant to reflect student growth. Without accurate data, students can miss learning opportunities.

Mr. Green realized he hadn't given a student IEP accommodations on several class tests, so he raised the student's grade for each of those tests to the class average. Professional or unprofessional?

Unprofessional:

Educators must give students IEP accommodations for each test, and any grade changes must have supporting documentation.

Tess hadn't passed the math proficiency test for graduation. As graduation loomed, the superintendent told Tess's principal she would pass the test so she could enlist in the Army. Professional or unprofessional?

Unprofessional:

Manipulating test scores skews student data and puts educators' licenses at risk.