We are committed to:

- Implementing accommodations for students based on their needs.

- Differentiating individual and group seating arrangements and changing them periodically, especially when they are not working.

- Providing differentiated instruction.

- Learning about the culture of our students and learning more about them as individuals.

- Valuing instructional time by limiting yelling and other unnecessary time-wasters such as lining up activities.

- Developing relationships with families and involving families in their children's education.

- Providing ample time for intervention when necessary.

- Using class time wisely.
Brainstorm the ethical issues you have seen at your serve site related to any of those inequality issues.

- Lack of differentiated instruction from the teacher who is not using enough resources/activities to engage her students.
- Too much of independent work assigned for to the students.
- Ignoring/pushing away those (trouble) students.
- Gender bias

Ethical Treatment Guidelines

- Be flexible and creative with your teaching.
- Use classroom events to assess yourself.
- Always take the time to get to know your students and their interests.
- Randomize your class participation to avoid eliminate any type of bias.
- Change your classroom setup at least every tri-semester.
Ethical Issues

- misuse of time, no instruction time
- yelling at class, not effective,
  no one learns from it, rude,
  scary for a child, unethical in
  a professional sense

Ethical Treatment Guidelines

- I won't yell at my students.
- I will use our class time wisely.
- I will respect all students.
- I will accommodate my students.
- I will make accommodations to meet
  the needs of students.
• Make decisions in the best interest of students.
• Always look for new ways of solving new old problems.
• Always ask for help.
• Getting to know your students.
• Allowing your ideas of students to change.
• Give all students equal opportunity.
Pledge for a Fair Education

My mantra as an educator is that every child can learn, and it is my job to facilitate that. I believe that all students deserve a fair education. When I say fair, I do not mean equal; equal education means that every child is included, respected, and receives the tools they need to be successful. As an educator I pledge to create a safe environment ensuring that I provide any means necessary for my students to learn and receive a fair education.

Throughout my experience in education, I have seen students labeled as “trouble-makers,” “unteachable and even “failures;” this is a reflection on the education system, not the students. If the assumption is made that everyone learns the same, then we lose a majority of our learners to a frightful pedagogy. Our education system needs to include adaptations and modifications built into the curriculum. Educators need to individualize their instruction to each student, and using data to inform that instruction. These modifications do not give any one student an upper-hand, but rather level the playing field and allow all students the same opportunities for a fair education.

Change needs to come from the inside out. Teachers need to take the first step to create safe, equal environments for their students. Change starts with one person with the strength and voice to stick to their beliefs and make a difference. I pledge to create a safe environment ensuring that I provide any means necessary for my students to learn and receive a fair education. All students are capable of learning we just need to give them the right tools.
Ethical/Equity Issue

As a student teacher in two title I schools and having observed other teachers/student teachers in other schools both in and out of Long Beach Unified, I have had the opportunity to see many different approaches to teaching and classroom management and have come to see that not all teachers choose to make ethical decisions. The one that I am choosing to talk about in this statement is one that I have been dealing with more recently in my second rotation at Willard Elementary School.

I have been developing as a teacher in a fourth grade general education class at Willard Elementary School in Long Beach. This class consists of 21 boys, 13 of which have 504 plans and are on contract both in the class and in the district for their extreme behavior problems and 14 girls. Coming into this class I quickly found out that in this class alone the suspension rate for students (specifically those 13 young boys) was at 10 percent and at any time students would be gone from the class 2-3 days at a time. During my first month in the class I had a group of 5 boys that were in school and not on suspension for a total of one week, the rest of the month was spent getting continually suspended from school. This caused me to feel very concerned and at that point I began to analyze the situation further.

I began to notice that my master teacher would often laugh the situations off or celebrate the times when these students were suspended. At first I sided with her because I couldn’t think of another way these students could be “punished” or held accountable of their actions. As months went on and these students became more comfortable with me in their classroom I began to notice the complete lack of respect this class had, not only the students but in the teacher as well. Everyday I would come to school and everyday their would be complete chaos in the classroom, yet these boys who were the center of the chaos were first chosen to be my master teacher’s assistants (answering phones, taking things to the office, getting items for her, passing things out...etc). As I began to take on more lessons these students were continually causing problems and fighting, and it got to the point that during each lesson I was NOT teaching but rather trying to keep the class from breaking out into a brawl. The lack of respect in these students were continuing to get worse and it got to the point where one student was becoming deeply depressed (saying suicidal remarks). At this point I have had it and it only got worse when I observed how the teacher chose to handle it. When the student confronted my master teacher about the feelings she was having due to the harassment and bullying happening she chose to defend the boys and say “oh there just silly and are you sure you are not doing anything to provoke it” meanwhile these boys continue to assist her in any ways that she may need.

This whole situation and time I have spent “trying” to teach in such an environment has really opened my eyes to things that can happen in a classroom if respect and community are not the number one priority at the beginning of the
year and reinforced throughout. Because I wanted this experience to help me develop as a teacher I took it as an opportunity to try and implement as the teacher allowed different behavior plans and positive reinforcements in hopes of creating respect and community but because it was only being implemented half the time by myself and not the master teacher unfortunately I do not believe it had the full effect that it needed to. As a future teacher I will do my absolute hardest to create a community in my classroom so that each and EVERY student can feel safe and enjoy coming to school each day because in the classroom I am in currently I do not feel that is the case. I hope that I never come to the point that I am laughing off or celebrating the bad behaviors of students but rather reinforce and reward those who are doing their best and are making kind and good choices.
It was no easy task deciding what problem with the education system I would choose to write about, to take a stand against. There are so many to choose from, the disproportional distribution of money within school districts, standardized testing, student's lack of access to materials, and more. Finally, I decided that I would write about something more personal, something that had I knew as a teacher I would never tolerate.

Growing up I attended private, Christian schools with an immense amount of parent involvement and financial support. Because of this, I was given so many opportunities that made going to school so much fun. This began to change when I was in fifth or sixth grade. It was at this time that I began to feel much more self-conscious about the way I looked, the way I dressed, everything about myself and then the bullying began. My school was small, there were only 35 students in my entire grade and we had all grown up with each other. But as we all got older, we started to look at each other differently, and smaller "cliques" were formed and I was not lucky enough to be considered part of the "cool girls". It began with simple teasing and name-calling, comments about my weight or how I didn’t dress like those "cool girls". For a long time I just ignored it, I didn’t want to tell my teachers. Towards the end of sixth grade, everyone was making MySpace pages, myself included. The bullying moved from something that was just mean comments in person, to something online as well. It seemed like I couldn’t escape from a lot of what was being said. Then I remember getting a message, a link to a website that had been created, crudely titled “We Hate Shelby.” My mom found me crying and told me that if it was happening at school I needed to tell my teachers. I went to the school the next day and I remember everyone laughing, talking about that website. During lunch that day, those "cool girls" were relentless, the things they were saying had escalated to threats and I was constantly being warned to “watch my back.” I finally broke down and went to talk to my teacher. My teacher sent me to the principal to go tell her about the entire situation. She told me ignore it, to ignore them and they would stop. It never stopped, not matter how much I tried to ignore it, and my mother finally went into the school to talk to the principal herself. She said since so much of it was happening online and away from the school, there wasn’t much she could do, but she would talk to those girls. Well talking to those girls meant pulling us all into her office where I was supposed to confront them. I was mortified, anxious, and I knew even then this wasn’t the way to handle this situation.

It wasn’t the easiest time in life, but it passed. I went to high school far away from those "cool girls," made an amazing group of friends, and was able to put it all behind me. But not all students are able to do that. When I made the decision to become a teacher, I told myself that I would never allow bullying in or around my classroom. I decided that instead of maintaining a “kids will be kids” mentality or telling the student affected to “ignore it and go away,” I would do everything in my power to prevent bullying before it began. Throughout the course of my teacher preparation I have seen so many stories on the news of students who were bullied in school and reacted violently, either towards others or themselves and it broke my heart because it should never have gotten to that point. I pledge that as an educator, I will do everything in my power to ensure that the students in my classroom and my school are entering a safe environment in which they can be comfortable being themselves. I will not tolerate bullying of any type and will make that clear to my students. I will educate myself on the resources I
have as an educator to teach tolerance and respect in my classroom as well as what to do if bullying occurs. And most of all, I pledge to make myself available to my students who need to talk and to do what I can to ensure that they are comfortable enough to do so. As stated on thebullyproject.com, a website and film that has grown close to my heart, “YOU are the change agent. Whether you are a bus driver, English teacher, counselor, nurse, physical education instructor, principal or the superintendent. We firmly believe that you can lay the groundwork for lasting change.”