

Ethics

Student's Name

Institutional Affiliation

Date

Ethics

In this era of globalization, the number of students seeking education in the US has increased. Majority of immigrant students in the US are English-as-a-second-language (ESL) learners. Learning institutions are expected implement equitable practices both in and out of the classroom to ensure ESL students get fair opportunities not only at learning the language but also at excelling in learning. The ethical concerns in the given case include fairness and equity. Based on the case, nearly 40% of fifth grade are ESL students. To ensure fairness in results, Frank believes that admin should have included norms for ESL students in the test. Lack of norms would motivate biases on immigrants when placing students in special programs.

Frank failed to act in a manner consistent with the National Organization of Human Services (NOHS) standards. Standard 41 of the NOHS requires human service professionals to safeguard students' interests if they are exposed to potentially harmful events and it was Frank's responsibility to do so. As a human service educator, Frank seems not to care about the impact of the test on ESL students' placement, thus, he is easily convinced by the school district officials. Standard 37 of the NOHS also requires human service educators such as Frank to develop and implement culturally sensitive knowledge and teaching methodologies (NOHS, 2015). It is a failure on his side to help the school develop norms for standardized achievement tests.

Therefore, it was not right for Frank to proceed with test administration.

In consistent with APA standard 9.06, the correct interpretation of test results would require the school district officials to adopt fair assessment method that takes into account the linguistic and cultural differences of the students (APA, 2017). Since there is no completely unbiased professionals or culture-free tests, the school is expected to select the test instrument and interpret it based on students' cultural and social backgrounds (Welfel, 2016). Dealing with

the results afterward as the school claims will potentially promote biasness. Therefore, Frank ought to have advised the school to suspend the test and include relevant norms that will support accurate assessment and placement of students.

The core ethical principle involved in this case is a valid assessment of students. Given the significance of the test, the school is responsible for taking adequate steps to ensure that assessment is fair, open, valid and congruent with the learners' linguistic and cultural backgrounds. Frank and the school are expected to use their knowledge of assessment to help them in selecting assessment methods which are reliable, valid and will ensure fair and equitable placement of all students.

Human service workers are expected to act responsibly. If an individual is convinced that Frank did not act professionally when conducting standardized achievement test, that person must submit ethic complaint form in writing to the relevant disciplinary body with no more than thirty calendar days of becoming aware of Frank's unethical conduct. The disciplinary body will then review form and define if the preponderance of evidence warrants an investigation. If the investigation determines that Frank did act unethically, various disciplinary actions may ensue. Sanctions may include cancellation of the professional's certificate of practice and operating license, imposing fees, or recommending further training. The disciplinary committee is expected to consider the professional's history concerning ethical sanctions when determining the appropriate course of action.

However, Frank may appeal his sanctions if he has the burden of proof. The school officials forced Frank to proceed with the administration of exam despite him questioning the authenticity of the test. If he argues this way in the appeal form, then the disciplinary committee may see reasonable probative value in his facts that may reduce his sanctions.

References

- APA. (2017). Ethical principles of psychologists and code of conduct. Retrieved from <https://www.apa.org/ethics/code>
- NOHS. (2015). Ethical standards for human services Professionals. Retrieved from <https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>
- Welfel, E. R. (2016). *Ethics in Counseling and Psychotherapy: Standards, Research, and Emerging Issues*.