

I began to wonder what makes someone a “good teacher.” So I asked my sixth-grade students. “Assuming that I am a good teacher,” I paused, “what is it that makes me a good teacher?” One boy spoke up and said, “Mrs. Wilcox, let me tell you the one thing that you do that makes you a great teacher.” He paused for a moment and then pointed his finger at me and said, “You listen. I mean you really listen to what we have to say; lots of other teachers don’t.”

—Dawn Renee Wilcox (2006), *Science Coordinator, Spotsylvania County Public Schools, Virginia*

CHAPTER DESCRIPTION

In this chapter, you are asked to consider what it means to be an ethical teacher researcher. A discussion about a code of research ethics and the role of professional educational organizations in developing ethical standards is presented. You will find key ethical issues essential to review in your research design: informed consent, deception, privacy and confidentiality, and accuracy. Since each research project is unique, you have the responsibility and obligation to check your research with your school division human subjects review committee and/or a university institutional review board to determine if you are acting according to ethical standards and federal requirements in protecting your participants. Included in this chapter is a critical friend inquiry to guide you toward assessing the ethics of your research. These guidelines and discussion are raised for you to carefully consider your research design and each of your research decisions.

◆ Reading this chapter will provide an opportunity for you to acquire a set of ethical research standards to carefully review with your critical friend before you launch your research project.

I recall hearing about a teacher who, studying her role in teaching about social justice, planned a strategy to impact students' understanding of the deplorable conditions of slave trade and travel. The