



Ethical Dilemma Competition

Overview

This is a chapter competition. In this competition, the chapter must debate an ethical education-related dilemma. This competition requires members to think deeply about an ethical issue, employ critical-thinking skills, and use persuasive communication techniques to collaboratively debate an ethical dilemma.

To participate, each member of the chapter must first thoroughly consider the ethical issue and begin to form an individual position on the topic. Then the chapter members must debate the topic together, listening carefully to each other's opinions. Through the discussion, the chapter members must come to a consensus on the topic and then prepare a ten-minute presentation stating their chapter's view.

The chapter must work as a team to develop the presentation and then select at least four and no more than eight students from the chapter to present the chapter's opinion and how it was reached to a panel of judges. The presentations will be delivered live via Zoom on the day of the virtual event.

Each chapter must submit only one entry for this competition. Five (5) entries total will be accepted. Entries will be accepted on a first-come, first-served basis and will be limited to the number of participants.



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Competition Guidelines

- A. The sponsoring teacher must submit the Online Competition Entry Form **by 5:00 pm on Friday, October 30, 2020**. Entries are limited to one display per school.
- B. During a chapter meeting, present the ethical dilemma narrative included at the end of this PDF.
- C. Spend adequate time discussing the dilemma. This deliberation may take several chapter meetings. As a group, answer the ethical dilemma questions listed with the ethical dilemma narrative included at the end of this PDF.
- D. When the discussions have concluded and a consensus has been reached, prepare a ten-minute live presentation stating the chapter's view on the dilemma.
- E. No fewer than four and no more than eight student representatives from competing chapters will participate in a 15-minute interactive session with a panel of judges. During the interactive session, the chapter representatives will deliver their live, ten-minute presentation to a panel of judges. The presentation should be a professional, clear, and decisive response to the dilemma. How the decision was reached and what factors were considered should be included in the presentation.
- F. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation. .
- G. Chapter representatives will present their view on the dilemma during a live, interactive Zoom video session on the day of the virtual conference.
- H. After the live presentation and for the balance of the 15-minute interactive session, the judges will ask the students questions about their deliberation process, the factors that were considered when making a decision, how they reached consensus, and other questions relevant to the deliberation process.
- I. One judge will also serve as timekeeper during the presentation. Chapter representatives will receive an indication that there is one minute remaining when they reach the nine-minute mark of their presentation

Judging and Scoring

- A. The judges' decision is final.
- B. Contestants agree to be bound by the FEA General Competition Rules and Code of Ethics for Virtual Events and the decisions of the judges.
- C. The entry will be scored using the Ethical Dilemma Competition rubric.

How to Enter

- A. The sponsoring teacher must complete and submit the Online Competition Entry Form.
- B. A link to access the form will be emailed to the sponsoring teacher after a group has been created on the Eventbrite registration site and the chapter sponsoring teacher has registered to attend the event.
- C. Entries submitted by email will not be accepted.



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Ethical Dilemma Scenario

At age 22, Angela Whitlock is thrilled to begin her teaching career at Cherry Hill Middle School — the school she once attended as a student in her small hometown. She has been assigned to be the school's only eighth-grade math teacher. Just like all other math teachers at Cherry Hill MS, she will teach five periods per day, with a total of 130 students on her roster.

On the first day of school, Ms. Whitlock gives all of her students a “pre-assessment,” a short test covering a range of math concepts in order to check their knowledge and skills. The students all took the test and handed the papers to her on their way out at the end of the period.

That night Ms. Whitlock scored the students' work and the results shocked her. Almost half of the students didn't finish the assignment, even though she was sure there had been plenty of time. Close to twenty students only wrote their names and made no attempt to solve any of the math problems. Of the students who actually attempted to do the math, many made basic computational mistakes. Based on the results of the pre-assessment, only about five of her 130 students could be considered “on grade-level” for math, with many students appearing to be two or more grade levels below where they should be.

The next morning before school Ms. Whitlock visited Mr. James, the teacher in the classroom next to hers. Mr. James had been teaching seventh-grade math for 11 years and seemed to be well-respected in the school, although Ms. Whitlock didn't know him very well. She told him about the data from her pre-assessment.

Mr. James answered, “That's okay. The whole idea is they have to show growth by the end of the year, so it's actually good if they can't do anything now. As long as they can do slightly more by May, you're golden.”

Given this start, what should Ms. Whitlock do during the rest of the first month of the school year? What goals should she set? Who should she reach out to? How should she do it? What strategies should she implement in her classroom?



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RECOMMENDED READING

High Expectations

<http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/High-Expectations-for-All.aspx>

<https://www.edutopia.org/article/necessity-having-high-expectations>

Interventions for Failing Students

<http://www.edutopia.org/blog/what-matters-most-student-academic-intervention-rebecca-alber?destination=node/441487>

Tips for Building Relationships with Parents

<http://www.edutopia.org/blog/20-tips-developing-positive-relationships-parents-elena-aguilar>

<https://www.scholastic.com/teachers/articles/teaching-content/9-techniques-building-solid-parent-teacher-relationships/>

Student Motivation

<https://www.edweek.org/ew/collections/student-motivation-videos/what-teachers-can-do-to-boost-student.html>

<https://www.edutopia.org/blog/strategies-helping-students-motivate-themselves-larry-ferlazzo>

QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

- Discuss what it means for teachers to have high expectations for students. Why does it matter? What does it look like in action? What are the consequences of lowering expectations? What does that look like when it happens? When, if ever, should expectations be modified? How do factors beyond an individual teacher feed into expectations made of students?
- Discuss student engagement and motivation. How can new teachers successfully support student engagement and motivation, especially in the beginning of the school year?
- Explore academic interventions for students with low skills. What options are available for teachers to pursue?
- What are the benefits and best practices for educators to networking with parents and colleagues? How can relationships with parents or colleagues be strengthened, repaired, or even ruined?



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Presentation

Points Available	Accomplished 8 – 7	Commendable 6 – 5	Developing 4 – 3	Needs Improvement 2 – 1
Depth & Insight	The presentation reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue and succeeds in proposing compelling, well founded paths forward.	The presentation reflects understanding of the issue, and succeeds in proposing well-founded solutions for some but not all of the issues in play in the scenario.	The presentation is on-topic. Responses offer multiple good points, but would benefit from more exploration, detail, or research. Solutions offered may only partially address the scenario.	The presentation reflects limited or flawed understanding of the issues in the scenario. Solutions offered are not plausible, appropriate, or justified.
Persuasiveness	The presenters are entirely persuasive with clear and well- founded rationales for their position.	The presenters make a commendable case but by leaving some areas not fully explored or explained, the presentation is not entirely persuasive.	The presenters should look for deeper or more clear and well- founded rationales for considering all aspects of the scenario and responding persuasively.	The presenters do not make a persuasive case for how to handle the situation professionally.
Teamwork & Professionalism	All aspects of the teams' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects an equitable effort among all of the members and a consistent high level of professionalism.	Most aspects of the team's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects a mostly equitable effort among all of the members and a commendable level of professionalism.	Aspects of the team's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism. The responsibility load may appear imbalanced among team members	Multiple aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials— need significant improvement to be considered professional caliber. The responsibility load appears highly imbalanced among team members.



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Presentation

Overall Impact	<p>The presentation's professional-caliber and highly persuasive exploration of the issues and explanation of decision points delivers maximum impact and understanding to the audience.</p> <p>The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The content and delivery work together to offer a commendable and persuasive presentation.</p> <p>With minor revisions and delivery tweaks, the project could be considered professional caliber.</p>	<p>The minimally persuasive presentation demonstrates effort. At multiple moments, the content and delivery may not effectively complement one another, or may reflect a partial lack of understanding or professional judgment. This may limit the impact of the presentation.</p>	<p>The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the content or delivery.</p>
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Q&A

Points Available	Accomplished 4	Commendable 3	Developing 2	Needs Improvement 1
Responses	<p>The contestants' responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The contestants display impressive, professional-level depth of knowledge and understanding given his/her experience and research.</p>	<p>The contestants' responses in the Q&A session demonstrate thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The contestants' responses in the Q&A session reflect a broad spectrum of levels of quality from answer to answer.</p>	<p>The contestants' responses in the Q&A session may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.</p>