



Ethical Dilemma Competition

Overview

The Ethical Dilemma competition challenges chapters to engage in an ethical debate centered around an educational dilemma. Participants will delve into an ethical issue, applying critical-thinking skills and persuasive communication to collaboratively explore and debate their stance.

Each chapter member begins by thoroughly examining the ethical issue and forming an individual position. Subsequently, members engage in a structured debate, actively listening to diverse viewpoints within the chapter. The goal is to collectively reach a consensus on the topic, culminating in a 10-minute presentation that articulates the chapter's unified perspective.

Teams must collaborate closely to develop the presentation, selecting between four to eight students to present their stance and the process behind it to a panel of judges.

Participation Details

- This is a chapter competition.
- Only one (1) entry per chapter will be accepted.
- A maximum of four (4) entries total will be accepted, on a first-come, first-served basis.



Ethical Dilemma Competition

Competition Guidelines

- A. During a chapter meeting, present the ethical dilemma narrative included at the end of this PDF.
- B. 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.
- C. When the discussions have concluded and a consensus has been reached, prepare a 10-minute live presentation stating the chapter's view on the dilemma.
- D. 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, 10-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.
- E. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation. The presentation file must be stored on a USB flash drive. There will not be an internet connection available in the meeting room.
- F. 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 deciding, how they reached a consensus, and other questions relevant to the deliberation process.
- G. One judge will also serve as a 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. Competitors must be present at the scheduled time or will be considered disqualified.
- B. The judges' decision is final.
- C. Competitors agree to be bound by the FEA General Competition Rules.
- D. The entry will be scored using the Ethical Dilemma Competition rubric.

How to Enter

- A. This is a chapter competition. Only one (1) entry per chapter will be accepted.
- B. All entries for individual and/or chapter competitions must be submitted by the chapter's sponsoring teacher via the [Online Competition Entry Form](#) by **5:00 pm, on Friday, November 1, 2024**.
- C. Four (4) entries total will be accepted for this competition. Entries will be accepted on a first-come, first-served basis.
- D. Entries submitted by email will not be accepted.



Ethical Dilemma Competition

Ethical Dilemma Scenario

Sven was feeling both nervous and confident as he was close to completing his teacher preparation program in mathematics. His sixteen-week assigned student teaching placement could not have been more perfect! The 6th – 8th grade middle school has a great reputation, is close to his apartment and he was placed with a cooperating teacher who is a seasoned veteran – Ms. Norton. Sven noticed on Ms. Norton’s social media pages that she appears to be very involved in school activities, leads a youth group outside of school, and is a personal friend of the principal. Considering that Sven was hoping to get a teaching position at the school in which he was assigned to student teach, he couldn’t have been happier to be placed in Ms. Norton’s classroom.

After just a few weeks into his student teaching semester, Sven was getting ready to begin taking over more teaching responsibilities and discovered Ms. Norton had not been following the district’s math curriculum. Not only is she way behind in what she should be teaching, but she uses, in Sven’s opinion, outdated teaching methods. She tells Sven she has taught math her way for years and sees no reason to change. Sven can tell many students do not understand the concepts, and others are bored and seem to have given up. He is concerned about Ms. Norton’s reaction when he uses more engaging, innovative teaching methods he learned in his teacher preparation program.

Sven also notices Ms. Norton seemingly treating a handful of students differently from other students by bantering and joking with them. They are connected to the youth group she leads outside of school. Additionally, Sven has become aware that Ms. Norton participates in group text messaging with the youth group members during and outside the school day.

Sven is very concerned about the students who are struggling in Ms. Norton’s math classes. Yet, he also knows Ms. Norton must evaluate his performance as a student teacher so he can successfully complete his preparation program. In addition, Sven still desires to teach at the school after he graduates from college and becomes a certified educator.

Sven wants to mention his concerns to his university-based professor who is supervising his student teaching but is concerned any resulting action might still impact his ability to get a job at that school, especially since the teacher and principal seem to be friends.



Ethical Dilemma Competition

OPERATIONAL DEFINITIONS FOR THIS SPECIFIC SCENARIO

- **Teacher Candidate** – An individual enrolled in a teacher preparation program to become prepared as a school classroom teacher in a specific content field(s), such as Elementary Education, Secondary Mathematics, etc.
- **Teacher Preparation Program** – An educational program designed to prepare individuals for teaching in school classrooms in a specific content field(s).
- **Student Teaching** – The culminating experience of a teacher preparation program in which the teacher candidate is placed in the school classroom for an extended period of time to become fully immersed in the experience and have the opportunity to demonstrate competence as a future classroom teacher.
- **Student Teaching Placement** – The specific school classroom in which the teacher candidate is placed for the student teaching experience.
- **Cooperating Teacher** – The teacher of record for the school classroom in which the candidate is placed for the student teaching experience.

RECOMMENDED READING

- The Model Code of Ethics for Educators (MCEE): 2nd edition, available at https://www.nasdtec.net/page/MCEE_Doc
- Blog: Hutchings, T. (2019). Ethics and Educators, “Please, Just Tell Me What to Do!” <https://www.nasdtec.net/blogpost/1757877/Ethics-and-Educators?tag=&DGPCrSrt=&DGPCrPg=4>
- Research of local policies and guidelines, such as:
 - Student teaching guidelines of educator preparation program providers (e.g., universities, colleges)
 - School district policy regarding communicating with students.
 - Other professions’ codes of professional ethics regarding multiple relationships, apprenticeships, and technology.



Ethical Dilemma Competition

QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

- Discuss how the cooperating teacher/student-teacher relationship differs from teachers who are colleagues.
- Discuss some possible unintended consequences of holding dual roles involving students (serving as teacher and as organization sponsor, etc.).
- Discuss Sven's concerns about potential issues arising if he exposes what he is observing about Ms. Norton's competency as a teacher.
- What might be the most appropriate course of action for Sven?
- How can teacher candidates best prepare for the myriad of unexpected situations that occur when working with teachers and students?
- This scenario frames several core ethical concepts – educator competence, student welfare, and multiple relationships. Consult the Model Code of Ethics and find specific standards that frame those particular issues. Use the standards to determine 1) the greatest priorities in the scenario that need to be addressed, 2) the possible consequences for different courses of action, 3) other stakeholders that are not mentioned in the scenario that may be impacted by Sven's courses of action, and finally 4) discuss with your colleagues other examples in which those core ethical concepts are present in the teaching profession.

Ethical Dilemma Competition

Presentation and Q&A

Points Available	Accomplished 16 – 13	Commendable 12 – 9	Developing 8 – 5	Needs Improvement 4 – 1
Depth	The presentation reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue. It succeeds in uncovering root issues and proposing compelling, well-founded paths forward.	The presentation reflects an 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. The solution may only partially address the scenario.	The presentation reflects a limited or flawed understanding of the issue in the scenario. The solutions offered are not plausible, appropriate, or justified.
Insight	The content of the highly focused presentation reflects a keen understanding and striking insight into all sides of the issue at play in the scenario.	The presentation offers useful, well-detailed ideas that warrant further exploration beyond this session. The presentation may explore most but not all sides of all issues at play in the scenario.	The presentation offers basic, intuitive ideas that would have benefited from further unpacking in this session. This presentation may not explore many of the issues or perspectives at play in the scenario.	The presentation may offer ideas that are flawed, illogical, or only partially developed and feel incomplete. Few perspectives or issues at play in the scenario are explored.
Creativity	The presentation conveys its message in creative, inventive ways that expertly maximize engagement and impact for the audience. The creative risks taken pay off impressively.	The presentation employs creative ideas to convey its message, although the stylistic or thematic choices do not entirely maximize impact for the audience. Creative choices at 1 or 2 points in the presentation may distract from or limit the impact for the audience.	The presentation would benefit from more inventive or distinctive choices. Clichés may be present.	The presentation needs significant improvement to engage the audience or deliver meaningful impact related to its intended message.

Ethical Dilemma Competition

Presentation and Q&A Cont.

Points Available	Accomplished 16 – 13	Commendable 12 – 9	Developing 8 – 5	Needs Improvement 4 – 1
Presence	<p>The competitors' sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.</p> <p>All team members, whether speaking or not, always reinforce the intended impact of the presentation.</p>	<p>The competitors' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>One or more of the presenters may appear to slip in and out of professional character at moments during the session.</p>	<p>The competitors' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p>	<p>The competitors display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.</p>
Teamwork & Professionalism	<p>All aspects of the teams' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect an equitable effort among all the members and a consistently high level of professionalism.</p>	<p>Most aspects of the team's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a mostly equitable effort among all the members and a commendable level of professionalism.</p>	<p>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</p>	<p>The responsibility load appears highly imbalanced among team members. Multiple aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials— need significant improvement to be considered professional caliber.</p>
Q&A Responses	<p>The competitors' responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The competitors display impressive, professional-level depth of knowledge and understanding given their experience and research</p>	<p>The competitors' responses in the Q&A session demonstrate thoughtfulness and reflected successful attempts to address most of the material posed to them.</p> <p>The competitors display some substantive knowledge and understanding of the selected topic based on their experience and research.</p>	<p>The competitors' responses in the Q&A session reflect a broad spectrum of levels of quality from answer to answer</p>	<p>The competitors' 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>

Ethical Dilemma Competition

Presentation and Q&A Cont.

Points Available	Accomplished 16 – 13	Commendable 12 – 9	Developing 8 – 5	Needs Improvement 4 – 1
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.
Overall Impact	The presentation's professional-caliber and highly persuasive exploration of the issues and explanation of decision points deliver maximum impact and understanding to the audience. The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.	The content and delivery work together to offer a commendable and persuasive presentation. With minor revisions and delivery tweaks, the project could be considered of professional caliber.	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.	The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery. The audience is frequently distracted from the intended impact by aspects of the content or delivery.

Length

Points Available	4	2	0
Length	The presentation is between 8 and 10 minutes.	The presentation is between 5 and 7 minutes or 11 and 12 minutes.	The presentation is shorter than 5 minutes or had to be stopped at 12 minutes.