



Principal Scenarios

Scenario 1:

It is shortly after the start of the school day on Monday morning and a student knocks on your door. You invite him in, and looking a bit sheepish, he pulls his hunting knife out of his jacket pocket. "Mr. J, I forgot I had this in my jacket. I was hunting with my dad and uncle over the weekend and I brought it to school by accident. It fell out of my pocket when I took my coat off during homeroom. Ms. LeClair said I should bring it to you and explain what happened." School Policy states that a possession of a knife of that size mandates a 2-day suspension.

Scenario 2:

In accordance with your school action plan (which was collaboratively designed by your Leadership Team with faculty representation from across the school) a group of teachers and administrators have been preparing for the upcoming day-long in-service, focused on assessment development. As the day nears, a trio of some of your most effective teachers (who are NOT on the leadership team) approach you requesting that the day, instead, be devoted to re-engaging all staff in the advisory system, which you privately agree is a much greater need than assessment development.

Scenario 3:

You have limited funding for your athletic teams. Four parents of students on the football team come to you and ask if they can start a booster club to raise money for that team. They are very specific about not wanting to raise funds for all teams as their time is limited and they think football costs more money to sustain. They have already shared their idea with the athletic director, football coach, some alumni and alumni parents and all of them are reported to be in support of the idea.

Scenario 4:

This year, your school district has implemented a new proficiency based learning system and though you haven't changed fully over to proficiency based report cards and transcripts, the faculty has changed how they are doing their grading. This shift has been the source of many questions and seeming source of frustration for teachers, parents and students for varying reasons. You dedicate some faculty meeting time to this topic to norming how faculty are determining course grades at various reporting points. With about 10 minutes left in the meeting as you ask small groups to report out, one group's reporter says, "We just wish you would tell us what to do and then we can do it."

Scenario 5:

When you look at the data from your 9th grade class, you notice that a specific demographic group (students eligible for free and reduced lunch, male students of color, students on IEPs) are not successful at a disproportionate level. With your limited resources, you think you have all of the interventions and supports in place that you can coordinate. Furthermore, you believe the 9th grade teaching team is generally embracing a student-centered approach and working hard for their students.

Scenario 6:

Ms. Z is a veteran teacher and a popular coach for several sports. She is well known for her concern for the welfare of her students. Since the high school has limited resources to accommodate practices and games for some of its teams, students are responsible for their own transportation to other sports venues. Consequently, it is not uncommon for Ms. Z to provide personal transportation for one or more students who otherwise couldn't participate to athletic events and back home after events. (from Connecticut's Teacher Education and Mentoring Program: Ethical and Professional Dilemmas for Educators, Facilitator's Guide, 2002: http://www.ctteam.org/df/resources/Module5_Manual.pdf)