

TASK: Use the following protocol to improv, discuss and debrief the scenarios.

- **PREP (1 minute)** - carefully read the scenario & choose your role
- **PERFORM (2 minutes)** - choose a timekeeper to stay on track
- **DEBRIEF (4 minutes)** - the audience gives their reactions, insights or other commentary
- **DEBRIEF (1 minute)** - the actors debrief their experience & follow up on audience commentary

You should have time for at least two scenarios.

TABLE OF CONTENTS

[Scenario One - "The Chosen One"](#)

[Scenario Two - "I object!"](#)

[Scenario Three - "Rock and Hard Place"](#)

[Scenario Four - "Number Sense"](#)

I. Scenario One - "The Chosen One"

TASK: Use the protocol below to improv, discuss and debrief the scenario.

- **PREP (1 minute)** - carefully read the scenario & choose your role
- **PERFORM (2 minutes)** - choose a timekeeper to stay on track
- **DEBRIEF (4 minutes)** - the audience gives their reactions, insights or other commentary
- **DEBRIEF (1 minute)** - the actors debrief their experience & follow up on audience commentary

A school has had a number of principals, and some years ago was deemed at risk. At that time the school had been in the public spotlight over poor state standardized test score reports and conflicts over governance and management issues. Since then the school has moved on to a much happier time. It has enjoyed some growth, has built a good reputation and is well regarded in the community. A new and experienced principal takes up a position at a school. She finds that, despite appearances, all is not well with the literacy program and asks you, a highly effective ELA teacher to be the Literacy Coach.

Cast:

- **Principal:** You are introducing your new Literacy Coach at the Faculty Meeting.
- **Literacy Coach:** This is the first time you are addressing the faculty and staff. How would you get your colleagues to support you?
 - Share your short term and long term goals/initiatives.
- **Teacher:** What other questions or considerations do you have?

II. Scenario Two - “I object!”

TASK: Use the protocol below to improv, discuss and debrief the scenario.

- **PREP (1 minute)** - carefully read the scenario & choose your role
- **PERFORM (2 minutes)** - choose a timekeeper to stay on track
- **DEBRIEF (4 minutes)** - the audience gives their reactions, insights or other commentary
- **DEBRIEF (1 minute)** - the actors debrief their experience & follow up on audience commentary

In your new hybrid teacher role as Instructional Coach, you are required to perform informal teacher performance evaluations for a team of teachers. A teacher you’ve just observed disagrees with your assessment. The principal and assistant principal are certain that the findings of the observation are accurate. They insist that the findings of the observation stay on the teacher’s record and are tired of her/his difficult behavior. The teacher had been involved in a number of disputes with the school management in her years of as a Union Representative. S/he had been difficult to work with but you were once collegial. S/he informs you s/he will file a formal grievance and appeal your findings.

Cast:

- **Instructional Coach:** clearly articulate your problem or issue. What are your next steps?
- **Teacher:** clearly articulate your problem or issue. What are your next steps?

III. Scenario Three - “Rock and Hard Place”

TASK: Use the protocol below to improv, discuss and debrief the scenario.

- **PREP (1 minute)** - carefully read the scenario & choose your role
- **PERFORM (2 minutes)** - choose a timekeeper to stay on track
- **DEBRIEF (4 minutes)** - the audience gives their reactions, insights or other commentary
- **DEBRIEF (1 minute)** - the actors debrief their experience & follow up on audience commentary

You are the Lead Teacher at a large, urban primary school. As you are walking down the hall, you walk pass the classroom of a new teacher, who is employed on annual contract. What you observe can be described as chaos. The class is out of control; and the teacher is unable to quiet the students down. Some weeks ago, you observed the same scenario in this teacher’s class and offered to help her. The teacher, however, refused your help and told you that she would handle her own class in her own way. You are unsure of your next steps. If you refer the matter to someone on the administration team, there might be ramifications for the teacher’s ongoing employment. On the other hand, if you don’t act, it is possible that these children may continue to be disruptive and learn very little.

Cast:

- **Lead Teacher:** clearly articulate the issue. What are your next steps?
- **Teacher:** clearly articulate why you think refused help?

IV. Scenario Four - “Number Sense”

Adapted from Ethical Resource Center, September 15, 2010. Originally published in the Fall 2010 online edition of Independent School magazine.

TASK: Use the protocol below to improv, discuss and debrief the scenario.

- **PREP (1 minute)** - carefully read the scenario & choose your role
- **PERFORM (2 minutes)** - choose a timekeeper to stay on track
- **DEBRIEF (4 minutes)** - the audience gives their reactions, insights or other commentary
- **DEBRIEF (1 minute)** - the actors debrief their experience & follow up on audience commentary

You have been in your current position as Data Coach for less than two years at a mid-size high school. Your principal has tasked you with preparing a District report regarding the implementation of an innovative program designed to provide assistance and support to low-income/no-income students with the ultimate goal of improving daily attendance and graduation rates. You are also the innovation program’s team lead at your school.

After reviewing your initial report your principal tells you s/he thinks you should change some of the data, specifically increasing the graduation rates to make the issue a more compelling one, which would most likely lead to more funding for the program. Later in the week, you receive a phone call from the principal asking if you are going to accommodate his/her request. After all, s/he explains, the data you have collected is based on projections that could change in their favor. Wouldn’t it be better to get the program funded for another year than to miss the opportunity entirely because your data was too conservative?

Cast:

- **Data Coach:** Take a position on the issue.
- **Principal:** your goals are to convince the Data Coach to report favorable Data and to keep the program because you believe in the long run it will positively impact the school and community.