

School Scenarios

- **Discuss the scenario, script an ending integrating effective communication techniques.**
- **How could ineffective communication change the outcome?**
- **What obstacles/barriers to effective communication can you identify?**

1. *A student's parent shows up at a school during your planning period. This parent wants to know the grade that her son has in your class (he's failing, and you have already exchanged several emails) and wants to explain why her son will not be taking an assessment with the rest of your class later that day. Due to his participation in a local swim meet the evening prior, he was unable to study.*
2. *During a parent-teacher conference the grandfather (who is the legal guardian) of your student says that he does not know what to do with his grandson anymore. He cannot control his grandson's behavior; he cannot force him to try or to complete his homework. The grandfather is at a loss. During the meeting, the student sits and plays videogames on his phone.*
3. *A distraught parent sends you an email on a Friday morning and asks to schedule a meeting with you on that day to discuss her child's progress. You have two meetings during your planning period, lunch duty, and a club meeting scheduled for after school.*
4. *A parent finds out that her daughter is having issues with bullying. Despite the emails you have sent for nine consecutive weeks, the parent arrives in the principal's office and demands a conference with you immediately.*
5. *At a local restaurant on a Friday night while you are having dinner with your family, a parent comes up to your table and begins discussing her child's behavior in your class.*
6. *One of your students has an Individualized Education Plan and is not taking advantage of modifications outlined in the plan. You realize this and schedule a parent conference, inviting the parent, student, special education caseworker, and guidance counselor. The parent believes the student needs the modification, but the student refuses to them.*
7. *You did not receive a PGR score that you were pleased with on your observation, and you want to meet with your principal. You believe you have evidence to validate your point.*
8. *One of your students is particularly troubled. You have followed all the steps on the discipline ladder repeatedly. You have received little support from the assistant principal, and some of the student's referrals seem to have disappeared. You feel it is time to go above the assistant principal's head.*
9. *Your grade level consists of 12 teachers that have been divided into pods. Each pod is responsible for planning a subject area for the grade. You find yourself doing 60% of the work in your pod, two of the members doing the other 40%, and one member is not contributing at all. You have made every effort to plan meetings when it best fits her schedule. You have also tried dividing the planning into specific tasks, but that didn't help.*
10. *You have many ideas for connecting the school to the community. For example, you would like to start an afterschool service-learning program. However, the last time you casually mentioned an idea to an administrator an almost identical program was started the following year. You were not asked to be a part of the program and had no knowledge that it was being implemented. You are now hesitant to bring any new ideas to administration, yet you feel strongly about sharing your ideas and having the opportunity to implement them.*