

### ***III. Situations Involving Community and Family***

#### **Scenario 1**

#### ***Teacher Public Behavior***

Mr. R, a single male teacher, plays baseball on a local sports team. One Saturday evening, he was with team-mates socializing and having a few drinks at a post-game barbecue at a local park. Later in the evening, several male and female students from his 12<sup>th</sup> grade science class arrived at the barbecue by car. They had all been drinking and continued to drink at the barbecue. As the evening progressed, a very friendly rapport developed between the teacher and the students.

#### **Discussion Questions:**

- *What possible issues/concerns might this scenario raise?*
- *How could this situation become a violation of the law, the “Code” or other school/district policies?*
- *In this situation, what are some potential negative consequences for the teacher, for the students and the school community?*
- *What responses/actions will result in a more positive outcome and/or what proactive measures might be considered?*

**Consider the following sections of the Code of Professional Responsibility for Educators Regulations of Connecticut State Agencies Section 10-145d-400a**

#### ***(c) RESPONSIBILITY TO THE PROFESSION:***

##### ***(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:***

- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession.*
- (D) Strive to exercise the highest level of professional judgment.*

#### ***(d) RESPONSIBILITY TO THE COMMUNITY***

##### ***(1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:***

- (A) Be cognizant of the influence of educators upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements.*

#### **UNPROFESSIONAL CONDUCT**

##### ***(2) The professional teacher, in full recognition of his or her obligation to the student, shall not:***

- (B) Sexually or physically harass or abuse students.*
- (C) Emotionally abuse students.*
- (D) Engage in any misconduct which would put students at risk.*

#### **Participant’s Copy**

**Use this page to record thoughts and ideas shared during the facilitated conversations.**

- 1. What possible issues/concerns might this scenario raise?*
- 2. How could this situation become a violation of the law, the “Code” or other school/district policies?*
- 3. In this situation, what are some potential negative consequences for the teacher, for the students and the school community?*
- 4. What responses/actions will result in a more positive outcome and/or what proactive measures might be considered?*

**NEXT STEPS:** *Following the facilitated conversations in your district, go to [www.ctteam.org](http://www.ctteam.org) and complete the Module 5 survey questions. Once you do this, you will have completed all of the requirements for the Module 5 Pilot.*

## **IV. Situations Involving Bullying**

### **Scenario 2 Cyberbullying**

#### **Discussion Questions:**

Mr. S. a sixth grade teacher discovers that there is a Facebook group called “I hate Jesse,” a student in his fourth period art class. Students at the school have been joining this group and posting various types of negative comments regarding Jesse. Recently, cell phone pictures have been taken and posted of Jesse’s buttocks while she was walking in the hall. Three weeks later, he notices other pictures are beginning to appear in which Jesse’s face has been Photoshopped® onto other inappropriate images.

- *What possible issues/concerns might this scenario raise?*
- *How could this situation become a violation of the law, the “Code” or other school /district policies?*
- *In this situation, what are some potential negative consequences for the teacher, for the students and the school community?*
- *What responses/actions will result in a more positive outcome and/or what proactive measures might be considered?*

**Consider the following sections of the Code of Professional Responsibility for Educators Regulations of Connecticut State Agencies Section 10-145d-400a**

**(b) RESPONSIBILITY TO THE STUDENT:**

**(1) The professional teacher in full recognition of his or her obligation to the student, shall:**

- (A) *Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students.*
- (C) *Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientations.*
- (J) *Create an emotionally and physically safe and healthy learning environment for all students.*

**(c) RESPONSIBILITY TO THE PROFESSION:**

**(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:**

- (D) *Strive to exercise the highest level of professional judgment.*

**UNPROFESSIONAL CONDUCT\***

**(f) The professional teacher, in full recognition of his or her obligation to the student, shall not:**

- (D) *Emotionally abuse students.*

#### **Participant’s Copy**

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1. *What possible issues/concerns might this scenario raise?*
  
2. *How could this situation become a violation of the law, the “Code” or other school/district policies?*
  
3. *In this situation, what are some potential negative consequences for the teacher, for the students and the school community?*
  
4. *What responses/actions will result in a more positive outcome and/or what proactive measures might be considered?*
  
5. *What are some classroom management strategies a teacher could employ to address a situation such as this?*

**NEXT STEPS:** *Following the facilitated conversations in your district, go to [www.ctteam.org](http://www.ctteam.org) and complete the Module 5 survey questions. Once you do this, you will have completed all of the requirements for the Module 5 Pilot.*

These scenarios are intended to offer an opportunity for self-reflection and examination of your own thoughts and beliefs, as you determine what the most appropriate course of action should be. Some of these scenarios may touch on sensitive areas. This is an opportunity to share your thoughts in a respectful and professional manner. We should all be committed to lifelong learning—especially to enhance the learning experiences of our students.



## Scenario 1

### Policy Violation

Mr. G is a 9th-grade math teacher who has a generally good relationship with his students. He runs a tight ship and has a zero-tolerance rule for policy violations. A male student (Student D) came to class wearing a hat. Students are not allowed to wear hats in his class. Mr. G gave him a disapproving look and told him, “Take off the hat!” D just lowered his head and said in a very soft but polite voice, “I don’t want to.” Mr. G responded in a raised voice, “You know what the rule is in this class! Take off that hat!” By now all the students were looking at D to see what was going on. Some boys in the back of the class were whispering and laughing. D was generally a cooperative and respectful student. He again said but in a slightly louder voice, “Mr. G, please, I don’t want to.” Mr. G was now furious and told D if the hat didn’t come off, he was going to the principal’s office. D pleaded with Mr. G, “Please, I don’t want to take off my hat. Can’t I just keep on for today? You let M keep her hat on last week. Mr. G grew angrier and wrote him up for insubordination and sent him to the office.

### Discussion Questions to Consider Regarding Students

1. What possible issues/concerns might this scenario raise?
2. Which sections of the Code of Professional Responsibility for Teachers and/or other school/district policies are applicable to this scenario?
3. In this situation, how might the teacher’s decisions impact the students, families, the teacher, and the school community?
4. What responses/actions would result in a more positive outcome(s) and/or what can the teacher do to rectify this situation?
5. What are some classroom management strategies a teacher could employ to address a situation such as this? How can teachers, maintain appropriate standards of behavior, while being culturally responsive to their individual students?\*

\*an extra question has been added to this scenario

Consider the following sections of the Code of Professional Responsibility for Educators: Regulations of Connecticut State Agencies Section 10-145d-400a

**(b) Responsibility to the Student:**

**(1) The professional teacher, in full recognition of his or her obligation to the student, shall:**

**(A) Recognize, respect, and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;**

**(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientations.**

**(c) Responsibility to the Profession:**

**(1) The professional educator, in full recognition of his or her obligation to the profession of teaching, shall:**

**(D) Strive to exercise the highest level**

**Use this page to record thoughts and ideas shared during the facilitated conversations.**

1. What possible issues/concerns might this scenario raise?

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4. What responses/actions would result in a more positive outcome(s) and/or what can the teacher do to rectify this situation?

5. What are some classroom management strategies a teacher could employ to address a situation such as this? How can teachers, maintain appropriate standards of behavior, while being culturally responsive to their individual students?

### ***III. Situations Involving Community and Family***

#### **Scenario 2**

#### ***Student Confidentiality***

Ms. D, a third year 7th grade math teacher, complains to her next door neighbor about a difficult student in her class, identifying the child by name and providing specific details about the student's academic record. Ms. D says that the neighbor doesn't know the student personally, so there should be no problem discussing the student and the situation.

#### **Discussion Questions:**

- *What possible issues/concerns might this scenario raise?*
- *How could this situation become a violation of the law, the "Code" or other school/district policies?*
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- *What responses/actions will result in a more positive outcome and/or what proactive measures might be considered?*

**Consider the following sections of the Code of Professional Responsibility for Educators Regulations of Connecticut State Agencies Section 10-145d-400a**

#### ***(b) RESPONSIBILITY TO THE STUDENT:***

***(1) The professional teacher in full recognition of his or her obligation to the student, shall:***

*(J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.*

#### ***(c) RESPONSIBILITY TO THE PROFESSION:***

***(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:***

*(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession.*

*(D) Strive to exercise the highest level of professional judgment.*

#### **UNPROFESSIONAL CONDUCT**

***(2) The professional teacher, in full recognition of his or her obligation to the student, shall not:***

*(D) Engage in any misconduct which would put students at risk.*

#### **Participant's Copy**



