

**CONFIDENCE TO TAKE ACTION
SCENARIO CARDS**



**CONFIDENCE TO TAKE ACTION
SCENARIO CARDS**



**CONFIDENCE TO TAKE ACTION
SCENARIO CARDS**



**CONFIDENCE TO TAKE ACTION
SCENARIO CARDS**



**CONFIDENCE TO TAKE ACTION
SCENARIO CARDS**



**CONFIDENCE TO TAKE ACTION
SCENARIO CARDS**



**CONFIDENCE TO TAKE ACTION
SCENARIO CARDS**



**CONFIDENCE TO TAKE ACTION
SCENARIO CARDS**



ACTION SCENARIO 5 — Analysis Paralysis

A pilot program shows promise. Data looks positive. Still, the team delays scaling because they “want one more round of evidence.”

Challenge: Caution is blocking momentum.

Action Question: What will it take to confidently move forward—even without perfect certainty?



ACTION SCENARIO 6 — Fear of Public Failure

Teachers want to try something new—but fear doing it visibly. They worry about being judged if it fails.

Challenge: Psychological safety is limiting forward movement.

Action Question: What leadership moves can help to restore confidence to act publicly?



LEADERSHIP SCENARIO CARDS



LEADERSHIP SCENARIO CARDS



LEADERSHIP SCENARIO CARDS



LEADERSHIP SCENARIO CARDS



LEADERSHIP SCENARIO 1 — Burnout & Cynicism

Your school has undergone multiple initiatives over the last two years. Staff meetings feel heavy. Eye-rolling is common. Teachers openly say, "This too shall pass." Even strong teachers are disengaging emotionally.

Challenge: Morale is low, trust is thin, and staff feel change is happening to them, not *with* them.

Leadership Question: What specific leadership moves restore hope, purpose, and momentum?



LEADERSHIP SCENARIO 2 — The Dominating Voice

One highly experienced teacher dominates PLC discussions. They speak first, longest, and loudest. Other teachers have slowly stopped offering ideas. Innovation is stalled—but no one wants conflict.

Challenge: The team appears collaborative on the surface but is quietly disengaged.

Leadership Question: How do you more evenly distribute leadership without shaming, silencing, or avoiding the issue?



LEADERSHIP SCENARIO 3 — The Passive Classroom

Your students are well-behaved, compliant, and quiet. They do what they're told—but they rarely initiate, question, or lead. When you ask for ideas, they wait for direction.

Challenge: Students equate learning with following, not leading.

Leadership Question: What leadership structures would move students from compliance to ownership and influence?



LEADERSHIP SCENARIO 4 — The Quiet Innovator

A new teacher on your team has excellent ideas and strong instructional instincts—but avoids speaking up. In private conversations they share bold insights. In public settings, they stay silent.

Challenge: Leadership potential exists—but fear suppresses it.

Leadership Question: How do you lead this teacher forward without forcing exposure or waiting for confidence to magically appear?



LEADERSHIP SCENARIO CARDS



LEADERSHIP SCENARIO CARDS



LEADERSHIP SCENARIO CARDS



LEADERSHIP SCENARIO CARDS



LEADERSHIP SCENARIO 6 — Competing Leaders, Competing

Directions

Several strong teachers all want to lead different initiatives. Each has passion and momentum, but the team feels fragmented and pulled in multiple directions.

Challenge:

Leadership is abundant—but alignment is missing.

Leadership Question:

How do you unify leadership and direction without extinguishing passion and initiative?



LEADERSHIP SCENARIO 5 — Trust After a Top-Down Decision

A major decision affecting instruction was made without staff input. It may have been necessary—but now staff feel blindsided. Resistance is quietly brewing.

Challenge:

Compliance exists, but trust is damaged.

Leadership Question:

What leadership actions might repair credibility, voice, and relational trust?



RESPONSIBILITY SCENARIO CARDS



RESPONSIBILITY SCENARIO CARDS



RESPONSIBILITY SCENARIO CARDS



RESPONSIBILITY SCENARIO CARDS



RESPONSIBILITY SCENARIO CARDS



RESPONSIBILITY SCENARIO CARDS



RESPONSIBILITY SCENARIO CARDS



RESPONSIBILITY SCENARIO CARDS



RESPONSIBILITY SCENARIO 6 — Group Work Inequity

In group projects, one or two students consistently do most of the work while others coast. Everyone knows it—but the structure hasn't changed.

Challenge: Responsibility is uneven and invisible.

Responsibility Question: How do you redesign accountability so that ownership is fair and visible?



RESPONSIBILITY SCENARIO 5 — The Abandoned Commitment

A teacher publicly commits to taking responsibility for piloting a new strategy. Two weeks later, it has quietly disappeared. No one follows up. The team moves on.

Challenge: Accountability feels uncomfortable—so it gets avoided.

Responsibility Question: What does accountability with dignity look like in this scenario?





HIGH-STAKES SCENARIO 3 — The Unspoken Truth

There is an unspoken challenge in your building that everyone senses—but no one says out loud.

Challenge:
Breaking the silence.

Final Question:
What truth must be spoken and addressed if growth is going to happen?



HIGH-STAKES SCENARIO 1 — The Avoided Action

Name one real decision your school has avoided for months because it feels risky, political, or uncomfortable.

Challenge:
Avoidance has become the norm.

Final Question:
What action needs to be taken? When will it happen? Who will be responsible and lead?



HIGH-STAKES SCENARIO 2 — The Comfort Zone

Your team operates safely but predictably. Growth is minimal. Innovation feels optional.

Challenge:
Complacency has settled in.

Final Question:
Which comfort zone must your team deliberately leave this semester?

