



Graduate School of Education
Penn GSE

Enhancing District Leadership Through the Use of Online Branching Simulations

*AASA National Conference on Education
February 21, 2013*

Penn Educational Leadership Simulation (PELS) Project

Presentation Overview

- Overview of project
 - SME Sim Authoring Model
 - Sim Implementation in District Leadership Development
 - Current/Future Sim Development
 - Opportunities for Involvement
-

Project Overview

What is simulation and what is the
PELS Project?

Project Goals

The PELS Project will:

- provide incumbent educational leaders the opportunity to develop and author simulations; and
 - offer pre- and in-service leaders various opportunities to use simulations developed by their peers (P2P PD) as a basis for learning through local and/or extended professional learning communities
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Types of Simulations

■ Medium

- Live action
- Online Multi-media
- Online Text-based
- Paper-based

■ Scale

- Macro-Simulations
 - Micro-Simulations
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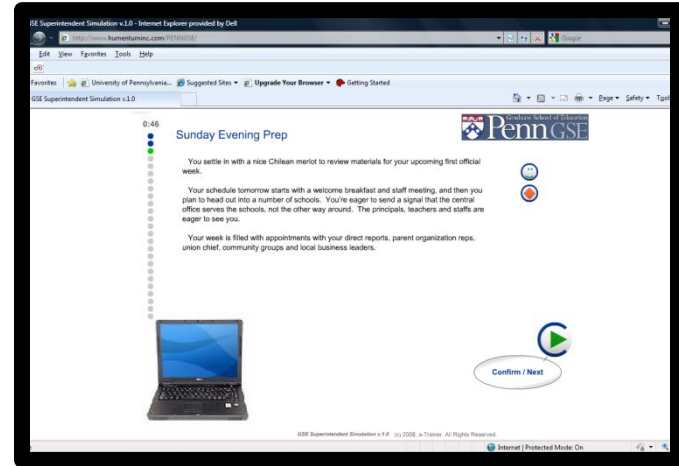
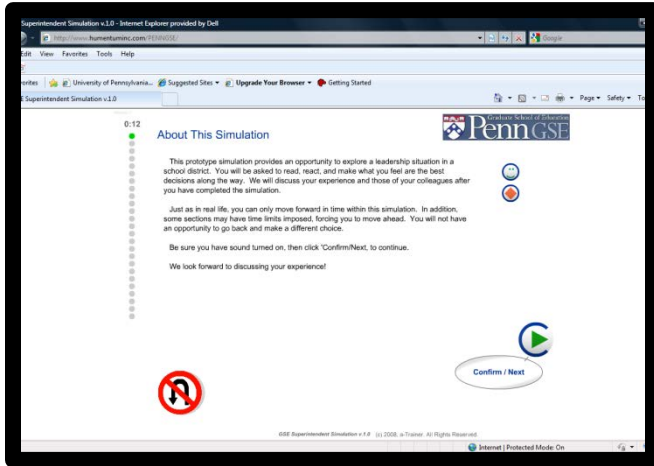
PELS Project Sims

- Online delivery
 - Micro-sims (specific problems of practice)
 - Modular
 - Standards-aligned (ISLLC)
 - Various levels of multi-media production
 - Full multi-media production (audio/video)
 - Animation
 - Images and audio
 - Images and text
 - Text-only
-

Simulation Development Evolution

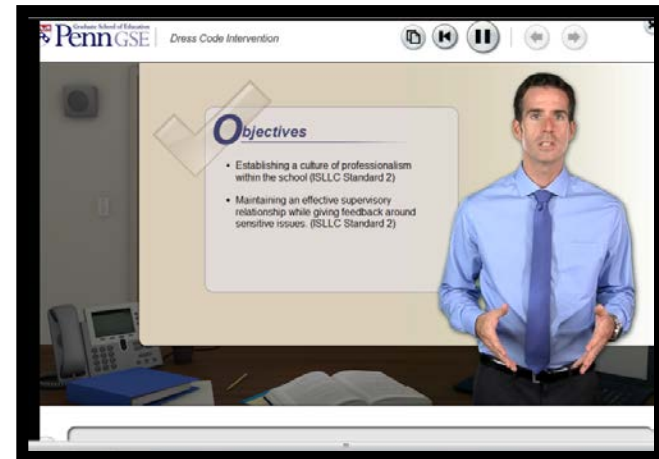
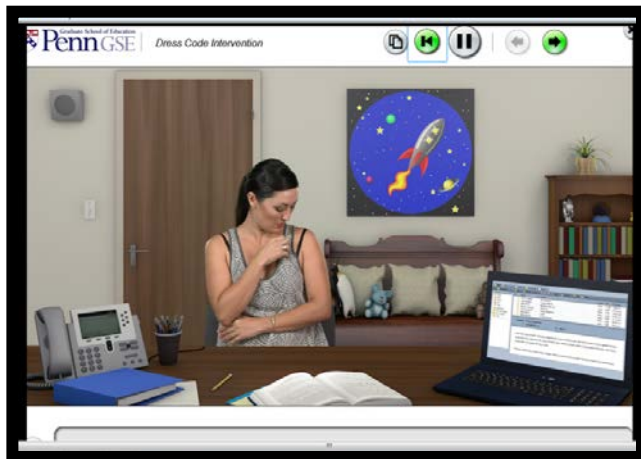
Text-Based Simulations to Full Multi-Media Simulations

Text-Based Prototype

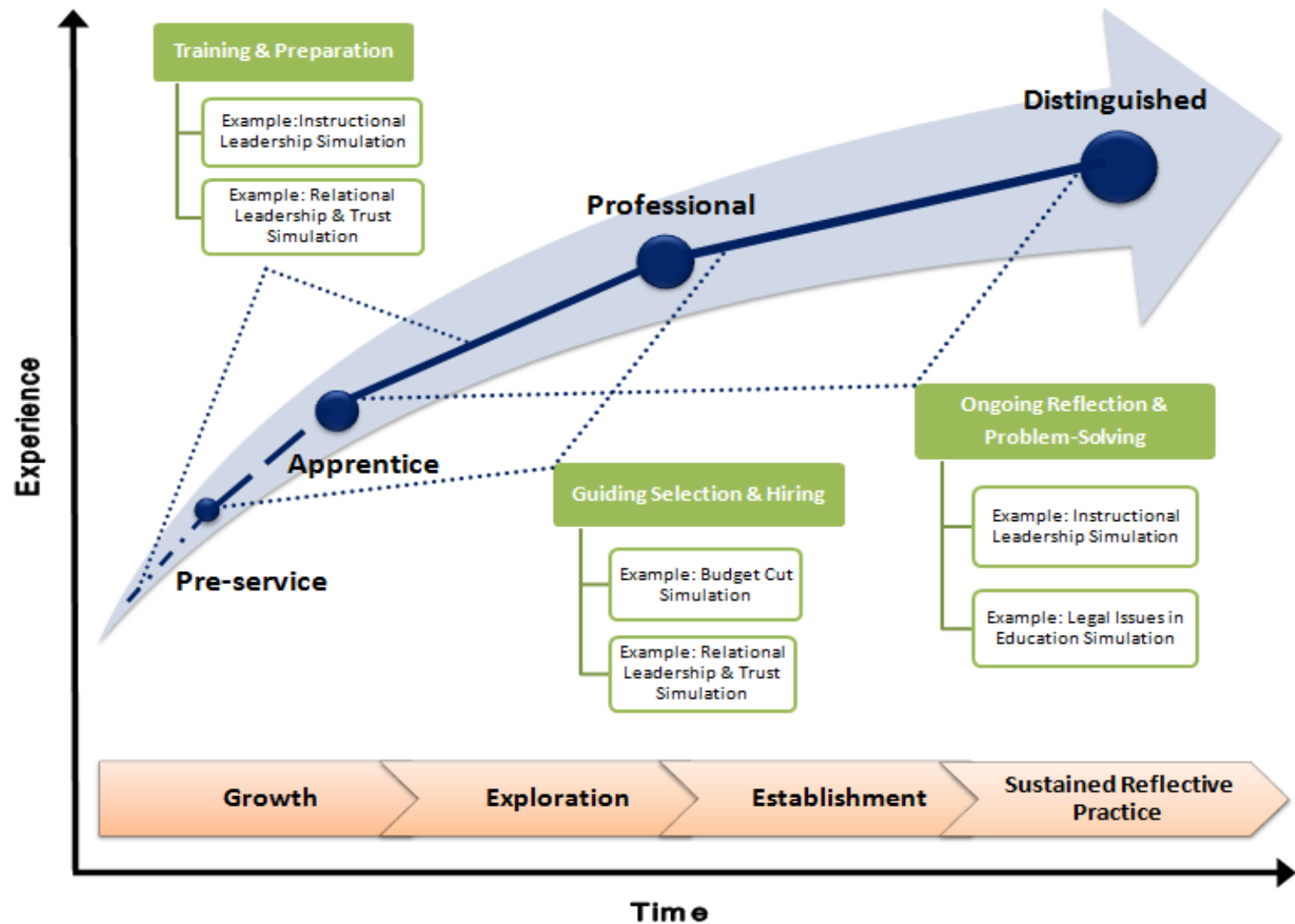


One Year & Two
Face to Face
Sessions Later

Full Multi-Media Sims



Sims Across the Educational Leadership Career



Subject Matter Expert Authoring Model

Who develops the PELS sims?

Subject-Matter Expert Authoring Model

Peer-to-Peer Professional Development: P2P-PD

- PELS Fellows – Sim Authors

- “Professionally crowd-sourced”

- Practitioner-based

- All authors are experienced K-12 educational leaders

- Traditional public schools/districts

- Magnet/charter schools/CMO leadership

- Independent schools (religious and non-religious affiliated)

- Theory-integration

- All authors hold advanced degrees (beyond the Masters)

- Integrated peer-review through author collaboration

Project-Driven Research/Evaluation

Built-in peer review model

- “Experiential validity”
 - Are the scenarios real
 - Are the consequences and outcomes realistic
 - Are the intended learning objectives explored
 - Are the decisions/choices grounded in theory
 - Modification – version revision
 - Based on data gathered
 - Are choices consistent with author expectations?
 - *Why or why not?*
-

Peer-to-Peer PD (P2P-PD)

Sims in Ed Leadership Professional Development

- Resistance to scorecards
 - Not “compliance-oriented”
 - Sims not stand-alone
 - Social learning model
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Social Learning With Sims

- shared experience provides basis for social learning
 - encourage critical thinking about and challenging discourse around difficult issues in leadership
 - serve as the basis for reflection on and analysis of decisions made in the face of complex challenges in school and district leadership.
 - help make explicit and assess the rationale for why an individual might make certain decisions
 - clarify district leadership decision-making values and considerations
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Leveraging Sims in District Leadership

Potential Uses

District Applications

- Superintendent/District-level Leader PLC
 - Administrative Team Professional Development/PLC
 - Aspiring School Leader Programs in District
 - Other uses
 - Hiring Process
 - Board Training
-

Superintendent/District-Level Leader PLC

- District leadership is insular/isolated – Use of sims in professional learning communities (PLCs)
 - Bring together central office staff in single district
 - Create a PLC of local superintendents
 - Join a virtual PLC (vPLC) with superintendents across the region or country [PELS Partnering with AASA]
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Administrative Team Professional Development

- District A-Team PLC
 - Deploy online sim
 - Whole-group, small group, individual
 - Discussion of decisions
 - What choices made? Why?
 - What choices missing?
 - District priorities impacted
 - District practices explored
 - Taking the top off the “black box” of district leadership decision making
-

Aspiring School Leaders

- Facilitated in district by acting administrators
 - Provide “sand-box” opportunities for emerging school leaders
 - Opportunities to expose aspiring leaders in district to each other and to district values around leadership decisions
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Other Uses

- Hiring Process
 - Board Training
-

Current Sim Development

What do they look like? What's coming?

Current Simulation Development

Multi-Media Micro Sims

- ❑ Teacher Goal Setting Simulation
Instructional Leadership Strand
 - ❑ Parent Concern Simulation
Public Leadership Strand
 - ❑ Teacher Dress Code Simulation
Organizational Leadership Strand
-

Instructional Leadership Strand

Teacher Goal Setting Simulation

PennGSE Graduate School of Education Academic Year Goal Setting Meeting

- You are principal of Wortham Middle School
- You have been at Wortham for four years
- Preparing to meet Everett Goodall
- Developing his annual goals
- Goodall has spent his entire ten-year career teaching social studies at Wortham
- Personnel file indicates satisfactory performance overall

PennGSE Graduate School of Education Academic Year Goal Setting Meeting

- Instructional goal is to align curriculum with ELA Common Core Standards for English Language Arts
- 60% of 8th grade students are scoring at proficient or above in state assessment

Resources

- Mr. Goodall's Grade Report
- ISLLC Standards

Continue

PennGSE Graduate School of Education Academic Year Goal Setting Meeting

You have asked all teachers to send you their annual goals and objectives. Mr. Goodall has sent the following goals:

- To incorporate more technology into social studies lessons
- To find appropriate social studies apps for the iPad

How will you address these goals?

- You set up a meeting with Mr. Goodall. You send Mr. Goodall the school goal and ask him to reflect on ways that he can incorporate strategies for the ELA Common Core Standards into his existing goals.
- You set up a meeting with Mr. Goodall. You have a faculty meeting at which you review the ELA Common Core Standards and school goals. You expect Mr. Goodall will revise his goals based upon the information presented at the faculty meeting.
- You send the goals back to Mr. Goodall and instruct him to revise them as they are not "good enough." You ask

PennGSE Graduate School of Education Academic Year Goal Setting Meeting

University School of Education
PennGSE | Academic Year Goal Setting Meeting

a. I have reviewed your students' grades and they do make progress from the beginning of the year to the end. However, when I looked at the state language arts/literacy test scores, your A and B students weren't proficient, especially when it came to reading nonfiction. We need to address this in your goals this year.

b. I have reviewed your students' grades and they do make progress from the beginning of the year to the end. However, our focus this year needs to be on the ELA Common Core Standards.

c. I have reviewed your students' grades and they do make progress from the beginning of the year to the end. However, I noticed that 50% of their grade comes from participation and homework. Also, when I observed you, most of the classroom activities were recall and fact memorization. You didn't ask the students to do any critiquing, evaluating, or analyzing of the subject matter.

University School of Education
PennGSE | Academic Year Goal Setting Meeting

University School of Education
PennGSE | Academic Year Goal Setting Meeting

Mr. Goodall still seems apprehensive about how the ELA Common Core Standards fit into his specific content area.

What can you say to help him understand what you need?

a. You provide Mr. Goodall with a specific example of how to integrate the ELA Common Core Standards with social studies content and his technology goal that you have prepared in advance of the meeting.

b. In accordance with the district's grading policy, you explain that participation and homework should not comprise 50% of the grade. You further note that the activities in class, while satisfactory, do not support the rigor of the ELA Common Core Standards.

University School of Education
PennGSE | Academic Year Goal Setting Meeting

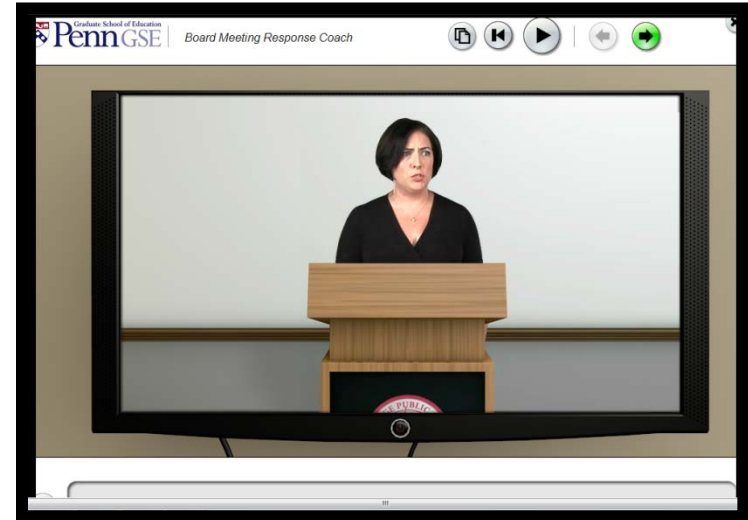
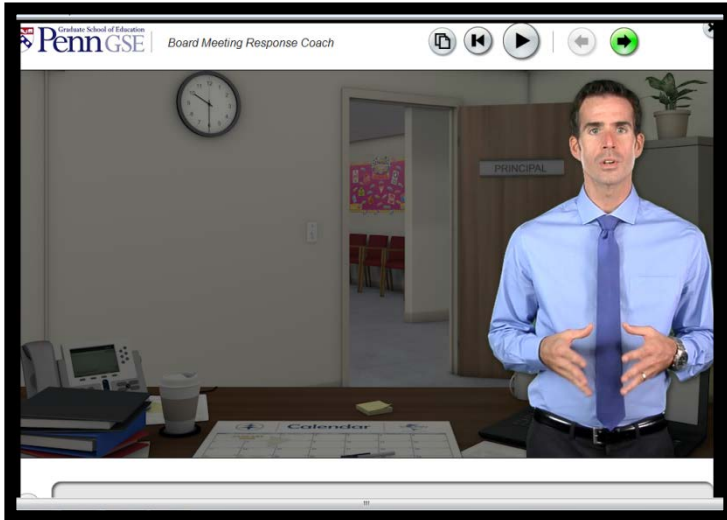
Objectives

- Promoting student growth and development (ISLLC Standards 2)
- Enhancing curriculum design, implementation, assessment and refinement (ISLLC Standard 2)
- Supporting adult learning and professional development (ISLLC Standard 2)

Public Leadership Strand

Parent Concern Simulation





Penn GSE | Board Meeting Response Coach

From	Subject	Folder	Size	Received
D Jeter	Fwd: Coach Devinsdad		58 k	Dec 21
J Sallinger	Choir Christmas Concert in the City Paper!		23 k	Dec 21
Lynn Goodall	PTA-Sponsored Christmas Party		536k	Dec 2
W. Whittman	Re: Snow Days		132k	Dec 2
Cindy Hope	Board Meeting			
Leon Devinsdad	Basketball Fire-Up			
Dr. D. Carver	ELA Common Core Standards Discussion		320k	Dec

Subject: Coach Devinsdad
To: David Jeter, Athletic Director On: December 22, 8:35 am

Dave,

I think you should take a look at this.

—Begin Forwarded Message—

To: Principal, MHS
From: E. Harper, Lee
Date: December 21, 9:19pm

I have some concerns about Coach Devinsdad the new basketball coach. We really miss Coach Hernandez and I'd like to talk to you

PennGSE Graduate School of Education Board Meeting Response Coach

Issue: Coach Swearing at Students

Player 1: "Coach said, 'What the hell's going on with you guys?' He was mad at us during practice."

Player 2: "I heard from another player that he said, 'What the hell is the problem?' during practice last Tuesday."

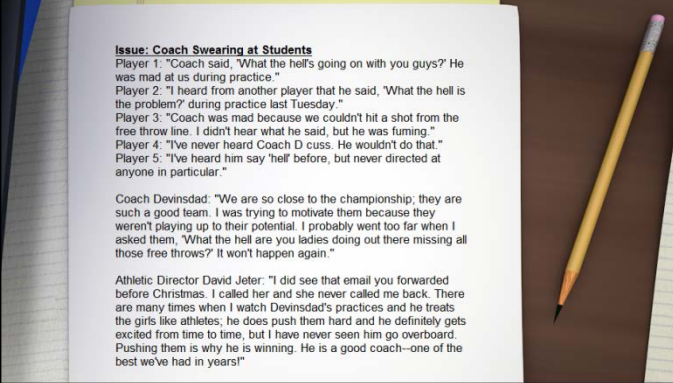
Player 3: "Coach was mad because we couldn't hit a shot from the free throw line. I didn't hear what he said, but he was fuming."

Player 4: "We never heard Coach D cuss. He wouldn't do that."

Player 5: "We heard him say 'hell' before, but never directed at anyone in particular."

Coach Devinsdad: "We are so close to the championship, they are such a good team. I was trying to motivate them because they weren't playing up to their potential. I probably went too far when I asked them, 'What the hell are you ladies doing out there missing all those free throws?' It won't happen again."

Athletic Director David Jeter: "I did see that email you forwarded before Christmas. I called her and she never called me back. There are many times when I watch Devinsdad's practices and he treats the girls like athletes: he does push them hard and he definitely gets excited from time to time, but I have never seen him go overboard. Pushing them is why he is winning. He is a good coach—one of the best we've had in years!"

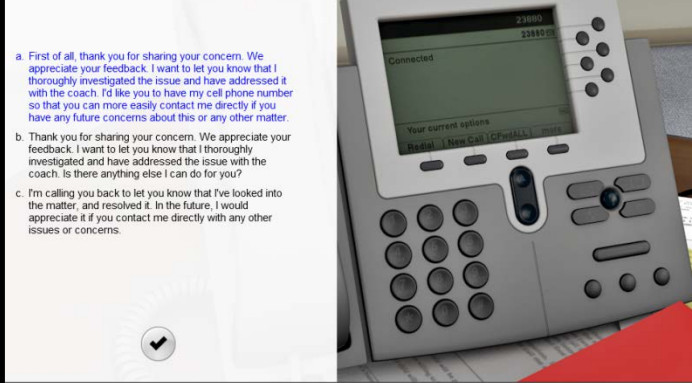


PennGSE Graduate School of Education Board Meeting Response Coach



a First of all, thank you for sharing your concern. We appreciate your feedback. I want to let you know that I thoroughly investigated the issue and have addressed it with the coach. I'd like you to have my cell phone number so that you can more easily contact me directly if you have any future concerns about this or any other matter.

b Thank you for sharing your concern. We appreciate your feedback. I want to let you know that I thoroughly investigated and have addressed the issue with the coach. Is there anything else I can do for you?

c I'm calling you back to let you know that I've looked into the matter, and resolved it. In the future, I would appreciate it if you contact me directly with any other issues or concerns.




PennGSE Graduate School of Education Board Meeting Response Coach

PennGSE Graduate School of Education Board Meeting Response Coach

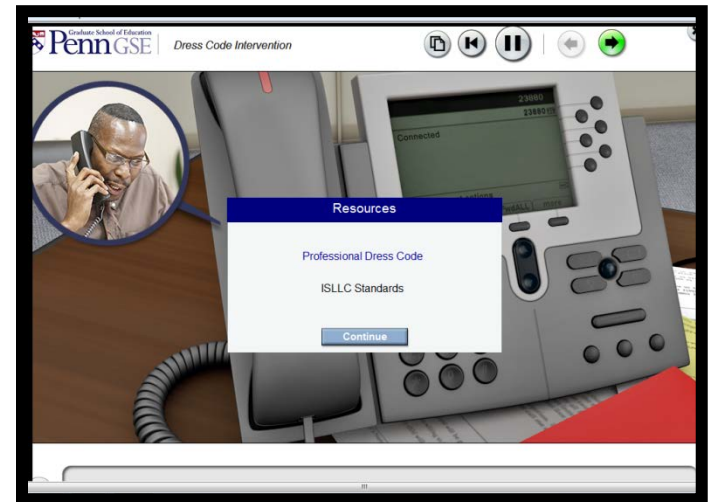
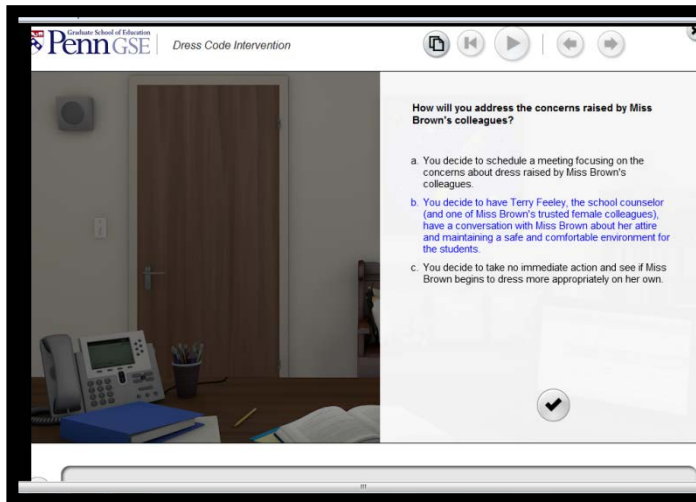
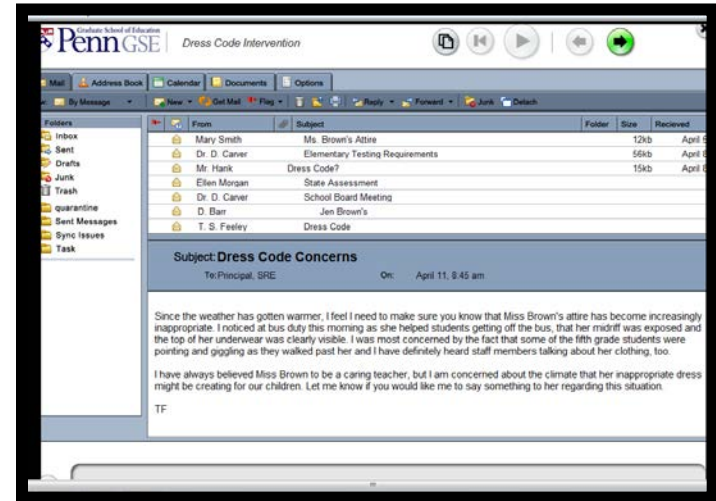
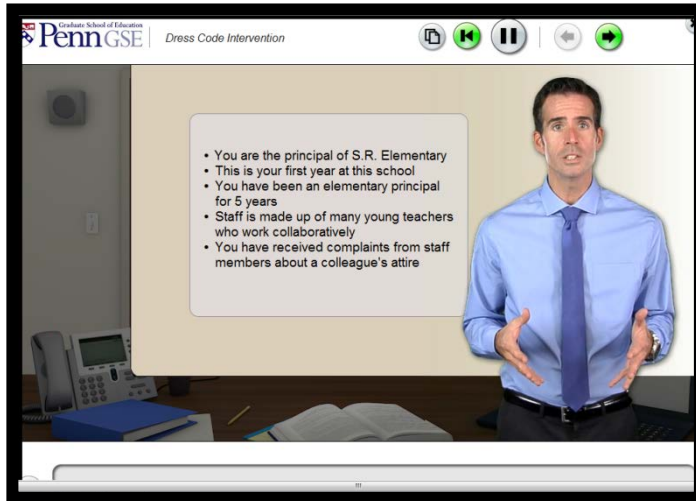
Objectives

- Using information about family and community concerns, expectations, and needs regularly (ISLLC Standard 4)
- Treating people fairly, equitably, and with dignity and respect (ISLLC Standard 5)
- Protecting the rights and confidentiality of students and staff (ISLLC Standard 5)



Organizational Leadership Strand

Teacher Dress Code Simulation



PennGSE | Dress Code Intervention

It's Friday at 10:30 a.m. and your scheduled meeting with Miss Brown is about to begin. Click the link below to review the district dress code policy. When you are ready to begin the meeting, select the "Next" button.

[District Dress Code Policy](#)

PROFESSIONAL EMPLOYEES 425	
<p>Dress and Grooming</p> <p>1. Purpose</p> <p>2. Authority SC 511</p>	<p>Teachers set an example to dress and grooming for their students to follow. A teacher should present an image of dignity and authority and encourage proper, appropriate dress from a tone that enhances the school environment and helps the school staff establish credibility.</p> <p>The Board has the authority to specify reasonable dress and grooming guidelines for staff, within law, that will prevent such garments from being an adverse impact on the educational process.</p> <p>All staff members shall, when assigned to District duty:</p> <ul style="list-style-type: none"> • be physically clean, neat, and well-groomed • dress in a manner reflecting professional assignment • dress in a fashion that is commonly accepted in the community • dress in a manner that does not cause damage to District property. <p>If a teacher feels that an exception to this policy because of special circumstances would enable him/her to carry out assigned duties more effectively, a request should be made to the Principal.</p> <p>Adopted: 10/2/2003 Revised:</p>

PennGSE | Dress Code Intervention

PennGSE | Dress Code Intervention

a. No no, nobody hates you. Let me give you a copy of the district staff dress code. That way, you can read it over now and if you have any questions before we finish up here, I could answer them for you. Don't worry about your colleagues. They just wanted to protect your professional image.

b. That is why the district has a staff dress code. I'd like to give you another copy of it and have you read it over. Get back to me if you have any questions and have a good day.

c. No no, you are very beautiful and maybe some of your colleagues are just jealous. You look great for going to the club. I'm sure the guys would be all over you. Maybe you could just tone it down a little for school.

PennGSE | Dress Code Intervention

Objectives

- Establishing a culture of professionalism within the school (ISLLC Standard 2)
- Maintaining an effective supervisory relationship while giving feedback around sensitive issues. (ISLLC Standard 2)

Future micro-simulations (multimedia interface)

- Focus on instructional leadership
 - The post-conference (a simulation of a post-observation conference with a math teacher)
 - Focus on family engagement
 - The parent group (a simulation of a principal's parent advisory group meeting)
 - Focus on legal issues
 - The expulsion (a simulation of the response to a significant behavioral incident)
 - The IEP Team (a simulations of an Individualized Education Plan team meeting)
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Sim Demo

Demonstration presentation:

www.tinyurl.com/PELS-SD2

Prototypes:

- Prototype 1 – Teacher Goal Setting
 - Prototype 2 – Parent/Community Relationships
 - Prototype 3 – Staff Morale and Teacher Attire
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Opportunities for Involvement

How can I engage with the PEELS
Project?

Opportunities for Involvement

- In-house, district simulation development
 - Participation in the PEELS Project
 - Authorship training
 - Workshops
 - PEELS Sim utilization in your district
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Opportunities for Involvement

- ❑ Building a database that records the actual decisions of school leaders
 - ❑ Deconstruction of educational leaders' decision-making processes
 - ❑ Sortable decision-making database by context, background, experience, etc.
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Contact Information



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