Graduate School of Education
Penn GSE

Blended, Peer-to-Peer Professional Development (P2P-PD) for PK-12 School Leaders

SLOAN-C Emerging Technologies for Online Learning
6th Annual International Symposium
April 10, 2013

Penn Educational Leadership Simulation (PELS) Project

Presentation Overview

- Overview of project
- Current Sim Development
- SME Sim Authoring Model
- Project Evaluation
- Sim Implementation in Ed Leadership Professional Development (Peer-to-Peer PD: P2P-PD)

Project Goals

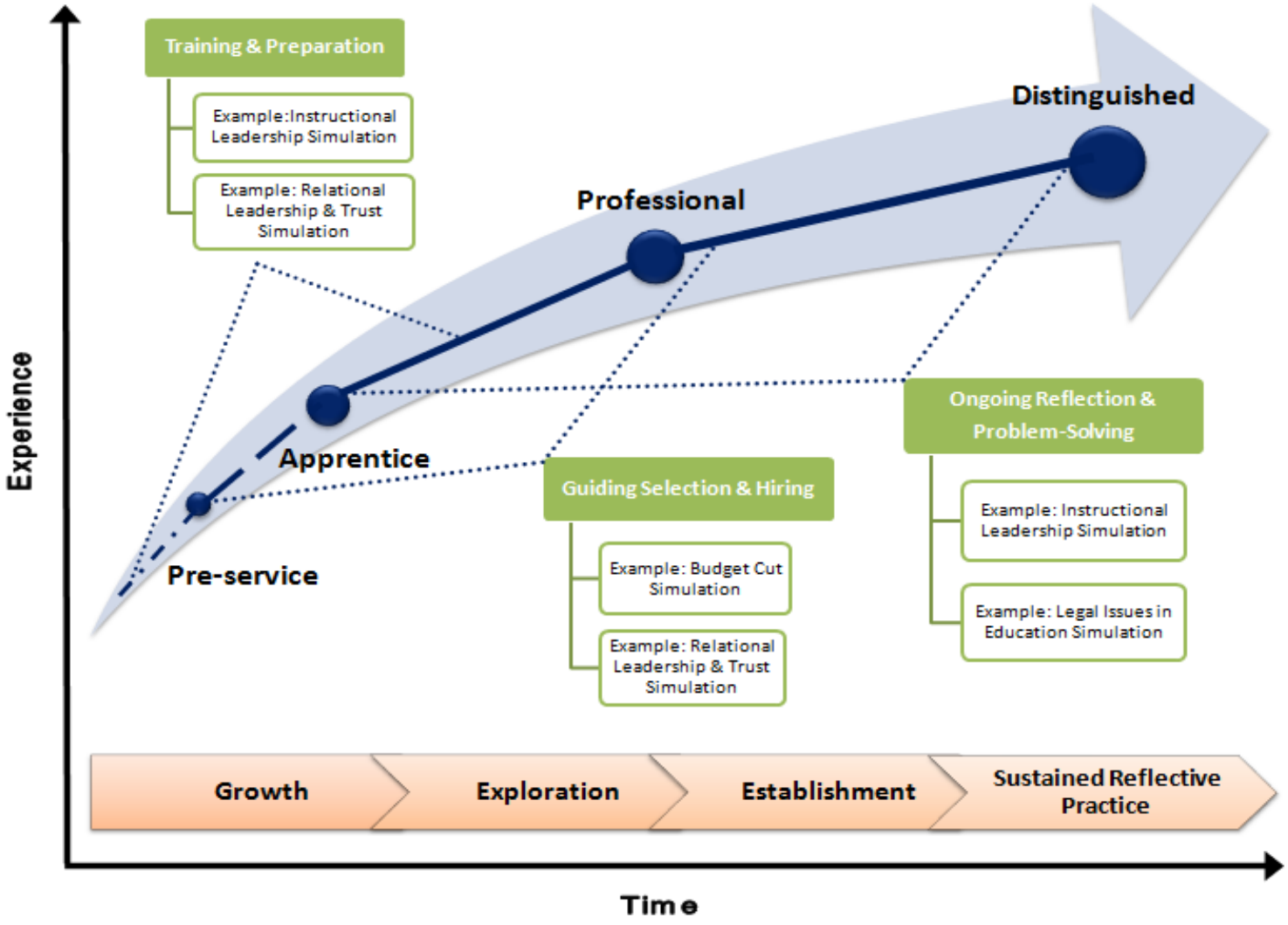
The PELS Project will:

- 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

Initial Focus Areas of PELS Project

- **Sim development and authorship trainings** that teach educational leaders to create simulations in their areas of expertise; and
- Building of a growing **library of modular, practitioner-created sims for use** by school districts, educational services agencies, universities, and educational leadership professional associations

Sims Across the Educational Leadership Career



Current Simulation Development

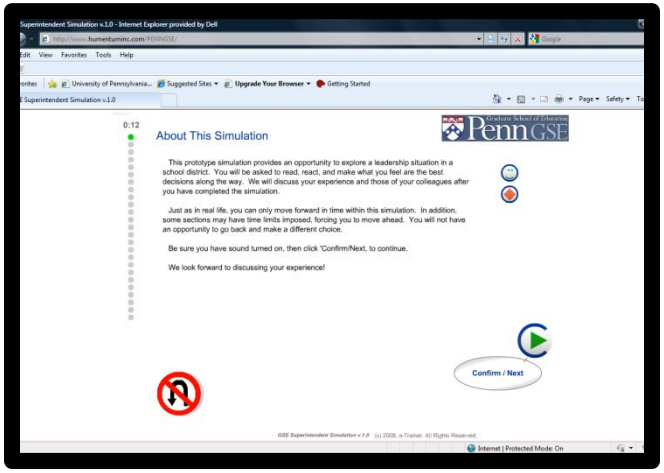
Standards Alignment

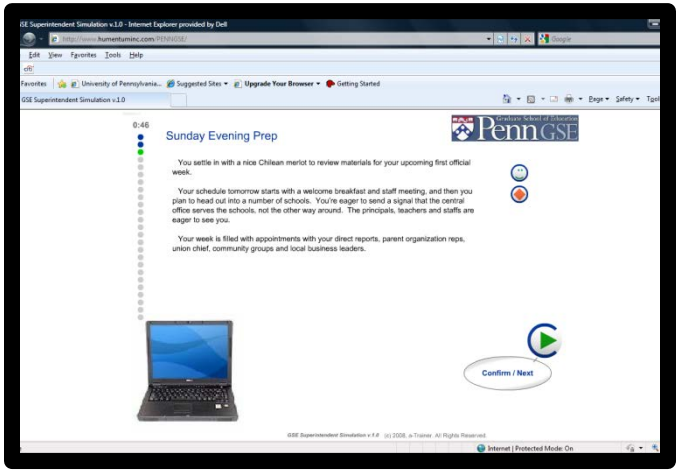
- Simulations are rooted in and aligned to national standards
  - Currently aligned to Interstate School Leaders Licensure Consortium (***ISLLC***) *Standards*
  - Easily also aligned to Educational Leadership Constituents Council (***ELCC***) *Standards* for Advanced Programs in Educational Leadership or VAL-ED Leadership Assessment
  - Custom alignment to appropriate local standards is possible

Simulation Development Evolution

Text-Based Simulations to Full Multi-Media Simulations

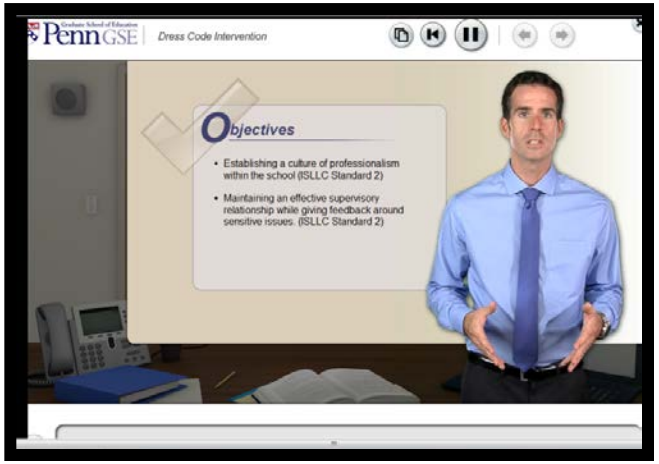
Text-Based Prototype





One Year & Two Face to Face Sessions Later

Full Multi-Media Sims



Types of Simulations

- Medium
  - Live action
  - Online Multi-media
  - Online Text-based
  - Paper-based
  - Case study
- Scale
  - Macro-Simulations
  - Micro-Simulations

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

Current Simulation Development

Multi-Media Micro Sims

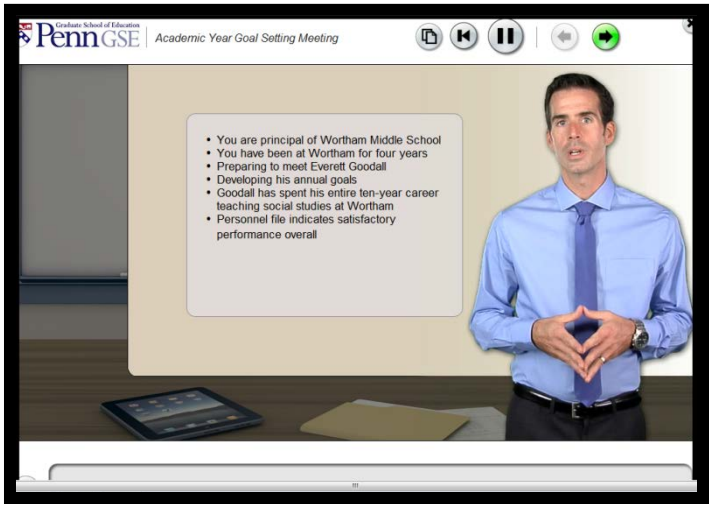
- Teacher Goal Setting Simulation
  Instructional Leadership Strand

- Parent Concern Simulation
  Public Leadership Strand

- Teacher Dress Code Simulation
  Organizational Leadership Strand

Instructional Leadership Strand

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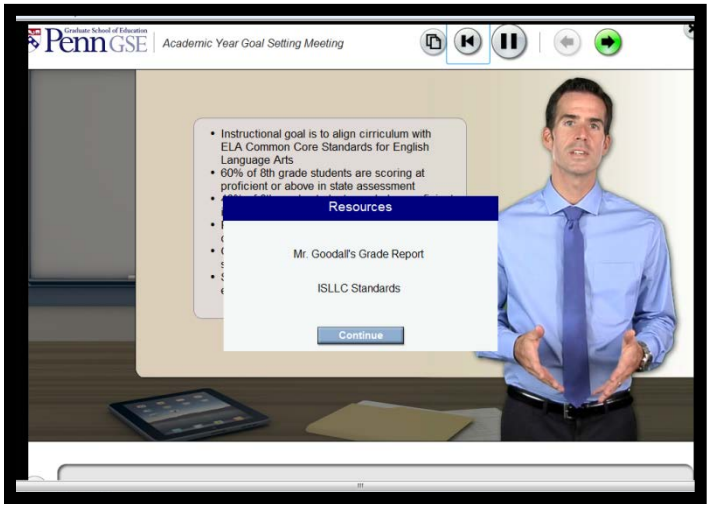
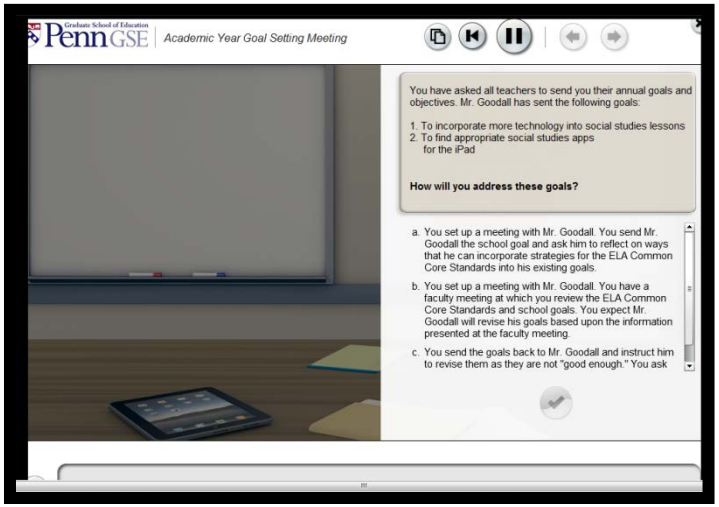
Academic Year Goal Setting Meeting
You are principal of Wortham Middle School
You have been at Wortham for four years
Preparing to meet Everett Goodall
Developing his annual goals
Goodall has spent his entire ten-year career teaching social studies at Wortham
Personnel file indicates satisfactory performance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


Graduate School of Education
PennGSE
Academic Year Goal Setting Meeting
Instructional goal is to align cirriculum 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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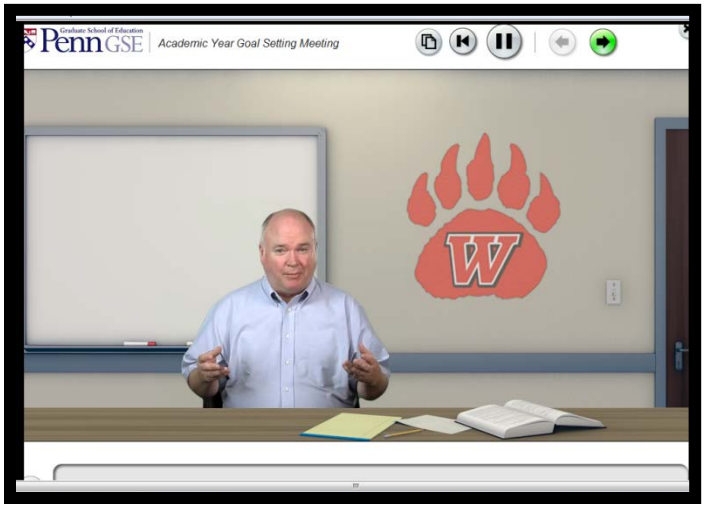
Academic Year Goal Setting Meeting
You have asked all teachers to send you their annual goals and objectives. Mr. Goodall has sent the following goals:
1. To incorporate more technology into social studies lessons
2. To find appropriate social studies apps for the iPad
How will you address these goals?
a. 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.
b. 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.
c. You send the goals back to Mr. Goodall and instruct him to revise them as they are not "good enough." You ask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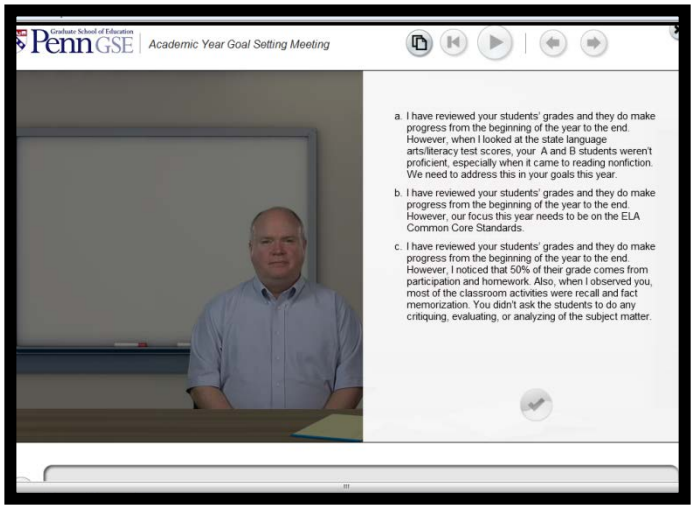
Academic Year Goal Setting Meeting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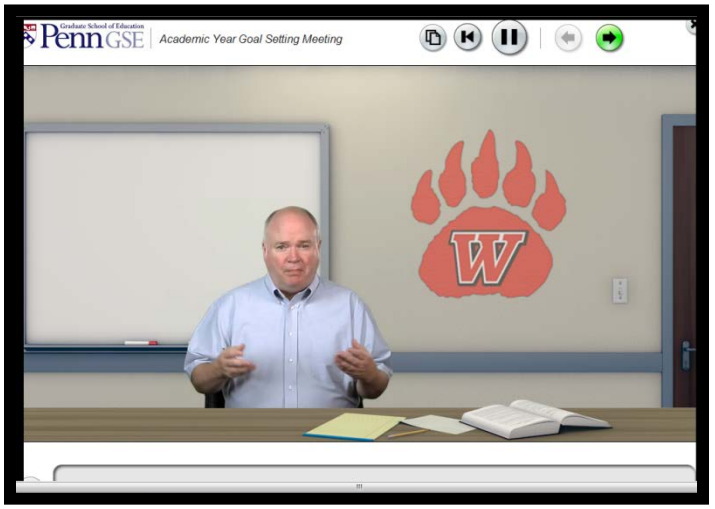
Academic Year Goal Setting Meeting
a. I have reviewed your students' grades and they do make progress from the beginning of the year to the end. However, when I looked at the state language arts/literacy test scores, your A and B students weren't proficient, especially when it came to reading nonfiction. 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.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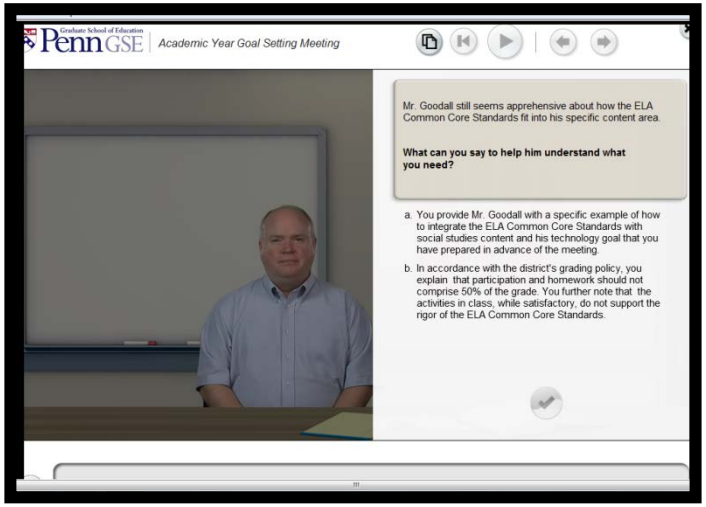
Academic Year Goal Setting Meeting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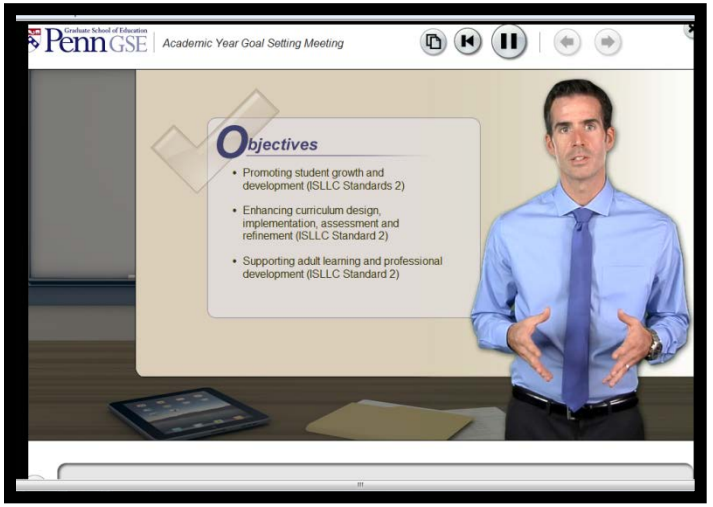
Academic Year Goal Setting Meeting
Mr. Goodall still seems apprehensive about how the ELA Common Core Standards fit into his specific content area.
What can you say to help him understand what you need?
a. You provide Mr. Goodall with a specific example of how to integrate the ELA Common Core Standards 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.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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

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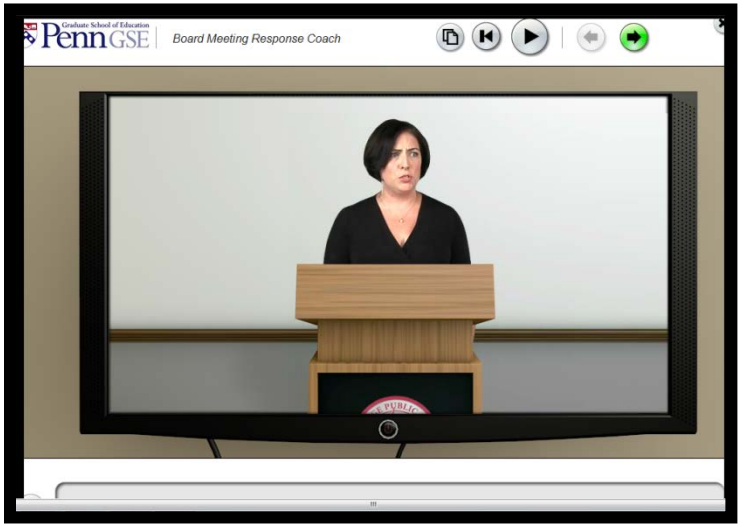
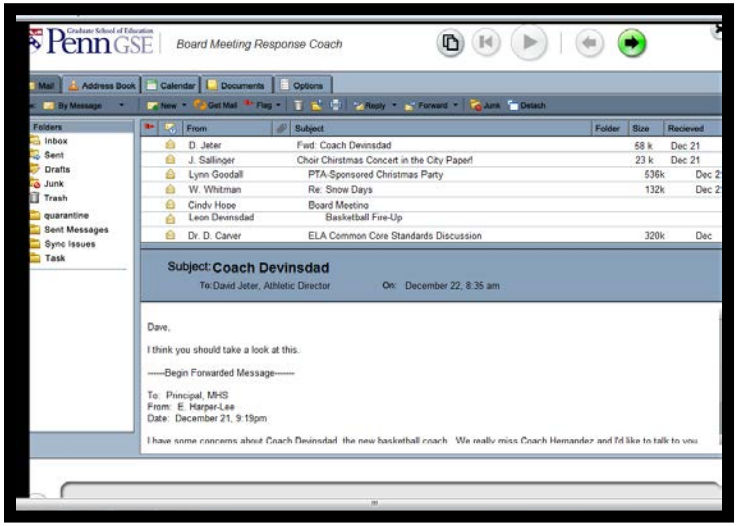
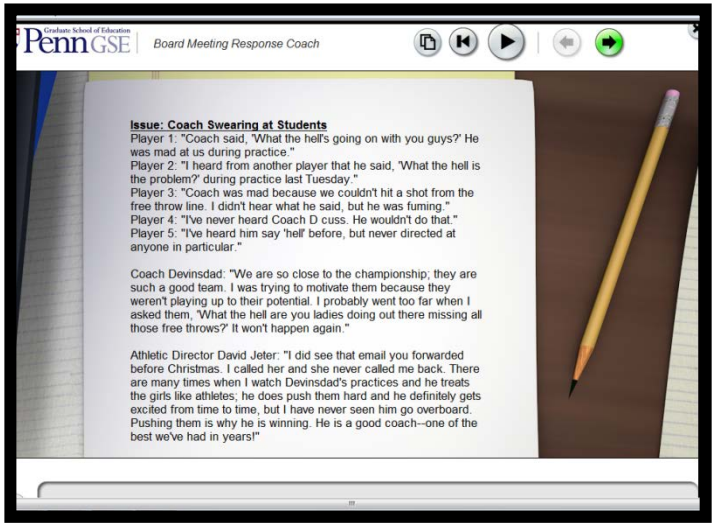
Board Meeting Response Coach
PRINCIPAL


Penn GSE
Board Meeting Response Coach

Penn GSE
Board Meeting Response Coach
Connected


Penn GSE
Board Meeting Response Coach
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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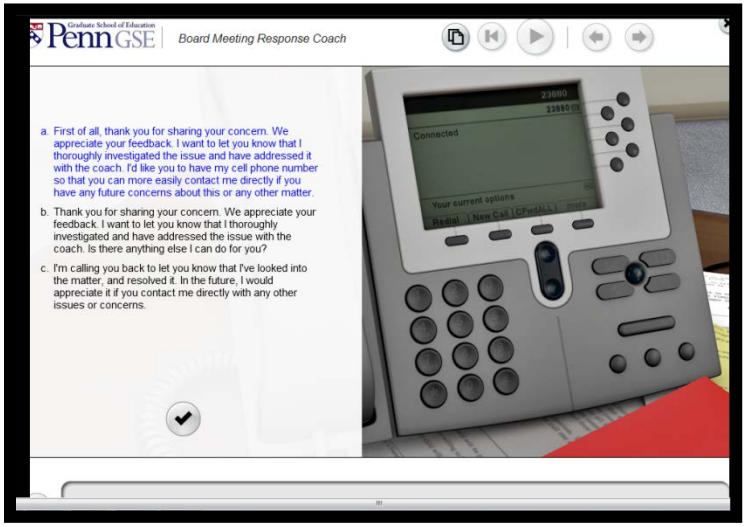
PennGSE
Board Meeting Response Coach
Issue: Coach Swearing at Students
Player 1: "Coach said, 'What the hell's going on with you guys?' He was mad at us during practice."
Player 2: "I heard from another player that he said, 'What the hell is the problem?' during practice last Tuesday."
Player 3: "Coach 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: "I've never heard Coach D cuss. He wouldn't do that."
Player 5: "I've 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!"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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.
Connected
Your current options

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Board Meeting Response Coach
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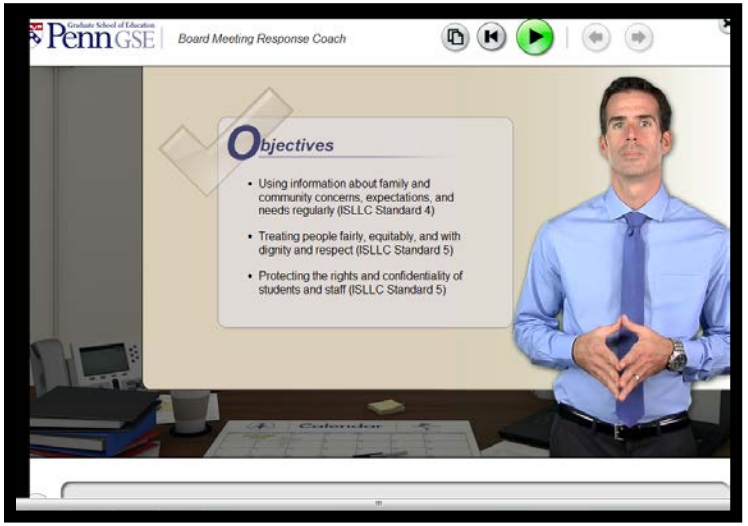
Your current options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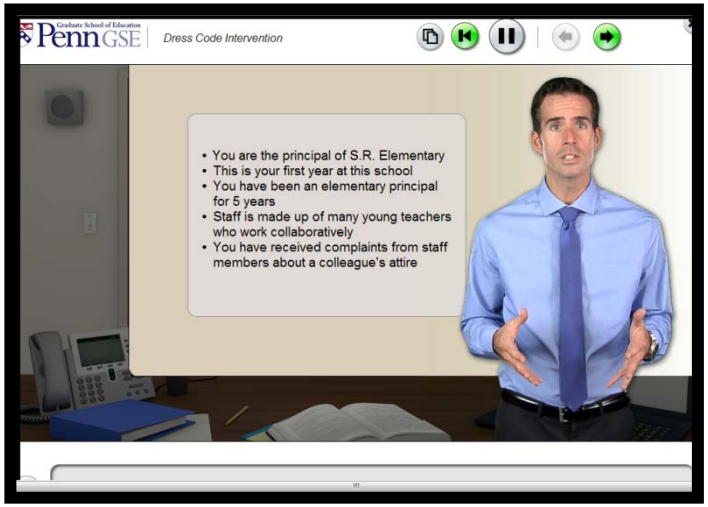
Board Meeting Response Coach
Objectives
• Using information about family and community concerns, expectations, and needs regularly (ISLLC Standard 4)
• Treating people fairly, equitably, and with dignity and respect (ISLLC Standard 5)
• Protecting the rights and confidentiality of students and staff (ISLLC Standard 5)

Organizational Leadership Strand

Teacher Dress Code Simulation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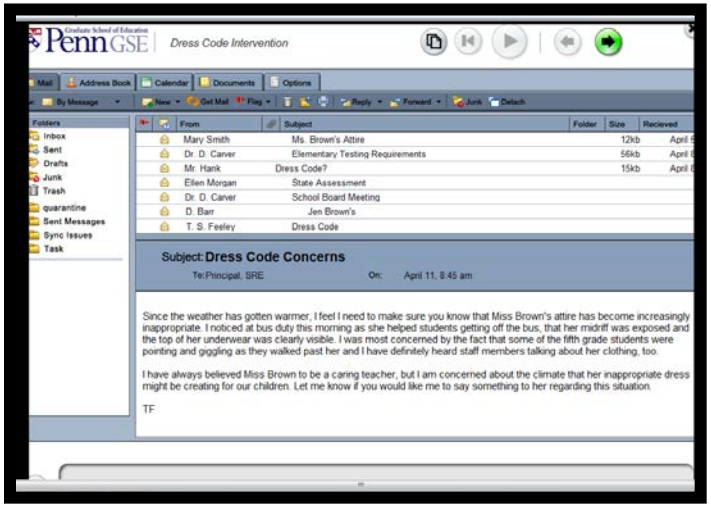
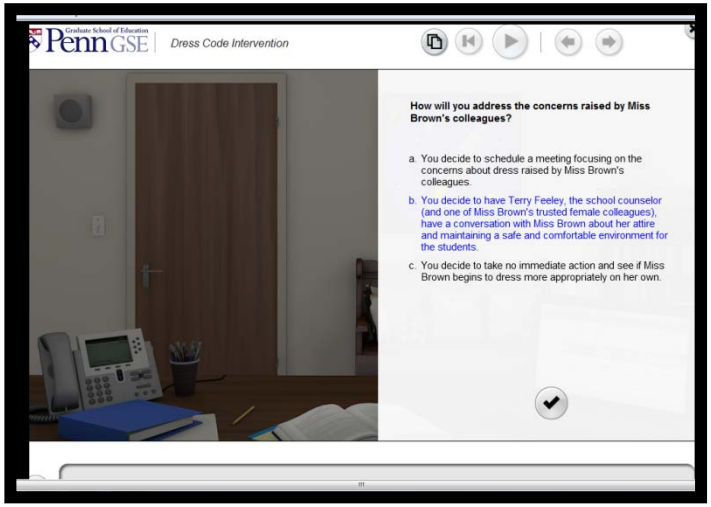
Dress Code Intervention
• You are the principal of S.R. Elementary
• This is your first year at this school
• You have been an elementary principal for 5 years
• Staff is made up of many young teachers who work collaboratively
• You have received complaints from staff members about a colleague's attire


Graduate School of Education
PennGSE
Dress Code Intervention
Mail
Address Book
Calendar
Documents
Options
Folders
Inbox
Sent
Drafts
Junk
Trash
quarantine
Sent Messages
Sync Issues
Task
From
Subject
Folder
Size
Recieved
Mary Smith
Ms. Brown's Attire
12kb
Dr. D. Carver
Elementary Testing Requirements
56kb
Mr. Hank
Dress Code?
15kb
Ellen Morgan
State Assessment
Dr. D. Carver
School Board Meeting
D. Barr
Jen Brown's
T. S. Feeley
Dress Code
Subject: Dress Code Concerns
To: Principal, SRE
On: April 11, 8:45 am
Since the weather has gotten warmer, I feel I need to make sure you know that Miss Brown's attire has become increasingly inappropriate. I noticed at bus duty this morning as she helped students getting off the bus, that her midriff was exposed and the top of her underwear was clearly visible. I was most concerned by the fact that some of the fifth grade students were pointing and giggling as they walked past her and I have definitely heard staff members talking about her clothing, too.
I have always believed Miss Brown to be a caring teacher, but I am concerned about the climate that her inappropriate dress might be creating for our children. Let me know if you would like me to say something to her regarding this situation.
TF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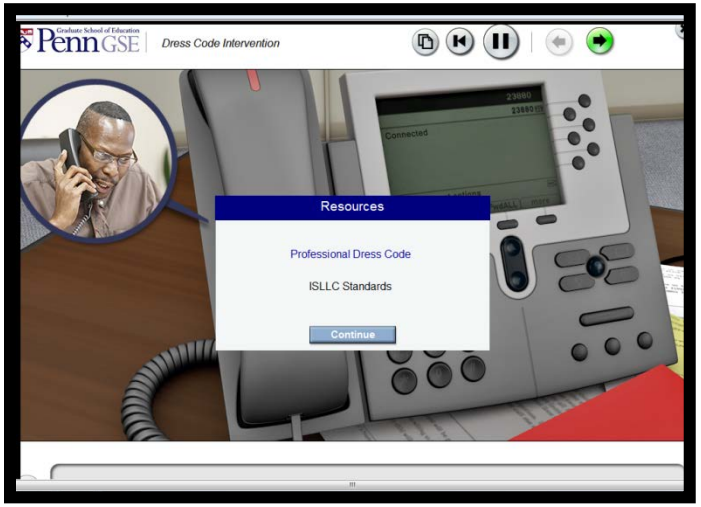
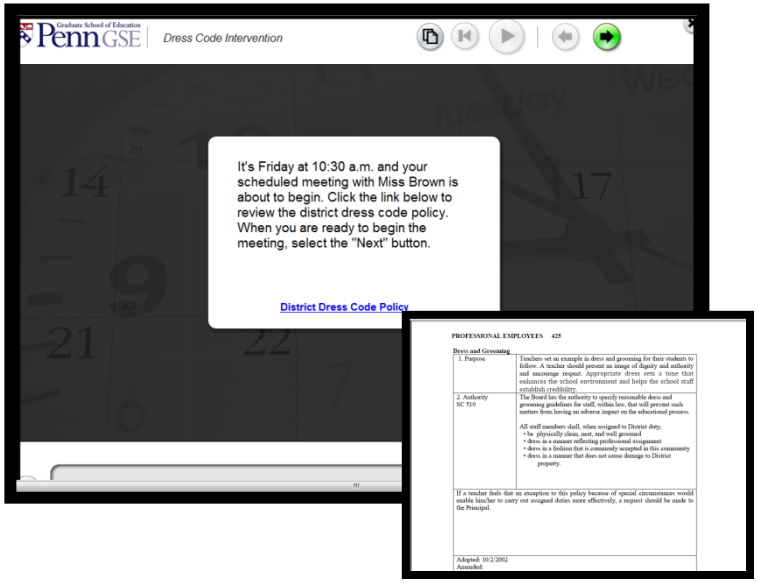
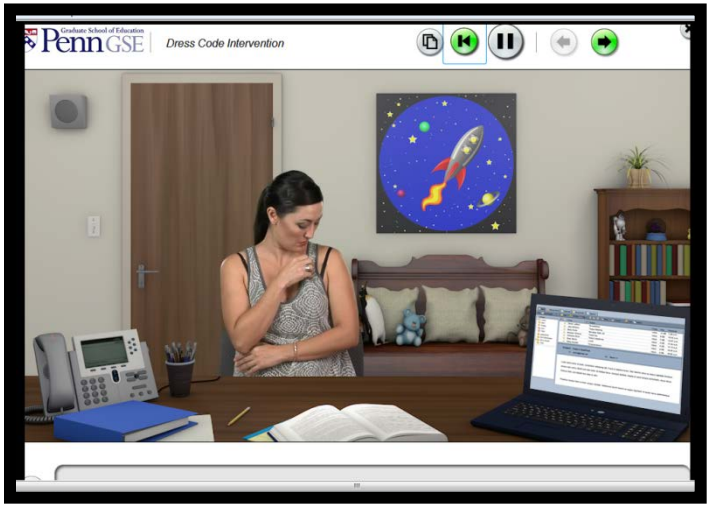
Dress Code Intervention
How will you address the concerns raised by Miss Brown's colleagues?
a. You decide to schedule a meeting focusing on the concerns about dress raised by Miss Brown's colleagues.
b. You decide to have Terry Feeley, the school counselor (and one of Miss Brown's trusted female colleagues), have a conversation with Miss Brown about her attire and maintaining a safe and comfortable environment for the students.
c. You decide to take no immediate action and see if Miss Brown begins to dress more appropriately on her own.


Graduate School of Education
PennGSE
Dress Code Intervention
Resources
Professional Dress Code
ISLLC Standards
Continue


Graduate School of Education
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
Dress and Grooming
1. Purpose
Teachers set an example in dress and grooming for their students to follow. A teacher should present an image of dignity and authority and encourage respect. Appropriate dress sets a tone that enhances the school environment and helps the school staff establish credibility.
2. Authority
SC 510
The Board has the authority to specify reasonable dress and grooming guidelines for staff, within law, that will prevent such matters from having an adverse impact on the educational process.
All staff members shall, when assigned to District duty,
• be physically clean, neat, and well groomed
• dress in a manner reflecting professional assignment
• dress in a fashion that is commonly accepted in this community
• dress in a manner that does not cause damage to District property.
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.
Adopted: 10/2/2002
Amended: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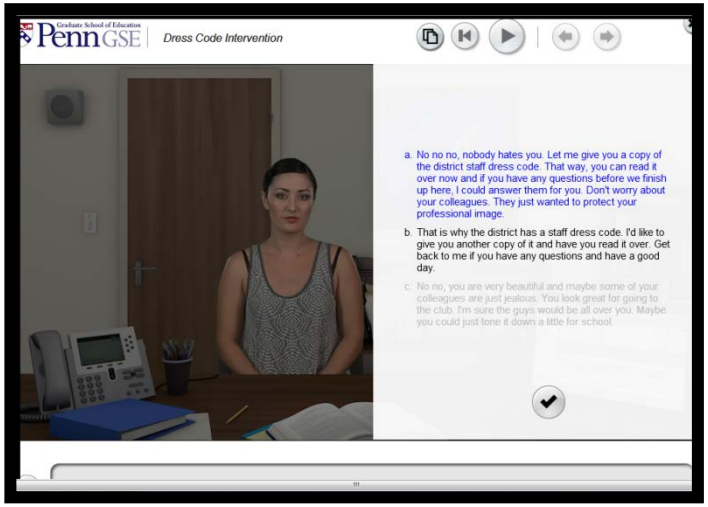
Dress Code Intervention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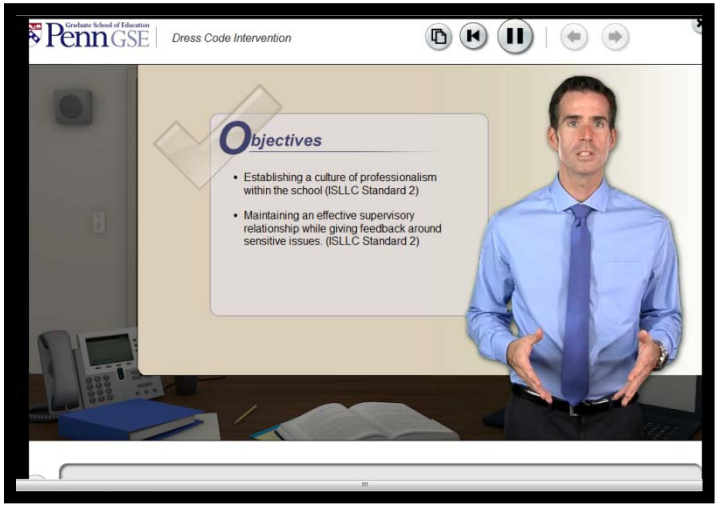
Dress Code Intervention
a. No no no, nobody hates you. Let me give you a copy of the district staff dress code. That way, you can read it over now and if you have any questions before we finish up here, I could answer them for you. Don't worry about your colleagues. They just wanted to protect your professional 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.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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)

Subject-Matter Expert Authoring Model

- PELS Fellows – Sim Authors
  - "Professionally crowd-sourced"
    - All authors are experienced K-12 educational leaders
      - Tradition public schools
      - Magnet/charter schools
      - Independent schools (religious and non-religious affiliated)
    - All authors hold advanced degrees (beyond the Masters)
- Similar to NROC's Social Authoring Model

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)

Key Areas of Project-Driven Evaluation

- Built-in peer review model for experiential validity
- Impact evaluation
- Leadership decision-making research
- Taking the top off the "black box" of educational ***leadership decision making***
  - Building a database that records the actual decisions of school leaders (and deconstructs their decision-making processes), sortable by context, background, experience, etc.

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?*

Project-Driven Research/Evaluation

Assessment of the impact of simulations on education leadership learning and practice

- Impact on ***developers*** of sims;
- Impact on ***end-users*** of sims;
- Growth and development of the ***developer network***

Project-Driven Research/Evaluation

Leadership decision-making research

- Taking the top off the "black box" of educational ***leadership decision making***
  - 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.

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

- Education leadership is insular/isolated – Use of sims in professional learning communities (PLCs)
- Practical experience opportunities for pre-service or aspiring school/district leaders
- Group of education leaders go through the simulation (whole-group, small-group, or individual)
- Discussion of decisions
  - What choices made? Why?
  - What choices missing?

Social Learning Model (cont'd)

- Hyper-isolation
  - Remote/geo-isolated administrators
  - Econo-isolated administrators
- Partnership with education leadership professional associations (NASSP, NAESP, AASA, NAIS)
- Virtual Professional Learning Communities (vPLCs)
  - Adobe Connect

Social Learning Uses of Sims

- encourage critical thinking about and challenging discourse of difficult issues in leadership for individuals and groups of leaders
- help make explicit and assess the rationale for why an individual might make certain decisions
- serve as the basis for reflection on and analysis of decisions made in the face of complex challenges in school and district leadership.

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]

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

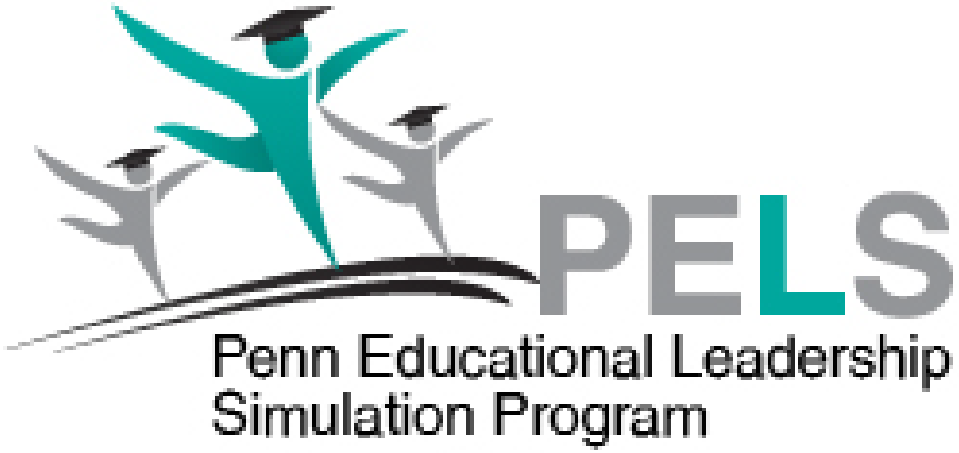
Aspiring School Leaders

- 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

Other Uses

- Hiring Process
- Board Training

Sim Demo



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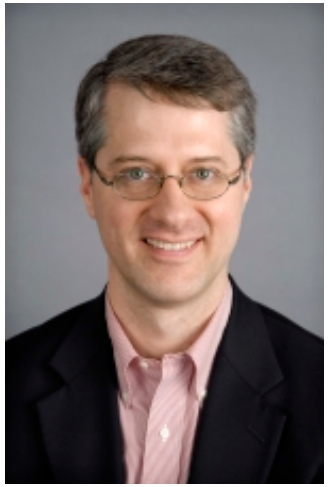

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