



Graduate School of Education  
**Penn GSE**

# **Penn Educational Leadership Simulation (PELS) Project**

**University Council for Educational Administration  
Annual Convention  
November 2012**

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# Project Goals

## **The PELS Program 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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# Potential Uses of Sims

Simulations can be used as a versatile and engaging training tool by schools and districts, as well as preparation programs and professional development providers to:

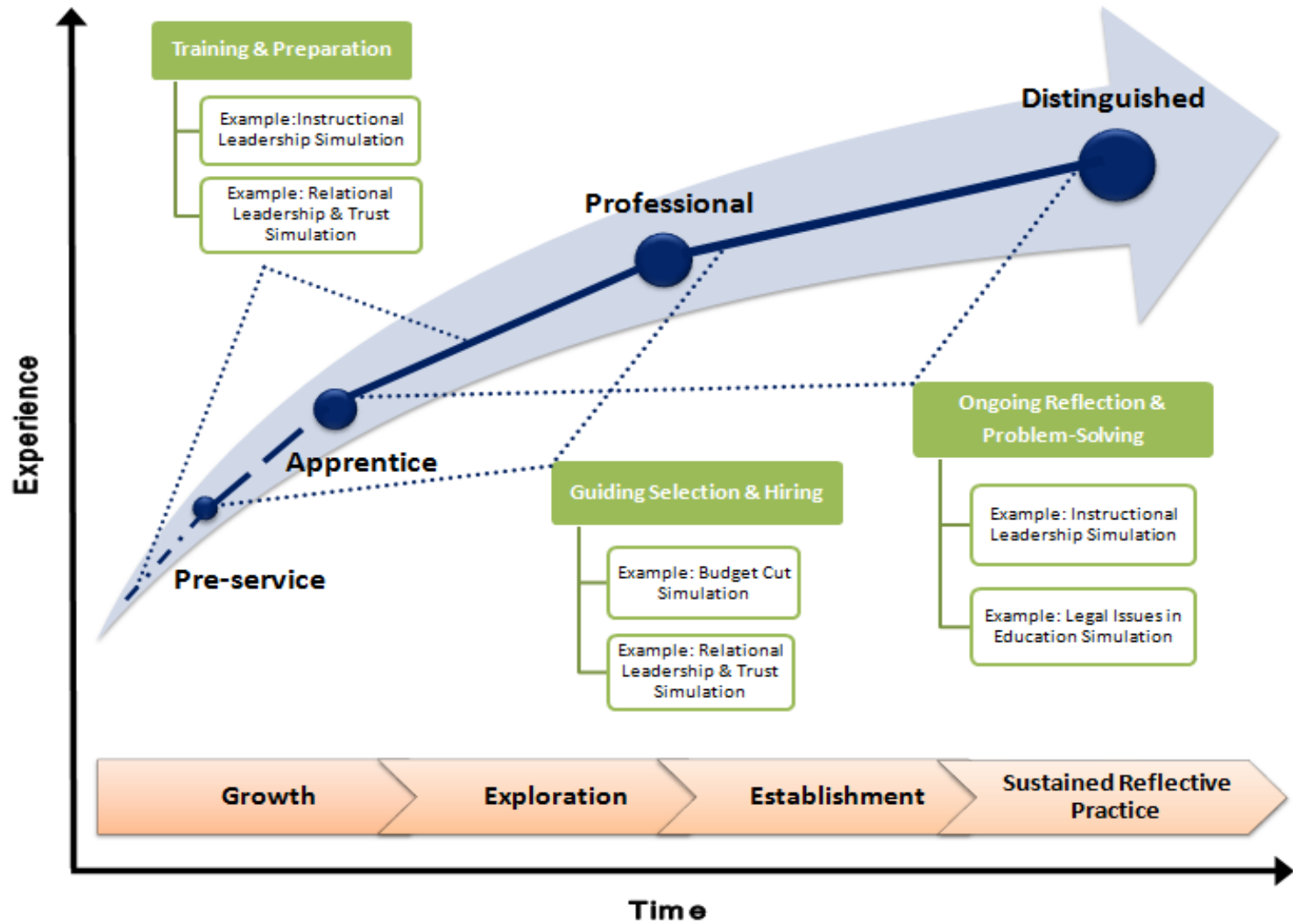
- ❑ encourage critical thinking about and challenging discourse of difficult issues in leadership for individuals and groups of leaders,
  - ❑ help make explicit and assess the rationale for why an individual might make certain decisions, and
  - ❑ serve as the basis for reflection on and analysis of decisions made in the face of complex challenges in school and district leadership.
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# Initial Focus Areas of PEELS 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
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# Sims Across the Educational Leadership Career



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# 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
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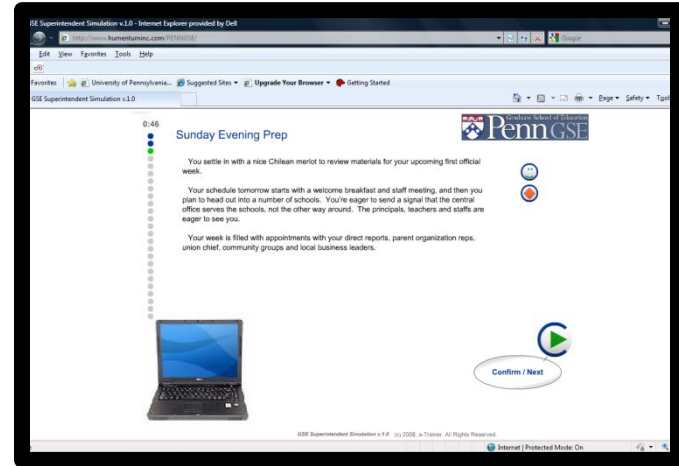
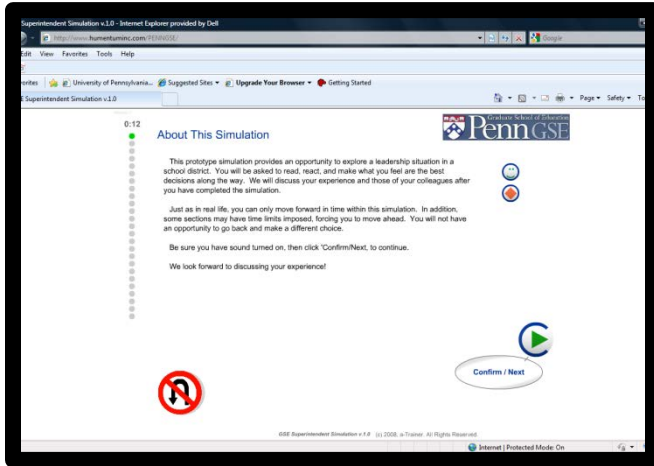
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*Simulation Development Evolution*

# Text-Based Simulations to Full Multi-Media Simulations

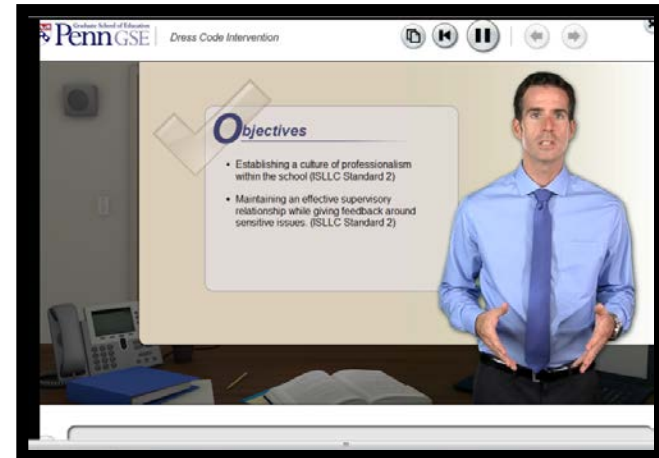
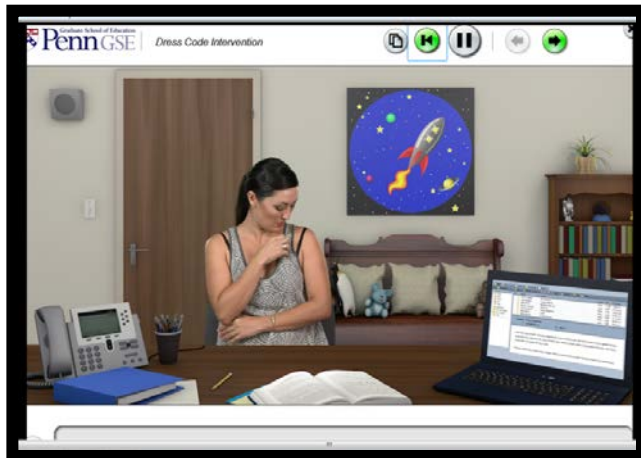
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# Text-Based Prototype



One Year & Two Face to Face Sessions Later

# Full Multi-Media Sims





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# Current Simulation Development

## *Multi-Media Micro Sims*

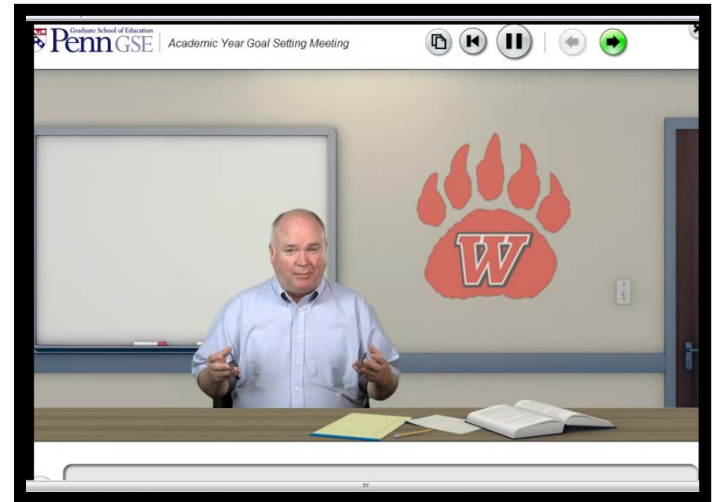
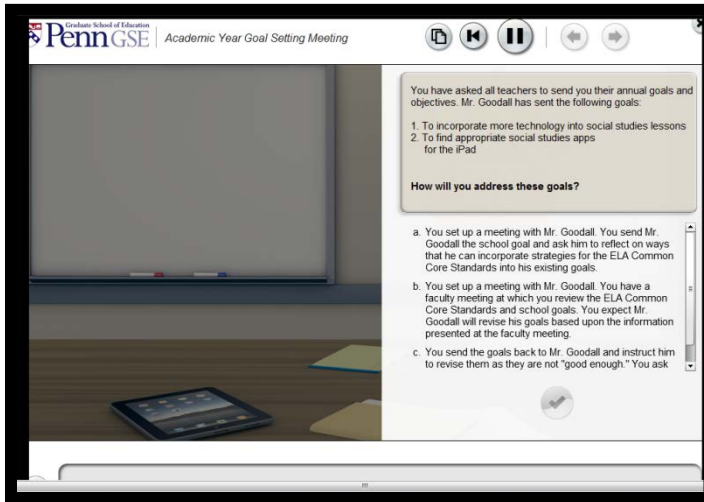
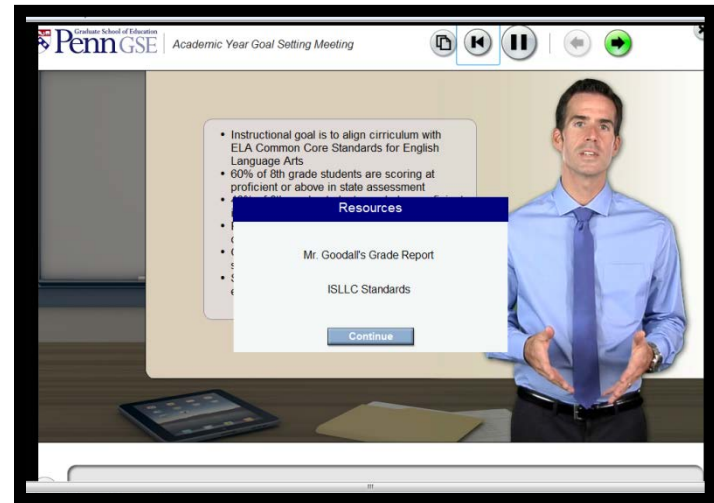
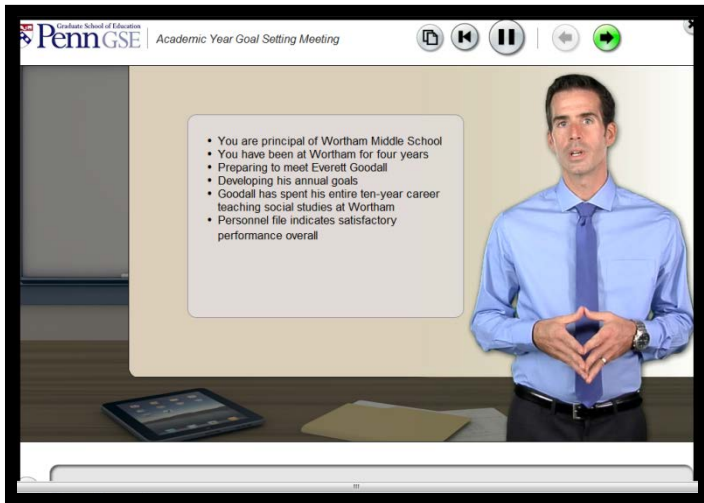
- ❑ Teacher Goal Setting Simulation  
*Instructional Leadership Strand*
  - ❑ Parent Concern Simulation  
*Public Leadership Strand*
  - ❑ Teacher Dress Code Simulation  
*Organizational Leadership Strand*
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*Instructional Leadership Strand*

# Teacher Goal Setting Simulation

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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**

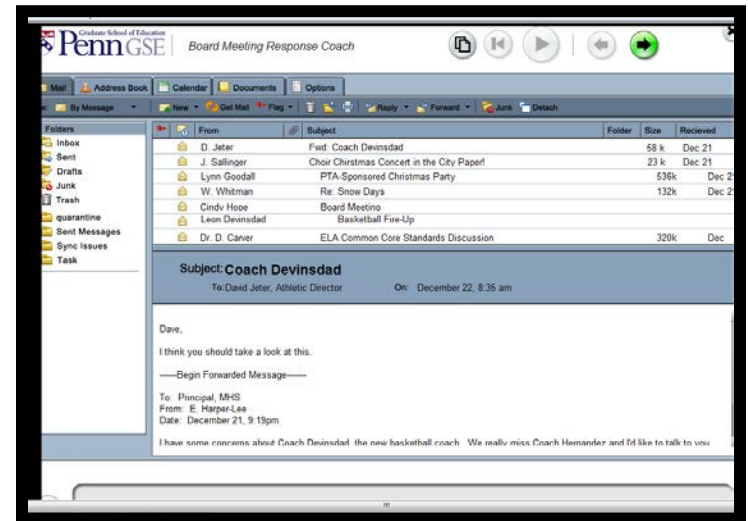
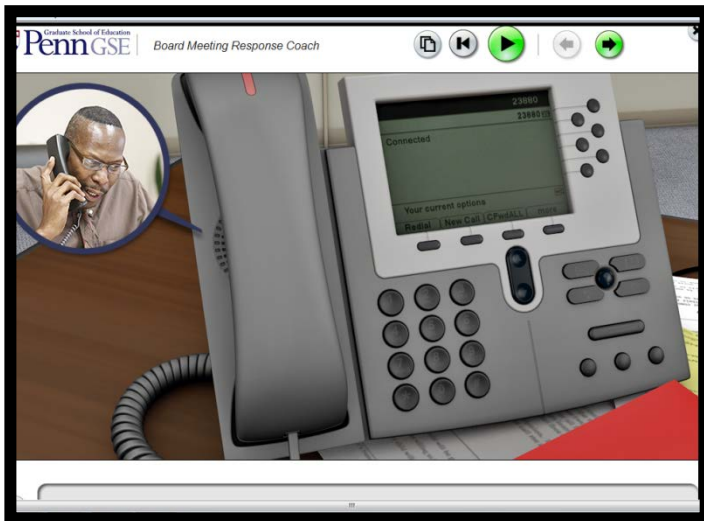
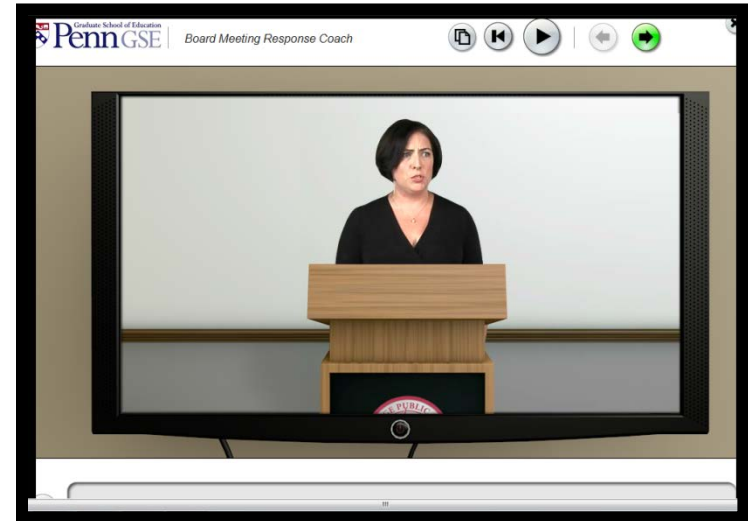
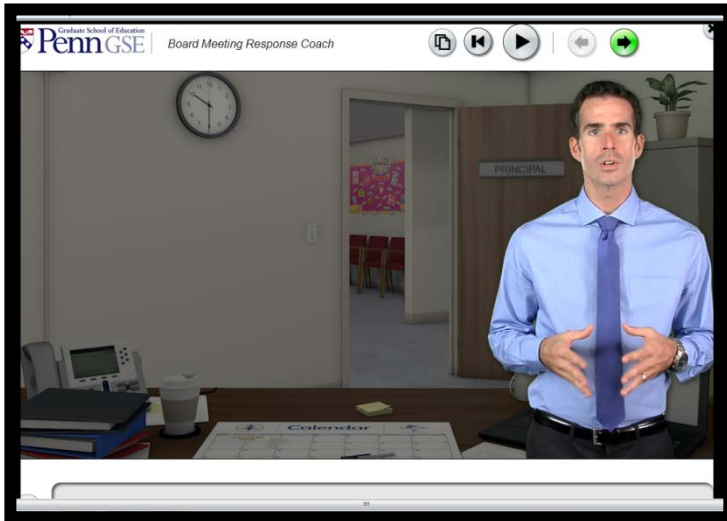
- Promoting student growth and development (ISLLC Standards 2)
- Enhancing curriculum design, implementation, assessment and refinement (ISLLC Standard 2)
- Supporting adult learning and professional development (ISLLC Standard 2)

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*Public Leadership Strand*

# Parent Concern Simulation





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)

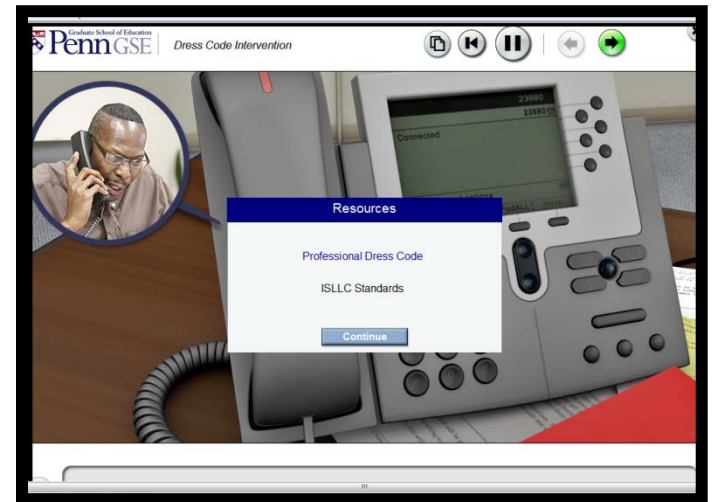
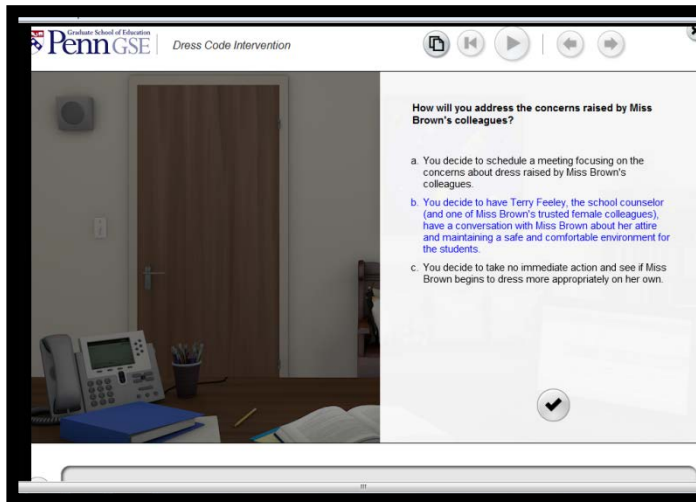
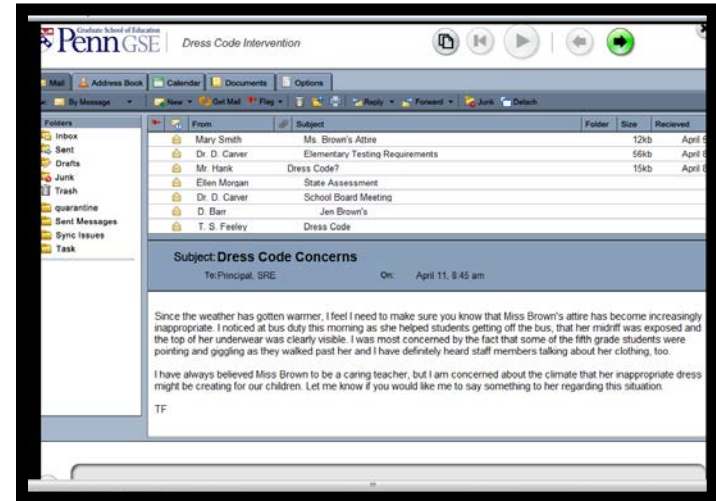
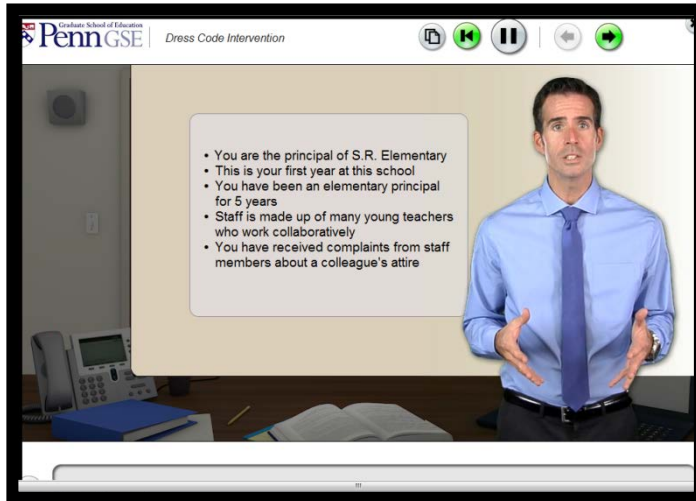
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*Organizational Leadership Strand*

# Teacher Dress Code Simulation

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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><b>Dress and Grooming</b></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 respect. Appropriate dress sets 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"> <li>• be physically clean, neat, and well-groomed</li> <li>• dress in a manner reflecting professional assignment</li> <li>• dress in a fashion that is commonly accepted in the community</li> <li>• dress in a manner that does not cause damage to District property.</li> </ul> <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)