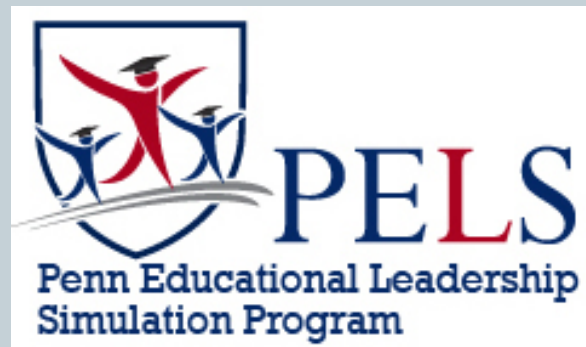


The PEELS Program



SPRING, 2013



The Need



IMPROVE STUDENT ACHIEVEMENT

HOW?

ENHANCE HUMAN CAPITAL IN SCHOOLS

HOW?

ENHANCE SCHOOL LEADERSHIP CAPACITY

....but....



SCHOOL LEADERS

FACE

EXTREME CHALLENGES

(ESPECIALLY IN HIGH-NEED COMMUNITIES)

Today's Job Interview for a New Principal

So, Ms. Miller, would you tell me briefly your methods for teaching reading, your overall philosophy of education, your views on testing, your ideas on discipline, your opinions about homework, the ways you could excite kids about science, and how you would upgrade math skills in our school should you be hired?



Tough job!



- Nine in 10 principals say that ultimately a principal should be held accountable for everything that happens to the children in a school
 - 74% of teachers agree in 2012, compared with 60% in 1989.
- Three-quarters of principals feel the job has become too complex.
- Seven in 10 principals say the job responsibilities are not very similar to five years ago.

Tough job!



- Job satisfaction among principals has decreased nine percentage points in less than five years, to 59% very satisfied.
- Half of principals feel under great stress several days a week.
- More than half of principals and teachers report that their school's budget has decreased in the past 12 months.

...and did I mention....



- **Common Core?**
 - Teachers and principals have more confidence that teachers can teach the Common Core than they have that the Common Core will benefit students.
- **Teacher satisfaction declining, turnover high**
- **Half of teachers have a leadership role in the school now**
 - Distributed leadership arrived some time ago...
- **School leadership pipeline?**
 - Most teachers (69%) say they are not at all interested in becoming a principal.
- **Politics, local and national**
- **Parental expectations**
- **Little time for collaboration**
- *Feeling under siege ...*



Experience Heading Out the Door



- **Low-achieving, high-poverty schools face twice the leadership turnover rates of other schools and generally fill positions with the least experienced leaders.**
- **30% annual turnover in low-achieving, high-poverty schools**
- **Over 60% of urban superintendents cannot recruit or retain qualified principals**
- **More than 45% of superintendents turned over every three years**

Béteille et al., 2011; Burkhauser, 2012; Darling-Hammond et al., 2007; Grissom & Andersen, 2012

*Part of this is the nature of the job,
policy, politics, etc.*



BUT A KEY LEVERAGE POINT

IS

PREPARATION

SUPPORT

PRACTICE



The Need:

Enhanced School Leadership

- *Increased importance as current reform pushes site autonomy*
- *Increased achievement challenges*
- *To address large contextual differences & inequities*
- *Most efficient & powerful lever to support improved teaching/learning*
- *Point of practice judgment = critical ingredient*



But how do you practice to lead a school?



Decision by Decision

Simulations?



PRACTICING..

Judgment

In

Context

How do you practice being in charge of a middle school in Bakersfield, CA?

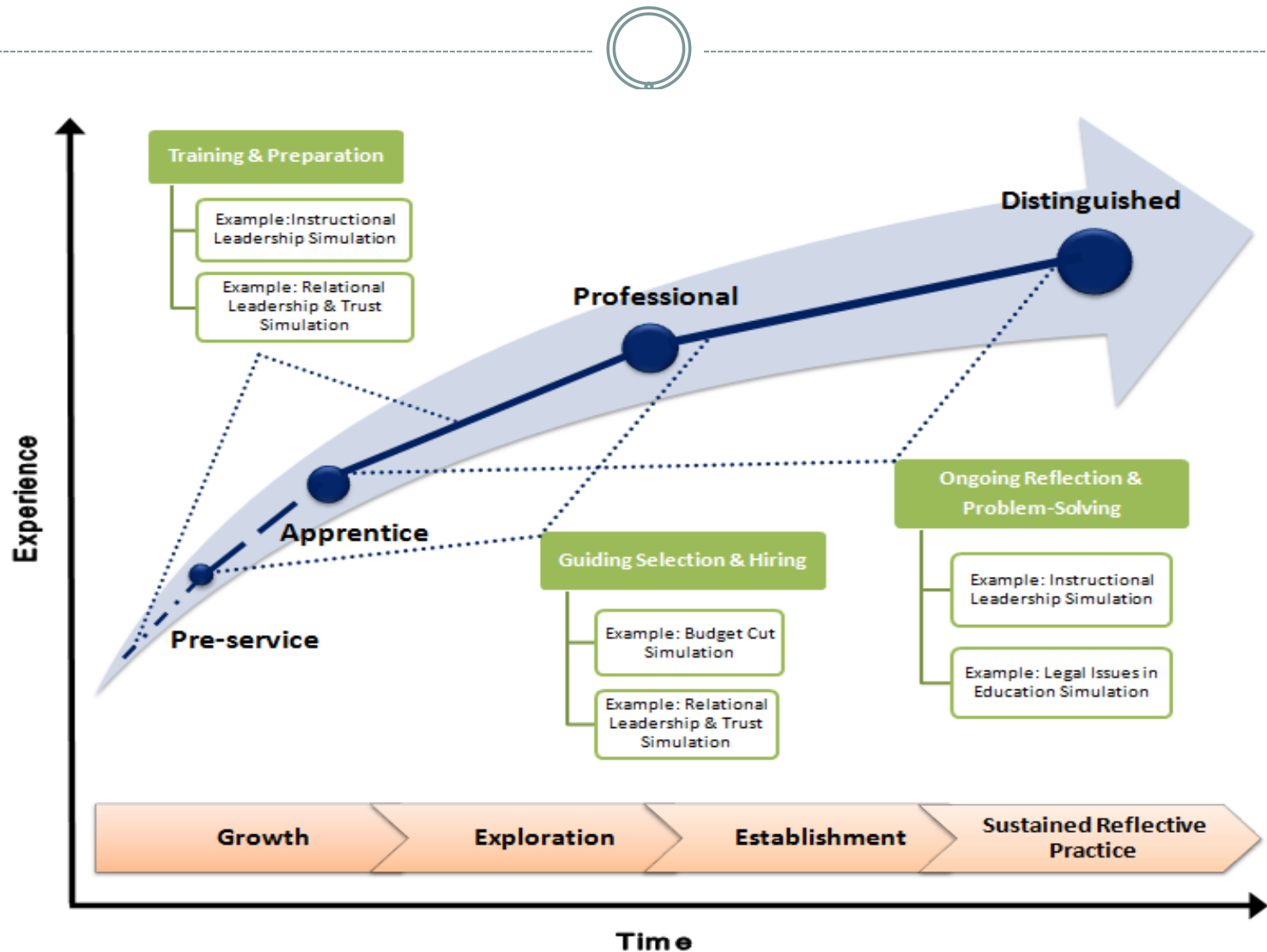
In an elementary school in suburban Columbus?

In a high school in El Paso?

Rural districts outside of Dubuque?

A new charter school in New York City?

Simulations Meet Different Needs across the Educational Leadership Lifecycle



Simulation is not new...



“Mock warfare, mock trials and aircraft trainers [were already] but a few examples of simulation used to teach, evaluate and provide practical experience for the student” when Barrows (1968) introduced the use of simulated patients in training physicians (p. 674).

From Medicine to Teaching: The Evolution of the Simulated Interaction Model



“Medical education institutions frequently simulate interactions between future health professionals and standardized patients. [Dotger, et al. (2010)] describe a partnership between a teacher preparation institution and a nearby medical institution, outlining specific procedures associated with the use of standardized parents, students, and paraprofessionals in helping future teachers and school leaders navigate common problems of practice” (p. 129).

In-Person Simulations



- More complex, closer to practice
- Unnamed problems, w/o category, unstructured
- Force decision-making practice, mix of emotions, in the moment
- Experience of failing, “failing forward”
- Experience of consequences
- Accelerates the situations one can experience
- Emotions in the mix, who you are “on the line”
- Provokes memories, prior experiences
- Reflective base

Drawbacks to *in-person* simulation.....



- **Expensive, to build & to implement**
- **Unstable as instruments, gauges**
- **Difficult to scale**
- **Difficult to subject to peer review & quality control**

A Solution?

Web-based Multimedia Sims



**PATHING
SIMULATIONS
CREATED BY EXPERIENCED PEERS**

**QUALIFIED CROWDSOURCING
AS
PROFESSION-BUILDING**

In Collaboration with the Leading K-12 Leadership Professional Associations



- **American Association of School Administrators (AASA)**
- **National Association of Secondary School Principals (NASSP)**
- **National Association of Elementary School Principals (NAESP)**

Teacher Goal Setting Simulation



INSTRUCTIONAL LEADERSHIP

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

PennGSE | Graduate School of Education | 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?

- 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.
- 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.

PennGSE | Graduate School of Education | Academic Year Goal Setting Meeting

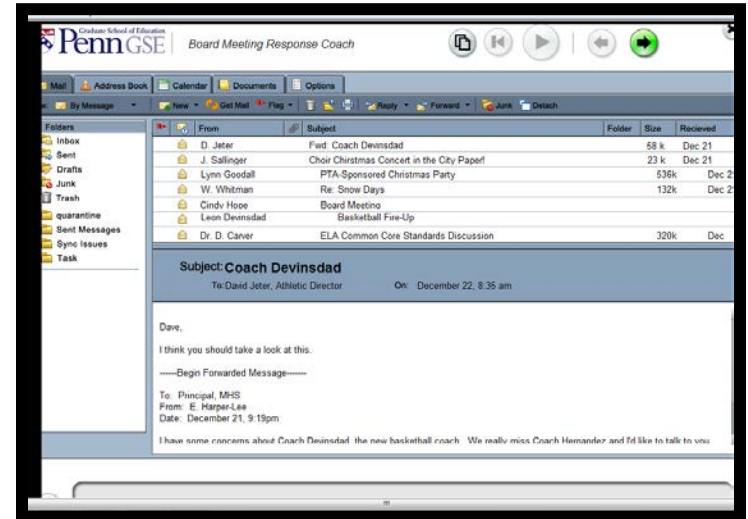
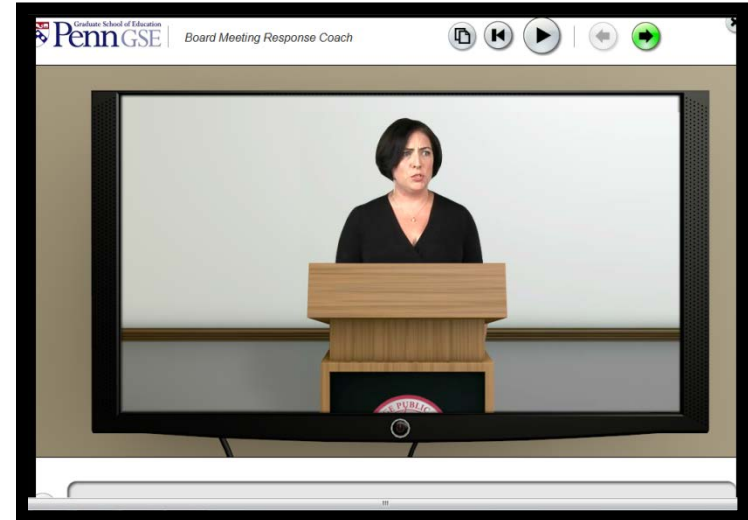
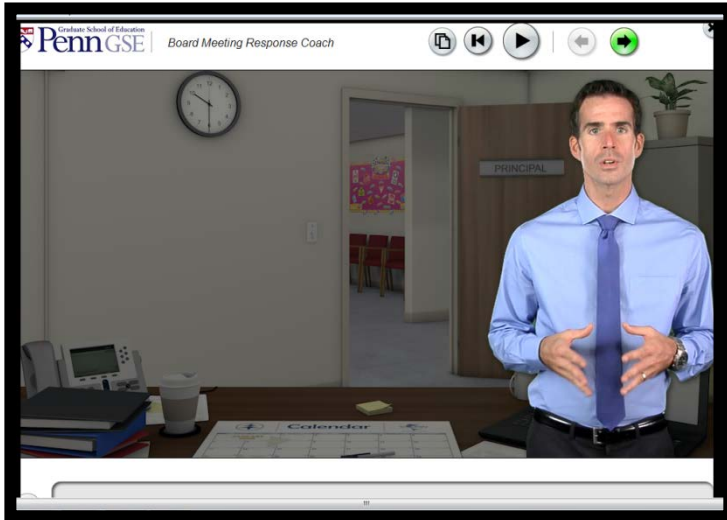
Objectives

- 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)

Parent Concern Simulation



PUBLIC LEADERSHIP



Teacher Dress Code Simulation



ORGANIZATIONAL LEADERSHIP

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 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.
2. Authority SC 511	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.
	All staff members shall, when assigned to District duty: <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.
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: 10/2/2003 Revised:	

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)

Ongoing development work



- Partnering with NexLearn, LLC, to utilize SimWriter[®] Pro for multimedia interface
- Exploring hosting and distribution options through distributed learning management systems (LMS)
- Establishing peer-review standards and procedures for educational leadership simulations

Powerful Research Opportunities



- Assessing learning and practice impact on
 - **Developers**
 - **End-users**
- Assessing growth and development of the **developer network**; and
- 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.



PELS

- *Peer-developed*
 - *Context-rich*
 - *Consequential*
 - *Daily decision-making*
-
- *Practice the core of daily school leadership before, during*



PELS

Scaling judgment



PELS

Clients:

- Districts, schools, intermediaries
- Universities
- Preparation programs
- PD providers

Uses (individual, group)

- Pre-service
- In-service
- Selection

For less than a workshop...

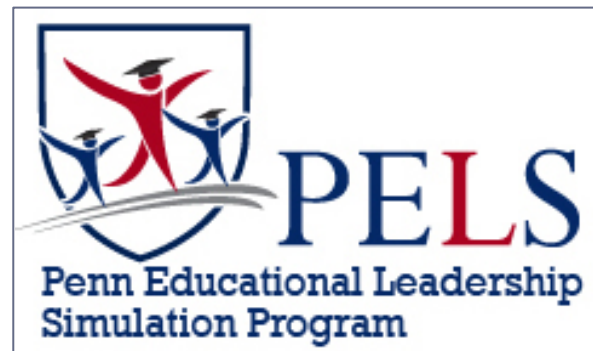


PELS

In 3 years:

- Positive P&L
- 300+ sim developers
- 9,000 leaders developed
- 4,000,000 students affected
- Groundbreaking research

The PEELS Program



SPRING, 2013

