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

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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

Diagram showing the progression of a leadership career with stages including Pre-service, Apprentice, Professional, and Distinguished. The diagram illustrates the impact of simulations at different stages, such as Instructional Leadership Simulation, Relational Leadership & Trust Simulation, Budget Cut Simulation, Relational Leadership & Trust Simulation, Instructional Leadership Simulation, Legal Issues in Education Simulation, and Ongoing Reflection & Problem-Solving.
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

Full Multi-Media Sims

One Year & Two Face to Face Sessions Later
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
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
- Personal file indicates satisfactory performance overall

Instructional goal is to align curriculum with ELA Common Core Standards for English Language Arts
- 80% of 8th grade students are scoring at proficient or above in state assessment

Resources
- Mr. Goodall's Grade Report
- ELA Standards

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 standards 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 to 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 review them as they are not "good enough." You ask...
a. I have reviewed your students' grades and they do make progress from the beginning of the year to the end. However, when tested at the end of the year, their standardized test results weren't as strong as I expected. It seems that reading comprehension is an area that needs improvement, especially when it comes to reading materials. We need to address this in our curriculum 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 the grades came from participation and homework. Also, when I observed your classroom, most of the classroom activities were lecture-based and focused on memorization. You didn't ask the students to do any critical thinking, evaluating, or analyzing of the subject matter.

Dr. O'Donnell still seems apprehensive about how to integrate the ELA Common Core Standards into his specific content area. What can you say to help him understand what you need?

a. You provide Dr. O'Donnell with a specific example of how to integrate the ELA Common Core Standards with his current curriculum. You can provide a grading plan 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 account for 50% of the grades. You also recommend that you incorporate more classroom activities and peer discussions, as they do not support the rigor of the ELA Common Core Standards.

Objectives

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

Parent Concern Simulation
Issue: Coach Swearing at Students

Player 1: "Coach said, ‘What the hell’s going on with you guys?’ He was yelling at us during practice.”
Player 2: "I heard 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 furious.”
Player 4: "I’ve never heard Coach U cuss. He wouldn’t do that.”
Player 5: "I’ve heard him say ‘hell’ before, but never directed at anyone in particular.”

Coach Devinsaid: "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 Devinsaid’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.”

Objectives

- Using information about timely and community concerns, expectations, and norms regularly (BLLC Standard 4)
- Training people fairly, reliably, and with dignity and respect (BLLC Standard 5)
- Protecting the rights and confidentiality of students and staff (BLLC Standard 5)
Organizational Leadership Strand

Teacher Dress Code Simulation
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.

Subject: Dress Code Concerns

April 11, 8:45 am

Since the weather has gotten warmer, I have noticed that Miss Brown’s attire has become increasingly inappropriate. Last but not least, the6 morning as I helped students getting off the bus, her midriff was exposed and the top of her underwear was clearly visible. I was most concerned to this fact that some of the 8th grade students were pointing and giggling as they walked past her. 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.

T.D.

How will you address the concerns raised by Miss Brown’s colleagues?

- You decide to schedule a meeting focusing on the issue of dress raised by Miss Brown’s colleagues.
- You decide to have Terry Fossey, the school counselor, speak to Miss Brown and other female colleagues.
- You have a conversation with Miss Brown about her attire and maintaining a safe and comfortable environment for the students.
- You decide to take no immediate action and see if Miss Brown begins to dress more appropriately on her own.

Resources

- Professional/ Dress Code
- ISLLC Standards
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.
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?
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

Penn Educational Leadership Simulation Program
Contact Information

**Eric Bernstein, J.D., Ed.D.**  
Assistant Professor of Clinical Education, University of Southern California  
PELS Project Director, University of Pennsylvania Graduate School of Education

Email:  [eric.bernstein@usc.edu](mailto:eric.bernstein@usc.edu)  
Office:  213.438.9516  
Cell:  860.794.2509

**Mike Johanek, Ed.D.**  
Senior Fellow, Penn GSE  
Director, Mid-Career Doctoral Program in Educational Leadership

Email:  [johanek@gse.upenn.edu](mailto:johanek@gse.upenn.edu)  
Office:  215.573.0589  
Cell:  917.207.7646