Penn Educational Leadership Simulation (PELS) Project

University Council for Educational Administration Annual Convention November 2012
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.
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.
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

Training & Preparation
- Example: Instructional Leadership Simulation
- Example: Relational Leadership & Trust Simulation

Professional

Distinguished

Experience

Pre-service
- Example: Budget Cut Simulation
- Example: Relational Leadership & Trust Simulation

Guiding Selection & Hiring

Ongoing Reflection & Problem-Solving
- Example: Instructional Leadership Simulation
- Example: Legal Issues in Education Simulation

Growth

Exploration

Establishment

Sustained Reflective Practice

Time
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
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.
Performance file indicates satisfactory
performance overall.

Instructional goal is to align curriculum with
ELA Common Core Standards for English
Language Arts.
85% of 8th grade students are scoring at
proficient or above in state assessment.

Resources
Mr. Goodall's Grade Report
ISLLC Standards
Continue

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 goals 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 review 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 state language arts test, the performance wasn’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 noted that 50% of the grades come from participation and homework. Also, when I reviewed your goals, 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.

Dr. Goodell 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 Dr. Goodell with a specific example of how to integrate the ELA Common Core Standards with your current curriculum 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 more than 10% of the final grade. The grade must reflect the assessment of classroom activities, oral presentations, and the alignment of the ELA Common Core Standards.
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 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 yelling."

Player 4: "I've never heard Coach U cuss. He wouldn't do that."

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

Coach Devindra: "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 Devindra'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."

---

Objective:

- Using information about family and community concerns, expectations, and values regularly (SSLC Standard 4)
- Training people fairly, respectfully, and with dignity and respect (SSLC Standard 5)
- Protecting the rights and confidentiality of students and staff (SSLC 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
From: [Email]
To: [Email]
Date: [Date]

Since the weather has gotten warmer, I think I need to bring to your attention that Miss Brown’s attire has become increasingly inappropriate. I noticed at bus duty this morning as she helped students getting on the bus that her midriff was exposed and the top of her underwear was clearly visible. I was most concerned about this fact that some of the 10th-grade students were staring and giggling as they walked past her and I heard 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.

TS

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

a. You decide to schedule a meeting focusing on the concern about dress raised by Miss Brown’s colleagues.
b. You decide to have Terry Foley, the school counselor (who lives at Miss Brown’s house and her 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.
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**

- **[Policy Link]**

---

Objectives

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