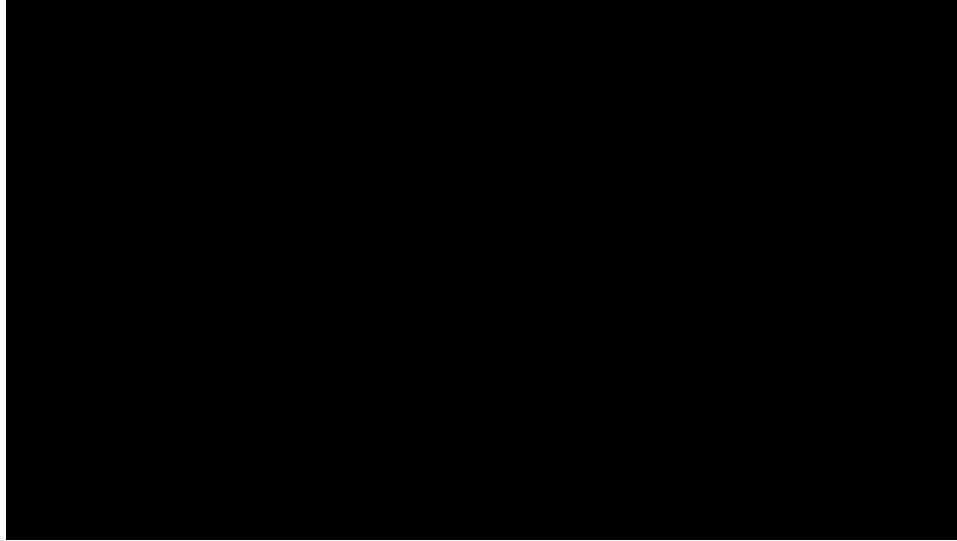




# SchoolSims

EXPERIENCE IS THE BEST TEACHER

# Michael Jordan's The Last Dance



Video Link: <https://vimeo.com/417745814>

“Winning has a price, leadership has a price. So I pulled people along when they didn’t want to be pulled, I challenged them when they didn’t want to be challenged”

”When you joined the team, you were expected to play at my level”

“I never asked my teammates to do anything I wouldn’t do”

# The American Rescue Plan Act

## ESSER III

- At least 20% of funds must be used to **address learning loss** through evidence-based interventions that respond to students' **academic, social, and emotional needs**.

## Allowable Uses

- Other uses include:
- Purchasing educational technology (including hardware, software, and connectivity as well as assistive technology or adaptive equipment)
- Addressing learning loss
- School facility repairs to reduce risk of coronavirus transmission and support student health
- Summer learning and supplemental after-school programs
- Mental health services
- Conducting activities to address the needs of students from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and youth in foster care
- Coordinating with public health departments
- Implementing public health protocols including policies in line with guidance from the Centers for Disease Control and Prevention for school-reopening
- Implementing activities to maintain the operation and continuity of services and to employ existing staff

# Professional Development & Title II

## Stimulus Funds

- 13 states have set-asides for professional development:
  - Maine: The Department will partner with a Learning Management System/Virtual Learning Environment vendor to design and customize an online platform to support interactive professional development and a student platform for statewide curriculum, instruction, lessons, units, and activities
  - Illinois: \$6.5 million for professional development
  - Nebraska: Provide professional learning to support inclusive remote learning environment and engagement, along with best practices for different student groups.

## Title II PD

- Title II: (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement. ( increase of \$11.3 million over the 2020 enacted level)
- **Biden's Proposal:**
  - \$102.8 billion in discretionary aid for the Education Department. That's an increase of nearly \$30 billion, or approximately 41 percent, from the agency's current discretionary budget of about \$73 billion that lawmakers approved late last year.

# Threat Rigidity- How this impact Leadership Post COVID-19



## What is Threat Rigidity?

- When a leader or institute stops being flexible and move to a “command and control” response. “They focus everything on countering the threat in order to survive.”

## How to Move Past it

- After defining something as a threat to get resources committed to addressing it, it’s then important to shift responsibility to an independent group that can reframe the threat as an opportunity—in this case, to reimagine the schooling experience.
- Takes strong leadership - making hard choices

# Seeing the pandemic from 2 different angles



TEACHERS  
ARE OUR  
SUPERHEROES



Heroic Professions that Qualify

Public School Teachers    Corrections Officers    EMS Personnel  
Fire Fighters    Police Officers    School Librarians  
School Counselors    School Nurses    Veterans/Active Military





# Difficult choices for schools



Long-term subs to help  
students  
with reading and math



Reading recovery software



# Difficult choices for schools



Laptops for students



Training or PD for teachers

# Difficult choices for schools



Free summer school

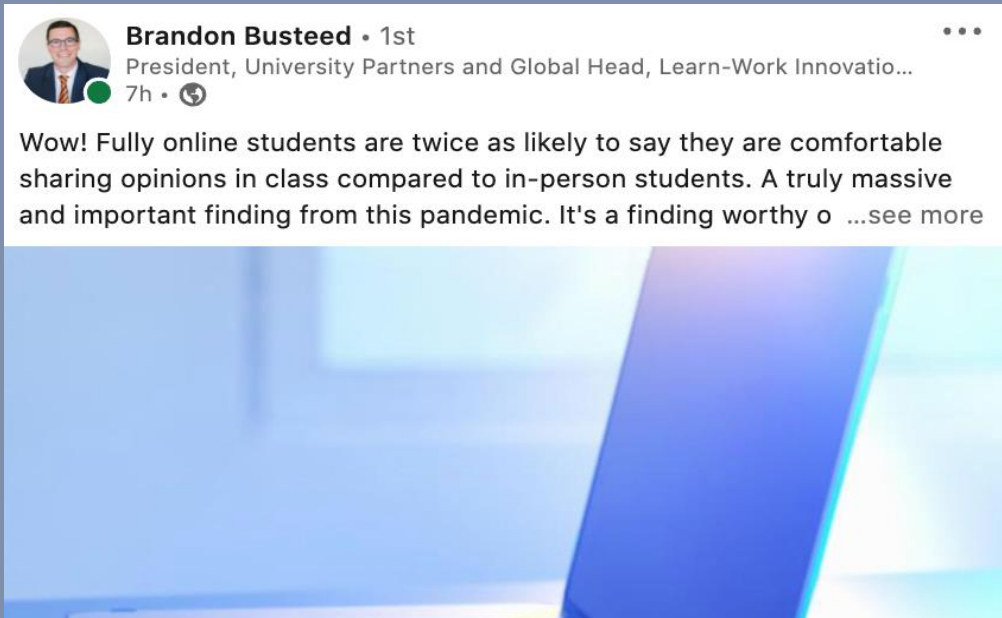


Internet at home

# Feedback on what should stick post COVID...

- Customized learning
- Flexibility in schedules
- Apps
- Zoom faculty meetings
- No more snow days
- Back channel conversations
- More resources for students online
- Clean facilities and better personal hygiene





Thanks for sharing! You asked, "What should stick in your school that others could learn from?"

1. Streaming of athletics
2. Use of SeeSaw in elementary schools for two-way communication
3. Option to video chat or face to face parent teacher conferences
4. Zoom faculty meetings (more in higher ed)
5. Replace built in snow days with more scheduled breaks
6. And my big one...hybrid education for high schoolers giving them the choice to learn in person, watch the recording, this is the long term future of high school education.



# Culture key

## The connection between **school culture**

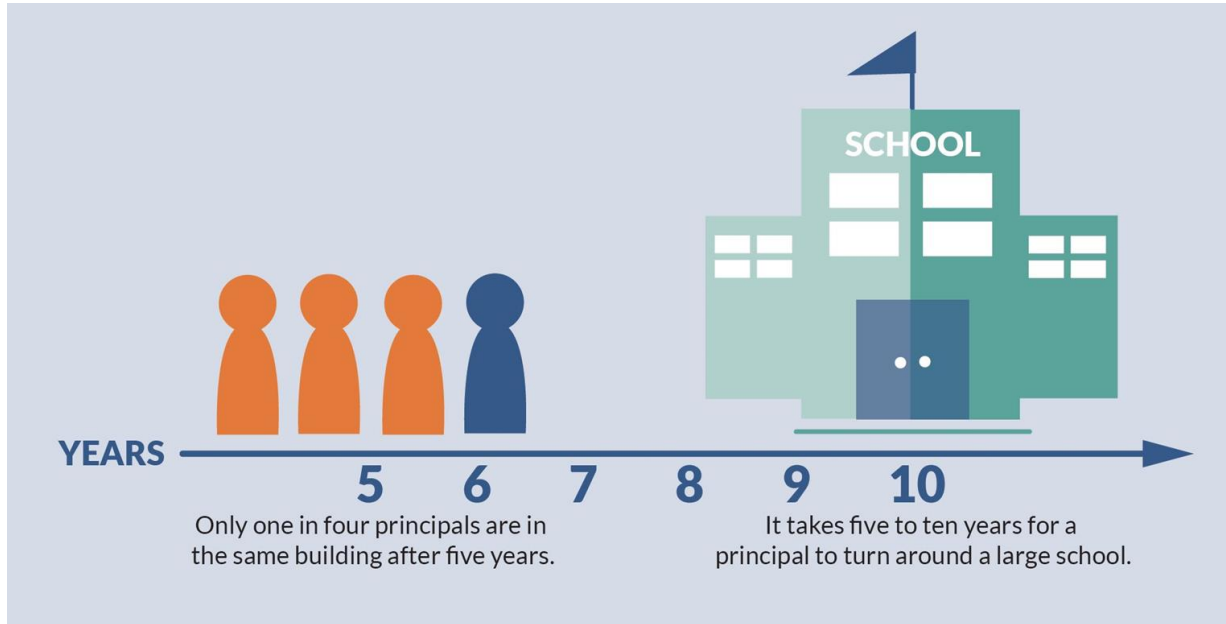
- your school culture will determine the type of conversations faculty (are allowed to) have,
- these conversations determine the level of (unspoken) commitment among faculty,
- faculty commitment will leverage faculty efficacy,
- faculty efficacy will impact individual teacher efficacy,

**...which impacts instructional delivery.**

- instructional delivery quality will impact student efficacy,
- which drives student academic performance and behavior in the classroom **and student achievement**

*is not a straight line.*

# COVID-19: Permission to innovate or time to update the resume?



# Leadership has a price



## SCHOOL & DISTRICT MANAGEMENT

### The Pandemic May Drive Principals to Quit



By Leslie A. Maxwell — August 21, 2020 ⌚ 6 min read



By Leslie A. Maxwell and Denisa R. Superville

# 45%

Forty-five percent of principals said that pandemic conditions are prompting them to leave the job sooner than they had previously planned, according to a new survey from the National Association of Secondary School Principals.



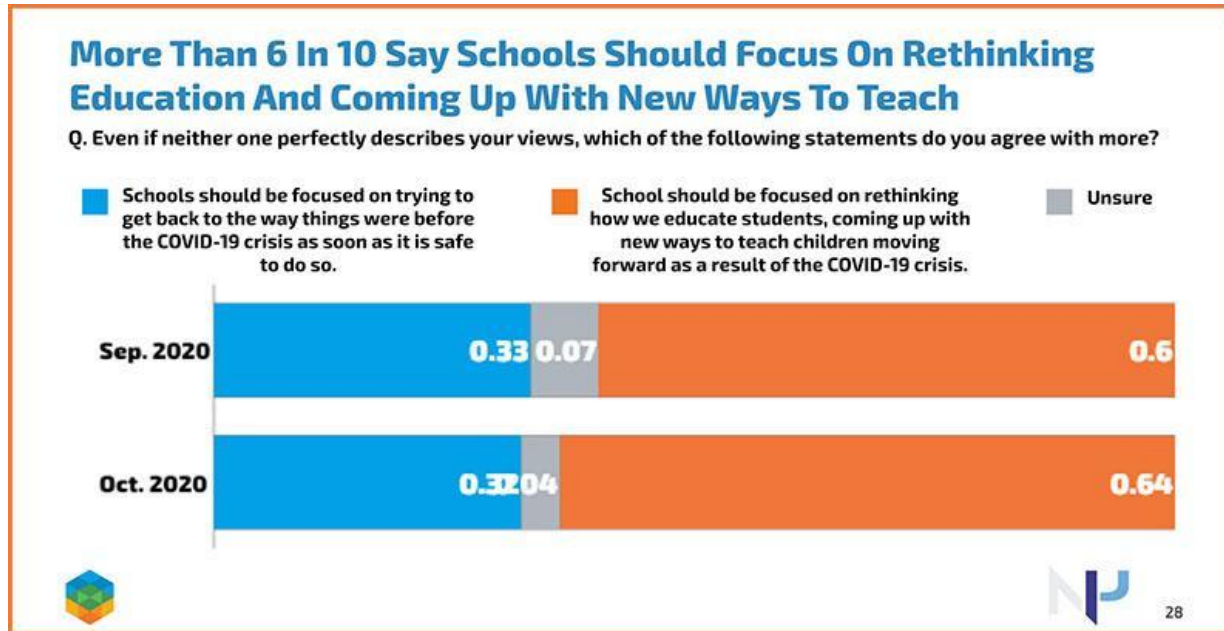
# Permission to Innovate

## “Thanks to COVID-19”

When schools are back in session, students may expect more online options, flexible learning spaces, and more movement throughout the day like they got used to when they were home perhaps. This may also be the case of many educators.

Some found ways to deliver learning that worked better than some of the traditional methods they used before being forced into quarantine. This is going to change the norm for both educators, students, parents and school leaders.

# Changing expectations

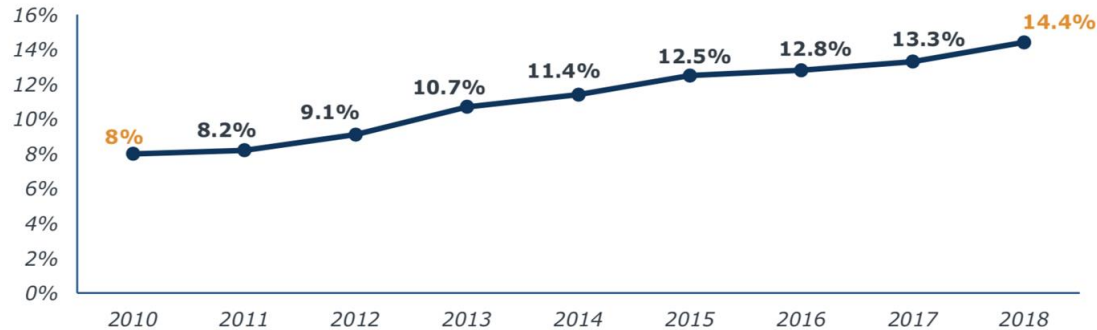


# Rising Generation Brings Increased Challenges

6

## Percentage of US Adolescents Reporting a Major Depressive Episode<sup>1</sup> in the Past Year

Adolescents aged 12-17, 2010-2018



17%

Increase in **diagnosis of anxiety disorders** in young people<sup>2</sup> in the last 10 years



32%

Of adolescents will meet criteria for an **anxiety disorder by the age of 18**

1) Characterized as suffering from depressed mood for two weeks or more, a loss of interest or pleasure in everyday activities, accompanied by other symptoms such as feelings of emptiness, hopelessness, anxiety, worthlessness.

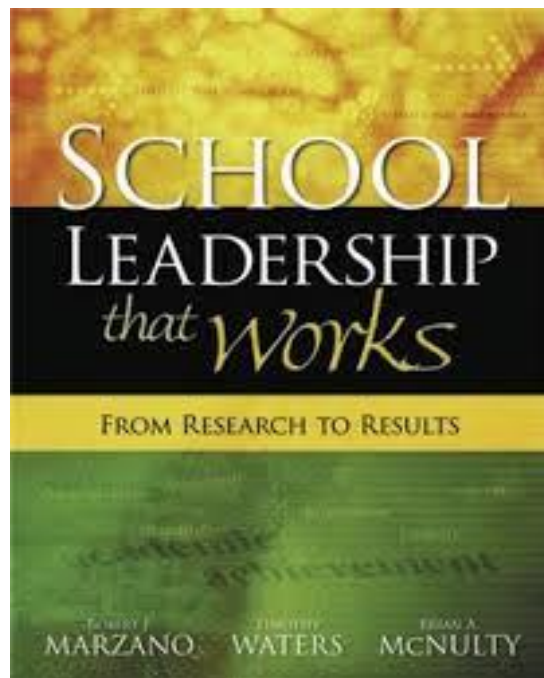
2) Aged 6 to 17.

# A caution to schools

In direct opposition to the prevailing wisdom of some American self-styled “education reformers” who have slashed recess and play in inner-city schools, the AAP has noted that for children in poverty, “play should be an integral component of school engagement.” According to the pediatricians, “the lifelong success of children is based on their ability to be creative and to apply the lessons learned from playing.”

According to Yogman, principal author of the American Academy of Pediatrics 2018 landmark report “The Power of Play,” a worst-case scenario would be for schools to say, “We missed four months of academic subjects and tests, so we’re going to compress it all into a month and catch up.” He considers this kind of thinking a terrible idea, since “it would just accentuate the stress children are already experiencing and undermine their capacity for productive learning.”



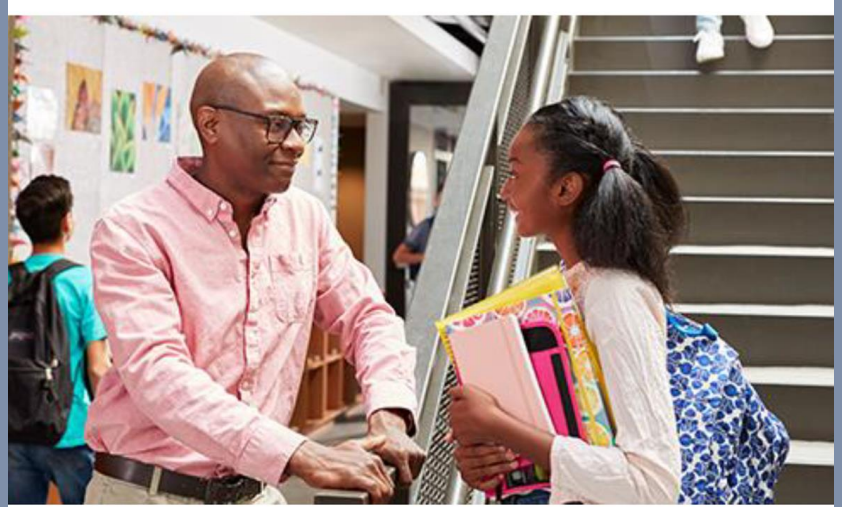
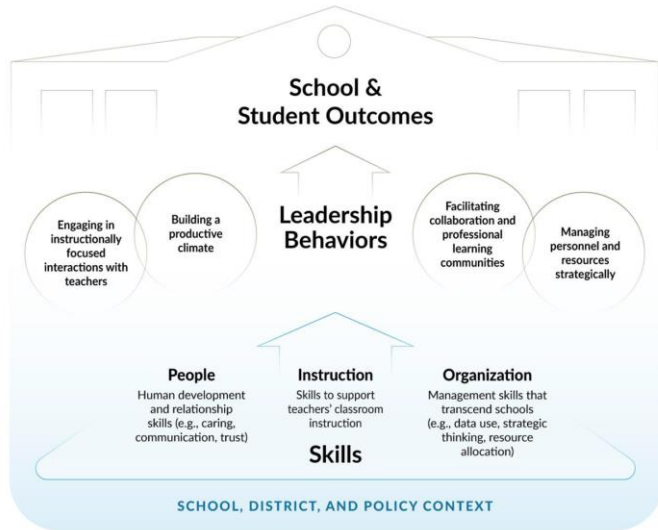


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## 20. Situational Awareness

- Accurately predicting what could go wrong from day to day
  - Being aware of informal groups and relationships among the staff
  - Being aware of issues in the school that have not surfaced but could create discord
-

# Wallace Research



## RESEARCH REPORT

# How Principals Affect Students and Schools

## A Systematic Synthesis of Two Decades of Research

Jason A. Grissom  
VANDERBILT UNIVERSITY

Anna J. Egalite  
NORTH CAROLINA STATE  
UNIVERSITY

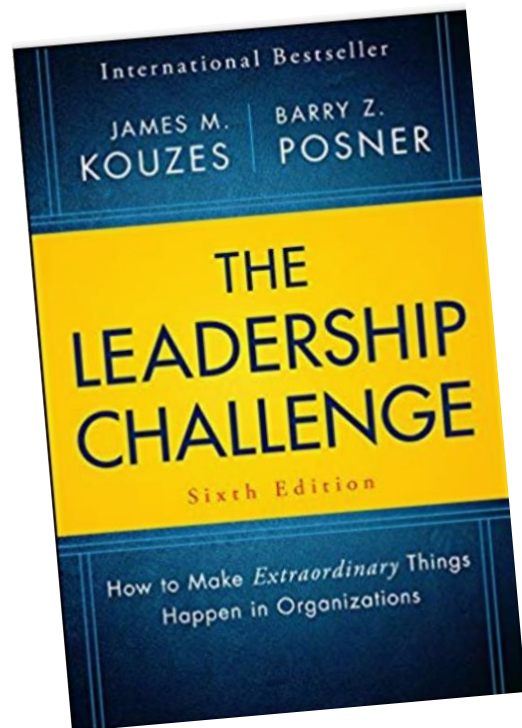
Constance A. Lindsay  
UNIVERSITY OF NORTH  
CAROLINA AT CHAPEL HILL

February 2021

Commissioned by

**Wallace**





Percentage of Respondents Selecting  
Each Characteristic

Characteristic	1987	1995	2002	2007	2012
HONEST	83	88	88	89	89
FORWARD-LOOKING	67	71	71	71	71
COMPETENT	67	69	69	69	69
INSPIRING	58	68	65	69	69
Intelligent	43	40	47	48	45
Broad-minded	37	40	40	35	38
Fair-minded	40	49	42	39	37
Dependable	33	32	33	34	35
Supportive	32	41	35	35	35
Straightforward	34	33	34	36	32
Cooperative	25	28	28	25	27
Determined	17	17	23	25	26
Courageous	27	29	20	25	22
Ambitious	21	13	17	16	21
Caring	26	23	20	22	21
Loyal	11	11	14	18	19
Imaginative	34	28	23	17	16
Mature	23	13	21	5	14
Self-Controlled	13	5	8	10	11
Independent	10	5	6	4	5

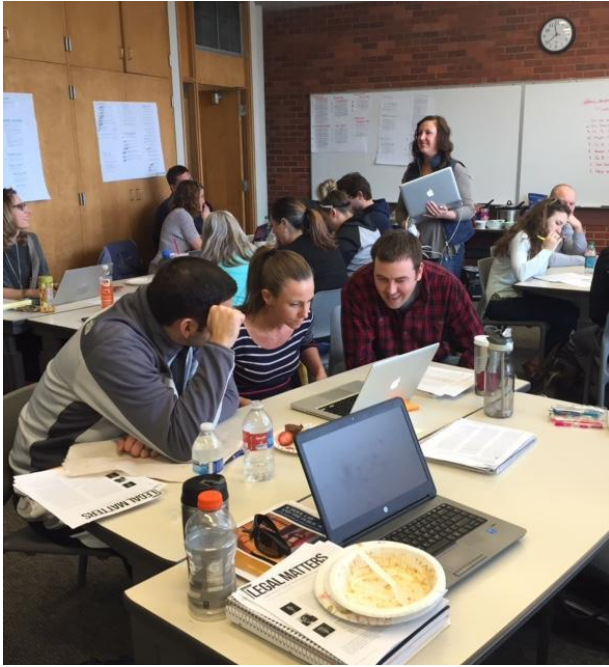
Note: These percentages represent respondents from six continents.



# Dissertation & classes



# Simulations

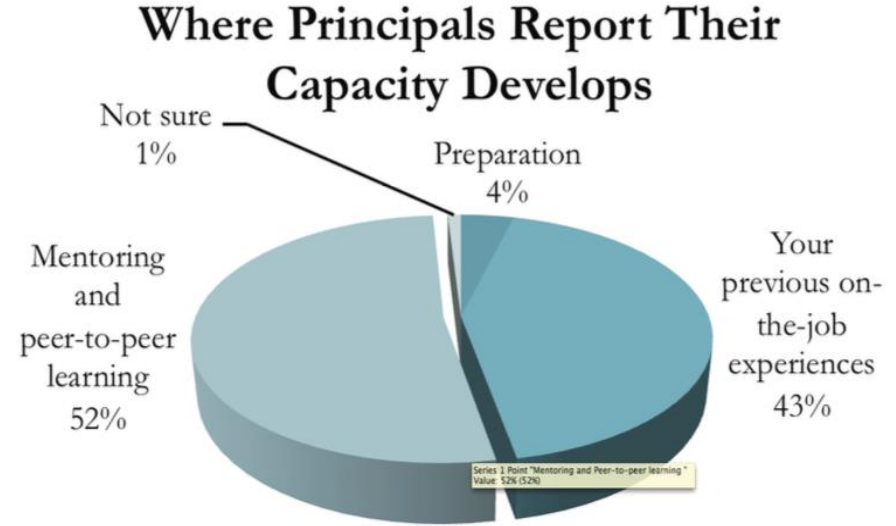


David, D., & Grundmeyer, T.  
(2018). Educational leadership simulations:  
Learning lessons from behind the curtain of  
educational leadership. *International Council  
of Educational Leadership Preparation*, 13(1).



# Did You Know?

- 9 in 10 principals feel they should be responsible for everything that happens to a student?
- 3 out of 4 principals feel the job has become too complex
- Average principal tenure is less than four years... and worse in low-income areas
- ***One of the key reasons for churn is a lack of time and money for continued job preparation***





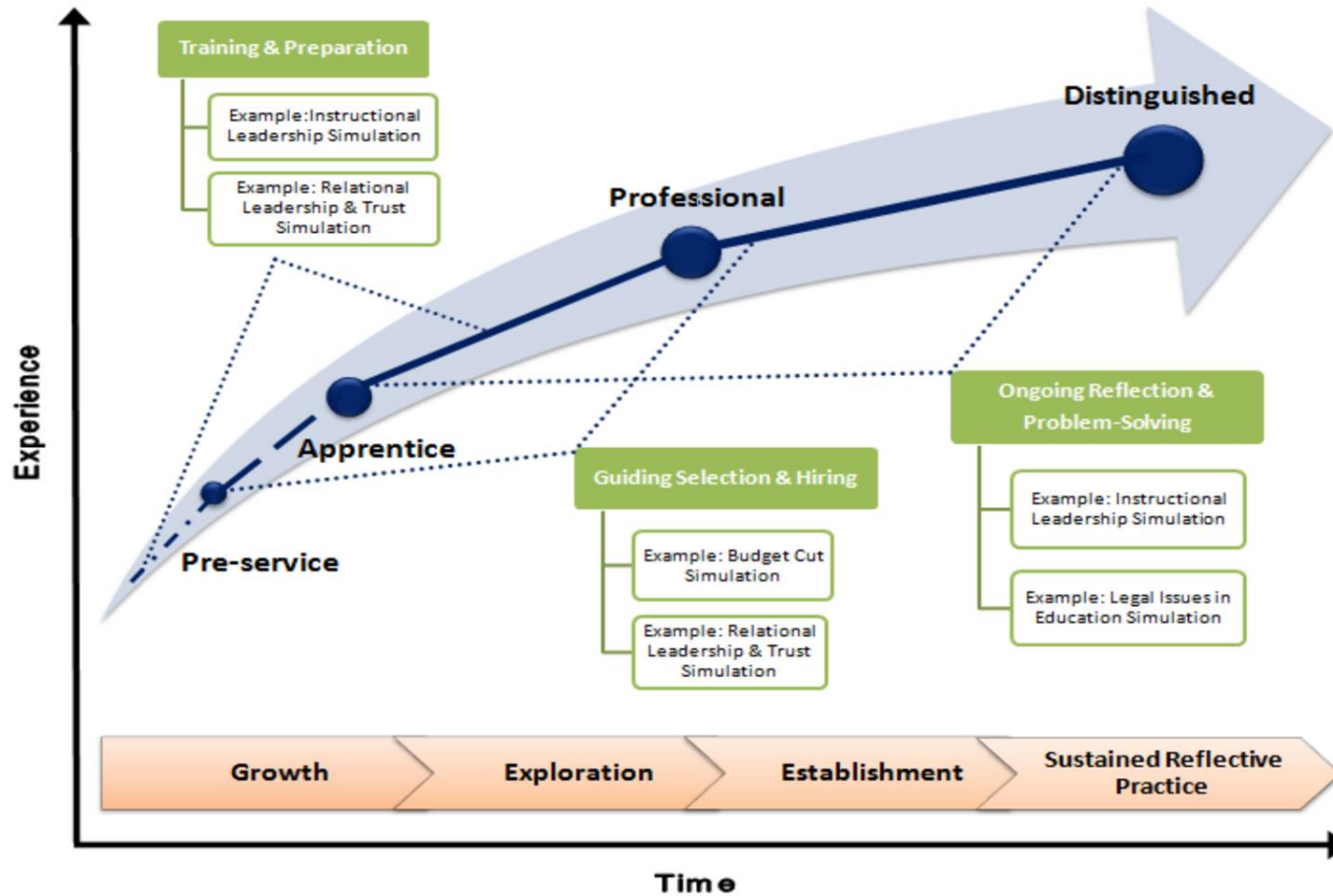
Source: Learning Policy Institute.

# The High Cost of Principal Churn

- After teachers, principals have the most impact on student achievement
- Increased principal quality leads to gains in high school graduation rates and student achievement while turnover in school leadership can result in a decrease in student achievement
- Cost to replace a principal = \$75K

***“Given the high cost of putting effective principals into the job, and the higher cost to students whose future success depends upon tenacious leadership, we must do more to protect these investments.”***

# Simulations Meet Different Needs Across the Educational Leadership Lifecycle

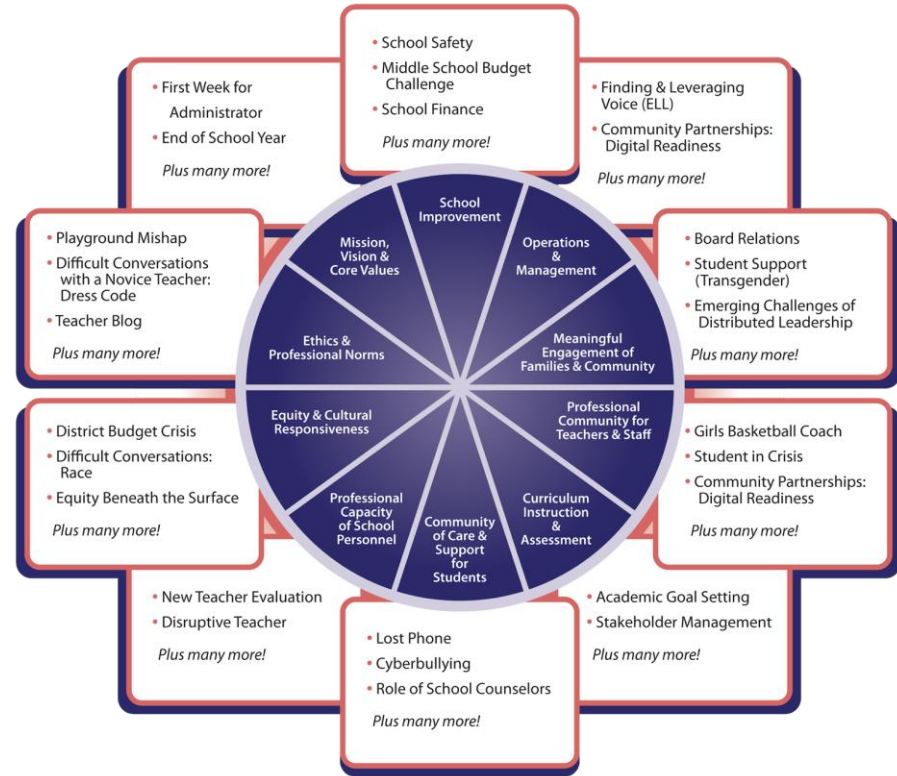




# Simulations Already Effective in High Stakes Industries



# Simulations Address Desired Areas of Principal Preparation While Aligning with PSEL and NELP







EXPERIENCE IS THE BEST TEACHER



[kspero@schoolsims.com](mailto:kspero@schoolsims.com)

“Simulations provide school leaders with an opportunity to learn from an experience. I have found that discussions during the simulation provide a rich opportunity to talk about why leaders make the decisions they make and to hear leaders explain how they are making a decision based on a previous experience or their value system. The level of engagement in the room during simulations is amazing. I have seen school leaders laugh, cry, reflect, think, share passion, smile, and most importantly, put away their computer or phone to actually participate. It’s like a case study on steroids.”

- Dr. David DeJong, Chair of Educational Leadership University of South Dakota