

Simulations & the “Missing Middle” in Ed Leadership Prep

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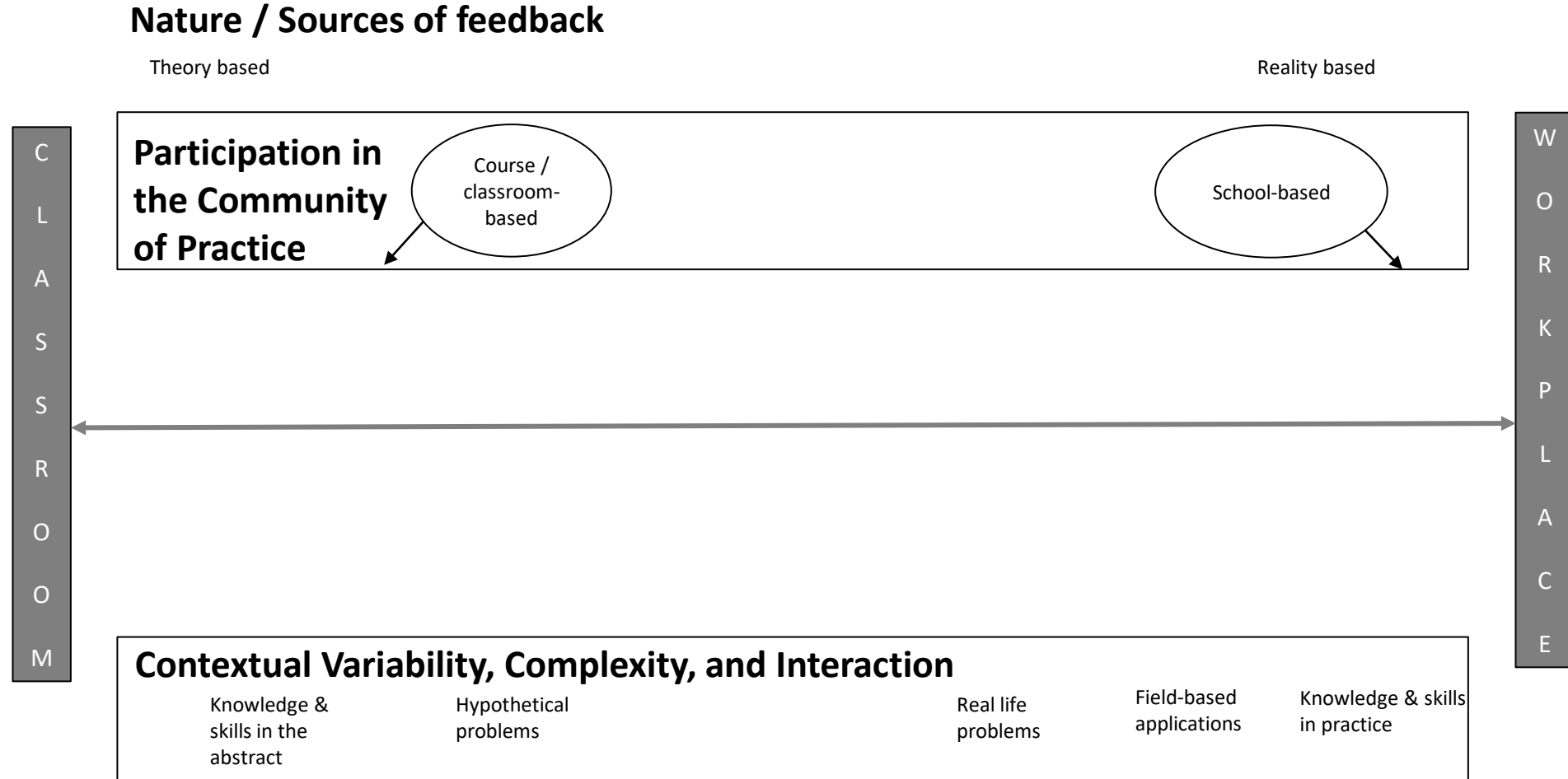
The Learning Accelerator/ Princeton University



Questions Addressed

- What is the level of use of sims in educational leadership preparation programs at the national level in the U.S.?
- What does program-wide usage of sims look like in an educational leadership preparation program (ELPP)?
- Do sims build leadership self-efficacy through practice?
- What further research is needed to determine how, when, and where to use this instructional practice?

A Continuum of Instructional Approaches



Updated Instructional Approaches

Sources of Self Efficacy

Vicarious experience

Imaginal

/

Virtual experience

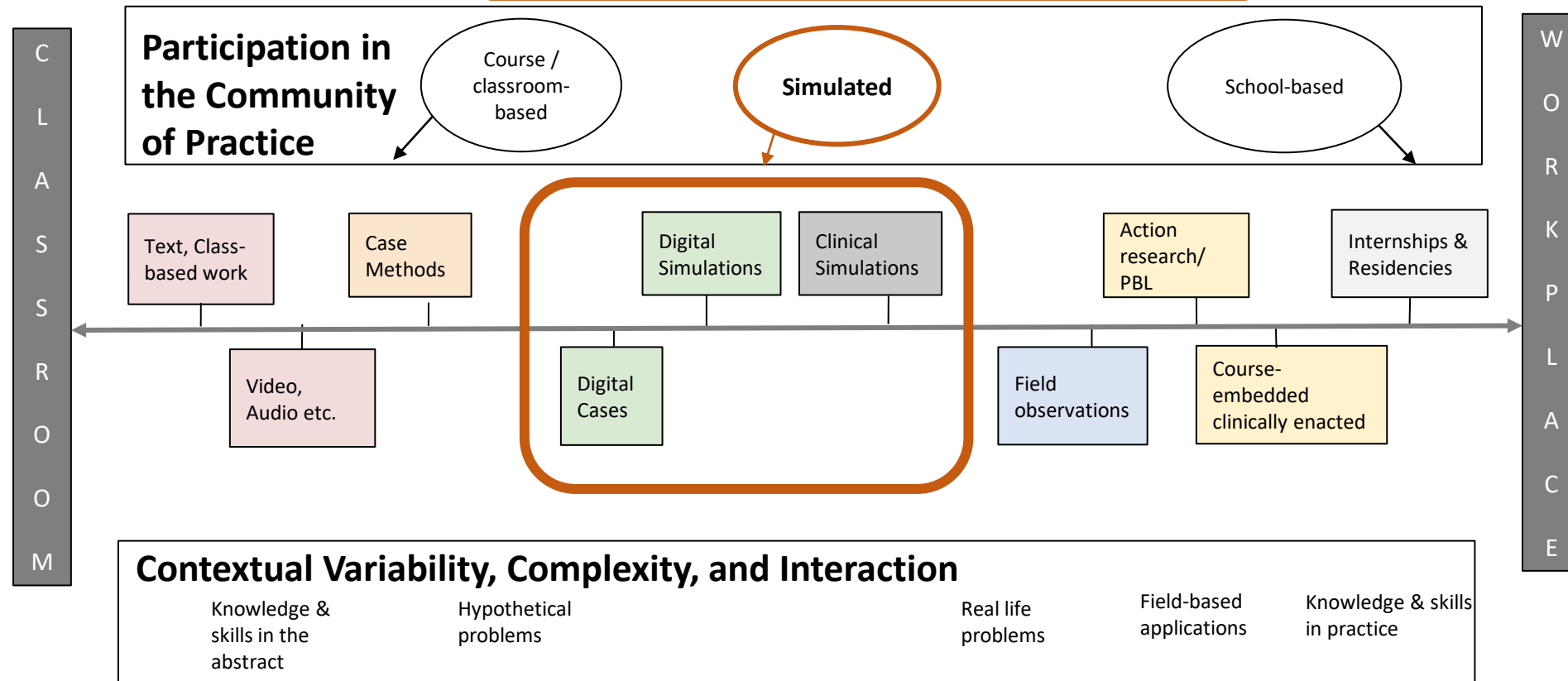
Mastery experience

Nature / Sources of feedback

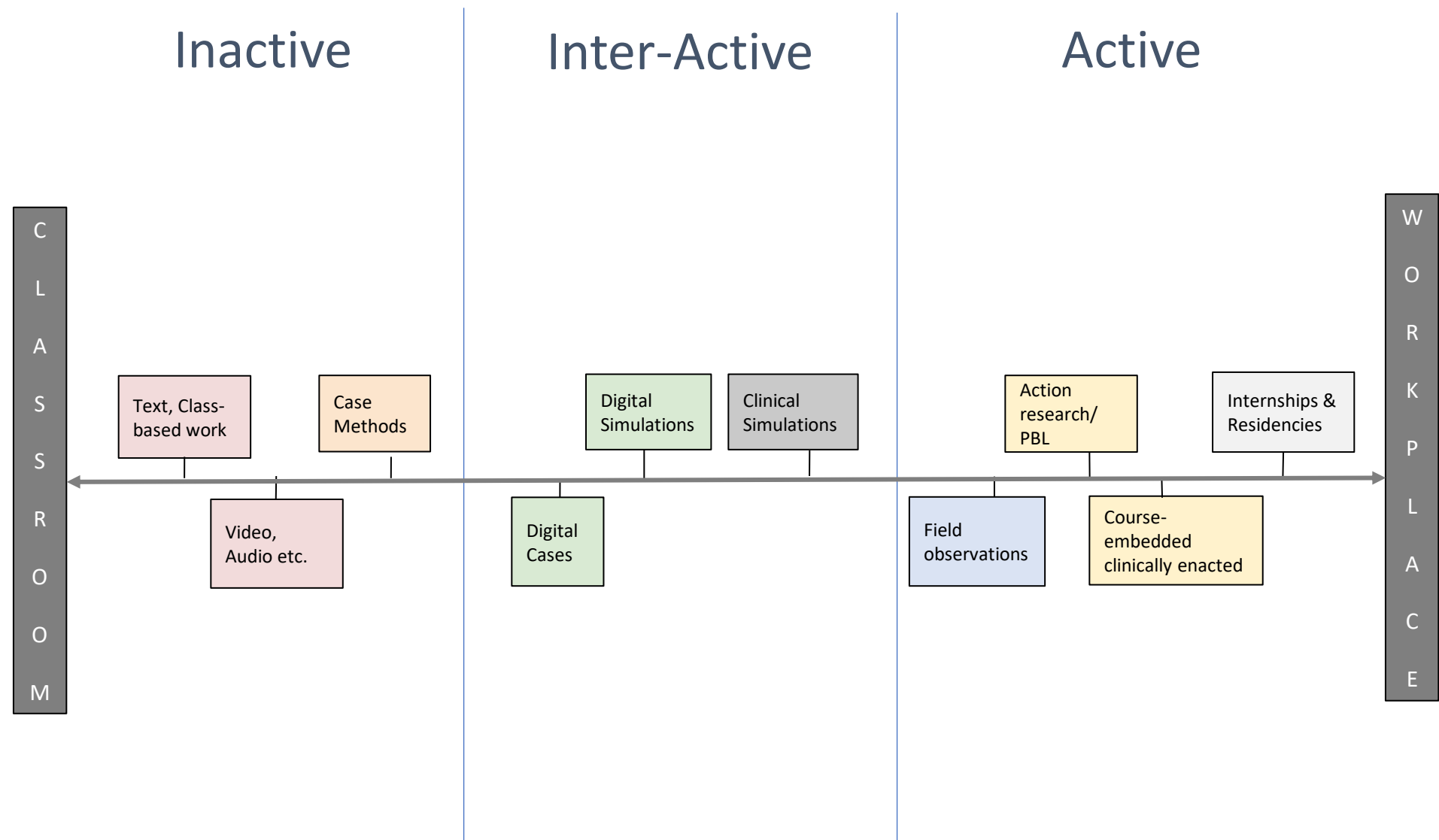
Theory based

Theory-based, but artifact supported [incl. of physiological arousal]

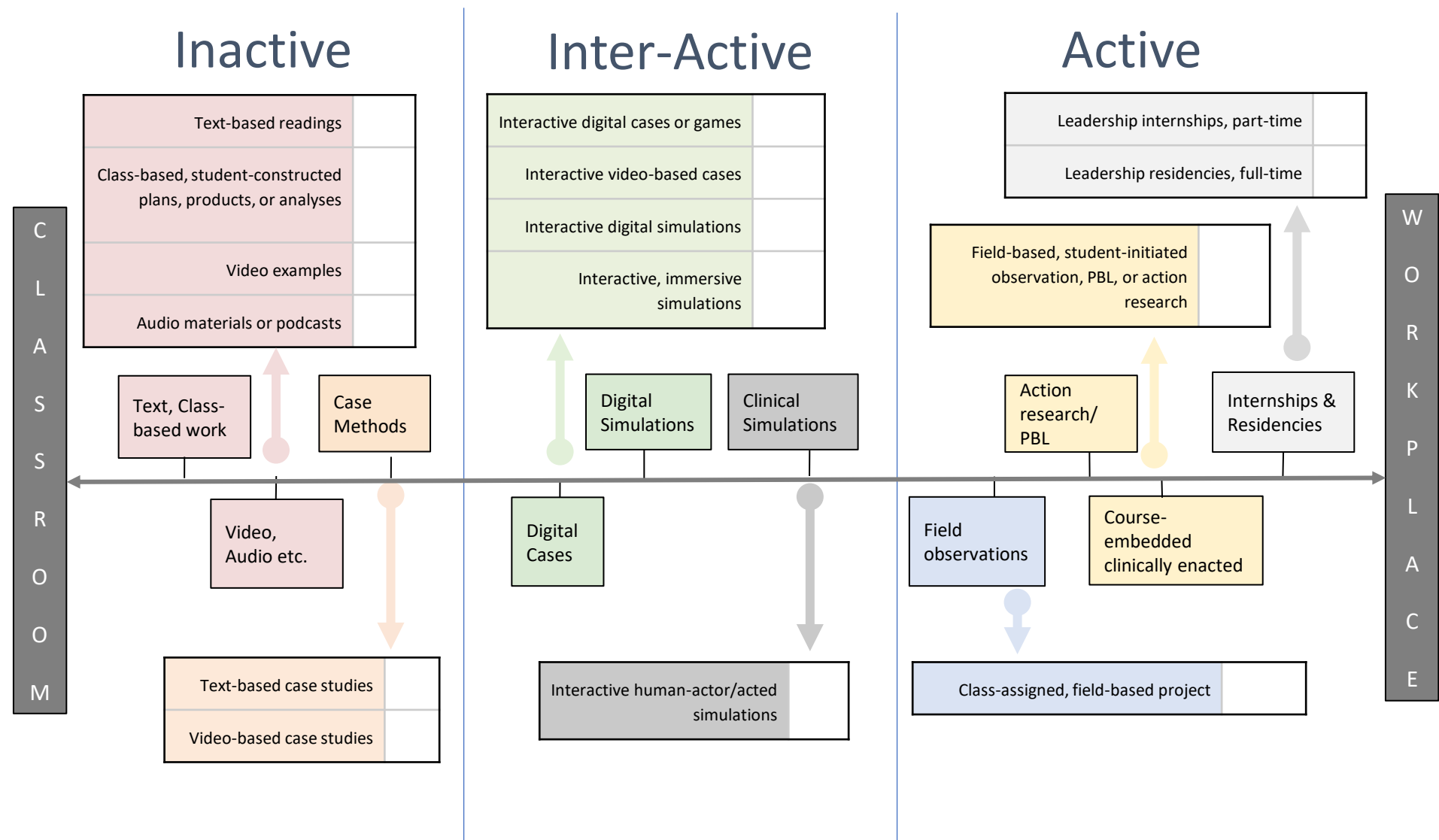
Reality based



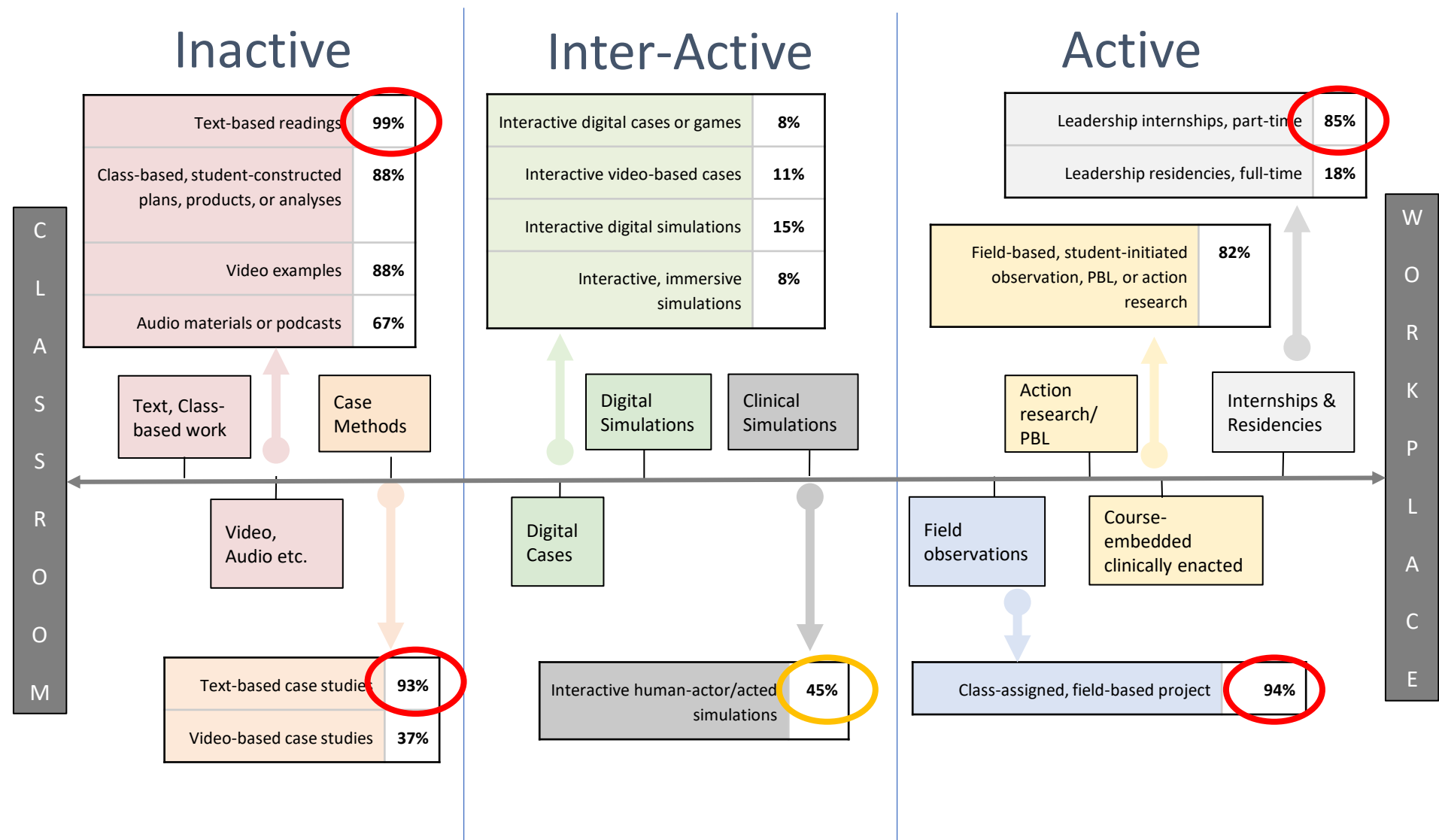
How are programs teaching research-based school leadership practices?



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How are programs teaching research-based school leadership practices?



12 Ed Leadership Competencies

Competency, by Domain

Domain One: *Establishing and Conveying the Vision*

1. articulate and steward a school mission and vision
 2. set school goals and performance expectations
 3. referencing data and standards to inform growth opportunities
-

Domain Two: *Facilitating a High-Quality Learning Experience for Students*

4. create a school environment that reflects diverse student backgrounds
 5. build an effective instructional program
-

Domain Three: *Building Professional Capacity*

6. select and hire the right teachers
 7. build trusting relationships with staff
 8. establish structures for individual and collective teacher growth
-

Domain Four: *Creating a Supportive Organization for Learning*

9. manage financial, operational, and human resources
 10. create a multi-perspective, collaborative culture
 11. lead for equity and inclusion in schools
-

Domain Five: *Connecting with External Partners*

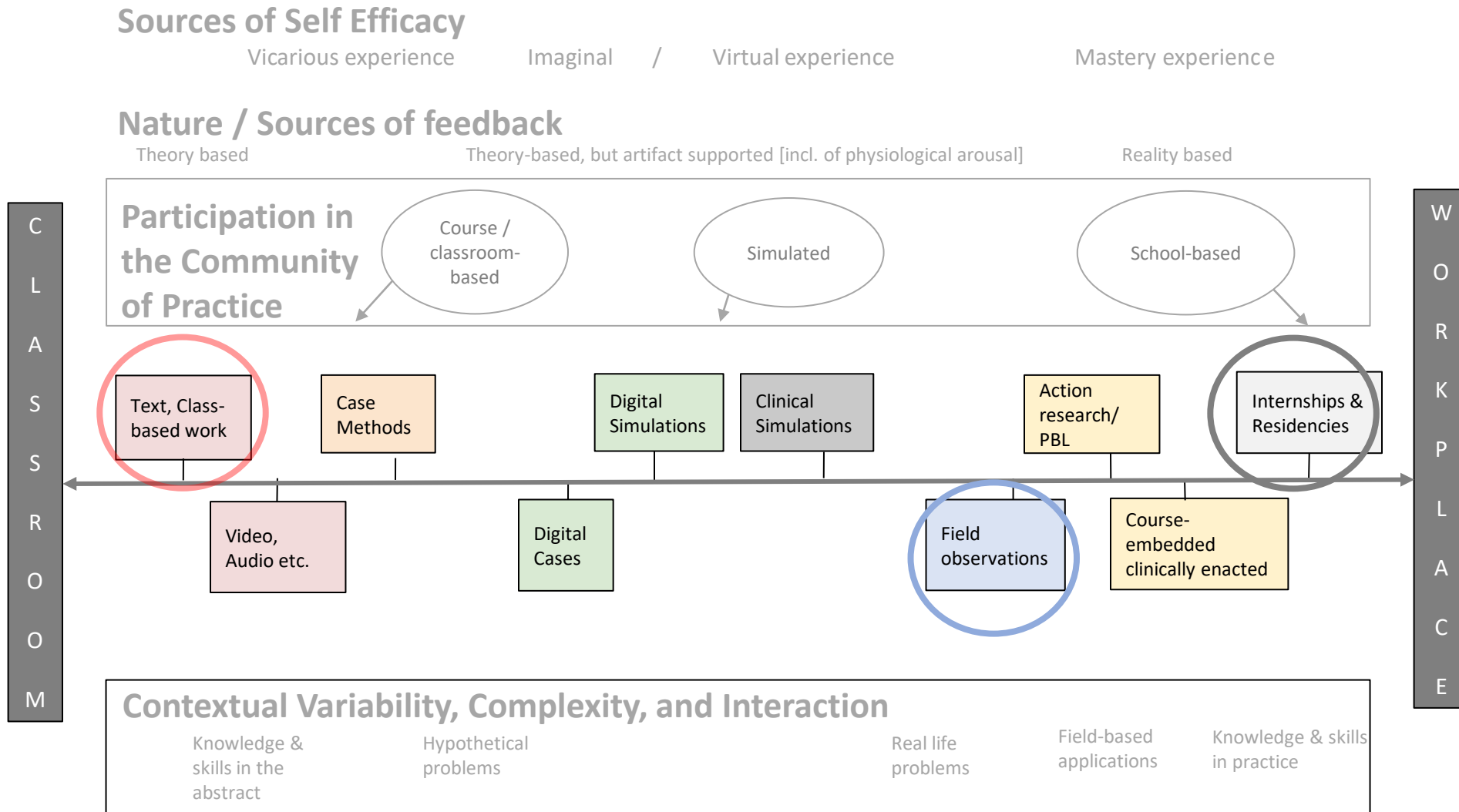
12. maintain collaborative relationships with families and the community
-

How are
programs
teaching
specific
research-
based school
leadership
practices?

	Primary mode		Secondary mode			
Competency, by Domain	Readings, A/V, class-based work	Class-assigned, field-based project	Readings, A/V, class-based work	Text Case	Class-assigned, field-based project	Internships/ Residencies
Domain One: <i>Establishing and Conveying the Vision</i>						
1. articulate and steward a school mission and vision	37.6	37.6	53.3			53.7
2. set school goals and performance expectations	-	45.6	53.3			50.5
3. referencing data and standards to inform growth opportunities	-	45.6	57.0			52.3
Domain Two: <i>Facilitating a high-quality Learning Experience for Students</i>						
4. create a school environment that reflects diverse student backgrounds	46.5	-			45.8	46.7
5. build an effective instructional program	40.7	-	52.3			57.9
Domain Three: <i>Building Professional Capacity</i>						
6. select and hire the right teachers	47.7	-	46.7			44.9
7. build trusting relationships with staff	52.8	-	53.3			47.7
8. establish structures for individual and collective teacher growth	37.6	-	55.1			50.5
Domain Four: <i>Creating a Supportive Organization for Learning</i>						
9. manage financial, operational, and human resources	51.6	-		49.5	48.6	49.5
10. create a multi-perspective, collaborative culture	48.9	-	50.5			50.5
11. lead for equity and inclusion in schools	52.3	-	57			48.6
Domain Five: <i>Connecting with External Partners</i>						
12. maintain collaborative relationships with families and the community	-	43.8	44.9			48.6

Most
Prevalent
Responses,
Percent of
Total, Within
Primary and
Secondary
Modes of
Instruction,
by
Competency
and Domain

3 Main Instructional Approaches in Leader Prep



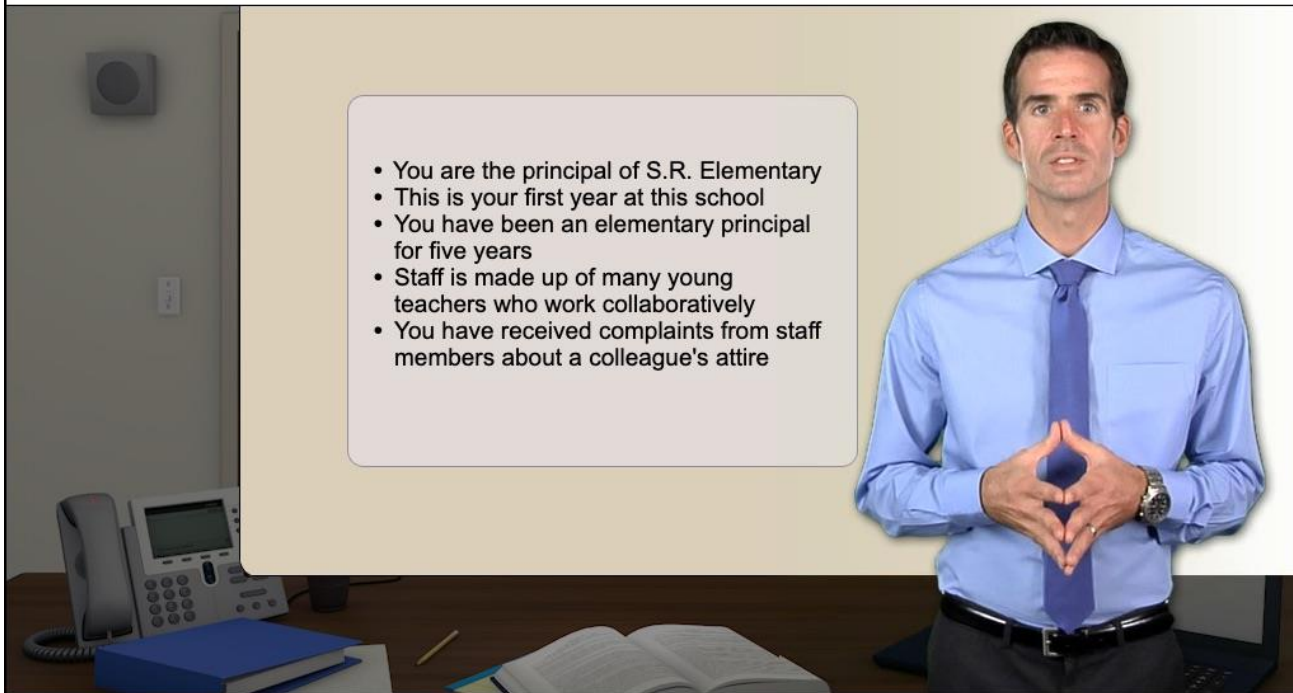
Virtual Practicum

Experiential Learning Cycle*

1. **Experiencing**: The learner's concrete experience, such as in a virtual practicum.
2. **Reflecting**: The learner's reflective observation back on that experience.
3. **Thinking**: The learner's abstract thinking to reach conclusions and conceptualize the meaning of the experience.
4. **Acting**: The learner's plans to test learning in a new situation.



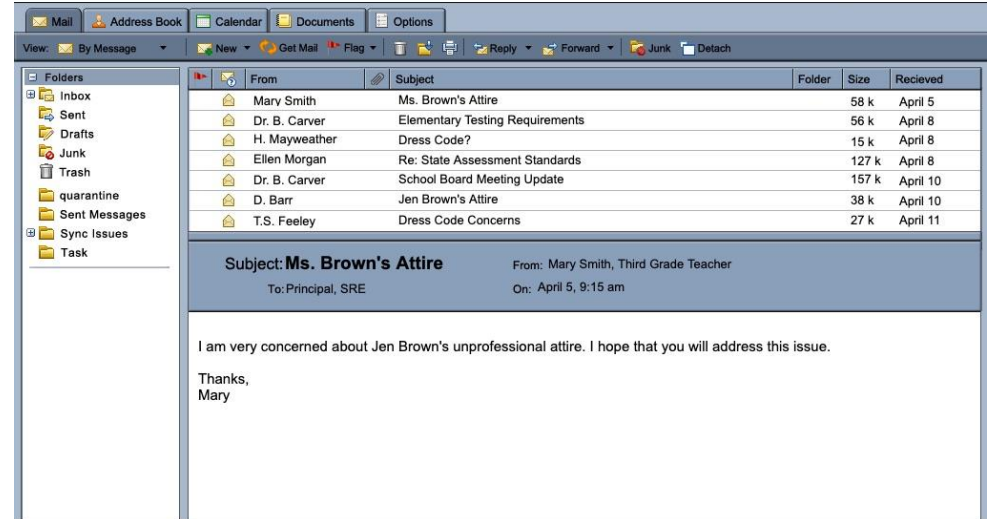
PennGSE | Dress Code Intervention



- You are the principal of S.R. Elementary
- This is your first year at this school
- You have been an elementary principal for five years
- Staff is made up of many young teachers who work collaboratively
- You have received complaints from staff members about a colleague's attire

Guide: In this simulation, you are the principal of S.R. Elementary, a K-5 elementary school. While this is your first year at this school, you have been an elementary principal for five years. The staff is comprised of many young teachers who work collaboratively and enjoy each other's company. It is the beginning of spring and over the past two weeks you have received complaints from staff members about one of their colleague's unprofessional attire. You will need to decide how to respond

PennGSE | Dress Code Intervention



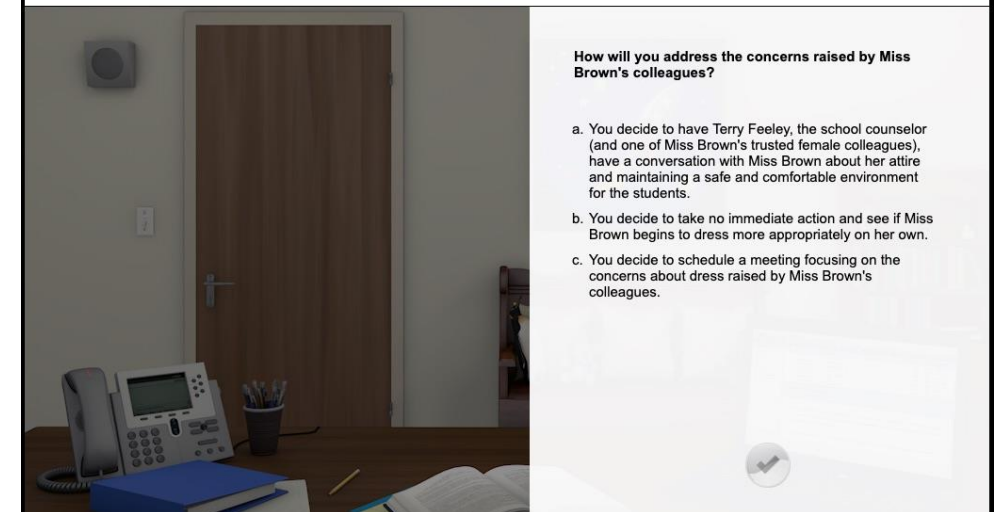
From	Subject	Folder	Size	Received
Marv Smith	Ms. Brown's Attire		58 k	April 5
Dr. B. Carver	Elementary Testing Requirements		56 k	April 8
H. Mayweather	Dress Code?		15 k	April 8
Ellen Morgan	Re: State Assessment Standards		127 k	April 8
Dr. B. Carver	School Board Meeting Update		157 k	April 10
D. Barr	Jen Brown's Attire		38 k	April 10
T.S. Feeley	Dress Code Concerns		27 k	April 11

Subject: Ms. Brown's Attire
 From: Mary Smith, Third Grade Teacher
 To: Principal, SRE
 On: April 5, 9:15 am

I am very concerned about Jen Brown's unprofessional attire. I hope that you will address this issue.

Thanks,
 Mary

PennGSE | Dress Code Intervention



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

- You decide to have Terry Feeley, the school counselor (and one of Miss Brown's trusted female colleagues), 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.
- You decide to schedule a meeting focusing on the concerns about dress raised by Miss Brown's colleagues.

Mursion = mixed reality, AI-enhanced simulation



- A human who is a “simulation specialist” plays a character, portrayed as an avatar.
 - We provide the background, context, details, etc.
- Any topic can be prepared into a script. We use Ben Dotger’s 13 “clinical sims” as a starting point.
 - ***Beyond Tears, Tirades, and Tantrums*. Ben Dotger (2014)**

Current topics include new teacher screening interviews, difficult conversation with an angry parent (sex education), “old school” teacher hesitant to use technology, instructional leadership and cultural responsive pedagogy...

ETIPS = digital case to practice decision making, grounded in website and intranet of a hypothetical school

SCHOOL SITE INTRANET ALL CASE NOTES

H. Usher
Elementary School

About the
School

Students

Staff

Curriculum and
Assessment

Technology
Infrastructure

School Community
Connections

Professional
Development

School Improvement
Plan

Mission
Statement

Facilities

School Improvement Plan

H. Usher utilizes an annual Action Planning process that involves educators, parents, businesses, and higher education personnel. An Action Planning Team, consisting of the principal, teachers, support staff, and community representatives, facilitate the process. Action planning is based on careful consideration of student performance data and other indicators of school success. The Action Plan sets focus and direction for improvement efforts in areas such as curriculum, assessment, professional development, and leadership. It also forms the basis for budgeting, personnel decisions, time allocation, and leadership priorities.



Analysis of Student Performance Results

Each year students are tested in grades 2 through 5 using the SAT 9. They are also assessed by the state.

The latest SAT 9 results show the majority of students performed well, but overall, grade 2 and 3 students' results were lower in language arts skills and knowledge. Because early literacy is crucial for overall success in learning, it is most important to develop an action plan to support all students in meeting performance standards for literacy, including both reading and writing.

Preliminary Hypothesis & Questions for Improvement Plan:

etips Educational Theory into Practice Software STUDENT VIEW

CURRENT CASE: STUDENT SUBGROUP ACHIEVEMENT - H. USHER

PURPOSE: IDENTIFY LEVERAGE POINTS TO IMPROVE STUDENT ACHIEVEMENT FOR SUBGROUPS

INTRO

1. ISSUE

2. CRITERIA

3. ALTERNATIVES

4. DECISION

School site is open in another window. See the Window menu (on a Mac) or task bar (on a PC) to locate it if it is not visible right now.

Decision Making Step 1: Identify the issue that needs to be addressed

In identifying the issue that needs to be addressed, effective decision makers carry out the following steps to ensure that they are getting at the heart of the issue.

- Consider many possible explanations of what is going on, including inherent assumptions within each
- Deduce fundamental underlying nature of problem
- Seek an appropriate amount and nature of data in order to make decision
- Identify the desired goals that define the scope and scale of necessary decision
- Deduce additional data needed
- Identify the team of people who should be involved

Q 1: Consider what is going on at the school. Generate 3-5 explanations that you think could account for this. Check the one that you believe is at the heart of the issue.

☐

☐

☐

☐

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Q 2: Identify eight key data sources that led you to conclude what the heart of the issue is.

School Site

About the School	Students	Staff	Curriculum and Assessment	Technology Infrastructure	School Community Connections	Professional Development
<input type="checkbox"/> School Improvement Plan	<input type="checkbox"/> Demographics	<input type="checkbox"/> Demographics	<input type="checkbox"/> Standards	<input type="checkbox"/> School Wide Facilities	<input type="checkbox"/> Family Involvement	<input type="checkbox"/> Resources
<input type="checkbox"/> Mission Statement	<input type="checkbox"/> Performance	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Instructional Sequence	<input type="checkbox"/> Classroom Based Facilities	<input type="checkbox"/> Business Involvement	<input type="checkbox"/> Leadership

UVA Courses with Virtual Practicum

✓ = Fall 2020, Spring 2021, Summer, 2021

Year one. Three semesters	Year two. Three semesters
1. Family and Community Education ✓	7. Strategic Alignment of Planning and Resources ✓
2. Leadership for Continuous Improvement	8. Cultivating Professional Capacity ✓
3. Leadership for Teaching and Learning ✓	9. Leadership for Ed Tech ✓
4. Leadership Experiences, Applications, and Development I	Internship (8988) - 1 cr
5. Legal and Educational Policy Context ✓	10. Leadership for Special Populations ✓
6. Leadership Experiences, Applications, and Development I	Internship (8988) - 2 cr

Selected Titles per Course

Course	SchoolSim	Mursion Sim*	ETIPS Case
1. <i>Family and Community Engagement</i>	<ul style="list-style-type: none"> • Social Media • Difficult Conversations: Race • Stakeholder Management 	<ul style="list-style-type: none"> • William Emler • David Simmons 	<ul style="list-style-type: none"> • School and Family Engagement
3. <i>Leadership for Teaching and Learning</i>	<ul style="list-style-type: none"> • Cultural Competence • New Teacher Evaluation • Goal Setting 	<ul style="list-style-type: none"> • Jerry Michelson (v. 1) • Marilyn Wykowski 	<ul style="list-style-type: none"> • Professional Development Planning • Instructional Innovation
5. <i>Legal & Educational Policy Context</i>	<ul style="list-style-type: none"> • Cyberbullying • School Safety • Recognizing and Reporting Abuse & Neglect 	<ul style="list-style-type: none"> • Jimmy Ormon • Ashley Wilson 	<ul style="list-style-type: none"> • Student Subgroup Achievement
7. <i>Strategic Alignment of Planning and Resources</i>	<ul style="list-style-type: none"> • Middle School Budget Challenge • Small School Budget Crisis • Equity-based Budgeting 		<ul style="list-style-type: none"> • Resources and Mission Alignment
8. <i>Cultivating Professional Capacity</i>	<ul style="list-style-type: none"> • School Counselors • Equity • HS Coach • Dress Code 	<ul style="list-style-type: none"> • Screening Interview • Paul Walters • Coach Carson 	<ul style="list-style-type: none"> • HR Staffing & Development
9. <i>Leadership for EdTech</i>	<ul style="list-style-type: none"> • Teacher Blog 	<ul style="list-style-type: none"> • Jerry Michelson (v. 2) 	<ul style="list-style-type: none"> • Instructional Innovation

*Custom scripts developed from Dotger, B. (2014). *Beyond Tears, Tirades, and Tantrums*. Information Age Publishing.

Implementation Process

1. Review syllabus, using “VP Needs Assessment”
 - Review endorsement competencies, course objectives, themes by course and program
 - Major course topics
 - Potential Need Areas to address with VP
2. Meet with faculty member to review recommendations
3. Prepare complete implementation support guides
 - links and directions for students; provide student contact info to Mursion staff
 - links to post-scenario questions; - per simulation per student
 - debriefing questions; - in class, whole group
4. Consent students and provide surveys

Beginning of Course Self-Assessment

Procedural DM Steps #1-12

Identify the issue problem

1. **Seek** a sufficient amount of **data** for understanding a problem
2. **Consider** many possible **explanations** of available information
3. **Identify** fundamental underlying problem

Identify guiding principles

4. **Demonstrate** understanding of guiding professional **principles**
5. Am **aware** of my **dispositions** and values that impact decision making

Identify the alternatives

6. Generate **multiple options** to address problem or goal
7. Generate new and **unusual** options
8. Able to take **multiple perspectives** in analyzing options
9. **Analyze** competing **alternatives** based on professional principles and dispositions

Generate a response

from the "best" alternative

10. **Select** most appropriate **option** based on professional principles and dispositions
11. **Develop** a coherent **plan of action**
12. **Anticipate** consequences of actions

Declarative #13-16

13. **IDENTIFY** Emerging issues and trends within school and community relations;
14. **WORK** collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;
15. **DEVELOP** appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and
16. **INTEGRATE** of technology to support communication efforts.

Post-Simulation Reflection Questions, after each sim



Scenario Reflections

1. **Experiencing**: The learner's concrete experience, such as in a virtual practicum.
2. **Reflecting**: The learner's reflective observation back on that experience.
3. **Thinking**: The learner's attempt to conceptualize a theory or model of the experience.
4. **Acting**: The learner's plans to test a concept in a new situation.

1. **Having completed this simulation**, what emotions did it elicit? Why do you think you felt those emotions?
2. **In this simulation**, what was the problem that you had to address?
3. **What values** would help a principal respond effectively to this scenario?
4. **Rate the extent** to which you feel your responses in the simulation exhibited the values you just listed. (1 = Not at all; 2 = A little bit; 3 = To some extent; 4 = A great deal)
5. **What course content** did you think applied to this simulation?
6. **How certain** are you that you applied that course content appropriately to this simulation (1 = Not certain; 2 = A little uncertain; 3 = Somewhat certain; 4 = Quite certain)
7. What did you learn from this simulation? **How will that benefit your future leadership practice?**
8. To what extent did this exercise increase your confidence in your future ability to successfully carry out leadership decisions regarding family and community engagement? (1 = Not at all; 2 = A little bit; 3 = To some extent; 4 = A great deal)

End of Course Self- Assessment Survey

**Repeat ALL Pre questions
AND**

17 How much did each of the following components of your four cases and sims experience contribute to your learning about educational leadership and decision making?

- A. In-class or online discussion
- B. Completion of the cases themselves
- C. Instructor's scoring of the case and feedback

18 Considering your work with the four types of educational leadership cases used in this course, to what extent do you agree or disagree with the following statements?

- a. The cases' or sims' contexts were authentic, containing realistic leadership SCENARIOS.
- B. The cases addressed realistic leadership decisions.
- c. I understood what I was supposed to learn.
- d. The learning I gained from participating in the four cases / sims was worth the time I spent.
- e. I would like to see these TYPES of cases and sims (not the actual same ones) used in my future leadership courses.

Contributions of Simulation Experiences

Rate the extent to which you feel your responses in the simulation exhibited the professional ethics you just listed	4.1
(Scale: 1 = 1 = Not at all; 2 = A little bit; 3 = A fair amount; 4= Mostly; 5 = Completely)	
How certain are you that you applied course content appropriately in responding to this simulation?	3.8
(Scale: 1 = 1= Not at all certain; 2 = A little uncertain; 3 = Fairly certain; 4 = Very certain; 5 Completely certain)	
To what extent did this exercise increase your confidence in your future ability to successfully carry out leadership decisions regarding [course topic]?	3.8
(Scale: 1 = Not at all increased confidence; 2 = A little increased confidence; 3 = Fairly increased confidence; 4 = Quite increased confidence; 5 = Greatly increased confidence)	
Class discussion/debrief after the simulations	4.1
Completion of the simulations themselves	4.1
(Scale: 1 = No Contribution ↔ 5 = Substantial Contribution)	
The simulations' contexts were authentic, containing realistic leadership scenarios	4.0
The simulations addressed realistic leadership decisions	3.9
I understood what I was supposed to learn	3.9
The learning I gained from participating in the simulations was worth the time I spent	3.9
I would like to see these types of simulations used in my future leadership courses	4.0
(Scale: 1 = Strongly Disagree ↔ 5 = Strongly Agree)	

Students' Voices on the Use of Sims in Courses

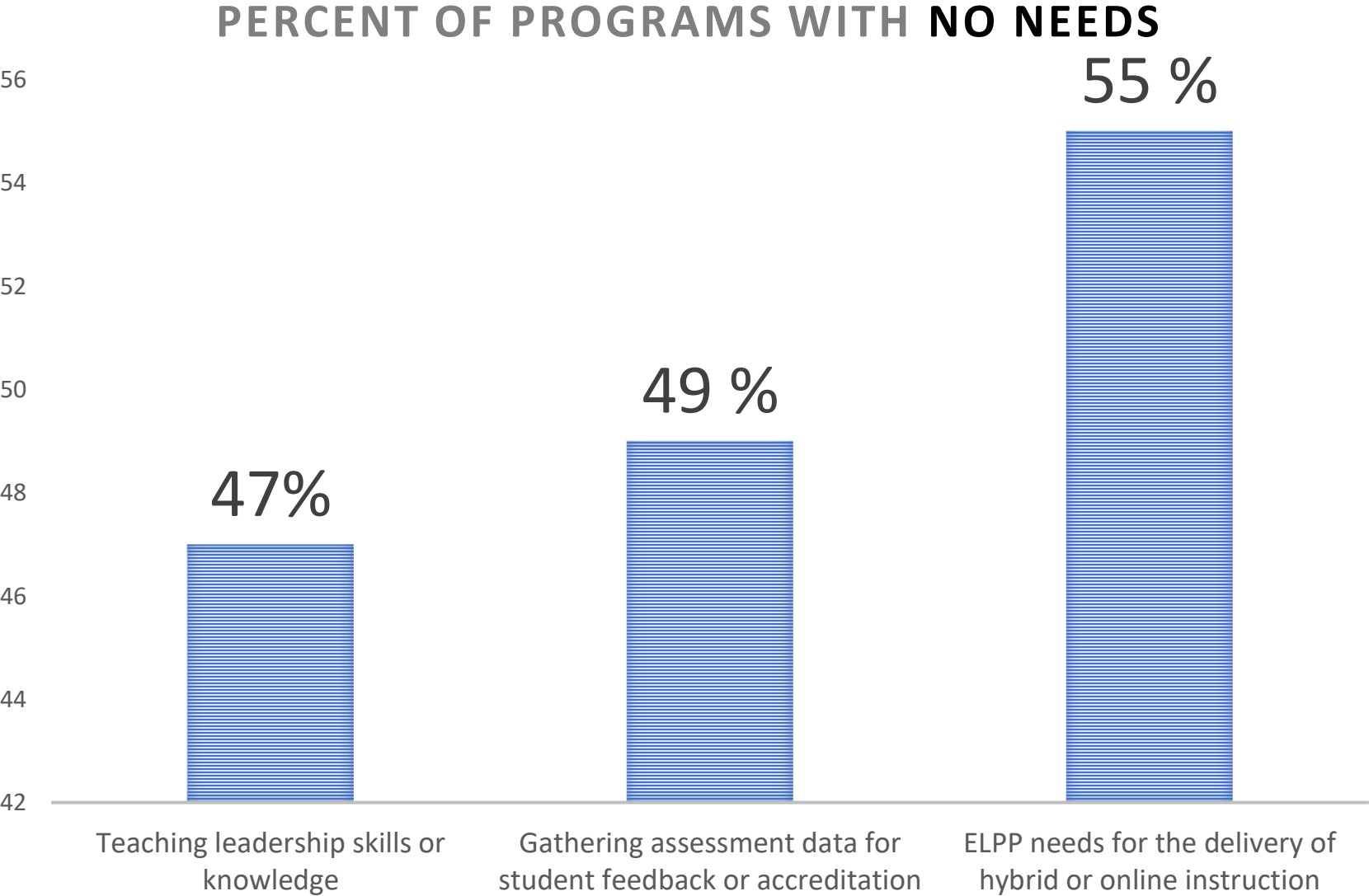
Optional Post-sim Reflection Question:

Do you have any remarks you'd like to share about the different simulations regarding how they engaged you in different ways?



What do faculty and program leaders report that they need to more adequately prepare school leaders?

What do they wish for to bridge perceived or felt gaps?



Expressed Needs

Teaching

- Improve internship
- Theory and knowledge
 - Social justice
 - Change
 - English learners
 - School politics
- Cases and sims

Assessment

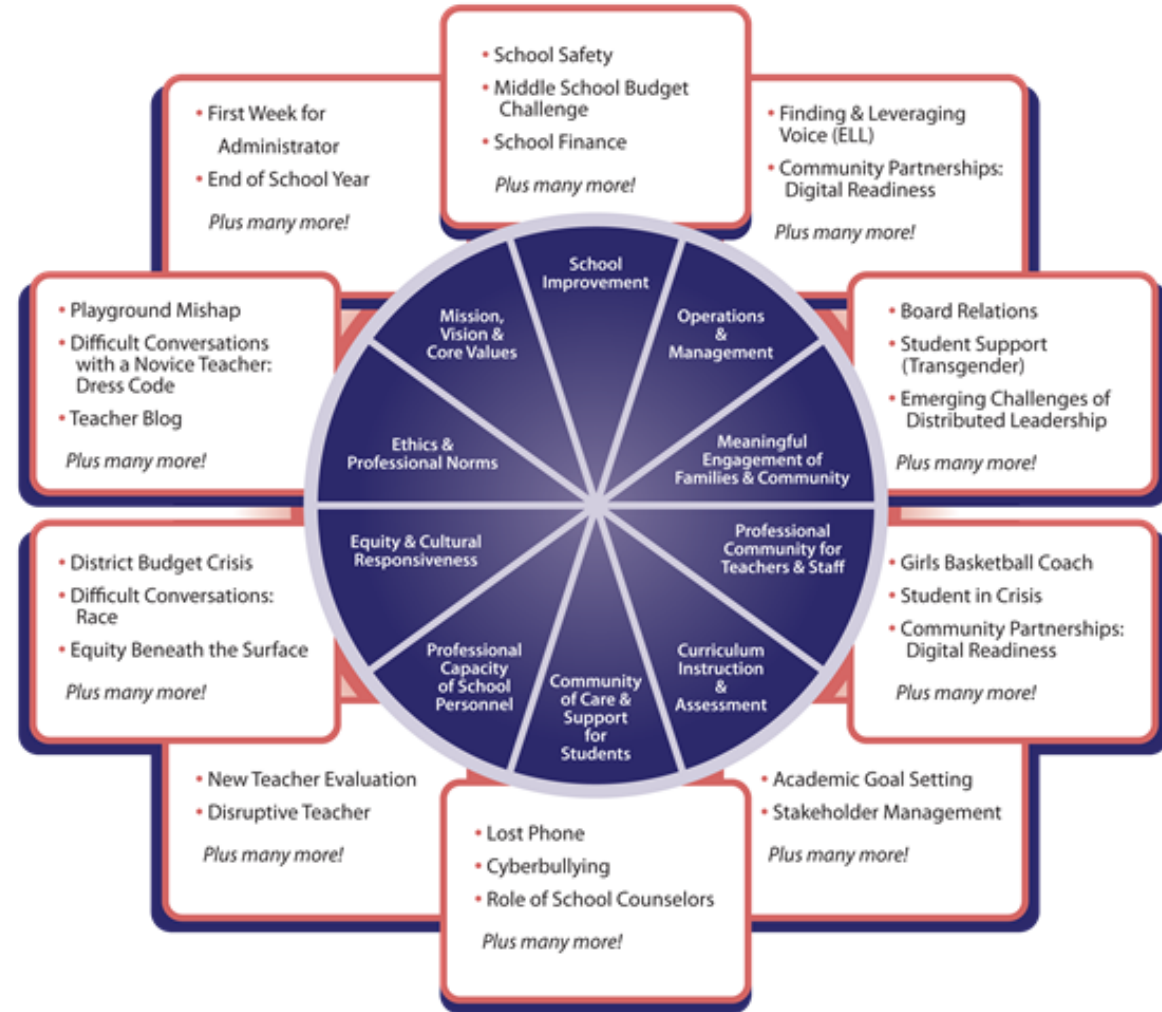
- Systematic skill assessment in a data system
- Develop data literacy
 - Sims

Hybrid

- Faculty training
- Materials for use
 - Sims

Why is the “middle” missing in ed leadership?

- Typical, and bi-modal, instructional approaches (inactive and active)
- Why do only half the programs have needs?
 - Do models of leadership development reflect best practices for instruction?
- Could interactive instructional approaches provide
 - More practice, more development time
 - The support for expressed needs for online teaching materials, and assessment tools



SchoolSims provides reflection and feedback opportunities inside of the simulations.



1 / 8

(You may only select two or less.)

Your choice

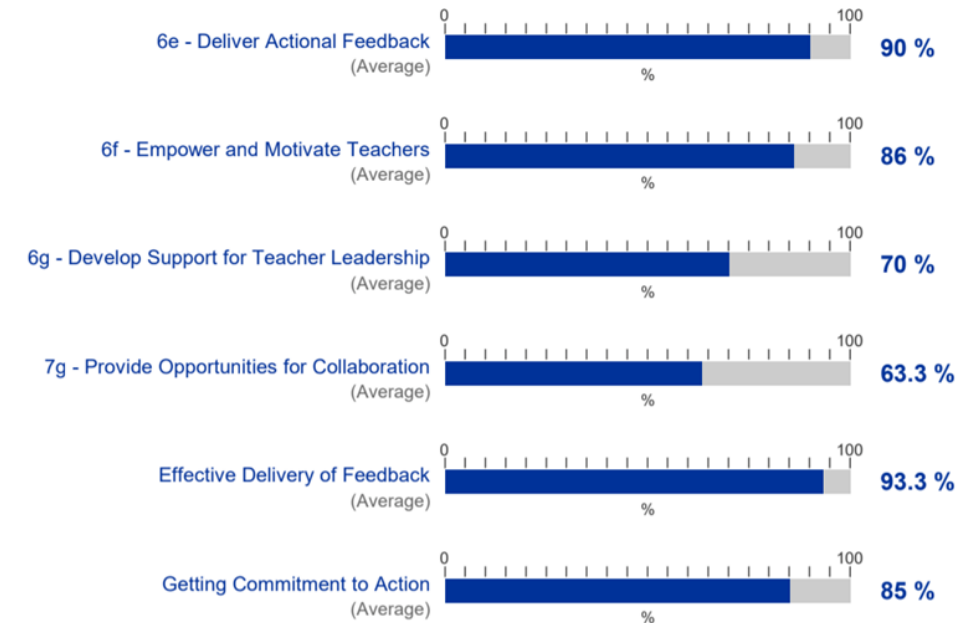
- Improving community relations.

Other choice(s)

- Supporting / Improving teacher performance.
- Improving school safety / security.
- Become more involved with the disciplinary processes.
- Enhance communication between students and faculty.

Choice feedback

- Having a positive working relationship with the community in which your school resides provides you with much more latitude when dealing with weighty issues like suicide. Waiting until such issues occur to focus on community relationships is a major error. Your choice at the beginning of the school year to focus discretionary time on community relations was a very good choice.
 - Prioritization: +200 %
 - Community: +200 %



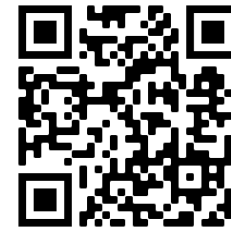
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