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 Ed Leadership SIMS

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“Special Education” Simulation

Simulation Snapshot	<p><u>Your role</u>: First-year principal</p> <p><u>Timeframe</u>: Begins prior to first day of school</p> <p><u>Challenge</u>: Expecting pushback from staff and parents as you seek equitable solutions</p>
Context	<p>Anxious parents of a kindergartner present you with a challenge to meet the needs of their chronically ill child. Your understanding of the issues and way of communicating with staff and parents will impact the success of your initiatives.</p>
Key Characters	<ul style="list-style-type: none"> • The Clarks, parents of chronically ill student • Nurse Knox, school staff focused on individuals’ safety and security • Special Education Director Ellen Thompson, the expert on policy and learning theory • Superintendent Higgins, new to the district, concerned with resource allocation and equity
Trade-offs to Consider	<ul style="list-style-type: none"> • Ensuring student safety and security while promoting independence • Building capacity while maintaining effectiveness • Pleasing parents within resource constraints
Potential Topics for Discussion	<ul style="list-style-type: none"> • Fairly allocating scarce resources (money and time) • Addressing parent and staff anxieties over a student with a serious chronic illness • Moving entrenched practices of disability management to a “whole child/community” approach • Dealing fairly with staff who undermine your authority
Key PSEL Standards	<ul style="list-style-type: none"> • Community of Care and Support for Students • Professional Capacity of School Personnel • Meaningful Engagement of Families and Community • Operations and Management
Features	<ul style="list-style-type: none"> • Video Interactions • Full Audio Narration • Scorecard • Feedback Report

“End of School Year” Simulation

Simulation Snapshot	<p><u>Your Role</u>: First-year elementary school principal</p> <p><u>Timeframe</u>: Nearly to end of school year</p> <p><u>Challenge</u>: Under pressure, sorting conflicting interests and accurately assessing needs to make a formal plan</p>
Context	As you wrap up your first year, it is time to look ahead; you are responsible for building and staffing a plan to improve academic achievement in the coming year.
Key Characters	<ul style="list-style-type: none"> • Alana Reynolds, parent of a 5th-grader at risk of retention • Daniel Tillman, precocious 4th-grader and informant • Jeffrey Pierce, veteran math teacher • Nasreen Chakar, new well-trained teacher • Julia Molina, veteran teacher and union representative
Trade-offs to Consider	<ul style="list-style-type: none"> • Handling the many, various, sometimes conflicting, interests of stakeholders fairly and transparently in your planning, while also adhering to deadlines • Weighing decisions as they may affect degrees of stress and buy-in at your school inversely
Potential Topics for Discussion	<ul style="list-style-type: none"> • Are you able to reflect your own core values in your decision-making? Or do you proceed pragmatically, adapting to personalities and other pressures? How do you feel about it? • What are the pressures you experience or have experienced in your school with regard to planning for the coming year? How will you approach them differently based on your simulation experience?
Key PSEL Standards	<ol style="list-style-type: none"> 1. Mission, Vision, and Core Values 4. Curriculum, Instruction and Assessment 6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff
Features	<ul style="list-style-type: none"> • Video Interactions • Full Audio Narration • Dashboard • Feedback Report

“Cultural Competency” Simulation

Simulation Snapshot	<p><u>Your Role</u>: Newly-assigned high school principal</p> <p><u>Timeframe</u>: First month of school year</p> <p><u>Challenge</u>: Need to identify and address inequity with a popular teacher</p>
Context	<p>In a town experiencing significant shifts in demographics, your district has a stated commitment to “Create High Quality Learning Experiences that Meet the Needs of Each Child.” How can you address the behavior of a popular teacher who does not understand the impact of their actions in the classroom on a significant portion of his students?</p>
Key Characters	<ul style="list-style-type: none"> • Mr. Turner, concerned parent of honors student, Kira • Mrs. Baldwin, active parent of average student, Andrew • Mr. Henton, well-established and popular teacher • Dr. Hidalgo, results-oriented superintendent
Trade-offs to Consider	<ul style="list-style-type: none"> • Balancing needs and desires of long-time residents with those of newcomers • Uncovering specific needs, and resolving discrepancies in treatment of students • Addressing biases and counterproductive habits of entrenched faculty
Potential Topics for Discussion	<ul style="list-style-type: none"> • Moving established faculty to take a fresh look at their approach • Identifying implicit bias without blaming • Confronting low expectations
Key PSEL Standards	<p>3. Equity and Cultural Responsiveness</p> <p>6. Professional Capacity of School Personnel</p> <p>7. Professional Community for Teachers and Staff</p>
Features	<ul style="list-style-type: none"> • Video Interactions • Full Audio Narration • Dashboard • Feedback Report

“Recognizing and Reporting Abuse and Neglect” Simulation

Simulation Snapshot	<p><u>Your Role:</u> School administrator <u>Timeframe:</u> Variety of scenarios within a K-8 school <u>Challenge:</u> Recognizing behaviors accurately, while responding promptly</p>
Context	<p>As a school leader, you must know the signs of child abuse and neglect, and know how to act sensitively, accurately, and legally toward all parties involved. Several different scenarios are presented for you to determine whether signs of abuse and/or neglect are present.</p>
Key Characters	<ul style="list-style-type: none"> • Jenna Wheelwright, outgoing teacher, single • Rodney Johnson, teacher, newcomer to school, newly divorced • Wilson Spaulding, P.E. teacher and coach, keeps private • Ginger Estair, Dance teacher, married with 2 children • Sasha Noyues, veteran 2nd grade teacher and mentor, never married
Trade-offs to Consider	<ul style="list-style-type: none"> • When accusations are made, you need to act promptly and appropriately, as well. • Trusting that the information given by staff is always in the best interest of students vs. being open to underlying psycho-social issues • Practicing discernment, while not being afraid to act.
Potential Topics for Discussion	<ul style="list-style-type: none"> • Assessing and mitigating risk • Becoming informed of likelihood and typical pattern of behaviors in any community
Key PSEL Standards	<p>2. Ethics and Professional Norms 5. Community of Care and Support for Students 7. Professional Community for Teachers and Staff 8. Meaningful Engagement of Families and Community</p>
Features	<ul style="list-style-type: none"> • Video Interactions • Full Audio Narration • Timed Text Entry Responses • Risk Matrix • Scorecard • Feedback Report

“Student Support (Transgender)” Simulation

Simulation Snapshot	<p><u>Your Role:</u> High school principal</p> <p><u>Timeframe:</u> End-of-year and into the next school year</p> <p><u>Challenge:</u> Respecting privacy while ensuring student security</p>
Context	<p>You are called on to address the needs of a family whose 16-year-old student is transitioning gender. While considering the family’s desire for privacy you will have to also address the concerns of other stakeholders.</p>
Key Characters	<ul style="list-style-type: none"> • The Blakes, engaged parents of transitioning student • Mrs. Danes, a resourceful and respectful school counselor • Superintendent Jeske, experienced and cautious administrator
Trade-offs to Consider	<ul style="list-style-type: none"> • Clarifying the issues for all stakeholders while ensuring security for all students • Promoting understanding/acceptance of gender-fluidity while protecting privacy and acknowledging uneasiness some will express • Addressing fears and misunderstandings of community members, in the absence of written policy guidelines • Managing effects of gossip when privacy is breached
Potential Topics for Discussion	<ul style="list-style-type: none"> • Planning for and managing restroom and sports team dilemmas • Acknowledging your own biases, while acting as a leader with a potentially hot-button issue • Maintaining a focus on students’ well-being in the midst of distractions
Key PSEL Standards	<ol style="list-style-type: none"> 1. Mission, Vision, and Core Values 3. Equity and Cultural Responsiveness 5. Community of Care and Support for Students 8. Meaningful Engagement of Families and Community
Features	<ul style="list-style-type: none"> • Video Interactions • No Audio Narration • Risk Matrix • Scorecard • Feedback Report

“Finding and Leveraging Voice (ELL)” Simulation

Simulation Snapshot	<p><u>Your Role</u>: K-8 school principal also serving as a district representative</p> <p><u>Timeframe</u>: A period from initial service as representative, through building-level staffing decision</p> <p><u>Challenge</u>: Putting a working definition of equity to the test in an environment of restricted resources</p>
Context	Practice finding your voice in determining the best strategy for your ELL program. Then, show leadership by leveraging that voice in contributing to an ESSA plan in collaboration with local and state resources.
Key Characters	<ul style="list-style-type: none"> • Bernadette Bridge, ELL teacher • Turner Luce, ELL teacher • Sasha Noyes, veteran elementary classroom teacher • Enrico Garcia, parent of new ELL student
Trade-offs to Consider	<ul style="list-style-type: none"> • Actualizing your strategy in the face of shifting demands • Navigating difficult decisions to meet pressing needs in your building, while also determining your level of engagement at the district and state level, advising on the same topic.
Potential Topics for Discussion	<ul style="list-style-type: none"> • What techniques have you found best in terms of working through priorities with a group? • In what areas has your district “found a voice” with regard to collaborating on an ESSA plan?
Key PSEL Standards	<ol style="list-style-type: none"> 3. Equity and Cultural Responsiveness 4. Curriculum, Instruction and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 9. Operations and Management
Features	<ul style="list-style-type: none"> • Introduction and conclusion videos • Text-driven with videos and partial narration • Scorecard • Feedback Report

“Cyberbullying” Simulation

Simulation Snapshot	<p><u>Your Role</u>: Middle school principal</p> <p><u>Timeframe</u>: During the school year, infractions seem to come one after another</p> <p><u>Challenge</u>: Recognizing a true threat where intervention is needed, while acknowledging legal rights, and preventing learning interferences</p>
Context	<p>In this simulation you are a middle school Principal responding to challenges associated with advancing technology.</p>
Key Characters	<ul style="list-style-type: none"> • Viola Fuss, 6th grade teacher, leading user of technology • Lois Steam, pleasant student targeted by on-line postings • Kay Serah, very popular 8th grader • Anna Barkley, target of derisive postings, daughter of PTA President • Coach Shortz, no-nonsense football coach, also a target • Parents of offenders
Trade-offs to Consider	<ul style="list-style-type: none"> • Guiding your school and community as students gain increasing access to technology, to maximize learning opportunities while addressing the serious downside potentials of life on-line • Identifying and dealing with challenges associated with cyberbullying while knowing and applying the growing body of law and court cases addressing cyberbullying and first amendment rights
Potential Topics for Discussion	<ul style="list-style-type: none"> • Is the Tinker Test, as presented, useful in managing misuse of technology in school and in the community? • How is your school acting to constrain or permit the use of digital devices in the classroom? How are students and parents being engaged in setting norms?
Key PSEL Standards	<p>2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness 5. Community of Care and Support for Students 8. Meaningful Engagement of Families and Community 9. Operations and Management</p>
Features	<ul style="list-style-type: none"> • Video introduction and conclusion • Text-driven with video inputs • Scorecard, Dashboard/Indicators, Feedback Report

“Stakeholder Management” Simulation

Simulation Snapshot	<p><u>Your Role:</u> High school principal</p> <p><u>Timeframe:</u> November, then month-to-month until July</p> <p><u>Challenge:</u> Building relationships and improving academic achievement while working with multiple stakeholder groups</p>
Context	<p>At a struggling high school, you’ll have the opportunity to confront behaviors that get in the way of academic achievement.</p>
Key Characters	<ul style="list-style-type: none"> • AP Karen Mattews and AP Kevin Turner, both administrators held over from previous principal • Mrs. Howard, alumna and now actively involved parent • Mr. Ambrose, an experienced teacher struggling to engage students • Ms. Simms, a newer, younger, enthusiastic teacher
Trade-offs to Consider	<ul style="list-style-type: none"> • When met with recalcitrant AP’s, continue insisting on best practices, while risking ever gaining their buy-in • Upon discovering a practice among teachers that does not help students, insist on a policy change, while risking ever gaining their buy-in
Potential Topics for Discussion	<ul style="list-style-type: none"> • In a situation that demands quick improvements, but which is saddled with a lack of resources, will you untangle root causes of frustrations, or declare a need to deal with the current reality? • When issues of safety are security arise in a building perceived to be overcrowded, with an ever-shifting population, and unhappy teachers, how and where will you assert leadership?
Key PSEL Standards	<ol style="list-style-type: none"> 3. Equity and Cultural Responsiveness 4. Curriculum, Instruction and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 9. Operations and Management
Features	<ul style="list-style-type: none"> • Text-driven with Videos • Limited Audio Narration at decision points • Dashboard • Feedback Report

“Middle School Turnaround (Implementing Change”) Simulation

Simulation Snapshot	<p><u>Your Role:</u> Newly assigned middle school principal</p> <p><u>Timeline:</u> The months prior to the beginning of a new fiscal year</p> <p><u>Challenge:</u> Building accountability, commitment, and trust to turn around a failing school</p>
Context	<p>You are a new school leader taking over a failing middle school with an entrenched staff and little community support. As you seek to get a handle on the school’s finances, finger pointing abounds.</p>
Key Characters	<ul style="list-style-type: none"> • Candy Rittenhof, non-assertive bookkeeper • Anita Hammer, 7th year teacher who is ready for improvement • Saul Wellingood, 27th year honors math teacher
Trade-offs to Consider	<ul style="list-style-type: none"> • Handling pressure to make immediate improvements, while taking the time to develop relationships • Inviting participation in decision-making, while not overwhelming staff who feel blame for past errors • Showing determination to establish correct procedures, not unduly burdening classroom teachers, while also requiring accountability and demonstrating transparency throughout the system
Potential Topics for Discussion	<ul style="list-style-type: none"> • How do you assure legal compliance, and the knowledge staff need to buy into new procedures? • How can you use a mundane procedural improvement as an opportunity to build trust and openness? When do you chose just to tell people what’s to be done, rather than influence them to develop and institute improvements as they see necessary?
Key PSEL Standards	<p>2. Ethics and Professional Norms 6. Professional Capacity of School Personnel 9. Operations and Management 10. School Improvement</p>
Features	<ul style="list-style-type: none"> • Text-driven with limited video inputs • Video introduction and conclusion • Scorecard • Feedback report

“Social Media (Integrity in Community)” Simulation

Simulation Snapshot	<p><u>Your Role</u>: High school administrator</p> <p><u>Timeframe</u>: Begins the night of a home football game</p> <p><u>Challenge</u>: Acting fairly, ethically, and legally when informed of a dangerous situation for students apart from the school setting</p>
Context	<p>Upon finding a phone with messages describing an underage drinking party that is going on presently, you must choose an action. There is inevitable fall-out to deal with involving diverse interests and constituencies.</p>
Key Characters	<ul style="list-style-type: none"> • Grace Davis, popular well-rounded student • Liz Smith, mother of two socially active students • Tom Regaler, Girls Basketball Coach with two teenage sons • Chief Arthur McAndrew, school alumnus, well-connected in community
Trade-offs to Consider	<ul style="list-style-type: none"> • Recognizing the bounds of your authority and the extent of your responsibility • Acting assertively when you perceive a true threat to students’ safety and well-being, whether in school or in the community
Potential Topics for Discussion	<ul style="list-style-type: none"> • Respecting the rights of other adults to assert their perspectives and family norms • Communicating effectively in the age of social media
Key PSEL Standards	<p>2. Ethics and Professional Norms</p> <p>5. Community of Care and Support for Students</p> <p>7. Professional Community for Teachers and Staff</p> <p>8. Meaningful Engagement of Families and Community</p>
Features	<ul style="list-style-type: none"> • Text driven with video introduction and conclusion • Scorecard • Feedback Report

“Community Partnerships: Digital Readiness” Simulation

Simulation Snapshot	<p><u>Your Role</u>: Superintendent, 3rd year in district</p> <p><u>Timeframe</u>: Period of planning and rolling out district-wide initiative</p> <p><u>Challenge</u>: Assessing and meeting the needs of the entire community while managing a substantial financial investment</p>
Context	<p>In the role of superintendent, you will work with your leadership team and community members to optimize the roll-out of technology to your district.</p>
Key Characters	<ul style="list-style-type: none"> • Cheryl Jackson, local business owner and parent • Various district level administrators, most promoted from within, who have financial, curriculum, IT, and professional development areas of responsibility • Assistant Superintendent, new to district
Trade-offs to Consider	<ul style="list-style-type: none"> • Balancing strategic considerations with tactical concerns, keeping an eye on the long-term while addressing immediate needs • [In an era of connectivity and connectivity gaps, being strategic about how you meet families and the community where they are becomes critical to the inclusive learning community you strive to create.]
Potential Topics for Discussion	<ul style="list-style-type: none"> • Inclusive dialogue, effective communication, future thinking • What specific obstacles do you have in your district when it comes to rolling out big changes and engaging the community?
Key PSEL Standards	<ol style="list-style-type: none"> 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff 8. Meaningful Engagement of Families and Community 9. Operations and Management
Features	<ul style="list-style-type: none"> • Text-driven with video inputs • Video introduction and conclusion • Scorecard • Dashboard/Indicators, • Feedback Report

“Administrator: First Week On The Job” Simulation

Simulation Snapshot	<p><u>Your Role</u>: Superintendent in the first week on the job</p> <p><u>Timeframe</u>: One week</p> <p><u>Challenge</u>: Making first impressions by managing your time, meeting many new people, and setting the right tone</p>
Context	It is your only chance to make first impressions. Your goals include gaining the trust and confidence of community members and district employees and keeping an eye on the big picture while attending to the small things as well.
Key Characters	<ul style="list-style-type: none"> • Henrietta Olsen, administrative assistant • Maria Soledad, teachers union leader • Martina Gronika, middle school principal • Sheldon Smith, parent and community organizer • Jenn Oliviera, reporter for local weekly newspaper
Trade-offs to Consider	<ul style="list-style-type: none"> • Determining when to delegate and when to take ownership, while anticipating the broader impact of your actions • Balancing strategic direction with the shifting demands of daily issues
Potential Topics for Discussion	<ul style="list-style-type: none"> • How do you pace yourself from the outset? If you inadvertently make an error in the first week, how will you know? How will you correct it?
Key PSEL Standards	<ol style="list-style-type: none"> 1. Mission, Vision, and Core Values 7. Professional Community for Teachers and Staff 8. Meaningful Engagement of Families and Community 9. Operations and Management 10. School Improvement
Features	<ul style="list-style-type: none"> • Text driven with video introduction and conclusion • Scorecard • Feedback Report

“Difficult Conversations: Race” Simulation

Simulation Snapshot	Your Role: High school principal in 4th year Timeframe: Beginning one Tuesday in March Challenge: Identifying problems, determining your involvement, and prioritizing actions and constituencies
Context	You are confronted with a volatile situation, brought to light via social media. You are called on to lead your school through complexities of race as an issue in the classroom, in the community, and in the broader societal landscape.
Key Characters	<ul style="list-style-type: none"> • Rose Glass, an active community member • Theresa Wright, young, studious, idealistic English teacher • Eve Alulation, assistant superintendent, wary of fads in education
Trade-offs to Consider	<ul style="list-style-type: none"> • Addressing sensitive issues such as conversations about race within the classroom while identifying how teaching professionals and district staff can best support those conversations. • Balancing curriculum needs with demands from students and community to go beyond the prescribed curriculum.
Potential Topics for Discussion	<ul style="list-style-type: none"> • To what degree does your district have a common reference and framework for talking about race? • How do conversations about race figure into a broader district communications strategy?
Key PSEL Standards	<ol style="list-style-type: none"> 1. Mission, Vision, and Core Values 3. Equity and Cultural Responsiveness 4. Curriculum, Instruction and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 8. Meaningful Engagement of Families and Community
Features	<ul style="list-style-type: none"> • Text-driven with graphics • Video introduction and conclusion • Scorecard • Feedback Report

“Middle School Budget Challenge” Simulation

Simulation Snapshot	<p><u>Your Role:</u> Middle school principal</p> <p><u>Timeframe:</u> Two weeks</p> <p><u>Challenge:</u> Determining process and executing it under time pressure while also attending to many conflicting perspectives</p>
Context	Your Superintendent requests a 15% budget cut in two weeks. You must determine the process for arriving at the cuts, who to involve in the process, and how to drive alignment around priorities
Key Characters	<ul style="list-style-type: none"> • Ken Lazarus, school counselor • John Perez, community activist • Everett Simms, district technology director • Maria Hernandez, parent liaison • Irina Popavitch, math department head • and five more, each with their own interests
Trade-offs to Consider	<ul style="list-style-type: none"> • Communicating with your broad constituency with maximum transparency, while controlling the inevitable rumor mill • Making time for listening to and considering each stakeholder, while adhering to a tight deadline
Potential Topics for Discussion	<ul style="list-style-type: none"> • How can various stakeholder groups be managed to arrive at an optimal result? What are cases in which you have had to balance inputs, and redirect resources?
Key PSEL Standards	<ol style="list-style-type: none"> 1. Mission, Vision, and Core Values 4. Curriculum, Instruction and Assessment 6. Professional Capacity of School Personnel 8. Meaningful Engagement of Families and Community 9. Operations and Management 10. School Improvement
Features	<ul style="list-style-type: none"> • Text driven with video introduction • Scorecard • Feedback Report

“Small School District Budget Crisis” Simulation

Simulation Snapshot	<u>Your Role:</u> Superintendent with 2 years of experience <u>Timeframe:</u> Budget planning period for upcoming year <u>Challenge:</u>
Context	<p>[This simulation involves a new Superintendent taking over a small school district that happens to be the primary employer in the community. When a budget shortfall is discovered, the Superintendent must decide which resources to involve in the resolution while balancing transparency and strategy among key constituencies. Decide which conditions warrant more persistence versus flexibility while keeping the focus on students.]</p>
Key Characters	<ul style="list-style-type: none"> • Union Rep • Board Coach • Board Member
Trade-offs to Consider	<ul style="list-style-type: none"> • Considering the needs of specific community members while deciding what is in the best interest of students. • To what degree can you balance transparency and confidentiality.
Potential Topics for Discussion	<ul style="list-style-type: none"> • What have been most problematic/successful efforts at cutting budgets at schools in the district? • How does credibility get built within a school, and how can a new leader without credibility gain influence?
Key PSEL Standards	<p>2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness 8. Meaningful Engagement of Families and Community 9. Operations and Management</p>
Features	<ul style="list-style-type: none"> • Text driven with video introduction and conclusion • Scorecard • Feedback Report

“Student in Crisis” Simulation

Simulation Snapshot	<p><u>Your Role:</u> High school principal</p> <p><u>Timeframe:</u> The aftermath of a student’s suicide</p> <p><u>Challenge:</u> Guiding your school and community with utmost sensitivity, while also ensuring continuity of learning and growth</p>
Context	Suicide is a tough reality among our teens and, as such, an inevitable tragedy for our schools. This simulation allows practice for school leaders to navigate a loss due to suicide.
Key Characters	<ul style="list-style-type: none"> • Unnamed positions of an SRO, AP’s, guidance counselors and teachers are present in the scenario.
Trade-offs to Consider	<ul style="list-style-type: none"> • Being timely and efficient in your notifications, while also being accurate and sensitive • Prioritizing communication and summoning staff resources, while also acknowledging strong feelings that may arise, even for your leaders • Allowing time for a process of grieving, while also assuring that students and staff proceed with learning
Potential Topics for Discussion	<ul style="list-style-type: none"> • Does your district or school have a crisis plan already in place? • What considerations do you have for implementing a plan, in light of experience gained in this simulation?
Key PSEL Standards	<p>2. Ethics and Professional Norms</p> <p>5. Community of Care and Support for Students</p> <p>7. Professional Community for Teachers and Staff</p> <p>8. Meaningful Engagement of Families and Community</p>
Features	<ul style="list-style-type: none"> • Text driven • Scorecard • Feedback Report

“New Teacher Evaluation” Simulation

Simulation Snapshot	<p><u>Your Role:</u> Elementary school administrator</p> <p><u>Timeframe:</u> Following an observation of a 2nd year teacher</p> <p><u>Challenge:</u> Giving fair and useful feedback, addressing a serious deficit, while also interpreting new evaluation rubric</p>
Context	<p>After observing a rote lesson with no higher-level skills or thinking embedded in it, you are to deliver your evaluation. Coincidentally, you must also execute a new teacher evaluation based on terms that can be devastatingly misinterpreted.</p>
Key Characters	<ul style="list-style-type: none"> • Ms. Goodworth, second year 4th grade teacher • Maria Harting, experienced teacher willing to mentor
Trade-offs to Consider	<ul style="list-style-type: none"> • Investing time directly in improving a new teacher’s instructional skills, while losing the objectivity you need to have to evaluate expected growth • Enlisting the aid of an experienced teacher to guide the new teacher, while not ensuring success due to limited time and resources for mentoring
Potential Topics for Discussion	<ul style="list-style-type: none"> • What evaluation methods and presentations have you found to be most effective in elucidating and motivating needed improvements? Why do you think they work?
Key PSEL Standards	<p>6. Professional Capacity of School Personnel</p> <p>7. Professional Community for Teachers and Staff</p> <p>9. Operations and Management</p>
Features	<ul style="list-style-type: none"> • Scorecard and Dashboard • Full Audio Narration • Text-driven with Videos • Feedback Report

“Board Relations” Simulation

Simulation Snapshot	<p><u>Your Role</u>: Superintendent</p> <p><u>Timeframe</u>: After the prom</p> <p><u>Challenge</u>: Balancing delicate relationships of students, principals, and school board members</p>
Context	<p>After a prominent student’s post-prom prank on a principal’s private property, you must navigate reactions and relationships among board members and others.</p>
Key Characters	<ul style="list-style-type: none"> • Dr. Carol Jackson, high school principal • Felice Martin, concerned parent • Sandy Walters, board chair
Trade-offs to Consider	<ul style="list-style-type: none"> • Responding locally vs. district level • Managing stakeholders vs. taking direct action
Potential Topics for Discussion	<ul style="list-style-type: none"> • What challenges are presented when the need for maintaining relationships with the board when those relationships intersect with the superintendent’s responsibilities?
Key PSEL Standards	<ol style="list-style-type: none"> 2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness 5. Community of Care and Support for Students 8. Meaningful Engagement of Families and Community 9. Operations and Management
Features	<ul style="list-style-type: none"> • Video Introduction • No Audio Narration

“Girls Basketball Coach” Simulation

Simulation Snapshot	<p><u>Your Role:</u> High school administrator</p> <p><u>Timeframe:</u> Basketball season</p> <p><u>Challenge:</u> Balancing inputs and parent complaints in responding to allegations regarding a highly valued staff member</p>
Context	<p>A parent at the high school where you are the school leader goes to a school board meeting to complain about the way the girls’ basketball coach is treating the players on the team.</p>
Key Characters	<ul style="list-style-type: none"> • Ms. Eden Harper-Lee, alarmed parent of basketball player • Geraldine Harris, local newspaper reporter • Dr. Bernard Carver, diligent superintendent
Trade-offs to Consider	<ul style="list-style-type: none"> • Addressing a parent’s concern and risk losing the winningest coach in school history • Admitting that you dropped the ball early on with the parent, and losing credibility with your superintendent • Keeping confidentiality, while giving the impression that you are hiding or ignoring a problem
Potential Topics for Discussion	<ul style="list-style-type: none"> • Is your school culture consistent in behavioral expectations of students and adults in the classroom and in sports activities? • If you misspeak, how can you repair a breach of confidentiality?
Key PSEL Standards	<p>2. Ethics and Professional Norms</p> <p>7. Professional Community for Teachers and Staff</p> <p>8. Meaningful Engagement of Families and Community</p>
Features	<ul style="list-style-type: none"> • Video and audio narration throughout • Choice of different paths without restart

“Academic Goal Setting” Simulation

Simulation Snapshot	<p><u>Your Role</u>: Middle school principal</p> <p><u>Timeframe</u>: Year-to-year</p> <p><u>Challenge</u>: Guiding reluctant teacher in a required activity</p>
Context	<p>A veteran social studies teacher habitually sets narrow goals. This year, teachers’ individual goals need to be aligned with the new school goals and curriculum standards. Will your approach motivate, enervate, or irritate this teacher?</p>
Key Characters	<ul style="list-style-type: none"> • Everett Goodall, 10 years a social studies teacher whose engagement with professional development is waning
Trade-offs to Consider	<ul style="list-style-type: none"> • Investing the right amount of your attention to motivate a teacher, despite a perception of their reluctance and lack of integrity • Persuading a teacher to see skills development as integral to students learning subject content, not as an “add-on”
Potential Topics for Discussion	<ul style="list-style-type: none"> • Motivating faculty to use goal setting as a meaningful practice • Promoting a growth mindset in seasoned teachers • Investing one-on-one time with difficult staff vs delegating to others or leaving them to figure out things on their own
Key PSEL Standards	<ol style="list-style-type: none"> 4. Curriculum, Instruction and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff
Features	<ul style="list-style-type: none"> • Video and audio narration throughout

“Disruptive Teacher” Simulation

Simulation Snapshot	<p><u>Your Role</u>: Elementary school administrator</p> <p><u>Timeframe</u>: One day, and two weeks later</p> <p><u>Challenge</u>: Responding to a teacher’s inappropriate and over-the-top behavior directed toward other adults</p>
Context	<p>After receiving complaints regarding a teacher’s behavior, you decide to attend a meeting with the subject’s collaborative teaching team. You discover there is one teacher on the team who is “not a team player”.</p>
Key Characters	<ul style="list-style-type: none"> • Kim Compana, special education teacher • Diana Walsh, 6th grade teacher, co-teaching with Kim • Brian Beck, 6th grade teacher • Christie Lopez, special education teacher
Trade-offs to Consider	<ul style="list-style-type: none"> • Addressing conflict and risking loss of experienced teachers • Avoiding conflict and risking loss of experienced teachers • Insisting on behavioral changes, possibly without getting to the root causes • Exploring root causes of bad behavior, possibly without affecting change
Potential Topics for Discussion	<ul style="list-style-type: none"> • How to deal with an adult bully who insists that they are only focused on the students’ best interests? • When is it appropriate to intervene when team dynamics go awry?
Key PSEL Standards	<p>2. Ethics and Professional Norms</p> <p>5. Community of Care and Support for Students</p> <p>6. Professional Capacity of School Personnel</p> <p>7. Professional Community for Teachers and Staff</p> <p>9. Operations and Management</p>
Features	<ul style="list-style-type: none"> • Video and narration throughout

“Difficult Conversations: Dress Code” Simulation

Simulation Snapshot	<p><u>Your Role:</u> Experienced principal, new to an elementary school</p> <p><u>Timeframe:</u> A few weeks in the springtime</p> <p><u>Challenge:</u> Addressing a sensitive issue with a teacher effectively</p>
Context	Concerns from staff come to light about the clothing worn by one of your teachers. As you decide how to address this, other issues arise regarding the same teacher.
Key Characters	<ul style="list-style-type: none"> • Jen Brown, a teacher in problematic spring wardrobe • Several staff members who point out the problem to you • Dan Clymer, Math Curriculum Supervisor who, after observing Jen Brown in the classroom, raises a different, serious problem
Trade-offs to Consider	<ul style="list-style-type: none"> • Choosing a direct approach with staff vs. going through a peer to address a problem, while risking embarrassment either way • Tackling all criticisms in a single conversation vs. addressing most pressing and well-documented issues first, risking upset either way
Potential Topics for Discussion	<ul style="list-style-type: none"> • Gender dynamics in the workplace • Gaining trust • Discerning best sources of information
Key PSEL Standards	<p>2. Ethics and Professional Norms</p> <p>4. Curriculum, Instruction, and Assessment</p> <p>7. Professional Community for Teachers and Staff</p>
Features	<ul style="list-style-type: none"> • Video Interactions • Full Audio Narration except for Decisions/Choices • Some Choices lead to early option to restart • No Scorecard • No Feedback Report

“Playground Mishaps” Simulation

Simulation Snapshot	<p><u>Your Role:</u> Elementary school principal</p> <p><u>Timeframe:</u> Mid-May, the aftermath of a playground incident</p> <p><u>Challenge:</u> Dealing with difficult parents while standing by teachers and keeping students front-of-mind</p>
Context	<p>A parent presents evidence of a neglectful teacher and demands that her daughter be moved to a different classroom. The teacher is evasive in her account of the incident. You need to gather information and act in a timely manner.</p>
Key Characters	<ul style="list-style-type: none"> • Ms. Young, upset parent of Renika • Mrs. Brantley, Renika’s classroom teacher • Ms. Holmes, overburdened AP
Trade-offs to Consider	<ul style="list-style-type: none"> • While being pressured by an angry parent, taking the time necessary to collect all the facts, while keeping focused on the student’s best interest • Addressing a teacher whose choice to bend a policy jeopardizes a student’s safety, while also not allowing the angry parent to dictate your decision
Potential Topics for Discussion	<ul style="list-style-type: none"> • Responding to parent demands • Diplomacy and decision making • Considering repercussions
Key PSEL Standards	<ol style="list-style-type: none"> 2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness 5. Community of Care and Support for Students 8. Meaningful Engagement of Families and Community 9. Operations and Management
Features	<ul style="list-style-type: none"> • Text driven with graphics • Video introduction and conclusion

“Comprehensive Role of School Counselors” Simulation

Simulation Snapshot	<p><u>Your Role:</u> New assistant principal</p> <p><u>Timeframe:</u> During the school year</p> <p><u>Challenge:</u> In this simulation you will identify methodologies and resources necessary to design a comprehensive school counseling program and support school counselors.</p>
Context	<p>Thornbush Middle School (grades 6-8) was established over 30 years ago in a major metropolitan area. There are 1200 students at Thornbush with 3 counselors, including a chairperson for the school Counseling Department, Ms. Ophelia Perez. How can school counselors be supported in their roles / interactions with administrators, parents, higher education and most importantly, students.</p>
Key Characters	<ul style="list-style-type: none"> • Dr. Xavier Blake, no-nonsense principal • Bruno Masterson, counselor with experience in business leadership • Ophelia Perez, recently promoted to Counseling chair
Trade-offs to Consider	<ul style="list-style-type: none"> • The clarity of role that your proposed process will produce vs. the speed of implementation. • Considering overall school climate, including faculty and staff morale, when building trust and moving toward the execution of your vision.
Potential Topics for Discussion	<ul style="list-style-type: none"> • What are the steps and elements of a comprehensive school counseling program? • What time commitment is required by faculty / staff to create a comprehensive school counseling program.
Key PSEL Standards	<p>2. Ethics and Professional Norms</p> <p>3. Equity and Cultural Responsiveness</p> <p>5. Community of Care and Support for Students</p>
Features	<ul style="list-style-type: none"> • Text-driven with video inputs • Video introduction and conclusion • Scorecard • Feedback Report

“School Safety” Simulation

Simulation Snapshot	<p><u>Your Role:</u> School Counselor at a middle school of 500 students</p> <p><u>Timeframe:</u> One hectic school day, and the next day</p> <p><u>Challenge:</u> In the face of a potential threat to students, you will work with others to respond decisively, while balancing conflicting considerations. In the process of this simulation, aspects of your leadership style may be revealed.</p>
Context	<p>The day begins with a nervous, reluctant informant coming to you. Working with your school’s Crisis Response Team (CRT), you must analyze information appropriately as events unfold, then take the recommended corresponding actions to ensure best outcomes for your students and community.</p>
Key Characters	<ul style="list-style-type: none"> • Derek, a nervous 7th grader • Kent DeForrest, Assistant Principal • Lauren Order, SRO
Trade-offs to Consider	<ul style="list-style-type: none"> • At each decision point, you and the CRT must choose between highlighting safety vs. routine, transparency vs. privacy, security vs. ease-of-access, and keeping a focus on your building vs. on the wider community.
Potential Topics for Discussion	<ul style="list-style-type: none"> • In situations with uncertainty, do you find that “cooler heads” always prevail? • When working with a team, where do you find yourself most effective in emergencies? • After experiencing this simulation, what comes to mind regarding better building preparation, as well as personal aspects of your leadership style on which you want to reflect?
Key PSEL Standards	<p>7. Professional Community for Teachers and Staff</p> <p>9. Operations and Management</p> <p>10. School Improvement</p>
Features	<ul style="list-style-type: none"> • Text-driven with video inputs • Video introduction and conclusion • Scorecard • Feedback Report

“Equity: Exploring Beneath the Surface” Simulation

Simulation Snapshot	<p><u>Your Role:</u> Associate Superintendent, 1st year in a district supervising 5 high school principals</p> <p><u>Timeframe:</u> Over the course of a full school year</p> <p><u>Challenge:</u> Ensuring equitable learning opportunities for students of color, while also attending to your own and others’ biases while framing your message about equity. In essence: building policies and structures to serve equity, while acknowledging both material differences and political interests.</p>
Context	<p>You support five high schools, most of which struggle to raise academic performance and graduation rates. As you analyze the data, your high-performing outlier (aka your “model school”) emerges as a special challenge, depending on your interpretation of the data and choice of priorities.</p>
Key Characters	<ul style="list-style-type: none"> • Martin Workman, Board Member • Gabriela Romero, Principal of “model” high school • Reginald Williams, District Superintendent
Trade-offs to Consider	<ul style="list-style-type: none"> • As you try to send a consistent message regarding your commitment to address institutional biases, you must decide where to be most visible. The least likely “problem situation” may require your attention first, while others may be baffled by your focus on a predominantly “white” school.
Potential Topics for Discussion	<p>In your role, which liaisons are best to nurture as you choose to establish a fresh “take” on equity in your district? Do you tend to turn to the top leaders, peers and colleagues, or consult from the bottom up?</p>
Key PSEL Standards	<ol style="list-style-type: none"> 1. Mission, Vision, and Core Values 3. Equity and Cultural Responsiveness 6. Professional Capacity of School Personnel
Features	<ul style="list-style-type: none"> • Text-driven with video inputs • Video introduction and conclusion • Scorecard • Feedback Report

“Teacher Blog” Simulation

Simulation Snapshot	<p><u>Your Role</u>: Principal in 3rd year at an elementary school</p> <p><u>Timeframe</u>: Several weeks during school year</p> <p><u>Challenge</u>: In a school district committed to expanding the use of technology, you must deal with issues that arise between increasing communication and protecting privacy.</p>
Context	<p>You have received a district mandate, and your staff has received training. Now, is time to promote use of technology among many reticent teachers, while reigning in one renegade without squashing enthusiasm.</p>
Key Characters	<ul style="list-style-type: none"> • Mrs. Peters, 3rd Grade Teacher, trailblazing blogger • Mrs. Appleton, pleased parent • Mrs. Sampson, inquiring parent • Mr. Viera, displeased and insistent parent
Trade-offs to Consider	<ul style="list-style-type: none"> • How do you stay alert to and curb recklessness when also encouraging adaptation of new, quickly advancing technologies, especially when some parents have voiced interest and support?
Potential Topics for Discussion	<ul style="list-style-type: none"> • Awareness and application of FERPA • What are the actual and perceived differences between posting students’ work on a classroom or hallway wall, versus posting it on-line? • When trying to encourage reluctant or beleaguered staff to take initiative, be creative, or expand their own skills, how do you incorporate the talents and enthusiasm of the individuals who are excelling?
Key PSEL Standards	<p>2. Ethics and Professional Norms</p> <p>6. Professional Capacity of School Personnel</p> <p>7. Professional Community for Teachers and Staff</p> <p>8. Meaningful Engagement of Families and Community</p>
Features	<ul style="list-style-type: none"> • Text-driven with video inputs • Video introduction and conclusion • Scorecard • Feedback Report

“Navigating the Politics of Equity-Based Budgeting” Simulation

Simulation Snapshot	<p><u>Your Role:</u> Superintendent with several years of experience</p> <p><u>Timeframe:</u> Covers entire school year</p> <p><u>Challenge:</u> Key challenge is balancing the needs of various stakeholders to reach outcomes that are equitable for students and families</p>
Context	<p>In this simulation, you will play the role of superintendent in a traditionally well-regarded district that is experiencing significant population shifts with a host of changing needs. Your challenge is to work with a variety of stakeholders to develop and pass a budget that will provide funding in an equitable manner. This will call for a different process than that which has been used in the past - it is a significant change that must be managed.</p>
Key Characters	<ul style="list-style-type: none"> • Board Members with individual agendas • Cabinet Team with different priorities • Community Leaders focused on disparate issues
Trade-offs to Consider	<ul style="list-style-type: none"> • Facilitating discussion and exchange of ideas in balance with directing toward what you believe to be the optimal path • Taking action on your own vs. managing dialogue among stakeholders
Potential Topics for Discussion	<ul style="list-style-type: none"> • Identifying areas of inequity within a district • Managing multiple stakeholder groups • Determining how to measure success • Optimizing Board and Cabinet collaboration
Key PSEL Standards	<ol style="list-style-type: none"> 1. Mission, Vision, and Core Values 3. Equity and Cultural Responsiveness 8. Meaningful Engagement of Families and Community 9. Operations and Management
Features	<ul style="list-style-type: none"> • Text-driven with video inputs • Video introduction and conclusion • Scorecard • Feedback Report