Webinar Agenda

1. **3:00 PM EDT** - Kick-off and introductions – Ken will introduce the Webinar, briefly introduce SchoolSims and Simulation, and then introduce Ashley Ireland, who will introduce herself and then all of you.

2. **3:10 PM EDT** - Intro to the why behind simulation and the potential power of simulations within teacher education, as well as ed leadership preparation – Ashley will briefly reflect on the use of simulation within her school of education, concentrating on the "why" of simulation

3. **3:15 PM EDT** - Each Panelist will share their work and research, and/or their practical application of the tool within courses (up to 2-5 minutes each).

4. **3:30 PM EDT** - Facilitated Discussion among Panelists –
   a. The title of this discussion is the impact of simulations on resilience and well-being on school leaders and teachers. Resilience and Well-being are two vital characteristics, especially during a time of high turnover and burnout in the field. With that in mind,
      i. In your opinion, how does simulation build resiliency in our teachers and leaders?
      ii. What relationship do you you feel exists between the use of simulation in training and the wellbeing of teachers and leaders?

5. **3:50 PM EDT** - Open up to Q&A from attendees.

6. **4:00 PM EDT** - Ken will wrap up.

Discussion Facilitation Questions/Prompts:

The title of this discussion is the impact of simulations on resilience and well-being on school leaders and teachers. Resilience and Well-being are two vital characteristics, especially during a time of high turnover and burnout in the field. With that in mind,

- **From your research or in your opinion, how does simulation build necessary resiliency in our teachers and leaders?**

For me holistic, human centered education is the key

- **What relationship do you feel exists between the use of simulation and the wellbeing of teachers and leaders?**

- What need in education is being met by sims, that isn't being fully addressed without it?
  - Why have you chosen to integrate simulations into your practice?
  - What was your original intent to bringing in sim- has it shifted over time? If so, how?
- What is your favorite sim to do with students and why? Ie- which ones have you found provide the most impact for students/ foster the most critical thinking etc.
- How have you helped others bring integrate sims to their practice?
- What hurdles have you encountered integrating simulation?
- What's your plan for the future use of sim… or what's your dream for sim integration?

SCHOOLSIMS WEBINAR

THE IMPACT OF SIMULATIONS ON THE RESILIENCE AND WELL-BEING OF SCHOOL LEADERS AND TEACHERS

ASHLEY IRELAND
ED.D.

LOYOLA MARYMOUNT UNIVERSITY

CHRISTOPHER SMALL
PH.D.

FLORIDA STATE UNIVERSITY

ERIN MURRAY

UNIVERSITY OF CONNECTICUT

AMY SERAFINI
ED.D.

AUBURN UNIVERSITY

JENNIFER BAILEY
ED.D.

UNIVERSITY OF TEXAS AT TYLER

TUESDAY, MARCH 21ST, 2023

3:00 PM EDT | NOON PDT

Ken Spero

President & Founder

kspero@schoolsims.com

Ashley Ireland, Ed.D.

Loyola Marymount University

Affiliate Faculty and Instructional Director, Simulated

Learning | Department of Teaching and Learning

SIMULATION IN THE SCHOOL OF EDUCATION

Updated December 2022

STUDENTS

Over 300 students participated in Mixed Reality Simulation (MRS) for a total of 792 unique MRS experiences

792

TRAINING

17 SOE faculty (or staff) members were formally trained in MRS facilitation

17

SESSIONS

The SOE held 52 individual simulated sessions totaling 104 hours--using 70% of our multi-year contract and addendum

52

FACULTY

12 professors integrated simulation into their courses; all plan to incorporate it again next year

12

CUSTOM

5 unique custom scenarios were designed:
- Critical Conversations for Ed Leaders
- Group Counseling 1 & 2
- New Client Intake
- SpEd Consult

5

Student Perception

98% of students reported MRS helped them develop their skills in their content area and 98% reported they wished MRS was in more of their courses.

98%

Faculty Feedback

All MRS using faculty reported they found MRS to be a positive learning experience for students & felt MRS improved their courses.

100%

Click Here

to watch a video of simulation in action with our graduate students in our Education Leadership and Administration program.

Mixed Reality Simulation in Teacher Preparation Programs in the United States

Dr. Ashley Ireland
University of California, Los Angeles

The Study

The purpose of this study was to investigate:
- How Mixed Reality Simulation is being used in teacher preparation programs in the United States
- How the leaders of MRS perceive the technology for teacher preparation

The Why

All students deserve highly skilled and well prepared teachers. Although practice is a vital component of teacher preparation, it is often difficult to provide to preservice teachers meaningful opportunities to practice during their preparation. MRS is a technology that provides valuable rehearsal experiences for students. Though the technology is promising, it is not widely used. As of 2021, MRS can only be found in 52 of the approximately 1,200 U.S. teacher preparation programs in the U.S. Little is known about how the programs are using MRS to train teachers.

The Method

I completed an **explanatory sequential mixed-methods** research design. It included the collection:
- of quantitative and qualitative data via a survey of MRS leaders from 41 of the 52 institutions of higher education known to use MRS in their teacher preparation programs
- of qualitative data through interviews with a purposeful sample of leaders: one leader from an institution shown to have typical MRS use and three leaders from institutions with atypical or "special" use. The special use cases included the institution with the most use, an institution with a low use of MRS hours, yet high rate of student exposure, and an institution vending the technology to other programs.

Christopher Small, Ph.D.

Florida State University

Program Director, Educational Leadership and Administration MS/EdS
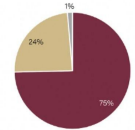
FLORIDA STATE UNIVERSITY

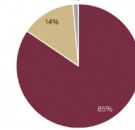## LEAD · INSPIRE · SERVE

EDUCATIONAL LEADERSHIP AND ADMINISTRATION

FELE Subtest	First Attempt					
	FSU			Statewide		
	N	Pass Rate	Mean Score	N	Pass Rate	Mean Score
FELE Subtest 1: Leadership for Student Learning	104	88%	216.8	2539	78%	212.1
FELE Subtest 2: Organizational Development	103	81%	209.6	2533	75%	209
FELE Subtest 3: Systems Leadership	103	86%	217	2524	70%	208.8
FELE Subtest 3: Written Performance	103	87%	8.8	2523	66%	7.6

Engage students, faculty, parents, and the community in collaborative conversations about school issues for school improvement.
- 1%
- 24%
- 75%
- A great deal A lot A little
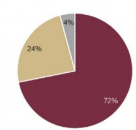
Demonstrate personal, professional, and ethical behaviors consistent with quality practices in education.
- 1%
- 14%
- 85%
- A great deal A lot A moderate amount

Structure and monitor the school learning environment to improve learning for all of Florida's diverse student population.
- 4%
- 24%
- 72%
- A great deal A lot A moderate amount

Couse Designation	Leadership Simulations
EDA 5191 – Leadership for Diversity	Cultural Competency & Finding and Leveraging Voice (ELL)
EDA 5507 – Planning Effective Instruction	Synergistic Leadership
EDA 5423 – Data Driven School Improvement	Special Ed – Case Review
EDA 5503 – The Principalship	Difficult Conversations & Stakeholder Management
EDA 5942 – Practical Experiences in Educational Leadership	Disruptive Teacher, Academic Goal Setting, Playground Mishaps, Teacher Blog, & Building Inclusive Classrooms
EDA 5504 – Instructional Leadership	Leading School Culture Change & New Teacher Evaluation
EDA 5232 – Legal Aspects of Public Schools	Special Education

TESTIMONIALS

"I feel this program is a great resource to give aspiring leaders some practical experience. I have taken meaningful insight from each simulation and enjoy each chance to participate in a simulation assignment."

"School Simulation gives me the opportunity to practice different scenarios I would otherwise not experience as a future school director. It gives me the confidence to go into leadership roles, knowing I have the basic skills necessary to complete my obligations."

"This is genuinely one of my favorite parts of the program. So much of the FELE was application based, so this connects very well. I also love having the opportunity to apply what we have learned to realistic scenarios. Occasionally, the circumstances are outside my expertise, so reading through the options provides a great deal of perspective to consider."

"School Simulations have been enjoyable assignments. I like to retry the simulation and choose different answers to experience a different outcome"

During the Fall 2021 pilot of School Sims, 100% of the students responding to the feedback survey agreed or strongly agreed that the simulations stimulated their critical thinking in relation to leadership decision-making and helped them realize different perspectives of leadership decision-making.

During the Fall 2021 pilot of School Sims, 100% of the students responding to the feedback survey agreed or strongly agreed that the simulations related to their leadership journey and were helpful in developing their understanding of leadership skills needed to address some of the situations faced by current school leaders.

Erin Murray

University of Connecticut

UCAPP Program Coordinator,
Adjunct Professor of Educational Leadership
Former School Principal and Assistant Superintendent

How are you using simulations?

What are some of your findings from your research involving simulations?

For emerging school leaders, ongoing learning opportunities need to be purposeful. Learners need authentic learning experiences that correlate with UCAPP coursework, core assessments, and the internship experience.

- **Building relationships and trust** *with multiple stakeholders, providing voice and listening actively to gather input to guide the decision-making process,even in tough situations;*
- **Effective communication** - *leaders need to be open, honest, and confident in decisions and choices being made;*
- **Quick decision-making** *requires clear alignment to your vision, core beliefs, with an articulated focus or purpose, as well as working in a collaborative way (getting buy-in) with all stakeholders; and*
- *Understand* **how to balance yourself as a leader** - *prioritize tasks and always be prepared for the unexpected.*

UCAPP Courses SchoolSims Simulations: Year 1 & Year 2 (2022-2023)

Year 1			Year 2		
UCAPP Course	**Sims #**	**Sims Title(s)**	**UCAPP Course**	**Sims #**	**Sims Title(s)**
EDLR 5401	64	End of School Year	EDLR 5407	87	Comprehensive Role of School Counselors
EDLR 5402	XX	Supplemental Learning Options	EDLR 5408	XX	Supplemental Learning Options
EDLR 5403	71	Cultural Competency	EDLR 5409	69	Playground Mishaps
EDLR 5404	74	Stakeholder Management	EDLR 5410	97	Academic Goal Setting
EDLR 5405	96	Disruptive Teacher	EDLR 5411	XX	Supplemental Learning Options
EDLR 5406	72	New Teacher Evaluation	EDLR 5412	78	Emerging Challenges of Distributed Leadership
EDLR 5092	XX	Supplemental Learning Options	EDLR 5092	XX	Supplemental Learning Options

☐ = Course Simulation Experience
☐ = Supplemental Learning Options, No Course Simulation

2022-2023 Academic Year

Supplemental Learning Options - Simulation Availability

#63 Difficult Conversation - Race	#84 Recognizing and Reporting Abuse and Neglect
#64 End of School Year (EDLR 5401)	#85 Finding & Leveraging Voice (ELL)
#66 School Safety	#86 Middle School Turnaround (Implementing Change)
#67 Board Relations	#87 Comprehensive Role of School Counselors (EDLR 5407)
#68 Student in Crisis	#88 Student Support (Transgender)
#69 Playground Mishaps (EDLR 5409)	#89 Administrator: First Week on the Job (Supt)
#70 Navigating the Policies of Equity-Based Budgeting	#90 Cyberbullying
#71 Cultural Competency (EDLR 5403)	#91 Community Partnerships - Digital Readiness
#72 New Teacher Evaluation (EDLR 5406)	#92 Virtualizing Leading a School Counseling Program
#73 Equity: Exploring Beneath the Surface	#93 Managing Diversity in Growing Community
#74 Stakeholder Management (EDLR 5404)	#95 Difficult Conversations with a Novice Teacher: Dress Code
#75 Teacher Blog	#96 Disruptive Teacher (EDLR 5405)
#77 Value Based Leadership	#97 Academic Goal Setting (EDLR 5410)
#78 Emerging Challenges of Distributive Leadership (EDLR 5412)	#98 Girls Basketball Coach
#80 Middle School Budget	#100 Leading School Culture Change
#81 Social Media: Integrity in Community	#132 Special Ed - Annual Case Review
#82 Special Education	#141 Synergistic Leadership Simulation
#83 Small District Budget Crisis	

Course Simulations   Year 1 Supplemental Simulations   Year 2 Supplemental Simulations

Amy Serafini, Ed.D.

Auburn University

Assistant Professor, Department of Educational Foundations, Leadership, and Technology

AUBURN
UNIVERSITY

What have I learned?

What else do I need to learn?

What can I do in order to gain a better understanding?

Where can I find more information?

Through the simulation, I learned that it is okay to delegate tasks to others. I am not always the best person to answer every question or put out every fire.

I also learned that it is important to find the optimal balance between gathering more information over timely action.

I need to be sure to learn more about appropriate communication techniques.

I can be intentional about the way I listen to others and make thoughtful decisions.

Before making an important decision, I can go through my thought process with my mentor.

Special Feature

SIM-MENTORING: A NOVEL APPROACH IN THE PREPARATION OF SCHOOL LEADERS

A school leader requires a broad range of skills and competencies that are not only specialized but also special education or bilingual education,

Dr. Amy Serafini

Dr. Amy Serafini is an Assistant Professor at Auburn University. She earned her doctorate in educational leadership at The University of Texas at El Paso (UTEP). Dr. Serafini holds

Jennifer Bailey, Ed.D.

University of Texas at Tyler

Assistant Professor of Practice
Teaches Graduate Programs for Principal Preparation and
Curriculum and Instruction
Former Campus Principal and Central Office Administrator

What are some of your findings from your research involving simulations?

The Why: Scholars indicate the school leader is the second most impactful role in improved student outcomes behind an effective classroom teacher, yet national school leadership attrition rates have surpassed teacher attrition rates. Multiple studies and national surveys cite a lack of meaningful and responsive professional learning as a leading reason why principals leave the field. Simulation practice may provide meaningful learning opportunities and facilitate impactful professional development for aspiring and practicing principals.

Cognitive Load: Simulation provides active practice without the accountability of real-time pressures, which could contribute to the development of germane load. Here, we can create a metacognitive playbook through intentional practice. (when there is no manual when they hand you the keys!)

Three-dimensional Framework: Situational awareness, spatial awareness, and identity awareness

How are you using simulations?

Principal preparation program; developing a lab model for practicing school leaders and school partners

The Intersection of Preparation and Practice: School Leadership Learning Through Simulation

Jennifer Bailey[1] , Forrest Kaiser[2], Christopher Thomas[2], Scott Dillingham[2], Daniel Norwood[1], Nikia Smith[1], and Arthur Brown[3]

Abstract

Recent reports indicate the national principal attrition rate is at an all-time high. Scholars suggest a lack of responsive professional development as a leading factor in why principals leave the field. Further, the pandemic has exposed daily uncertainties for school leaders as they navigate new territory, bringing forth new considerations in how to best support their immediate needs and continued growth. While research shows that other fields, like healthcare and law enforcement, have utilized live and digital simulations for practitioners in technical skill development and responsive training, educational leadership has predominantly utilized passive simulation practice, like in-basket activities or role-playing during preparation programs. This article explores the current research regarding leadership development, providing context for the potential impact of simulation practice as a targeted professional development

Panelist Contact Information:

Ashley Ireland, Ed.D. | Email: *ashley.ireland@lmu.edu*

Christopher Small, Ph.D. | Email: *cls04h@fsu.edu*

Erin Murray | Email: *erin.murray@uconn.edu*

Amy Serafini, Ed.D. | Email: *ams0206@auburn.edu*

Jennifer Bailey, Ed.D. | Email: *jenniferbailey@uttyler.edu*

SchoolSims are video-based, interactive simulations designed for aspiring, novice, and experienced school leaders and teachers. SchoolSims provides a safe learning environment where participants gain leadership experience without any real world consequences. ***Experience* is the Best Teacher!**

Q: What are SchoolSims?

SchoolSims can be used in various ways:

- Synchronously
- Asynchronously
- In-person
- Video conferencing (i.e. Zoom)

![SchoolSims — Experience is the Best Teacher]

Simulation Topics & Titles

LeaderSims

- Synergistic Leadership
- Uncovering Hidden Inequity
- Navigating the Politics of Equity Based Budgeting
- Cultural Competency
- Middle School Turnaround (Implementing Change)
- Value-Based Leadership
- Emerging Challenges of Distributed Leadership
- Managing Diversity in a Growing Community
- Middle School Budget Challenge
- Administrator: First Week On The Job

TeacherSims

- Building Inclusive Classrooms: Affirming Diverse Families
- Building Inclusive Classrooms: Positive Learning Environment
- Facilitating Alignment (IEP)
- Special Education: Annual Case Review
- Disruptive Teacher
- New Teacher Evaluation
- Academic Goal Setting
- Difficult Conversation: Race

CounselorSims

- Comprehensive Role of School Counselors
- Virtually Leading a School Counseling Program
- Data Driven Counseling
- School Safety
- Planning for Student Achievement (Fall 2022)
- Student Support (Transgender)
- Student in Crisis

Including many more!

Ready to learn more about the SchoolSims Simulation Library?