



 **SchoolSims**

EXPERIENCE IS THE BEST TEACHER

LIVE PANEL WEBINAR

BEYOND PROFESSIONAL DEVELOPMENT

**The Power of Simulations for
Teacher and School Leader
Recruitment and Admissions**

Date

Thursday, May 2nd, 2024

Time

3:00 PM EDT | Noon PDT

Location

Zoom

SAVE YOUR SEAT



Liz Azukas, Ed.D.
Associate Professor
East Stroudsburg University



Sara Dexter, Ed.D.
Associate Professor
University of Virginia



Mike Johaneck, Ed.D.
Senior Fellow
University of Pennsylvania



Alison Newman, M.Ed.
Educator
Delaware Valley High School



Trent Grundmeyer, Ed.D.
Associate Professor
Buena Vista University



Phillip Caldwell II, Ph.D.
Assistant Professor
Eastern Michigan University



KEN SPERO
President & Co-Founder
kspero@schoolsims.com

Ken is an avid believer in the adage that **Experience is the Best Teacher** and, for over 30 years, has been utilizing computer-based simulations to allow professionals to safely learn from decision-making mistakes around some of the most challenging Problems of Practice. For the past six years, Ken has been focused on the challenge of the “Silent Crisis of Leadership in K-12,” working to enhance leadership capacity and improve critical thinking amongst school administrators.

RESOURCES

Simulation Overviews

Explore detailed snapshots of each simulation, featuring key characters, discussion topics, relevant standards, and more!

Preview the SchoolSims Library

Discover a diverse array of simulations tailored to support professional development through engaging and interactive learning experiences across various topics.

Client Testimonials

Read success stories of schools that have implemented simulation-based learning with SchoolSims, highlighting their achievements and positive outcomes.

Blog

The SchoolSims Blog serves as a dynamic platform for insightful articles, updates, and resources on education, simulation-based learning, and innovative teaching methodologies.

Webinars

Access past webinars and discover valuable insights, resources, and expertise on various topics related to education and simulation-based learning.

SIMULATIONS DEMONSTRATE REMARKABLE EFFECTIVENESS IN HIGH-STAKES INDUSTRIES



Healthcare



Aviation



Military

*Why, despite their proven effectiveness in high-stakes industries,
aren't educators embracing simulations for their preparation?*

Simulation-Based Experiential Learning

PRACTICE CRITICAL DECISION-MAKING IN A SAFE ENVIRONMENT

SchoolSims offers a transformative learning experience for professional development in public, private, and independent schools, as well as for future educators in colleges and universities. Simulations are a series of linked scenarios in a choose-your-own-adventure format, where we use both live actors and artificial intelligence to allow learners to experience the consequences of their decisions while bridging the gap between theory and practice.



HOW CAN SCHOOLSIMS BE USED?



Synchronously



Asynchronously



In-Person



Video Conference

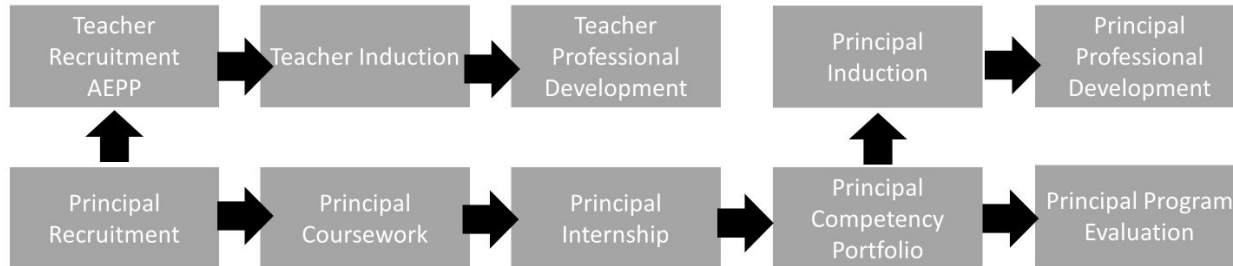
SchoolSims is a versatile educational tool that can be seamlessly integrated into various learning environments, offering educators and learners valuable experiences in decision-making and leadership skills development. Whether used synchronously in live classrooms, asynchronously for self-paced learning, in-person workshops, or via video conferences, SchoolSims adapts to meet educators' and students' unique needs and preferences, enhancing their ability to tackle real-world challenges in educational leadership effectively.



Liz Azukas, Ed.D.
Associate Professor
East Stroudsburg University



ESU Prep2Practice Grant





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Simulation Breakout Rooms



Breakout Room	Simulation Description
#1 Cultural Competency	This simulation places you, a month into your new position as principal of Waterside School, in a district experiencing significant shifts in demographics, which in turn leads to challenges balancing needs and perspectives of long-time residents with those of newcomers.
#2 Difficult Conversations with a Novice Teacher: Dress Code	As the principal of an elementary school, concerns from staff have been raised regarding the clothing being worn by one of your novice teachers. Before you are able to address this issue, additional concerns surface about this novice teacher's instruction.
#3 Supporting Student Identities	In this simulation, you will see what may seem like prejudice or bullying against the religious identity of one of the students. As a fourth-grade teacher, you will have opportunities to address the situation with the parents of the students involved, with your class, as well as with the principal.

EAST STROUDSBURG UNIVERSITY

COLLEGE OF EDUCATION

TEACHER LEADERSHIP: DYNAMIC DECISION-MAKING

Monday, March 18 • 5–8 p.m.
ESU Innovation Center

Join us for an engaging Professional Development (PD) session titled "Teacher Leadership: Dynamic Decision-Making." This session is designed to empower educators with the skills and knowledge needed to become effective leaders in the educational field.

(3) ACT 48 credit hours will be awarded to participants.

This PD session is ideal for teachers interested in enhancing their leadership and decision-making skills within the educational landscape. Don't miss this opportunity to grow as an educational leader and connect with like-minded colleagues. Join us for an evening of professional growth and networking.

WHAT TO EXPECT:

- ▶ **Insight from Experienced Leaders:** Hear from current and experienced school leaders who will share their wisdom, experiences, and success stories.
- ▶ **Networking Opportunities:** Connect and collaborate with exceptional educational professionals. Build a



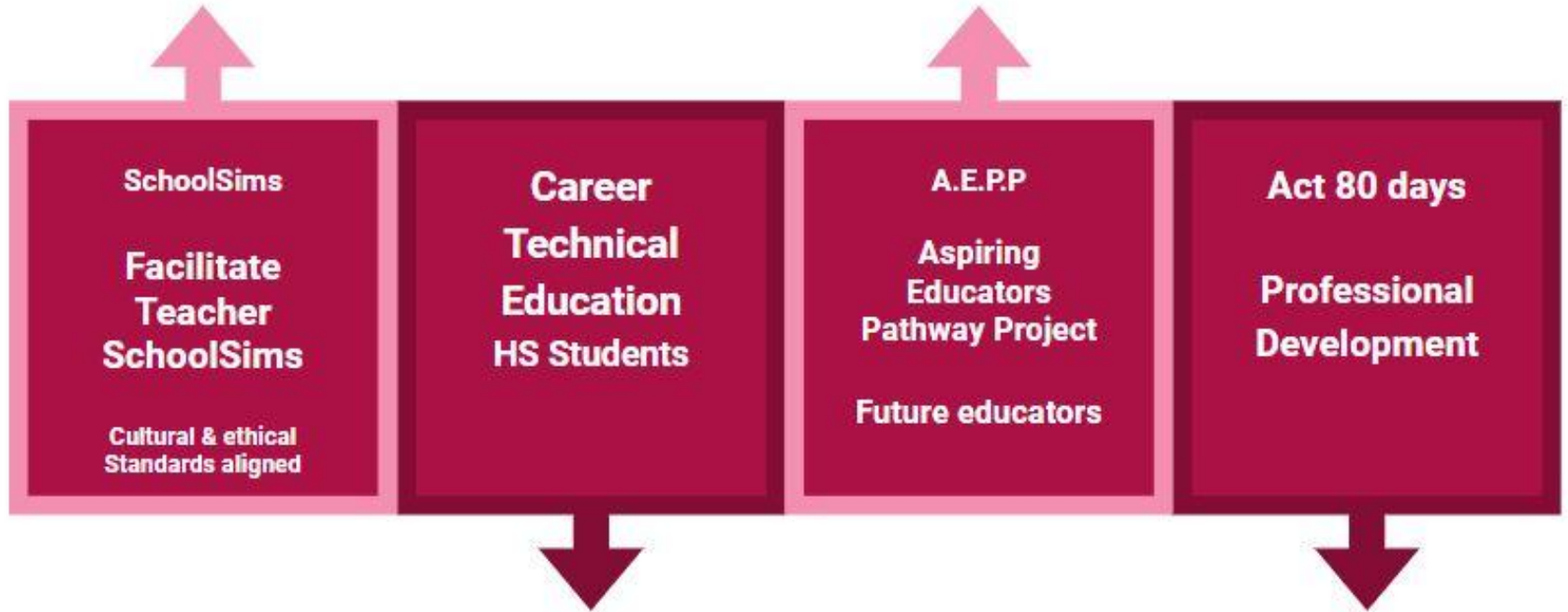
Debriefing



- What are your thoughts and feelings about the simulation experience?
- Can you describe a moment during the simulation that was particularly challenging or surprising?
- Did the Four Frames help you to understand the organization of your simulated scenario?
- Was the rational decision-making framework helpful in guiding your simulation choices?
- What is a leadership lesson that you learned from this scenario that can assist you in your real-world teaching and leadership roles?



Alison Newman, M.Ed.
Educator
Delaware Valley High School





Sara Dexter, Ed.D.
Associate Professor
University of Virginia

Assessment Day

Sims as Leadership Scenarios to Introduce “What are you getting yourself into?” :-)

Difficult Conversations: Dress Code

- Go to [https://...s](https://...)
& Click “Pause” button at the top
- **Demo:**
“Resources” and “Movement” keys
- **Instructions:**
You will have ~30 minutes to run through the sim. Strive to get to an ending at least 10 minutes before the end of class.
As you progress through the simulation consider the following guiding questions and discussion points with your partner.

Guiding Questions

DURING THE SIM,

1. Make your own choice, THEN
2. Discuss with your partner
 - What are the strengths and weaknesses of each choice?
 - What choice do you feel is least good? Make an argument FOR that choice.
 - What choice(s) is missing that you might have made in this case?
 - How do your different contexts inform your preferred choices?
3. Come to consensus and select that choice
4. Repeat steps 1 and 2 till an end
5. If there is time, run the Sim again making different choices

Guiding Questions

AFTER THE SIM

1. Which choices were the most difficult to agree on?
2. What aspects of the scenario generated the most interesting discussions?
3. What were some key take-aways from your discussion and from this Sim?





Trent Grundmeyer, Ed.D.
Associate Professor
Buena Vista University



Buena Vista
University



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).

Ed Sim ulations for Hire

Please review the below simulations and pick one that is most realistic in your district. As part of the interview process, the superintendent (principal hire) or school board (superintendent hire) will walk through the simulation exercise with each candidate. Interviewers should evaluate each candidate's response to the various issues in the simulation and compare how they would like to see the situation in comparison to how the candidate actually handled the situation. This exercise is designed to give the superintendent or school board a realistic look at the thought process, knowledge levels, and demeanor of interview candidates. The goal of the simulation exercise in the hiring process is to help realistically identify the candidate who is the best fit for the district.

___ Administrator: First Week On The Job

In this simulation, your role is an Administrator in the first week on the job. You will be faced with the need to manage various stakeholder groups, working to gain the trust and confidence of community members and district employees. You'll have to balance strategic direction with the shifting demands of daily issues. And you'll need to determine when to delegate and when to take ownership, and anticipating the broader impact of your actions.

___ Small School District Budget Crisis

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.

___ Student in Crisis

Suicide is a tough reality among our teens and, as such, an inevitable tragedy for our schools. This simulation focuses on supporting the school leader as he/she navigates a loss due to suicide. From the first moment of notification, through the nuances of sharing the news with your students, staff, and community, and into the days and weeks after the tragedy, the Sim helps define what considerations to make when crafting decisions that will impact your community on every level.



**Buena Vista
University**

Bias in the Hiring Process (GLS)

~45 minutes



In this simulation, you will play the role of the outgoing Superintendent at the Gunderson Community School District. The district is a 3-A system with 3500 students, 500 staff members, 4 Elementary schools, 1 Middle School, and 1 High School.

Due to your relatively short tenure as Superintendent, the Board wants a voice in the next high school principal hire. Now that the initial interviews have limited the field, they want to be involved.

Simulations for hiring



Simulations for retreats...



Buena Vista
University



Phillip Caldwell II, Ph.D.
Assistant Professor
Eastern Michigan University



Tell us about some of the innovative ways you are using the simulations in addition to using them as part of student coursework.

Our program design includes 3 distinct, yet interrelated cycles of learning experiences focusing on *funds of knowledge*, *problems of practice*, and *theories of change*. These cycles of inquiry represent the relationship between theory, education, and practice. **Funds of knowledge** might require a cycle of inquiry into one's school and school community, how it came to be, how it currently exists, etc. Leveraging the findings from this collaborative inquiry, a student during the **problems of practice** cycle would consider their approach to supporting and sustaining effective instruction, or strengthening relationships between various stakeholders. The third cycle of inquiry would emphasize developing a **theory of change** within schools grounded in democratic leadership.

Performance assessments have two distinct, yet interrelated parts: First, candidates complete a series of digital simulations throughout the program, demonstrating their knowledge, skills, and dispositions as they record and reflect upon leadership choices they make within the simulation. And second, candidates submit a written reflection that compares their experiences in two simulations. Assessments are scored with the rubric from the NELP Standards.



Phillip Caldwell II, Ph.D.
Assistant Professor
Eastern Michigan University



Tell us about some of the innovative ways you are using the simulations in addition to using them as part of student coursework.

Assessment 1: Following completion of EDLD 509A and EDLD 513, students register for Assessment 1: Community-based Leadership. Simulation 1A involves a playground incident in which a leader must resist hasty decision making and be deliberate about collaborating with parents in the student's best interest. Simulation 1B concerns a community partnership in which the leader must effectively implement a new technology intervention by balancing the needs of diverse stakeholders.

Assessment 2: Upon completion of EDLD 514, EDLD 515, and EDLD 517, students register for Assessment 2: Instructional Leadership. Simulation 2A is an instructional leadership scenario in a rapidly diversifying school. Simulation 2B requires the leader to plan a schoolwide instructional intervention utilizing federal ESSA funds. In Simulation 2C, the leader finds a student's cell phone with text messages planning an illegal activity off campus.

Assessment 3: Before students may enroll in their final 5 hours, they must complete Assessment 3: Ethical Leadership. Simulation 3A involves turning around a low-performing school with little support from the community and very few resources. In Simulation 3B, the leader must develop a new approach to budgeting in order to address shifting demographics (and tax base) in the district.



Michael Johaneck, Ed.D.
Senior Fellow
University of Pennsylvania



Program Overview: UPENN's Mid-Career Doctoral Program in Educational Leadership serves experienced P12 leaders from all across the country and its various sectors. Our cohort-based, three-year, in-person intensive doctoral program is intensely practice-centered, toward developing an inquiry stance leadership practice, and runs classes one weekend a month and one week each summer. We will begin recruiting our 24th annual cohort soon, which will start classes in July 2025.

What Sets Us Apart

1+1

Face-to-face learning in cohort-based classes that meet 1 weekend a month and 1 week a summer



Lifetime access to program supports, including writing and research coaches and professional mentors



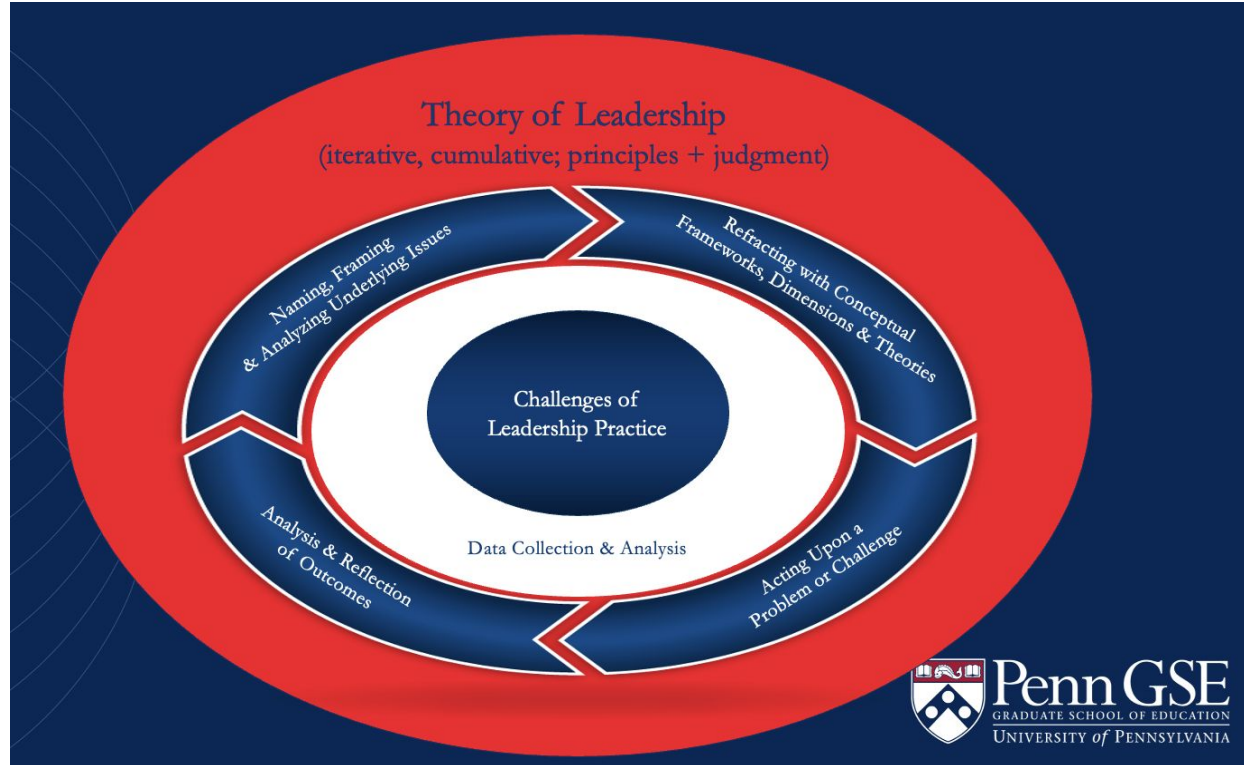
Ongoing and integrated network opportunities to lead in the wider field



Michael Johaneck, Ed.D.
Senior Fellow
University of Pennsylvania



Penn GSE
GRADUATE SCHOOL OF EDUCATION
UNIVERSITY of PENNSYLVANIA





Michael Johaneck, Ed.D.
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Use of Sims

Admission
process

Penn Educational Leadership Simulation Program
Learning from and building upon leaders' experiences tackling real-world challenges.

Drs. Julie King & Antonio Vance

The Judgment Project



Red Interamericana de Liderazgo Educativo

Inter-American Educational Leadership Network

Repositioning Educational Leadership

(a.k.a., *The Three Judgments*)



PANELIST QUESTIONS

1

How do simulations reveal student thinking and benefit program objectives?

2

What active participation do students show during simulations, and how does this improve program effectiveness?

3

How do simulations develop enduring skills and relationships that benefit program goals?

Q&A

RECEIVE SPECIAL PRICING

As a token of appreciation, registrants receive special pricing for the SchoolSims Library of Simulations for the upcoming school year.

Requesting special pricing now will give you early access to exclusive summer resources and ample time to explore the library and learn best practices for integrating simulations into your program.



<https://content.schoolsims.com/may-24-post-event>



SIMULATION 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
- Disruptive Teacher
- New Teacher Evaluation
- Academic Goal Setting
- Difficult Conversation: Race

TeacherSims

- Building Inclusive Classrooms: Affirming Diverse Families
- Building Inclusive Classrooms: Positive Learning Environment
- Facilitating Alignment (IEP)
- Parent-Teacher Conference
- Special Education: Annual Case Review
- Classroom Challenge: Learning Loss
- Managing Classroom Disruptions
- Star Athlete

CounselorSims

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



SIMULATION TOPICS

LeaderSims

- Equity-Focused
- Social Emotional Issue
- Difficult Conversation Focused
- Instructional & Operations Leadership
- Leading Change
- Student Safety & Security
- Counseling

TeacherSims

- Classroom Management
- Diversity Focused
- Special Education
- IEP Focused
- Student in Crisis
- Instruction Focused
- Parent Teacher Conferences
- Challenging Conversations



**THANK YOU
FOR ATTENDING!**

STAY CONNECTED



Webinar Agenda

- **Welcome and Introduction (3:00 PM - 3:10 PM)**
 - a. Opening remarks by Ken
 - b. A brief introduction to the webinar theme: "Beyond Professional Development: The Power of Simulations for Teacher and School Leader Recruitment and Admissions"
 - c. Guest Introductions
- **Panel Discussion (3:10 PM - 3:50 PM)**
 - a. Guest Remarks
 - b. Emphasis on the importance of simulation-based learning
 - c. Practical strategies for implementing simulations into recruitment and admissions processes
 - d. Interactive discussion among panelists
- **Q&A Session (3:50 PM - 4:00 PM)**
 - a. Audience questions and panelist responses
- **Closing Remarks (4:00 PM)**
 - a. Summary of key insights from the discussion
 - b. Invitation for further engagement or resources

Panelist Questions

1. Tell us about some of the innovative ways you are using the simulations in addition to using them as part of student coursework.

ELABORATE BY TALKING ABOUT

- a. How do simulations help make student thinking visible, and how is this useful to your program?
 - b. What kinds of engagement have you observed with simulations?
 - c. How do simulations enhance or allow students to demonstrate relational and durable skills, and how has this been useful to your program?
2. Would you like to share anything else about your organization's use of simulations that others may find helpful?