Round Table #5:
An Innovative Approach to Building Leadership Capacity for Equity Using Simulations

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To see more and to play a sample Simulation, visit the ELS website:

www.EdLeadershipSims.com
Simulation Titles:

- Difficult Conversations: Dress Code
- Academic year goal setting (Common Core)
- The Disruptive Teacher: Adult Bully
- Girls Basketball Coach: Angry Parent
- Post-Observation Meeting
- Board Relations: Superintendent
- Small District in Budget CRISIS
- Student Safety and Playground Protocols
- School-Based Budget Cut Decision-Making
- Student Untimely Death
- Community Partnerships – Digital Readiness
- Difficult Conversations: Race
- 1st Week for New Administrator
- Middle School Turnaround
- The Leadership Challenge (NYC)
- Social Media: Integrity in Community

Upcoming Titles:

- Equity: Discipline and Instruction (NYCLA & Wallace Found.)
- Equity: Inclusive Schools Community (NYCLA & Wallace Found.)
- Implementing ESSA: Leveraging ELL (NAESP & Wallace Found.)
- The Transgender Student (Drake U.)
- Cyber-bullying and Ethics (Auburn U.)
- Social Media & the Teacher Blog (PELS)
- Special Ed. IEP Team Meeting (PELS)
- Student Untimely Death (Day 2)
- “Boys will be Boys” – Security (Drake U.)
- Implementing Change: Redistricting (Gwinnett)
- Managing Conflict (Catholic U.)
- The Teacher Affair (Henry)
HOW ELS SIMULATIONS SUPPORT THE NEW PRINCIPAL STANDARDS

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Legend:
* = Topic touched upon
* = Topic represents the core of simulation
Leading

How does Simulation Provide Experience to Improve Decision Making?
Why use Simulation?

- We have far more data, evidence, and computer models to make decisions today, but that also means we have far more information overload and excessive choice proliferation. The number and complexity of choices seem to be growing beyond our abilities to analyze, synthesize, and make decisions. The acceleration of change reduces the time from recognition of the need to make a decision to completion of all the steps to make the right decision. ... **Many of the world's decision making processes are inefficient, slow, and ill informed.**

Why use Simulation?

• Assessment (Evaluation)
  What & How

  Vs.

• Development (Resilience)
  Why & When

"Knowledge is being aware of what you can do. Wisdom is knowing when not to do it."

“Good judgment is the result of experience. Good Experience is often the result of bad judgment.”
The Power of Experience

Core abilities: critical thinking, systems thinking, creative thinking

Value skills: decision making, problem solving, collaboration
Simulations and Lifelong Learning

Exhibit 1: Students require 16 skills for the 21st century

21st-Century Skills

Foundational Literacies
How students apply core skills to everyday tasks

1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy

Competencies
How students approach complex challenges

7. Critical thinking/problem-solving
8. Creativity
9. Communication
10. Collaboration

Character Qualities
How students approach their changing environment

11. Curiosity
12. Initiative
13. Persistence/ grit
14. Adaptability
15. Leadership
16. Social and cultural awareness

Lifelong Learning

Note: ICT stands for information and communications technology.
Tendency towards Mindlessness

Conscious Competence Learning Matrix

1 - Unconscious Incompetence
2 - Conscious Incompetence
3 - Conscious Competence
4 - Unconscious Competence

Noel Burch - Gordon Training International (Abraham Maslow)
Why use Simulations (Cont’d)?

![Spaced Practice Effects](chart.png)

- Spaced Learning Curve
- Normal Learning Curve
- Spaced Forgetting Curve
- Normal Forgetting Curve
- Reactivation Curve

**Practice**

- **Test**

Social Learning

How does Simulation Provide a Social Learning Experience to Improve Leadership Decision Making?
Your Dashboard

At various points in the simulation, your Dashboard (to the right) will give you a sense of the environment and level of positive engagement you have with Administrators, including the Superintendent, with Teachers, and with Parents. This will help you gauge the effectiveness of your decisions in terms of the needs and desires of these stakeholders. **Mouse over each of the three rows to see their labels.**

Click the "Current State" button below to see where you stand at the beginning of the school year.

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**Current State**

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If the dashboard light goes to amber, you've got some problems to deal with, as per Admin Satisfaction above.

The green dashboard light for Teacher Morale indicates a high sense of faculty satisfaction - no significant complaints.

The amber/green lights show you are in fairly good shape with regard to Parent Support, but there are areas for increased attention.

If the dashboard light goes to **red**, you've got significant problems to deal with.
Meeting with APs

You are meeting with your two APs, continuing to discuss teachers who are not following up with students who miss assignments. It seems like the higher levels of attendance have accentuated this problem. At the same time, you are still pushing for any remaining LTAs to return to school.

You have gotten some pushback from Karen, and expect to get more at today's meeting. As usual, your other AP, Kevin Turner, makes limited contributions to the conversation.
Addressing Class Sizes

Given the success of your improved attendance initiative, what will you communicate to teachers regarding class sizes for the second semester?

Pick the option below that would provide the most leverage:

1. You will consider reducing class sizes.
2. Class sizes are not changing - they are still under the contractual limit.
3. If teachers have issues with their class sizes they should communicate that to you directly.
4. Solicit what needs teachers have for support, such as professional development or push-in teachers, with the expectation that class sizes will not change.
Addressing Class Sizes

Given the success of your improved attendance initiative, what will you communicate to teachers regarding class sizes for the second semester?

Pick the option below that would provide the most leverage:

Your choice and option scores:
- You will consider reducing class sizes.

Other Choice(s):
- Solicit what needs teachers have for support, such as professional development or push-in teachers, with the expectation ...
- If teachers have issues with their class sizes they should communicate that to you directly.
- Class sizes are not changing - they are still under the contractual limit.

While you may want to consider reducing class sizes, this response does not communicate the limitations you are working within. You need to also help teachers understand and adapt to those limitations while taking responsibility for each student's success.