



Information Regarding the Student Situation
PPEERS 4 Interview Day
INFORMATION FOR ASSESSORS

Student Situation Debrief:

This simulation is designed to assess: 1) ability to stay calm and unflustered; 2) ability to respond to the unexpected; 3) conflict resolution skills; 4) student-centeredness; 5) attention to equity issues; 6) reflection skills.

Here is the information provided to Candidates:

Situation Overview

You are the principal of Wakefield Elementary (K-5). According to Kindergarten Teacher Patricia Boggs, while you were at a district principals' meeting yesterday, kindergartener Keshon Pinnix (pictured) swiped his arm across his desk, sending materials flying. Then he flipped his desk and, when addressed by the teacher, told her she's not the boss of him. Because you were out of the building (and there is no AP), Ms. Boggs reached out to School Counselor Jessie McCoy for help. McCoy removed Keshon from the classroom, got him calmed down, talked through what happened, and returned him to the classroom about 40 minutes after the incident occurred. Because Keshon has had similar outbursts in class previously, you have asked McCoy and Boggs to meet with you to debrief the situation and identify strategies for moving forward.



Directions: Facilitate a conversation between Ms. Boggs and Ms. McCoy. Be sure to debrief the situation and identify strategies for moving forward. Be ready for anything. Note the discipline data below. Here is a link to the MTSS information you were provided prior to Interview Day.

Wakefield Elementary 2021-2022 (to date) Discipline Data

	# of Students in School	# Office Referrals	# In-School Suspensions	# Out of School Suspensions
White Students	112	34	5	0
Black Students	95	67	19	3
Hispanic/ Latinx Students	90	29	9	1
Asian/Pacific Islander Students	5	0	0	0
Mixed Race/Other Students	20	5	2	1
Total Students	322	135	35	5

Note: After you complete the debrief conference, you will be asked a series of reflective questions.

Format:

The first part of the simulation (~8 min.) will involve the Candidate, in the role of principal, debriefing the situation involving Keshon with the teacher and counselor.

The second part of the simulation (~12 min.) will involve the assessors asking the Candidate the reflection questions that appear below.

A Note about the Discipline Data:

In this simulation, Keshon Pinnix is a Black male student. The broader context of discipline at Wakefield Elementary is a relevant backdrop to this simulation. The discipline data reveals inequities by race, as reflected in the table below (see blue shaded columns). The figures highlighted in orange indicate over/under representations by race. For example, White students reflect 34.8% of the student population but only 14.3% of ISS and 0% of OSS. Conversely, for example, Black students represent 29.5% of the student population but 54.3% of ISS and 60.0% of OSS. While Candidates are not necessarily expected to surface these inequities during the conference; they should take care not to further contribute to them by potentially suspending a kindergarten student, as opposed to using the MTSS process (and broader work with teachers on equity, implicit bias, etc. that is beyond the scope of this simulation) to better meet the student's needs.

Equity Analysis of Discipline Data

	# of Students in School/ % of school population	# Office Referrals/ % of office referrals	Referral Difference (% of total referrals - % of population)	# In-School Suspensions	ISS Difference (% of total ISS - % of school pop)	# Out of School Suspensions	OSS Difference (% of total OSS - % of total pop)
White Students	112	34		5		0	
	34.8%	25.2%	-9.6%	14.3%	-20.5%	0.0%	-34.8%
Black Students	95	67		19		3	
	29.5%	49.6%	20.1%	54.3%	24.8%	60.0%	30.5%
Hispanic/Latinx Students	90	29		9		1	
	28.0%	21.5%	-6.5%	25.7%	-2.2%	20.0%	-8.0%
Asian/Pacific Islander	5	0		0		0	
	1.6%	0.0%	-1.6%	0.0%	-1.6%	0.0%	-1.6%
Mixed Race/Other	20	5		2		1	
	6.2%	3.7%	-2.5%	5.7%	-0.5%	20.0%	13.8%
Total	322	135		35		5	

ACTOR INFORMATION

COUNSELOR (Ms. McCoy)

As the counselor, you have been asked to attend this conference with the principal (Candidate) and the teacher, Ms. Boggs (played by a fellow actor). Play your part as the counselor in this conference, taking the stances that are described below. Expect for the teacher to be angry about how you handled the situation with Keshon.

Information about the Counselor's Position: Ms. McCoy feels that her role is to help students identify their emotions and learn how to make good choices. She further believes her role is to identify underlying root causes for students' behavior so that they can be resolved. She feels strongly that her role should not involve disciplining students.

TEACHER (Ms. Patricia Boggs)

As the teacher, you have been asked to attend this conference with the principal (Candidate) and the counselor, Ms. McCoy (played by a fellow actor). Play your part as the teacher in this conference, taking the stances that are described below.

Teacher Info: You are angry about this situation and how it was handled by the counselor. You feel that Keshon's behavior warrants suspension and that he should NOT have been allowed back in class. Further, you feel that "a firm hand and a tight leash" are what Keshon needs and that anything else will just coddle him and lead to further disruptions to the learning environment.

Note: Please keep in mind that these are *Candidates* for the PPEERS program and not *Interns*. This is not Performance Learning Day, when we ask the actor to ramp up anger/hostility in response to poor leadership moves. Be angry, but keep it a low simmer as opposed to explosive anger. Note that we are NOT assessing for skill in de-escalating a situation, so please avoid escalating. 😊

REFLECTIVE QUESTIONS

Reflective Questions for After the Conference:

Tell the Candidate: Take a moment to breathe and reflect on the conference you had with the teacher and counselor. (Give Candidate a minute to think.) Then, ask these questions:

1. What did you want to accomplish with this conference?
2. To what extent did you accomplish that?
3. What went well in the conference?
4. What leadership moves did you make that helped the conference go well?
5. What didn't go well?
6. What leadership moves did you make that contributed to something not going well?
7. If you could do this conference again, what would you do differently?
8. What have you learned from this experience?
9. What is one question that you have for us?