Agenda, EDAD 6010/EDAD 6020

Thursday, June 21, 2018 Class Sessions

Principal Preparation Program

Waverly Junior High School

1. Organizational change:
* Examine the document titled “Six Secrets of Change by Michael Fullan
* Watch a portion of a video titled Managing Change, with Fullan
* Related tasks:
* Identify the meaning of organizational change.
* Identify the aspects of change which may be the most difficult for an educational administrator.
* Share with the cohort and the listserv what seems worthy of remembering from the document and video.
1. Presentations for Tuesday, June 26
* Topics and presenters:
* Burke – Angelica Gamon, Brittany Holsinger, and Samantha Howell, and Amanda Luttrell,
* Deming and the Red Beads – Jessica Orr, Ian Snyder, Molly Sylvia, and Dustin Tyler
* Dufour and Eaker – Brandy Bruce, Tony Gilman, and Dakota Taylor
* Glasser – Saretta Jackson, Mary Matney, and Danielle Ramage
* Senge – Ashton Miller, Nicholas Turon, and Codie Ward
* Directions:
* Each presentation should be approximately 25 minutes in length.
* Each member of a group should have a “talking” part in the presentation.
* The presentation should be focused upon being a learning experience.
* The distribution to the members of the class, including the instructor, of an outline of the presentation would probably contribute to their learning experience.
* Involvement of the non-members of the group in the learning experience could be helpful.
* For that matter, the presentations should embrace the notion that learning can be fun and entertaining; not necessarily dry and boring. In other words, you are expected to use your best instructional skills in order that your colleagues have an effective learning experience.
* After the presentations have been completed, the students will be expected to craft and submit to the instructor reflections of four of the presentations, the exception being the presentation in which they participated.
1. Intersections:
* You, the members of the cohort, will be expected to place on multi-pages of large white paper and/or on a computer screen, a schematic of the results of your efforts to identify as many meaningful intersections as possible.
* Then the members of the cohort, as a group, will be expected to explain the schematic.
* Each of the members of the cohort will also be expected to make a short, 5 minute, oral presentation on Thursday, June 28 in which an intersection is described and explained.
* These presentations should be organized and presented in as creative of a manner as possible.
* A written summary of each presentation should be developed and copies should be made and distributed to each of the participants, including the instructor.
* A drawing will occur today, June 21 for the identification of intersections, which each class member will be expected to address.
* After the presentations and during the class session, each member of the cohort will be expected to develop a written reflection of the presentations. The reflection should be made based upon the four perceptual lenses, i.e., human, political, symbolic, and structural as developed by Deal and Peterson.
1. Examine human behavior, particularly in a school setting:
	* Theoretical belief constructs:
* Weimer’s causality attribution theory:
* Do you have more of an internal or an external locus of control?
* In what manner does your locus of control influence your behavior?
* What aspects of your locus of control will you need to consider as an administrator?
* Dweck’s ability theory:
* Do you subscribe more to ability being stable or incremental?
* Which perspective do you think is prevalent among the teachers in your school?
* If your perspective differs from the staff of the school in which you become a principal, in what manner will you deal with the difference?
* Matters of equity, Greenberg:
* As an administrator what form of attention will you need to give to matters of equity?
* Do you think that your direct reports will want equity and do you perceive that such an expectation represents a good idea?
* For example, you might ask the direct reports if they want to receive equitable treatment with their colleagues.
* Then, you might ask them to describe equity.
* Finally, you might ask them if you should only give them special consideration when you are able to do the same for the other staff members.
* Vroom’s expectancy theory:
* Describe instrumentality and valence as they apply to expectancy theory and particularly to motivation.
* How might you use instrumentality and valence to enhance motivation among the staff once you become an administrator?
1. Pursue another temperament/type inventory as time permits.
2. Visit with past Program Graduates, particularly with the objective of attempting to pursue the Principal Preparation Program to obtain your professional objectives.
3. Identify individually items that were studied and hopefully learned this week and send them to the instructor.
4. Hope you have a pleasant weekend.