Agenda, EDAD 6010/EDAD 6020

Tuesday, June 26 and Thursday, June 28 2018 Class Sessions

Principal Preparation Program

Library, Waverly Junior High School

1. Tuesday:

* Preparation time for small group presentations
* Small group/topic presentations:
* 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
* Reminders:
* 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.
* An outline of the presentation should be distributed to the members of the class, including the instructor, prior to the presentation.
* 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 are expected to craft and submit to the instructor reflections of four of the presentations, the exception being the presentation in which they participated.
* The instructor will sit in the back of the library and take notes during the presentations.

1. Human behavior (continued):

* Self-efficacy theory; what is the relevance to the work of a school administrator of:
  + A person’s judgement about her/his capability to organize and execute a source of action that is required to attain a certain level of performance (Bandura)?
  + The source of efficacy, efficacy itself, performance, and the consequences of efficacy?
  + Which aspect(s) of Senge’s Fifth Discipline aligns with a self-efficacy?
* Hoy, Hoy, and Goddard, collective efficacy theory, what:
* Is the difference between self- and collective efficacy?
* Is the relevance of collective efficacy to the work of a principal?
* Intrinsic and extrinsic motivation: under what circumstances would you recommend that an administrator strive for:
* Intrinsic motivation among students, parents, teachers, administrators, and other stakeholders?
* Extrinsic motivation among students, parents, teachers, administrators, and other stakeholders?

1. Organizational change:

* 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. Prepare for the Thursday morning intersection presentations.
2. Engage, as time permits in a behavioral characteristics instrument.
3. Intersection Presentations:

* Coercive - political - extrinsic – Angelica Gamon
* deCharms’ - Professional Structure - Intellectual Stimulation - Jessica Orr
* Extrinsic - Political - Informational Power – Saretta Jackson
* Garbage Can - Political - Laissez-faire – Tony Gilman
* Individualized Consideration - Servant Leadership - Intrinsic motivation – Molly Sylvia
* Inspirational Motivation - Change-Oriented - Symbolic – Dakota Taylor
* Leaders - Transformational - Human Resources – Brandy Bruce
* Leadership - Management - Extrinsic - Intrinsic – Amanda Luttrell
* Managers - Transactional - Structural – Ashton Miller
* Natural systems - relations oriented - professional structure – Samantha Howell
* Nomothetic - idiographic - professional structure – Danielle Ramage
* Nomothetic - rational - manager – Ian Snyder
* Relation-oriented - servant leadership - natural system – Dustin Tyler
* Reward power - contingent rewards - pawns - extrinsic – Mary Matney
* Symbolic - inspirational motivation - referent power – Codie Ward
* Transformational - internal locus of control - shared leadership – Nicholas Turon
* Weberian - Micromanaging - task-oriented – Brittany Holsinger
* Reminders:
* 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.
* Other intersections can be included with each of those listed above.
* The 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 distributed to each of the participants, including the instructor, prior to each presentation.

1. Engage in a “victory” luncheon