A**ssignments, Southern Section, Principal Preparation Program, Fall Semester, 2018**

**EDAD 6425, the Role of the Principal in Instruction and Learning, and**

**Other Related Program-Based Topics**

1. *Introduction*: You will find below assignments, which pertain to the role of administrators with instruction and learning and other program-based topics. The primary topics include: (a) behavior, (b) climate, (c) conflict management, and (d) the behavioral, cognitive, and constructivist aspects of instruction and learning. The papers for the assignments are relatively short in length, but hopefully meaningful to your preparation as an administrator.
2. *Climate-based assignment:*
3. Introduction: The climate of an organization is like its personality. An administrator is served to work in an organization with a healthy climate, i.e., personality. So knowing the status of the climate is important, particularly if an administrator wishes to address dysfunctional aspects of the climate in a proactive manner. The technical core of the organization can be more effectively addressed in a healthy climate.
4. Directions: You are expected to interview in a face-to-face manner at least five stakeholders, (e.g., administrators, teachers, classified employees, students, parents, and the like, of your organization (e.g., school). You are encouraged to select different forms of stakeholders. You should ask the following questions (which are from Hoy & Miskel in which a chapter is devoted to the topic of climate):
* At the end of a typical meeting, everyone …
* Around here, the real basis for reward …
* Around here, control of students …
* Around here, decisions are reached through …
* Around here, risk-taking …
* Around here, differences of opinion are handled by …
* Around here, achievement standards …
* Around here, we handle problems by …

Then you should develop and submit a two-page paper. The first section should contain a general description of the individuals who were interviewed and the reactions that they offered. This section should be one-page in length and should be **labeled**.

Then you should analyze and offer suggestions about the reactions of the stakeholders. You should attempt to use the theoretical concepts and applications, which you have studied since beginning this program, for the development of the analysis and recommendations. The analysis should be rich in content, containing more substance than that the reaction of a stakeholder is “good” or “bad.” This section should also be one page in length and should be **labeled**.

More weight will be given in the evaluation to the analysis section than the description section.

1. Due date: The paper is due on Monday, September 10.
2. Manner in which the assignment should be submitted: As a Word document attached to an email message which is sent to me at larsonw@ohio.edu and copied to Robin at boydr@ohio.edu.
3. *Learning-based assignments (behavioral, cognitive, and constructivist)*:
4. Introduction: The second chapter of the Hoy & Miskel text is titled the “The Technical Core.” The title reflects a designation made by the famous sociologist Talcott Parsons that organizations have three dimensions, “technical, managerial, and institutional.” In this context, Parsons proposes that the technical represents the “product” of the organization, which for a school would be instruction coupled with the learning that is experienced by the students. Hoy and Miskel suggest that learning occurs when a meaningful change occurs to a student’s knowledge or behavior.

Hoy and Miskel further focus upon three theories of learning, i.e., behavioral, cognitive, and constructivist. Instruction and learning can be approached with a concurrent use of more than one of the approaches. In other words, they are not necessarily exclusive of each other. They have roots in the leadership and organizational theories, which you have studied.

Behavioral learning is described, in Hoy & Miskel, with an examination of “consequences,” “antecedents,” and the teaching applications of the behavioral approach, including functional behavioral assessments, learning objectives, and direct instruction.

Cognitive learning, according to Hoy & Miskel, pertains to such topics as general knowledge, domain-specific knowledge, declarative knowledge, procedural knowledge, conditional knowledge, forms of memory (including sensory, working, and long-term), and the related teaching applications including highlighting, taking notes, visual tools, and mnemonics.

Constructivist learning is addressed by Hoy & Miskel with consideration of the forms of constructivism, including psychological/individual constructivism, Vygotsky’s social constructivism, radical constructivism; the manner in which knowledge is constructed; whether knowledge is general or situated; and finally the teaching applications of constructivism, including inquiry and problem-based learning, cognitive apprenticeships, and cooperative learning.

1. Value of understanding behavioral learning, cognitive learning, and constructivist learning: Once you become an administrator, you will be expected to exhibit understanding of instruction and learning. You probably will **not** be able to acquire knowledge of all the various disciplines, (e.g., fine arts, language arts, mathematics, social science, and science). However, you can exhibit cross-discipline expertise if you understand the basics of instruction and learning. For example, you can examine the quality of learning in art, calculus, music, and physics classes, without knowing the specific dimensions of each of the disciplines. In fact, you can engage in the evaluation of teachers based upon whether the students are engaged in learning.
2. Directions: You are to examine your school/organization’s approaches to instruction and learning using behavioral, cognitive, and constructivist learning.

You should submit three, two-page gap-analysis recommendation papers, one for each of the learning approaches. On the first page, you describe the degree to which your organization/school does and does not use the approach to learning that is being examined. On the second page, you should offer your evaluation /recommendation of changes that might be made in order to improve the use of the approach to learning, which is being examined. Again, the analysis section should reflect the insights that you have developed in the program. You should offer more than references to “good” and “bad” practices.

Each of the two sections should be **labeled**. More weight will be given in the evaluation to the analysis section than the description section.

1. Due dates:
* The behavioral learning paper is due on Monday, September 24
* The cognitive learning paper is due on Monday, October 8
* The constructivist learning paper is due on Monday, October 22
1. Manner in which the assignments should be submitted: As a Word document attached to an email message which is sent to me at larsonw@ohio.edu and copied to Robin at boydr@ohio.edu.
2. *Behavioral-based assignment*:
3. Introduction: Hoy & Miskel offer relevant theories and applications about behavior in Chapter 4, which is titled *Individuals in Schools*. While the contents of the chapter pertain primarily to schools, they are relevant to individuals who work in other organizations.

The first two categories are labeled as “needs” and “beliefs.” The needs theories are identified as (1) basic needs, (2) needs and worker satisfaction, (3) needs for achievement, and (4) needs for autonomy. The belief theories are identified as (1) beliefs about causality or attribution theory, (2) beliefs about ability, (3) beliefs about fairness, equity theory, (4) beliefs about outcomes, expectancy theory, and (5) beliefs about capabilities, self-efficacy theory.

1. Directions: You are to choose and develop a one-page paper regarding one of the needs theories (excluding the basic needs theory) and three of the belief theories.

Each of the one-page papers should contain two sections (each approximately a half page in length), which should be labeled. In the first section of the paper, you should describe your reaction to the theory, (e.g., do you agree with the theory and the rationale for your perspective). In the second section, you should offer the manner in which you might use the theory as an administrator. More weight will be given in the evaluation to the analysis section than the description section.

1. Due dates:
* Paper on basic need theory: Monday, October 29
* First paper on belief theory: Monday, November 5
* Second paper on belief theory: Monday, November 12
* Third paper on belief theory: Monday, November 19
1. Manner in which the assignments should be submitted: As a Word document attached to an email message which is sent to me at larsonw@ohio.edu and copied to Robin at boydr@ohio.edu.
2. *Conflict-based assignment*:
3. Introduction: Administrators are expected to address conflicts on a regular basis. While some aspects of conflict management might be labeled as being “common sense,” there are strategies which can enhance an administrator’s effectiveness. One strategy is for an administrator to know the manner in which she/he reacts to conflict, e.g., flight, fight, or be strategic. In fact, one of the chapters of Hoy and Miskel addresses Hoy & Miskel.

Directions: You will participate in a conflict-based activity. You are also expected to read the book *Getting Past* No by William Ury, which is a relatively quick and easy read. You are expected to create and submit a two-page reflection of your reactions to the conflict-based activity and the applicability of the content of Ury’s book. The paper should have two labeled sections, each approximately a page in length. The sections are: (1) your observations of the activity and the book, and (2) your reflections regarding their applicability to conflict in your school. More weight will be given in the evaluation to the reflection section than the observation section.

1. Due date for the assignment: by midnight Monday, December 3
2. Manner in which the assignment should be submitted: As a Word document attached to an email message which is sent to me at larsonw@ohio.edu and copied to Robin at boydr@ohio.edu.