Agenda, Chillicothe/Southern

Principal Preparation Program

Saturday, September 15 Seminar

Library, Waverly Junior High School

1. *Observations, questions, suggestions:*
* Might you have locally, state, or federally-based observations about education, particularly educational administration? For that matter, do you have questions or suggestions about this program?
1. *Formative quiz:*
2. *Climate-based assignment*:
* Might you work in small groups to discuss and report the experiences that you had with the climate-based assignment?
* For example, you could report:
* What were your reactions to the answers that you received from the stakeholders to the prompts?
* How will the reactions, which you received, guide your work as a principal or other form of administrator?
* What went right with the project?
* What would you approach differently if doing the project again?
* Do you have suggestions for the instructor regarding the manner in which the project should be framed in the future?
* Please designate a reporter to the class and recorder to send the outcomes of your discussion to the listserv.
1. *Review of the requirements to obtain an Ohio principal’s license:*
	1. Earn a master’s degree from an accredited university;
	2. Complete the university’s [approved principal preparation program](https://www.ohiohighered.org/education-programs/program-finder);
	3. Receive a recommendation from the dean or head of teacher education at the institution where the candidate completed the principal preparation program;
	4. Successfully complete the [Ohio Assessment for Educators](http://www.oh.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html) licensure exam #015, Educational Leadership, prescribed by the State Board of Education; and
	5. Have two years of successful teaching experience with students of the ages and grade levels for which the principal license is sought.
2. *OAE*:
* As you aware, you will need to pass the Leadership version of the Ohio Assessments for Educators (OAE) to obtain a principal’s license.
* Information regarding this version of the assessment can be found at <http://www.oh.nesinc.com/TestView.aspx?f=HTML_FRAG/OH015_TestPage.html>.
* According to the Assessment Design and Framework <http://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_OBJ_015.htm> there are four domains on the assessment. They are (a) visionary and inclusive leadership, (b) student learning, (c) systems for capacity building, and (d) resource management and educational law.
* *Upon which of the domains are you particularly focused this semester?*
* *Building upon your expertise and skills as a teacher, what would recommend that should be done to prepare for the domain?*
* *Please designate a reporter to the class and recorder to send the outcomes of your discussion to the listserv.*
* Ancillary matters:
* You are encouraged to take the assessment toward the end of or after the two-year program.
* You should be best prepared for the assessment at that time.
* If you take the assessment early and do not obtain the cut-score or higher, the failure will be recorded on your record at ODE and OU.
1. *Program of study (POS):*
	1. You will receive today a Program of Study.
	2. The purpose of the POS is to create a document that reflects the **course** requirements to obtain a Master’s Degree in Educational Administration and/or a Ohio principal’s license.
	3. Please review the POS for accuracy. If you find an error, please write a note on the document. Otherwise, please sign the POS.
	4. After you have signed the POS, today or the next session, I, as your instructor, will sign the document.
	5. Then the POS will be submitted for the signature of the Educational Studies Department Chair.
	6. After the signatures are complete, the POS will be placed on file in the Patton College of Education.
	7. When you apply to graduate or for a principal’s license, the POS will be the document that will be used to determine if permission should be granted or denied.
2. *The Technical Core--Learning:* What two things (one or both) need to happen in order to have learning?
* A change in knowledge or behavior—*how can you place this definition in your long-term memory?*
	1. Behavioral approach:
* The instructional aspects of the behavioral approach to learning are used frequently, probably far more regularly than the constructivist approaches, which are not completely exclusive of each other, but somewhat different at least in spirit.
* Behavioral approaches include matters, of which you are likely aware and use, such as consequences, reinforcements, punishment, antecedents, learning objectives, and direct instruction.
* Criticism has been offered regarding the behavioral approach and direct instruction, suggesting that they are *based upon lower-level objectives and traditional teaching methods, ignore innovative models, and discourage students’ independent thought and actio*n. However, others argue that evidence exist to support the behavioral approach and direct instruction, particularly for the obtainment of *specific skills and behaviors* (Hoy & Miskel, p. 55**)**.
* See <https://www.youtube.com/watch?v=KYDYzR-ZWRQ>.
* *When visiting a classroom as a principal, in what circumstances might you witness the appropriate use of the behavioral approach?*
	1. Cognitive perspective:
* Regardless of the approach being used, behavioral and/or constructivist, an understanding and utilization of the cognitive perspective can be helpful.
* Two aspects of the cognitive approach, which seem worthy of our attention are:
* Working memory, its ingredients tends to be short term/*fragile* and need reinforcement/*activation* frequently, maybe every 20 seconds.
* One form of reinforcement is rehearsal, which includes repeating the information in your mind, such as used in association techniques.
* Another form of reinforcement is chunking, which involves placing things to be remembered into groups, as opposed to trying to remember them separately.
* Long term memory
* Possibly a source of working memory
* Unlimited capacity
* Episodic—things from our personal life
* Procedural—ways to do things
* Semantic—obtainment of meaning, including images (actual structures) and schemas (abstract)
* Storage—elaboration, organization, and context
* See <https://www.youtube.com/watch?v=qyqgTThid00>.
* *Why is an understanding and application of the concepts of working memory and long-term memory helpful with the obtainment of effective instruction?*
	1. Constructivist approach:
* The name reflects that students engage in the construction of their own learning experiences.
* For this reason, the students are engaged in the components of Bloom’s taxonomy, such as synthesizing, analyzing, and creating.
* See <https://www.google.com/search?q=Bloom+taxonomy&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjugbujnvzOAhVD2oMKHTXCAPMQsAQILA&biw=1398&bih=803>.
* Also see <https://www.youtube.com/watch?v=PqNt19kg37w>.
* *When visiting a classroom as a principal, in what circumstances might you witness the appropriate use of the constructivist approach?*
	1. Discussion and report: Please work in small groups to address the questions found above, which are in *italicized* print. Please also designate a reporter and recorder. The reporter should report the outcomes to the entire cohort and recorder should send the results of your discussion to the listserv address.
1. *Lunch*
2. *Engagement with Melissa Colyer regarding instruction and learning, particularly for students with special needs:*
	1. Melissa is a beginning principal of the Center for Alternative and Progressive Education (CAPE) Alternative School of the South Central Educational Service Center (ESC).
	2. Prior to this new experience, Melissa has been the Special Education Director, Athletic Director, and Teacher of the Green Local School District.
	3. Melissa has regularly been an Instructor of Special Education courses at Marshall University and Ohio University.
3. *Jean Anyon’s “Social Class and the Hidden Curriculum of Work”*
* Anyon’s article can be found at < <http://www1.udel.edu/educ/whitson/897s05/files/hiddencurriculum.htm>>.
* You were asked at the time that this agenda was sent to you to read the article prior to the class session.
* *Might you discuss in small groups the essence of Anyon’s article, particularly as it pertains to (a) Working Class Schools, (b) Middle-Class Schools, (c) Affluent Professional Schools, and (d) Executive Elite Schools?*
* *Might you work in small groups to identify from the content of the article what you might use as a principal to guide instruction and learning in your school?*
* Please also designate a reporter and recorder. The reporter should report the outcomes to the entire cohort and recorder should send the results of your discussion to the listserv address.
1. *What is the relevance of human behavior to the role of a principal as an instructional and learning leader?*
	1. An understanding of the manner that folks behave is critical to the manner in which they learn.
	2. According to attribution theory, folks have either an internal (ability and effort) or external (difficulty and luck) locus of control.
* If individuals have an external locus control, they typically would see little use in extending the effort to engage in learning, as they would perceive that their fate had already been determined.
* See <http://study.com/academy/lesson/attribution-theory-and-the-principle-of-locus-of-control.html>.
	1. Some teachers, students, and parents perceive that ability is stable and others view it as being incremental.
* The perceptions can have an immense influence on their motivation to learn.
* See <http://www.slideserve.com/devon/carol-dweck-stanford-university>.
	1. Some teachers and students are achievement-oriented, which means that they are motivated to achieve.
* While these individuals are typically enormously good workers, they will often shut down if they feel that they cannot achieve.
* See <http://study.com/academy/lesson/acquired-needs-theory-need-for-acheivement-power-affiliation.html>.
	1. Expectancy theory suggests that folks will be motivated if they perceive that their work will be rewarded and valued.
* See <http://study.com/academy/lesson/vrooms-expectancy-theory-of-employee-motivation.html>.
	1. Efficacy theory suggests that folks will be motivated if they perceive that they are capable of addressing the expected work.
* See <http://study.com/academy/lesson/self-efficacy-definition-theory-quiz.html>.
	1. Equity theory suggests that folks will be motivated if they perceive that they are being treated fairly.
* See <http://www.bing.com/videos/search?q=Equity+Theory+Maslow&&view=detail&mid=9B7CFA867B951B7125099B7CFA867B951B712509&FORM=VRDGAR>.
	1. Hygiene factors and motivators suggest that dissatisfaction will be avoided if the factors are addressed and that addressing motivators can increase intrinsic motivation.
* See <http://study.com/academy/lesson/herzbergs-two-factor-theory-hygiene-factors-motivation.html>.
	1. Extrinsic motivation involves rewards and punishment, while intrinsic motivation is self-propelling emerging from curiosity and interest.
* See <http://study.com/academy/lesson/intrinsic-and-extrinsic-motivation-in-education-definition-examples.html>.
	1. *How would you use each of these theories to increase learning in the school in which you are a principal?*
	2. Discussion and report: Please work in small groups to address the question found above. You should address each of the theoretical constructs described above. Please also designate a reporter and recorder. The reporter should report the outcomes to the entire cohort and recorder should send the results of your discussion to the listserv address.
1. *Expectations for the program, the instructor, and the students in the cohort individually and collectively.*
	1. You developed in the summer a list of expectations.
	2. You updated the listing at the first fall semester session (Saturday, August 25).
	3. You will find attached an updated listing.
	4. If you have additional suggestions, please share them with me.
2. *Debriefing***:** What
	1. Did you learn during today’s seminar?
	2. Are you going to do between now and the next session?
3. *Closing*: Please:
	1. Finalize and place the debriefing form in your envelope.
	2. Return your name tent to the envelope.
	3. Place in the envelope a piece of paper with any questions for the instructor or the administrative assistant in the envelope.
	4. Leave the library as you found it.