Agenda, Chillicothe/Southern

Principal Preparation Program

Saturday, October 6th Seminar

Library, Waverly Junior High School

1. *Observations, questions, suggestions:*

* Might you have locally, state, or federally-based observations about education, particularly educational administration?
* Has anything, administratively-related, occurred in your school or district that you would share with the cohort and request its relations?
* Do you have any reflections about the operation of a school or district, which you would share with and gain the reactions of the members of the cohort?
* For that matter, do you have questions or suggestions about this program?

1. *Formative quiz:*
2. *Learning*
   1. We are studying behavioral, cognitive, and constructivist learning in order that you as a teacher now and as an educational leader later can understand and then exhibit/model instruction that contributes to learning.
   2. After all, the desired outcome of instruction is learning.

* I tend to become somewhat “crazy,” when a teacher exclaims that he/she taught the information and the blame belongs with the student if she/he did not learn it.
  1. Two primary aspects of cognitivism, of which I am certain that you are aware, are short and long term memory. See < <http://www.expertlearners.com/cip_theory.php>>.
  2. An obvious objective of instruction, which is sometimes obtained and other times not obtained, is that the information and skills that are being transmitted will end up in a student’s long term memory.
  3. Some factors enhance and other factors detract from the transformation of information to long term memory.
  4. For enhancers, see:
* 10 Strategies to Enhance Students’ Memory at < <http://www.readingrockets.org/article/10-strategies-enhance-students-memory>>.
* Holding Information in Mind: Impact on Long Term Memory at < <https://www.allkindsofminds.org/holding-information-in-mind-holding-information-in-mind-impact-of-long-term-memory>>.
  1. For enhancers and detractors, see:
* Long Term Memory at < <https://en.wikipedia.org/wiki/Long-term_memory>>.
  1. For detractors, see:
* Factors that Inhibit the Learning Process at < <https://coggle.it/diagram/WdyAz2gXiQABPLyF/t/factors-that-inhibit-learning-process>>.
* Human Factors that Inhibit Learning at < <https://www.flightliteracy.com/human-factors-that-inhibit-learning/>>.
* Learning Smart at < <http://smartisstudy.blogspot.com/2010/05/factors-that-inhibit-learning.html>>.
  1. Might you break into small groups, discuss the implications of cognitivism on learning (particularly short and long term memory) using the six articles mentioned above? Might one member of each group send the outcomes of the discussion to the listserv and another member be prepared to report the outcomes to the entire cohort?

1. *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.
* *Working in small groups:*
* *Designate 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. *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 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. *Lunch*
2. *Engagement with Tim Angel, Ph.D. regarding his career and particularly the influence of short and long term memory on learning:*
   1. Dr. Angel is an Assistant Professor and Program Coordinator, Allied Health Sciences, Shawnee State University.
   2. Prior to this experience, Tim was the Commissioner of the Ross County Health District.
   3. However, Dr. Angel has engaged in other endeavors such as public school teaching.
   4. Dr. Angel earned a Ph.D. from the Marshall University School of Medicine.
   5. During Dr. Angel’s doctoral studies, he focused upon the neurological aspects of cognitivism
3. *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 locus (perception that ability and effort can make a difference) or external locus (perception that they will experience difficulty and need luck and help of the “man” to obtain their objectives).

* 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 punishments, while intrinsic motivation is self-propelling in nature, 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 instruction and 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 in section “j.”
* You should include in your answer each of the theoretical constructs described above in sections “b” through “i.”
* Please 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. *Spring semester class dates:*
   1. Dr. Allen will be your spring semester instructor.
   2. You chose the following dates for the semester: January 12; February 23; March 9; March 30; and April 27 (make-up).
   3. Dr. Allen has reported to me that he is not available on March 9 or for that matter any other dates in March with the exception of March 30.
   4. Might you choose a second date in April?
3. *Debriefing***:** What
   1. Did you learn during today’s seminar?
   2. Are you going to do between now and the next session?
4. *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.