Agenda, Chillicothe/Southern

Principal Preparation Program Cohort

Saturday, December 1 Seminar

Library, Waverly Junior High School

1. *Observations, questions, suggestions:*

* Have you had administrative-related experiences that you would share with the cohort?

1. *Formative quiz:*

* Please address the quiz, which is an extension of the previous quizzes that you have tackled.
* You may work in small groups.
* The purpose of the quizzes is to nurture your understanding of the manner that theoretical constructs pertaining to leadership, management, organizational matters, human behavior, and instruction and learning interface.
* The significance of the relationships pertains to administrative decision-making.
* Effective decision-making almost always involves consideration of the related factors, not just one factor.

1. *Spring semester class dates:*

* Dr. Allen will be your spring semester instructor for EDAD 6310 and EDAD 6980.
* You chose, at the time of last seminar, the following Saturdays for the spring semester. They are January 12, February 23, March 30, and April 27, with May 4 as a make-up.

1. *Location of spring semester class sessions:*

* The hill from downtown Waverly to the school complex can be dicey during inclement weather months and on possibly particularly so on weekend dates.
* For this reason, the spring semester class sessions will be conducted at the Zahn’s Corner Middle School, at which Amanda and Brittany work.
* The school is located on Route 220, just north of the intersection of Rout3 32 and Route 220.
* The intersection is approximately 5 miles east of the intersection of Routes 23 and 32.

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 (perception that ability and effort can make a difference) or external (perception that they will experience difficulty and need luck to obtain their objectives) 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>.
* Mary Matney and Ashton Miller
  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>.
* Saretta Jackson, Jessica Orr, and Codie Ward
  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>.
* Samantha Howell, Danielle Ramage, and Dustin Tyler
  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>.
* Brittany Holsinger, Molly Sylvia, and Nicholas Turon
  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>.
* Angelica Gamon. Dakota Taylor, and Amy Yeomans
  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>.
* Michelle Fraley and Ian Snyder
  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>.
* Amanda Burns and Josh Gordon
  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>.
* Brandy Bruce and Tony Gilman

1. *How would you use each of these theories to increase learning in the school in which you are a principal?*
   1. Discussion and report:

* Please work in small groups to address the question found above in this section (i.e., 6).
* You should include in your answer the theoretical construct to which you have assigned.
* 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. *Lunch*
2. *Engagement with Katherine Hostiuck:*

* Katherine (Katie is a district administrator in the Olentangy LSD, <https://www.olentangy.k12.oh.us/domain/60>.
* Prior to that time, Katie was an administrator at Walnut Ridge HS in the Columbus CSD, an instructor a regional campus of Ohio State University and a student completing her dissertation, a teacher at South High School in the Columbus CSD, and a teacher at the Africentric Early College, K-12, Columbus CSD.
* The answer that Katie gave to the organizational question on her doctoral comprehensive examination was thoughtful and clever. The answer eventually was crafted into a presentation at a Summer Conference of the Professors of Educational Administration and then into a journal article. The latter is particularly challenging, as the manuscript is reviewed using a blind per-review process.
* Finally, Katie addressed her dissertation study based upon the topic of climate, which is one of the topics for this course.

1. *Conflict-based assignment reminder*:
2. 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 conflict.

1. Directions:

* You have participated 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 or shortly thereafter.
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.