Agenda, Class Session

Saturday, September 28,

Library, Waverly Junior High School

1. *Reminders*:
2. Seminar times:
* Arrive between 8:30 and 9:00 a.m.
* Begin at approximately 9:00 a.m.
* Have an hour/hour and 15-minute lunch break at approximately noon
* Dismiss between 4:00 and 4:30 p.m.
1. Blackboard account:
* The course syllabus and assignments have been placed in the account.
* The agenda for this seminar has also been placed in the account.
* Other course documents will also be placed in the account.
* The purpose of this approach is to make the documents available to you if you have inadvertently misplaced them.
1. *Request:* Hand to the instructor upon your arrival a piece of paper with a question pertaining to the provision of leadership for instruction and learning. The questions will be given to the guest speakers.
2. *Review of the agenda for the day and other related matters.*
3. Review of agenda:
* A review will be made by the instructor of the agenda.
1. Reactions and observations:
* Context seems to be a dreadfully important factor to consider when making administrative decisions.
* Offer examples.
* Appreciate when you ask questions about my declarations, when I have not provided ample context for your understanding.
* Offer examples.
1. *Guest speakers and topics*:
2. Speakers:
* Chris Jordan, Principal West Middle School, Washington-Nile LSD
* Jane Thayer, Principal Valley High School, Valley LSD
* Sara Turner, Principal, Waverly Primary School, Waverly CSD
1. Topics:
* Reflections of the speakers, since becoming principals, regarding the kinds of things that are important to learn in preparation for the obtainment and the implementation of the position.
1. Schedule:
* The speakers have been requested to spend approximately an hour sharing ideas regarding preparation for and implementation of the principalship.
* The remainder of the time will be devoted to answering the questions that you have provided and a general discussion of the principalship.
1. *Lunch:*
2. *Small class activity groups and assignments:*
3. Groups (The groupings are in alphabetical order with the use of gender as a mitigating factor. The groupings are being proposed in order that you will interact with various members of the cohort.)*:*
* Brandy Bruce, Tony Gillman, Brittany Holsinger, assignment 7 a & b below
* Amanda Burns, Cory McKnight, Michelle Fraley, assignment 7 c & d below
* Angelica Gamon, Ian Snyder, Brittany Holsinger, assignment 7 e below
* Samantha Howell, Dakota Taylor, Saretta Jackson, assignment 8 a & b below
* Mary Matney, Nicholas Turon, Ashton Miller, assignment 8 c & d below
* Jessica Orr, Dustin Tyler, Danielle Ramage, assignment 9 first two bulleted items below
* Molly Sylvia, James Ward. Amy Yeomans, assignment 9 third bulleted item below
1. Each group should develop a written response and a presentation.
* In order to obtain this end, one person in each group should become the scribe and another the presenter.
* The scribe should send the written response to the instructor, hopefully in an outline format.
* The presenter should offer the outcome to the cohort.
1. *Cycle of inquiry/logic model*: The purpose of this activity is to help you better understand the inquiry/logic model assignment.
2. The objective of the cycle of inquiry/logic model assignment is to create a model and then provide a description of the manner that you would implement the model using:
* Professional development activities,
* The teacher evaluation process,
* Student assessment data,
* School-level professional growth plans (PGPs), and
* Individual teacher professional growth plans (IGPs).
1. In what ways are a cycle of inquiry and a logic model the same and different, please explain your answer?
* Cycle of inquiry:
* See <https://www.google.com/search?q=cycle+of+inquiry&client=firefox-b-1-d&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiMxbXa2uLkAhVb7WEKHRQbDgwQ_AUIESgB&biw=1469&bih=959>
* See <http://essentialschools.org/horace-issues/the-cycle-of-inquiry-and-action-essential-learning-communities/>.
* See <https://www.youtube.com/watch?v=zLUeKFTvhO4>
* Logic Model:
* See <https://www.google.com/search?q=logic+model&client=firefox-b-1-d&source=lnms&tbm=isch&sa=X&ved=0ahUKEwizwuq33OLkAhXcGTQIHSkIAMQQ_AUIESgB&biw=1469&bih=959>
* See <http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/using-a-logic-model/>
* See <https://www.youtube.com/watch?v=eFhaHCVY_Yo>
1. Which is the name used in the OAE, cycle of inquiry or logic model, please explain your answer?
2. Would the Burke-Litwin Organizational Model of Change constitute a cycle of inquiry/logic model? If the answer is “yes” or “no,” please explain your answer.
* See <https://www.google.com/search?q=burke+litwin+model&client=firefox-b-1-d&tbm=isch&source=lnms&sa=X&ved=0ahUKEwiNo7Wd3eLkAhUQvZ4KHT3ODekQ_AUICigB&biw=1469&bih=959&dpr=1>
* See <https://www.accipio.com/eleadership/mod/wiki/view.php?id=1848>
* See <https://www.youtube.com/watch?v=50cxsdq3yvs>
1. What theories might you use to describe the manner that you would implement the cycle of inquiry/logic model? Please explain your answers.
* *Systems* such as rational, natural, and open/social
* *Structures* such as Weberian, professional, and loosely/tightly coupled
* *Cultures/climates*, particularly the differences between them
* *Need theories of behavior* such as a hierarchy of needs, hygiene/motivation factors, achievement theory, autonomy theory,
* *Beliefs theories of behavior* such as attribution theory (internal and external locus of control), stable and incremental view of ability, equity theory, expectancy theory, and efficacy (self and collective) theory.
* *Instruction and learning theories* such as behaviorism, cognitivism, and constructivism.
1. *Leadership for effective instruction and learning (continuation from the first seminar for this semester):* The purpose of these activities is to help you to think and share information about instructional and learning leadership, particularly for your work as an administrator and for your passage of the OAE.
2. *Vision, please explain your answers*:
* What is the actual vision of your school/district, as reflected by the culture of the community?
* What is the written vision of your school/district?
* In what ways do the actual and written visions compare and contrast?
* In what ways does the vision of your school/district address the importance of learning?
* What do the community stakeholders of your school construe to be useful learning?
1. *Who was your best teacher, please explain your answers*?
* Why have you chosen this person?
* What attributes did the teacher exhibit?
* What shortcomings did the teacher have?
* In what ways do you aspire to be like and not like the best teacher than you have had?
1. *What is self-efficacy and what is collective efficacy, please explain your answers*?
* Would there be value for a sense of collective efficacy to exist in a school?
* If your answer is “yes,” what would be the value?
* What signs would reflect authentic collective efficacy in a school?
* What signs would reflect an absence of collective efficacy in a school?
* What kinds of leadership would a principal need to exert in order to nurture collective efficacy in a school?
1. *Principal leadership for effective instruction and learning, please explain your answers:*
* Make a prioritized listing of the actions that you will take as a principal to nurture effective instruction and learning.
* When entering a classroom, what relatively quick observations could you make to ascertain if effective instruction and learning are occurring?
* Which would recommend focusing on the most, effective instruction or effective learning?
* To what degree will your answer be influenced by your own teaching style, regardless of the directions of OTES?
1. *Ethics, please explain your answers (continuation from the first seminar for this semester)*:
* In what ways do you think that the ethics, which are modeled by the leaders/teachers/community members of your school/district, contribute to the best interests of the students?
* Please offer examples.
* In what ways do you think that the ethics modeled by the leaders/teachers/community members of your school/district do not contribute to the best interests of the students?
* Please offer examples.
* If you work in a diverse community, you will likely experience differing perspectives of what is and is not ethical.
* How will you identify a line of what is acceptable and not acceptable, be true to yourself, and be respectable of differing ethics?
1. *OAE Framework (on the previous agenda, but not addressed):*
2. A copy of the framework will be distributed.
3. Might you mark “c” for comfortable and “un” for uncomfortable next to each item?
4. Please remember to take the 015, Educational Leadership, OAE, $29.95 practice test. You can obtain the test at < <http://www.oh.nesinc.com/TestView.aspx?f=HTML_FRAG/OH015_PrepMaterials.html>>. See the bottom of the page to which you will be linked for information about the practice test.
5. Many of the students, who have passed the assessment, have taken the practice test and then studied carefully the information regarding the questions that they missed.
6. *Next Seminar*:
* The class session is scheduled for October 19.