Agenda, EDAD 6400, The Principalship

Saturday, October 19 Class Session

1. *Location for the class session:* This session will be conducted in the Waverly High School. You can access the room by turning right at the first intersection as you enter the district complex. This is the road that one would use to if wishing to park behind the high school and/or the junior high school. Once you have turned right, you will immediately see parking places to the left. If the parking spaces are filled, please park in front of or behind the high school. Once parked, you will follow a sidewalk between two sections of the high school. Follow the sidewalk and enter through the door to your left. Once you enter the door, you will be in the room in which the class session will be conducted. You will “not” be able to access this room by the front door of the high school.
2. *Request for questions:* Might each of you place on a piece of a paper, as you did for the previous class session, a question or questions regarding the three topics below and give them to the instructor upon your arrival for this class session. The questions will be shared with the guest speaker and then returned to you. You hopefully will ask the questions of the speaker. The questions might pertain to:
3. The kinds of skills and information the students need to master in order to become effective administrators, particularly principals
4. The strengths and the areas needing improvement that are frequently exhibited by beginning principals.
5. Anything else that you would like to ask the speaker regarding preparation for and the entry into administration.
6. *Presentations by Ian Snyder and Crystal Middleton:* These presentations represent a follow-up to a summer course expectation when Crystal and Ian worked in a small group, as did most of you. The need for the follow-up reflects that Crystal was absent due to illness and hospitalization.
7. *Engage, if time permits, in a formative quiz regarding intersections of theoretical constructs pertaining to leadership, management, organizational systems, organizational structures, organizational culture, organizational climate, human behavior, and instruction and learning*: The quiz will be distributed in the morning.
8. *Listen to and engage with a speaker regarding the principalship.* The speaker is Jonathan Davis, Superintendent, Circleville CSD
9. *Lunch*:
10. *Dates for the spring semester:*
11. Identified dates:
* January 25
* February 22
* March 7
* March 28
* April 18 (Make-up)
1. Conflicts exist for the instructor for which he apologies:
* March 28
* April 18
1. Might two other dates be selected today or at the next session?
2. *Investigate and explore selected sections of the Educational Leadership (015) version of the OAE framework:*
* You will find below the 0001, 0002, and 0003 sections of the Educational Leadership Framework (015) of the OAE that two or more groups indicated, at the time of the last class session, as experiencing a level of discomfort.
* Might you break into six small groups of approximately 2 or 3 members? Each group will be responsible for presenting today via a group Spokesperson a summary of its findings and sending via a group Recorder the summary/outline to the instructor who will organize and send the summary/outlines to the entire cohort.
* This process will be continued at the upcoming class sessions for the other sections of the 015 section of the OAE for which discomfort was indicated.
* Several of the links found below contain only abstracts/summaries of the topics. However, most of them include links to other sources.
* The links are being offered as a foundation for your consideration of the 015 assessment sections for which discomfort was expressed, not necessarily as direct answers to potential OAE questions.
* You will likely be best served to take the 015 Practice Test in order to gather a sense of the types of questions.
* English Language Learners (ELL) is reportedly featured on the 015 Assessment. The topic will be explored at a future class session with a guest speaker and other approaches as needed.
1. 0001 Understand how to provide leadership in facilitating the development, articulation, implementation, and stewardship of a shared vision of learning: collaborating with diverse stakeholders; and mobilizing school and community resources to achieve the vision and promote the success of all student groups:
* Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups.
* See:
* <http://www.ascd.org/publications/books/107042/chapters/Developing-a-Vision-and-a-Mission.aspx>
* <http://www.ascd.org/publications/books/195188/chapters/Shared-Vision.aspx>
* <https://www.tandfonline.com/doi/abs/10.1080/19404476.2004.11658173>
* <https://www.waynekhoy.com/hoy-and-miskel-power-points/>
* Other sources you might find from a Google or a Google Scholar search
* How to share school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
* See:
* <http://www.ascd.org/publications/books/107042/chapters/Developing-a-Vision-and-a-Mission.aspx>
* <http://www.sedl.org/change/issues/issues23.html>
* <https://journals.sagepub.com/doi/abs/10.1177/105678790101000305?journalCode=refa>
* <https://www.tandfonline.com/doi/abs/10.1080/0022027940260204?journalCode=tcus20>
* <https://www.waynekhoy.com/hoy-and-miskel-power-points/>
* Other sources that you might find from a Google or a Google Scholar search
* How to ensure the inclusion of diverse stakeholder groups in change efforts and use the experiences and perspectives of those with diverse backgrounds to achieve the vision.
* See:
* [http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/As-Diversity-Grows,-So-Must-We.aspx](http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/As-Diversity-Grows%2C-So-Must-We.aspx)
* <https://www.kappanonline.org/stosich-bae-engaging-diverse-stakeholders-strengthen-policy/>
* [https://www.researchgate.net/publication/318985895\_Meeting\_the\_Needs\_of\_Diverse\_Students\_Enhancing\_School\_Counselors'\_Ex](https://www.researchgate.net/publication/318985895_Meeting_the_Needs_of_Diverse_Students_Enhancing_School_Counselors%27_Ex)
* <https://www.tandfonline.com/doi/abs/10.1080/0305764960260106>
* <https://books.google.com/books?hl=en&lr=&id=Hd3sAAAAQBAJ&oi=fnd&pg=PP1&dq=meeting+the+needs+of+diverse+stakeholders+in+schools&ots=yb9EKAIN3V&sig=s66heQ8VXEfvyg4KvQKD0lXOSxs#v=onepage&q=meeting%20the%20needs%20of%20diverse%20stakeholders%20in%20schools&f=false>
* <https://www.waynekhoy.com/hoy-and-miskel-power-points/>
* Other sources that you might find from a Google or a Google Scholar search
1. 0002 Understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education in promotion the success of all student groups. ***This section represents a focus of the EDAD 7820, spring semester course and for this reason will be addressed at that time.***
* The principles of democratic education and the ways in which historical, cultural, and philosophical forces; policy decisions; and prevailing practices influence education.
* The political, social, economic, and cultural contexts of education at the local, regional, state and federal levels that affect public schools and how to respond to and influence these contexts.
* How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for decision making.
1. 0003 Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.
* Standards-based curricula and how to work collaboratively to integrate and articulate programs throughout the grades.
* See:
* <http://www.ascd.org/publications/books/100043/chapters/Standards-Based_Curriculum_and_Assessment_Design.aspx>
* <https://books.google.com/books?hl=en&lr=&id=0kN8PXXND_wC&oi=fnd&pg=PA3&dq=integrated+standard-based+curricula&ots=vXOvYWms9M&sig=nj11nhXDpOiG3FIl0DPZMjzOjII#v=onepage&q=integrated%20standard-based%20curricula&f=false>
* <http://www.ascd.org/publications/books/103011/chapters/Using-Standards-to-Integrate-the-Curriculum.aspx>
* <https://www.jstor.org/stable/23880557?seq=1#page_scan_tab_contents>
* <https://www.waynekhoy.com/hoy-and-miskel-power-points/>
* Other sources that you might find from a Google or a Google Scholar search
* How to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning.
* See:
* <http://www.lpc.pitt.edu/projects/implementing-standards-based-accountability>
* <https://www.rand.org/pubs/monographs/MG589.html> and related products
* <https://www.edglossary.org/standards-based/>
* <https://www.tandfonline.com/doi/abs/10.3402/edui.v3i2.22025>
* <https://www.waynekhoy.com/hoy-and-miskel-power-points/>
* Other sources that you might find from a Google or a Google Scholar search.
* How to make evidence-based decisions regarding instructional improvement, including changes in practice, by analyzing, evaluating, and using various types of data to engage staff in advancing instructional effectiveness.
* See:
* <http://www.educatingpotential.com/evidence-based-decision-making-or-decision-based-evidence-making/>
* <https://www.tandfonline.com/doi/full/10.1080/00131881.2019.1625716>
* <https://www.apa.org/pubs/books/4317318>
* <https://link.springer.com/chapter/10.1007/978-94-007-1727-5_2>
* <https://journals.sagepub.com/doi/abs/10.1177/003172170808900512?journalCode=pdka>
* <https://www.waynekhoy.com/hoy-and-miskel-power-points/>
* Other sources that you might find from a Google or a Google Scholar search
1. *Next session:*
2. The session is scheduled for November 16.
3. The final examination will be administered at that time.
* One, as opposed to two, questions will be used in order to provide more time to work on the OAE 015 assessments.