Agenda, Class Session

EDAD 7820, Politics/Policy in Education

Saturday, February 22, 2020

1. **Review of the EDAD 7820 course expectations and discussion of any emerging questions:**
2. Working in seven groups of three identify any questions that may have emerged regarding the EDAD 7820 course assignments.
3. Please send the questions to the instructor.
4. **Difficult-to-Understand Behavior:**
5. Please be prepared to describe individually an “acceptable” form of behavior that you do not understand. For example, I, as a relatively private person, do not understand the basis of the inclination of some folks to use their Facebook accounts as if they were diaries.
6. I do not feel critical of the practice, I just do not understand its basis.
7. Please send the instructor at [larsonw@ohio.edu](mailto:larsonw@ohio.edu) a half to one page outline of your answer.
8. **Address a Constructed Response Question:** Please use the directions found below for this and the other constructed response questions.
9. You are encouraged to;

* Read the question carefully before you begin to write.
* Think about how you will organize your responses.

1. You should label this question as “Constructed Response Question, February 22, # 1.
2. You should label the other question in the same manner with the exception of using #2.
3. You will have an hour to address the question.
4. Your response should be between 150 and 300 words.
5. The quality of your response will be based upon the following criteria

* Purpose: The extent to which the response addresses the question
* Content Knowledge: The extent to which the response accurately and effectively applies relevant content “knowledge and skills”
* Support: The extent to which the response provides relevant, ‘specific support’
* Rationale: The extent to which the response provides “sound reasoning” about the topic

1. Other directions:

* Be sure to write “about the assigned topic.”
* You may not use any reference materials.
* You may, however, use citations when appropriate.
* Your responses should be written for an audience of educators knowledgeable about educational leadership.
* Your responses must be your original work, written in your own words, and not copied or paraphrased from some other work.
* Remember to review what you have written to ensure that you address all aspects of the assignment and make any changes you think will improve your responses.
* The final version of each response should conform to the conventions of edited American English.

1. Please send your response to the instructor at [larsonw@ohio.edu](mailto:larsonw@ohio.edu). He, in turn, will respond in a like manner as he did for the first constructed response questions that was addressed during the first spring semester session.
2. **What constitutes district/school politics?** Working in seven groups of three answer the questions found below. Please be prepared to make a short presentation of your answer and please send the instructor at [larsonw@ohio.edu](mailto:larsonw@ohio.edu) a one-page outline of your answer.
3. What is the difference between authority and power?
4. What are types of authority, as proposed by Hoy & Miskel?

* Which type of authority would you recommend for use in districts and schools and upon rational do you base your answer?

1. What are the meanings of formal, informal, and functional authority?

* What type(s) of authority does your principal appear to have?

1. In what manner would you describe (a) strategic leniency, (b) supportive leadership, (c) emotional detachment, (d) hierarchical independence, (e) hierarchical influence, and (f) authenticity.

* Which of these strategies do you perceive best to pursue in order to enhance your authority once you become an administrator?

1. Describe (a) reward power, (b) coercive power, (c) legitimate power, (d) referent power, and (d) expert power.

* As an administrator, which of these types of power will you strive to exhibit?
* To which forms of power will there likely be commitment, simple compliance, and resistance from the stakeholders?

1. Practical aspects of power:

* What do you need to avoid/consider if using coercive power?
* To what degree is personal and informal power influential?
* What do you need to avoid/consider if using reward power?

1. What is the difference between power and empowerment?
2. **Lunch**
3. **What is the difference between ethical and unethical district/school political maneuvers?** Please be prepared to respond individually to the following questions.
4. Upon what criteria would you base decisions regarding ethical and unethical behavior?
5. Please be prepared to provide examples of ethical and unethical maneuvers.
6. Please send the instructor at [larsonw@ohio.edu](mailto:larsonw@ohio.edu) a half to one page outline of your answer.
7. **More attention to what constitutes district/school politics?** Working in seven groups of three answer the questions found below. Please be prepared to make a short presentation of your answer and please send the instructor at [larsonw@ohio.edu](mailto:larsonw@ohio.edu) a one-page outline of your answer.
8. Describe and offer an example of each of the four sources of power as described by Mintzberg. In addition, describe the degree to which you agree or disagree with Mintzberg.

* The sources of power are:
* System of authority—formal power
* System of ideology—informal power
* System of expertise—knowledge
* System of politics—informal, illegitimate power

1. Hoy and Miskel suggest that effective leaders do the following; what are your reactions?

* Strive for more than formal power and attempt to go beyond authority.
* Expand their authority and influence through informal authority.
* Empower the teachers and other staff members by tapping into their expertise.
* Understand and limit the influence of politics to avoid its destructiveness.

1. Empowerment:

* Does empowerment and a democratic approach make school leaders vulnerable to manipulation?
* Offer the basis for your answer.
* If the response to the question is “yes,” should leaders strive to avoid the manipulation and if yes in what manner might leaders reduce the vulnerability?

1. What is the difference between politics and coalitions?

* Do you belong to a coalition? Does the coalition do good, bad, or both?

1. Hoy and Miskel describe three types of external coalitions. Please describe each of the three types of coalitions. They are:

* Dominated external
* Divided external
* Passive external
* Which of the three is most preferable?

1. Hoy and Miskel make three declarations regarding the consequences of external coalitions. Do you agree or disagree with the declarations? Please explain your reactions. They are:

* A dominated external coalition weakens internal coalitions.
* A divided external coalition politicizes internal coalitions.
* A passive external coalition strengthens internal coalitions, often at the level of the central administration.

1. Members of an organization, such as a school district, according to Hoy and Miskel, have three choices in what they reference as the “power game.” What are your reactions to the three choices and the choices that most folks make?

* They can (a) leave the organization, (b) stay and be player, and (c) stay and be a soldier.
* Hoy and Miskel further indicate that most members choose the second and third options.

1. **Address the 2nd Constructed Response Question:** Please follow the directions found in item # 3 above. Please label the submission as Constructed Response Question, February 22, # 2.
2. **Discussion regarding the Educational Leadership version of the Ohio Assessments for Educators:**
3. You are encouraged to take the actual assessment after, as in not before, the March class session.
4. The suggestion is offered as additional assessment practice will be addressed at the March session.
5. For that matter, you will have participated in nearly all the Principal Preparation Program coursework and internships by that time.
6. **Dismissal**