Agenda, Class Session

EDAD 7820, Politics/Policy in Education

Saturday, March 7, 2020

1. **Address a Case Study:** Please use the directions found below for this and the other constructed response questions.
2. You are encouraged to:
* Read the case study carefully before you begin to write.
* Think about how you will organize your responses.
1. You should label this question as “Case Study, March 7.
2. You will have an hour to address the question.
3. Your response should be between 300 and 600 words.
4. The quality of your response will be based upon the following criteria
* Purpose: The extent to which the response addresses the case study
* 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. 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 is the difference between ethical and unethical district/school political maneuvers?** Please be prepared to respond individually to the following questions.
3. Upon what criteria should decisions be based regarding ethical and unethical behavior?
4. Please be prepared to provide examples of ethical and unethical maneuvers.
5. Please send the instructor at larsonw@ohio.edu a half to one-page outline of your answer.
6. **Lunch**
7. **Getting Past No:**
8. Divide into five small groups and craft a relatively short presentation, in which member of the group has a talking part, of your designated topic.
9. The topic of each group will be identified through a lottery.
10. If you have a copy of the “Getting Past No book, please bring it to class.
11. Other copies of the book will be distributed.
12. You also can obtain a good reminder of the book at each of the videos at <https://www.google.com/search?q=getting+past+no&source=lmns&tbm=vid&bih=960&biw=1632&client=firefox-b-1-d&hl=en-US&ved=2ahUKEwi2__zLsoLoAhXBWKwKHWjTBQkQ_AUoA3oECAEQAw>.
13. The topics are:
* Don’t React: Go to the Balcony, see attachment
* Don’t Argue: Disarm Them: Step to Their Side, see attachment
* Don’t Reject: Change the Game: Don’t Reject, Reframe, see attachment
* Don’t Push: Build Them a Golden Bridge: Make it Easy for Them to Say Yes, see attachment
* Don’t Escalate: Use Power to Educate, make it Hard to Say No, see attachment
1. Attempt to identify and include in your presentation the reason(s) that you would likely be served to learn and practice the concepts found in “Getting Past No.
2. **Engage in Sample Multiple-Choice Questions**
3. There are 10 questions.
4. You will have 30 minutes to answer the questions.
5. You should select what appears to you to be the best answer, as several of the answers would make relatively good choices.
6. Review and discuss the best answers.
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 in which each member has a talking part, and please send the instructor at 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.
* https://www.google.com/search?q=ode+oae+015&client=firefox-b-1-d&channel=cus2&source=univ&tbm=shop&tbo=u&sa=X&ved=2ahUKEwiFy6eNr4LoAhVDGM0KHU6gC-UQsxh6BAgNEEk&biw=1632&bih=960Empower 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. **Discussion regarding the Educational Leadership version of the Ohio Assessments for Educators:**
2. You are encouraged to take the actual assessment after, as in not before, the March class session.
3. The suggestion is offered as additional assessment practice will be addressed at the March session.
4. For that matter, additional assessment practice will be addressed at the April session.
5. So, you may choose to wait until after that session.
6. For that matter, you will have participated in nearly all the Principal Preparation Program coursework and internships by that time.
7. You may wish to consider purchasing one of ODE, OAE (015) preparation books, a listing of which can be found at
8. https://www.google.com/search?q=ode+oae+015&client=firefox-b-1-d&channel=cus2&source=univ&tbm=shop&tbo=u&sa=X&ved=2ahUKEwiFy6eNr4LoAhVDGM0KHU6gC-UQsxh6BAgNEEk&biw=1632&bih=960https://www.google.com/search?q=ode+oae+015&client=firefox-b-1-
9. However, past students have indicated that such publications were of little worth.
10. **Dismissal**