



**Master of Science in Education Program  
Northwestern University  
School of Education and Social Policy  
MS ED 452: School Leadership**

Fall Quarter, September 27 - November 29, 2021

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### Course Description

This course provides a broad foundation in leadership theories and frameworks. Application of these frameworks will occur through study of school improvement efforts at the instructional, building, and district levels. Special attention will be given to leading change in schools and school systems. Students are expected to engage in reading, analysis, reflection, and discussion of texts both as a participant and as a group leader. Assessment will be based on the quality of writing, participation, and presentation.

### Course Objectives

1. To understand the broad field of educational leadership, including specific leadership theories and frameworks.
2. To apply leadership theories and frameworks to specific school-based situations.
3. To understand how to lead change efforts in schools.
4. To begin developing a personal theory of school leadership and understanding of our own leadership traits.

### Course Expectations, Policies, and Grading

It is expected that you attend all course sessions, and participate fully throughout each class. Assignments must be posted in Canvas and turned in by their assigned deadline or receive a half letter grade penalty for each day it is late. You should expect feedback on your assignments as well as number of points earned. In some cases, I will use a rubric for grading that you will receive ahead of time. I will not accept any assignment for credit after the last day of the quarter.

### Student Attendance Policy

Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time.

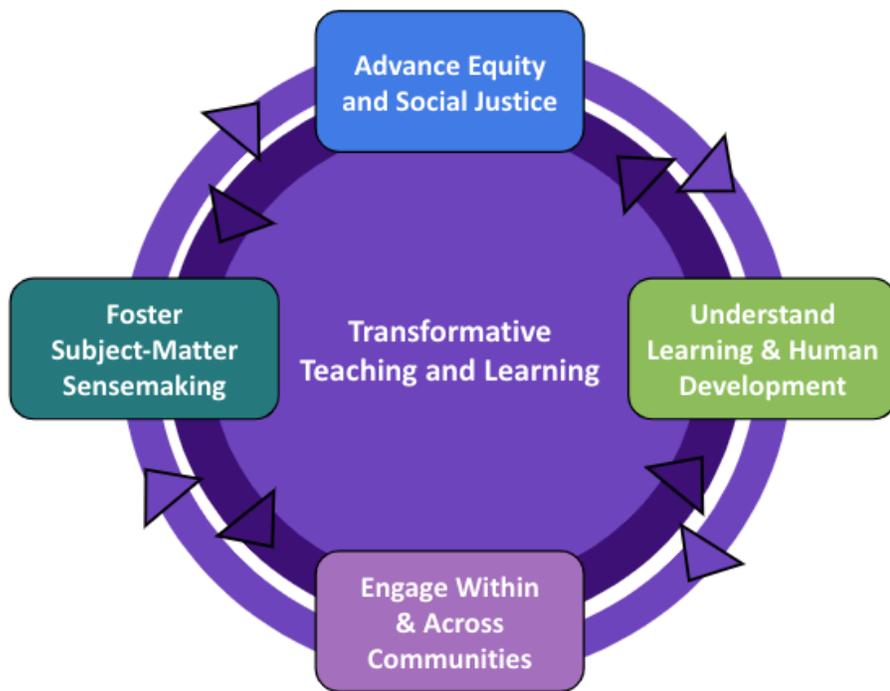
### Accommodations for Students with Disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Any student requesting accommodations related to a disability or other condition is encouraged to register with AccessibleNU ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

### Academic Integrity Policy

MSED students are expected to comply with the policies found in the booklet, "[Academic Integrity at Northwestern University: A Basic Guide](#)" For details regarding academic integrity at Northwestern, visit: [www.northwestern.edu/provost/students/integrity/](http://www.northwestern.edu/provost/students/integrity/)Links to an external site.. Students' written work may be electronically tested for plagiarized content using TurnItIn via Canvas.

## Northwestern Teacher Education Guiding Commitments



The Northwestern Teacher Education Program's Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

<b>Instructor: Anne Roloff</b>	<b>Courses: MEd 452: School Leadership</b>
<b>Advance Equity and Social Justice</b> <ul style="list-style-type: none"> <li>• Reading selected texts: School Leadership that Works, Leading Change Together</li> <li>• Discussion of how data and school practices can be used to highlight inequities</li> <li>• Other discussions focusing on how to advance equity and social justice through best practices</li> <li>• Promote equity and social justice as a leader</li> </ul>	<b>Foster Subject Matter Sensemaking</b> <ul style="list-style-type: none"> <li>• Weekly check-ins</li> <li>• Reflections required on each assignment</li> <li>• Sharing difficult situations in schools among students</li> <li>• Multiple readings that require discussion and reflection on diversity and application to the classroom</li> </ul>
<b>Understand Learning and Human Development</b> <ul style="list-style-type: none"> <li>• Embedded in readings in 452: School Leadership that Works, Leading Change Together, numerous articles</li> <li>• Discussions on how to best lead teachers and school community while advocating for equitable practices</li> </ul>	<b>Engage Within and Across Community</b> <ul style="list-style-type: none"> <li>• Reading from the “business world” required in this course</li> <li>• Discussion on how vignettes shared in class can transfer to other situations</li> <li>• Develop a working theory of leadership</li> <li>• Sharing experiences and trouble-shooting school issues among students</li> </ul>

## Northwestern Teacher Education Working Professional Dispositions

At Northwestern University, we affirm that teaching is a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Teachers need to develop knowledge, skills, practices, and critical reflection, while they also actively and consistently demonstrate professional dispositions. We define dispositions as professional attitudes, stances, values and beliefs; we have collaboratively developed our program dispositions for transformative teaching and learning. Through integrated coursework, developmental advising, and field experiences, we commit to supporting educators as they develop both their pedagogy and professional dispositions.

Below each **bolded disposition** we have included descriptors that elaborate how each disposition might be enacted. This is not an exhaustive list and there are other ways that educators may demonstrate these dispositions. By design, some indicators do appear under multiple dispositions given the intersecting nature of these categories.

### **Commitment to Advancing Equity and Justice**

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.

- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.

### **Sense of Professional Responsibility and Commitment to Ongoing Growth**

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements (including related to how to appropriately engage with students, colleagues, and stakeholders).
- Engage in a way that is reliable and trustworthy (this includes being punctual, prepared, present, etc.).

### **Reverence for Learners and Learning**

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.
- Value students' contributions and their diverse ways of knowing and being; commit to understanding students' thinking.

### **Focus on Collaboration**

- Seek to build meaningful relationships by understanding, working with, and learning from others.
- Value the contributions of families and community members and actively work to meaningfully connect with them.
- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

# Key Course Readings and Assignments

## Required Texts.

Drago-Severson, E., Blum-DeStafano, J. (2018). *Leading Change Together*. Alexandria, VA. ASCD.

Marzano, R., Waters, T., McNulty, B. (2005). *School Leadership That Works, From Research to Results*. Alexandria, VA: ASCD.

Student choice: "Business" book on leadership - will be discussed in first class; instructor approval required

## Week 1: Monday, September 27

- Getting to know each other
- Introduction to the course
- Defining Leaders and Leadership
- Developing a theory of leadership
- Case study discussion

### For next class:

1. Read the [IL Performance Standards for School Leaders](#); read chapters 1-3 in Marzano
2. ASSIGNMENT: Log into Canvas, add a photo of yourself (in your profile settings), and complete the "Who am I?" assignment by telling us about yourself (minimum of 1 paragraph). 10 pts.
3. ASSIGNMENT – Weekly Reflection: Post a reflection on the Canvas Discussion board (1 paragraph minimum) and a response/reply to at least two other reflections. You may want to comment on our readings or choose a topic to explore related to our session topic or a topic related to school leadership. 10 pts.

## Week 2: Monday, October 4

- Discuss readings - online discussion Marzano, chapters 1-3, IL Performance Standards for School Leaders
- Article posting and discussion  
DiSC Behavioral assessment - introduction
- Case study discussion

### For next class:

1. Complete DiSC behavioral assessment tool by 8:00pm Thursday, October 14
2. Read Marzano chapters 4-7
3. ASSIGNMENT – Weekly Reflection: Post a reflection on the Canvas Discussion board (1 paragraph minimum) and a response/reply to at least two other reflections. You may want to comment on our readings or choose a topic to explore related to our session topic or a topic related to school leadership. 10 pts.

## Week 3: Monday, October 11

- Discuss Marzano chapters 4-7

- Case Study Discussion
- DiSC behavioral assessment review and discussion

**For next class:**

1. Read Drago-Severson & Blum-Stefano chapters 1-3
2. ASSIGNMENT – Weekly Reflection: Post a reflection on the Canvas Discussion board (1 paragraph minimum) and a response/reply to at least two other reflections. You may want to comment on our readings or choose a topic to explore related to our session topic or a topic related to school leadership. 10 pts.

#### Week 4: Monday, October 18

- Leading Change discussion
- Case Study Discussion

**For next class:**

1. Read Drago-Severson & Blum-Stefano chapters 4-5
2. ASSIGNMENT – Weekly Reflection: Post a reflection on the Canvas Discussion board (1 paragraph minimum) and a response/reply to at least two other reflections. You may want to comment on our readings or choose a topic to explore related to our session topic or a topic related to school leadership. 10 pts.

#### Week 5: Monday, October 25

- Blum-Stafano chapters 4-5
- Ethical Leadership
- Case Study Discussion

**For next class:**

1. Read Blum-Stafano chapter 6 & Epilogue
2. Read Fullan article - managing change process
3. Read Krasnoff article - leadership qualities of effective principals
4. ASSIGNMENT – Weekly Reflection: Post a reflection on the Canvas Discussion board (1 paragraph minimum) and a response/reply to at least two other reflections. You may want to comment on our readings or choose a topic to explore related to our session topic or a topic related to school leadership. 10 pts.

#### Week 6: Monday, November 1

- Business text discussion
- Article read, discussion online
- Case Study Discussion

**For next class:**

1. Work on Leadership book

### Week 7: Monday, November 8

- Business text discussion
- Case Study Discussion

**For next class:**

1. Business book paper due Nov. 24

### Week 8: Monday, November 15

- Case Study Discussion
- Business text discussion

**For next class:**

1. Skim through "Best Practices in Teacher Leadership Training and Principal Training" article, located in Canvas under Files, Additional Teacher Leadership Articles. Similar to previous assignments, post a reflection on thoughts you have about this article, questions you may have, etc. For this assignment, you are not required to comment on other class postings.
2. Working theories of leadership

### Week 9: Monday, November 22

- Leadership Article discussion: Hanover Research, "Best Practices..."
- Business text discussion

**For next class:**

1. Working Theories of Leadership DUE SUNDAY, NOV. 28 BY 7:00PM

### Week 10: Monday, November 29

- Working Theories of Leadership
- Final thoughts
- Course reflection and evaluation

### Assignments and Due Dates

#### MS ED 452: School Leadership Graded Assignments

**Class Participation** (50 pts.)

Your attendance and participation in each class session will be part of your final grade. Participation is expected throughout the online experience. Participation includes timely submission of assignments.

**Discussion Posts** (10 pts. each)

Each week, you are responsible for posting a short comment or reflection on the Canvas Discussion board (1 paragraph minimum) and a response/reply to at least two other posts. Consider posing 1-2 questions at the end of your post. You can also use class activities or readings as the basis for your posts.

**Chapter Discussion Leader** (25 pts)

You will be assigned a chapter in our required readings. Be prepared to lead a discussion on that chapter and topic the night it is listed in the syllabus. Each discussion should last at least 20 minutes. You can use any structure you like for the discussion but it is probably a good idea to come up with 1-2 essential questions and then around 5 more specific questions tied to the text or the topic. Your grade will be based on the quality of your preparation and your ability to engage the class in the topic, text, and discussion.

**School Leadership Case Study Discussion Leader** (50 pts)

You will be assigned a night to present a case study in school leadership. These cases can be based on fact but should use pseudonyms, and can be based on your school, taken from a published case, or created from scratch by you. The case study should provide a description of the case in print, oral, or visual format. It should articulate the problem or question or decision-point being faced by the school. Then, you will lead a discussion of the case by members of the class. Your responsibility is to include everyone in the discussion, allow for all points of view to be considered, and to bring us to a consensus decision on the best solution.

**Leadership Book Analysis** (100 pts) Deadline: Nov. 24 Sessions 6-9

Select a leadership book from the business world. Several are listed on our class webpage in Canvas (these are suggestions only; not an all-inclusive list). You must have instructor approval for this book. Be prepared to lead a discussion on your book selection. For class, provide a one-page document including author info, a brief summary (bullet points are fine), and discuss your thoughts on how this book may apply to educators. Prepare a 4-6 page paper, briefly summarizing the book, and discuss and analyze leadership implications of this book. Link this to how it might impact education leadership at the teacher, principal, or other admin level.

**Working Theory of Leadership** (75 pts) Deadline: midnight, November 28

Your final major paper for this course will be your own working theory of leadership. After our readings and discussions this term, combined with your own personal experience, you have some thoughts about leadership in general and school leadership in particular. Write an essay that articulates your current theory of leadership. You may want to start with some general thoughts on leadership and then turn your attention to school leadership or teacher leadership. What is your definition of "leader," "leadership," and "school leadership?" Feel free to use quotes, examples, and case studies to explain your theory. This should be about 4-6 pages in length.