



**Master of Science in Education Program
Northwestern University**

School of Education and Social Policy

MS ED 416 & 417: Research and Analysis in Teacher Leadership; Practicum in Teacher Leadership

Winter & Spring Quarters, Jan. 3 - June 10, 2022

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Course Description

The purpose of this course is to learn how to conduct education research through the use of data, and practice leadership through the design of a research project as a capstone experience for the Teacher Leadership program. Through the process of conducting research, students will implement, reflect upon, and redesign a leadership routine to accomplish established goals at teachers' school sites. This capstone experience will include learning how to conduct research, developing the research project, creating a review of literature, implementing a professional development leadership activity within their school, evaluate the research and practicum, and culminate with a presentation to MSED staff and school mentors.

Course Objectives

(Per the Illinois Administrative Code, Section 25.32, objective (b).)

To be able to design a teacher leadership experience to meet teaching and learning needs, to include:

1. Ability to coach teachers and staff;
2. Ability to understand, apply, and evaluate modules of effective professional development; and
3. Ability to observe instruction and provide coaching, mentoring or professional development feedback to teachers.

In addition, students will learn how to practice leadership, reflect on leadership, learn how to use data, and design a research project as a capstone experience.

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 the 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.

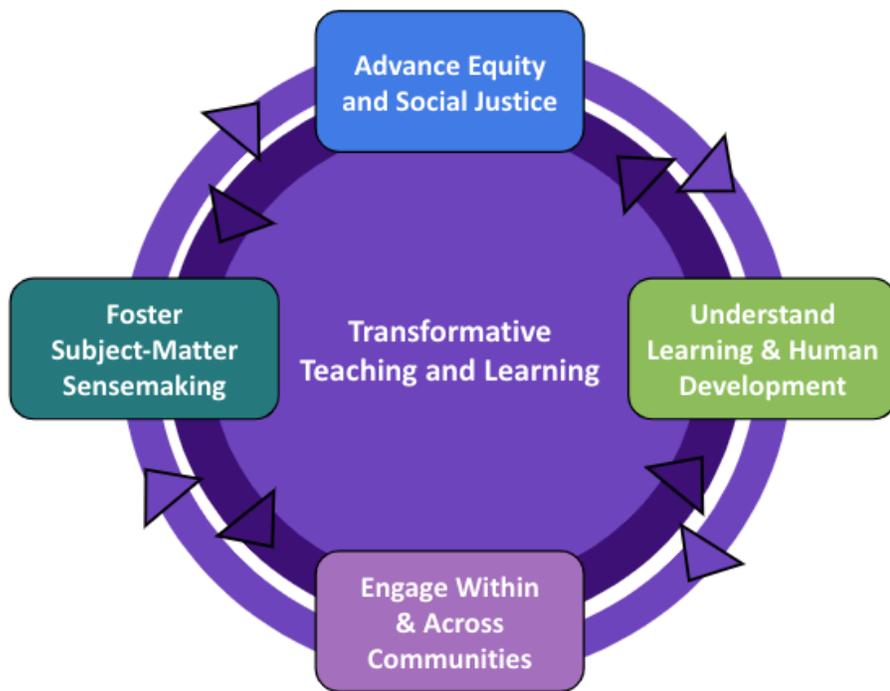
Accommodations for Students with Disabilities

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; 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/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

Instructor: Anne Roloff	Courses: MEd 416 & 417: Practicum in School Leadership
Advance Equity and Social Justice <ul style="list-style-type: none"> • Reading selected texts: Engaging in Action Research and Reading Educational Research • Discussion of how research can be used to highlight inequities • Discussions on how poorly constructed research can manipulate perceptions • Other discussions focusing on how to advance equity and social justice through research • Promote equity and social justice in the practicum experience 	Foster Subject Matter Sensemaking <ul style="list-style-type: none"> • Weekly check-ins • Reflections required on each assignment • Literature review in 416 • Practicum experience in 417 with summary at conclusion of course • Sharing research and practicum experiences among students
Understand Learning and Human Development <ul style="list-style-type: none"> • Embedded in readings in 417: Building Teachers' Capacity for Success, Leading Change in Your School, 100-Day Leaders • Discussions on stages of teacher development and how to effectively address professional development needs of staff • Analyzing individual approach to leading teachers through the practicum 	Engage Within and Across Community <ul style="list-style-type: none"> • Extensive literature review • Understanding how to conduct effective research • Recognize poorly conducted research • As a teacher leader, engage in practicum experience that provides other teachers with growth and future development • Participants share their research work and practicum work with one another

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 - Winter quarter

Parsons, Hewson, Adrian, & Day (2013). Engaging in Action Research, A Practical Guide to Teacher-Conducted Research for Educators & School Leaders. Brush Education, Inc.: Canada

Bracey, G. (2006). Reading Educational Research, How to Avoid Getting Statistically Snookered. Heinemann: Portsmouth, NH.

Spring quarter

Hall, S. & Simeral, A. (2008). Building teachers' capacity for success: A collaborative approach for coaches & school leaders. ASCD: Alexandria, VA.

Reeves, D. (2013). Leading change in your school: How to conquer myths, build commitment, and get results. Alexandria, VA: Association for Supervision & Curriculum Development.

Reeves, D. & Eaker, R. (2019). 100-Day Leaders: Turning Short-Term Wins Into Long-Term Success in Schools. Solution Tree Press: Bloomington, IN.

Practicum

You will complete a long-term, teacher leadership practicum in your school. The expectation is to lead a professional development (PD) experience. The intent is for you to have first-hand experience in some aspect, if not the entire PD process, which would include: identifying an issue, determining what is already known about the issue (e.g., data, background information), designing a plan to address the issue, implementing the plan, and evaluating the progress of the plan. We will discuss potential practicum topics during our first session. You will need to complete a "Practicum Sponsor Form" and submit to Dr. Roloff by **February 26, 2021**.

Week 1: Monday, January 3

- Introductions
- Review syllabus & course overview & expectations
- Discuss practicum: goals, form, site visits, evaluation
- Discuss Teacher Leader Standards & School Leader Paradigm

For next class:

- Read Engaging in Action Research, chapters 1-3
- Reflection and response on readings in Canvas

Week 2: Monday, January 10

- Discuss Engaging in Action Research, chapters 1-3
- Share thoughts about research possibilities

For next class:

- Read Engaging in Action Research, chapters 4-5
- Reflection and response on readings in Canvas

Week 3: Monday, January 24

- Discuss Engaging in Action Research, chapters 4-5
- School culture research, qualitative and quantitative, document analysis (Tim Dohrer, guest)

For next class:

- Read Engaging in Action Research, chapters 6-8
- SKIM 10th Bracey Report
- Reflection and response on readings in Canvas

Week 4: Monday, January 31

- Discuss Engaging in Action Research, chapters 6-8
- 10th Bracey Report

For next class:

- Read Engaging in Action Research, chapters 9-11
- Reflection and response on readings in Canvas
- Bring a text you wish to read for next class

Week 5: Monday, February 7

- Discuss Engaging in Action Research, chapters 9-11
- 30-minute read activity

For next class:

- Continue research and practicum ideas
- NO assignment for next week!

Week 6: Monday, February 14

- Library Field Trip - NU Library Staff at 6:00pm on Zoom

For next class:

Watch The Cult of Pedagogy, session 177 (or podcast)

<https://www.youtube.com/watch?v=rFiWLLj4kyc>

<https://www.youtube.com/watch?v=C4wiOeT25pM>

Reflection and response in Canvas

Week 7: Monday, February 21

- Discuss A Cult of Pedagogy videos
- Discuss research projects

For next class:

- Reading Educational Research, Intro & chapter 1
- Reflection and response in Canvas

Week 8: Monday, February 28

- Discuss Reading Educational Research, Intro & chapter 1
- Practicum forms due
- Set up Practicum online visits, Round 1

For next class:

- Read Reading Educational Research, chapters 2-3; SKIM chapter 4
- Reflection and response in Canvas

Week 9: Monday, March 7

- Discuss Reading Educational Research, chapters 2-3, brief discussion on chapter 4
- Guest speaker on action research

For next class:

- NO CLASS next week - WORK ON LIT REVIEW

Week 10: Monday, March 14

- NO CLASS THIS WEEK - WORK ON LIT REVIEW, CHECK IN WITH ANNE AS NEEDED

Assignments

MS ED 416: School Leadership Graded Assignments

Class Participation (100 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 (20 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.

Discussion Leader (50 pts)

You will be assigned to lead a discussion on chapters in our required readings. Be prepared to lead a discussion on the chapters and topics the night it is listed in the syllabus. Each discussion should last at least 20-30 minutes. You can use any structure you like for the discussion but it is 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.

Literature Review (250 pts)

Complete an extensive literature review on the topic you have selected for your practicum. Required components are discussed throughout this course. The Lit Review is approximately 20-25 pages double-spaced, including 25-30 citations.

SPRING QUARTER

Week 1: Monday, March 28

- Practicum discussion
- Lit review discussion
- Hughes Leadership Chapter 2 - posted in Canvas; will read portions and discuss in class

For next class:

- Read Building Teachers' Capacity for Success, Part I
- Reflection in Canvas
- Journal entry

Week 2: Monday, April 4

- Practicum discussion
- Reading discussion: Building Teachers' Capacity for Success Part 1

For next class:

- Read Building Teachers' Capacity for Success, Part 2
- Reflection in Canvas
- Journal entry

Week 3: Monday, April 11

- Practicum discussion
- Reading discussion: Building Teachers' Capacity for Success Part 2

For next class:

- Read Building Teachers' Capacity for Success, Part 3
- Reflection in Canvas
- Journal entry

Week 4: Monday, April 18

- Practicum discussion
- Reading discussion: Building Teachers' Capacity for Success Part 3

For next class:

- Read Leading Change in Your School, selected chapters
- Reflection in Canvas
- Journal entry

Week 5, Monday, April 25

- Practicum discussion
- Reading discussion: Leading Change in Your School, selected chapters

For next class:

- Read 100 Day Leaders, Part 1
- Reflection in Canvas
- Journal entry

Week 6: Monday, May 2

- Practicum discussion
- Reading discussion: 100 Day Leaders, Part 1

For next class:

- Read 100 Day Leaders, Part 2
- Reflection in Canvas
- Journal entry

Week 7: Monday, May 9

- Practicum discussion
- Reading discussion: 100 Day Leaders, Part 2

For next class:

- Journal entry

Week 8: Monday, May 16

- Practicum discussion

For next class:

- Journal entry

Week of May 16

- Practicum Visits, Round 2

Week 9: Monday, May 23

- Practicum discussion

For next class:

- Summation of project
- Final presentations

Week 10: Monday, June 6

- Summation of project
- Final presentations

Assignments

**MS ED 417: School Leadership
Graded Assignments**

Class Participation (100 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 post on the journal entry format requirement.

Discussion Leader (50 pts)

You will be assigned to lead a discussion on chapters in our required readings. Be prepared to lead a discussion on the chapters and topics the night it is listed in the syllabus. Each discussion should last at least 20-30 minutes. You can use any structure you like for the discussion but it is 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.

Final Presentation (30 points)

Describe your practicum in detail. Share information from the Project Summation (below). Ask colleagues about ideas and suggestions for future teacher leadership.

Project Summation (100 pts)

Provide a written summary of your practicum. What went well? Where did you experience challenges? What did you learn from this experience as a teacher leader? What did you learn from this experience? How will you take this experience into your future as a teacher leader?