

**MANITOBA PRINCIPALS' PERCEIVED CHANGES TO THEIR
KNOWLEDGE, SKILLS, DISPOSITIONS, AND PRACTICES AFTER
PARTAKING IN LEADERSHIP EDUCATION, AND THE EFFECTS OF THESE
CHANGES ON STUDENT OUTCOMES: AN EXPLORATORY STUDY**

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A Thesis
Submitted to the Faculty of Graduate Studies
of the University of Manitoba
In partial fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY

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Winnipeg, Manitoba, Canada

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Abstract

Does leadership education matter? The purpose of this study was to examine principals' perceived understandings of the relationships between their participation in leadership education to improvements in student outcomes as the result of their changes in knowledge, skills, and dispositions, and leadership practices. Ten principals were asked to discuss their leadership education experiences in either a master's degree of education (MEd) with specialization in educational administration or a nondegree professional development (PD) certification program. Manitoba, a Canadian province, has a school leaders' certification program that requires candidates to possess teaching certificates, have teaching and leadership experience, and meet certain academic requirements. The latter criterion can be achieved through an MEd, a PhD in educational leadership, a series of PD programs, or a combination approved by the ministry of education.

Leithwood and Levin's (2008) model was used as the conceptual framework and in constructing the interview protocol. The protocol also considered insights from Hoyle and Torres's (2008) habits of scholarship; Robinson and Timperley's (2007) and Downey, Steffy, English, Frase, and Poston's (2004) leadership practices; and Manitoba Education, Citizenship, and Youth's (2006) student outcomes. Participants were interviewed by telephone for 60 to 90 minutes. Member checking confirmed the accuracy of their transcriptions.

The principals, who represented schools that spanned Kindergarten to Grade 12, included five men and five women from different regions, and these principals generally had 10 to 20 years of teaching experience and had served as administrators for 5 to 10

years. The 7 MEd graduates reported 5 to 11 changes to practice, and the 3 nondegree PD graduates reported 8 to 9 changes to practice, with a common practice being the provision of educational direction. Principals also reported a shift from top-down leadership to shared leadership and their need to find a new role within learning communities through leadership education. Generally, principals perceived that their changes in leadership practices had a positive effect on student engagement, participation, and achievement. Leithwood and Levin's (2008) conceptual framework served as a good model for conducting a study on leadership education. This study confirmed that leadership education matters.

Acknowledgements

I would like to express my sincere appreciation and thanks to the participants and other members of the education community who contributed to this study. Without the principals' willingness to share their time and insights, this study would not have been possible. May giving voice to your leadership education experiences have benefits for your personal growth as well as improved learning and leading possibilities for other leaders.

Without the continued support from the Louis Riel School Division, specifically encouragement from Mr. Terry Borys, superintendent of schools and CEO, along with representatives from the Manitoba Teachers' Society, to continue my journey, this study would not have been completed. I wish to extend my thanks and appreciation for this generosity.

I extend sincere gratefulness and appreciation to my doctoral advisor, Dr. John Stapleton, former dean of education and rector of St. Paul's College, University of Manitoba, and more recently, former principal *pro tem*, St. Mark's College in Vancouver, for his mentorship, guidance, insight, instruction, and patience. His professionalism and sincere dedication to the field of leadership study allowed me the grace and persistence to complete this research. I would like to thank Dr. Paul Thomas, professor emeritus of political studies, University of Manitoba, and a member of my advisory committee, for his insight, wit, and concern to complete this project in a timely fashion. Thanks also are extended to Dr. Dawn Wallin, educational administration, University of Manitoba, for her wonderful pep talks, earnest commitment to research, and friendship on the educational conference journeys.

Special thanks to Dr. Carolyn Crippen, associate professor of leadership and coordinator of certificate of school management and leadership at the University of Victoria, for her servant leadership mentorship and support within the faculty, continued encouragement, and supportive feedback to continue the steps along this journey. Many thanks also are extended to Dr. Ed Hickcox, former department head of educational administration, Ontario Institute for Educational Administration, University of Toronto, for his introduction to the field of research in educational administration and his continued concern for sound educational leadership in Canada. His practical approach to getting things done was inspiring and motivational.

To my two sons, Jonathan and Matthew, thank you for understanding your mother's passion for lifelong learning. To my daughter-in-law, Jayme, along with the grand wee ones, Jaxxon and Myah, you are all joyful additions to the family and provide sheer delight in life. To my mother, Elizabeth, I express my sincere thanks for your belief in leadership of many kinds and interest in reading leadership material with me. Thanks to special loved ones who gave the strong nudge, incisive feedback, constructive criticism, and thoughtful gestures that lifted my spirit and supported my efforts throughout life's journey.

With great sincerity and humility, I express my thanks to countless dear friends who supported me with their prayers and, more importantly, to Jesus Christ, who gave me the strength to complete this research after many setbacks.

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Prologue

Who can arm themselves against a story? Men listen to a sermon from behind a mental barricade, but a story disarms suspicion, glides unhindered into the very citadel of the mind and is in possession before its purpose is guessed. (Selwyn Hughes, 1928-2006)

If history were taught in the form of stories, it would never be forgotten. (Rudyard Kipling, 1865-1936)

Dwight is a Manitoba principal between the ages of 30 and 39 years who has between 1 and 9 years of experience in administration. To get to that position, he had to obtain his teaching certification from the minister of education in accordance with the terms of Manitoba Regulation 555/88 to launch his career in Manitoba. He taught for several years prior to receiving encouragement and deciding that it was a natural career progression to become a school administrator. Thinking that he might be able to influence students in a positive way, he decided to follow others' encouragement and engage in professional development (PD) activities to become a school leader. He felt that he needed to obtain specialized leadership education, and even though he recognized that there were multiple routes to succeed in that ambition, he decided to apply for admission to an online university that offers the master's of education (MEd) degree with a specialization in educational administration. This choice was based upon the available programming he could access while living in a rural community and his need for flexibility with a young family.

Dwight earned his online course-based MEd in 2003 from the University of Calgary, and although he qualifies for the Manitoba School Administrator's and Principal's certificates, he has not applied. He commented, "The master's program just takes you to the next level and challenges you to think in ways that you did not think you could possibility think." Dwight is currently enrolled in a mixed online and on-campus PhD cohort program to continue his leadership education.

He believes that student growth is the main purpose for his senior years' school. He has worked to increase student participation, engagement, and achievement. He stated, "I have invited members of the student population to have a voice in some of the school's decisions that affect them. For example, we've had student participation in re-creating the student handbook and in creating a school improvement plan." Dwight reflected and shared that "students are an important group within our school, and they deserve to have active voice and participation in those areas that directly affect them." Then he further commented:

In terms of engagement, I see students being engaged in their own education. By that, I mean that they know what is expected of them, what the learning objectives are in each of their courses, and what comprises the essential questions to be addressed in specific topics of study. It also means that they have some choice in the way that their work is going to be assessed. I see all of this as engagement, and I really do believe that this increase in student engagement is a direct result of changes in my own administrative practice.

He summarized his perceptions about the impact of his leadership education:

I believe student achievement has gone up. I would say my leadership education was very relevant, and that goes back to the master's program which whet my appetite for additional knowledge and I wanted more, as I firmly believe it is important to be a learner.

Dwight's story, along with the other nine participants' stories recorded in this study, reflect the lived experiences in schools across Manitoba of the principals who are intent on making a difference for students. Does leadership education matter? Dwight's insights and those of the other participants indicated that it does matter. My purpose in conducting this study was to explore leadership education and certification, the practices that arise from participation, and the ways in which these changes influence not only learners within the classroom and school-wide community but also practice and improved student learning.

Chapter 1: Introduction to the Study

Introduction

Leadership education, faced with the question of how educational leaders influence student outcomes, has taken centre stage in English-speaking countries across the globe. Arguably, there have been many catalysts for this perceived need to reflect on the effects of leaders and the value of their leadership education, given the resources allocated to preparation and professional development (PD) programs. In the last decade, scholars from national and international boards, special task forces, and major foundations have taken up this challenge to investigate leadership education, as noted in the following summary that sets the context for this study.

McCarthy (1999) reviewed the field of leadership education and concluded that there is much to learn about the changes that have occurred in the leadership practices of principals resulting from their participation in leadership education programs. M. Young and Petersen (2001) reported on the work done by the National Commission for the Advancement of Educational Leadership and summarized that leadership education programs needed to develop the following:

- (1) Clearly defined and identified leadership goals;
- (2) Effective delivery structures and organizational processes to enhance individual and program wide outcomes;
- (3) Evaluation systems based on outcomes related standards that lend themselves to program enhancement; and
- (4) Meaningful and sustained collaboration among key educational leadership stakeholders. (pp. 8-9)

In 2004, Murphy and Vriesenga examined the research literature and summarized the findings in a University Council for Educational Administration (UCEA) monograph. They analyzed studies on school leaders' preparation programs published between 1975 and 2002, and they found four empirical articles on leadership preparation. Later at a presentation at the UCEA conference, Murphy called for the field to publish more research on leadership education with the view to improving outcomes for students after this extensive review of the research literature (personal communication, November 16, 2006).

Levine's (2005) controversial study shocked the field. He investigated American university leadership preparation programs and claimed that they were not producing effective school leaders. He stated that the qualities of the university programs, teaching staff, and resources allocated to educational administration were substandard and were irrelevant in helping school leaders to promote improvements in student learning. On March 15, 2005, an editorial in *The New York Times* squarely placed this debate in the public arena for leadership education to change and possibly gain support.

M. Young, Crow, Orr, Ogawa, and Creighton (2005) quickly responded to Levine's (2005) study to report the perspectives of several large interest groups. Major organizations were already involved in this discussion. These organizations included UCEA, American Educational Research Association, Teaching in Educational Administration special interest group (TEA SIG), National Council of Professors of Educational Administration, National Association of Secondary and Elementary School Principals, National Association of State Boards of Education, Stanford Educational Leadership Institute, Interstate School Leaders Licensure Consortium (ISLLC), and

National Council for the Accreditation of Teacher Education. Major publications have been circulated from these larger groups. Hoyle and Torres (2008), M. Young et al., and others were very critical of Levine's conclusions. They reported that Levine had underemphasized and underestimated the emergence of major work, such as the ISLLC's standards movement, as well as the call for educational administration as a field of study and practice to downplay its reliance on management studies and the behavioural sciences to instead recentre its work to promote school improvement, democratic community, and social justice.

Hoyle and Torres (2008) followed with their investigation of six top-ranked doctoral programs in American universities to determine whether programs prepare individuals who can lead schools and school districts to high performance for every student. Using an effective interview protocol to investigate the insights of faculty members, field educators, and program graduates, they reported gaps in course offerings and communications with professors as well as praised aspects of intellectual rigor, stimulation of coursework and activities, supportive faculty, and interactions with other students. They were very supportive of these six American universities and their leadership education programs.

The New Zealand Ministry of Education identified "a wide spread belief among politicians and members of the public that school leaders make a central difference to student achievement and well-being" (as cited in Robinson, Hohepa, & Lloyd, 2009, p. 35). Robinson and Timperley (2007) undertook a mandate to synthesize the types of leadership and their impact on students' academic and nonacademic outcomes. They identified 18 studies published between 1985 and 2006 that reported links between

leadership and student outcomes. Robinson and Timperley then reported five leadership dimensions as “providing educational direction, ensuring strategic alignment, creating a community that learns how to improve student success, engaging in constructive problem talk, and selecting and developing smart tools” (p. 249).

In the United Kingdom, several studies were conducted to examine the effectiveness of the National College of School Leadership programs established in 2000 and opened in 2002 to undertake leadership for the education of school leaders. As new goals emerged in 2009, the college name changed to the National College for Leadership of Schools and Children’s Services to reflect that it “exists to serve school, children's centre and children's services leaders and to improve leadership through the highest quality PD, strategic initiatives and by providing considered and informed advice to government” (UK National College, 2011, p. 1).

In fact, researchers have collaboratively prepared articles and research reports for two handbooks on the education of school leaders. In 2008, international scholars Lumby, Crow, and Pashiardis (2008) edited the *International Handbook on the Preparation and Development of School Leaders*, and then in 2009, North American editors M. Young, Crow, Murphy, and Ogawa compiled research articles for the *Handbook of Research on the Education of School Leaders*. Within the former handbook, Canadian researchers Leithwood and Levin (2008) provided a comprehensive conceptual model for studying leadership education with a focus on improved outcomes for students. Further details of their model are examined in chapter 2. They argued:

Underlying the demand to justify leadership development is that if leadership does not affect what students learn, then leadership development does not matter.

Equally, if planned leadership development initiatives do not improve leadership practice then they do not merit the resources spent on them no matter how much leadership itself matters. (p. 280)

This flurry of leadership education activity also became the focus of discussion within the educational leadership community of Manitoba, and several major groups collaborated to advance leadership education. The next section provides an overview of events within Manitoba to provide a context for this exploratory study that examined principals' perceived changes to their knowledge, skills, dispositions and practices after partaking in leadership education and the effects of these changes on student outcomes. One reflection that summarized this ferment of activity was M. Young's (2011) comment, "Indeed, in the last decade in particular, researchers have sought to understand the relationship between leadership and student learning and the relationship between preparation and effective leadership practice" (p. 6).

Manitoba's Leadership Education and Certification of School Leaders

This section outlines the provincial responsibility for education, school leaders' certification requirements, and university programs with specialization in educational administration. Given that education in Canada remains a provincial responsibility, the government of Manitoba established a department of education, now called Manitoba Education, formerly Manitoba Education, Citizen, and Youth (MECY, 2006), to fulfill its provincial responsibilities. The head of the department, known as the minister of education, is elected from a provincial riding to the provincial legislature as a member of the governing party. The minister is appointed to the position by the premier of the province and works with the deputy minister. As the former deputy minister of education

from 1999 to 2002, Levin (2005) provided Manitobans with an insider's view of the workings of government. He addressed virtually every major educational policy issue facing the provincial government to focus on what mattered, namely, managing the department and looking after education.

Although the minister of education is legally in charge of the department, the minister also is involved in the collective decision-making process within cabinet. The duties and powers of the minister and the department with respect to certification of teachers are described in the Manitoba Educational Administration Act (Manitoba Law, 2009). In June 2011, Section 3(1) of the Act noted 15 general powers of the minister while section 3 (2) states that programs taken by persons in teacher education institutions for the purpose of teacher certification are subject to approval of the minister. Section 4(1) of the Act states that the minister, for the purposes of carrying out this Act, may make regulations and orders with the force of law; and without restriction, related to certification matters as paraphrased:

- Duties of teachers and principals.
- Standards of academic and professional education acceptable for the certification of teachers.
- Eligibility for appointment as principals of elementary or secondary schools or any position involving educational administration or supervision.
- Supervision of all matters related to education.

In accordance with the powers described in section 4(2) of the Educational Act the government has legislated Manitoba Regulation 515/88, which governs teacher certification that includes school leader's certification. Part V for Administrators'

Certificates, as outlined in three parts: types of administrators' certificates; details for Level 1 (school administrator's certificate); and details for Level 2 (principal's certificate). The following provides details for these two certificates and notes one aspect of differentiation for the purposes of this study (see Appendix A). Participants in Manitoba may engage in various routes to complete their provincial certification academic requirements, and thus principals' experiences vary with each leadership education pathway. Two significant pathways of leadership education are the master's of education (MEd) degree with specialization in educational administration and the nondegree PD route to certification, as noted in subsection (c) below for Level 1 and 2 certificates. These regulations specifically note three provisions:

For Level 1 - a person may be issued a School Administrator's certificate where the person has met the following requirements:

a) Obtained a valid Manitoba professional teaching certificate as outlined in the regulations under part II (4) for general teaching certificates and is entitled to teach any subject at a grade level kindergarten to grade twelve;

b) Completed three years of approved teaching experience with a valid teaching certificate; and

c) Satisfied one of the following requirements:

i) a principal's certificate for kindergarten to Grade 12 issued prior to May 30, 1985; or

ii) a Master's of Education degree in educational administration, or equivalent from an approved university; or

iii) 120 contact hours of practicum, courses, workshops or conferences consisting of the following: 120 contact hours of PD activities other than university courses that pertain to educational administration; or 60 hours of PD activities other than university courses and 60 hours or 6 contact hours of post-baccalaureate courses at the 500 level or above in educational administration; or 90 contact hours of PD activities other than university courses that pertain to educational administration and 30 contact hours or 3 credit hours of post-baccalaureate courses at the 500 level or above in educational administration.

For Level 2 - a person may be issued a Principal's certificate where the person has all three of the following requirements met as he/she has:

- a) Level 1- school administrator's certificate as noted in the section above;
- b) Two years of experience as a principal or vice principal; and
- c) One of the following requirements:
 - i) a pre-Master's year or equivalent in educational administration; or
 - ii) a master's degree or PhD in educational administration; or
 - iii) 180 contact hours or 18 credit hours in post-baccalaureate courses at 500 level or above in educational administration; or
 - iv) 90 contact hours or 9 credit hours in post-baccalaureate courses at the 500 level or above in educational administration and 90 contact hours of PD activities other than university courses that pertain to educational administration; or

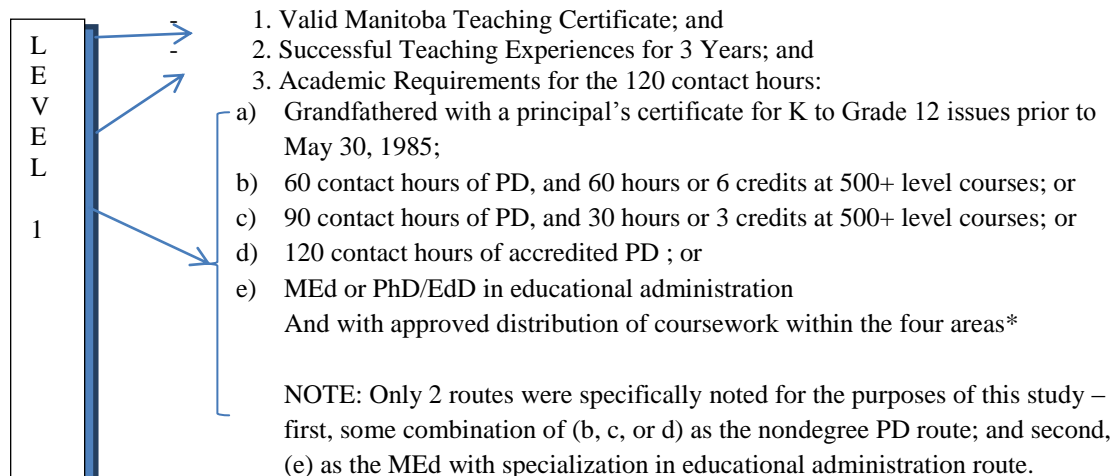
v) 120 contact hours or 12 credit hours in post-baccalaureate courses at the 500 level or above in educational administration and 60 contact hours of PD activities; or

vi) 150 contact hours or 15 credit hours in post-baccalaureate courses at the 500 level or above in educational administration and 30 contact hours of PD activities other than university courses that pertain to educational administration.

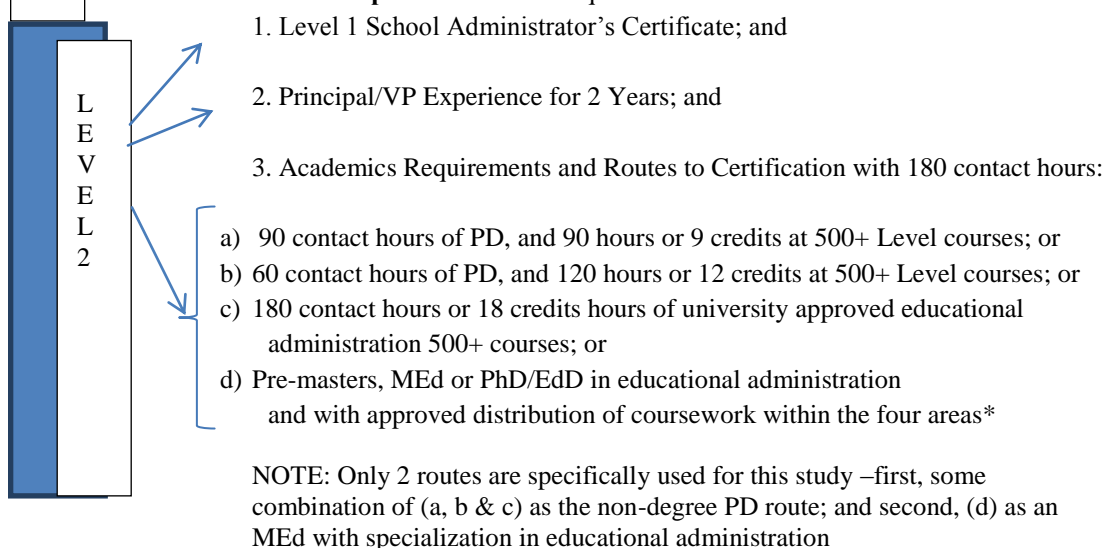
Please note: Critical to the certification process was the sub-clause that required courses be distributed into four areas of leadership, instruction, management and personnel; with 19(2) as a minimum of 15 (L1) or 20 (L2) of the contact hours refer to in sub-clause (1) (c) (iii), (iv), (v) or (vi) shall be from each of the areas of leadership, instruction, management and personnel. (Manitoba Law, 2009, pp. 14-17)

Figure 1 identifies the Level 1 and Level 2 certification requirements.

A. Level 1: School Administrators' Certificate requirements are summarized as follows:



B. Level 2: Principal's Certificate requirements are summarized as follows:



Summary of contact hours for academic requirements for certification:

Level 1 = 120 hours with a minimum of 15 contact hours in each of 4 competency areas

Level 2 = 180 hours with a minimum of 20 contact hours in each of 4 competency areas

Total = 300 contact hours with competency in all areas (*) as follows: Leadership, Instruction, Management, and Personnel

Figure 1. Routes to administrative certification in Manitoba (2009).

Given that Manitoba's voluntary certification also entails the option of the university route for an MEd with specialization in educational administration, and given that in 2001, only 14% of principals held an MEd with this specialization in educational

administration (Hickcox, 2001), it was then important to consider the university program experiences from 2002 to 2008. This next section outlines the MEd programs with specialization in educational administration available for Manitobans.

Two universities offer an MEd with a specialization in school administration or educational administration for school leaders: the University of Manitoba (U of M), in conjunction with the Universitaire de Saint-Boniface (USB) for French language programming, and Brandon University (BU). These programs offer courses for potential administrators framed around specific topics related to the role of school-based leadership. The participants may, or may not, commit to becoming school leaders, and the admission standards require 2 years of relevant work experience as well as grade point average (GPA) of at least 3.0 in the last 60 credit hours of a bachelor of education (Bed) degree. A 4-year BEd or a 2-year post-BEd requires a GPA of 3.0 in the last 60 credit hours. These MEd programs generally entail 30 credit hours, along with a comprehensive exam, or fewer course hours and a thesis or project.

Within the last 10 years, the universities have begun to develop off-campus cohorts in local school divisions and rural areas to reduce transportation expenses for the 20 to 30 educators attending the program courses. The school divisions support and benefit from the cohort programs in several ways, such as provision of the venue; materials for teaching opportunities for research into school division matters; and individual incentives that include payroll deductions to pay their annual tuition program fees, along with collaborative working relationships with colleagues. Admission to the MEd generally means that candidates pay a program fee over 4 years, with new registration fees required annually for each additional year. Candidates also must

complete all program requirements within a 6-year time limit. Once a year, participants meet with their advisors to complete progress reports and update their goals for each year of the program.

U of M's (2010) MEd with specialization in educational administration "is designed to develop leadership for Manitoba's school systems and to provide students with an in-depth and theoretical understanding of educational administration as both a moral and a technical endeavour" (p. 1). Students also benefit from their prior field experiences as teachers or administrators in public education. This experience is important because it enables them to see the relationship between theory and practice, or praxis, in education.

Two unique routes are available to complete an educational administration specialization within the MEd, namely, a thesis-based route and a course-based route. The first requires 18 credit hours plus a thesis; the second requires 30 credit hours plus a comprehensive examination. The coursework is divided into core, research, and concentration. Core courses are 6 credit hours in educational administration as a field of study and practice, and the second, theoretical perspectives in educational administration. Research courses relate to educational research, and if the candidate is doing a thesis, the particular research methodology course. The concentration area is 6 credit hours for a thesis or 12 credit hours for the course-based route, with a variety of choices listed. Course-level restrictions also maintain that credit hours must be taken at the 7000 level, unless otherwise noted.

Within the U of M is the USB's (2008) Faculty of Education French language programming, whose purpose is "to develop qualities of leadership among the staff

working in schools and school divisions in the province by providing the theoretical basis behind the school administration” and “offer students the possibility of completing, entirely online, a Master’s Degree in Education specializing in School Administration” (p. 1). Candidates may take a combination of courses at the universities or entirely online to complete their program requirements. The other formal university program at BU offers 9 credit hours of educational core credit hours with courses named as follows: Graduate Scholarly Writing, Interpreting Education Research and Overview of Educational Issues. The 12 credit hours of administration specialization requirements are taken in the following courses: Introduction to Educational Administration, Administrative Leadership in Education Institutions and School Administration and the Law, with an additional choice of 9 credit hours for the 30 credit hour Graduate Diploma in Education with Educational Administration specialization.

In addition to the U of M and BU for the MEd with specialization in educational administration, other professional bodies, including the Council of School Leaders of the Manitoba Teachers’ Society (COSL of the MTS), the MTS, the Manitoba Association of School Superintendents (MASS), the Manitoba Council for Leadership Education (MCLE), and school divisions, offer learning opportunities such as workshops, conferences, and institutes for school leaders to obtain nondegree PD credits.

A challenge facing school leaders was that the nondegree PD program offerings were extremely random and often very repetitive. Given the range of PD opportunities and groups marketing their programs, it was difficult to determine which ones were beneficial for school leaders. An appeal procedure permits individuals to request that the director of administration and professional certification give consideration to their special

circumstances or unique program experiences. The certification branch of the provincial government strongly suggested that PD providers obtain accreditation of their nondegree PD events prior to offering the sessions. It then becomes the responsibility of individual school leaders to gain the documentation of attendance at sessions and submit their particular documents for completion of their certification requirements.

Other opportunities for school leaders come via online learning, such as those from the University of Calgary, Ontario Institute of Studies in Education/University of Toronto (OISE/UT), and the University of Phoenix; other out-of-province professional conferences, private organizations, and groups; and Manitoba's First Nations Education Resource Center. Although conducting an analysis of only the formal university academic route and the nondegree PD certification programs was the intent of this study, it was important to note the availability of these other leadership education experiences.

The time frame was relevant to the changing dynamics within Manitoba as the principals and vice principals gained specific recognition as COSL of the MTS in 2001 and began this unique role within the educational community. To delimit this study, only school principals who had recently completed their leadership education through either an MEd with specialization in educational administration or the nondegree PD route between 2002 and 2008 were invited to participate.

Challenges of Manitoba's School Leader Certification System

If certification is not required and appears to have limited financial value beyond the learning benefits to individual leaders, why would principals obtain their certificates? At its 2002 annual general meeting, COSL's educational leadership group reported on the provincial members' PD survey as prepared and then contracted to Pro-Active Inc.

Findings reported that most principals did not submit their documentation to obtain certification after attending the PD experiences or university coursework. Hickcox (2001) noted that fewer than half of school principals held certification awards. The reason given by most administrators was that in Manitoba, certification, although not mandatory, may or may not affect hiring, promotion, or compensation; however, the principals acknowledged the significant benefits of learning and networking with colleagues in the leadership education programs.

One further concern about leadership education has been that although qualifications for teachers are required, specialized credentials for school leaders are generally optional. Leaders within the province can move forward in their careers without advanced training; for example, they move from a Friday as a teacher to a Monday as a school principal, and in small rural schools, a newly hired teacher also may be assigned to be principal. Manitoba's culture of accountability for public education and its reform shifted to a coresponsibility for leadership between superintendents and trustees, as noted by MASS (2007); thus, the changing role for school principals required an updated approach to leadership education. Reforms at the school level were placed securely in the hands of professionally certified and university-educated teachers and school leaders, and this shift in the role of principals necessitated changes in leadership education programs with a view to improved outcomes for all students.

To this end, in 2001, MCLE provincial directors, who represented MAST, MASS, COSL of the MTS, and the three provincial universities, along with support from government officials, commissioned Hickcox to write two reports. In the first (2001), he reported on the provincial forum held on leadership education in Manitoba, and in his

second (2002), he wrote a review of Manitoba's leadership education and certification programs in light of the Canadian landscape. Primarily because advanced training beyond teacher certification had not been mandatory in Manitoba, and the leadership PD programs had little coordination, a cohesive and comprehensive program for the growth and development of school leaders was required to meet this changing context.

Hickcox (2002) reported on the state of school leadership in Manitoba:

General movements toward accountability, toward devolution of authority to the school level, toward greater parental and community involvement, toward rapid and continual innovation, toward looming shortages of qualified teachers and principals are only the tip of the iceberg, and all have implications for the nature of leadership and for the training of school principals. (p. 2)

Hickcox also made four recommendations that called for "the establishment of standards; the development of training experiences related to the standards; the development of an effective mentorship program; and the establishment of certification as a requirement for holding the principalship" (p. 22).

Given the urgency felt by the educational community to develop high-quality school leaders, several interest groups collaborated to move the field forward. Appendix B reports the historical scan of Manitoba's intense period of attention on leadership education and certification matters with years they occurred, the groups involved, and a brief summary of the event descriptions as responses to this agenda.

In 2001, COSL of the MTS was created from the Manitoba Association of Principals (MAP) with membership of approximately 900 to 1,000 school leaders. The average age of the school administrators was reported to be 52 years. Because principals

are going to be leaving their role within public schools as the result of retirement, the demand for high-quality leadership in education is rising. Therefore, paying attention to leadership education and succession planning became more urgent. The historical scan summarized the flurry of events during this shifting political landscape, along with the changing role of school leaders within the educational community and the action steps to advance leadership education awareness. In 2003, the Canadian Association of Principals (CAP) predicted that a leadership crisis was looming because a large number of principals were considering retirement or had recently retired nationwide. These events, along with several others, promoted advancements in leadership education specifically in the areas of instructional leadership and shared leadership for Manitoba educators. Because of the economic downturn and redundancy or attrition associated with decreased enrollments, the demands leveled off somewhat in the latter part of this last decade.

In March 2001, Manitoba Education, Training, and Youth (METY) continued the Manitoba government's education reform agenda resulting from provincial forums. Specifically, one of the six priorities within the policy document indicated, "Professional development is being strengthened for school leaders including the review of qualifications and credentials. The Department is supporting the work of its partners in education now studying the training and certification qualifications of administrators" (p. 15). Accordingly, the government invited representatives from major groups interested in leadership education, such as MASS, MAST, MTS, COSL of the MTS, and universities to review the process of school leaders' certification and PD. The government department responsible for teacher certification that acted as a coordinating

body for this provincial leadership review was known as the Board of Teacher Education and Certification, now the TECC, Teacher Education and Certification Committee.

After extensive provincial consultation, COSL provided a response to the Hickcox (2001, 2002) papers commissioned by MCLE and provided recommendations from its membership regarding professional standards and competencies (see Appendix C) directly to the minister of education. The minutes from the COSL directors' March 2006 meeting noted the following nine points, and a motion directed that a letter be sent to offer these revisions to the minister for review:

1. The Level 1 School Administrator's Certificate and Level 2 Principal's Certificate be maintained and that principals and vice-principals be strongly encouraged to complete requirements.
2. The following name changes be made: (a) Level 1 School Administrator's Certificate is changed to School Leader Level 1; and (b) Level 2 Principal's Certificate be changed to School Leader Level 2.
3. The Competency Description of Leadership, Instruction, Management and Personnel be renamed Educational Leadership, Building Capacity, Organizational Leadership, and Instructional Leadership.
4. Active professional learning be recognized through the addition of PD activities such as: (a) mentoring & networking (Level 1 = 20 hrs Level 2 = 30 hrs); (b) Learning through community involvement (Level 1 = 20 hrs, Level 2 = 30 hrs); and (c) learning through practice (Level 1 = 20 hrs, Level 2 = 30 hrs).

5. Governmental support be provided for leadership development in the form of financial support to school divisions for this purpose.
6. School division/districts support leadership development through the provision of resources, including financial support, time, and incentives. This provision would be in order to encourage and assist current principals to attain Levels 1 and Level 2 certificates in a timely manner and to encourage aspiring principals to pursue certification.
7. Level 1 and Level 2 Certificates be recognized as a component of criteria for the hiring of principals and vice-principals.
8. Level 1 and Level 2 certificates be recognized for remuneration on the classification grid.
9. The Education Leadership Mandate Group of COSL be actively engaged in the process of determining accreditation requirements in consultation with the Teacher Education and Certification Standing Committee of the Manitoba Teachers' Society. (p. 5)

These recommendations were formally submitted in June 2006 to the government by the COSL leadership team for consideration. Meanwhile, COSL (2006) directors and leadership team indicated their intentions were “for continued advancement on professional standards. The professional standards grid will be implemented in all COSL PD event planning and will be used to advocate with the service providers” (pp. 6-7). A recent review of the government website for school leaders' certification indicated that recommendations were not added to the 2009 updates. The COSL chairperson (personal communication, September 7, 2011) indicated that the work continues and comes up

again for formal review with recommendations from COSL on school leaders' certification for the government's agenda for the 2011-2012 school year.

Purpose of the Study and Research Questions

The study was designed as an exploratory qualitative study to examine two broad research questions: (a) What do Manitoba public school principals report as changes to their knowledge, skills, and dispositions (KSDs) and leadership practices as the result of leadership educational programs undertaken while already in their professional careers? and (b) What were their perceptions of the effects of their new leadership capabilities and practices on student outcomes in their schools? These two broad questions resulted in five research subquestions:

1. What do principals report as having been their recollected experiences in their (a) MEd degree with specialization in educational administration and (b) the nondegree PD programs that resulted in their being awarded school leader's certification by Manitoba's Ministry of Education?
2. What do Manitoba school principals who received these awards (a) and (b) from 2002 through 2008 report as changes to their KSDs, as influenced by this leadership education?
3. What do Manitoba school principals who received these awards (a) and (b) from 2002 through 2008 report as changes to the school leadership practices, as influenced by this leadership education?
4. What relationship and relevance, if any, do Manitoba principals perceive between participation in their leadership education experiences and changes to their KSDs as well as changes in their school leadership practices?

5. To what extent do principals attribute improvements in student outcomes to these changes in school leadership practices, as influenced by their leadership education?

The following section explains how the answers to these questions may contribute to research and practice to advance the field for leadership education.

Significance of the Study

Leithwood and Levin (2008) recommended that a high priority be placed on “better knowledge about effective leadership and its (leadership education) development” (p. 296). Robinson and Timperley (2007) concluded that “the challenge is to focus more closely on how leaders influence the teaching practices that matter” (p. 15). Bustamante and Combs (2011) noted that the Organization for Economic Cooperation and Development reported that school leadership improvement has been described as a worldwide challenge and that “limited studies are available that closely examine master’s degree courses in school administration, and, in particular, that analyze the content and relevance of master’s level research courses for school principal candidates” (p. 1).

This study contributes to theory and practice with recommendations for leadership education by examining Leithwood and Levin’s (2008) conceptual framework. For policymakers and educational leadership researchers, the study investigates how to best understand why principals do what they do and what effect these actions have on student outcomes. For school division personnel, the interview protocol served to inform divisional superintendents and the participants as they reflected on these influences of their growth from leadership education experiences and what impact these changes had on student outcomes. This study of leadership education and the academic requirements

for school leaders' certification in Manitoba also provides insight for future research. Finally, it offers insights into a rich array of real principals' stories about effective leadership practices and the impact on all learners in the school community.

Limitations of the Study

I sought to identify and examine variables for future studies with linkages between leadership education and school-wide leadership practices, as well as the improvements these held for student outcomes. This study was guided by an implicit logic model with the initial assumption being that change and improvement within schools will be achieved. Reflective and conscientious leaders recognize the need for ongoing professional learning, and as such, they undertake additional leadership education beyond their initial formal teacher education programs. Completion of such programs provides them with leadership KSDs and practices to introduce reforms within their schools. Research and performance measures rely greatly on logic models to make explicit the underlying causal logic of relationships among different actions that lead to school-wide and community improvements for the benefit of student learning.

Although I used extensive data from the Manitoba context and also involved interviews with 10 principals who were representative of a cross-section of school leaders, the findings must be interpreted cautiously. In addition, researcher bias may have influenced the study, given that I also was an experienced teacher and school principal in Manitoba. To remain cost efficient and without the support of an external grant for this research, I employed telephone calls and electronic mail communication with the various school division personnel. Limitations are best stated for clarity and concise reflection of the rich array of leadership practices within and beyond the school.

My being physically present during the interview session may have changed the responses of some participants by either creating less engagement or by promoting more open communication. Another limitation of this study was that only participants who volunteered were interviewed, and they may have agreed to be interviewed for a wide variety of reasons, such as experience with research, the opportunity to tell their stories, or personal criticisms to express. School division superintendents also were responsible for sending the letter of invitation to the school principals within their respective divisions, and their demanding workloads may have influenced their availability to participate. According to Manitoba's provincial regulations (Manitoba Law, 2009), principals are responsible for their schools' results, and self-reported interview data require trust. Principals were asked to recall details and memorable leadership education experiences following program completion between 2002 and 2008. This time frame served to delimit the field, as noted by one participant, who was challenged by time to remember, given his 1997 graduation. To offset some of these limitations, I exercised caution to ensure that the participants were reflective, I read back portions of their comments during the interview process for accuracy, and I used a member check system for the participants to review their typed transcripts. Following are definitions of the terms used in this study.

Definitions of Terms

Certification programs are developed by professional societies or government agencies to ensure that professional responsibilities are carried out. In Manitoba, school leader's certification is provided by two certificates beyond the basic teaching credentials. This certification process for school leaders refers to Level 1: School

Administrator's Certificate and Level 2: Principal's Certificate. These two levels, in addition to the teaching certification and experience components, require the completion of academic requirements in the four areas of leadership, management, supervision, and personnel, and they work to advance the KSDs and leadership practices of the participants.

Competencies are standardized requirements needed to properly perform a specific job, and they encompass a combination of KSDs and practices necessary to improve performance.

Disposition refers to inherent qualities of mind and character, the inclination or tendency to do an act, and the power to deal with a matter. Dispositions within this study included attention to the habits of mind, state of readiness, and the tendency to act in a particular manner in regard to decision-making choices. Dispositions also may be considered "desirable values or beliefs about power that one holds and may include such attributes as openness, trust, cooperation, intimacy, teamwork, and control; they often are what individuals should do to be successful within an organization" (Hoy & Miskel, 2008, p. 179).

Knowledge comprises the familiarity, awareness, and understandings gained from real lived experiences, from reading, or from hearing and seeing. Knowledge also may be defined as knowledge that describes and knowledge of how to. For the purposes of this study, I referred to scholarly habits, as used by Hoyle and Torres (2008), to describe the awareness and understanding of information and theories within a school context. Hoy and Miskel (2008) also stated:

Different kinds of knowledge are general and domain-specific, with further categorization into declarative, to express; procedural, how to do something; and conditional, knowing when and why to apply others. Piaget understood knowledge as an internal process of transforming, organizing, and reorganizing previous knowledge thus does not reflect the external world but more an internal exploration and discovery. (p. 73)

Alternatively, they commented, “Vygotsky, a Russian psychologist, stated more than 50 years ago that knowledge was built upon what participants contribute and construct together that viewed learning and development of knowledge within a social constructivist perspective” (p. 70).

Leadership education, which includes preparation and development, provides professional learning opportunities in formal or authentic settings, individually, or with others. Preparation often implies the development of educators to become teacher leaders and new leaders. Development programs are relevant to existing school leaders because credentials are not always required for hiring and training concurrently with job experience. Examples of professional learning experiences include conferences, workshops, seminars, and institutes; informal learning opportunities may include book studies, personal readings, online research, and observations of other leaders in action usually influenced by discussion.

Master's of education degree with a specialization in educational administration is a program with admission requirements and a predetermined program of coursework, with either thesis and less coursework or a comprehensive examination with full coursework, and often practicum requirements offered by formal or online universities.

Entry to the program is screened by university administrators and faculty. School leaders are encouraged, but not required, to hold an MEd or be enrolled in a program to become administrators, with benefits such as salary increases and career advancements.

Leadership practices are defined in several ways, such as the repeated performance of an activity in order to learn or polish a desired skill, the act or process of doing something, a method or procedure to get something done, a customary action, lessons or repeated instruction, or observation. In this study, leadership practices pertained especially to all leadership actions within the school that may, or may not, have been conducted by specific leaders, and they have been intentionally used to advance student outcomes. For the purposes of this study, I used an expanded view of practices from two sources, namely, instructional strategies of viewing classrooms in action to promote learning for teachers and students, and shared or distributed leadership actions that provide educational direction with the alignment of words and beliefs for the entire community to benefit all learners.

Principals, also known as school leaders or headmasters, are the primary leaders held accountable for all operations within public schools. To different degrees, principals may work unilaterally or collaboratively to plan, organize, direct, control, and evaluate the activities of staff in an elementary or a secondary school setting. The duties and responsibilities are designated by legislation, as previously noted in this chapter, and principals work collaboratively with their school divisions' superintendents for direction and are employed by an elected school board charged with the operation of schools.

In Canada, education is mainly a constitutional responsibility of the provincial governments, and each provincial government assigns through legislation, regulations,

and administrative policies the duties to be performed by the principals of schools at all levels. Regulations must flow from statutes, and they have binding legal authority, which may not be the case with an administrative directive, which can be more or less binding on actors within the local school systems.

In Manitoba, Section 28(1) of the MB Regulations 468/88R made under the authority of the Education Administration Act describes the authority of principals. Subject to this act and then the instructions of the school board, a principal is charged with all school matters of organization, management, instruction and discipline. In 28(2) of the act, specific duties of the principal are also noted as the supervision of staff, pupils, buildings, and grounds during school hours.

School divisions or districts are groups of provincial schools governed under a local school board having “responsibility of providing for elementary and secondary public school education and includes a remote school district as designated in subsection 3(4)” (Government of Manitoba, 2011, p. 1). Manitoba has larger metropolitan divisions with approximately 15,000 students and northern remote or smaller rural school divisions with a few hundred students. Each school division has an elected board of trustees and one agent of the board to conduct the leadership business within the school division, generally known as the superintendent, and often, the chief executive officer of schools. The map in Appendix D shows how the provincial school divisions also were divided into unique regions by MECY (1997).

School leaders are principals and vice principals charged with the responsibility of leadership within schools at the local level.

Skills are learned capacities to carry out predetermined results with energy and over time that may include time management, teamwork, leadership, and self-motivation. Skills, for example, may support a concept of shared leadership and encourage all staff by stating basic values, announcing goals, and encouraging better performance. Various terms are used as descriptors, including transferable, core, soft, and generic skills. Hoy and Miskel (2008) noted three types of skills needed by effective leaders:

Technical, specialized knowledge about work, activity, procedure or technique; interpersonal, understandings of feelings and attitudes of others, along with knowledge of how to work with people and groups; and conceptual or cognitive, the abilities to form and work with concepts, think logically and reason analytically, deductively and inductively. (pp. 425-426)

For the purpose of this study, I used skills such as collecting, tabulating, and reporting data; facilitating, collaborating, and communicating; and creating conditions for self and others to set goals.

Student outcomes may refer to student participation, student engagement, and student achievement in schools. Participation has been defined as active learning, attendance, access to group events, increased motivation, and the potential for building community between students, students to teacher, and students within groups; engagement has been defined as creating a culture of academic achievement through stimulating environments that motivate, stretch, and develop; and achievement has been defined as the student results for successfully obtained learning outcomes as noted in documents such as student report cards and learning portfolios (Hoy & Miskel, 2001). Student achievement does not have a precise operational definition (Hoy & Miskel,

2001); it also may include students' formal academic achievements or their nonacademic outcomes. Scholars have concurred that the quality of instruction is the single most important factor (Darling-Hammond, 2000; Ingvarson, 2003) in improving student outcomes. Further definitions in the literature review are related specifically to the conceptual framework used to guide this study. Principals' effects to improve student outcomes also are examined.

Format of the Study

I used a five-chapter format to organize and present this final report of the dissertation. Chapter 1 included the purpose and research questions; it also contextualized the discussion of leadership education, along with the assumptions, limitations, and definitions of terms. Chapter 2 presents the related literature and Leithwood and Levin's (2008) framework, along with the slightly amended operational definitions of their conceptual model that I used to develop the variables for this study. Chapter 3 describes the chosen research design, including the data collection procedures and analysis techniques. Chapter 4 presents findings from the 10 interviews, and chapter 5 concludes with a discussion of the findings, future research ideas, and recommendations.

Chapter 2: Review of Literature and Conceptual Framework

Introduction

Defining leadership for the purposes of examining leadership education continues to be a challenge, and in this chapter, I attempted to delimit the literature relevant to leadership for this study. I intentionally examined two questions: (a) What leadership research best provides insight for leadership education? and (b) What conceptual framework best serves to study the effects of leadership education for improved student outcomes? For the first query, I focused on the two major areas of leadership for schools and the changed role of the school principal, and leadership education for improved student outcomes.

Leithwood and Levin (2005) pondered, “Just what is leadership, anyway?” (p. 6). They were concerned that educational leadership preparation institutions continue to be challenged to develop quality programs without having a solid definition of leadership. Over several decades, research on leadership education has struggled to find conclusive insights. Murphy and Seashore Louis (1999) developed a conceptual framework to structure research by using Parsons’s (1960) concepts of technical, managerial, and institutional aspects of the organization. In short, connecting these concepts to the role of the school principal was done as follows: Technical aspects explained the nature of the leader’s role in the learning-teaching process; managerial aspects referred to all matters of leadership, administration, and organization of schooling; and institutional aspects situated the school in relation to matters of its external environment.

Although these insights explained the various aspects of the school leader’s role, they did not provide enough direction to develop high-quality leadership education

programs to support leaders' growth for the development of schools toward 21st-century learning. In addition, the search for a conceptual framework to examine leadership education with a view to improve student outcomes was a challenge. Leithwood and Levin's (2008) conceptual model was advocated and chosen from the *International Handbook on Leadership Education*, with a slight narrowing of the variables to operationalize the definitions for the data collection process in Manitoba.

Leadership for Schools and the Changed Role of the Principal

What leadership research best provides insight for leadership education?

Leadership for schools and the changed role of the principal have witnessed two significant shifts. The first was the move from viewing leadership as the purpose of a single leader with full authority to a shared or distributed concept of leadership involving more than just the formal leader (Leithwood, Patten, & Jantzi, 2010); the second shift considered specific descriptors for leadership processes or practices, described as transformational, instructional, or servant (Marks & Printy, 2003), that the leader may use in a blended approach. Marks and Printy (2003) advanced the field to understand that the most effective leadership is a combination of styles and that the competing demands of school leaders requires a multiple approach to improve student outcomes.

The identification of skills and practices needed for the 21st century by leaders and students emerged through the recognition that education may be held responsible for preparing students to be competitive in a marketplace different from that of their parents (Davidson & Stone, 2009). The literature review in the next section provides a chronological report of the developments in the field as they unfolded for leadership and student learning and then as they pertained to leadership education and practice.

Greenleaf (1970) suggested an ethical concept, coined as *servant leadership*, with leadership described as a vocational calling centred on a relationship between leaders and followers. His model includes 10 characteristics that illustrate this type of leadership: listening, empathy, healing, persuasion, awareness, conceptualization, foresight, stewardship, commitment to growth of people, and building of community. Each word identifies a leadership quality that collaboratively influences a person's disposition that attunes the individual to the needs of those being served in the community: students, teachers, and other leaders.

However, Rost (1991) suggested that researchers who added a word in front of leadership "were one-discipline scholars...easily recognized because they almost always put an adjective in front of the word leadership" (p. 1). He posited that leadership is "a group process in which individuals motivate and influence others to work towards a shared purpose" (p. 3), not as heroic types but through collective, collaborative, and distributed efforts. Rost also lamented that

It should be no surprise that scholars and practitioners have not been able to clarify what leadership is, because most of what is written about leadership has to do with its peripheral elements and content rather than the essential nature of leadership as a relationship. (p. 5)

Given Greenleaf's (1970) notion of leadership, the argument could be made that the relationship was central to his approach regarding the 10 key tenets of leadership. In Rost's (1991) study of researchers from 1910 to 1990, he reported that more than 60% did not define leadership in their works; he commented that in the 1990s, "leadership is a word that has come to mean many things to all people" (p. 7). He further summarized his

research by noting that “school leadership is as elusive in 1990 as it was in 1978, when Burns wrote his book” (p. 11).

Burns (1978), a colleague of and mentor to Rost, held a political view of leadership that contrasted transactional and transformative leadership. Transactional leadership ensures that performance complies with direction, mission, and purpose to provide the promise of rewards for diligent efforts. A continuum of transformative leadership arose as levels of awareness transcended self-interest to a form that promotes the team, the organization, or the larger policy through change and growth. Bass (1985) developed a full range of leadership that expanded this conceptual consideration for leadership.

Leithwood’s (1994) model of transformational leadership expanded the work of Bass (1985) and resulted in the development of eight dimensions to guide the school principal: Building a school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organizational values, demonstrating high performance expectations, creating a productive school climate, and developing structures to foster school decision making. These dimensions defined the role of the leader, and principals were encouraged to undertake leadership to achieve these dimensions with school staff, thus transforming the nature of schooling to a socially directed model of learning. In 1986, Leithwood and Montgomery developed a handbook for OISE/UT on the practical implementation of leadership dimensions by school leaders.

In 1999, Leithwood and Duke claimed that the existing research on school leadership could be classified into six categories: instructional, transformational, moral,

participative, managerial, and contingency. Instructional leadership focuses the principal's role on "the behaviours of teachers as they engage in activities directly affecting the growth of students" (Leithwood & Duke, 1999, p. 47). Leaders provide support and feedback to teachers in their efforts to advance learning for students. Transformational leadership focuses on "the commitments and capacities of organizational members" (Leithwood & Duke, 1999, p. 48). This transformative process begins with individual staff members, support for their goal setting, and solution finding to achieve agreed upon goals in the school setting. Moral leadership centres on "the values and ethics of leadership" (Leithwood & Duke, 1999, p. 50), namely, determining what is right, how decisions are made, and how value conflicts are resolved. Participative leadership attends to "the decision-making process of the group" (Leithwood & Duke, 1999, p. 51) and managerial leadership encompasses "the functions, tasks, or behaviours of the leader" (Leithwood & Duke, 1999, p. 53), contingent leadership centres on "how leaders respond to the unique organizational circumstances or problems they face as a consequence of the preferences of co-workers, working conditions and tasks to be completed" (Leithwood & Duke, 1999, p. 54).

Elmore (2000) focused his research on distributed or shared leadership, arguing that leadership is rather straightforward and that only leadership practices vary. He identified authority, power, initiation, control, resource commitments, accountability, and the assignment of merit as aspects for debate. His insights provided direction to the individuals engaged in learning communities and their practice of shared leadership.

Murphy (2002) further argued that progress in school leadership requires greater attention to "valued ends" (p. 163). He recommended that school leaders focus on three

areas of development: moral stewardship, educational leadership, and community building. Moral stewardship focuses the organization on the core values of justice, fairness, and community; educational leadership centres on instructing and educating the next generation; and community builder nurtures the life world of the school by supporting open access to families and community members and by creating communities of learning within the school. Murphy (2006) also has been a leader in the United States to advance these areas as a framework for leadership education programs.

Hallinger (2003, 2005) focused his work on a variety of leadership behaviours for principals as the instructional leaders in the school setting. His model provided a foundation for extensive research and the underpinning for leadership education when principals, as the instructional leaders, began to be widely held responsible for student outcomes. Instructional leadership specifically focused leadership matters on the aspects of teaching and learning. Curriculum content, teaching methods, assessment strategies, personnel supervision, resource allocation, and the creation of cultural norms for achievement were examples of practice under review. Working collaboratively with teachers in the school as learning communities on school-wide matters became one of competing demands to attend to matters of the office while being supportive of school-based instructional matters.

Downey et al. (2004) reported on a five-step model of instructional leadership as principal supervision that emerged as a strategy of walking through classrooms. School leaders were trained in what to observe. The skills were taken from the literature on management by walking around. Dialogues between principals and teachers held before, during, and after their visits to the classroom focused on student growth for achievement.

Leaders were engaged in observations and collaboration with respect to five aspects of the classroom: physical and emotional safety within the classroom (S); wall walks to promote active learning environments (W); instruction strategies utilized to advance learning (I); curriculum calibration for all learners (C); and evaluation of, as, and for learning (E), or SWICE as reported by Allsopp (2005). MECY (2006) promoted these practices for school leaders with extensive support for seminars with MCLE, COSL, and school divisions as a means to encourage this direction. Included in chapter 3 is an explanation of the use of this strategy within the interview protocol.

In 2003, Waters, Marzano, and McNulty considered how leadership practices matter in schools as they reviewed 30 years of research and analyzed student achievement in 70 studies involving 2,894 schools, 1.1 million students, and 14,000 teachers. Their study provided substantial evidence for the field on the significant effects of leadership responsibilities and practices on school outcomes. Findings noted 21 leadership responsibilities, and Waters et al. reported that “improvements in a principal’s leadership abilities by one standard deviation above the norm would translate into a mean significantly associated with a gain of 10 percentile points for student achievement” (p. 1). These comments highlighted the very critical nature of leadership practices and their outcomes for the benefit of learners.

Marks and Printy (2003) explored the effectiveness of shared instructional and transformational leadership on school performance when principals engaged in change and maintained active classroom collaboration with teachers and students. Combined instructional and transformative leadership around curricular, pedagogical, and assessment issues was ideal because neither form of leadership was sufficient by itself.

Their empirical study reported results from 24 mixed-level schools across the United States, interviews and surveys for over 1,000 teachers and administrators at the schools, and the assessment of student assignments. They also examined instructional and assessment practices and discussions to consider student outcomes. They concluded:

When the principal elicits high levels of commitment and professionalism from teachers and works interactively with teachers in a shared instructional leadership capacity, schools have the benefit of integrated leadership; they are organizations that learn and perform at high levels. (p. 393)

Crippen (2004) examined servant leadership and considered the work of informal leaders by studying three female Manitobans who emulated Greenleaf's (1970) 10 tenets of servant leadership. Servant leadership spread widely throughout Manitoba, with Crippen's work being presented at several workshops, university courses, and summer institutes. This leadership approach also was consistent with a Christian, faith-based service approach to all humankind and was based upon the development of a relationship between the leader and followers that may evolve over time to become collaboration. Thus, servant leadership suggests that individuals are responsible to lead and that followers develop a desire to emulate the leader. Walking side by side to achieve common understandings as individuals' model service and share personal strengths for the good of all is this model at its best. In 2001, Spears, one of Greenleaf's students, presented an intensive workshop for the Manitoba leadership community on these tenets of servant leaders at the annual CAP conference (Spears, personal communication, May 2001). The information that was disseminated served as the foundation to promote a model of service in action within the leadership community (Spears & Lawrence, 2002).

Lambert's (1998) model of leadership used leadership skill development along one axis and level of engagement in leadership on the other axis. Optimal conditions for leadership within the school occurred when all partners become highly skilled in leadership practices and then used those skills to become highly engaged in the matters of leadership. Demands on the role of principals evolved through four distinct phases to a gradual release of leadership ownership to collaborative and shared decision-making strategies, with leadership as a distributed process. Lambert's work was received well by the school leaders, teachers, trustees, and superintendents of schools in Manitoba. These individuals also supported the implementation of shared or distributed leadership.

Lambert (2002) supported participatory or shared leadership in schools and referred to building this model of high capacity for leadership in formal and informal leaders. She explained that a highly skilled group of educators who fully participate in all leadership activities can benefit students. Teachers as leaders can collaborate with the principal to move the school through three distinctive phases, namely, instructive (educative or learning how to), transitional (moving to shared), and high capacity (full collaboration) of leadership within the school. This progression toward shared leadership creates a change in the role for principals, who need to shift from an autocratic, top-down approach to a shared or a distributed model of leadership.

Lambert (2005) asserted that the search for learning is paramount and that educational leaders must define themselves as the lead learners. Her workshops in Manitoba also have been well received and have inspired others. She commented:

Leaders [must] attend to the learning of all members of the educational community. Together, they explore current practice, beliefs, and assumptions that

serve as a basis for posing inquiry questions. These questions are the signposts in the hunt for evidence and the struggle with dissonance. Dissonance is tackled in dialogue, thereby lowering defenses and increasing shared understanding. This journey results in new approaches to student and adult learning, internal school accountability and shared responsibility, and a commitment to the decisions made for school improvement. (p. 64)

Looking outside education, Thomas (2007), a Manitoba scholar, conducted a study of reforms in health care that considered the term *governance* in an effort to define the shared leadership role of politicians and public servants. Thomas defined governance as a “complex set of networks, relationships, processes and mechanisms through which citizens, groups and organizations articulate their interests, exercise their rights, meet their obligations, and reconcile their differences” (p. 116). He also advocated “knowledge-for-action using eight key words: activation, communication, persuasion, mediation, negotiation, collaboration, coordination, and implementation” (p. 116). He affirmed that knowledge without action lacks benefit for all. Thomas further used these key words to examine shared leadership through the behaviours, skills, dispositions, and practices that were demonstrated within a context, and then he grounded his analysis in a complex set of reforms within the health care field.

Leithwood and Riehl (2005) later refined the eight dimensions mentioned earlier in this study into three broad areas for school leaders: mission, performance, and culture centred. Mission refers to the development of a widely shared vision for the school through building consensus and prioritizing goals, performance refers to high performance expectations with individualized support and intellectual stimulation, and

culture focuses on values for a productive and collaborative school culture and the creation of effective structures for engagement in decision making. These three global leadership practices are effective in keeping leaders focused on what matters within the school, thus allowing them to balance the heavy demands on their time.

The New Zealand government asked scholars to identify the leadership practices that can improve student learning. Robinson and Timperley (2007) conducted a search of the literature to identify 18 studies published between 1985 and 2006 that reported links between leadership and student outcomes. They considered the changed role of the principal and examined leadership practices for the purpose of advancing student outcomes. In short, they posed the question, “Does leadership matter for education?” Leadership dimensions, as previously mentioned in chapter 1, were reported as promoting teacher learning, providing educational direction, ensuring strategic alignment, creating a community that learns how to improve student success, engaging in constructive problem talk, and selecting and developing smart tools. In chapter 3, I further explain how Downey et al.’s (2004) and Robinson and Timperley’s (2007) dimensions to examine leadership practices in this study were used as ways to explore the instructional leadership and shared or distributed leadership practices of principals.

Day (2005) found that principals who “translated their passion into practice [noted] that pupils’ achievement had increased over a sustained period of time” (p. 573), and he found that successful head teachers were those who placed as much “emphasis upon people and processes as they do upon product” (p. 581). Jacobson (2008) further reported findings that supported Day’s report and identified passion, persistence, and commitment as attributes of successful principals. Jacobson also called for future

research to consider “whether, and how, school leadership affects the affective outcomes of students... [and noted] future research in this area needs to expand the operational definition of school success” (p. 14). Further examination by Jacobson of student success included an exploration of student outcomes beyond those of participation; achievement; and engagement, the latter of which may include this affective aspect. Jacobson also referred to affective outcomes, and Robinson et al. (2009) referred to well-being in addition to academic learning outcomes.

Jacobson (2008) noted that similar to his work in New York, Day (2005), a researcher from the University of Nottingham, initiated the International Successful School Principalship Project (ISSPP) and organized a team of researchers from 14 countries (Australia, Canada, China, Denmark, England, Norway, Sweden, the United States, Cyprus, Israel, Mexico, New Zealand, South Africa, and Turkey) to answer the following key questions about what successful principals do:

What practices do successful principals use? Do these practices vary across contexts? What gives rise to successful principal leadership? Under what conditions are the effects of such practices heightened or diminished? Which variables effectively “link” principals’ influence to student learning? (p. 14)

Cowie and Crawford (2007) reported their initial findings and plans to explore school leaders’ self-assessments or personal reflections as a way in which PD programs could prepare leaders for their role in the school. They further reported on the complexity of leadership practices for cross-national comparisons of school leadership to improve student learning from a collection of international case studies selected from the ISSPP

(Jacobson & Day, 2007). These studies, which began in 2001, focused on leadership education and noted support for seven leadership practices to improve student outcomes:

1. instructional leadership involves both direct and indirect leadership practices;
2. instructional leadership is what principals do inside the school walls- monitoring instruction, and conducting PD;
3. managerial elements of leadership practice are necessary for developing organizational capacity;
4. individual, collective, and community dimensions of leadership practices ensure organizational capacity;
5. leaders are successful when they tie care/respect with a focus on student learning;
6. the role of the school leader as community advocate broadens the complexity of leadership practices; and
7. there exist differences between the national contexts in terms of leadership practices. (Cowie & Crawford, 2007, pp. 72-73)

These aforementioned practices offered insight into the changing role of school principals. Following is a discussion of distributed leadership and the development of other leaders within the school setting through the implementation of professional learning communities (PLCs).

Hoy and Miskel (2008) reported on shared leadership for groups in schools and across organizations that had completed tasks of various sizes, complexity, and scope. Advocates of distributed or shared leadership have contended that school leaders should create PLCs with a shared sense of leadership within the school community. This

conceptualization of educational leadership provided a significant trend with extensive research in education to explore the concepts as they apply to the advancement of groups of leaders, such as the university cohorts discussed in chapter 1. Hoy and Miskel further noted that the designated leaders require a new set of skills to be successful within a shared leadership structure as members of the school work collaboratively with other members of PLCs. They noted that although instructional and transformative leadership offers some promise, the focus must remain on shared leadership that requires a full range of new abilities, skills, and behaviours that can be developed, taught, and learned by leaders. The KSDs and practices for leadership outlined by Hoy and Miskel explored ways to understand the leadership education experiences of the principals relevant to this study.

Late in 2010, which was after this study began, Leithwood et al. (2010) published an expanded concept of school leadership practices with insights from a 6-year comprehensive quantitative study. The work featured a new conception of leadership that entailed four significant pathways of leadership influences on student learning: rational, emotional, organizational, and family. They reported that these four paths explained 43% of the variance relevant to improved student outcomes and further supported the notion that school leaders are capable of having a significant positive effect on student learning. They sought to address the gap in “existing research [as it] offers very limited guidance about what leaders might do” (p. 675) to affect their learning environments. Their use of new language provided several possible options for future consideration of leadership practices that were consistent with this study.

In this section, I discussed the contributions of a wide range of leadership education researchers to school leadership and the changing role of the principal from global and local perspectives. Further discernment of which leadership practices within a distributed leadership model would best serve to be measured for this study was necessary. The second question of this section explored what may constitute a comprehensive conceptual model to examine the effects of leadership education programs for training and educating leaders with a view to improving student learning. The following section presents the findings from a literature review of leadership education programs for improved student outcomes and what researchers reported as an effective conceptual model to examine leadership education.

Leadership Education for Improved Student Outcomes

Only recently has the field begun to explore the effects of leadership education beyond the participants' satisfaction to include ways in which leadership education may affect student outcomes. A few early examples were found in this research literature, for example, Leithwood and Aitken (1995) reported that the Danforth Foundation sponsored research that evaluated 11 university programs. Within the last 10 years, the field has exploded with studies that have considered leadership in a wide variety of cultures, with some studies examining the effect of successful leadership education models on student achievement. These findings served as excellent models for analysis of the upcoming school principals' stories reported in chapter 4.

Leithwood (2001) noted:

A standards approach to accountability in the traditional professions emphasizes heavy control of entry to the profession by government, with responsibility for

subsequent monitoring of accountability turned over to members of the profession itself (e.g. colleges of physicians, lawyers' bar associations). Such an approach requires clear standards of professional knowledge, skill and performance: something the professional standards movement in education set out to define, beginning in the USA. (p. 224)

American states used the ISLLC standards to guide the development and accreditation of their leadership preparation programs, state certification requirements for school administrators, and assessment instruments used by districts in their evaluations of school leaders. In brief, the six ISLLC standards relate to vision, school culture and instructional programs, organization management, stakeholder relations, ethics, and external contexts. Within each standard are indicators that represent three sections: knowledge, disposition, and performance.

Murphy, Yff, and Shipman (2000) promoted these standards for any context and any leadership role, and at first glance, it is difficult to argue with their point. Important to the discussion of wide American support of the ISLLC standards are the collective efforts of the representatives from many states and professional organizations who comprised the team of developers. The Council of Chief State School Officers (2008) published an excellent summary of the 2008 ISLLC revised standards that reflected the "original footprints" (p. 12). Following is a list of the updated standards:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;

3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts. (p. 12)

These potential actions could improve student outcomes when implemented concurrently.

By 2005, 46 states had adopted leadership standards for administrators' certification and preparation programs, with 41 of the 46 states directly adopting the ISLLC standards to establish program content, accreditation, competencies, assessment, and testing. However, Orr (2006) pointed out to that "little attention, however, has been given to research how leaders are prepared or how preparation research has influenced the field of graduate preparation" (p. 1).

Murphy and Vriesenga (2004) confirmed this perspective with their review of empirical studies of research on leadership preparation programs. They made the following observations from their analysis:

1. there is not an overabundance of scholarship in the area of administrator preparation;
2. work in entire domains of administrator preparation is conspicuous by its absence;
3. contours of school leadership are only weakly shaped by empirical evidence on preparation programs;

4. the amount of scholarship devoted to administrator preparation is expanding;
5. methodological scaffolding supporting empirical studies has been expanded, yet it is not clear that quality has been greatly enhanced;
6. dissertation work only comprises a small but not insignificant proportion of published research; and
7. there is almost no evidence of external support for empirical research on preparation programs. (pp. 73-76)

In 2005, LeTendre and Roberts presented findings from a review of national leadership certification for school principals. They reviewed past and present certification in the United States and prepared 15 predictions regarding certification programs. They included several tables for comparison of findings state by state to better understand the broad U.S. implementation patterns. Their study focused on two questions: (a) What patterns in certification currently exist across states? and (b) What might these current patterns indicate for the future of school principal certification? One significant finding reported with confidence was that good schools will continue to depend on the efforts of strong leaders.

Barbour (2006) also reported on school principal certification requirements and non-university-based principal preparation programs at the UCEA and several other conferences. Barbour reviewed the development of effective leadership education programs, giving consideration to programs beyond the university and with respect to the participants' perceptions of how relevant they were to their role as school principals. This notion of relevance was useful in my study because academic requirements for

Manitoba's school leader certification programs supported the nondegree PD routes described in chapter 1.

Barbour's (2006) paper was presented at the UCEA conference and several others as her team of researchers compiled information from the 50 states on their school leaders' training programs and certification pathways. Barbour conducted a state-by-state exploration for comparisons of policy levers and then recorded the differences for attainment of coursework toward principal certification along with recommendations for future research. Her findings categorized the alternatives for non-university-based preparation programs by the following headings:

1. For-Profit Preparation Programs
2. State-Based Alternative Preparation Programs
3. Foundations Driven Preparation Programs
4. Partnership Preparation Programs
5. Out-Sources Preparation Programs the School Leaders Licensure Assessment
Leaders Licensure Assessment (for TEA-SIG).

Although the majority of training did take place in recognized colleges and universities, this nondegree PD route was relevant for a study of leadership education in Manitoba because various routes to certification are available to school leaders.

Levine (2005), as reported in chapter 1, conducted a 4-year study on 28 leadership education university-based programs within the United States. He developed a useful 9-point template to judge the qualities of these leadership education programs that included purpose, curricular coherence, curricular balance, faculty composition, admissions, degrees, research, finances, and assessment. Levine asserted that "of the roughly 250,000

school- and district-level administrators currently employed in the United States, nearly all were trained at schools of education, mostly in programs devoted to educational administration” (p. 3). He found that “collectively, educational administration programs are the weakest of all the programs at U.S. schools” (p. 13) and reported that 25 of the 28 programs had severe problems in their academic programs. He noted that the intellectual level of the courses was below standard, the curricula were irrelevant, the faculty members were reported as weak, the research instruction was inadequate, and classroom instruction was poor.

Levine’s (2005) report generated strong responses from university based scholars. Major groups within the American education community joined forces and countered with their own reports. M. Young et al. (2005) reviewed Levine’s report, and they challenged the findings vigorously. Their greatest concerns came from

a closer examination of the research itself and the basis upon which the conclusions were drawn, shows significant weaknesses These weaknesses raise important concerns about the soundness of the research data, its analysis, and interpretation, and the conclusions drawn. (p. 3)

Levine had overlooked the fact that the ISLLC standards movement was already underway to redress these problems. Overall, they questioned Levine’s grasp of the basis of quality preparation for school leaders and his lack of attention to this flurry of recent activity.

Meanwhile, Murphy (2006) offered two recommendations for further research related to the implementation of the ISLLC standards:

First, we need to know who we are and what we are doing in the area of leadership preparation; and second, the fragmentary and decentralized approach we have been following in our efforts to strengthen leadership preparation and to conduct research in school administration has proven itself to be fairly barren.

(pp. 74-75)

Murphy (2006) also presented at the UCEA conference and suggested that the field consider looking at alternative models to prepare school leaders. Murphy included programs beyond the university coursework highlighted by Barbour (2006) and suggested a study of the entire landscape, given his previous study with Vriesenga in 2004 and their assertion that only a small body of empirical work ever reached the publication stage on leadership preparation and development.

Hoyle and Torres (2008) examined six top ranked doctoral programs in educational administration to report positive findings for U.S. universities and their leadership education programs. They noted the effectiveness of these graduates now serving in public school administration. Although their study served as a response to Levine's (2005) study, it also sought answers to the research gap on the effects of leadership education programs, as noted by Murphy (2006), tying doctoral program preparation to leadership as being relevant to success in the field. Data were gathered through structured telephone interviews with former doctoral students and through document and archives collected from programs that pertained to specific features of each participant's programs. Hoyle and Torres asked professors at the six institutions to identify five to 10 highly successful former students currently serving in leadership with noteworthy records for school achievements in student outcomes. Graduates reported

leadership education programs gaps in course offerings and communications with professors, although they praised their overall doctoral experiences. Positive comments were noted, with specifics such as

Intellectual rigor, stimulation of coursework and activities, the formal and informal sources of faculty support, and the interactions among students and students and faculty. In addition, the graduates placed high value on the relevance of their preparation to successful practice as school administrators. (Hoyle & Torres, 2008, p. 1)

Darling-Hammond, LaPointe, Myerson, and Orr (2007) conducted a comprehensive study that examined the essential elements of good leadership, the best designs for leadership development programs, structures that provide the best learning environment, and the financial policies necessary to sustain good programming. Their findings resulted in the call for further research to determine the impact and relative importance of leadership in key areas such as curriculum assessment and adaptation, and the need for effective programs structured to enable collaborative activity and leadership within the community. The four key findings informed theory and practice specifically directed to school principals, university programs, leadership development, and policy reforms:

1. Effective school principals support and develop effective teachers; and they implement effective organizational processes. Further exploration is needed to determine the impact and relative importance of leadership KSDs in such key areas as curriculum assessment and adaptation.

2. Effective university programs are research based, have curricular coherence, provide experience in authentic contexts, use cohort groupings and mentors, and are structured to enable collaborative activity between the program and area schools. Strikingly little evidence demonstrates whether and how the kinds of learning opportunities provided by program features enable principals to become more effective in their practice... and there is virtually no evidence for how graduates of different kinds of programs perform on the job... in short, the development of principal [KSDs] lacks a strong and coherent research base.
3. There are multiple pathways to leadership development: university based, school district initiated, third party organized, and partnerships between stakeholders. Given that context matters to leadership and knowledge competence for different situations for school leaders may vary, it is challenging to evaluate all aspects of these various programs
4. Effective policy reform is aligned with knowledge of program components and the systems that support their implementation and sustainability. Research is needed to understand how successful programs and policies are implemented, governed, and financed. (Darling-Hammond et al., 2007, pp. 7-8)

Darling-Hammond et al.'s (2007) findings identified eight highly developed pre- and in-service program models and included a summary noting that extant knowledge on the best way to prepare and develop leaders was limited. These findings, which addressed key issues in developing strong leaders, began with the premise that principals play a

vital role in setting the direction for school schools, but existing knowledge on the best way to prepare and develop leaders is sparse. They noted that there has been scant evidence showing how or whether participation in different types of leadership education programs has influenced school leaders' KSDs, leadership practices, and student outcomes. This study also sought to fill this gap in the literature. Effective policy reforms, aligned with knowledge of leadership education programs and certification systems, are crucial to supporting the implementation and sustainability of leaders' development to facilitate improvements in student outcomes.

Canadian scholars Wallace, Foster, and De Costa (2007) examined school leadership preparation and development programs to review the literature on organizational and school leadership to set their context; examined how government legislation and policy have shaped school administrator preparation programs in universities in Canada; and discussed the challenges and necessary future directions in the preparation of school leaders. Their conclusions served as a question within this study to better understand how school leaders perceived their work and what changes they made within difference regions or contexts.

University programs and noncertification programs that ensure "theoretical richness" (Wallace et al., 2007, p. 207) serve to promote relevant strategies for schools, and influence policy directions for the government's ministry of education. One question that I asked the participants focused on the relevancy of their leadership education for use within their schools. As Wallace et al. (2007) cautioned, there are no "so-called 'silver bullets' for complex educational issues" (p. 207).

Further insights arose as M. Young et al. (2009) provided a wealth of findings for researchers, public policymakers, and those who serve to prepare education leadership programs. M. Young et al. commented that the purpose in preparing the handbook was to contribute to the improvement of leadership development in order to affect leadership's influence on student engagement and learning. The concluding chapter identified five further gaps in the research on leadership development:

1. a lack of recent studies to report on school leadership and how school leaders have changed given the changing contextual factors -the knowledge society, technology, globalization, and accountability;
2. a growing need to examine leadership development that considers the nature of leadership, adult learning theory, context, diversity and culture;
3. a need to consider the education of school leaders as a continuum from preparation and induction through to their later PD needs;
4. a concern that most research is a descriptive report of one single program rather than of multiple programs; and
5. cultural and societal factors can influence leadership development and consideration must be given for program design. (M. Young et al., 2009, p. 539)

M. Young et al. (2009) identified gaps that pointed to the need for studies that will consider context, including cultural factors, current literature on learning, and multiple pathways for leadership education. Their findings presented me with the challenge of searching for conceptual frameworks to study the effect of participation in leadership education programs on student outcomes. Darling-Hammond et al.'s (2007)

study, Hoyle and Torres's (2008) report, Leithwood et al.'s (2010) 6-year study, and Murphy's (2006) recommendations have all contributed to this global activity. I adopted and slightly amended Leithwood and Levin's (2008) conceptual model for the Manitoba context to investigate the leadership preparation and development of school leaders. The next section summarizes their model for further discussion of the operational variables and pathways within this study that concludes this literature review.

Leithwood and Levin's Conceptual Framework of Leadership Education

Leithwood and Levin (2008) presented an elaborate multidimensional conceptual framework for the ways in which leadership preparation programs might conceivably affect student outcomes. They identified five components of the model that might provide focal points for research, whose findings might promote ideas for improvement:

1. A general framework to guide research on leadership education.
2. An alternative framework to guide the evaluation of leadership education programs.
3. A framework to guide the evaluation of programs with added features, such as changes to knowledge, skills and dispositions as a result of leadership education.
4. A comprehensive framework used to assess leadership education through to improved student outcomes.
5. A framework to guide the use of external evaluations from other participants to determine improvements for student outcomes.

In addition to these aforementioned features to address the challenge inherent in designing a conceptual framework for the study of leadership education programs, they

also offered five considerations for any future methodological issues: measurement of leadership practices, measurement of improved student achievement, policy and structural challenges, research designs, and unit of analysis. Studies designed to examine any of these frameworks move the field forward, and their comprehensive conceptual model was appropriate for use as the foundation of this study with a view to examine leadership education and school leaders' certification in Manitoba.

Leithwood and Levin's (2008) conceptual framework examines leadership preparation experiences, leadership preparation experiences and participants' satisfaction, and leadership preparation experiences in regard to the quality of effective programs. Next, the framework examines leadership preparation experiences through the participants' changes in KSDs, how these changes in KSDs influence changes in leadership practices in schools, how the changes in leadership practices contribute to participants' satisfaction, and how these changes in leadership practices in school alter classroom conditions. Finally, the framework considers how participants' satisfaction might improve student outcomes, and how these altered classroom and school-wide conditions can improve overall student outcomes. The full conceptual framework suggests an examination from leadership preparation programs through to improved student outcomes. The first three variables to examine leadership preparation were more frequently examined pathways, whereas the more complex relationships in the latter three variables, changes in leadership practices in schools and their impact on classroom and schools, were newer. The full model subsumes all variables for an in-depth look at the field of leadership education through to student outcomes. of the eight variables, as noted

in Figure 2, along with the arrows and connecting lines to illustrate the possible pathways within the model from 1 to 6 of the framework.

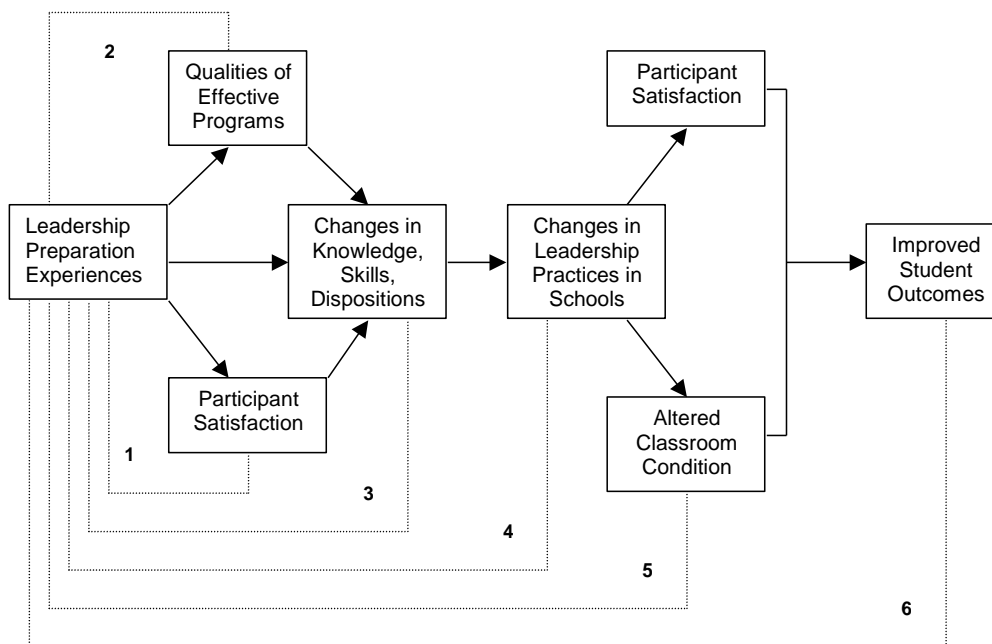


Figure 2. Alternative frameworks to guide the evaluation of leadership education.

Note. K. Leithwood & B. Levin, 2008, p. 284, Chapter- Understanding and assessing the impact of leadership development, In J. Lumby et al. (Eds.), *International handbook on the preparation and development of school leaders*, Figure 14.2

Variable definitions for the conceptual framework were noted as follows.

Leadership preparation experiences were taken as the preparation of educators for the purpose of leadership within schools. Although programs are mainly held at universities, previously noted studies examined nondegree PD programs used for school leader certificates. Leadership development efforts may further be considered as having seven dimensions, as Leithwood and Levin (2008) reported:

- (1) structures, of formal degree programs to informal networks, personal mentoring arrangements or book clubs;
- (2) career stage, from pre-appointment to PD while in the leadership role;
- (3) duration, one shot workshops to multi part

certification or degree programs; (4) nature of tasks, from formal theory to real-world stimulation; (5) specialization, from generic or business administration type to specifics about leadership education; (6) credential, with none for attending a conference to broadly recognised university degree programs; (7) provider, as employers to external third parties such as universities or for-profit organizations. This wide array of leadership preparation, development and education programs to understand possible delivery modes that may hold quite different effects.

(pp. 12-13)

Participant satisfaction may be studied by their reactions, learning, and outcomes, as well as the changes they perceived for the KSDs as the result of the perceived changes to school leadership practices. Guskey's (2000) general model for evaluating PD programs was very consistent with this variable, and as noted by Leithwood and Levin (2008), a "global measure of participant satisfaction with contribution of the program to participants' personal and implicit leadership efforts or espoused leadership theories" (p. 17) was useful for this study.

Qualities of effective programs, that is, truly understanding leadership and the effects leadership development holds for student outcomes, depend on the quality of leadership education programs as well as the leader's capacity to move to "knowledge-for-action" (Thomas, 2007, p. 116). Programs that engender change capacities and/or actual practices of the participants are the most effect and possibly provide the most satisfaction for the participants.

Changes in KSDs are based upon the premise that "what leaders do depends on what they think and how they feel" (Leithwood & Levin, 2008, p. 4). Although the

change aspect may be attributed to leaders' implementation of the new learning within their school context, leadership education opportunities that apply learning through case studies, research papers, and observations of other leaders in action provide a rich array of tacit knowledge for and about skills for guiding school improvements and assessment of staff, dispositions as social norms, values, and attitudes, such as leaders' sense efficacy and openness to ideas of others or optimism in the face of significant challenges as attributed to their leadership education programs.

Changes in leadership practices, that is, understanding how leaders influence student learning by and through their leadership practices, were summarized by Leithwood and Riehl (2005) as occurring when schools have a mission related to the development of a widely shared vision for the school through building consensus and prioritization around goals; performance centred on high performance expectations with individualized support and intellectual stimulation; and culture focused on values for a productive and collaborative school culture and the creation of effective structures for engagement in decision making.

Participant satisfaction may be assessed through the development of specialized instruments and surveys to determine the effects of instructional leadership, transformative leadership, moral leadership, strategic leadership, and distributed leadership practices within the school by all members of the leadership team. Interviews, surveys, and questionnaires intentionally consider leadership practices beyond those of the formal school leader to the influence of multiple leaders.

Altered classroom conditions attend to teachers' motivation, capacity, and work setting that may be considered as affected by changes in the leaders' practices.

Instructional leadership seeks to provide direction, support, and encouragement while the leader works side by side with teachers. Transformative leadership seeks to create conditions for teachers to look beyond their personal agendas to ones of creation of the greater good for all teachers' classroom practices and improved learning for all students.

Improved student outcomes consider the effects in such areas as student engagement; student commitment and interest in ongoing learning; formal student achievement as literacy and numeracy skills; and a "full range of longer term outcomes of schooling that are of concern to student and the public, such as education success- high school graduation, repetition in grade or course failure, suspension and expulsion" (Leithwood & Levin, 2008, p. 13). Other sources to report and investigate student outcomes may be "cross-curricular areas such as problem-solving or teamwork, [funding] and the concern for the amount of time for testing" (Leithwood & Levin, 2008, p. 18). Figure 2 presented a visual of Leithwood and Levin's (2008) conceptual framework with variables and pathways, and the following narrowing of these variables was considered for the Manitoba context.

My operational definitions explained pathways for leadership preparation as well as the development and education that resulted in school leaders' certification, perceived changes for principals' KSDs and school leadership practices, and what these changes meant for student outcomes in schools. In short, changes that served to narrow consideration of how leadership education affects principals' direct influence and interaction with students to improve their engagement, participation, and achievement were examined. The next section examines Leithwood and Levin's (2008) conceptual framework with narrowed variables and pathways in consideration of leadership

education through the MEd with specializations in educational administration and nondegree PD routes to certification for a Manitoba-based study.

Leadership Preparation, Education, and Development

The terms *school leaders' leadership preparation, development, and education* were used interchangeably in this study. The government-approved certification routes for leadership education achieved by an MEd with specialization in educational administration and the nondegree PD were examined. These routes were fully explained in chapter 1 to provide a context for readers who may not be familiar with the process of school leaders' certification in Manitoba. Often, specialized training through the nondegree route or the MEd route is taken by educators once they enter administration as a need-to-know means of learning the various aspects of the role of school leader. One concern centred on the fact that those in leadership positions of authority require no formalized preparation prior to becoming school principals in Manitoba.

Participant Satisfaction With Leadership Education Programs

Guskey's (2000) model used surveys or questionnaires to answer the following questions on participant satisfaction: (a) Did the program participants understand the materials presented? (b) How relevant did they feel the learning was for their context? and (c) What was their comfort level during the learning experience, for example, were food and beverages readily available? In the interview protocol designed for this study, the principals were invited to respond to this affective nature through their recollections of their leadership education experiences. They were prompted to comment on their satisfaction with programs in terms of relevancy to their effectiveness and success in their schools.

Changes in Knowledge, Skills, and Dispositions

As suggested, a time lapse for implementation of new learning was necessary determine the degree and quality of changes. Guskey (2000) suggested that findings are best collected through direct observation, personal stories, or videotaping of leaders in action. Generally, knowledge represents scholarly understandings, skills represent strategies, and dispositions represent attitudes. Principals who had completed their leadership education programs between 2002 and 2008 were invited to participate to provide time for the results of the implementation of changes in KSDs to become known within their lived experiences.

Hoyle and Torres's (2008) interview protocol noted that "habits of scholarship, i.e., reading scholarly journals, seeking on-line research findings, book reading, making speeches, and conducting your own research, is a direct result of your doctoral student experiences" (p. 31). The interview protocol directly asked the principals about their perceptions of changes to their KSDs as the result of their participation in leadership education, thus providing a rich array of personal stories using these habits of scholarship as prompts.

Changes in Leadership Practices

Actions taken by leaders within their own contexts are subject to constraints. The techniques that might be considered best practice in one context may not be suitable in another school; therefore, improved student outcomes remain the aim for every context. For some schools, a realistic goal may be to improve student performance as measured progress against where they were before reforms began rather than compared to what the so-called best schools are doing.

The interview protocol included direct questions that asked the principals to report their perceptions of changes to their KSDs and school leadership practices as the result of their participation in leadership education. Questions sought information about transformative and shared or distributed leadership actions within the school context by all members of the team. The schools may have experienced periods of implementation or disequilibrium (Ingvarson, 2003) because these new practices challenged and replaced existing ones. A significant role of the principal is to facilitate greater instructional capacity in a school in order to get the desired result: improved student achievement (Fullan, 2001).

Leadership practices for this study centred on the previously examined work of Downey et al. (2004), who explained direct instructional leadership practices for classroom walkthroughs, identified by Allsopp (2005) as SWICE. Robinson and Timperley (2007) identified school-wide leadership practices as establishing goals and expectations; strategic resourcing; planning, coordinating, and evaluating teaching and the curriculum; promoting and participating in teacher learning and development; and ensuring an orderly and supportive environment. These 11 practices provided a comprehensive exploration for the principals to consider as they gave testimonies about their participation in leadership education and subsequent school changes.

Altered Conditions Within the Classroom and School-Wide Setting

I examined leadership practices within the classroom and school-wide contexts using two sources, namely, Robinson and Timperley's (2007) dimensions of leadership to support the broad development of these practices, and principal walkthrough techniques for classroom visitations as mentioned in Downey et al.'s (2004) five-step model.

Interactions between principals and teachers, teachers and students, students and students, and principals and students were important relationships to explore to identify changes in context. The principals' perceptions of the impact of these changes in leadership practices within the classroom and school-wide settings, as well as the entire school community, are noted in the participants' narratives in chapter 4.

Improved Student Outcomes

Changes in students' participation, engagement, and achievement were identified within the principals' formalized reporting from school plans, report cards, and achievement results to more informal reporting as student portfolios, survey data, and informal observations. The principals were asked to provide specific examples of their own interactions with students that may have influenced student outcomes and how they perceived student improvements to be connected to changes in leadership practices. Marks and Printy (2003) scrutinized student achievement for school leadership results. MECY (2006) supported student assessment as learning, for learning, and of learning with key ways to consider student evaluation through prelearning, formative, and summative assessment models that provide a rich foundation to understand student learning. Student outcomes were focused on student participation, student engagement, and student achievement. Participants' responses were given a ranking of 1 to 4, with 1 reported for principals who noted three or four examples to 4 given for a report as "not sure" or "ask me again."

The aforementioned variables, which were narrowed for the Manitoba context, were used to develop the interview protocol. Participants were asked to report on general

leadership education experiences and specific changes to KSDs, leadership practice, students' improved outcomes, and general comments. .

Summary

Included in this chapter was a review of related literature, including the Manitoba context for school leadership research and the changing role for school principals; it also provided a review of leadership program research. I used Leithwood and Levin's (2008) conceptual framework to formulate operational definitions adapted to the context of this Manitoba-based study, namely, principals' direct interactions with students and principals' role in the wider school community. Chapter 3 presents a description of the research design.

Chapter 3: Research Design

Introduction

In chapter 3, I explain the design of this study and examine the research relative to the collection and management of the data, the recruitment of the participants, the development of the questionnaire, and the connection of the data analysis techniques to the research questions. Habermas (1971) discussed three kinds of research or cognitive interests that are possible when considering research. Technical interests, or positivism, focus on tasks and the analysis of and solutions to problems. Practical interests, or interpretivism, focus on people and relationships with knowledge that seeks to understand why we do what we do and how we relate to one another. Emancipatory interests, or critical theory, promote critical reflection and possibly create action to remedy injustice and promote good use of power.

Although I used a slightly amended version of Leithwood and Levin's (2008) conceptual framework for this study, the study mainly represented the second approach and served to identify relationships among variables; however, it also could have been used to explore the first approach. I sought an understanding that could explain why the principals did what they did and how they perceived it as being related to improved outcomes for students within their schools. Given this stance, the study was situated mainly in the interpretivist approach and secondarily in the positivist approach.

Qualitative Research

This study was based upon a qualitative paradigm. According to Brown and Dowling (1998),

Qualitative approaches are often associated with research which is carried out in an interpretative frame in which the concern is with the production of meaning. Quantitative methods are, correspondingly, associated with positivist forms of enquiry which are concerned with the search for facts. (p. 82)

Although this statement presents two ends of the spectrum for research, many qualitative studies have included quantifiable measures (Mertons, 1998). Using a combined approach that included the participants' quotations and tables for data analysis, I was able to overcome the polarity and provide meaning that supported the responses to the research questions. In addition, this qualitative study was comprised of rich information obtained from interviews with 10 school principals about their perceptions of their leadership education experiences, changes in their KSDs and leadership practices, and how these changes influenced student outcomes. The quantifiable data shared in chapter 4 used counting, coding, and tagging techniques to identify patterns or common themes within the 10 case studies and for the tables.

Qualitative research explores phenomena and searches for meaning within a natural setting. Gall, Gall, and Borg (2003) and Merriam (1998) used the emic, or insider's view, to identify the intimacy and deep understanding gained from focused, long-term qualitative study. Researchers "who are serious about making a practical contribution should evaluate the extent to which their methodology is capable of informing practice" (Robinson, 1996, p. 428). Although the nature of this exploratory study precluded a sustained look at the phenomenon under investigation, it did identify areas for further analysis and findings for future research.

The naturalistic perspective required that I suspend describing events through my own interpretations and give voice to the participants. I fully relied on the participants' perspectives to report the findings from the unstructured comments and written interview notes to report the findings. Stringer (2004) commented that verbatim use of the participants' own talk to label concepts and categories is the most useful. Leech (2002) discussed elite interviewing, in which the interviewer willingly encourages the interviewees to teach them about the problem, the question, or the situation by using their own language and context. This was an effective approach in this study to understand the principals' decision making for their changes and their unique leadership roles as experts in the schools. However, Berry (2002) cautioned that "interviewers must always keep in mind that it is not the obligation of the person to tell us the truth" (p. 680). During the audiotaped interviews, I used reflective listening to truly hear the participants' responses and probed with questions as they shared their stories.

I took steps to incorporate different probing questions, asked the interviewees to examine their own transcripts for accuracy, and used ways to open the dialogue of sensitive areas in an ethical manner. To collect as much rich data as possible, I was open to having the school principals share more information during the interviews and collecting additional data about their leadership education experiences or evidence of their changed leadership practices. I used these data to cross-reference connections between the interview data and the reported leadership education experiences. The "member checking is submitting notes to informants to ensure that their perspectives have been recorded accurately" (McMillan & Wergin, 2006, p. 96). I was mindful of these key factors while collecting and reporting the data.

Research Methodology

Methodology refers to the logic and theoretical perspective of the study (Berg, 1995; Bogdan & Biklen, 2003; McQueen & Knusson, 2002). Methodology describes how a researcher proceeds, and it involves the analysis of the data, along with procedures for the particular research (deMarais & Lapin, 2004). Erickson (1986) remarked that the interpretative research and design are used where the research occurs in a natural setting rather than a laboratory and when the researcher seeks to understand the points of view of the individuals in the sample. Interpretative frameworks allow researchers to learn how the study participants construct their social lives (Heck & Hallinger, 1999).

Kvale (1996) contended that the main task of interviews, such as those used in this study, is to give the meaning to what the interviewees are conveying. A qualitative research interview seeks to uncover facts, meanings, and interpretations. The interview protocol for this study was semistructured and began with broad general questions, followed by probes to gain more understanding of the participants' responses. McNamara (1999) asserted that interviews are particularly useful to consider the stories behind the participants' experiences.

I uncovered rich stories from the school principals' experiences as they applied their new learning gleaned from their leadership education experiences. These vignettes, which I explored as I developed themes for further study, are reported in chapter 4. Once I collected the data from the interviews, I summarized and analyzed the findings to find emergent themes. Stories or personal testimonies provided by the participants were "detailed examination of one setting, or a single subject, a single depository of documents, or a particular event" (Bogdan & Biklen, 2003, p. 258). Quotations were

transcribed and reported to give full voice to the principals' stories (Yin, 2003) and create tables based upon data from the participants.

Role of the Researcher

Bogdan and Biklen (2003) suggested that “the researcher is a key instrument” (p. 3). Researchers must be very familiar with the environment being studied and find ways to document information using a variety of techniques, yet remain curious through the process as active participants. In this study, my experience as a principal and a teacher in a variety of school settings gave me insight into the various aspects of school dynamics. I have had 15 years of experience as a school leader in Manitoba and hold an MEd with a specialization in educational administration as well as both Manitoba school leader certificates. My experience as an educator in several areas of the province made me familiar with the educational contexts for rural, northern remote, and urban school divisions. In addition, I served as a provincially elected COSL chair and leadership team member for 5 years, MCLE chair for 1 year, and CAP director for Manitoba for 2 years.

The participants may have perceived my previous experiences and background as a school principal as influencing the setting or their responses. Attention was given to this influence upon the participants, how close the relationship might have been, and my preconceived notions of their context, all of which were factors that could have influenced the findings. I continuously reflected upon and reassessed my biases (Morrison, 2002). Using the dissertation advisor and committee members as a sounding board gave me the opportunity to check for and address this influence within the study.

Research Methods and Questions

I designed the interview protocol to have the participants construct their own stories as a way of understanding their own perceived experiences related to the phenomenon being investigated (deMarais & Lapin, 2004). Putman (1973) stated that talking and listening to those in leadership positions is an excellent way to check reality against theory. Gall et al. (2003) suggested an eight-step process for preparing and conducting research interviews: Define the purpose of the study, select a sample, design the interview format, develop questions, select a team of interviewers, conduct a pilot test of the interview procedure, conduct the interviews, and analyze the data. Six of the eight steps were applied because a team approach and pilot test were not used in this exploratory study.

The questions considered the principals' work realities and their leadership preparation (education) experiences to determine what changes they reported to their KSDs and leadership practices. In addition, I inquired about the principals' perceptions of the relationships between their leadership changes and their leadership education experiences. The principals also were invited to share what they perceived as the effects of the leadership changes that resulted in improved student outcomes.

The following section presents a discussion of the variables used to create the interview protocol and various probes. Within the interview protocol, I identified background factors to note possible correlations within the data displayed in tables, including the geographical regions within Manitoba; where the MEd with a specialization in educational administration was taken and year obtained; the school leader certificates held; gender and age; and experiences as educators and administrators. The following

five research subquestions were based upon the conceptual framework and served as the guide for more specific subquestions used within the interview protocol to probe the participants' experiences and changes (see Appendix E). These questions were developed as follows:

The first research subquestion queried the principals about their recollections of leadership education experiences within either a university MEd program with a specialization in educational administration or a nondegree PD route to school leaders' certification. Although Leithwood and Levin's (2008) conceptual framework identified leadership preparation, the slight amendment for this study pertained to leadership education and development within the Manitoba context, that is, school leaders often take their leadership training while already in the role of school principal. Although the specific probes included years of their programs, courses attended, where they were taken, which were helpful courses, and special considerations and supports, the intention was to provide data about two formal routes for leadership education and certification. Participants were free to respond as they recalled memorable program experiences without using transcripts or course notes. I also sought to determine the strengths and challenges of the participants' experiences for their own development and application from their leadership education experiences through a comparative analysis of the data.

The second research subquestion explored what the principals perceived as changes to their KSDs resulting from completion of their leadership education programs. Probes for this section were used separately for each KSD and included, but were not limited to, growth in KSDs and any specific leadership changes important to their success

as school leaders, habits of scholarship, relevancy of participation in leadership education for growth, and any additional information to benefit the study.

Insights adapted from Hoyle and Torres (2008) on the habits of scholarship were utilized in the interview protocol, along with aspects of the COSL rubric on leadership standards. Participants were invited to consider each of these three areas separately with attention given to how it changed them, how they applied the new KSDs within their contexts, and how relevant the leadership education learning was to improving student outcomes.

The third research subquestion examined what the school principals reported as changes to their school leadership practices after completion of the leadership education experiences. The probes for this question included, but were not limited to, growth in leadership practices since starting the program or following its completion, perceptions of changes in leadership practices discussed with teachers as observed from the principal visits to classrooms, what teacher learning was promoted, what educational direction was given, strategic alignment talked; PLCs created and observations made about improvements in student success; engagement in constructive problem talk; and selection and development of assessment tools. These latter leadership dimensions supported the development of these probes and were taken from the work of Robinson and Timperley (2007), who examined extensive literature to identify leadership practices that could influence student learning. These leadership dimensions, along with the principal walkthrough strategies from Downey et al. (2004), were used to determine the leadership program strategies.

Downey et al.'s (2004) 5-step model, summarized as SWICE (Allsopp, 2005), provided a framework of reference for practices related to altered classroom; Robinson and Timperley (2007) looked at the school-wide actions. Principals' attention in general is drawn to various aspects of the classroom, such as emotional and physical safety (S), wall postings (W), instruction strategies (I), curriculum alignment (C), and engagement (E) of students with each other and the teacher. Elmore (2000) also noted that it is the principal's role to support or cause improved instructional capacity through the enhanced use of attitudes, skills, and knowledge of people in the school; create common expectations; foster productive relationships; and hold individuals accountable for their contributions.

The fourth research subquestion explored the principals' perceptions of the relationship and relevance between participation in their leadership education experiences and changes to their KSDs and practices. Probes for this question discussed the benefits and challenges perceived from the principals' experiences with leadership education and how relevant their learning was for their classroom, school, and community contexts. Assuming that one size does not fit all, the university coursework lent itself to application through school-based research reports and case studies to apply theory to practice. Identification of support for successful completion available to participants from their school division, the university, their professional organizations, and the province was probed. The principals' direct and indirect effects on changes to classroom and school-wide practices are noted in the findings in chapter 4. University coursework often is different from nondegree workshops because the participants of university programs are

expected to write reports related to implementation of theory into practice at their school level and engage over a period of weeks in case studies to resolve school-related issues.

The fifth research subquestion related to what extent the principals considered that their leadership education had contributed to improvements in student outcomes, specifically, student participation, engagement, and achievement. Probes included, but were not limited to, noteworthy change examples of student outcomes resulting from changes in the school; factors attributed specifically to these improvements; relevancy of the perceptions that these changes were the result of changes in school leadership practices and their impact on improved student outcomes; and relevancy of the principals' participation in the leadership education experiences to improvements in student outcomes. Participants referred to several sources to support their contentions about improvements to student learning, including school-related data in the form of student report cards, school plan reporting formats, informal observations, and so on. School reviews or school profiles provided specific strategies used within the school to openly discuss student outcomes. The interview questions were linked directly to the conceptual framework. The data collection techniques are displayed in Table 1 to identify the relationships.

Table 1

Matrix Connecting Research Questions to Conceptual Framework and Data Sources

Research questions	Conceptual framework	Interview protocol & data sources
What do principals report as having been their experiences in (a) Master's of Education degree with specialization in educational administration and (b) nondegree PD routes that resulted in their being awarded School Leaders' certificates by the Manitoba minister of education?	Leadership preparation, development, and education experiences	-Principal interview data -University programs and PD routes to school leader certificates in chapter 1 -Review of the literature -Interview protocol B.1.1 to B.1.8; C.1.1 to C1.8
What do Manitoba school principals who received these awards (a) and (b) from 2002 through 2008 report as changes to their KSDs, as influenced by this leadership education?	Participant satisfaction Qualities of effective programs Changes in school leaders' KSDs	-Principal interview data -University programs and PD routes to school leader certificates in chapter 2 -Themes arising from the interviews further researched for a deeper understanding -Interview Protocol B.2.1 to B.2.5; B.3.1 to B.3.; B.4.1 to B.4; C.2.1 to C.2.5; C.3.1 to C.3; C.4.1 to C.4.
What do Manitoba school principals who received these awards (a) and (b) from 2002 through 2008 report as changes to the school leadership practices, as influenced by this leadership education?	Changes in school leadership practices Participant satisfaction relevant to their leadership education	-Principal interview data -University programs and PD routes to school leader certificates in chapter 2 -Review of the literature -Interview Protocol B.5.1 to B.5.6; C.5.1 to C.5.6
What relationship, if any, do Manitoba principals perceive between participation in their leadership education experiences and (a) the changes to their KSDs and (b) changes in school leadership practices?	Leadership preparation/education & experiences Changes in leadership KSDs & practices	-Principal interview data -Interview protocol B.2.1; B.3.1; B.4.1; B.5.1; B.6.1, 2, 3 C.2.1; C.3.1; C.4.1; C.5.1 C.6.1, 2, 3 -Review of the literature
To what extent do principals attribute improvements in student outcomes as a result of to these changes leadership, given their completion of leadership education?	Altered classroom and school-wide setting Participates' satisfaction from the principal's observations Leadership preparation, development, and education experiences	-Principal interview data -Review of the literature -Interview protocol B.6.1 to B.6.7; C.6.1 to C.6.7

Site Selection

The context of this study was the province of Manitoba in Canada. Manitoba is divided into regions and distinct school divisions within three unique geographical areas that are represented as northern remote, small rural, and the urban city of Winnipeg. School districts represent several schools and different areas within the province, with very small schools of two classrooms with teaching principals or very large metropolitan schools with two to three administrators within the school.

In 2011, Manitoba Job Futures reported that the province's total population was approximately 1,232,654 people, 684,100 of whom lived in the city of Winnipeg area. Within Winnipeg are six of the 38 provincial school divisions, and these divisions account for approximately 47% of employment in the field of education noted for Manitoba. COSL reported membership of approximately 900 to 1,000 school principals and vice principals in 2001 upon their formation and an online source noted an estimated 1,115 school leaders in 2011 (Manitoba Job Futures, 2011).

Sample Selection

This next section outlines the selection of participants, school sites, procedures, and time line of the study. It briefly outlines the specific steps followed to ensure that I was able to provide sufficient data for transparency and trust in the findings. The 10 participants represented a range of grade levels and various leadership education experiences. I selected participants who had taken either the MEd with a specialization in educational administration or principals or the nondegree PD within the last 13 years. The purpose was to illustrate the various experiences of leadership education available for

certification of school leaders and to explore differences in the KSDs and leadership practices resulting from taking these different routes to leadership education.

Geographic regions of the province were a consideration necessary to provide a representation of northern, rural, and urban principals, given that context matters for community expectations and access to leadership education for the school leaders. Context was an important consideration given the assertion that “the ways in which leaders apply these leadership practices- not the practices themselves- demonstrate responsiveness to, rather than dictation by, the contexts in which they work” (Leithwood, Harris, & Hopkins, 2008, p. 31). Implementation of new KSDs in the form of leadership practices requires a high degree of sensitivity that successful leaders bring to their own contexts, so indicating which regions they came from provided a slight difference in the discussion of demands and nuances of the leadership practices. Wallin (2009) noted that Manitoba rural senior administrations’ observed that urban divisions are more apt to have a “systems focus,” whereas rural divisions maintain a “community focus” (p. 20). Although I chose the participants to represent difference regions of the province, I did not consider balance of percentages for total numbers of school principals in Manitoba; preference was given to regional representation.

Gender and age were other differences, given the concern for the retirement of Baby Boomers. Given the reports that the average administrator’s age was reported as 52 years and that each participant held a wide range of educational experience, I included age as a factor in this study. Age and experience were connected because women with children, often have very different career paths than do their colleagues. Wallin (2009) noted that “women still maintain a larger share of home duties; the balance between

professional and private lives may be more difficult for women” (p. 20). Thus, women generally advance to leadership roles before or after their childbearing years. Education is a profession in which 65% to 70% of the teachers are female, although the leadership roles are divided equally between the two genders.

Professional roles and orientations of female principals often have been viewed and described by other researchers in relation to their male counterparts (Adler, Laney, & Packer, 1993; Growe & Montgomery, 2000; Hurty, 1997; Shakeshaft, 1989; Weiss & Camborne, 2000). Female principals have been reported overall to be more child centred, more achievement centred, more focused on teaching and learning, motivated by relationships, and more visible within the schools. With this shortened review of the literature, the findings for this study were reviewed for examples consistent with or in variance from this review. Attention was given to ensure that the sample represented five males and five females, similar to the overall percentages for Manitoba school principals, reported as 56% male and 44% females (Manitoba Job Futures, 2011). Women’s career paths vary with children, given their increased home responsibilities, and may provide a different perspective of their leadership education experiences. Because researchers have reported differences between gender and leadership practices, consideration was given to this factor.

With these differences in mind, I contacted local school division superintendents by sending them an electronic letter that explained the study (see Appendix F). I also sought their support by sending letters of invitation to their eligible school principals. Only school divisions with this support were available as research sites. In addition, only public school principals who had completed an MEd with a specialization in educational

administration or who had obtained the Manitoba school leaders' certification were invited by letter to participate (see Appendix G). I chose five school divisions with northern, rural, and metropolitan areas. I invited two principals from each of these five school divisions within these unique regions because they had met the aforementioned requirements.

I telephoned Manitoba's 35 divisional superintendents to gain their support and solicit their interest in this leadership education study. If the superintendents did not respond after this initial telephone contact, I made one additional call to clarify any outstanding questions that they may have had about the study. Attached to the letter of invitation was the interview protocol for school division superintendents, along with the letter to send to principals to solicit their participation. I collected data from principals throughout Manitoba who represented the various routes of leadership education experiences toward provincial school leader certification, gender, age and region. I reviewed the principals' responses to note similarities and differences because of context, programs, and role within the schools because Manitoba also has teaching principals.

Interview Process

I conducted interviews with 10 public school principals from urban, small rural, and northern remote schools. Only school principals who volunteered and who had completed an MEd with a specialization in educational administration or who had received school leader certification were chosen. Differences were noted between participant data reported for leadership education experiences, gender, grade levels, experiences, and geographical regions. The semistructured interview protocol sought to

obtain similar data, and I used identified probes to explore fully each participant's experiences.

The five research subquestions were expanded into seven areas for questioning as the primary source of data. The telephone conversation with each school principal lasted about 90 minutes and was followed by member checking of the transcribed conversation to confirm the accuracy of the information. Interviews were conducted between June and December of 2010.

Three major areas were identified in the interview protocol: Part A - Descriptions of the Participants; Part B - Leadership Education: Master's Degree in Educational Administration experiences; and Part C - Leadership Education: School Leaders' Certification experiences. Questions and prompts inquired about the school principals' backgrounds, their KSDs and leadership practices, and whether these changes resulted in improved outcomes for students in their respective schools. All participants answered Part A. They were then given a choice, if they held both awards, and it was interesting to note that seven principals chose to report directly on their graduate school experiences. They also commented on their certification experiences for some questions, so the data may have reflected these responses in certain areas.

Probes and Prompts

Although the interview format was semistructured, I posed additional questions during the interviews to probe further into certain participant experiences. Posing subquestions was an appropriate strategy because I conducted the interviews in a conversational manner that gave the participants opportunities to expand their answers through reflective listening. I recognized the need to be aware of a possible conflict

between additional probing questions to tease out new information and any direction to draw out specific ideas or perceptions that aligned with my own values and beliefs. I looked for indications of this latter issue when analyzing the findings. Brown and Dowling (1998) further explained this as the difference between probes and prompts, the former being “a question used in an interview to gather further information, clarification or which seeks to access underlying reasons for a particular response” (p. 62).

Prompts allowed me to suggest possible responses. I also used prompts as probes to investigate, clarify, summarize, and lead, although the latter category considered the issues of researcher bias. A process of careful consideration and awareness at the outset of the interview process assisted me in supporting the flow of each interview and to access the rich pool of data shared by the participants in leadership education and its impact on students.

Note Taking

When I audiotaped the interviews, I also took brief notes to support the accuracy of the data collection process. The notes were useful in allowing me to correct the transcripts for language patterns and nuances. Where the content of an interview was sensitive, I took only brief notes to identify hesitations and assure the participant that the taped responses would not be shared. It also provided a context for me to probe information deeply during the interview process and use reflective, active listening to confirm the meaning of the responses during the interview process.

Summarizing

Note taking also gave me the opportunity to summarize after each question and seek specific clarification of responses to the variables from the participants. This process

was of particular value when the responses were complex, long, or technical.

Summarizing also allowed the participants to hear their responses and adapt, reframe, or amend them during the interviews. It also gave the participants the opportunity to accept or reject their comments during the interview process to ensure they would continue to fully and openly answer each probe. However, I acknowledge that there needed to be a clear distinction between summarizing responses for reflection and leading the interviewees in a direction that I felt was necessary. The process was very useful to clarify meanings and connect the relevancy of leadership education to student outcomes and principals' recommendations for changes.

Permission to Continue

I sought permission during the interview process by asking the participants whether they were agreeable to moving on to the next area of questioning, if they had anything further to add to their responses, or if they had answered the questions fully from their perspective. Denscombe (2003) identified this process as tagging, which enables a researcher to code and tag larger chunks of data that belong in broader categories. I grouped these findings and developed themes using these notes for further investigation. This activity formed another way of initial analysis, namely, drawing connections and verifying the responses.

Certain themes related to the conceptual framework and the probes were used within the interview process to confirm the in-depth answers. By way of limiting any potential risk of either assuming the relevance of a perceived theme or missing certain findings, I reread the transcripts several times to further verify the data and to ensure that all issues were noted and recorded for this initial stage of summarizing and grouping the

data into recurring themes, which continued through the use of direct quotations taken from the interview transcripts.

Transcriptions

At the outset, I listened to the tapes of the interviews with the 10 principals prior to transferring them into text format. Because the tapes were transcribed by a typist who was not directly involved in the study, it was critical to implement a number of procedures on the return of the first draft copies. The first step was to read the transcripts while again listening to the tapes to make changes, edit errors, and correct any misunderstandings. Computer files were e-mailed to me, and I subsequently saved the copies on a flash drive. I also observed the transcriptionist delete the data from the computer after the data were transferred successfully to my computer. Final copies of the transcripts were produced and sent to the participants for member checking. I changed the final copies as requested by two of the 10 principals, and one observed how often she had made changes in the last 6 months. I reread and listened to these interviews a number of times between gathering the data and conducting the analysis to create themes and notes on the draft pages.

Coding

After the interviews were transcribed and member checks completed with the participants, I used a constructivist approach to conduct a quick review and to look for patterns in the responses. I completed this initial analysis by coding themes and categories, as suggested by Denzin and Lincoln (2000). I compiled an outline of leadership education experiences gathered during the principal interviews for each university and certification program that formed the foundation for the study for the

various leadership education routes in response to the findings in the works by M. Young et al. (2009) and the call to study multiple pathways of leadership education. I took a similar approach to identify the gender career patterns, ages and experience data of the participants, and geographical regions. Women, with or without children, may have different career path opportunities than men. Geographical regions are important within Manitoba because the northern and remote experiences of school leaders' contexts are very different from those of small rural communities or larger urban schools. Face-to-face leadership education opportunities are readily available within the larger centers, whereas principals in small communities must often leave their families and travel to these centres or take their leadership education online.

Data Analysis

Qualitative data analysis has been defined in three concurrent flows of activities (Miles & Huberman, 1990): data reduction, data display, and conclusion drawing and verification. Along with the initial activity of data collection itself, Miles and Huberman (1990) argued that these form an “interactive cyclical process” (p. 12). In this study, I completed the data reduction by summarizing each relevant comment in the margin of each transcript. The second analysis activity was data display. I created a table with the thematic findings while preparing each participant's transcript and reading it several times. The third activity was done by physically cutting and pasting portions of text from the interviews into broad groupings on separate pages and then labeling each group with descriptions, noting specific quotations to be used. The interview responses were viewed in light of the components of Leithwood and Levin's (2008) conceptual framework.

McMillan and Wergin (2006) supported this notion as “a good qualitative study is a lot more than just collecting data about a topic through interviews” (p. 94).

In keeping with the qualitative approach, the evaluative process continues to be inquisitive and open to various outcomes. I also used a range of techniques in analyzing and interpreting data. I studied the transcribed data as a whole rather than in terms of responses to individual questions. For example, the extent to which the details of experiences or similar situations were retold by various participants provided a thread of continuity to the narrative. Narrative analysis tends to be used in biographical research (Flick, Kardorff, & Steinke, 2004), so I chose it for this study because it allowed the participants to reflect upon their personal experiences in narrative form.

The five research subquestions were sequentially written in terms of experiences and lent themselves to the retelling of the school principals’ experiences that extended from their tenure as educators and school administrators to their leadership education experiences and their changes and the ways in which these changes affected student outcomes. The simplest definition of a narrative is a written history of a sequence of events (Watts, 2005). Because I was familiar with the language, practices, and structures of leadership education, I sought only to retrieve stories of the participants’ real experiences in Manitoba schools.

Specifically, the description of the participants was reported in tables and noted on the interview protocol under Part A, followed by Parts B and C, which noted the participants’ quotations, and the use of tables to report key words from their personal stories. Tables were helpful to summarize and provide the opportunity for observational comparisons of the findings. In the main, participants’ direct words and quotations were

used in the tables to be consistent with their voices. Table headings were developed using key words from the research questions. I used my own discretion and experience in the field to support this process because the data analysis required this interpretation.

Student outcomes identified in the participants' transcripts were analyzed to determine the number of examples given for student engagement, participation, and achievement that resulted from changed leadership within the school. Numerical values of zero to 4 were assigned to determine the number of examples given by each participant in the transcript. Some participants, for example, stated that it would be important to get back to them after they had considered the implementation stages, whereas others provided a rich array of examples for each of the three areas as the result of implementation.

This system of content analysis identifies themes and patterns through the study of documents or forms of written communication (Holloway, 1997), and it is useful when attempting to quantify the contents of text (Denscombe, 2003). It involves dividing the text into smaller units, coding relevant words and sentences, and then counting their frequency (Denscombe, 2003). One of the limitations of this type of analysis is that the overarching themes can get lost in the breakdown or compartmentalization of smaller units of text or in efforts to retain the integrity of using direct quotations. Denscombe (2003) suggested that content analysis is at its best when the communication is straightforward. I used this form of analysis to identify common words and their frequency within the transcribed interview responses. I used Microsoft Word's Find option to search the transcript text to identify specific words and their frequency to determine table headings through quantifiable content analysis.

Research Management

Issues of validity and reliability are critical to good research. As such, a researcher must employ methods to ensure that the data are trustworthy, so “part of demonstrating the trustworthiness of your data is to realize the limitations of the study” (Glesne & Peshkin, 1992, p. 147). Identifying previous knowledge was an important aspect within the literature review to provide the necessary cautions or limitations in advance. I asked the participants to draw their own conclusions about any connections among changes in their leadership practices, their leadership education experiences, and student outcomes.

Validity refers to “an argument, assertion, objections well founded in data and defensible” (Barber, 1998, p. 1605). Mills (2007) suggested, “How we know that the data we collect accurately gauges what we are trying to measure (in this case, what principals remember about their personal experiences)” (p. 84). I initially delimited the time frame of 2002 to 2008 to give the participants the opportunity to implement change yet still be able to recall their personal experiences with leadership education within the last decade. However, once the interviews were underway, the principals involved reported that their leadership education experiences had occurred from 1993 to 2010.

According to Bogdan and Biklen (2003), reliability refers to the, “consistency between the data you collect and report and the empirical world you are studying” (p. 261). It refers specifically to the accuracy of the researcher’s description of the research, the site, and the participants’ responses than with any interpretation of what the findings mean or how they relate to other research and theory. Thus, rich descriptions

gathered from the 10 participants provided a complete data source to maintain reliability and give voice to the principals.

Guba's (1981) criteria for validating qualitative research included trustworthiness and addressed the credibility, transferability, dependability, and confirmability of the findings. Maykut and Morehouse (1994) discussed four aspects of trustworthiness: (a) using multiple methods of data collection, both primary (newspapers, articles, autobiographies, historical documents, photos, letters, interviews and meeting minutes) and secondary (historical texts, biographies, and online journal articles); (b) building an audit trail of data, materials, and notes; (c) working within a research team, using an advisor for direction or others as critical friends; and (d) conducting member checks to validate their meaning and words.

I employed various sources of data, including interview transcripts, information about the MEd with a specialization in educational administration and the Manitoba certification program, COSL of MTS minutes to build an audit trail of data, and notes from the interviews to support the transcripts. I also worked with an advisor and a mentor for guidance, and I gave the participants the opportunity to engage in member checking to verify the data.

Credibility is "the extent to which the data, data analysis, and results are accurate and trustworthy" (McMillan & Wergin, 2006, p. 96). Mills (2007) expanded on Guba's (1981) work on credibility as depending on the ability of a researcher to take into account specific aspects, such as participation at the study site; persistent probes to seek clear observations; peer debriefing with the interviewer; triangulation of data; and the collection of other raw sources of data, as suggested in the interviews. I dealt with

credibility issues for this research through the triangulation of data sources through the collection of information about leadership education programs through interviews with the participants, a review of the literature to examine the transference of learning, and the participants' own reviews of their transcripts.

Transferability considers whether the researcher has collected detailed and descriptive data and developed descriptions of the context for judging findings in other contexts. To confirm the data with the participants, I used a reflective listening strategy during the interviews to read back portions of their comments to fully describe their context and determine how the indicators applied to each variable. Dependability means the stability of the data, and refers to two factors, namely, overlapping methods and an audit trail of the process and the collected findings.

Confirmability refers to the objectivity or neutrality of the findings. It can follow triangulation, or the use of different data sources that result in similar findings, and reflexivity (Guba, as cited in Mills, 2007). Confirmability was considered through the triangulation process of the interview transcripts, the summaries of the leadership education findings, and member checking for comparison of the course outlines for the MEd with a specialization in educational administration and the certification course and reports.

Access

Hockey (1993) explored the issues that may arise in a setting that is familiar to the researcher and the participants, suggesting "that which is closest may be that which is most difficult to see" (p. 221). As an insider, I was very familiar with the settings, a factor that far outweighed any concern for missed data. My experiences in taking the

leadership education programs and working in several areas through the province of Manitoba provided opportunities for me to contextualize and use probes effectively during the interviews. It also gave me the insight that I needed to search for meanings beyond the obvious, thus becoming a noteworthy strength of this study.

Consent

All of the participants were appropriately notified at the outset of the interviews and had the opportunity to provide voluntary informed consent. It also was important to be open and transparent about the intention of the study. Although only the transcriptionist, the participants, and I saw the transcriptions, Denscombe (2003) warned, “The answers might tend to be tailor made to match what the interviewee suspects the researcher’s point of view is... keeping me happy” (p. 170). Providing enough information about the study for the participants to understand their commitment without predicting or leading them was a critical aspect. The University of Manitoba Education and Nursing Research Ethics Board examined this proposal in an effort to protect the rights of all participants to withdraw at any time without prejudice from all human research studies (see Appendix H).

Reflexivity

Qualitative research, unlike quantitative research, is subjective. My reflections, interpretations, and feelings formed a significant part of the findings (Flick et al., 2004). I maintained a strong sense of personal awareness throughout the research process because my reflections added value through the process of researcher reflexivity (Denscombe, 2003). In presenting the findings for any study, it is important to acknowledge the influence of self on the research process. The perceptions held and the meanings

interpreted from the findings inevitably were affected by my own “culture, social, and personal experiences” (Denscombe, 2003, p. 88).

Previous work, for instance, my involvement with COSL, immersed me in the positive benefits of professionalism for school leaders. Subsequently, I also had opportunities to coordinate PLCs to create professional standards and the rubrics of KSDs for school leaders’ standards. These experiences, along with involvement in other PD organizations and presentations, affected my thinking and beliefs throughout the study.

In the role of school principal and COSL leadership team member, I began this study because I had doubts about the relevancy of current leadership education and its accessibility to all school leaders in Manitoba. The study gave me the opportunity for “sense making and this [and] ... is a process that relies on what the researcher already knows and already believes, and it is not a voyage of discovery which starts with a clean sheet” (Denscombe, 2003, p. 88).

Generalizability

As noted earlier, I had a particular interest in this initiative as a former member of the COSL leadership team and an experienced organizer and presenter of leadership education. Obvious bias considering the value of high-quality leadership education existed, and the school principals’ sense of professionalism was based upon the firm belief that school leaders want to make a difference for all learners. Generalizability of the findings came into question because of potential researcher effect and my own professional interests. However, without external funding, this small-scale study of the unique stories and personal testimonies of 10 principals was examined in light of other similar studies and different contexts.

Anonymity

All participants' anonymity and privacy were respected in the letter of invitation and during the interviews and member checking. I had no intention of naming any of the principals who participated in the study, so I altered their local contexts and any other identifiable data to maintain their confidentiality. Access to an executive report of the study was noted to all superintendents of the various regions and any of the 10 participants who requested a copy.

Given the value of this study for all interested groups, allowing an environment of open commentary on the findings and recommendations provides an important source of formal opportunity within the field to consider implementation. In addition, the findings provide opportunities within the school divisions for school superintendents to discuss possible consideration for their school planning and PD programs. The final report offered further engagement with the respondents and their supervisors to provide any additional dialogue on the outcomes (Trochim, 2009).

Storage

At the outset, I ensured that the participants knew that all recordings of the interviews would be kept securely in a locker container and that they would not be made available to anyone other than my advisor and the transcriptionist, who signed the letter of confidentiality. Data arising from the research were kept as a hard copy available to my advisor, as data files on a computer drive with password protection, and as a backup copy on a computer memory device. Names of participants involved in the research were changed on the electronic files, and each comment on the transcriptions was coded

numerically. To conceal the identities of the participants, I attached a simple name to the findings, and used numbers for direct quotations to cross-reference the findings.

Summary

Recommendations from the aforementioned sources provided direction to maintain standards for the usefulness of this study to the scholarly and professional community. The study gave 10 Manitoba principals the opportunity to reflect on their perceived changes in KSDs and leadership practices after participating in leadership education, and identify how these changes altered student outcomes at their schools. Chapter 4 reports on the data collected during the interviews.

Chapter 4: Findings

Introduction

The purpose of this study was to examine principals' perceived understandings of the relationships between their participation in leadership education to improvements in student outcomes as the result of their changes in KSDs and school leadership practices. Leithwood and Levin's (2008) conceptual framework was used to examine leadership education with a narrowed focus on the operational definitions for the purpose of this study. The interview protocol also considered insights from the work of Hoyle and Torres (2008) with respect to KSDs as the development of scholarly habits; and Downey et al. (2004), and Robinson and Timperley (2007) for the examination of leadership practices, as discussed in chapters 2 and 3.

Student outcomes, as noted by MECY (2006), specifically pertained to student engagement, attendance, and achievement. I asked 10 principals for their perceptions of their leadership education; how they made changes; and what effect these changes held for their interactions with staff, students, and the community. Principals reported on their growth in KSDs and leadership practices after their leadership education with respect to the ways they attended to student outcomes. Primarily, they felt that their schools had moved beyond the initial stages of student involvement to increased participation and engagement by students to decision making in several areas that matter for improved student learning.

The literature review focused on findings in two major areas: (a) educational leadership and the role of the principal, and (b) leadership education to improve student outcomes. Given that Manitoba's school leaders' certificates have various routes to

achieve the academic requirements, this study delimited leadership preparation, education and development to the MEd with a specialization in educational administration and the nondegree PD routes to school leaders' certification. One limitation of this exploratory study was the lack of external funding, so I chose a small representational sample of 10 principals, and I proceeded with caution to make any broad claims from the findings.

Chapter 4 now proceeds to answer the following five research subquestions:

1. What do principals report as having been their recollected experiences in their (a) MEd degree with specialization in educational administration and (b) the nondegree PD programs that resulted in their being awarded school leader's certification by Manitoba's Ministry of Education?
2. What do Manitoba school principals who received these awards (a) and (b) from 2002 through 2008 report as changes to their KSDs, as influenced by this leadership education?
3. What do Manitoba school principals who received these awards (a) and (b) from 2002 through 2008 report as changes to the school leadership practices, as influenced by this leadership education?
4. What relationship and relevance, if any, do Manitoba principals perceive between participation in their leadership education experiences and changes to their KSDs as well as changes in their school leadership practices?
5. To what extent do principals attribute improvements in student outcomes to these changes in school leadership practices, as influenced by their leadership education?

The participants' responses were audiotaped and then transcribed by a transcriptionist. I checked for accuracy and then electronically mailed each participant his or her transcript to confirm the accuracy of the information as the member check step. Once the transcripts were finalized, I assigned pseudonyms to protect the participants' identities. Key words were found using the Find option on Microsoft Word, and then words were labeled with a highlighter on the transcripts; thoughts, concepts, and quotations were marked in the margins. I used section headings and introductory paragraphs to categorize the findings according to the model and research subquestions. Direct quotations were used to expand on the meaning, and tables were prepared to examine the overlap in commonalities and differences as well as compare and contrast findings. The quotations were intended to give voice to the principals for key findings. Giving full voice to the each principal's personal stories was a significant purpose of this study. A discussion of gender, age, experiences, and region concludes this chapter.

Participants' Backgrounds

Part A of the interview protocol provided detailed background information about the 10 participants with seven fact-type questions and two open-ended questions being used to solicit information. The latter two asked the principals about their perceptions of their entry into administration and what factors continued to influence their leadership. Background information was divided into four tables: background, leadership education awards held, how the participants entered administration, and what influenced their leadership. Region distribution showed that two principals represented one of the six urban school divisions in Winnipeg; two principals represented one of the four northern remote school divisions; and six principals were from three of the 28 school divisions in

rural Manitoba. One concern may have been the imbalance of representation from Winnipeg, given that Manitoba Job Futures (2011) reported that approximately 47% of the 1,115 school leaders in Manitoba work in the Winnipeg area. However, I believed that a sampling from various regional communities was necessary to provide more diverse stories.

Age range was a second concern, and given that both CAP (2003) and COSL (2002) expressed concerns about the impending number of principal retirements, these age ranges were not consistent with the average age as 52 years old. However, the participants did demonstrate the wide range of experience and youthfulness for school principals in Manitoba. Schools represented by the participants reported a distribution of Kindergarten to Grade 12, with various combinations of grade levels clustered in the school. One principal reported working with French immersion; another principal reported a complete French-speaking school. One high school administrator reported that working to establish a new high school program was significant to her development within her master's cohort program in educational administration.

Experience of the participants noted both years of teaching experience and years as a school administrator. Total years as an educator were reported as follows: six of the 10 participants reported 20 to 29 years; three reported 10 to 19; and one reported 1 to 9. The range for school administration was five having 10 to 19 years and five having 1 to 9 years of experience. The latter noted three women and two men in the 10- to 19-year range and the opposite configuration for 1 to 9 years of administrative experience. Table 2 provides the background information for the 10 participants as follows: pseudonyms,

regions of Manitoba where the participants worked, age range categories, grade range at their schools, and total years of experience as educators and principals.

Table 2

Participants' Backgrounds

Name	Region	Gender	Age range	School grades	Yrs. of educational experience	Yrs. of principal experience
Alana	Winnipeg	Female	40-49	9-12 senior years & special program	20-29	1-9
Barbara	Winnipeg	Female	50-59	K-8 early & middle years	20-29	10-19
Carol	Central	Female	50-59	K-4 early years	20-29	10-19
Dwight	Parkland West	Male	30-39	9-12 senior years	10-19	1-9
Edward	Southeast Interlake	Male	40-49	K-3 early years & French lang.	10-19	1-9
Fred	Central	Male	40-49	K-4 early years	20-29	10-19
Gary	Southeast Interlake	Male	40-49	K-8 early/middle years & French lang.	1-9	1-9
Hannah	Northern	Female	50-59	9-12 senior years	20-29	10-19
Ian	Parkland West	Male	40-49	9-12 senior years	20-29	10-19
Janet	Northern	Female	30-39	K-8 early/middle year & multiple programs	10-19	1-9
Summary	(5) Regions (5) School Divisions	(5) Male (5) Female	(2) 30-39 (5) 40-49 (3) 50-59	(3) early years (3) early/middle years (4) senior years	(6) 20-29 (3) 10-19 (1) 1-9	(5) 10-19 (5) 1-9

Leadership Education Awards Held

Findings for the leadership education awards held by the 10 participants illustrated the universities attended and the years degrees were awarded, as well as the

years and school leaders' certificates awarded. Eight participants had completed an MEd with specialization in educational administration, although not all MEds were obtained from the two universities in Manitoba. Five principals had attended the U of M, and one had attended the specialty French language programming at USB. One of the principals had attended BU, and two participants had obtained their MEds entirely online from university programs at OISE/UT and the University of Calgary (U of C).

Travel expenses and availability of courses were reasons given by two participants in remote locations who opted to complete their MEds entirely online through OISE/UT and the U of C while living in Manitoba. Three noted that divisional master's cohorts were the reason for their successful completion. At the time of the study, two principals were currently enrolled in MEd programs, one at the U of M and the other at BU, with plans to complete their programs in 2011. The leadership education programs for the purposes of this study spanned 1993 through to the present date. Unfortunately, the provincial totals for school leaders with MEds and school leaders' certification throughout Manitoba were unavailable at the time of this study.

For certification awards to be issued, Level 1 participants had to complete the required academic programming, hold a Manitoba teaching certification with 3 years of teaching experience, and pay fees for their certificates to be issued. Seven participants had been awarded their Level 1 School Administrator's certificate. Six held their Level 2 Principal certificates, although one additional participant completed the leadership education, held Level 1 but had not completed the 2 years of school administration experiences. Even though two principals held teaching certificates, had teaching experience, and also had administrative experience, they chose to obtain Levels 1 and 2

by completing their MEds and then submitting this award to the certification branch for assessment. Two other principals were eligible, but they opted not to apply for the certificates because this certification was not needed for hiring, promotion, or salary changes and that completion of their MEds had already raised their income. One Level 2 certificate was delayed until the principal completed the required 2 years as a full-time school administrator.

Although seven participants held MEds and certification awards, they chose to comment on their leadership education experiences while attending university programs. Three participants specifically chose to focus on their nondegree PD route to certification while also providing reflections about their MEd experiences. Additional queries included the following: Were any background characteristics that logically should be included in the sample, but were not? Why might their experiences be a major consideration? Table 3 reports universities attended, and years degrees were awarded, along with certificates held and years obtained.

Table 3

Leadership Education Awards Held

Name	University & year awarded	Certification & years awarded
Alana	U of M 2006	L 1 2001 L2 2003
Barbara	U of M 2008	L 1 1993 L2 1997
Carol	U of M 2006	L 1 2006 L2 2006
Dwight	U of Calgary (online) 2007	Did not apply
Edward	U of M (enrolled)	L 1 2003 L2 2007
Fred	U of M 1997	Did not apply
Gary	U of M (with St. Boniface) 2008	L1 2008
Hannah	OISE/UT (online) 2005	L 1 2005 L2 2005
Ian	Brandon U 2003	L 1 2004 L2 2004
Janet	Brandon U (enrolled)	L 1 2004 L2 2004

Participants' Entry Into School Administration

Findings from Question 8 of Part A of the questionnaire provided additional background information related to the principals' entry into their role as school administrators. This question sought to understand what prompted experienced teachers with university degrees in education to become school administrators. In short, four participants reported that they were encouraged by colleagues and then applied, two principals had a long-time desire to become principals, two felt that it was a natural career progression or the right time, one participant who was skeptical of what principals did took courses to understand and then became a principal, and one who came from a long line of family members who were principals felt that it was a calling. Following are quotations from the participants to expand upon these findings and give voice to the principals, with the first five demonstrating the power of others' influence through encouragement.

Alana commented that she was "surprised. I was first invited, applied thinking I would not get it, and then I was assigned the job, and it just happened!"

Barbara commented, "For me, it has been circumstantial, and getting my first principalship was like a gift. I believe that it was because someone saw something in me that I may or may not have recognized."

Ian's experience further added to these insights, noting that "I was teaching when an opening came up, and I was encouraged by my administration, a school board member, and other staff, so I applied. It was their influence to move forward into administration, and this opportunity."

Edward also reflected the value of others encouragement:

I was approached by my school principal, and up to that time, I wanted to be a staff officer. I had no intention of being an administrator as they were the enemy.

Other people's perceptions of you can also define your abilities.

Hannah noted, "It was my principal asking me what I wanted to do with my career, and he really encouraged, pushed, and prodded me. I had to be recommended to get into the principal training program, and he was my push."

Gary's career plan was administration. He shared that his family were "teachers and administrators, so I would say through mentorship, curiosity, and connecting with people who did the job. It has been part of my career plans for a long time, and so it didn't just happen."

Janet also reported that her intended career path was school administration. She commented, "I had a desire right from a young age to be a school principal. I became high school student council president, and grad president. I knew then working with my school principal that's what I wanted to do."

Fred noted a different prompt and reported having "a level of scepticism in trying to figure out just what our principal was supposed to be doing when I was a teacher, so I took a few courses and went from there."

Carol shared her passion for becoming an administrator and commented that "I thought maybe I could make some differences in particular areas that were really important, and as a principal, I could do more than as a teacher."

Seven participants were encouraged by others who saw their leadership abilities to apply, whereas three participants were self-motivated because they felt that it was a

calling or a long-time career plan and they had the sense that they were able to make a greater difference for students as school principals. Table 4 provides a summary of what the participants reported as factors that encouraged their entry into school administration.

Table 4

Participants' Entry Into School Administration

Name	What encouraged participants to become school administrators
Alana	Invited to apply, applied and then was hired.
Barbara	Offered an administrative posting after returning from leave.
Carol	Applied as I felt I could make more of a difference as a principal.
Dwight	Applied as I thought it was a natural career progression.
Edward	Approached at the right time by a colleague, applied, and was then hired.
Fred	Wondered what administrators did so I took courses to find out and then applied.
Gary	Felt it was my calling & came from a long line of administrators in the family.
Hannah	Felt that I was conned into it by my administrator as it had not been my plan to apply for administration.
Ian	Encouraged to apply by others when an opening came up.
Janet	Desired to be a principal from age 16 yrs. as working with a principal that I admired.

Current Influences on Participants' Leadership

Findings for Question 9 of Part A of the questionnaire noted that all 10 participants described what continues to influence their leadership after their leadership education experiences. Six participants commented about the effects of the school division cohorts and the values of PLCs with divisional colleagues for their continued learning. Other examples of influences were PD with keynote speakers; ethical responsibility to demonstrate leadership in the communities; experiences with their school community, mentors, expert teachers; and most importantly, the desire to make a difference for their students. Quotations from the principals further illustrate this brief summary.

Alana noted that working in a school division cohort influenced her leadership. She stated, "Working with colleagues doing book studies, reading new things, and thinking about them really hard" currently helps her learning. She also commented that it

“contributes to who I am in this role and the experiences I bring to the job. And just being a student in the master’s program. The way our students are was a new way of thinking.” She felt that the school division cohort was a great way to meet others and begin their learning journey. Alana also reflected that her attendance at the “master’s program lead her to attend the [annual provincial leadership retreat] at Clear Lake [that] lead me to new thinking and meeting a community of new people in leadership.”

Barbara’s insights were related to her divisional cohort program. She commented, “Our master’s courses in the division and that whole camaraderie within the group, that immediate bond. It also meant that when we were looking at assignments from a particular philosophical stance, and that was really powerful.” She reflected on the role of the professor, given this room full of master teachers in the cohort, and commented:

My master’s program was a really important thing for me because I am also a supervisor of teachers in a managerial sense at school. It was something that I was struggling with in my own leadership practice, and I actually was looking at it from the supervisory point of view.

She saw the cohort programs as having a significant influence on her leadership and her learning in leadership education.

Janet commented that mentorship to help her transition into the role of school principal influenced her and continues to provide her with support:

The internship program [is] offered in the school division. I had the opportunity to work under a great mentor for 4 years, and his style of leadership kept me motivated. We were also part of an effective PAL program.

Dwight felt that “lots of [PD] and being able to network with some of the experts were two factors that had the biggest impact on my leadership style.” Fred also noted a specific PD opportunity with Michael Fullan on educational change as significant from one of his university course experiences. He added that “the book still sits on my shelf, though it is dated mid-90s. It’s called *The New Meaning of Educational Change*.”

Edward talked about his insights about the changing demands for principals and how working with expert teachers in a shared leadership model influenced him:

I think the expertise and confidence of teachers today, especially the ones who have just graduated, as they could teach right now. They are way more prepared and more aware of the dynamics of the clientele. The only thing they do not have is the instinct or intuition. The biggest factor in this change is the principal’s responsibilities and the growth in the principal’s job. How much more we have to be responsible for, not more work, but the amount of responsibility we need to take on now.

To conclude this section is a comment by Hannah about relationships with students as an influence on leadership learning:

What would be best for students, I do not necessarily look at other things as much as my first and foremost interest in the world of the student. I have worked with those who are also thinking the same way as me and who would say, “We are here for the kids, and if not the kids, then what are we here for?” And the ones that did not go into the world of education with that in mind, then how would you be able to manage to do this job if you are not here for the kids?

The focus of this study of leadership education through to student outcomes related well to this last insight that the principals' desire to make a difference for students continues to influence them as leaders. Table 5 reports the participants' current influences on their leadership within their schools.

Table 5

Current Influences on Participants' Leadership

Name	What continues to influence participants' leadership?
Alana	Our school division cohort; colleagues in my school
Barbara	Our school division cohort; my superintendent's support
Carol	Learning from my experiences with students & families; my own scholarly reading
Dwight	PD workshops; The professional learning community [PLC] within my PhD program
Edward	Expert teachers that I work with on a daily basis at my school; My master's program coursework and my thesis
Fred	Learning about student outcomes from scholarly reading
Gary	Being part of the scholarly community in my school division; my responsibility as an ethical adult to be a role model in my community
Hannah	Thinking about doing the best I can for all students that I work with
Ian	Seeing others' leadership style in action helps me learn and think about what I am doing
Janet	Excellent mentors and support from a network of administrators in my school division

Research Subquestion 1: Leadership Education Programs

Research Subquestion 1: What do principals report as having been their recollected experiences in their (a) MEd degree with specialization in educational administration and (b) the nondegree PD programs that resulted in their being awarded school leader's certification by Manitoba's Ministry of Education?

Participants were asked this question, along with probes and prompts, in a conversational style to explore their leadership education experiences without using specific notes or transcripts. Participants mainly responded to one pathway, although a few participants made comments about various routes. Seven of the 10 participants chose to report directly on their MEd program routes. One additional participant chose to share her experiences from the online MEd with OISE/UT.

Master's Degree Experiences

Findings from the seven principals who commented on their MEd with a specialization in educational administration programs are noted in this section from Question 1 of Part B of the interview protocol. The participants had attended four different universities: U of M, along with St. Boniface; BU; OISE/UT (Hannah noted her online experience but reported the nondegree PD section as an MB experience); and U of C online, as noted by Dwight. Dates ranged for university programs that began as early as 1993 and continued to 2010 because two participants were enrolled in MEd programs at the time of the study. Principals reported that their courses ranged from core courses with cohort programs to specific electives, such as philosophy of educational administration, theories of education, leadership methods, school and society, school planning and development, and curriculum.

The additional findings, as reported by Hannah, suggested that OISE/UT had a clearly defined program plan for school principals and high-profile faculty members to support it. Other findings identified the supports that the principals found valuable for their completion of the MEd programs, such as payroll deductions for annual fees and supportive faculty advisors. The following text was taken from the responses provided by the principals during the interviews.

Fred commented that the “[MEd] stretched your thinking, thus changes you as a person.” Successful learning experiences centred on working within PLCs or cohort programs as colleagues with similar philosophies worked together to complete assignments. Dwight also stated his research was “in an area of [PLCs] and most of my

courses were aimed at reform in education. And then I tied a lot of [PLCs] into the school reform initiatives.” Fred also reflected on the precursor to PLCs:

I did a reflection of the school I was working in and what it would take to make some of the changes necessary to make it a school of learning...almost to date now, we looked at [PLCs], and that’s exactly where my paper was heading 14 years ago.

Gary shared his unique experiences with French language programs:

My program was quite pertinent with the core course, and I was able to cross over the bridge from U of M [University of Manitoba] to Saint Boniface College to take course work. They had smaller classes that allowed us to have a more intimate setting in the courses. We tackled authentic cases and tried to solve them together as a team instead of doing the standard 10-page papers and presentations. It offered flexibility with things online and a consortium with other francophone speakers at other universities in Canada. You have a network to act ethically and [make] important connections. You get to know people and their realities as you tackle real problems, and the accountability was even more relevant or authentic. Online programs, although highly valued by Dwight, presented him with one

challenge:

I like the face-to-face interaction with other people, and the one thing that I found online that you were able to post stuff: People would ask difficult questions, [and] you had as much time to reflect and think on the questions. You might be required to respond to questions or comments a lot quicker in person, so we weren’t required to think quickly on our feet. I can’t speak highly enough of it for the

simple fact that had it not been for the online, I would not have my master's. I had a young family, so [it was] hard to be away, and online really does allow the working professional flexibility to move through at whatever pace you feel most comfortable.

Participants were the most appreciative of the supports that allowed them to complete their programs, including divisional payroll deductions to pay the university fees over the year rather than one lump sum, flexible timetables from professors to complete assignments, opportunities to present at conferences, supportive advisors for registration, and supportive relationships with the university and school divisions. Concerns centred on the availability of programs for professionals with young families and the costs related to travel in rural areas, as well as the quality of the instructors to teach in the graduate programs. The participants' perceptions of their MEds with specialization in educational administration experiences were generally positive because the programs offered a variety of supports to assist learning and program completion while being supportive of their implementation of new learning. Table 6 summarizes the findings collected for the MEd route that resulted in certification awards that spanned the last 15 years (1997-2011). The table reports the universities attended and the years of graduation. It also highlights the experiences that contributed to their success as learners, any reflections on their programs, and supports they used or needed to complete the degree successfully.

Table 6

Participants' Perceptions of Master's Degree Experiences

Name	University/Year degree awarded	Master's program experiences	Successes	Reflections	Supports used or needed
Alana	U of M 2006 Thesis route	Philosophy of Educational Admin; Theories of Education	SD cohort program; Attending the annual leadership retreat	Payroll deductions by the school division to pay my annual tuition fees	Supportive superintendent that I worked with in the school division
Barbara	U of M 2008 Thesis route	4 core courses taken with colleagues in the divisional cohort program	SD cohort program, The culture of leadership that developed in my SD	Thesis work & influences of my committee members were positive	My supportive relationship with the SD Superintendent
Carol	U of M 2006 Course route	4 Core courses taken with colleagues in the divisional cohort program	SD cohort program; supportive [PLC] in my SD	Same professor for 3 courses; Course route for social learning opportunities with colleagues	Courses were held in the rural area close to where I live so I did not have to travel
Dwight	U of C (online) 2007 Course route	Related my course work to my own school context, Study of leadership models	Online learning; Listening to speakers with expert knowledge	Very flexible nature of the program; Understanding professor made it doable	Thinking on your feet was lacking from my experience in the master's degree online
Fred	U of M 1997 Thesis route	Course on school change with Fullan's book; Focus on student learning in my school; curricular mapping PD	Learning about teacher dynamics during change; Reading Schmoker's book	Previous career experience helps me as a leader; I am a self-disciplined learner	Vision for provincial curriculum is needed from the province
Gary	U of M 2007 (with St. Boniface College) Thesis route	Schools & Society; Working on admin. scenarios developed from my school experiences	Case studies that we created in our courses with colleagues from our lived experiences were effective	Flexibility of program; francophone programming	Supportive university advisor was very helpful to enroll in courses
Ian	BU 2003 Thesis route	School planning & development course; Leadership styles	Systems theory; world-wide leadership models	36 hrs of course work, Gave Conference Presentations	My job before education; I already had BSc degree

Nondegree PD Route Experiences

Findings from the three principals who chose to report on their nondegree PD experiences for Question 1 of Part C of the questionnaire are noted in this section. The nondegree PD experiences centred on the specific years that the certificates were obtained and years awarded, memorable courses, successful experiences, reflections on supports they used for their program; and any further information they reported. Participants who held teaching certificates as well as teaching plus administrative experiences were granted school leader's certificate upon submission of their documents to the certification branch.

Interestingly, the principal who wrote letters for other principals to have their provincial certification grandfathered to make them eligible for the Manitoba School Leadership awards was not successful in obtaining her own Manitoba certification levels. Two participants mentioned that the portability of certification throughout Canada would be extremely desirable, although it must be noted that educational systems in Canada are provincial jurisdictions and that certification awards are determined by each province.

Hannah supported the portability of certification and the value of lifelong learning:

I started taking my administrator training elsewhere with a prescribed program, not like Manitoba, where you get to pick and choose courses. I had two courses each 2 weeks long and a practicum based from OISE/UT. They were contracted to do the program, so it was truly what OISE/UT saw as the most important thing in educational leadership. We had Ken Leithwood talk to us about the *Principal Profile*, and it was very much university research based with hands-on practical

application. When I came to Manitoba and looked at what they had laid out, I find it somewhat lacking, but I still have it because when you are a leader in the province, I am a firm believer you have to continue your [PD] and just because I have the job does not mean to stop.

Lifelong learning and a commitment to professional growth, regardless of context, became abundantly clear from her insight, as did the merits of her previous leadership education experiences.

Janet shared her journey through the nondegree PD route to her Level 1 and 2 certificates, along with experiences in a school division (SD) internship program:

I just started taking [PD] as a new teacher and became a vice principal at the age of 21 years. I attended the annual Manitoba Teachers' Special Area Group (SAG) workshops in October, then COSL workshops and conferences with an SD crew of interns. Now we are all in administration; then we were young and keen and having fun together getting those hours. Then I was realizing, "Hey, I am getting pretty close to getting finished," so I went to Clear Lake [the annual leadership retreat] for the summer program, two summers in a row, and finished off my Level I certificate. Then I started some of the university coursework hours through [BU] in the nondegree program route and went to the Northern Administrator Summer Institute in Cranberry Portage. I finished off my Level 2 with some more university coursework from 2001 to 2004.

Ian also offered a critique of the certification experience, explaining that "certification filled a role, it allowed for a conversation with practitioners. I think it may be a more useful tool in helping people prepare for when they are considering

administration.” Ian’s comments summarized the experience that Janet shared with her current administrative colleagues as they prepared for their administrative roles.

Edward also reflected on his own path to certification:

Level 1 and 2 were helpful and certainly available. I was lucky enough to have a school division that was at the time open to any [PD] a teacher wanted to go into administration. They even paid for it. I did an admin program in the SD administration cohort with eight evenings throughout the year. We had to attend, got books to read, and 60 credit hours toward our certification in all four areas. I also went to the COSL and SAG annual conferences. Now you can get certification credits for attending resource teacher workshops, which are also part of the principal’s job. The only thing may be once you reach a certain level, you may have that reflected in your contract and get a different pay level when you get Level 1 and then Level 2. I do not know if that will ever change because there is really no requirement to be a principal other than a teaching certificate or Class 4 teacher education degree.

School leader certificates had not been required for hiring or promotion, nor had they been recognized as a factor in increased remuneration, as mentioned by Edward. The three principals’ stories were presented at length to show the various nondegree PD routes to certification in Manitoba. Two participants also indicated that because these nondegree PD certification routes did not serve to increase their pay scales, they decided to finish their MEds, which would be attached to a salary increase.

Janet and Edward commented on the merits of the MTS SAG workshops, the COSL workshops and conferences, the annual leadership retreat at Clear Lake, the MTS

summer institutes, the peer-assisted learning (PAL) programs, and the SD cohorts. These programs were highly regarded and provided significant credit hours toward the nondegree PD routes to certification. Other available support reported by the participants included release time to attend PD, financial support to pay for sessions, and the availability of programs in rural areas. Support in general showed the following results: Three principals commented on cohorts for their MEd programs; two principals reported that online programs were accessible, effective, and flexible; divisional payment for certification and payroll deduction for tuition fees was helpful; supportive relationships with their SD superintendents were valuable; university advisors helped with course university paperwork; and experiences in other careers was valuable.

The principals also commented that the university courses that supported their development included, but were not limited to, philosophy of educational administration; democracy in education; servant leadership; curriculum and student learning; theories of educational models; educational research methods; leadership styles; school development, planning, and learning; and school in society. Principals reported PD experiences such as conference presentations and networking with other administrators to be useful to their development as leaders. Ian summarized these two leadership education pathways well when he stated that “the master’s worked on school development, planning and learning to become the [PLC]. Level 1 and 2 focused, and benefit was more the management end of things.” Table 7 summarizes these findings with certification awards, memorable courses, successes, reflections about the experiences, and supports used or needed while in the programs.

Table 7

Participants' Perceptions of Nondegree PD Route to Certification

Name	Certification/ Year awarded	Courses	Successes	Reflections	Supports used or needed
Edward	L1 2003 L2 2007	60 hrs with the SD Cohort Program	Programs offered in rural area	Course rigour & salary benefits are much needed	Division paid fees, Release time to attend was appreciated
Hannah	L1 2005 L2 2005	2 sets of short courses and a practicum	MEd done online with OISE/UT	Flexibility of program for completion, certification lacking program seriously lacking rigour	Portability of certifications, Athabasca HR certificate already obtained from online
Janet	L1 2004 L2 2004	Attending the annual leadership retreats with COSL conference, (i.e., SAG & Clear Lake)	Release time to attend sessions, S.D. leaders' program and mentorship opportunities	Experiences as acting VP in SD program and PAL mentorship program	PAL program, Travel costs very expensive to go to programs given I lived in the northern area

In short, seven principals reported their recollected experiences from the MEd programs, and three reported on their nondegree PD experiences with quotations summarized in the table. The graduates of the MEd programs found that cohorts were excellent for their learning because the context gave students the opportunity to collaborate with colleagues on topics relevant to their schools. Although they had limited recall of specific courses, they reported good experiences with personal research work. The graduates also valued flexible time frames to complete assignments and found the use of case studies related to schools effective. One principal noted that the MEd program “stretched your thinking, thus changes you as a person.”

The principals reported their nondegree PD route experiences as providing practical school management ideas and good connections with guest speakers. Specifically, the principals found that annual conferences provided great networking

opportunities with colleagues from other areas of the province and that the PAL experiences and mentorship opportunities were extremely valuable to their learning.

Research Subquestion 2: Changes in KSDs

Research Subquestion 2: What do Manitoba school principals who received these awards (a) and (b) from 2002 through 2008 report as changes to their KSDs, as influenced by this leadership education?

Findings for this section are reported from the interview protocol Part B for the MEd and Part C for the nondegree PD experiences, with B2 and C2 related to knowledge, B3 and C3 related to skills, and B4 and C4 related to dispositions. The interview protocol used the same interview questions, probes, and prompts to inquire about the participants' leadership education experiences in the MEd and the nondegree PD routes to certification. Three principals reported directly on the nondegree PD experiences (two had not yet graduated with their MEds with specialization in educational administration and the other had taken an online MEd with OISE/UT), and seven participants opted to report on their MEd experiences. Reporting was done in this way to distinguish findings for these various leadership education pathways, although it must also be noted that during the interviews, the principals also commented about other leadership education experiences. Although the intent of the initial proposal was to examine only the two university educational administration programs available in Manitoba, two additional online programs were discussed as routes to secure provincial certification.

Master's Degree Experiences and Changes in Knowledge

Sections of the KSDs were reported separately to enable the participants to reflect upon their learning for each. The first section reported findings about knowledge gleaned

from participation in the MEd program. Key words to summarize meaning were used in the tables, and direct quotations from the participants were used to highlight specific findings. The findings reported that reading scholarly research was valued by the participants because it gave opportunities to apply theory to practice within the MEd program experiences. The following quotations highlight significant features of the findings. Alana commented on several changes in her knowledge that built her self-confidence:

My major learnings were systems theories and the social dynamics of organizational change, democratic and educational changes with postmodern view - to plan, think, plan. We really needed to invest in what we are doing and be responsible for what we are doing, thinking, and the interplay of both. It is both the public and private worlds, with researchers such as Gert Biesta on *Beyond Democratic Learning* and John Goodlad on *Public Schooling*. What is public and the purpose understanding for students in a school? The teacher-student worlds intersect, and you become more comfortable with your knowledge base. Your relationship to learning with new language you never had before to use. Who you are as a teacher and an administrator is being examined. I would say that the master's experiences, together with my 5 years of high school administration experience, meant I could now take on this responsibility [of this unique new school] and do it with more personal confidence.

Barbara explained her personal change in thinking by stating, "When I think about implementing something, I first look for research that is contrary so I can ground myself in the arguments and that was from my master's experience." She concluded with

a reflection and commented, "I have changed." Alana and Barbara acknowledged their changes in knowledge and attributed these changes to their participation in the MEd programs. They also provided examples of the ways in which this new knowledge held changes for their actions within their schools. The examples are provided later in this study.

Carol commented on her growth in using structures to help her to understand the changing role of principals:

I would always use my own situations and readings to help me understand and gain knowledge to figure out how I could apply it. So, for example, the idea of inclusion, in terms of kids in classrooms and in terms of teachers, what does it mean in terms of these relationships? How can people learn from another without thinking that others are inferior? I think that I started looking at leadership and really compartmentalized - What is the difference between an instructional leader and an educational leader or manager? How can we develop structures that will help you get the things done as an educational or instructional leader?

Dwight remarked that research has guided his practice as the result of his leadership education experiences. He commented, "I [am] doing a doctorate and, so I'm still involved in plenty of reading. When I read and listen to presenters, it's the research that sells me and guides my change in practices, whereas my teachers consider how practical are these initiatives." His insight extended Carol's idea about taking school-based issues and looking into the research to gain knowledge to use with staff and students.

Edward reflected on his ongoing MEd program and noted that it was providing him with knowledge about educational research:

Now when I read scholarly work, I pay much more attention to the methodology rather than to the content, and this has everything to do with my thesis proposal. Methodology helps determine whether it is relevant and can it be applied to my own situation, for example, if I'm working with instructional assistants and the interview protocol asked administrators in downtown Montreal, it would really not have the same impact for my context in rural MB.

Edward also commented about the change in his mindset about leadership:

It's about the people and less on the technical and management as we are serving others. It's important to get to know their personal stories. I am realizing that the job is about being aware and adaptable in different contexts, and you really need to pay attention to the people.

He further noted, "I am painfully aware of personal bias and ulterior motives.

When a teacher comes to ask me for something it has all kinds of implications." He now asks questions to help him to understand what the teacher needs and how best to support everyone with the resources given to the school, such as, "Is it for your growth plan or your PD goals, and what are benefits for your classroom?"

Fred provided an example showing the changes in his knowledge, noting that "the administrator's primary role should be to foster actions or changes in the building that would support the improvement of student learning." He paused before he shared a particular example that he had to learn about the human dynamics of the change:

My first year, we were goal setting, and I thought I'd help the staff, so I gave several examples under each of the different areas of our school. I severely upset our staff as they took it as "we aren't doing anything right."

He summarized that his master's degree learning had helped him. He commented, "[I] had a lot to learn about 'how to move an agenda forward,' and that comes into the human dynamic piece. We read research from Fullan, Lambert, and Schmoker to help understand this change process."

Gary spoke about his first master's degree and that his learning in the MEd with specialization in educational administration was a very different experience:

Doing a master's degree in [the] arts and science field means a whole different set of skills and mindset for research. Education has not always been a faculty of research, or at least perceived that way, so I first dismissed it as a body of knowledge. People are being hired with the master's in administration, and it's becoming an expectation in the job...we're all over the place in the province at this time.

He further shared his insights about what leaders need to know about education:

As far as scholarly work, it was my own self-initiation to connect with the gurus...such as Hargreaves, Fullan, [and] Sir Ken Robinson, and people off the grid, like Daniel Pink, Richard Florida, Tom Kelly, and David Warlick. We need to completely redefine education. We've been doing things for a long time in the same way, such as grades, instructors, [and] hundred year-old subjects, and schools are being built that look like institutions. I don't think there's enough understanding about the universal design of education and about differentiated

instruction. Leaders need to be aware of the design process of education from a pedagogical standpoint, a structural standpoint, and a systemic standpoint.

Then Gary shared a story of his school's use of innovations and development of a research community:

Robinson's book, *Ten Facts to Kill Innovation*, gave aspects of innovation and universal design for programming and how we're going to have a hard time attracting people and keeping them in the profession. We are also going to have a hard time engaging students [be]cause they are already connected [through] social networking. Students understand it, and if we don't start harnessing this understanding, it will not be a very pretty picture. The outside world understands that we have not understood the extensive use of technology, and they're creating ways for students to connect with them. Kids who are old enough to connect with different forms of online media and different forms of information [and] doing PowerPoints to fill their ICT requirements...this scares me.

Ian reflected on his experiences learning how to give presentations, noting that "my role in presenting at different conferences, for some very scholarly writers at postsecondary institutions on research was significant." Ian supported and summarized the value of knowledge and how it changed him, as did Gary in his observations and critique of education.

Knowledge of and knowledge about were demonstrated in these stories from the participants, and the principals concluded that their programs were relevant in changing their knowledge. The knowledge comes in areas such as the human dynamics of change theory, systems knowledge of how to implement something new, how social media have

influenced students and what teachers need to do about it, how to use research to inform practice, and how the role of school principal has changed.

Table 8 reports what the principals stated about their knowledge since graduating from their programs and what they reported as their major learnings; habits of scholarship they continue to use (e.g., collecting, tabulating, and reporting data, or facilitation, collaboration, and communication with teams; and how relevant the principals would say their participation in leadership education experiences was to their growth in knowledge rated on a 4-point Likert scale ranging from 1 (*very relevant*) to 4 (*irrelevant*).

Table 8

Master's Degree Experiences and Changes in Knowledge

Name	Major learnings	Habits of scholarship	Knowledge changes	Relevancy
Alana	The importance of public/private worlds, Facilitation training, Created my own leadership philosophy	Scholarly reading, Democratic learning, That we are fully responsible for what we do and create	'Plan, think, plan' strategy helped my thinking & planning, How instruction changes practice	1
Barbara	Understanding difference reading assessment models	21 st century learning research, How to think & work in linear pathways	Awareness of my own bias for learning and being more open to the opposite thoughts	2
Carol	Hard separating my own experiences & the master's degree learning, Inclusion ideas	Developing structures within the school for various programs, Ongoing learning conversations with teaching staff	Fullan's ideas of being able to give & receive feedback as a leader were very insightful	1
Dwight	Developed an appreciation of complexity of reform initiatives	Reading scholarly work, Continued PhD program to do my own research	PLC, "Make failure uncomfortable for students" as a philosophy	1
Fred	Brain research, human dynamics, ELA, budgets, the textbook <i>New Meaning of Change</i>	Understanding theoretical- & procedural-based research, Reading to stretch my thinking, (e.g., Fullan, Lambert)	How to develop student learning was always important to me	3
Gary	Mindset required to complete a master's degree an jump the hoops for completion, universal design & DI for learning strategies	Education was not always consider a research faculty, learning how to think about research differently was new, like case studies & innovations	We really need to redefine education (i.e., Sir Ken Robinson) for 21 st -century learners	1
Ian	Systems theories, worldwide leadership models	Scholarly writing, Cooperative group projects with peers, Relationships with colleagues to learning together	Organization theory for systems within schools & understanding complex systems, how to make presentations	2

Master's Degree Experiences and Changes in Skills

Findings from participants noted a wide variety of skills developed over time from their programs, and how experiences influenced their learning. They gave specific

examples related to scholarly habits, such as implications for budgets, attention to the *Public Schools Act*, and ethics of critique for self and others. Development of personal confidence and voice was viewed as a critical aspect of the MEd program as they became more skillful as leaders within a changing culture, moving from being top-down leaders to coaches and colleagues. The following quotations are examples of their growth in skill development.

Alana was unsure whether her skill development in dealing with school budgets or using the PSA was related directly to her MEd program. She commented, “The habits of scholarship I do every day would be interesting work related to budgets and school acts although what I am able to do was not so much from the master’s degree but from managerial and people-centered approach PD.” She further reflected on her skill development from the MEd program and her role as an administrator, noting that “working with colleagues in moving forward an agenda with multiple perspectives, teacher, parent, the community members, and how to facilitate their stories. It has been a real awareness to think and to study at the same time.”

Barbara commented on her use of data to make school-based decisions by “designing a survey and looking at results was part of the master’s program. It has been very useful to me as a school administrator.” She also gave examples of the surveys that she used in the school, identifying them as “pulling out feedback from staff, designing parents’ surveys, and that sort of thing for useful information to use.”

Carol used stories to illustrate her growth in skills that she believed have had a direct effect on the PLC within her school. She noted, “I can think of the whole notion of

conversation has become really important to me, an ongoing conversation, like what are we are going to do- step 1, step 2, and step 3 with every child.”

Carol also shared a conversation that she had had with her professor:

As an administrator, you have no choice but to love all of the people you work with, that was sort of an “uh-huh” for me because in a way, my conversations with children were similar. When they would come to my office and say, “I did that because I hate that person” or “I did that because I hate that teacher or kid,” and I used to say, “You know what? It’s okay not to like someone, but you can’t treat them disrespectfully.” And after, I said, “You know what? What would happen if you thought there was some good in that person and you looked for it? What would happen if you stopped saying, ‘I hate,’ for example?” Then I would ask, “If it were someone you loved, what might you do differently? How would you give them the benefit of the doubt?” And start to really talk about coming from the stance of love as a teacher to every child, as an administrator to every teacher. It was an “uh-huh” around my personal bias.

Carol spoke about her influences with everyone in the school and how she had changed her own conversations to be a role model for everyone. She shared a personal story as a skill that she used:

The way that I want to be with people and how I see myself as a role model; I see myself as a learner, I see myself as a literate thinker and problem solver. I think it makes me look longer term, and I can understand small steps in the right direction. The idea that what I would do is to think through a problem, then my purpose would be to facilitate a way for others to think it through so that they

would be able to come up with their answers, and in relation to the shared values.

We teach our kids about literacy, for what purpose? Being very respectful of diversity and inclusion, and even if I don't even like the word respect, but we should be aware of it.

Carol further noted, "People need to be fulfilled, to serve, and to have them do it with other people. I believe that the conditions for kids' learning and adults' learning are very similar, and that making that environment safe for everyone is so critical." She added that creating this risk free environment allows "people to think, and where they can see what they think, they can change what they think, and they can be challenged to think differently or they can also be persuaded to think differently."

Ian supported Carol's comments, noting that "facilitation and collaboration have been habits that were a direct result of my master's degree."

Dwight also supported this perspective with the following reflection:

The biggest skill that I got was collaboration...in a system that is so complex that one individual cannot have all the answers. Tapping into one another's personal strengths and working collaboratively... [to] gain an appreciation for the importance of creating the conditions for learning, and paying attention to that culture in my school, where people are willing to take risks; without it, then the goal setting is only going to be very superficial.

Gary added a new dimension specifically about curriculum and supervision:

Developing a greater understanding of the different systems of education, or layers of education, from politics to policy... as a teacher, I did not understand [or] unpack the curriculum the way that we did in the administration courses. We

had a great prof, and for the entire course, we unpacked the curriculum and used different provinces to look at cultural biases or different angles. It was a phenomenal class!

The comments provided by the principals indicated that they felt that the MEd added to their skill set and that they had continued to use their learning in the school to develop the school-wide culture. Although Alana and Fred were less positive, it was clear that Barbara, Carol, Gary, and Dwight valued their learning experiences and provided several solid examples of the direct effects in their schools and communities.

Table 9 reports findings from Question 3 of Part B of the questionnaire that asked the principals about their perceptions about their skill development since graduating from their programs, what they reported as their major learnings from the programs, what habits of scholarship they continue to use in their daily practice, and how relevant they would say their participation in leadership education experiences was to their growth in skills on a 4-point Likert scale ranging from 1 (*very relevant*) to 4 (*irrelevant*).

Table 9

Master's Degree Experiences and Changes in Skills

Name	Major learnings	Habits of scholarship	Skills changed	Relevancy
Alana	Learning how to use school budgets & the PSA as guides for planning	Working with colleagues & considering multiple perspectives; and how to move forward an agenda	Thinking more about skills while on the job	2
Barbara	Designing & reviewing surveys	Articulating my own values; why reflection matters to learning	Being confidence in how I am able to lead and share my knowledge	1
Carol	Modeling a literate learner for my community	Developing a set of learning principles with staff for daily practice	Creating conditions for self and others to set goals regularly	1
Dwight	Using the collaboration process within the school	Creating PD time for staff to collaborate & plan together	Facilitating and communicating; doing presentations	1
Fred	Shifting from being a top down leader to a coach	Using statistical data for planning	Learning by doing what needs to be done	3
Gary	Collecting data & using self-assessment strategies	Balancing educational leadership & management matters, focusing on student success with teachers	Being aware of the ethics of care, critique, and developing others	1
Ian	Using facilitation & collaboration skills	Building community with teacher leadership capacity in the school	Being able to apply theories in action	2

Master's Degree Experiences and Changes in Disposition

This section reports the principals' comments about their leadership education and changes to their dispositions. In summary, participants gave these examples to show how their dispositions had changed: using values-based decision-making processes, being aware of diversity within their communities, creating the conditions for all learners, the moral dimension of schooling, responsibility using research, and success for all learners by not allowing students to make excuses were examples given for changes in disposition. The wide variety of concepts also created the sense of connections,

relationships, and the human aspect or schooling related to what are considered dispositions or attitudes. They confirmed how dispositions are central to the role of school leadership. The following examples of the participants' responses add meaning to the school leaders' perspectives.

Alana felt that her knowledge was the reason for her shift in attitude about the personal and private aspects of learning:

I would say knowledge flowing through to dispositions that lit me on fire. It might be time to do again, "what I would do next," and what was good to do for home, school, and family life. It [leadership education] has created an openness to recognize the positive effects on me as an individual learner, with such things as democracy in education and the private and public aspects of community.

Barbara shared her change in personal confidence with a story, stating that "the community right now feels they are very entitled, I would have been very intimidated by that, and I am not as I've got lots of knowledge, skills, and background." She also used an example to illustrate her change in disposition:

I will give a multiage example, as I will now say, "Here's the research, and what we're going to go with it," but the change in my disposition is to say to teachers [that] we as a teaching community haven't done a good enough job talking about how we and how kids learn. Because parents think it's a discussion about multiage when it isn't that at all, it's about how their children learn. And so how can we change this discussion about multiage or straight grades to a discussion about how do we support children in their learning? And what is good practice? I wouldn't have had the confidence to say that in the public forum or to respond to

a superintendent's team, who would ask, "Why are you dismantling some of your multiage classrooms?" And my being able to confidently say, "This is why we are doing it, and here is why this is the right decision for this group of teachers, and the community."

Carol shared her reflections on her changes in disposition and personal growth that focused on how to give and receive feedback with criteria:

Becoming the person that you envision yourself to be, for example, Michael Fullan talked to us about two things: first, being an administrator, you need to be able to take feedback [and] accept it without being defensive, and you need to be able to give it without being judgmental. And second, if I am giving the evaluation or I am being evaluated, just look at the criteria and say what might I do better and if I do this, how great that would be in life.

Carol shared a story to explain her example of change in her disposition and talked about being the person she wanted to be:

UNESCO, for example, is about education for sustainable development. We need to understand that we can make a difference and the things that we can do right now do make a difference for everyone.

Dwight mentioned that reading and learning about what educators were doing in education came by way of the MEd program. He used a story about his learning and change of attitude related to how all children can learn:

My learning about how our attitudes toward diversity with the phrase that "all students learn: at different rates, at different levels and in diverse ways."

Delivering on the Promise, by Richard De Lorenzo, reports that he took his

school district away from the traditional school system and moved toward a more performance-based one where the students had to demonstrate mastery of essential skills before they would move on to the next level. After they implemented this system, they were sending 100% of their high school graduates on to do postsecondary, technical, university, or whatever they were interested to do.

Fred was reluctant to believe that his values would change because of the university coursework that he had completed:

It's a stretch, but in terms of values diversity, I think when I look at the kids in our school, I am fairly straight laced, and I don't know how this will sound, but I believe everyone is a gift from God. It really does not make a difference where they came from, or what family... I don't think a university can change your core beliefs about what you think about people. Obviously, if we believe that children are unique and that they learn differently, then we have to be flexible enough to adjust the way we teach to match the way kids learn.

Gary remarked:

What has changed is making my ideas public and participating in any opportunity that I have to write and publish my ideas to connect with parents, with research, and with early years of education, so I have set myself up for plenty of writing.

He further noted that after he graduated from the MEd program, he felt that "it was a responsibility passed on - to be aware and to be informed. Whether it is committee among my peers, or at my simple little newsletter, or to help someone complete their own thesis, I must share my ideas."

The MEd programs supported the development of the participants' growth and change in disposition, and these stories provided the evidence. Although the participants' dispositions were set before they entered MEd programs, they also were influenced by new learning. Table 10 shows the comments from seven participants, specifically their major learnings, changes in their dispositions, habits of scholarship they continue to use, and relevancy of the leadership education to changes in their disposition using a 4-point Likert scale ranging from 1 (*very relevant*) to 4 (*irrelevant*).

Table 10

Master's Degree Experiences and Changes in Disposition

Name	Major learnings	Habits of scholarship	Changes in dispositions	Relevancy
Alana	Knowledge that lit me on fire and changed my views on personal & private lives	Understanding my community differently	Openness to recognizing positive effects on me	1
Barbara	Confidence in my own scholarship	Personal confidence to share my ideas & voice	Discussing multiage in my community openly	1
Carol	Creating conditions for learning within the school & community	Teacher reflection time is critical for their learning	Facilitation training & cooperation within the community	Not sure
Dwight	Risk taking as students don't have to demonstrate mastery first time	Success for all by "not allowing students to make excuses for not learning"	Role as coach, preparing students for the real world	1
Fred	Moral dimension	Value of diversity	Values discussions	3
Gary	Connection with my school & community with research	Responsibility to make people aware of research and learning	Connecting scholarly works in groups at school	1
Ian	Moral dimension, Responsibility for all of society	Articulation of values, Role model the moral purpose	Demonstration on a daily basis to role model in my school	2

In summary of, all participants in the MEd programs reported changed KSDs, and most who had the programs started before 2000 found their leadership education relevant

to their school context, with one exception. Principals gave examples for knowledge as system theories insights; learning about social dynamics in change environments; awareness of scholarly writing; how to plan, think, plan; and democratic learning. The principals reported change examples for skills as how to design surveys and facilitation of groups and collaboration skills. Changes in dispositions were reported as the development of personal confidence, the creation of conditions for all learners to succeed, and encouragement for learners to take risks in the learning process. Although limited recall was reported for course names, the participants appreciated learning over time in cohorts useful to develop an understanding of the major concepts and habits of scholarship.

Nondegree PD Route and Changes in Knowledge

Comments about nondegree programs that pertained to growth in knowledge and their changes at their schools are reported from three principals. The following examples of responses illustrate the principals' perceptions of their nondegree PD routes to certification.

Edward shared that although his PD program did not change his knowledge, it was reflected in significant changes in the daily interactions with staff:

The recent changes to special education had so many technical language terms in the area of knowledge ... funding application, policies from agencies, specific syndromes, disabilities, conditions, and disorders, and the only things that is separating you from the teachers, is your responsibilities, the legislation, and your administration allowance. Your day-to-day decision making is a very collaborative approach ... I trained early enough in leadership that we were at the

tail end of that dictatorial model, and it basically happened before my eyes. In terms of the knowledge component, it was most[ly] a result my own interest in going to speakers. The programs were really lacking to develop my knowledge base, but it certainly was good for the networking. The majority of my own knowledge was from my own experience as an administrator and the master's courses ... PD for the certification program was irrelevant ... I [do] remember listening to one guy about brain research, and he mesmerized everyone as he talked about the impact of brain research, and everyone was silent for one and half hours. It was pure knowledge, so it can happen!

Hannah talked about the school leaders' certification that she had received outside of Manitoba and commented that the Manitoba programs were not very relevant:

I had taken ...my master's courses online already, so for me, it was just a repeat of the same old things. Some things that you take connect with your own beliefs system and then are building blocks on top of your own prior knowledge and skills. My training was more taking me from where I was and putting the little building blocks on top to solidify the foundation or valid[ate] that where you were going with your personal thought processes are still very much within the realm of others thoughts and research development.

Janet, who had taken an entirely different PD route to certification than Edward and Hannah, was very positive about the experience:

I guess it comes from a philosophy standpoint and having opportunities to see different teachings, like Sergiovanni or Fullan. You get into your camps for what philosophical mandate you follow. For me, I started off really enjoying

Sergiovanni's readings, and then [C.C.] was at Clearlake, and I really got into some of her readings. From there it just sort of branched out into the servant leadership domain with teamwork, collaboration, process models, viewing the learner as a whole person not just a student, and Maslow's hierarchy of needs. I guess just watching our budgets decline, and without flexible money, I have had an opportunity to do some grant writing, which allows me to provide funds for extra innovations within my school. Types of innovation to go after funding when you have a big dream and you take your staff as a whole along that path, it was probably the most important thing that I do in a day as I chase down the funds to make the basic dreams a reality for us.

Comments from these three participants were examples of very mixed reviews about the growth and changes that occurred as the result of their different PD routes to school leaders' certification. The principals related insights to their own experiences or their desire for learning, not their leadership education certification programs, as the change catalyst. The next section continues with the various PD routes for certification program experiences related to the principals' skill development.

Table 11 includes information about major learnings, habits of scholarship that continue to be useful, changes in knowledge important to their current success, relevancy of their leadership education to their changes on a 4-point Likert scale ranging from 1 (*very relevant*) to 4 (*irrelevant*), and any additional information that the participants considered valuable to this study.

Table 11

Nondegree PD Route and Changes in Knowledge

Name	Major learnings	Habits of scholarship	Changes in knowledge	Relevancy
Edward	Special education, collaborative approach, Shared leadership	Scholarly reading, critique of research, networking admin. leadership models	No development More focus in the program needed	4
Hannah	Educational systems that are completely different and how	Sensitivity to new structures & practices	My own awareness of learning done elsewhere	4
Janet	Servant leadership & a workshop from MTS on “Keeping your foot out of your mouth” as a school leader	Looking at the larger context for student learning in the school and community	Viewing learners as the whole person	1

Note. Other participants were reported in the section on the master’s program.

Nondegree PD Route and Changes in Skills

Findings reported in this section show the growth in skills in educational leadership, what the participants reported as their major learnings, which skills were the most useful for their current success, habits of scholarship, which relationships they perceived as relevant to their participation in leadership education experiences, and changes to their skills.

Edward reflected upon his growth:

I became much more patient and able to handle diverse often volatile personalities. Given that schools work like any organisms, with many sources of life and energy, you have to be able to give of your life. Cognitive coaching is a good example, where it teaches you how to quietly and confidently move through a process yet not get emotional. You can handle diverse points of view with diverse skills sets, so I’d say my major learning was collaboration and communication to build trust. Once people can trust you, then you are set.

Hannah commented, “Goal setting and planning, as I do not intentionally sit down to self-plan or goal set ... I had to intentionally work to write it down within my PD then pulled into my personal practice.”

Janet shared a story about her grant writing:

I found it on the Internet and applied. We came in the top 10, but didn't make the final cut, and we were bitterly disappointed. Once I picked myself up, and with mentorship, I tried again. It was with collaboration, teamwork, and a big piece of learning [that] we were successful. Learning was how to be a leader amongst a team, not a leader in front of a team, and we ended up getting the grant for \$150,000 to renovate our library and get new books and materials. It completely changed our school, and then we went on to get more funding with the community school grants.

This comment was an example of Janet's skill set. Although she did not directly learn it from a certification workshop, it came from the PAL experiences and mentorship from a divisional colleague. Edward also noted, “Shadowing other administrations was critical.”

Table 12 shows the growth in skills reported by the participants for educational leadership following its completion; what they would report as their major learnings; which skills were the most useful for their current success; habits of scholarship; which relationships they perceived as relevant to their participation in leadership education experiences and changes to their skills, as demonstrated on a Likert scale ranging from 1 (*very relevant*) to 4 (*irrelevant*); and any additional information.

Table 12

Nondegree PD Route and Changes in Skills

Names	Major learnings	Habits of scholarship	Changes in skills	Relevancy
Edward	Handling diverse & volatile personalities; cognitive coaching PD was very useful	Collaborating, communication, and patience	Communication clearer; Creating conditions for self & others to set goals; using data for decision making	3
Hannah	Creating conditions for self & others to set goals	Taking the step to write it down	Intentionality with my own PD to learn for my role	2-3
Janet	Shadowing other admin., VP at 21 yrs, given the SD intern program	Mentoring ideas from the PAL program, recognizing learner as a whole person	Watching our budget dwindle; scholarly work & research for grant writing; data collection & maintaining statistical information	1

Nondegree PD Route and Changes in Disposition

Findings show the principals' comments about their leadership education and changes to their dispositions, major learnings, changes in their dispositions for current successes, habits of scholarship, relationship between participation in leadership education and changes in dispositions, relevancy to changes in their disposition, and general comments. Following are examples of the responses from the three principals that elaborate on the key words from the table, and discuss such points as cultural awareness, the development of philosophies, and the development of a strong sense of self, and that the value of collaboration and personality is more desirable than technical skills.

Edward reported his observations about technical skills:

In terms of disposition, I am starting to realize it is more about your personality than your skills. It is much more effective if you are an approachable person, attentive and kind. You may not even be decisive or have a very strong personality, and you appear to be very wishy-washy... I stopped wearing suits

because little kids hug you and leave a runny nose on your pant leg, but it is so important for them to hug you because it means they trust you. I came from a high school orientation, so this is a really learning curve for me, and the pressure is so very intense because the teaching and planning [are] very deliberate with very clear outcomes you have to follow. You really don't want to lose pace with these guys [kids], but the patience required is incredible.

Cross-cultural awareness was another observation that Edward felt strongly about, "I started to attend leadership certification PD around the time that the global movement [of population into MB happened] with changes in our demographics.... [and other topics like] learning communities, attention to values, and attitudes toward diversity were key." He continued to connect these school experiences to his PD and commented, "Facilitators of the certification programs were principals themselves, and in the beginning stages [of learning how to do this], they were also not ready for it, and in rural MB, unless you lived near a reserve, there was no cultural diversity."

Hannah talked about developing her own philosophy:

Actually, my dispositions have changed and what names I put on things, and that helped to solidify my [learning] process. Two things changed: the labels and awareness of diversity. The *Principal Profile*, by Leithwood, that I trained with had instructional and educational leader, and now this change would be servant leadership. I am the first person to say that is not what I do well, and I hope the people that I work with do have those skills so that it makes for a very hand-and-glove situation. My PD experiences allowed me find the place to hang my hat

[what scholars I identify with] and my personal experiences brought awareness and recognition of diversity [for my own learning experiences].

Hannah also reflected on her experiences in another career, noting that “being an educator after 5 years in another field, I already had a strong sense of success, and the PD did not greatly impact my value-based statements as it was more my upbringing and own personal sense.”

Janet reported on her experiences with collaboration:

Covey and Fullan’s work that discussed aspects of learners’ needs and the different types of leadership styles. What works best [for me] was watching people and my mentoring experiences to see others go from very stringent [traditional] perspectives to community-based schools. It was also a huge paradigm shift for seasoned staff.

She also reflected on her career journey and leadership models:

When I came into leadership, it was very top-down management, very school board driven. Now it is a grassroots approach, where administration is open to planning as a team, providing ownership, supporting the needs of their students and staff, being part of the community, and being involved in this [a full-service school community]. These experiences have had a huge shift for me as a leader.

Edward also noted that “influences from major speakers, for example, Robert Starratt on ethics of critique, care, justice and leadership were filtering through [MASS PD] workshops.”

Participants’ comments were longer in this section in order to provide a richer perspective to the alternative nondegree PD route to certification. The findings noted that

changes in the participants' dispositions came from a wide variety of sources not directly attributed to the leadership education programs. Table 13 shows the principals' comments about their leadership education and changes to their dispositions; major learnings; changes in their dispositions for current successes; habits of scholarship; relationship between participation in leadership education and changes in dispositions; relevancy to changes in their disposition and participation leadership education, as demonstrated on a Likert scale ranging from 1 (*very relevant*) to 4 (*irrelevant*); and any additional information they considered valuable for this study.

Table 13

Nondegree PD Route and Changes in Disposition

Name	Major learnings	Habits of scholarship	Changes in dispositions	Relevancy
Edward	Personality more than technical skills	Being approachable, kind, attentive, patience, and value diversity	Cross-cultural awareness	4
Hannah	<i>Principal Profile</i> by Leithwood helped define the role	Knowledge of cultural differences & working with diverse groups	Celebrating diversity within the school and community	Not sure
Janet	Resiliency was critical for leaders	Getting a thick skin, mentorship	Networking with peers in a SD internship	2

In summary, all of the principals reported changes in KSDs for the nondegree PD certification route, although the relevancy of their leadership education varied.

Research Subquestion 3: Changes in Leadership Practices

Research Subquestion 3: What do Manitoba school principals who received these awards, the MEd with specialization in educational administration and the nondegree PD route to certification awarded from 2002 through 2008, report as changes to the school leadership practices, as influenced by this leadership education?

Participants' answers to what they identified as their major changes in leadership practices related to classroom and school walkthrough practices, school-wide actions of leadership, and unique leadership practices. I used prompts to guide reflections about the influences of the Downey et al. (2004) five-step model for classroom walkthrough. The model was summarized earlier in the study as SWICE (Allsopp, 2005). The second part refers to leadership practices consistent with leadership practices found in Robinson and Timperley's (2007) study and reported as dimensions of strategic changes for improved student outcomes within the school-wide community: promoting teacher learning, providing educational direction, ensuring strategic alignment, creating communities that learn how to improve student success, engaging in constructive problem talk, and selecting and developing assessment tools. Participants also noted "Other Leadership Practices" as examples of new information and findings as they reflected upon their growth and awareness of leadership practices that were making a difference in student outcomes.

Master's Degree Experiences and Changes in Leadership Practices

Teacher learning excited Alana, who commented, "I believe I have found my question! B.5.4" In response to the probing question B.5.4, "What relationship, if any, do you perceive between participation in your leadership education and these changes in leadership practices in your school?" Alana then shared her story about the newest experiences as a leader:

When I was looking for a "what's next," my current opportunity came up to be a part of establishing a new Adventure school. .. Getting the new school up and running has been significant to who I am as an educator administrator and a

strong connection for how to get people to come along on the journey with you. Now a year into it, I understand better the student experiences, because at first, it was an “I” in the planning, and then it was deciding where “we” will start was a growing question. What do I do to position myself among our school community, the school division, and then where do we position ourselves within the school? I would say that’s absolutely - B.5.4- I have found my question!

Alana commented further on the two leadership practices, stating that “Environment and providing educational direction [were done] through a survey used to discuss and collect information from students on engagement. It is then used to provide educational direction for the school, called, ‘What did you do in school today?’ ”

Barbara observed that for her, creating communities that learn how to improve student success was important. She stated, “They [teachers] are looking for me to make decisions that do not include them, and I cannot do that given my beliefs.”

Ian also noted that “in our renewal framework for the school are three goals: active engagement from our teaching staffs in further developing learning goals and taking a leadership role, making sure the nonnegotiables were met, and ensuring our moral direction remains.”

Gary also commented on his work with curriculum development with staff and reported this vignette:

I am preparing PD for my staff that will not be something they can file away, such as papers, PowerPoints, or YouTube video clips, but something they can begin to use with their students. Staff will have developed it alone or with their peers, and yet they will still have to work to develop these tools to apply in their

classroom... I'm trying to develop awareness [and] build teaching capacity and skill development on universal design for learning. I'm also trying to pay attention to the different learners within my staff, and thus I need to give teachers broad-based programming skills.

Gary shared an example of his leadership practice for guiding teachers' professional growth through research to innovations within their classrooms. He encouraged their growth through conversations and classroom support:

The professional growth model I use with staff means I meet formally with each teacher three times per year and they submit to me a summary of our conversations. Summaries include notes, such as where they are going with their goals, and how they will get there. I call it "classroom innovation" in education using research, so everyone needs to be connected in some way to conducting educational research. I asked initial questions so [that] we can talk about research, how they can use it, with plenty of celebratory pieces of what great moments of celebration, achievement and assessment data with student outcomes; then they share with me their areas of concern and how they will look at practice differently. We are developing and creating a mindset for innovation with creativity.

Alana provided an example to explain observations of leadership within the school-wide community:

I remember standing in the hallway thinking that I'm not really doing much to contribute to everything that was happening [at this moment]. It's just because there has been this huge process [already] put into place to create this momentum

of what was a new high school. Then in June, the staff and I had an opportunity to look back over the year and review our planning documents in a formal way. I also had random notes scribbled on paper, the chart paper, tracking sheets, calendars of tasks, and we reflected on how we did. My key question was about planning and looking at our student outcomes. Their growth and learning that we set out to achieve, and that was an amazing experience with staff because we did what we said we would, and we gather parents' feedback as well to confirm, and we did it!

Alana also talked directly about the school's focus on student outcomes within the environment of the school. She shared this insightful vignette:

In very specific ways, we took the theme "What Is Evidence of Learning?" and [tried to] understand student learning in very specific ways. Visiting and working within the whole school to see evidence of students' learning as we defined engagement, and how do we know students are engaged? What is the relationship between knowledge and engagement? We asked, "How will we know if students are engaged and what behaviours we will see?" Then we looked at "the social architecture and the experience of space for teaching practices and classroom structures." We did all kinds of things with our staff, such as the "broken window theory." It means that if there is evidence that one social norm is broken in an environment, it can very often encourage the breaking of other social norms, so we took a look at the space we work in as teachers and educators to see what does that tell us about what we believe? It's about what we value, and we did a classroom structure inquiry or a purposeful walkthroughs and had the staff go on

an evidence hunt. It was a classroom structured inquiry [CSI] and staff on an evidence hunt for five pieces to demonstrate wonder, curiosity, leadership, group work, assessment, curriculum, engagement. Then we looked at- what evidence did we see and could we show? We had a chance to go around in classrooms as groups and see what students were doing. What was evidence of assessment? What was evidence of engagement? We had a list of about 50 or 60 things that people were going throughout the school trying to find the evidence, and how we know it when we see it. That was a formal, structured look at teaching in the total environment and the connection between what we say we believe and the evidence is around us to show. We are social people, and that was an important part of my discussions with staff as I do believe that environment impacts students in multiple ways through purpose, intention, motivation, expectation and community. It is all truly amazing to see the impact for our students!

Alana gave another direct observation and example of conversations with staff that centred on student outcomes:

A classroom tells a story, and I try to pay attention to what that might be. Most recent thing I've talked specifically with staff about is "what does it look like when students care about their work?" What evidence do we see, and we agreed that when class is over, if you find crumpled up work in the corner, it has not been worthwhile. How do we know and understand what we mean when we talk about engagement, and then should we not care about the work students are doing? And if they [students] do care, how can we interpret that around portfolio development or what are students' comments about their own learning?

Carol shared a passionate story about a special student who helped her to make changes in her own behaviour as an educator and a leader. A Grade 9 boy with whom she works regularly was “quite sloppy looking; he’d often wear a dirty shirt, and this was never tucked in. The crotch of his pants was down by his knees, his shoe laces were never tied, and his hair was never combed.” Carol’s surprise came on Parents’ Day, when she said to his mother, “He doesn’t care about mathematics.” However, the mother responded vehemently, “He does so care!” Carol remembered thinking, “Holy cow. What if he really does care?” Her message in this story was that it would be easy if the student did not care about his achievement in mathematics; however, if he were concerned, then she needed to help him overcome the fact that he was failing in that subject. She began to consider what she could do to not only help him learn but also for all the other students of her school.

Barbara shared her strategy for learning and leadership as she commented about her intentional PD growth plan:

[Over] a 5-year period, I immersed myself in all kinds of [PD] opportunities around leadership ... mostly from working with teachers and these intentional choices around PD have been really important for me in the school-wide context. I am in a building right now where it is apparent that there needs to be leadership around math and technology, so I have been very intentional in terms of my own PD and choosing the things that will support the teacher leaders and the kids in my building.

In the next story, Carol shared her thoughts about direct leadership practice as a school-wide system. She commented, “When staff talk about outcomes and the process of

writing, they are learners again. We are finding kids this year who have some readiness issues, so we really are strategizing around what we are doing to help those kids.” Her conversations with staff were about data collection for student outcomes and shared her ongoing talks about a book, noting that “*Freakonomics* is [a book] about what we might think is the cause of something, or why it’s happening, so we think it was caused by this, but when we look at it more deeply it might be caused by something else.”

Asking questions and engaging in conversations gave teachers and principals the opportunity to learn more about student outcomes. Teachers who developed the language to articulate their understandings of student learning were better able to explain them to students and their families.

Dwight explained:

I am a firm believer in student engagement and that students need to know where we are taking them, so when I am doing classroom visits, one thing that I always look for on the whiteboard, or chalkboard, or whatever it may be is that the teacher has written in a kid-friendly language with the learning target. What the learning objective is for that specific lesson. When I am doing walkthroughs, I look for that to bring students into kind of the supervision process. I ask random students questions like, “What is the learning target?” “How are you going to be able to relate this to the world around you?” “How do you know you are doing well in the class?” I am looking for the fact that they are engaged and that they are informed. They know what it is that is expected of them, and [they] know how they are being assessed.

Dwight also offered examples to illustrate his changed leadership practices, “Bob Eaker said, ‘People watch actions not words so we need to align our actions and our words’ ...I was a firm believer in having strict deadlines and if it wasn’t handed in on time you get a zero.” He also recounted, “They practice and they practice until they get it right.” The message Dwight took was that he needed to closely align his actions and words to allow students time to practice their learning with opportunities for making errors before their final work is completed. His comment about ensuring strategic alignment reflected Robinson and Timperley’s (2007) findings.

Gary talked about his leadership practices:

I feel ... a certain amount of “presence” that I have in the school. I struggle with a constant battle within me, it’s the bureaucratic sitting in my chair to get the paperwork, and the need to be walking through the school or working with students in the classroom. When I am in the classrooms, it allows me to build the dialogues and rapport. Sometimes I think we make the job very complicated when it does not have to be. Yes, the other stuff will get done. Just as I am tolerant with the teachers to get the paperwork done because I know they have to be with the kids. We [as leaders] are here to serve, and I am serving the children, the parents, the staff, and to the community.

Allsopp (2005) addressed the need for school principals to be not only physically present within their schools and communities but also intellectually, emotionally, and spiritually present. Although leadership is not solely the responsibility of principals, their KSDs and leadership practices, as illustrated by Gary’s response, help to create optimal conditions for all learners.

Gary also shared a story that provided a new leadership practice using innovation: I help lead ... by supplying articles on a monthly basis [that] allows me to have ongoing conversation throughout the year to discuss and connect with the teacher about their professional growth plans. I will review our notes and talk with them about what's going on as it gives me a bit more credibility. I review what they're working on from a research standpoint and from a practical standpoint. I have tried to develop a culture of research, the culture of professional growth, and the culture of scholastic engagement. The next step is trying to create a mindset for innovation and creativity, and that may be a big boulder, and I am from preparing PD to deliver for staff.

His reflections about building capacity within his staff were critical to improving student outcomes:

I do not have enough funding for the EAs needed, or for a full-time resource teacher, so I cannot offer that as an answer to a parent of a child with exceptionalities. Thus, I need to give ... teachers programming skills ... they did not get this training at the faculty. Right now, my leadership is to determine where the teachers are lacking and in need of support or learning. The preservice teacher education programs give graduates the basic tools for being a teacher, but not leaders, [so] I feel I have a responsibility to identify this, regardless if they are a first-year, 10th-year, or 20th-year teacher. In our schools, we getting some of these things done for students [help with specific challenges], and there are reasons [students need this help]. Systemically, you are a product of this, and we need to help teachers build these capacities [for their teaching in classrooms].

Ian commented about the development of themes for the school plan and how he believed that they would make a difference to student outcomes:

Our framework in terms of our school plan is renewal ... operating in current contexts ... improving our capacity ... to address the learning needs of our students on an ongoing basis. At our staff meetings, we changed ... there are no management issues and our meetings are always centred on our school development planning. We talk about the nonnegotiable in terms of our directions but also work together to try to address the needs of our system. So, I mean, we do develop our three goals for the school; we have active engagement from our teaching staff in furthering those goals and taking leadership roles, but I still have a role in making sure the nonnegotiable [such as budget constraints and staff resources] that we still meet those, that we don't lose that moral direction.

The MEd graduates reported five to 11 changes in leadership practices. The 11 leadership practices taken from Downey et al. (2004) and Robinson and Timperley (2007) were effective indicators to help the Manitoba principals report their school experiences. Specific examples of leadership practice included staff searching for what is evidence of student learning in the school, adults not allowing students to make excuses for not learning, and teacher leaders using current research to create innovative classroom tools. In summary, all of the principals reported the provision of educational direction as a common practice.

Participants' comments about leadership practices from their MEd programs are summarized as follows: what is evidence for student learning; principal's intentional PD, systems work through conversations, not allowing excuses for students not learning,

every child learns, the school plan with a theme of renewal to look at current context for learners, and innovation projects to promote creativity and learning for the 21st-century learner.

Table 14 summarizes the findings for Downey et al.'s (2004) five-step model for classroom walkthrough summarized earlier in the study as SWICE (Allsopp, 2005). The second part of the table refers to leadership practices consistent with leadership practices found in Robinson and Timperley's (2007) study and reported as dimensions of strategic changes for improved student outcomes within the school-wide community: promoting teacher learning, providing educational direction, ensuring strategic alignment, creating communities that learn how to improve student success, engaging in constructive problem talk, and selecting and developing assessment tools. Finally, the table notes other practices as reported by the principals beyond these 11 leadership practices. Reporting in the tables was done to illustrate a rich and diverse set of leadership practices by school principals that can lead to direct and indirect effects within their schools and communities. General comments indicated that leadership education results were spotty in several areas.

Table 14

Master's Degree Experiences and Changes in Leadership Practices

Name	S	W	I	C	E	TL	ED	SA	CL	PT	SM	Other leadership practices
Alana	*	*	*	*	*	*	*	*	*	*	*	What is evidence?
Barbara	-	-	*	*	*	*	*	-	-	*	-	My intentional PD
Carol	-	-	-	*	*	*	*	*	*	-	-	Systems work
Dwight	-	*	*	*	*	*	*	*	*	-	-	Not allowing excuses
Fred	-	-	*	-	*	-	*	*	*	-	*	Every child learns
Gary	*	-	*	-	*	*	*	-	*	-	*	Innovation projects
Ian	-	*	*	*	-	*	*	*	*	*	-	'renewal' school plan

Note. S-safety; W-wall walks, I-instruction, C-curriculum; E-engagement, TL-teacher learning, ED-educational direction, SA-strategic alignment, CL-communities that learn how to improve student success, PT-problem talk; SM-developing tools

*: specific reference to the practice during the interview

-: no reference to the practice.

Nondegree PD Route and Changes in Leadership Practices

Included in this section are the participants' comments about their nondegree PD experiences and changes in leadership practices. Hannah reflected on and expressed a concern about the use of technology and provided insight about the quality of instruction she observed as she visited classrooms:

Younger teachers need more toys to have in their classroom. It is not uncommon to go through 20 packages of 5,000 sheets in photocopies and at the same time a need for the LCD, SmartBoard, and PowerPoint presentations. It's all happening at the same time which does not necessarily mean the instruction has gotten better, it's just gotten flashier!

Hannah also noted that engagement and creating community were strong aspects of her community context, stating that "contributions toward partnerships within the school, and that is something this school division has been very good [at doing, and] right now is also involved in a large student success program." Janet shared her thoughts about student outcome evidence, noting that "I am very much into community data collection and statistics for those who participate and attend school events." Her comment reflected how principals use data for school planning and program development.

Hannah commented about curriculum as she shared her "values for teaching,[as] an example using the fundamentalist, the creationist and the theological perspectives in teaching science. My own core values allowed me the strength to include what the community had requested without bias."

Edward referred to the principalship, commenting that it "is not necessarily more work, but the amount of responsibility we need to take on, is much greater." In regard to

educational direction, he noted, “I often read scholarly work, paying more attention to the methodology rather than the content and I determine if I can apply them to any educational context.” His use of research to provide leadership direction in the school community serves to illustrate leadership beyond the school.

With respect to safety, Edward shared, “I have a good example of a principal walkthrough that provides white boards in the hallways outside the classrooms for students and the teacher to book principal visits to come in to observe when it was a good time.” He also talked about engagement as “student energy is taken much more seriously because now it is taken as a positive rather than a behavioural thing and needs to be disciplined.” His leadership practice of being present and available enabled him to guide student energy in a productive direction for everyone in the school.

Janet reflected on several of her leadership practices and commented about the most significant as the following:

Viewing the learner as a whole person has made a big change [for me as a leader] not just seeing the [children as] students in the school. [For example,] Manitoba now does health counselling for our adults and kids who deal with addictions issues both at home and at school, school-initiated credits for teenage pregnancy epidemics, bringing in midwives and doctors, baby-in-need programming [available in schools], and Families First is basically making school a one stop shop for all our learner’s needs. We opened a workplace, essential skills training centre ... targeting our at-risk learners’ parents to come in and do some upgrading in skills for resumes ... getting employment ready. Providing Adventure Nights

we call it, it's kind of an open community night ... from cooking classes to open gym ... to hip-hop dance, you name it, it's here and it is happening.

Janet provided examples of several leadership practices beyond what may be considered the role of the school principal and offered new leadership practice findings related to the social and emotional aspects of creating a larger social network for students and their families. She noted:

We are supported to develop a Community Schools Partnership, and just “being the centre resource for a community” was needed, making the school a diverse and exciting place to be. That's probably the biggest change I have gone from being the “behind the desk paper pusher” to the “out front,” let's try this, and see how it goes.

In summary, the interviews with the participants identified several topics for further investigation, including thinking about student energy differently and positively, walking the talk and using wait time for learners, and using a continuous growth model in conjunction with cognitive coaching to consider the whole person. Table 15 shows the responses of three participants related to major changes in their leadership practices after completing the nondegree PD program leading to certification. Prompts were used to guide their reflections.

Table 15

Nondegree PD Route and Changes in Leadership Practices

Name	S	W	I	C	E	TL	ED	SA	CL	PT	SM	Others
Edward	*	*	*	*	*	*	*	*	*	-	-	Thinking about student energy as positive and learning how to channel it effectively within the school
Hannah	-	*	*	*	*	*	*	*	*	*	-	Walking the talk as a role model & wait time for others to respond to questions
Janet	*	-	*	*	*	*	*	-	*	*	-	PD continuous growth model, cognitive coaching to help others learn to come up with their own useful solutions to problems

Note. S-safety; W-wall walks, I-instruction; C-curriculum, E-engagement, TL-teacher learning, ED-educational direction, SA-strategic alignment, CL-communities that learn how to improve student success, PT-problem talk, SM-developing tools

*: specific reference to these practices during the interviews

-: no reference to this practice.

Research Subquestion 4: Altered Classroom and School-wide Conditions

Research Subquestion 4: What relationship and relevance, if any, do Manitoba principals perceive between participation in their leadership education experiences and changes to their KSDs as well as changes in the school leadership practices?

Responses from the interviews illustrated how the participants perceived the relationship between their participation in leadership education experiences and changes to their KSDs and school leadership practices. Ian reflected, “Well, it’s a good thing that you only used a 4-point scale because I would probably choose ... [the middle]. It’s only going to force me to choose, I guess I would tell you a 1, more than a 2, so very relevant.”

Edward discovered that it was not about KSDs, noting that “the human aspect of the job, this element is 99% of the job”; Gary commented that networking was critical to survive in the principal’s role and that “personal sounding boards and developing

relationships was the key for taking coursework together with other administrators”.

Mentorship was critical to Janet, who commented, “Following in someone’s footsteps and trust is huge,” which takes confidence. Barbara commented, “My sense of knowing came from taking the master’s program.”

Engagement in leadership education provided Alana with her own experience of being “a student again. It changed my way of thinking about learning and teaching, and the need for engaging teaching.” She meant that principals need to look at learning from the students’ perspectives and determine how to create learning opportunities with engagement.

Intentional leadership practices also were focused on. Ian commented, “Our staff meetings are now focused on connecting actions and our values.” Dwight noted that “aligning practices with beliefs and tenets of learning” was supported by Fullan (2001), as he advocated for “enhanced student performance, increased capacity of teachers, ... engagement of students ... and greater pride for all in the system” (p. 10). These goals can be achieved by all members of the educational community becoming involved in the planning and goal-setting process for student and staff learning in the 21st century. The final subquestion examined principals’ perceived experiences about student outcomes and their leadership changes within the school.

Table 16 shows the participants’ perceptions of the MEd with specialization in educational administration or the nondegree PD route to certification and the relevancy of leadership education to changes in school leadership practices. Certification was the less relevant program for the principals.

Participants in the nondegree PD certification route reported eight to nine changes in leadership practices, reported as thinking about student energy as positive and learning how to channel it effectively within the school, walking the talk as a role model, using wait time for others to respond to questions, and implementing cognitive coaching techniques to help others learn how to devise their own useful solutions. The 11 leadership practices taken from Downey et al. (2004) and Robinson and Timperley (2007) were effective indicators to help the Manitoba principals report their school experiences. In summary, all of the principals reported changes in provision of educational direction as a common practice.

Table 16

Leadership Education Experiences and Relevancy to Schools

Name	MEd	Certification	Knowledge	Skills	Dispositions	Practices
Alana	M		1	2	1	1
Barbara	M		2	1	1	2
Carol	M		1	1	Not sure*	1
Dwight	M		1	1	1	1
Edward		C	2	3	4	2
Fred	M		3	3	3	Not sure*
Gary	M		1	1	1	1
Hannah		C	4	2/3	Not sure*	4
Ian	M		2	2	2	2
Janet		C	2	1	2	2

Note. *: too many years to affirm a number

Likert scale responses ranging from 1 (*relevant*) to 4 (*irrelevant*)

Research Subquestion 5: Student Outcomes

Research Subquestion 5: To what extent do principals attribute improvements in student outcomes to these changes in school leadership practices, as influenced by their leadership education? Student outcomes, for the purposes of this study, were participation, engagement, and achievement. The school principals stated their perceptions of the relationship between their participation in leadership education and

changes to their KSDs and leadership practices in relationship to the three student outcomes of participation, engagement, and achievement.

Master's Degree Experiences and Perceived Effects on Student Outcomes

MEd graduates reported student participation examples using such phrasing as “attendance rates,” “honour roll lists,” “scholarship applications,” “student voice in decision making,” “recreating the student handbook,” “greater sense of community in an elementary setting using a system of students eating together in a buddy system,” “kids coming directly to me and I help them between them and their teacher,” and “the development of skills to be a student voice in the community.” Participants also responded to this question with such comments as, “Ask me again in 2 years” or “I am not sure.” The principals who reported three or four examples were given a rank of 1; participants who gave the latter examples, such as, “Ask me again,” were given a value of 4 on the scale. Generally, the scale noted a frequency of student outcomes that the principals reported in light of the changed leadership practices within the school and community.

Principals reported student engagement examples using such phrasing as “compiling a picture of student learning in Math and English,” “from using surveys to gain understanding of student interests,” “students knowing what is expected of them,” “teacher learning for kids learning,” “students knowing the essential questions,” and “I really believe that change in student engagement is huge or a direct result of changes in my own practices.”

One principal shared a story as an example from one of the workshops he attended. He stated, “The critical factor is that we must tell students what they need to be

successful.” Another principal noted that students engaged in “oral conferences are goal setting with their parents and teachers,” or “[becoming] aware of themselves as learners with feedback to advocate for themselves,” and “[taking] an active role in assessing in creating what happens in the school.” These examples of student engagement were the result of changed school leadership practices. Principals who shared three or four examples were given a ranking of 1 on the table, and those who suggested that I ask them again in 2 years or who reported they were unsure were given a ranking of 4, as previously noted in the Participation section.

Student achievement indicators reported by the principals included such phrasing as “student surveys are used to asked students their perceived level of skill related to an assigned task and their perception of the level of challenge in that activity”; “graduation rate from high school”; “teachers’ thinking about practices from students’ perspectives to plan, for example, writing activities”; “student achievement helped by providing exemplars of what is expected and high quality samples of what it looks like”; “helps with raising the bar for bottom end students to a new level”; “standards using Understanding by Design to plan units, create formative assessments”; “primary interventions were on the school plan using special education and inclusive education from Faye Brownlie’s work”; and “outcomes-based reporting on student outcomes and being very transparent about it, ‘not personality like Johnny’s a good boy, but specific about math skills, with no surprises and it’s not just a mark’.” Again the participants who reported three or four examples were given a ranking of 1 on the table, and those who were unsure were given a ranking of 4.

In summary, all but one of the MEd graduates reported 1s and 2s, and the nondegree PD participants reported 1s, 2s, and 4s. Generally, the rich array of achievement examples of student learning outcomes may have been attributed to Manitoba Education initiatives for reporting on student achievement. The examples were given by principals who felt they had a sound understanding of leadership education that resulted in improvements in student outcomes because of their specific attention to these indicators in academic coursework. Nondegree PD participants' responses to the same interview question about the effects of their changes in leadership practices on student outcomes are reported next.

Carol talked about the need to be intentional about student outcomes, how to create the conditions for this to happen within the community through the use of demonstrations. Fred noted, "Leadership practices have a huge opportunity for relevancy. Please ask me again in 2 years, and it will be more than a grab bag using data assessment practices."

Ian commented, "I won't be able to say that my leadership practices were a causal relationship; it may be a correlation in a sense that through facilitation things change. There has been improvement in our student achievement by setting the context." After reflecting, Ian added, "Correlation ... leadership practices set the stage!" He felt strongly about leadership practices and their relationship to the changed student outcomes in the school although only suggested it was a correlation rather than a causal influence.

Alana reported about participation in a survey, "What did you do in school today? A Canadian Education Association 3-year study on assessment and engagement practices. Helps us know about engagement and real time experiences of our students" as

a way for their school to determine the influences of leadership education changes. The findings were integrated immediately into her leadership practices within the school. She also commented on her high school's experiences:

[Our] students have had amazing experiences with internships and we have done what we said we would do... it has brought the students into it in such an interesting way of learning, ... feedback from students about their growth over the year is incredible. The parents' feedback and the community that has [been] built around ... tangible ... school experience right now. It is really amazing!

Alana's statements provided evidence that the changes in leadership practices affirmed the direction for the school community and improved student outcomes. She reflected further:

Our staff wants to educate all students and to develop positive citizenship. It's actually our strategies that reveal our values. We did plenty of work around common language ... like engagement, achievement, going public, democracy ... and we have a shared understanding of these in our own school context. I really think that there has been positive impact in their teaching practice. We started a student advisory program, where everyone was connected to one teacher for four years ... We needed to try to understand that because it really impacts student achievement. Anecdotally, those who would have known our school 5 years ago would say that the school has changed its culture, although it is not so easy to quantify. In some ways, the survey [we did with students in the "What did you do at school today?"] said we have an excellent culture and [noted that the students said] they have a good relationships with adults.

Carol shared how uncertain she was when answering this question:

This is a piece that I would say I am still struggling with ... how to collect the data that shows me that what we are working on is making a difference. I find it difficult to see the differences in our kids' learning because we ... are really focusing on their thinking, their problem solving, their independence and their interdependence as learners. To make sure kids are [actively and] meaningfully engaged in their own learning. What are things we can do to make sure that A causes B ... [for] making a difference in student learning and outcomes?

As noted at the outset of this study, I sought to obtain principals' stories about how they wanted to make a difference for students. Carol's story showed her honesty as she revealed her desire to make a difference. She also reflected:

Teachers are talking more about what they can do to help the teacher across the hall, which I think is a definite change in our conversations. You know, they are not saying, "Phew, lucky that I didn't have that kid this year." They are saying, "What can we do to make sure that we are supporting this kid?" that we know makes everyone tear their hair out, ... [so] I think that is significant.

Creating a PLC within teaching and leadership reflected how principals and teachers shared collective ownership for all students within the whole school. Ian expressed his school's understanding of student achievement as follows:

Indicators are generally classroom practices, such as the role of assessment in programming, of differentiating instruction for planning [purposes] and the impact of these [changes] on student achievement.

Gary confirmed several indicators his school used for student participation as he commented:

Kids come to me directly [for help] to create the connection between them and their teacher, [and] I have help students develop skills to participate in the greater community.

Then Gary reflected on engagement:

We have our report card up to Grade 8 provincial level and we use personal comments for accountability. Oral conferences for goal setting with students, and their parents where student have a voice, getting the students to be aware of themselves as learners, to advocate for themselves, and be in what is happening in their classroom and the school.

He also commented on student achievement:

I have become an active facilitator for reporting student outcomes, and we use [these] outcomes to be very transparent about learning, not about personality, such as Johnny is a good boy. For example, specific math skills are reported, with no surprises and not just a mark. We are very active in goal setting, continuous and common school-wide assessments. As an administrator, I [directly] do the numeracy skills assessment [tests] with students, and this serves to increase my instructional leadership [activities within my school]. We collect assessment scores for every kid, [and my role in the student data collection has served to set the bar high with my peers, others will follow [within our SD leadership team], [our focus on] student success, [and] research perspectives ... [for example,] literacy assessments done in September, January, and June with Marie Clay's

work for Grade 1 province reading; professional model [PM] benchmarks; Fountas and Pinnell's work, and [examples from the] French pilot assessments [we have good examples of student outcomes].

Gary provided the specific example of the team at his school making changes to search for the three aspects of student outcomes. Table 17 shows the responses from seven participants enrolled in the master's degree program regarding changes to school leadership practices and potential improvements to student outcomes.

The MEd graduates reported perceived changes for student outcomes that ranged from a high degree with three or four examples to a low rank reported on the table as a 4 for "Please ask me again in 2 years" or "not sure." Participation outcome examples were reported by the principals as "giving students a voice," "developing a great sense of community with buddies," and "helping kids who come to me to help plan a school-wide event." The principals reported student engagement through comments such as "using surveys to gain understanding from students," "using oral conferences for goal setting with students and their families," and "helping students to become their own advocate." Student evaluation examples were reported as performance of learning and demonstration of new understandings and "student were asked their skill level and their level of challenge in activities."

Table 17

Master's Degree Experiences and Perceived Effects on Student Outcomes

Name	Participation	Engagement	Achievement
Alana	1	2	2
Barbara	1	2	2
Carol	4	1	1
Dwight	2	1	1
Fred	3	4	4
Gary	2	1	1
Ian	3	3	1

Note. (1) High level of influence was based upon three or more examples given by the principals for student outcomes to (4) as minimal effects with no examples or observations.

Nondegree PD Route Experiences and Perceived Effects on Student Outcomes

Comments related to the three student outcomes of participation, engagement, and achievement examples are as follows. Participation examples included “needs to be studied,” “not sure,” and “welcoming school environment for all coming to the school.” Engagement examples pertained to “what needs to be studied,” “buy in is needed by all,” and “big increase with grants.” Achievement examples were related to “skills assessed, but not sure”; “special education is needed by all”; and “our scores show that we are consistently 5-10% over other schools in our school division.”

Hannah noted a new perspective in the findings and commented, “We need to focus on student connections.” Connections from her perspective meant the personal relationship between students and teachers or principals as they get to know each other. Janet had also mentioned these points in her example of providing a full-service community school model.

Hannah added this reflection:

In a nutshell, the wonderful new assessments on how engaged students are in the regular program or on their own individualized program, are less likely to be

successful if they [students] are less engaged within the education system. The teacher PD needs to come [address the development of] connection with the students. If teachers are not willing to make that “connection” with students then they will not buy into you [the teacher] and what you are teaching them. Then you will not be successful [as a teacher] to make a connection and this is the hardest thing in the world to teach others.

Janet shared ways that she collected evidence of improvements in student outcomes:

Well, in terms of measuring it qualitatively and quantitatively, I guess there are the two differences, looking at numbers of breakfasts served, and I am looking at attendance rates, measuring behaviour statistics, major and minor discipline referrals, in and out of school suspensions, proactive meetings at the office, number of phone calls home, and those sorts of things. The tally counts [are] on the website, [but] how many people have been looking at the website? And then the other piece would be the qualitative, just your dialogue with staff members on “Hey, this is terrific. What could we do next to extended learning and increasing engagement?” We still have a long way to go.

Janet captured the thoughts of many participants with her reflection that educators and researchers need to investigate the ways in which principals identify improvement outcomes for students. Both Hannah and Janet expressed the sentiment that principals who engage in direct interactions with students positively influence student outcomes.

Table 18 reports the nondegree PD route from the three participants.

Table 18

Nondegree PD Route Experiences and Perceived Effects on Student Outcomes

Name	Participation	Engagement	Achievement
Edward	1	1	1
Hannah	2	3	2
Janet	2	2	4

Note. (1) High level of influence was based upon three or more examples given by the principals for student outcomes to (4) as minimal effects with no examples or observations.

Principals in the nondegree PD route reported perceived changes for student outcomes that ranged from a high degree with three or four examples to a low rank reported on the table as a 4 for “Please ask me again in 2 years” or “not sure.” Participation outcome examples were noted by principals as a welcoming school environment created for all to visit the school and the development of a full-service school model to support the entire community. Student engagement comments were reported as “students really need to buy into activities,” “the out-of-school suspensions are down,” “we have developed individualized programs for many students,” and “we are building ‘connections’ or relationship with families to support our students.” Changes in student achievements were reported as “skills are being assessed, as we need different kinds of results” and “our test scores are consistently 5% to 10% higher in the SD.”

Generally, the principals in both certification programs reported perceived positive changes in student outcomes to be the outcome of leadership changes that resulted from their leadership education experiences. Overall, the graduates of the MED program perceived that changes in their leadership practices had a greater impact on student outcomes than did those from the nondegree PD routes to school leader certification.

Recommendations for Manitoba's Leadership Education Programs

This section reports on the final question in the interview protocol that asked the school principals to recommend any changes to the leadership education programs. Their comments varied, and the participants often responded to both pathways examined in this study, namely, the MEd with a specialization in educational administration and the nondegree PD routes to leadership certification.

The MEd graduates provided general and specific insights about their coursework on democracy in education, educational policy and the role of an education system as being very useful, values courses for ethic of care, and critique and curriculum unpacking related to the school context; linking field and academic bridges action research and school innovation initiatives; continuing to build scholarly communities for school leaders such as university symposia and lecture series; and developing metropolitan, rural, and northern cohorts using a combination of technology and face-to-face times to cut costs and provide availability. The principals expressed the need to have access to the learning process to be students themselves and understand the role of the students in their schools by engaging in professional learning opportunities.

Participants in the nondegree PD route reported on the benefits of practicalities such as budgets, staffing, and management work, along with mentorship and job shadowing with colleagues. A few participants suggested that certification be used for educators who are considering the role of administrator or vice principal and that Level 2 certification be required to those wanting to become principals. The next two sections present recommendations for the MEd and PD certification routes.

Alana expressed the following comment:

I really like the university symposium series. We need more public forums to engage people in multiple opportunities for sharing, and discussing professional scholarly work would be useful on an ongoing basis. There are gaps, I think, in the practicalities of being a school leader and the educational practices taught, such as budgeting and discipline. I was very fortunate to be able to be connected to a leader in my division and the university over time as a mentor, and we've become very close.

Technology [is] needed that is very active, lively, and engaging such as blogs and forums to define goals, values, and practices on an ongoing basis with other administrators. The web CT for our master's program was fantastic! The power of learning in groups is critical for all leaders. We need more emphasis on budget and finance ... [because] our school budget needs to reflect the actual school culture and values-based decisions. Manitoba needs to say, "You need to achieve at least Level 2 certification before you become a principal or require a master's degree to be hired as a principal." I would recommend that the certification program be seen as effective and given some teeth to be important.

Another principal commented, "I find it quite interesting that the department of education thinks, and it recommends, and certification will not be legislated. I disagree." Another stated, "I would recommend that the certification program, as it exists, is not effective and needs a new mandate." Yet another commented, "It's helpful for you to consider the role of admin before entering." The next principal remarked, "Rules to get courses certified are not stringent enough. Make sure the classes that are being offered are sound research based with real world applications."

The next principal stated:

I think a good leader is also a scholar, and I don't know if the certification program can emphasize that. There is a fine line between separating teachers and principals, and the ability to make decisions as a collaborative team is important.

Hannah strongly recommended that the "portability factor through Canada would be [a] critical" consideration for changes to the existing programs. She added, "The power of learning in groups-our cohort was excellent, and, hopefully, that they were also offered in rural locations."

Janet commented:

Something about being a student yourself helps you understand the dynamics of learning. Our school division provided release time for teachers to go and get mentorship with other school leaders. The mentor opened my eyes to what leadership may, and that was more than paperwork. I think I can't do this job independently and without help from colleagues.

Working with people to move an agenda forward, especially the human dynamic and relationship building, was critical to the principals.

Fred stated:

Certification was not applied for [I felt no need because I went right into the MEd program]. I guess the only piece I would say is that whenever I go to a PD workshop, I always try to find one thing to take out of it and come home and apply.

Gary also suggested that principals need to look beyond school budgets and encourage creativity:

Building a mind of resourcefulness, and not just saying we need more [funds]. We also need to develop leaders with a view for the future. Leadership education programs to develop different lenses [such as] that with a mindset for creative and innovative thinking. We need to develop alignment with other provinces [for leadership education] as we seek Canadian leadership standards for the sole purpose of granting administrative licenses. Pushing towards more research courses, with school planning with evidence, and academic provincial reporting like business plans using a bar graph to reveal safe school climates. What worked in my graduate program was developing, learning, collaborating, and coming up [with an] understanding of how we can apply learning in real settings; doing case studies for problem talk among colleagues in the cohort; and bridging that with university research.

University coursework was more effective than the PD route because courses were longer in duration and permitted more collaborative work with colleagues.

Participant Differences: Leadership Education Experiences, Gender, Age, and Region

The following summary reports differences with respect to leadership education experiences, regions, gender, and age ranges. For leadership education, the male participants tended to focused more on coursework, PD experiences, and external influences such as scholarly reading of research to influence their leadership. The female participants often gave more examples of relationships and ongoing conversations with staff members to create change in their schools. Two of the three nondegree PD route participants were female; the MEd program was represented by four male and three

female participants. Two of the 10 participants did not apply for the school leader certificates, and both were males already in the role of principal in rural Manitoba.

Age and gender findings showed that four of the five male participants were in the age range of 40 to 49 years and the three participants in the age range of 50 to 59 years were females. All five males in the age range of 40 to 49 years were principals in smaller rural communities throughout Manitoba. The female participants (three in the age range of 50 to 59 years, one in the age range of 40 to 49 years, and one in the age range of 30 to 39 years) generally had completed their leadership education before or after having children. The first four finished their leadership education mainly after raising children, and the other female participant completed her leadership education while she was a young single teacher. Two of the female participants rescheduled the interviews because of family commitments.

Wallin's (2009) findings for female career paths were confirmed in that the women held the main responsibility for home and family commitments. Generally, women entered their principalship and leadership education experiences before or after their child-rearing years or choice not to have a family. Being parents and its positive influence on their role modeling and community connections was noted by six of the 10 principals. In addition, all 10 principals commented that their leadership education mattered to their development as school leaders, and a few commented that their experiences prior to education enhanced their leadership capacities.

The regional observations were that six principals represented various smaller rural communities through Manitoba. Two represented the larger urban centre of Winnipeg, and two represented the northern remote communities. Although a small

sampling of 10 principals may not have been substantial enough to make comments on a larger scale, their work in their schools strongly suggested that their community context does matter. Janet, for example, described her school as being the hub of resources in a northern remote region. Alana talked about creating a unique high school experience with staff, students, and their families in an urban school using the results of surveys. Gary spoke of sharing his research-based newsletters with his rural parent community to role model scholarly work, and Carol passionately recounted a parent-teacher conference that connected a mom and her son. The common denominator established that was indicated was that programming for students and families for the 21st century are needed in rural, urban, and northern remote regions in the province of Manitoba.

Differences noted for this study can be summarized as follows:

- Leadership Education: The principals preferred MEd programs to complete the certification academic requirements because the nondegree PD opportunities often were random or unavailable.
- Regions: The principals commented that university cohorts and school division programs were the most helpful to them as they completed their leadership education academic requirements.
- Gender: The male participants often offered more strategy-based examples, and the female participants offered more responses to practice that were more of a relationship nature.
- Age: The male participants tended to enter administration earlier than their female counterparts did.

Summary

These findings on participation in leadership education, changes experienced in KSDs, and leadership practices implemented to improve outcomes for students were reported by the 10 school principals. Overall, the findings supported this conceptual framework as effective for a Manitoba-based study of leadership education. The findings supported the narrowing of the variables, namely, leadership practices within a Manitoba context and additional ways to look at changes to students' learning outcomes. Although the reported leadership practices were congruent with those identified in this study, it was important not only to summarize these tables for quick overview but also to hear the voices of the principals as they expressed their narratives. Included in chapter 5 are a discussion of the findings and recommendations for further research that will serve to benefit the field of leadership education.

Chapter 5: Discussion and Recommendations

Introduction

The purpose of this exploratory study was to seek ways to extend the knowledge base in research about perceived changes in KSDs and leadership practices of principals after participating in leadership education and the effects of these changes on student outcomes. The variables were narrowed to create operational definitions from Leithwood and Levin's (2008) conceptual framework to form the foundation of this study. These variables included participation in leadership education programs, satisfaction with changes in KSDs and leadership practices, and the potential to make positive changes to student outcomes. Pathways and relationships between and among these variables created a complex model to examine leadership education. I deliberately chose to interview 10 school principals who were representative of two leadership education pathways, five provincial regions, and principals' genders and age ranges. I examined current literature in the area of school leadership, the role of the school principal, and leadership education to determine the relationship with leadership through to improve student outcomes. I scrutinized the academic requirements for school leadership certificates, namely, the MEd with specialization in educational administration and the nondegree PD routes.

I used five research subquestions to design the interview protocol, which promoted discussion and identified key aspects of the school leaders' experiences, along with the effects these held for improving student outcomes. Each audiotaped telephone interview lasted about 90 minutes and was followed up with member checking to confirm the accuracy of the transcription. Interviews were conducted between June and December of 2010.

These results revealed consistencies between the school principals' perceptions of their leadership education and the variables noted within Leithwood and Levin's (2008) conceptual framework. Chapter 5, by way of introduction, presents the six major themes as a synthesis of the findings. This chapter also provides recommendations for theory, government, program designers, and practice. Researcher's reflections are noted as a personal comment after undertaking this study as a contribution to the educational leadership community and the promotion of high-quality leadership education.

Answering the Research Questions

The conceptual model consists of pathways to examine leadership preparation (and education) through to principals' perceived changes to their KSDs and school leadership practices, and what effects these changes held for improving student outcomes. Operational considerations were explained in chapter 2 as variables narrowed to suit the purpose of the study based upon Leithwood and Levin's (2008) framework. The intent was to provide the necessary structure for a Manitoba study of leadership education necessary to complete the academic requirements for school leaders' certification.

The primary concepts of the framework were then used to design the interview questions in Part A as demographic information for all participants and Part B (MEd) or Part C (nondegree PD certification) as selected by each participant based upon leadership education experiences. The latter two parts provided seven sections to discuss the variables of leadership education experiences, KSDs, school leadership practices, student outcomes, and general comments. Two of the rural school division superintendents who indicated that they did not find principals who held either an MEd with specialization in

educational administration or school leader certificates awarded from 2002 to 2008 appreciated this information coming to their attention for professional learning opportunities within their leadership team.

Leadership Education Participants

Participants were school principals or had principal experience, and they represented northern remote, rural, and urban schools with mixed grade levels in Manitoba. Five men and five women with 10 to 20 years of experience as teachers and 5 to 10 years of experience as administrators participated in the study. Several reported other experiences outside of education that they felt contributed to their personal preparation for leadership, such as manager of a large retail store, and sessional instructor at a local university. One participant who was the parent of a child with special needs reported having a passion for inclusive education and effective programming for all students. Another principal reported using the MEd experience to assist in the development of a specialized senior years program meant to address 21st-century learning goals. The leadership education experiences of these school leaders would be considered beyond the norm within Manitoba; 80% had completed MEds and school leaders' certification. I specifically requested that school division superintendents encourage only principals with these awards to contact me. Two school division superintendents indicated that they could not find principals who matched the criteria of a completed MEd or school leaders' certification completed between 2002 and 2008, which they shared as an interesting discovery for their leadership team.

Leadership Education and School Leaders' Certification

The first subquestion asked the participants to report on their recollected leadership education experiences within an MEd with specialization in educational administration and the nondegree PD route to school leaders' certification in Manitoba. The terms *leadership preparation*, *education*, and *PD* were used by the participants, who identified changes to their KSDs and leadership practices that they recognized as having a positive influence on student outcomes.

For the purposes of this study, seven participants reported on the MEd with specialization in educational administration program, and three reported on the nondegree PD route to school leaders' certification for Manitoba. Specific probes sought information about years of their programs, courses taken and where they attended, which were useful courses, and any special considerations and supports they found valuable. The intention was to provide data to examine leadership education with variables specific for the MEd and nondegree PD routes.

The MEd programs sustained learning over time through weekly programs, scholarly reading of research, and the collaborative learning experiences to discuss school and community-based dilemmas with peers. Cohorts were excellent in providing opportunities to collaborate with colleagues; there was limited recall of specific course names, but the courses were remembered as offering good experiences with research work that pertained to their schools; and coursework that offered flexible time frames were recalled as helpful. Case studies related to schools and discussed with colleagues were effective. One participant summarized that the MEd "stretched your thinking, thus changes you as a person."

The second pathway to leadership education entailed nondegree PD courses that occurred at COSL provincial conferences or annual retreats, local school division cohort initiatives, and mentoring or cohort opportunities. The nondegree PD programs for certification had mixed reviews for several reasons: lack of rigour, programs not always being readily available, no portability to transfer courses for credit, and cost of travel from rural areas for single-event sessions. Conversely, the annual leadership retreats offered by COSL (SAG and summer institutes), the PAL programs, and the MEd programs were highly valued because of the opportunity provided for networking with other local and provincial colleagues.

Changes in Knowledge, Skills, and Dispositions

The second research subquestion explored what the principals perceived as changes to their KSDs as the result of completing either leadership education program. Probes included, but were not limited to, the following examples: growth in KSDs and any changes important to current success; habits of scholarship that you continue to use, namely, reading of scholarly work, awareness of personal bias, and human development theories; collection, tabulation, and reporting of data; facilitation, collaboration, and communication; creation of conditions for self and others to goal set; cross-cultural awareness; articulation of values; promotion of a learning community; and the relevancy of participation in leadership education to the school context.

I delimited the field initially and examined leadership education experiences from 2002 to 2008, but the findings were from the participants' leadership education experiences over the last decade. Generally, knowledge represented cognition, skills represented strategies and roles related to "how to," and dispositions represented

attitudes. The interview protocol included direct questions that asked the principals to report their perceptions of changes to their KSDs as the result of their participation in leadership education.

Tables summarized the responses to this subquestion from all of the participants, reported major learnings from completing the MEd programs. Although the participants had limited recall of specific courses, they did recollect their research work. Graduates of the MEd programs specifically reported changes in knowledge as learning about systems theories; social dynamics; scholarly writing; strategies such as plan, think, and plan; and democratic learning. The skills changes were reported as designing surveys and improving facilitation and collaboration skills. Disposition changes were related to increased personal confidence, which created the conditions for learning and risk taking. The MEd programs served to develop scholarly habits, and one principal commented that the MEd “stretched your thinking, thus changed you as a person.”

The nondegree PD routes were viewed as having practical hands-on application shared by other principals in the field. These practical aspects of principalship, such as school management techniques and budget planning, were critical because school leaders who were former teachers would not automatically bring these skills to the job without further training. The connections with good mentors and networking opportunities at conferences were valued. Knowledge was reported as looking at the larger context; “keeping your foot out of your mouth,” as described by one participant; and having good leadership insights. Skills learning centred on cognitive coaching that created the conditions for learning and the process of goal setting. Disposition learning focused on

celebrating diversity; gaining cross-cultural awareness; and developing “resiliency as a leaders was critical,” as stated by another participant.

Participants’ Satisfaction and Relevance of Leadership Education

The second research subquestion also explored what the principals perceived as changes to their KSDs as the result of participating in leadership education. Probes sought more information about their perceptions of the effectiveness of their experiences for their schools and habits of scholarship that they may continue to use.

Graduates of the MEd believed that they had grown significantly as learners, given their opportunities for sustained learning within their coursework and school-based research that supported their implementation of practice. Participants in the nondegree PD programs felt that their courses were substandard and often repetitive. Participants expressed the need for program learning experiences for leadership, management, instructional and personnel; a need for high-quality speakers; and a need for online options. The PAL program was very highly valued. One participant felt that the government needs to strengthen certification for becoming and continuing as school leaders by mandating renewable certification and entrance requirements. The participants believed that certification can be a good option for teacher leaders and educators considering school administration, whereas the MEd was perceived as a minimum requirement for becoming a school principal. Support for this recommendation of high-quality, accessible programs online, along with an evaluation method that uses evidence of graduates’ implementation of learning and their impact on student learning outcomes, would be useful.

This subquestion also inquired about the participants' use of supports and special considerations given to encourage their program completion. Participants reported their appreciation of divisional financial support, time away from work, mentorship programs, local cohorts to work with colleagues, and online learning opportunities. Findings reported on the motivation for educators to enter administration as twofold, namely, encouragement from colleagues or family members and observations of others in the role. Current influences on leadership included, but were not limited to, guest speakers outside of education, graduate symposia at the faculty, divisional cohorts, mentorship relationships, and teachers with expert knowledge and a passion to make a difference for students.

I used an interview protocol with probes and prompts to determine the participants' understanding of the materials presented, their feelings about new learning for use in their context, and their comfort level during their learning experiences. During the interviews, the principals were invited to respond to questions about the impact of their leadership education experiences on their actions within the school or community for the benefit of students and their families.

Participants reported the relevancy of the KSDs and leadership practices to make changes that improved student outcomes. Generally, the participants were satisfied with the graduate school experiences for leadership advancements, with only one reporting the 1997 graduate program as irrelevant. The university reviewed the MEd program in 2001. One participant suggested that certification may help educators to determine whether they are more interested in entering school administration rather than continue to be principals because the workshops do not require direct application for their course work, as did the

university coursework. All participants noted gains in their KSDs resulting from the academic requirements for the Manitoba certification awards.

Changes in Leadership Practices

The third research subquestion asked the principals about changes to school leadership practices after participating in leadership education. Robinson and Timperley (2007) reported on leadership dimensions that formed the first part of the probes used during the interviews as establishing goals and expectations; resourcing strategically; planning, coordinating, and evaluating teaching and curriculum; prompting and participating in teacher learning and development; and ensuring an orderly and supportive environment for learning. These school-wide leadership practices were combined with the principal walkthroughs strategy from Downey et al. (2004) to explore what the principals reported as changed practices.

Actions taken by the principals were described by Leithwood and Levin (2005) as “what leaders do depends on what they think and how they feel” (p. 33). The principals added several new insights from their lived experiences within the school-wide and community experiences, such as the staff hunt for student learning within their schools and the publication of school-based research for community newsletters. Leadership education did make a difference in the growth in practices, especially the MEd course work or thesis, both of which required application of the learning.

Principals from the MEd programs reported from five to 11 changes in practice, with all participants confirming educational direction as a practice; three principals from the nondegree PD route reported eight to nine changes in their practices. The one commonality was the provision of educational direction, and the least frequent was the

development of smart tools. All principals commented that their leadership education experiences motivated their changes and their subsequent implementation for the benefit of students in their schools. Other factors, such as school division directions and provincial funding, were not directly explored in this study.

Altered Conditions Within the Classroom and School-Wide Setting

The fourth research subquestion also explored what the principals reported as changes to school leadership practices and what these changes held for classroom practice and school-wide and community conditions. Probes for these questions sought information about the benefits and challenges perceived from the principals' experiences as they implemented the changes and how relevant their learning was in their local contexts. All 10 principals reported that even though they had implemented new leadership practices, not every leadership education program appeared to be relevant to field-based work. Personal coursework assignments and individual instructors' willingness to be flexible in allowing students to use their own school-based issues were highly favourable components of the MEd programs, whereas the nondegree PD programs did not require or expect direct application with follow-up at the school level. The nondegree PD participants felt less satisfied than the MEd students, given the one-time events for sessions and limited support of the ongoing implementation of changes within their schools.

Elmore (2000) noted that it is the principal's role to support or facilitate improved instructional capacity through the enhanced use of attitudes, skills, and knowledge of people in the school to create common expectations, productive relationships, and hold individuals accountable for their contributions. The rich array of leadership practices

mentioned by school principals provided noteworthy variables for future investigation by asking the students, staff, and families about these practices as they experienced the changed classroom, school, and community environments.

The principals most often reported changes to the school leadership as practices that included shared or distributed leadership actions within the school context by other members of the team. The most significant changes in their role were a shift from top-down leadership to shared leadership and the need to find their new role within PLCs. Supporting and working with teachers as co-collaborators in the school and taking coresponsibility for improvements in student learning outcomes also were identified as shifts in their role. Principals reported attending PD events with teachers to learn new strategies such as inclusive education and province-wide reporting formats that served to create collaborative teams for the school-based implementation of changed practices.

Although the principals readily provided examples of these practices, it also was interesting to collect their responses about additional practices that they found effective in their schools, such as engaging students in active decision making for their learning goals and assessments, creating opportunities for students' voices on school-wide events, and providing opportunities for students to mentor one another.

Leithwood et al. (2010) reported on the "results of testing new concepts of how leadership influences student outcomes" (p. 671). Generally, they asked, "What pathways does leadership influence travel when it has an impact on student learning?" and the gap they sought to address was that "existing research offers very limited guidance about what leaders might do" (p. 675) to affect their learning context. Practices were considered

along four pathways: (a) rational variables as instructional time, content coverage, instructional quality, diagnostic adaptation, academic press and disciplinary climate; (b) emotion variables as teacher efficacy, commitment, stress, trust, and morale; (c) organizational variables as instructional time, complexity of teachers' workload, professional networks and structures to support collaboration; and (d) the family path with variables as parental expectation, parent role models, connections with other adults, and space and time in the home for school-related work.

Although the effects of leadership on student learning were noted as mostly indirect, these four paths explained 43% of the variance relevant to improved student outcomes. Leadership practices were 15% capable of having a positive effect on student learning. The family path had the strongest impact, at 26%, specifically noted as computers in the home and adult help at home. The organizational path was the weakest at .08%. Leithwood et al.'s (2010) study provided good insight and excellent consideration for future work in the areas. Publication of their work occurred after the May 2010 ENREB approval was granted for this study.

Improved Student Outcomes

The fifth research subquestion related to what extent the principals considered their leadership education contributed to improvements in student outcomes, specifically, student participation, engagement, and achievement. Probes explored noteworthy changes, factors that they attributed to improvements, and changes to school leadership practices that resulted in improved student outcomes. Principals reported that student involvement entailed far more collaboration and participation than the "token nature, with little or no real influence on subsequent decisions" as previously noted by J. Young,

Levin, and Wallin (2008, p. 78). School innovations and practices were revealed, such as reporting school-related data to the province in the form of student conferences and goal setting; school plan reporting formats with evidence-based learning; informal observations, and quantitative data collected over time, such as attendance. School reviews or school profiles also were discussed to identify themes for renewal and planned leadership action.

Increases in students' participation, engagement, and achievement were observed by the participants, and they provided specific examples of positive student outcomes that they perceived to be connected to changes in their leadership practices. Pekrul and Levin (2007) reported on a Manitoba -based study that advocated "a model of distributed leadership not only across the [school] staff but also with students and community members as well" (p. 715). Experiences of change implementation or disequilibrium (Ingvarson, 2003) also were observed by one participant, who suggested that the human dynamic of change should be implemented as a course because these new practices challenged and replaced existing ones for educators. As noted by Fullan (2001), one role of the principal is to ensure instructional capacity in a school to get results, which arguably improves student achievement. Participants strongly suggested that paying attention to creating the conditions for learning by everyone within the school was critical.

Another finding was that "context and community" outside of the classroom and school-wide conditions were influenced by principals' leadership practices. This finding offers a minor extension to the conceptual framework when viewing the leadership practices within a larger community. For example, one principal felt that it was his

scholarly duty to inform his larger neighbourhood community of current education research through written newsletters. The reciprocal relationship of leadership within the school and the community enhanced school relationships and provided opportunities for development of full-service schools.

The student outcome examples given in terms of 21st-century learning were participation in community service opportunities, volunteer relief support, and attendance at events beyond the classroom; engagement in learning and connecting with learners of all ages; relationships with adults in the family unit and within the community that supported student learning; and achievement beyond test scores such as performance and demonstration of productive citizenship. Future studies are needed to examine these variables through data collected from surveys and interviews on student learning outcomes, such as engagement, connection, attendance, participation, achievement, performance, and demonstrations.

Summary of the General Findings

This section summarizes the general findings from the final section of the interview protocol that asked the participants for their general comments about the MEd and nondegree PD routes to certification. They offered recommendations for leadership programs offered by the universities, professional organizations, and government partners. Six themes emerged: access, portability, cohort programs, learning communities, principal succession, and new lenses for student outcomes. A discussion of each theme follows.

Theme 1: Access

Access to high-quality programs, such as online learning opportunities and e-networks, for northern and rural administrators was considered critical for all school leaders. Leadership education that pays attention to student outcomes, uses technology, and applies innovative research could benefit graduates in all communities throughout the province. The notion of presenting keynote speakers through online tutorials, flash meetings, and webinars would blend learning platforms to transform face-to-face PD or coursework into action at the local school level with collegial peer support structures. Dissemination of leadership education and research geared to influence practice would enhance the theoretical understandings for school leaders and educators of 21st-century learners.

Theme 2: Portability

Portability of credentials between and among provinces in Canada for core leadership standards, competencies, and benchmarks would require agreement, such as a Western Canadian Deans' Agreement for university coursework and agreements with the Canadian Ministers' of Education Council. For some provinces and territories, attention to school leadership programs beyond university degree programs may be a new development because several provincial bodies are already engaged in the development of common understandings for the role of principals. Canadian school leaders would benefit from a common accreditation process, such as the MEd with specialization in educational administration and/or a certification program to develop teacher leaders. Consideration was given to context-specific and leadership practices adapted through mentorship, PAL programs, e-networks, and divisional cohort programs. Basic core

leadership practices across the country may be agreed upon using current studies, such as those conducted by Leithwood et al. (2010) and Robinson and Timperley (2007).

Leadership education from noteworthy university MEd programs providing accessibility through a combination of online technology and on-campus experience could be adapted to the local context by using a flexible syllabus of course assignments. Changes to Manitoba's school leader certification process also are needed to address such factors as core leadership practices for beginning, developing, and expert leadership. These changes could include mentorship and e-learning networks to implement the core competencies for leaders. Exploration of online certification programs such as the inclusive education teachers program from the University of Victoria and the Canadian Hospital Administrators' programs could be considered starting points.

Theme 3: Cohort Programs

Cohort programs connect the participants in leadership education programs and facilitate the development of supportive relationships. Collaboration within such programs builds collaborative relationships and trust as the leaders take risks to develop their skills. Leaders begin to understand more clearly the art of shared and distributed practices in problem solving and finding solutions to issues specific to their schools. It also allows leaders to put theory into practice at their respective schools and to develop education programs relevant to 21st-century learning.

Theme 4: Learning Communities

Learning communities support leaders' development beyond their participation in informal leadership education and provide motivation for them to implement their new learning. As expanded PLCs, these informal communities of students, parents, and other

community stakeholders could take the form of local book clubs, research forums for sharing school-based findings, and solutions to divisional dilemmas to provide a collaborative support system for leaders. School-wide advisory teams and planning committees could develop school-wide initiatives; examine evidence of student learning; and survey families, students, and members of the community. Contributions from these other adults and students enhance the learning climate for all learners and lead to common understandings of the potential outcomes, supports needed, and the greater good.

Theme 5: Principal Succession

Principal succession refers to planning for the support of new leaders through the provision of excellent mentoring, coaching for new principals, and online peer supports (Wassmer, 2011). Although proactive planning for leaders to change their role within the school division or plan for retirement does happen, an unforeseen change in leadership creates chaos, and factors such as “trust, morale, teacher efficacy, discretion, conscience and loyalty are affected by principal turnover, and each had positive and negative professional implications for teachers and their work” (Meyer & Macmillan, 2011, p. 1). The development of an ongoing reaccreditation process that demonstrates continual engagement in profession leadership education opportunities was clearly noted in the COSL grid by the participants that vary as movement through the stages of beginning, developing and expert leaders occurs.

Theme 6: New Lenses for Student Outcomes

This theme refers to the use of new lenses to view student outcomes beyond participation, engagement, and achievement. For example, this would entail achievement

considered beyond paper-and-pencil tasks as teachers and school leaders observe student demonstrations and performance to collect evidence of students' learning outcomes. These new lenses would then facilitate continuous learning and ongoing adjustments to student programming. Although a more in-depth investigation of these outcomes was beyond the scope of this study, an expanded view might include the "full range of longer term outcomes of schooling that are of concern to students and the public, such as education success - high school graduation, repetition in grade or course failure, suspension and expulsion" (Leithwood & Levin, 2008, p. 13).

The MEd participants reported change effects of leadership practice on student participation as giving students a voice in school planning that directly affected them; creating a greater sense of community with cross-grade buddies; and encouraging students to come directly to the principal to plan school-wide events, such as a 36-hour famine on the weekend. Student engagement changes were reported as gaining an understanding of students' opinions from the use of surveys, encouraging students to actively develop goals at their oral report conferences with parents, and having students act as their own advocates through performances and demonstrations of their own learning. Student achievement changes were reported as students being asked to report on their skills level related to the challenge level of specific activities required of them in classrooms and sharing exemplars of excellent work as models for learning.

The nondegree PD program participants reported the effects of leadership practice on student participation changes as the creation of a welcoming school environment for all coming into the school and the development of a full-service school to support families. Student engagement changes were reported as the need to develop student buy-

in to school activities, a reduction in out-of-school suspensions, the development of individualized learning programs for several students, and the building of relationships with families to create connections out of school with students. Participants from both programs reported changes in student outcomes, although a few principals suggested that I ask them again in 2 years or they were not sure of the direct changes.

Summary

Future exploration of these themes will provide an excellent opportunity to continue this investigation of leadership education. The results confirmed that participation in leadership education matters. The principals developed a sense of self-efficacy to change conditions within their schools that were beneficial to students in the classroom, the entire school community, and family relationships. They also noted their continued need for support after completing their leadership education programs, specifically support within their scholarly communities, such as university graduate forums for research and guest lecture series. The next section provides a discussion of future research opportunities.

Future Research Insights

This study provided significant evidence from 10 Manitoba principals that their participation in leadership education resulted in changes to their KSDs and their leadership practices. The changes also provided insight into their effect on improving student outcomes beyond participation, engagement, and achievement. The following suggestions can provide opportunities for future research.

First, the interviews could be repeated with these 10 principals after they have had more time to develop a greater awareness of their leadership education and how they

viewed student outcomes. One principal commented upon her quick read of her interview transcript that she felt that she had made several new changes this year.

Second, future researchers could explore data sources for a larger pool of principals to conduct a province-wide survey among high school, middle school, and elementary school leaders, along with using variables of male and female differences as well as geographical regions to conduct a broad sampling. The findings could then be used to design a survey for teachers, students, and parents to obtain their perspectives of change and how they perceive these changes as influencing student outcomes.

Third, the same 10 principals could be asked to reflect on their interview transcripts, and new interviews could focus on evidence and documents of student outcomes to fully investigate the perceived changes. Data on student outcomes such as participation, engagement, and attendance, performance, demonstration of learning, and connections could be gathered. Findings from students and their teachers could be used to support or refute findings from the school principals.

Fourth, studies focusing on First Nations, private schools, and francophone schools would provide diverse settings and variances in cultural diversity. Principals with an MEd or PD certification could be interviewed to gain information about their leadership education experiences and their perceptions of what changes their learning held for their schools. The findings could then be compared with findings from colleagues within Manitoba's public school community for insight. These findings and suggestions for further research into leadership education provide numerous research opportunities for the field.

Fifth, a quantitative study needs to be done to show the percentage of the variance in student outcome measures than can be attributed to participation in leadership education programs. My exploratory study indicates that Leithwood and Levin's (2008) model is a good approach to examine of leadership education through to improved student outcomes, and my findings serve to provide a starting point for the development of instruments by which the variables of that model could be measured.

Recommendations

This exploratory study on leadership education and school leaders' certification can promote further discussion about the need for leadership education to improve student outcomes within the 21st-century learning context. Leithwood and Levin's (2008) conceptual framework for leadership education, albeit with a slight narrowing of the variables, was highly effective in this study of leadership education. Hoyle and Torres's (2008) study design and interview protocol with habits of scholarship provided excellent insight into the KSD variables. Leadership practices, as taken from Downey et al. (2004) and Robinson and Timperley (2007), were useful to create the informal dialogue with school principals to reflect deeply upon school leadership practices in light of improved outcomes for all students.

For government, one recommendation is to encourage a rigorous certification program for the hiring, remuneration, and promotion of teacher leaders and vice principals, with Level 2 certification through the MEd with specialization in educational administration being a requirement to obtain the role of principal. Collections of professional documents prepared during their MEd coursework provided the reflection and evidence to demonstrate the behavior changes in practices, along with the effects of

these changes on improved student outcomes. These documents, which could be collected in professional electronic portfolios, could then be sent online and examined by a review panel of representatives to assist in the highly portable and desired development of school leaders. The need for high-quality leadership education and the portability of certification through the MEd route within global learning opportunities and virtual technology programming would be an expectation for entry to the role of 21st-century school leaders. Leaders would be equipped with the KSDs and practices to improve students' learning outcomes.

Government policies, revised to support principals' professional organizations and universities as they work together to develop professional competencies or norms for use as an effective online leadership education examination tool, such as the COSL grid, may provide an excellent starting point. Leadership education that provide school leaders with learning opportunities to collect, select, and reflect upon their own evidence of improved student outcomes; formalize evidence-based data collection processes; create classroom-based action research or innovation; and report on these improvements within schools can serve to create a culture of coresponsibility for all learners. Policy that enables these core competencies or norms to be completed within university coursework and contextualized with cohorts, PLCs, or mentorship programs may serve to focus leadership education on student learning outcomes and the development of citizens to contribute to the greater good of all humankind.

Although the ISLLC standards may be effective for U.S. states and their leadership education programs, their direct use would require an in-depth examination with revisions for a Canadian context. Transplanting systems from one jurisdiction to

another often removes the need to reflect deeply, develop, cultivate, and nurture the local community of experts; however, the portability of credentials appears to outweigh this tension for leadership education and student learning outcomes.

Lambert (2001), who used the term *norms* to denote mutually held expectations and agreements, also criticized professional preparation programs and doctoral programs in educational leadership, stating that they were preparing administrators to be independent leaders who work alone. Cohort groups for the MEd, PAL programs, online mentorship initiatives, and leadership retreats such as the summer institutes were noted as possible supports to build leadership capacity and develop leadership skills to serve complex organizations.

For practice, the development of PLCs and informal learning electronic networks within schools, provinces, and across the country that may establish professional norms with the rubrics for leaders' self-evaluations, along with the development of collegial monitoring and mentoring programs, is recommended. I encourage colleagues to engage in online networking through such media as electronic mail, Skype, and flash meetings to find solutions and engage in face-to-face communication to undertake the ethic of care, compassion, and critique, with a duty to inform the community of the learners whom they serve. This networking would support leadership to develop collaborative learning structures with the students, teachers, and families of their schools. Leadership education has a responsibility to develop leaders to lead other leaders. Therefore, I suggest that the development of professional documents through e-folios would support an evidence-based approach for leaders to model continuous learning and promote self-examination to maintain high-quality learning environments for all learners.

MASS (2007) supported a framework developed by McGettrick (2007) for developing the work of superintendents and board of trustees. He “characterize[d] a culture of responsibility as one which values the constructive contribution of each member, builds teams and relationships, and supports all actions which are taken in the common good” (p. 34). Manitoba school superintendents and the school trustees further supported McGettrick’s model in four key areas: vision and values, governance and policies, professional practice, and culture, along with benchmarks under each area to provided guidelines for self-assessment. This model of coresponsibility and shared leadership would suggest a culture within Manitoba amenable to a discussion of alternatives to the current certification program for school leaders. Can this capacity building arise from Manitoba’s educational partners working together to create common understandings or professional certification expectations for teacher leaders, vice principals, and school principals with supportive programs through government funds and policy?

For universities and other nondegree program developers, it means creating changes to further enhance leaders’ academic learning with a focus on leadership practices for improved student outcomes and the collection of evidence-based outcomes. Examples may include, but not be limited to, continuous support for working professionals to obtain degrees completely online at local universities, development of a school leaders’ certification process using evidence-based reporting of learning growth to match requirements, and ongoing educational research that focuses on the development of learners within the school community. Research on program design and redesign supports this need for a comprehensive program design that includes mentorship,

symposia, field research, and links with business and international leadership communities to create global 21st-century PLCs and informal learning communities.

Insights for program design models became evident after reading the literature on leadership education with the expanded view of student outcomes. Significant current limitations are that even though school leaders may not have access to high-quality leadership education, they are accountable for students' learning outcomes; leadership education has only recently begun to pay attention to the leader's role within distributed leadership and the need to develop new leadership practices. Instructional, shared, or distributed leadership models are highly valued as the role of the principal continues to evolve, with many leaders engaged in the act of leadership. Leadership education would best be designed for future leaders to use 21st-century learning to best prepare leaders with practice and encourage the transfer of KSDs to the school community. I believe that Manitoba would benefit from an online delivery model of high-quality university programs with skilled faculty that would lead to school leaders' certification.

I developed an in-depth conceptual framework during this study that represents a compilation of findings and literature reviews to begin this program design. I suggest using a design structured for leadership education based upon backward design models and the work of Wiggins and McTighe (1999). Certification programs, including health care administrators within Canada, the University of Victoria's online certification for future teachers, and the inclusive education programs, are a few examples within the evolving Canadian landscape.

What were to happen if leadership education and the school leaders' certification model used an alternative approach instead of trying to amend the current model? As I

reflect upon the data collection and my experience with backward design, a model became clear to me. The conceptual framework would attempt to reflect upon this data collection model for a leadership education program and the essential skills that all leaders need to know and be able to do. In other words, what practices are important and matter for improved student learning outcomes? One principal commented, “We are here for the kids, and if not the kids, than what are we here for?” Her reflection focused on a concern that if teacher leaders do not go into the profession of education with that in mind, how can they ever be successful leaders with limited resources and competing demands?

New models could include various routes and offer a fully accessible online process using webinars, forums, blogging, and internal online networks with blended models to earn an MEd in educational administration based upon the leaders’ self-evaluations using common standards. Experienced professors and trained program planners must narrow the quality gaps between programs within provinces and online programs to assure that graduates who lead schools and school divisions gain leadership education that provides high-quality relevant experiences. Conversations would facilitate increased collaboration among public school leaders, researchers, and policymakers while creating programs with research insights, such as leading 21st-century learning innovations and social networking changes to ensure effective leadership practices for improve student outcomes. This collaboration is needed to address efforts to unify higher education institutions, public school systems, and communities.

In addition, a professional model of certification through MEd programs that draws on good leadership practices, human learning theory, applied research and data

collection, models of the ethic of care, critique, justice and innovative learning holds great benefit for all learners to support ongoing lifelong learning. Evidence or artifacts from these implemented innovations that could focus on changes to leadership practices and student outcomes could be collected through school plans, newsletters, attendance records, central office communication, university coursework, and mentoring or coaching experiences using electronic portfolios.

Researcher's Reflections

As stated in chapter 1, I examined the influences of leadership education programs on KSDs, changes to leadership practices, and student outcomes. It became obvious that leadership education available online for working professionals within a virtual learning community, along with face-to-face communications through flash meetings, podcasts and webinars for independent learning, and opportunities to learn from experts in the field, is needed.

Summary

I believe that a revised professional model and a culture of coresponsibility shared by school leaders that would create the context for physical, intellectual, spiritual, and emotional growth are critical for improved student outcomes. Participants reported examples of changes student learning outcomes in engagement, participation, demonstration, attendance, achievement, performance, and connection that were the result of changes in their KSDs and leadership practices. Although Hoyle and Torres (2008) offered an invitation to seek answers to the question, "Do our doctoral programs prepare individuals who can lead schools and school districts to high performance for every student?" (pp. 36-37), and even though their work pertained to PhD programs, I

believe that MEd programs with specialization in educational administration also serve to develop high-quality leadership for schools.

Students and the collective community would benefit from highly qualified school leaders who have attended leadership education programs focused on improving students' learning outcomes. The development of this advanced training for school leaders should be made readily available and financially supported by our communities. Findings from this exploratory study showed that advanced training for school leadership does matter, and given the complexity of the changing role of principal requirements for principal certification, hiring and leadership education programming must remain current with technology, research, and practice to provide high-quality school programs for all students.

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Appendix A: Manitoba Administrator's Certification Program

1. Introduction

Manitoba Regulations 515/88 of the Education Administration Act recognizes two levels of certificates.

Level 1- School Administrator's Certificate

Level 2 – Principal's Certificate

School divisions may select those who hold or those who may qualify for the above certificate; however, these certifications may not be required in order to accept an administrative position.

2. Qualifications

Master's or Doctoral degree in Educational Administration will complete the *academic* requirements for both the Level 1: School Administrator's Certificate and the Level 2: Principal Certificate.

Level 1 – School Administrator's Certificate

A valid Manitoba Permanent Professional Teacher Certificate is required plus a minimum of three (3) years of teaching experience.

-120 contact hours of professional development activities; or

-A maximum of 6 credit hours of approved university course work at the 500 level or above, plus 60 contact hours of professional development activities; or

-3 credit hours of approved university course work, plus 90 contact hours of accredited professional development activities.

Level 2 –Principal's Certificate

A valid Level 1: School Administrator's Certificate is required plus, two (2) full years as Vice- Principal or Principal at 100% time. Experience will be prorated based on the percentage.

-180 contact hours of requisite university coursework in educational administration and accredited professional development combined.

-The requisite is 9 credit hours of approved university coursework in education administration plus 90 contact hours of accredited professional development activities; or

-18 credit hours of approved university course work in educational administration.

Contact Hour Requisite

Contact hours are achieved through a combination of accredited professional development and approved university course work in educational administration at the post-baccalaureate level.

Level 1: School Administrator's Certificate – 120 contact hours

Level 2: Principal Certificate – 180 contact hours

= Total of 300 contact hours.

A minimum number of contact hours are required in all competencies towards each certificate level. Contact hours are applied to one level and cannot be duplicated in another level. Surplus contact hours will be forwarded to the Level 2 requirements.

Competency Description

Contact hours must be completed in the following four areas of competency
Leadership: Leadership style; change/implementation process; organization and policy development; use of research; problem-solving; program planning; group processes; communication; student relations; community relations; mediation and conflict resolution.

Instruction: Instructional objectives; curriculum design and delivery strategies; cognitive development and sequencing of curricula; development of valid performance indicators; use of computers and other technology instruction; developing and using community resources; cost effective analysis and program budgeting; evaluation of instructional program.

Management: School organization; finances; budgeting; policies; record keeping; legislation and regulations; facility planning and maintenance and operation.

Personnel: Staff selection; staff supervision and evaluation; staff development and motivation; human relations; organizational behavior.

Contact Hour Designation

Eligible professional development will be assigned a reference number that identifies each registered session. Before taking the session, ask the sponsoring source for the reference number. The reference number will confirm the session is accepted by our office. Sessions without a reference number are not eligible for credit.

A maximum of 60 contact hours from one source towards each level of certificate will be eligible. Achievement certificates will be invalid if submitted more than two (2) years past the date of completion.

University coursework- 10 contact hours per credit hours (e.g.) a three (3)-credit hour course= 30 contact hours: audited or non-credit course work will not be granted credit.

Eligible Professional Development- a workshop will involve five (5) contact hours per day and be two full days in length as a minimum. A maximum of 60 contact hours may be completed from one organization or school division towards each level.

Facilitating Accredited Professional Development- will receive credit to a maximum of twenty (20) contact hours for two workshops on separate topics towards the Level 2-Principal's certificate.

Conference Format- sessions with a conference format will receive two (2) contact hours per full day with a maximum of 10 contact hours in conferences credited towards each level of certificate.

Note: Professional Development not eligible for credit includes- committee work and sessions unrelated to the four areas of competence in school administration. School Divisions and Principal affiliations may apply for workshop accreditation by contacting our office.

Taken from the Manitoba Education website

www.edu.gov.mb.ca/k12/profcert/pdf_docs/adminguide.pdf (PCSRU, 2009, pp. 3-5)

Appendix B: Manitoba's Leadership Education and Certification Activity

Date	Historical Scan of Activity and Groups Involved
1988	Manitoba's Regulations 515/88 circulated by the Board of Teacher Certification (TECC) Representatives for certification of school leaders
1999	<i>Agenda for School Success</i> circulated by the New Democratic Party and Minister of Education
1999	Manitoba Association of School Principals' (MAP) presented on the <i>Changing Role of the Principal</i> and expressed concerns regarding certification & professional training for school leaders to the Presidents' Council of Manitoba Teachers' Society (MTS)
2000	Leadership Education Forum held by MCLE with Government representation and Interested Educational Partners and subsequently hired Hickcox to report the findings and prepare a second paper on School Leaders' Certification and Professional Development (PD)
2001	The Canadian Association of Principals' (CAP) National Conference, hosted by MAP in Winnipeg for All Educators
2001	Council of School Leaders (COSL) of the MTS was established within the teachers' society to better serve its members professional growth and interests; and the first Annual General Meeting (AGM) was held with elections and terms of reference established; members examined the International Confederation of Principals paper on the <i>Role of the Principal</i> with 4 concepts: the role of the school leader, essential qualities of school leaders, challenges facing school leaders, and needs of school leaders
2002	COSL leadership team began attending the Provincial Ad Hoc Committee on Certification Matters & PD offered
2002	COSL Surveyed members on matters of Certification and PD & reported: 52% held either Level 1 (33%) or Level 2 (19%); 45% of administrators believed certification should be a pre-requisite for leadership roles; 33% opposed; 22% unsure; at the AGM two major themes emerged for attention: Mentoring New & Potential School Leaders and Developing Professional Standards for School Leaders, with each noting specific action steps
2002	COSL hosted a Review Panel on Leadership Education- the panel was MCLE, U of M, BU, MTS and Education Manitoba; and subsequently devoted 5 Directors' Meetings to the creating of a professional standards grid for school leaders (Allsopp, 2006)
2003	COSL chaired the Provincial Ad hoc committee & promoted a formal TECC be re-instated
2003	COSL conference presentation <i>On standards & the death of Professionalism?</i> Presentation for members along with Hickcox's paper <i>Shaping the Principalship in Manitoba</i> and members were asked to provide their responses in local association meetings
2004	Education Manitoba, COSL, MCLE and School Divisions first launched the <i>Principal Walkthrough Training</i> to promote Instructional Leadership within schools
2005	COSL hosted Professional Learning Communities (PLC) to review Standards and Leadership Education with members thus build capacity with principals and vice principals on the changing leader's role in schools
2005	COSL circulated their paper <i>Leading Educators and Educating Leaders: Professional Standards and Guidelines for Successful Leadership in Manitoba's Public Schools</i> for members to understand their strategic actions to advance certification and professional development matters from 2001-2005
2006	COSL presented Certification Recommendations to the Minister on behalf of the COSL-AGM membership
2007	Manitoba Education, MCLE, COSL and Manitoba Association of School Superintendents (MASS) hosted workshops on <i>Co-responsibility for Education</i> by Professor Bart McGettrick which called for Shared Leadership by all educators
2008	Manitoba Educational Research Network (MERN) and COSL hosted a Forum on <i>Education in Low Economic Communities</i> for COSL AGM delegates
2009	The CAP's National Conference, hosted by COSL in Winnipeg for all Educators
2010	COSL and the Universities hosted a conference on <i>Social Justice Issues</i> for all Educators

Appendix C: COSL Professional Standards and Competencies Grid January 2005

Written by Connie Allsopp, Leadership Team Member
with input from the Educational Leadership Group Members

I intend to write both an Executive Summary & a 20-page paper about Professional Standards for School Leaders in Manitoba as requested by the COSL Leadership Team and the general members. The paper will be presented to the general membership, the Minister of Education, and the Teacher Education & Certification Committee, who intend to review the Administrator and Principal Certification Process in Manitoba. It will also be shared with the other educational partners to assist in defining the role of the Principal in Manitoba. The Educational Mandate Group Directors and I met to discuss the topic and present current research on the Professional Standards to the COSL membership at the AGM's and the annual conference. The discussions also included the data collected from the first two annual general meetings and the Spring 2002 COSL survey.

Contents:

- I. HISTORY- PD, Certification, Educational Partners & Service Providers

- II. RESEARCH/ LITERATURE/ RESEARCH/ FEEDBACK – Focus groups, questionnaires, speakers – Bart McGettrick, Linda Lambert, Paul Beggley, Leithwood & Montgomery, National Association of Elementary School Principals

- III. CONTEXT/ RATIONALE- Talking pts., minister, professional standards, presentation to TECC committee, Bart, Judy Edmond, MASS paper by Bart, Audience, Process COSL within to capacity, decision proposal from the province, PD

- IV. GUIDING PRINCIPLE – COSL MISSION/COSL VALUES/ SLOGAN

PROFESSIONAL STANDARD/COMPETENCY/ GRID

- VI. IMPLICATIONS – Principal evaluation, succession planning, professional development, who wants to be in the admin., perceptions of what admin. do, visibility/presence

JANUARY 8, 21 & 24 2005 THINK TANK
 PROFESSIONAL STANDARDS FOR Principals & Vice Principals: THE COSL GRID

<p>EDUCATIONAL LEADERSHIP ENTRY/ ASPIRING K- Awareness of personal bias/ differences/ know your own values & educational philosophy/ S- demonstrate skills in facilitation/ collaboration/ presentation/ mentorship/ coaching/ communication/ mediation/ consultation/ ability to plan E- worked in a public, inclusive educational setting/ various successful classroom, school, & community Experiences</p>	<p>(leadership) DEVELOPING/ EMERGING K- Awareness of how personal bias, values, & differences impacts/ evolving educational philosophy S- facilitative/ collaborative/ presentation/ mentorship/ coaching/ communication/ mediation/ consultative/ visionary E- successful leadership experiences</p>	<p>ADVANCED/ EXEMPLARY K- current research/ practical knowledge/ learning theory/ shared leadership S – facilitative/ collaborative/ presentation/ mentorship/ coaching/ communication/ mediation/ consultative/ visionary E – range of successful leadership experiences e.g., Schools, levels, roles, communities</p>
<p>BUILDING CAPACITY(personnel) K- human behaviour, development & current research/ teacher career cycles/ emotional intelligence S- ability to include others in the planning process/ hiring, assigning & evaluating teachers E- chairing & involvement with committees</p>	<p>K- how to create the opportunities for empowerment S- provide feedback to others/ assessing strengths & weaknesses E- effective mediation experiences, working with teams of adults</p>	<p>K- current research/ practical knowledge of constructive enabling/ learning theory S- creating the conditions for self & others to reflect & goal setting E- developing a PLC, modeling lifelong learning & self directness</p>
<p>ORGANIZATIONAL (management) K- awareness of the basis responsibilities, functions & mechanics of the job S- ability to: delegate, prioritize, recognizes & is open about limitations of own expertise & knowledge E- have coordinated adult & child teams, events, & projects</p>	<p>K- relational knowledge of how the components of the job are interconnected S- delegating as to develop shared leadership/ proactively strategize according to needs E- have initiated, developed & implemented a plan with others</p>	<p>K- current research/ practical knowledge/ learning theory/ transparent & effective management/ S- building leadership capacity/ school org/ use planning cycles E- have followed through with the implementation of a planning cycle</p>
<p>INSTRUCTIONAL LEADERSHIP (instructional) K- broad range of instructional & teaching methodology, curricula, current research & strategies S- facilitate learning, behaviour management strategies E- demonstrate exemplary teaching practices/ professional growth/ assuming leadership roles</p>	<p>K- impart knowledge on instructional & teaching methodology, curricula, current research & strategies S- facilitate learning, behaviour management strategies with staff, parents & students E- demonstrate leadership practices & professional growth</p>	<p>K- current research/ practical knowledge/ learning theory/ curriculum S- supervision of students, staff & community E- demonstrate leadership & mentorship practices/ professional learning & growth</p>

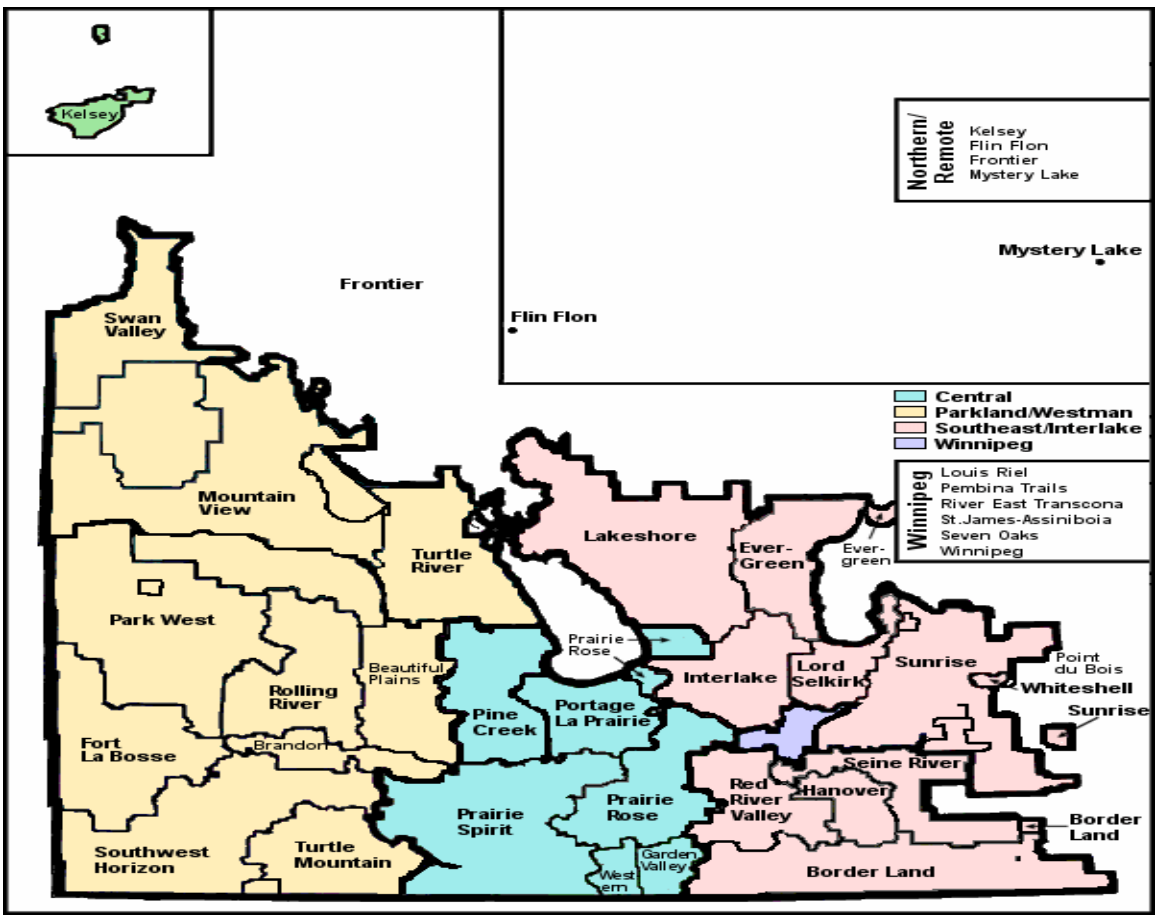
Note. K- knowledge; S- skills; and E- experiences in actions

**GUIDING PRINCIPLES: Demonstrating Inclusive Process, Personal Bias, Self
 Awareness, Self Reflective, Self Directedness**

INDICATORS/ SUGGESTED ACTIVITIES: Knowledge of Public Schools Act, Divisional Policy Documents

PROFESSIONAL DEVELOPMENT: Walkabout, conferences, workshops, action research, study groups, online?

Appendix D: Manitoba School Divisions & Regions MAP 2011



Note. Retrieved from www.gov.mb.ca/k12/.../schooldivmap.html and for further detailed information on full map and school divisions, please see http://www.edu.gov.mb.ca/k12/schools/2011_mb_schools_book.pdf and the full view of the province at maps.google.ca



Appendix E: Interview Protocol

Interview guide code: _____

Introductory comments: I would like to begin by thanking you for your willingness to participate in this interview. Please know that at any time you may withdraw from the research study without prejudice, which means I will not attempt to coerce you to complete the interview. If you do not complete the interview any data from the interview will be destroyed. For the purposes of transcribing the data accurately I would like to confirm that you are aware I am electronically recording this interview and will protect these tapes and all data in a secure manner throughout the study.

Regarding the informed consent, let me confirm the issue of anonymity and confidentiality. Participants' names will be changed and identifying information will be disguised. I will not discuss your information with other people. Please take the time now to (re)read the consent form, sign it and place it in the mail today. Thank you in advance for your openness, and honest comments.

This interview concerns your perceptions of the leadership education that you have had; its contributions to the knowledge, skills, and dispositions that you have developed; changes to your school leadership practices; and how you perceive these may have affected student outcomes in your school. Please respond to the following questions.

Part A Demographic Information

1. Provincial Region: ___ Parkland/West man ___ Central
 ___ Southeast/ Interlake ___ Northern/Remote ___ Winnipeg
2. MB Master's Degree in Educational Administration: Year completed: _____
 University: _____
3. MB School Leader's Certificate: Year completed: ___ Level 1 ___ Level 2
4. Gender: ___ Male ___ Female
5. Age: ___ Under 29 ___ 30- 39 ___ 40 - 49 ___ 50- 59 ___ Over 60+
6. Total Years of Experience in Education (including all positions): ___ 1 – 9 years
 ___ 10 – 19 years ___ 20 - 29 years ___ 30+ years
7. Total Years of Experience as a School Principal: ___ 1 – 9 years
 ___ 10 – 19 year's ___ 20 - 29 years ___ 30+ years
8. How did you get into school administration?

Part B: Leadership Education: Master's degree in Educational Administration

B: 1 Graduate school experiences and their impact

- B.1.1 Please briefly outline your *experiences* in your Master's degree program in educational administration. Probes may include, but are not limited to the following:
- B.1.2 What specific years did you attend your program?
- B.1.3 What and where did you take your course work?
- B.1.4 What courses did you find most helpful to your success and specifically how did they helped?
- B.1.5 What special considerations may have been given for your program?
- B.1.6 What were you required to do at the end for completion?
- B.1.7 What supports were available to you, and did you use, while enrolled in your leadership education, such as cohort programs; if so, how?
- B.1.8 Any further information you may wish to add?

B: 2 Knowledge

- B.2.1 As you reflect upon the growth in your *knowledge* about educational leadership since starting your graduate program or following its completion; what would you say have been the major learnings?
- B.2.2 What habits of scholarship do you continue to use, i.e. Reading scholarly work; awareness of personal bias; human development theories; are a direct result of your master's program experiences? Please explain.
- B.2.3 What changes in your knowledge has been most important to your current success?
- B.2.4 What relationship, if any, do you perceive between participation in your leadership education experiences and these changes to your knowledge?
- B.2.5 Using a scale of 1 to 4, where 1 is very relevant, 2 is somewhat relevant, 3 is somewhat irrelevant, and 4 is irrelevant, how relevant would you say that your participation in the leadership education experiences of your graduate program was to your growth?
- B.2.6 What additional information would you consider valuable for this study?

B.3 Skills

- B.3.1 As you reflect upon the growth in your *skills* for educational leadership since starting your graduate program or following its completion; what would you say have been the major learnings?
- B.3.2 What changes in your skills have been the most useful to your current success?
- B.3.3 What habits of scholarship, i.e. collecting, tabulating & reporting data; facilitation, collaboration & communication; creating conditions for self & others to goal set; are a direct result of your master's program experience? Please explain.
- B.3.4 What relationship, if any, do you perceive between participation in your leadership education experiences and these changes to your skills?

B.3.5 Using a scale of 1 to 4, where 1 is very relevant, 2 is somewhat relevant, 3 is somewhat irrelevant, and 4 is irrelevant, how relevant would you say that your participation in the leadership education experiences of your graduate program was to your growth?

B.2.6 What additional information would you consider valuable for this study?

B.4 Dispositions

B.4.1 As you reflect upon the growth in your *dispositions* about educational leadership since starting your graduate program or following its completion; what would you say have been the major learnings?

B.4.2 What changes in your dispositions has been most useful to your current success?

B.4.3 What habits of scholarship, i.e. cross-cultural awareness; articulation of values; promotion of a learning community; are a direct result of your master's program experiences? Please explain.

B.4.4 What relationship, if any, do you perceive between participation in your leadership education and these changes to your dispositions?

B.4.5 Using a scale of 1 to 4, where 1 is very relevant, 2 is somewhat relevant, 3 is somewhat irrelevant, and 4 is irrelevant, how relevant would you say that your participation in the leadership education experiences of your graduate program was to your growth?

B.4.6 What additional information would you consider valuable for this study?

B.5 School Leadership Practices

B.5.1 As you reflect upon the growth in your awareness of school leadership *practices* since starting your graduate program or following its completion; what would you say have been the major changes in school practices?

B.5.2 What do you perceive as changes in your practices to discuss: i.e. classroom safety; wall displays; instructional strategies; curriculum implementation; and engagement of students, from principal classroom visitations?

B.5.3 What do you perceive as changes in your practices with respect to: i.e. promoting teacher learning; providing educational direction; ensuring strategic alignment; creating a community that learns how to improve student success; engaging in constructive problem talk; and selecting and developing smart tools?

B.5.4 What relationship, if any, do you perceive between participation in your leadership education and these changes in leadership practices in your school?

B.5.5 Using a scale of 1 to 4, where 1 is very relevant, 2 is somewhat relevant, 3 is somewhat irrelevant, and 4 is irrelevant, how relevant would you say that your participation in the leadership education experiences of your graduate program was to growth in your awareness of school leadership practices?

B.5.6 What additional information would you consider valuable for this study?

B.6 Student Outcomes: i.e. student participation, engagement and achievement

B.6.1 What do you perceive as the changes in student *participation* in your school since you altered your school leadership practices?

- B.6.2 What do you perceive as the changes in student *engagement* in your school since you altered your school leadership practices?
- B.6.3 What do you perceive as the changes in student *achievement* in your school since you altered your school leadership practices?
- B.6.4 What factors do you attribute for improvements to student outcomes as a result of changes in your school leadership?
- B.6.5 On the same scale of 1- 4, how relevant do you perceive that changes to your school leadership practices were to improved student outcomes?
- B.6.6 How relevant do you think your participation in the Leadership Education experiences was to the growth in student outcomes?
- B.6.7 What additional information would you consider valuable for this study?

B.7 General Comments

- B.7.1 What general comments would you care to make on changes that you wish to see for the leadership education programs specific to the Manitoba School Leaders' certification programs?
- B.7.2 Any additional comments you wish to add for this study.

C. Leadership Education: Manitoba School Leaders' Certification

C. 1 Reflections on the school leaders' certification programs and their impact

- C.1.1 Please briefly outline your *experiences* in your school leaders' certification programs. Probes may include, but are not limited to the following:
- C.1.2 What years did you attend your program?
- C.1.3 What and where did you attend courses?
- C.1.4 What specific courses did you find most helpful to your success and specifically how did they help?
- C.1.5 What special considerations may have been given for your program?
- C.1.6 What were you required to do at the end for completion?
- C.1.7 What supports were available to you, and did you use, while enrolled in your leadership education, such as cohort programs; if so, how?
- C.1.8 Any further information you may wish to add?

C: 2 Knowledge

- C.2.1 As you reflect upon the growth in your *knowledge* about educational leadership since starting your certification program or following its completion; what would you say has been the major learnings?
- C.2.2 What changes in your knowledge has been most important to your current success?
- C.2.3 What habits of scholarship do you continue to use, i.e. Reading scholarly work; awareness of personal bias; human development theories; are a direct result of your certification experiences? Please explain.
- C.2.4 Using a scale of 1 to 4, where 1 is very relevant, 2 is somewhat relevant, 3 is somewhat irrelevant, and 4 is irrelevant, how relevant would you say that your participation in the leadership education experiences of your certification program was to your growth?

C.2.5 What additional information would you consider valuable for this study?

C.3 Skills

C.3.1 As you reflect upon the growth in your *skills* about educational leadership since starting your certification program or following its completion; what would you say has been the major learnings?

C.3.2 What changes in your skills have been the most useful to your current success?

C.3.3 What habits of scholarship, i.e. collecting, tabulating & reporting data; facilitation, collaboration & communication; creating conditions for self & others to goal set; are a direct result of your certification experiences? Please explain.

C.3.4 Using a scale of 1 to 4, where 1 is very relevant, 2 is somewhat relevant, 3 is somewhat irrelevant, and 4 is irrelevant, how relevant would you say that your participation in the leadership education experiences of your certification program was to your growth?

C.2.5 What additional information would you consider valuable for this study?

C.4 Dispositions

C.4.1 As you reflect upon the growth in your *dispositions* about educational leadership since starting your certification program or following its completion; what would you say has been the major learnings?

C.4.2 What changes in your dispositions has been most useful to your current success?

C.4.3 What habits of scholarship, i.e. cross-cultural awareness; articulation of values; promotion of a learning community; are a direct result of your master's student experiences? Please explain.

C.4. 4 Using a scale of 1 to 4, where 1 is very relevant, 2 is somewhat relevant, 3 is somewhat irrelevant, and 4 is irrelevant, how relevant would you say that your participation in the leadership education experiences of your certification program was to your growth?

C.4.5 What additional information would you consider valuable for this study?

C.5 School Leadership Practices

C.5.1 As you reflect upon the growth in your awareness of school leadership *practices* since starting your certification program or following its completion; what would you say, if any, are the changes in school leadership?

C.5.2 What do you perceive as changes in your practices with teachers: i.e. classroom safety; wall displays; instructional strategies; curriculum implementation; and engagement of students; observed from your classroom visitations?

C.5.3 What do you perceive as changes in your practices with respect to: i.e. promoting teacher learning; providing educational direction; ensuring strategic alignment; creating a community that learns how to improve student success; engaging in constructive problem talk; and selecting and developing smart tools?

C.5.4 Using a scale of 1 to 4, where 1 is very relevant, 2 is somewhat relevant, 3 is somewhat irrelevant, and 4 is irrelevant, how relevant would you say that your

participation in the leadership education experiences of your certification program was to your growth in leadership practices?

C.5.5 What additional information would you consider valuable for this study?

C.6 Student Outcomes: i.e. student participation, engagement and achievement

C.6.1 What do you perceive as the changes in student *participation* in your school since you altered your school leadership practices?

C.6.2 What do you perceive as the changes in student *engagement* in your school since you altered your school leadership practices?

C.6.3 What do you perceive as the changes in student *achievement* in your school since you altered your school leadership practices?

C.6.4 What factors do you attribute for improvements to student outcomes as a result of changes in your school leadership?

C.6.5 On the same scale of 1- 4, how relevant do you perceive that changes to your school leadership practices were to improved student outcomes?

C.6.6 How relevant do you think your participation in the Leadership Education experiences was to the growth in student outcomes?

C.6.7 What additional information would you consider valuable for this study?

C.7 General Comments

C.7.1 What general comments would you care to make on changes that you wish to see for the leadership education programs specific to the Manitoba School Leaders' certification programs?

C.7.2 Any additional comments you wish to add for this study.

I would like to finish by reminding you that at any point you may wish to withdraw from the research process without prejudice. To conclude, a copy of this transcript will be sent to you for your review within 2 to 3 weeks and I will make changes as you request.

Thank you for participating and for your time.

Appendix F: Letter to Superintendents

Dear Superintendent of Schools and CEO:

Currently I am a PhD candidate in the Faculty of Graduate Studies at the University of Manitoba. One of the requirements of the PhD program is to advance research in the field. I am requesting your permission to interview two school principals who have taken leadership education in Manitoba. My exploratory research study title is, “Manitoba Principals’ Perceived Changes to Their Knowledge, Skills, Dispositions and Practices After Partaking in Leadership Education and Their Effects on Student Outcomes: An Exploratory Study”. The current literature suggests principals play an important role in schools, and their leadership practices are essential. The intent of this study is to identify principals’ perceptions of the usefulness of their leadership education and its relevance to public schools. Please contact my advisor, Dr. John Stapleton at jstapleton@xxxxxx or myself by electronic mail at callsopp77@xxxxxxx for further information. You may confirm this project’s approval from the University of Manitoba Research Ethics Board Secretariat via Margaret Bowman by electronic mail at Margaret_bowman@xxxxxxxxx.

I am requesting your support for recruiting principals for this study that hold a Manitoba Master in Educational Administration or/ and the School Leader Certifications. Please identify one contact person in your school division to assist with a selection process and return an electronic note to my electronic address above as an indication of your support along with the name of the contact person. This study will consist of one 60 to 90 minute telephone interview with two school principals within your school division, and this interview will take place at a mutually acceptable prearranged time via the telephone. It should be noted that participation in this study is strictly voluntary. Principals who volunteer, and are randomly selected, will be requested to send me an electronic note indicating their interest. Once participants contact me, I will arrange interview times and provide them further details.

In each interview I will be audio taping and transcribing each interview. You may request a copy of the final report by indicating this in your email to me. I would like to assure you that although I will be publishing my study neither the names of participants nor the names of the school divisions will not be used in my documentation and will be kept in strictest confidence. Data will be protected in a locked box at my home until the study is completed and subsequently destroyed. At no time will the transcripts be shared or noted in the dissertation report.

This electronic consent form is for your records and reference, and is only part of the process of informed consent. This informs you of the context of the research and what your participation will involve. Your support indicates that you understand the information regarding your participation in this research project and agree to principals’ participation. In no way does this waive your legal rights, nor release it from professional responsibilities. Feel free to ask for clarification or new information throughout the study. The anticipated outcomes are recommendations for relevant leadership education and programming for school principals.

I thank you in advance for your support. I will provide copies of the study upon request, and you may find it of value for the professional endeavours within your school division.

Sincerely,
 Connie Allsopp, <callsopp77@yahoo.ca>
 PhD candidate, University of Manitoba

Appendix G: Letter to Principals

Dear School Principal:

Currently I am a PhD candidate in the Faculty of Graduate Studies at the University of Manitoba. One of the requirements of the PhD program is to advance research in the field. My exploratory study title is, “Manitoba Principals’ Perceived Changes to Their Knowledge, Skills, Dispositions and Practices After Partaking in Leadership Education and Their Effects on Student Outcomes: An Exploratory Study.” The current literature suggests principals play an important role in schools, and their leadership practices are essential. The intent is to identify principals’ perceptions of the usefulness of their leadership education and its relevance to public schools. Please contact my advisor, Dr. John Stapleton jstapleton@xxxxxx or myself at callsopp77@xxxxxx for further information. You may confirm this project’s approval from the University of Manitoba Research Ethics Board Secretariat via Margaret Bowman by electronic mail at margaret_bowman@xxxxxxxxx.

I am requesting that you consider participating in this study as your Superintendent of Schools has shown his/her support by providing a divisional contact person who identified your name as a potential participant. To indicate your willingness to participate, please send me an electronic note to the address above. Once you indicate your interest I will randomly select participants and contact them to schedule an interview. During your interview you will be asked to confirm your willingness to participate via a verbal consent. This letter of invitation sent via electronic mail requests you to return it to my address with your signature. Interviews will then be conducted via telephone and you will be asked to provide a telephone number where you wish to be contacted. I will then telephone you at a mutually acceptable prearranged time.

The study will consist of one 60 to 90 minute interview. I will be audio taping and transcribing each interview. A member check will be conducted with you for your confirmation of the transcript. It should be noted that participation in this study is strictly voluntary. Please note for the purposes of this study, only principals who completed the School Leaders certifications and/or Masters in Educational Administration from 2002 through 2008 within Manitoba will be invited.

You may also request a copy of the final report by indicating in your email to me. I would like to assure you that although I will be publishing my study; neither the names of participants nor the names of the school divisions will be used in my documentation and will be kept in strict confidence. Data will be protected in a locked box until the study is completed and subsequently destroyed. At no time will the transcripts be shared or noted in the dissertation.

This electronic consent form, is for your records and reference, and is only part of the process of informed consent. It informs you of the context of the research and what your participation will involve. Your confirmation electronic note indicates that you understand the information regarding participation in the research project and agree to participate. In no way does this waive your legal rights, nor release it from professional responsibilities. Feel free to ask for clarification, withdraw, or request new information throughout the study. The anticipated outcomes are recommendations for relevant leadership education and programming for school principals.

Thanking you in advance for your participation, I will provide copies as requested as you may find it of value in your professional endeavours.

Sincerely, Connie Allsopp, PhD candidate, University of Manitoba

During the interview you will be asked to sign below to confirm your willingness to participate and mail it to me.

Signature: _____ Date: _____

Please send copy of the final report to me at: _____

Please mail a signed copy to: Connie Allsopp

Appendix H: University of Manitoba Research Certificate




UNIVERSITY OF MANITOBA | **Ethics**
Office of the Vice-President (Research)

CTC Building
208 - 194 Dafoe Road
Winnipeg, MB R3T 2N2
Fax (204) 269-7173
www.umanitoba.ca/research

APPROVAL CERTIFICATE

May 26, 2010

TO: **Connie D.M. Allsopp** Advisor - J. Stapleton
Principal Investigator

FROM: **Lorna Guse, Chair** 
Education/Nursing Research Ethics Board (ENREB)

Re: **Protocol #E2010:053**
"Manitoba Principal's Perceived Changes to Their Knowledge, skills, Dispositions and Practices After Partaking in Leadership Education An Exploratory Study"

Please be advised that your above-referenced protocol has received human ethics approval by the **Education/Nursing Research Ethics Board**, which is organized and operates according to the Tri-Council Policy Statement. This approval is valid for one year only.

Any significant changes of the protocol and/or informed consent form should be reported to the Human Ethics Secretariat in advance of implementation of such changes.

Please note:

- if you have funds pending human ethics approval, the auditor requires that you submit a copy of this Approval Certificate to Eveline Saurette in the Office of Research Services, (e-mail eveline_saurette@umanitoba.ca, or fax 261-0325), including the Sponsor name, before your account can be opened.
- if you have received multi-year funding for this research, responsibility lies with you to apply for and obtain Renewal Approval at the expiry of the initial one-year approval; otherwise the account will be locked.

The Research Ethics Board requests a final report for your study (available at: http://umanitoba.ca/research/ors/ethics/ors_ethics_human_REB_forms_guidelines.html) in order to be in compliance with Tri-Council Guidelines.