## REFERENCES

- Act to Amend the Education Act and Various Legislative Provisions, S.Q., c.96, Assemblée nationale du Québec(1997).
- Adelman, C. (1993). Kurt Lewin and the origins of action research. *Educational Action Research*, *I*(1), 7-14.
- Anderson, G. L., Herr, K. G., & Nihlen, A. S. (1994). Studying Your Own School: An Educator's Guide to Qualitative Practitioner Research (ed.). Thousand Oaks, CA: Corwin Press.
- Argyris, C., & Schon, D. (1974). *Theory in practice: Increasing professional effectiveness*.

  San Francisco, CA: Jossey-Bass.
- Argyris, C., & Schon, D. (1978). *Organizational learning: A theory of action perspective*.

  Reading, MA: Addison Wesley.
- Argyris, C., & Schon, D. (1991). Participatory action research and action science compared.

  In W. Whyte (Ed.), *Participatory action research* (pp. 85-96). Newbury Park, CA:

  Sage.
- Arnold, B. C., & Brockett, P. L. (1992). On Distributions Whose Component Ratios Are Cauchy. *American Statistician*, 46(1), 25-26.
- Ash, R. C., & Persall, J. M. (2000). The principal as chief learning officer: Developing leaders. *NASSP Bulletin*, *84*, 15-22.
- Bates, R. (1989). Educational Leadership as Reflective Action. In J. Smyth (Ed.), *Critical Perspectives in Educational Leadership* (pp. 157-178). London: The Falmer Press.

- Beaver, J. M. (2006). *Developmental Reading Assessment, K-3 2nd Edition (DRA-2, K-3)*:

  Celebration Press/Pearson Learning Group.
- Beaver, J. M., Carter, M., Taps, K., & Williams, E. J. (2002). *Developing Writer's Assessment (DWA), Grade 2 (Teacher's Resource Book)*: Pearson Learning Group.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). Working Inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 86(1), 8-21.
- Bolman, L. G., & Deal, T. E. (1991). *Reframing organizations artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2002). *Reframing the path to school leadership: a guide for teachers and principals*. Thousand Oaks, CA: Corwin Press.
- Booth, D., & Rowsell, J. (2002). *The Literacy Principal: Leading, supporting, and assessing reading and writing initiatives*. Markham: Pembroke Publishers.
- Booth, D., & Rowsell, J. (2007). *The Literacy Principal: Leading, supporting, and assessing reading and writing initiatives* (2nd ed.). Markam, ON: Pembroke Publishers.
- Bourque, G., Huggins, I., Matczuk, A., Stuart, D., & Van Dyke, J. (Eds.). (2006). Canadian Institute of Reading Recovery Standards and Guidelines: Based on the Principles of Reading Recovery (3rd ed.). Montréal. Québec: The Cleland Communications Group Inc.
- Boushey, G., & Moser, J. (2006). *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Portland, Maine: Stenhouse Publishers.
- Brighton, C. M. (2009). Embarking on Action Research. *Educational Leadership*, 66(5), 40-44.

- Brill, F. (2008). Leading and Learning: Effective School Leadership Through Reflective Storytelling and Inquiry. Portland, Maine: Stenhouse Publishers.
- Burns, J. M. (1979). Leadership. New York: Harper Collins.
- Campbell, E. (1997). Ethical School Leadership: Problems of an elusive role. *Journal of School Leadership*, 7(3), 287-300.
- Campbell, E. (1999). *Thinking About Ethical Standards: Issues and complexities*. Toronto, ON: The Ontario College of Teachers.
- Carr, W., & Kemmis, S. (1986). *Becoming Critical: Education, Knowledge and Action Research*. London: Falmer Press.
- Childs-Bowen, D., Moller, G., & Scriver, J. (2000). Principals: Leaders of Leaders. *NASSP Bulletin*, 84(616), 27-34.
- Chrisman, V. (2005). How schools sustain success. *Educational Leadership*, 62(5), 16-20.
- Clay, W. C. (2001). Coming to Know My Place. In J. Zeni (Ed.), *Ethical Issues in Practitioner Research* (pp. 24-34). New York: Teachers College Press.
- Coburn, C. E. (2005). Shaping Teacher Sensemaking: School Leaders and Enactment of Reading Policy. *Educational Policy*, *19*(3), 476-509.
- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of Knowledge and Practice:

  Teacher Learning in Communities. *Review of Research in Education*, *24*, 249-305.
- Cotton, K. (2003). *Principals and Student Achievement: What the Research Says*.

  Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Creswell, J. W. (1998). *Qualitative Research and Research Design Choosing Among Five Traditions*. Thousand Oaks, CA: Sage.

- Crippen, C. (2005). The Democratic School: First to serve, then to lead. *Canadian Journal of Educational Administration and Policy*, 47(downloaded at:

  <a href="http://www.umanitoba.ca/publications/cjeap/pdf\_files/crippen.pdf">http://www.umanitoba.ca/publications/cjeap/pdf\_files/crippen.pdf</a>), 1-17.</a>
- Deal, T. E., & Peterson, K. D. (1999). Shaping school culture: The heart of leadership. San Francisco, CA: Jossey-Bass.
- Dolch, E. W. (1948). Problems in Reading: The Garrard Press.
- Donmoyer, R. (1985). Cognitive Anthropology and Research on Effective Principals. *Educational Administration Quarterly*, 22(2), 31-57.
- Drake, T. L., & Roe, W. H. (1994). *The principalship* (4th ed.). Toronto, ON: Maxwell Macmillan.
- Dufour, R., Dufour, R., Eaker, R., & Karhanek, G. (2004). Whatever It Takes: How

  Professional Learning Communities Respond When Kids Don't Learn. Bloomington,
  IN: Solution Tree.
- Dufour, R., Dufour, R., Eaker, R., & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.
- Dufour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices* for enhancing student achievement. Bloomington, IN: National Educational Service.
- Eaker, R., Dufour, R., & Dufour, R. (2002). *Getting Started Reculturing Schools to Become Professional Learning Communities*. Bloomington, IN: National Educational Service.
- Earl, L., & Fullan, M. (2003). Using Data in Leadership for Learning. *Cambridge Journal of Education*, 33(3), 38-394.

- Ebest, S. B. (2001). Action Research on Action Research: Emancipatory Research or Abuse of Power? In J. Zeni (Ed.), *Ethical Issues in Practitioner Research* (pp. 72-82). New York: Teachers College Press.
- Elliott, J. (1980). Implications of classroom research for professional development. In E. Hoyle & J. Hegarry (Eds.), *Professional Development of Teachers, World Yearbook of Education*. London, U.K.: Kogan Press.
- Elliott, J. (1987). Educational Theory, Practical Philosophy and Action Research. *British Journal of Educational Studies*, *35*(2).
- Elliott, J. (1991). *Action research for educational change*. Bristol, PA: Open University Press.
- Elmore, R. F. (2002). *Bridging the gap between standards and achievement*. Washington, D.C.: The Albert Shanker Insitute.
- Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Press.
- Erlandson, D. A. (1994). *Building a Career: Fulfilling the Lifetime Professional Needs of Principals*. Fairfax, VA: The National Policy Board for Educational Administration.
- Evers, C., & Lakomski, G. (2000). *Doing educational administration: A theory of administrative practice*. Oxford: Pergamon.
- Fay, B. (1996). Contemporary philosophy of social science: A multicultural approach.

  Oxford: Blackwell.
- Fiedler, F. E. (1997). Situational control and a dynamic theory of leadership. In K. Grint (Ed.), *Leadership classical, contemporary, and critical approaches* (pp. 126-154). New York: Oxford University Press.

- Flanary, R. A., & Terehoff, I. I. (2000). The Power of Leadership in a Global Environment.

  NASSP Bulletin, 84(717), 44-50.
- Foster, W. (1989). Toward a critical practice of leadership. In J. Smyth (Ed.), *Critical Perspectives in Educational Leadership* (pp. 39-62). Philadelphia: Falmer Press.
- Foucault, M. (1980). *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*. New York: Pantheon.
- Freire, P. (1973). Education for critical consciousness. New York: Seabury.
- Fullan, M. (1993). *Change Forces: Probing the Depths of Educational Reform*. Bristol, PA: Falmer Press.
- Fullan, M. (1995). The school as a learning organization: Distant dreams. *Theory into Practice*, *34*(4), 230-235.
- Fullan, M. (1997). What's Worth Fighting For in the Principalship? (2nd ed.). New York: Teachers College Press.
- Fullan, M. (2001). Leading in a culture of change. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2003a). Change agent. National Staff Development Council, 24(1), 55-58.
- Fullan, M. (2003b). *The Moral Imperative of School Leadership*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (2005a). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (2005b). Leadership sustainability. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (2006). Turnaround Leadership. San Francisco, CA: Jossey-Bass.
- Fullan, M., & Ballew, A. C. (2004). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.

- Fullan, M., Bertani, A., & Quinn, J. (2004). Lessons from district-wide reform. *Educational Leadership*, 61(6), 42-46.
- Fullan, M., Hill, P., & Crevola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press.
- Gastil, J. (1997). A definition and illustration of democratic leadership. In K. Grint (Ed.), *Leadership classical, contemporary, and critical approaches* (pp. 155-178). New York: Oxford University Press.
- Greenleaf, R. K. (1977). Servant Leadership. New York: Paulist Press.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology*, 29(2), 75-91.
- Guba, E. G., & Lincoln, Y. S. (1989). Fourth generation evaluation. Newbury Park, CA: Sage.
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Habermas, J. (1970). Technology and Science as 'Ideology'. In J. Shapiro (Ed.), *Toward a Rational Society*. Boston, MA: Beacon Press.
- Habermas, J. (1973). *Theory and Practice*. Boston, MA: Beacon Press.
- Habermas, J. (1981). *The Theory of Communicative Action* (Vol. 1). London: Beacon Press.
- Habermas, J. (1987). *The Theory of Communicative Action* (Vol. 2). Boston, MA: Polity Press.
- Hallinger, P., & McCary, C. E. (1990). Developing the Strategic Thinking of Instructional Leaders. *The Elementary School Journal*, *91*(2), 89-105.
- Hammersley, M. (1993). On the teacher researcher. *Educational Action Research*, 1(3), 425-441.

- Hargreaves, A., & Fink, D. (2004). The seven principles of sustainable leadership. *Educational Leadership*, 61(7), 8-13.
- Hargreaves, A., & Fink, D. (2006). Sustainable Leadership. San Francisco, CA: Jossey-Bass.
- Harris, A., & Lambert, L. (2003). *Building Leadership Capacity for School Improvement*.

  Philadelphia: Open University Press.
- Heifetz, R. A., & Linsky, M. (2004). When Leadership Spells Danger. *Educational Leadership*, 61(7), 33-37.
- Hersey, P., & Blanchard, K. (1975). A Situational Framework for Determining Appropriate

  Leader Behavior. In I. R. N. Cassel & F. L. Heichberger (Eds.), *Leadership*Development: Theory and Practice (pp. 126-155). North Quincy, MA: Christopher Publishing House.
- Hester, J. P. (2003). *Ethical leadership for school administrators and teachers*. Jeffrson, NC: McFarland.
- Hirst, P. (Ed.). (1983). Education and its Foundation Disciplines. London: RKP.
- Hubbard, R. S., & Power, B. M. (1999). *Living the questions a guide for teacher-researchers*. York, Maine: Stenhouse Publishers.
- Hughes, R. L., & Beatty, K. C. (2005). *Becoming a Strategic Leader: Your Role in Your Organization's Enduring Success*. San Francisco, CA: Jossey-Bass.
- Hulley, W., & Dier, L. (2005). *Harbours of Hope: The Planning for School and Student Success Process*. Bloomington, IN: National Educational Service.
- Hulley, W., & Dier, L. (2009). *Getting By or Getting Better: Applying Effective Schools Research to Today's Issues*. Bloomington, IN: Solution Tree.

- Janis, I. L. (1972). Victims of Groupthink: A Psychological Study of Foreign Policy Decisions and Fiascos. Boston, MA: Houghtin Mifflin.
- Jick, T. D. (1983). Mixing Qualitative and Quantitative Methods: Triangulation in Action. InJ. Van Maanen (Ed.), *Qualitative Methodology* (pp. 135-148). Newbury Park, CA:Sage.
- Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning* (5th ed.). Boston, MA: Allyn & Bacon.
- Katz, H. (2006). IDC Symposium: Finding the Missing "Think" in Planning, Learning and Evaluating. *Schoolscapes*, *6*(5), 4-5.
- Kemmis, S. (1993). Action Research and Social Movement: A Challenge for Policy Research. *Educational Policy Analysis Archives*, *I*(1), 1-8. Retrieved from <a href="http://epaa.asu.edu/epaa/v1n1.html">http://epaa.asu.edu/epaa/v1n1.html</a>
- Kemmis, S., & McTaggart, R. (1982). *The Action Research Planner* (1st ed.). Geelong, Australia: Deakin University Press.
- Kemmis, S., & McTaggart, R. (1985). *The Action Research Planner* (2nd ed.). Deakin, Australia: Deakin University Press.
- Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner* (3rd ed.). Geelong, Australia: Deakin University Press.
- Kennedy, J. J. (1982). Working knowledge and other essays. Cambridge, MA: The Huron Institute.
- Krakow, E. (2004). Pierre Elliott Trudeau Elementary School: An Assessment Journey. *Schoolscapes*, 4(4), 10.

- Laidlaw, M. (1996). How can I create my own living educational theory as I offer you an account of my educational development? Ph.D. Thesis. University of Bath, Bath, U.K.
- Lambert, L. (2005). Leadership for lasting reform. Educational Leadership, 62(5), 62-65.
- LeCompte, M. D., & Schensul, J. J. (1999). *Analyzing & Interpreting Ethnographic Data*. Walnut Creek, CA: Altamira Press.
- Leithwood, K. A., Begley, P. T., & Cousins, J. B. (1992). *Developing expert leadership for future schools*. OISE, Toronto: Taylor and Francis Books.
- Leithwood, K. A., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112 129.
- Leithwood, K. A., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Philadelphia: Open University Press.
- Leithwood, K. A., & Montgomery, D. (1986). *Improving Principal Effectiveness: The Principal Profile*. Toronto, ON: OISE.
- Leithwood, K. A., & Prestine, N. (2002). Unpacking the Challenges of leadership at the school and district level. In J. Murphy (Ed.), *The educational leadership challenge:*\*Redefining Leadership for the 21st century (pp. 42-64). Chicago: University of Chicago Press.
- Leithwood, K. A., & Steinbach, R. (1995). Expert problem solving: Evidence from school and district leaders. New York: State University of New York Press.

- Letiche, H. K., Van Der Wolf, J. C., & Plooij, F. X. (Eds.). (1991). *The Practitioner's Power of Choice in Staff Development and In-Service Training*. Amsterdam: Swets & Zeitlinger.
- Lewin, K. (1951). Field theory in social science; selected theoretical papers (1st ed.). New York: Harper.
- Lieberman, A. (Ed.). (1988). *Building a professional culture in schools*. New York: New York Teachers College.
- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic Controversies, Contradictions, and Emerging Influences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 163-188). Thousand Oaks, CA: Sage.
- Lomax, P. (1990). An action research approach to developing staff in schools. In P. Lomax (Ed.), *Managing Staff Development in Schools*. Clevedon: Multi-Lingual Matters.
- Lomax, P., McNiff, J., & Whitehead, J. (1996). *Action research case studies: applying the criteria and standards for excellence*. London: Routledge and Hyde.
- Lothian, M. (2002, April). Building a Culture of Learning: Sensitizing Teachers to the Need for Change. Paper presented at the International Conference of Teacher Research,

  Montréal, Québec.
- Loughran, J. J. (2002). Effective Reflective Practice. *Journal of Teacher Education*, 53(1), 33-43.
- Loughran, J. J. (2007). Learning through self-study: The influence of purpose, participants and context. In J. J. Loughran (Ed.), *International Handbook of Self-Study and Teacher Education Practices* (pp. 151-192). Dordrecht, The Netherlands: Springer.

- Louis, K. S., Marks, H. M., & Kruse, S. (1996). Teachers' Professional Community in Restructuring Schools. *American Educational Research Journal*, 33(4), 757-798.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership that Works*. Aurora, CO: Mid-continent Research for Education and Learning (McREL).
- McCay, E. (2001). The Learning Needs of Principals. Educational Leadership, 58(8), 75-77.
- McNiff, J. (2007, July). *The Significance of "I" in Educational Research and the Responsibility of Intellectuals*. Paper presented at the New Horizons for Quality in Higher Education and Training, Pretoria, South Africa.
- McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. New York: Hyde Publications.
- McNiff, J., Lomax, P., & Whitehead, J. (2001). You and Your Action Research Project. New York: Hyde Publications.
- McNiff, J., Lomax, P., & Whitehead, J. (2003). *You and Your Action Research Project* (2nd ed.). London: Routledge.
- McNiff, J., & Whitehead, J. (2005). My Story Is My Living Educational. Department of Education and Professional Studies, University of Limerick.
- Mills, G. (2003). *Action Research: A Guide for the Teacher Researcher* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Ministère de l'Éducation (2000). Québec education program: MEQ, Québec.
- Minthrop, H. (2004). Schools on probation. New York: Teachers College Press.
- Mohr, N., & Dichter, A. (2001). Building a Learning Organization. *Phi Delta Kappan*, 82(10), 744-747.

- Murray, K. T., & Murray, B. A. (1999). Interviewing the Lions in Their Den. *School Administrator*, 56(6), 26-30.
- National Association of Elementary School Principals (2001). A Guide for Those Who Care

  About Creating and Supporting Quality in Schools Leading Learning Communities

  Standards for What Principals Should Know and Be Able To Do.
- National Association of Elementary School Principals & ILIAD Project (2001).

  Implementing IDEA: A guide for principals.
- National Commission on Excellence in Education (1983). A Nation At Risk: The Imperative For Educational Reform.
- Nelley, E., & Smith, A. (2002). *Trousse d'évaluation en lecture GB+ pour le préscolaire et le primaire*. Montréal, Québec: GB Beauchemin.
- Newman, F., & Wehlage, G. (1995). *Successful school restructuring*. Wisconsin: University of Wisconsin System.
- Noffke, S. (1994). Action Research: Towards the next generation. *Educational Action Research*, 2(1), 9-18.
- Noonan, B., & Renihan, P. (2006). Demystifying Assessment Leadership. *Canadian Journal of Educational Administration and Policy*, 56(downloaded at:

  <a href="http://www.umanitoba.ca/publications/cjeap/pdf\_files/noonan.pdf">http://www.umanitoba.ca/publications/cjeap/pdf\_files/noonan.pdf</a>), 1-21.
- Peterson, K. D., & Deal, T. E. (2002). *The Shaping School Culture Fieldbook*. San Francisco, CA: Jossey-Bass.
- Polanyi, M. (1958). Personal Knowledge. Oxford: Oxford.
- Popper, K. (1963). Conjectures and Refutations. Oxford: Oxford.

- Quigley, B. A., & Kuhne, G. W. (Eds.). (1997). Creating practical knowledge through action research: posing problems, solving problems, and improving daily practice. San Francisco, Ca: Jossey-Bass.
- Raun, T., & Leithwood, K. A. (1993). Pragmatism, participation, and duty: Value themes in problem-solving. In P. Hallinger, K. A. Leithwood & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. New York: Teachers College Press.
- Rawls, J. (1971). *A Theory of Justice*. Cambridge, MA: The Belknap Press of Harvard University Press.
- Rossow, L. F. (1990). *The principalship dimensions in instructional leadership*. Englewood Cliffs, NJ: Prentice-Hall.
- Russell, T. (2007). Tracking the development of self-study of teaching education and teacher education practices. In J. J. Loughran (Ed.), *International Handbook of Self-Study and Teacher Education Practices* (pp. 1191-1210). Dordrecht, The Netherlands: Springer.
- Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, VA:

  Association for Supervision and Curriculum Development.
- Schon, D. (1983). *The Reflective Practitioner*. New York: Basic Books.
- Senge, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday Currency.
- Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000).

  Schools That Learn. A Fifth Discipline Fieldbook for Educators, Parents, and

  Everyone Who Cares About Education. New York: Doubleday.
- Sergiovanni, T. J. (1984). Leadership and Excellence in Schooling. *Educational Leadership*, 41(5), 4-13.

- Sergiovanni, T. J. (1990). Adding Value to Leadership Gets Extraordinary Results. *Educational Leadership*, 47(8), 23-27.
- Sergiovanni, T. J. (1992). Moral leadership: Getting to the heart of school improvement. San Francisco, CA: Jossey-Bass.
- Sergiovanni, T. J. (1995). *The principalship: a reflective practice perspective*. Needham Heights, MA: Allyn & Bacon.
- Sergiovanni, T. J. (1996). Moral Leadership: Getting to the Heart of School Improvement (Reprint ed.): Jossey-Bass.
- Sergiovanni, T. J. (2000). *Leadership for the School House*. Needham Heights, MA: Allyn & Bacon.
- Sergiovanni, T. J. (2003). The lifeworld at the centre: values and action in educational leadership. In N. Bennett, M. Crawford & M. Cartwright (Eds.), *Effective Educational Leadership*. London: Sage.
- Sergiovanni, T. J., & Corbaly, J. (1984). *Leadership And Organizational Culture*. Chicago, Ill: University of Illinois Press.
- Slosson, R. L., & Nicholson, C. L. (1990). *Slosson oral reading test (rev. ed.) SORT-R3*. East Aurora, NY: Slosson Educational Publications, Inc.
- Smith, L. M. (1990). Ethics in Qualitative field research: An individual perspective. In E. W.Eisner & A. P. Peshkin (Eds.), *Qualitative inquiry in Education: The Continuing*Debate (pp. 247-257). New York: Teachers College Press.
- Smith, W., & Andrews, R. (1989). *Instructional leadership: How principals make a difference*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

- Starratt, R. J. (1991). Building an ethical school: A theory for practice in educational leadership. *Educational Administration Quarterly*, *27*(2), 185-202.
- Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. London: Heinemann.
- Stevens, S. S. (1946). On the Theory of Measurement. Science, 103, 677-680.
- Stevens, S. S. (1951). Mathematics, measurement, and psychophysics. In S. S. Stevens (Ed.), *Handbook of experimental psychology* (pp. 1-49). New York: Wiley.
- Stewart, J. (2006). Transformational Leadership: An evolving Concept Examined through the Works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of Educational Administration and Policy, 54*(downloaded at: http://www.umanitoba.ca/publications/cjeap/articles/stewart.html), 1-29.
- Stiggins, R. J. (2001). *Student-Involved Classroom Assessment* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.
- Stiggins, R. J. (2004). New Assessment Beliefs for a New School Mission. *Phi Delta Kappan*, 86(1), 22-27.
- Stiggins, R. J. (2005). From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based Schools. *Phi Delta Kappan*, 87(4), 324-328.
- Strike, K. A. (1993). Liberal discourse and ethical pluralism: An educational agenda. In H. A. Alexander (Ed.), *Philosophy of Education 1992*. Urbana, IL: Illinois State University, Philosophy of Education Society.
- Stringer, E. T. (1996). *Action Research: A Handbook for Practitioners*. Thousand Oaks, CA: Sage.

- Sturges Sparkes, C., & Smith, W. J. (1999). Schools Speaking to Stakeholders: Putting the School Performance Puzzle Together. Paper presented at the Annual Meeting of the American Research Association.
- Thompson, S. (2004). Leading from the Eye of the Storm. *Educational Leadership*, 61(7), 60.
- Tomkins, C. C. (2006). An Introduction to Non-parametric Statistics for Health Scientists.

  \*University of Alberta Health Sciences Journal, 3(1), 20-26.
- Wenger, E. (1998). *Communities of Practice Learning, Meaning, and Identity*. New York: Cambridge University Press.
- Wenger, E., McDermott, R., & Synder, W. M. (2002). *Cultivating Communities of Practice:*A Guide to Managing Knowledge. Boston, MA: Harvard Business School Press.
- Whitehead, J. (1985). An analysis of an individual's educational development the basis for personally orientated action research. In M. Shipman (Ed.), *Educational Research:*Principles, Policies and Practice (pp. 97-108). London: Falmer Press.
- Whitehead, J. (1989a). Creating A Living Educational Theory From Questions Of The Kind, 'How Do I Improve My Practice?' *Cambridge Journal of Education*, *19*(1), 41-52.
- Whitehead, J. (1989b). How do we Improve Research-based Professionalism in Education?A question which includes action research, educational theory and the politics of educational knowledge. *British Educational Research Journal*, *15*(1), 3-17.
- Whitehead, J. (2001). Unfolding Bodymind: Exploring Possibility Through Education. In B. Hocking, J. Haskell & W. Linds (Eds.), *Review of Unfolding Bodymind* (Vol. 3).

  Brandon, VT: Psychology Press/Holistic Education Press.

- Whitehead, J. (2004). Do action researchers' expeditions carry hope for the future of humanity? How do we know? An enquiry into reconstructing educational theory and educating social formations. *Action Research Expeditions*, www.arexpeditions.montana.edu.
- Whitehead, J. (2005). Living Educational Theory and Standards of Judgment: A Contribution to the debate about assessing the quality of applied and practice-based educational research. Department of Education, University of Bath, Paper retrieved July 27, 2005 from <a href="http://www.jackwhitehead.com/monday/cl12805.htm">http://www.jackwhitehead.com/monday/cl12805.htm</a>.
- Whitehead, J. (2007). What counts as evidence in self-studies of teacher education practices.

  In J. J. Loughran (Ed.), *International Handbook of Self-Study and Teacher Education*Practices (pp. 871-904). Dordrecht, The Netherlands: Springer.
- Whitehead, J. (2009). How Do I Influence the Generation of Living Educational Theories for Personal and Social Accountability in Improving Practice? Using a Living Theory Methodology in Improving Educational Practice. In L. Fitzgerald, M. Heston & D. Tidwell (Eds.), *Research Methods for the Self-study of Practice* (Vol. 9). Netherlands: Springer.
- Whitehead, J., & McNiff, J. (2004). *Ontological, epistemological and methodological commitments in practitioner-research*. Paper presented at the BERA Symposium:

  "Have We Created A New Epistemology For The New Scholarship Of Educational Enquiry Through Practitioner Research? Developing Sustainable Global Educational Networks Of Communication".
- Williams, R. B. (2006). Leadership for School Reform: Do Principal Decision-Making Styles

  Reflect a Collaborative Approach? *Canadian Journal of Educational Administration*

- and Policy, 53(downloaded at: http://www.umanitoba.ca/publications/cjeap/pdf\_files/williams.pdf), 1-22.
- Willower, D. (1996). Inquiry in educational administration and the spirit of the times. *Educational Administration Quarterly*, 32(3), 344-365.
- Wink, J., & Putney, L. G. (2002). A Vision of Vygotsky. Boston, MA: Allyn & Bacon.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.
- Woods, P. A. (2004). Democratic Leadership: Drawing distinctions with distributed leadership. *International Journal of Leadership in Education: Theory and Practice*, 7(1), 3-6.
- Wright, L. L. (2006). Merits and Limitations of Distributed Leadership: Experiences and Understandings of School Principals. *Canadian Journal of Educational Administration and Policy, 69*(downloaded at: <a href="http://www.umanitoba.ca/publications/cjeap/pdf">http://www.umanitoba.ca/publications/cjeap/pdf</a> files/wright.pdf), 1-33.
- Zeni, J. (Ed.). (2001). *Ethical Issues in Practitioner Research*. New York: Teachers College Press.