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L.E.A.D.ing with Purpose: Exploring a Compensatory School's Student Success Solutions

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L.E.A.D.ing with Purpose:

Exploring a Compensatory School's Student Success Solutions

By

Ruxandra Bianca Nahaiciuc

A Thesis

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L.E.A.D.ing with Purpose:

Exploring a Compensatory School's Student Success Solutions

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ABSTRACT

In this intrinsic case study, the researcher investigates the University of Windsor's Bachelor of Education enrichment course called Leadership Experience in Academic Direction (L.E.A.D.) as it is utilized in a Compensatory School in Southwestern Ontario. The researcher explores the perceptions of Pre-Service L.E.A.D. Teachers, the Student Success Teacher (SST), the Principal, The Vice-Principal, the Course Instructor, and a Teacher Facilitator concerning the increase in L.E.A.D. Pre-Service Teacher human capital within the compensatory secondary school. The author argues that such an increase contributes to the overall implementation of the school's student success strategies, adapted from Adlai Stevenson High School's intervention model depicted in *Raising the Bar and Closing the Gap* (DuFour, DuFour, Eaker, & Karhanek, 2010). Participants were interviewed and a focus group was conducted on the perception of this phenomenon to narrow the gap of critical awareness around the benefits resulting from the collaboration of enrichment courses at the Faculty of Education and local schools, especially with respect to addressing the needs of at-risk students, interpersonal professional growth, and raising awareness of student success strategies.

The result of this study indicated five main themes that were presented amongst the research. The themes were: i) the collective is a benefit; ii) visibility and accountability; iii) shift in teaching approaches; iv) increased individual support; and, v) holistic education. Research findings indicate that the L.E.A.D. program shapes teachers into mindful educators equipped with foundational knowledge that bolsters student success in diverse classroom environments.

Key words: at-risk secondary school students, increased human capital, case study, enrichment course, pre-service teachers, resilience, efficacy, academic achievement

DEDICATION

I dedicate my thesis to my parents and grandparents.

My parents who, in their love, provided the perfect balance of support, guidance, and perspective so that I may achieve the ultimate success: happiness.

My grandparents, who shaped my destiny in their provision of pure love, unending motivation, and unconditional dedication to my sense of self.

I will forever be thankful to you all for teaching me what it is to have success with humility and achievement with purpose.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

SS/L18: Student Success/ Learning to 18

LEAD: Leadership Experience for Academic Direction

WECDSB: Windsor Essex Catholic District School Board

GECDSB: Greater Essex County District School Board

SSTs: Student Success Teachers

SSL: Student Success Literacy

EQAO: Education Quality and Accountability Office

OSSLT: Ontario Secondary School Literacy Test

CCL: Canadian Council on Learning

OECD: Organization for Economic Cooperation and Development

SCT: Social Cognitive Theory

SBG: Standards Based Grading

C-BAR: Curriculum-Based Assessment and Reporting

CHAPTER I

INTRODUCTION

Teachers have always been willing to develop their skills as educators to provide maximum support for students and student well-being. In Ontario, greater awareness for the importance of teacher support systems emerged after a study done by King, Warren, Boyer, and Chin (2005) detailing low credit accumulation as a grave impediment to secondary school graduation rates. It was found that these students are more likely to face heightened financial, social, and psychological risks immediately following their transition into adulthood that set limitations on their quality of life (Brassai, Piko, & Steger, 2011). As early as 2003, the Ministry of Education was forward-thinking and instituted a catalyst for change in its Student Success/ Learning to 18 Strategy (SS/L18) that addressed this emerging issue of students at-risk of not graduating with a secondary school diploma. The answering rally from schools, administrators, and teachers that also ensued (Salinitri & Essery, 2014; King & Warren, 2009; Sharma & Loreman, 2008) shows that increased effort in student success yields greater rates of graduation in Ontario (Ontario Ministry of Education, 2015) and, to that effect, in 2014, it was reported that the rate of graduation had increased to 84% (Ontario Ministry of Education, 2015). However, concern remains in terms of addressing the need of closing the gap between at-risk and non-at-risk secondary school students that relies on a "multilayered *collective* response that *guarantees* all students who struggle will receive additional time and support for learning" (DuFour, DuFour, Eaker, & Karhanek, 2010). At the University of Windsor, the Faculty of Education has provided the course called L.E.A.D. (Leadership Experience in Academic Direction) to Pre-Service Teachers expressly for the purpose of encouraging

them to "[g]ain an understanding of youth of the 21st century who are identified as 'in-risk'" ("Leadership Experience," n.d.).

The L.E.A.D. Program, an enrichment course created in 2005, is offered at the University of Windsor's Faculty of Education in partnership with both the Windsor Essex Catholic District School Board (WECDSB) and the Greater Essex County District School Board (GECDSB). It provides Pre-Service teachers with a practical understanding of resiliency in at-risk youth through the field experience component of the course, where Student Success Teachers (SSTs) mentor teacher candidates alongside Associate Teachers.

Background

The L.E.A.D. Program uses the human capital of Pre-Service Teachers as mentors through student success initiatives for increasing student motivation and achievement (Thomsen, 2010). Student success initiatives are used to empower at-risk students in developing essential learning skills. It can be acknowledged that these initiatives greatly help in reducing the achievement gap between at-risk and non-at-risk students (DuFour et al., 2010). Some advantages include increased academic achievement (Salinitri, 2005), increased positive interpersonal relations for at-risk students (Holloway & Salinitri, 2010) and a significant reduction in students' behavioural infractions (Rideout, Roland, Salinitri & Frey, 2010). Thus, investigating the increased human capital of L.E.A.D. Pre-Service Teachers at a compensatory school, who is deeply invested in student success initiatives, may yield a deeper understanding of social learning (Bandura, 1977, 1997) with at-risk youth.

The increased human capital and resulting collaboration of the Faculty of Education's L.E.A.D. Pre-Service teachers with a compensatory school in Southwestern Ontario actively engages with topics surrounding resiliency, teacher efficacy, and the implementation of student success models. DuFour, DuFour, Eaker, and Karhanek (2010) provide the model strategies on which the local compensatory school structures its student success initiatives to continue striving to close the achievement gap between at-risk and non-at-risk students; DuFour et al. (2010) examine the student success models of different schools in America. Chapter Four of their book (2010) revisits the story of Adlai Stevenson High School where it is acknowledged that the school's current initiatives greatly help in reducing the achievement gap between at-risk and non-at-risk students. Notably, in the 2015-16 year, the participating school chose to implement their continually improving student success program by utilizing a much-increased number of L.E.A.D. Pre-Service Teachers. This unique occurrence helped create the case study evaluating the L.E.A.D. Program in terms of its perceived effect towards Pre-Service teachers, In-Service teachers, and school culture, and how it impacts students' success at a secondary school with a high population of at-risk students. This school has asked for three times the number of Pre-Service teachers for the implementation of their student success initiatives, and have gone from two or three to ten L.E.A.D. Pre-Service Teachers.

Definition of Terms

Increased human capital.

At this stage in the research, 'increased human capital' will expand beyond its traditional economics definition regarding company investment in staff training for the

purposes of generating higher rates of return (Leana, 2011, p.32). In this educational context, it will generally be understood to mean the collective power of the ten L.E.A.D. Pre-Service Teachers, whose purposefully increased numbers indicate one compensatory school's wish to boost student success interest by increasing the number of educational professionals with a specific set of competencies.

At-risk students.

Ferguson, Tilleczek, Boydell, and Rummens' (2005) frame 'at-risk' students through their understanding of 'high-risk youth' as anyone "who is unlikely to graduate on schedule with the skills and confidence necessary to have meaningful options in the areas of work, leisure, culture, civic affairs, and relationships" (as cited in Holloway & Salinitri, 2010, p. 383). The equivalency made between 'at-risk,' 'in-risk, 'and 'high-risk' youth is meant to position these students in the context of a vulnerable population of students that have a greater chance of excelling in schools if trained teachers are aware of the role they play in the students' process of identity making (Seidl, 2009, p. 117).

Student success literacy.

'Student Success Literacy,' or SSL, is proposed by the researcher as a new term meant to reference an increased awareness, knowledge, skill, and disposition that is informed by different models of student success which is continually being applied, either in reflection or practice, conscientiously addressing the sociological issues of schooling in the 21st century in order to help create optimal educational environments.

Compensatory education/school.

Haywood (1982) defines 'Compensatory Education' as "educational practices designed specifically to overcome or forestall educational deficits associated with adverse

environmental circumstances... as its goal is to 'compensate' for... inadequacy of essential positive influences" (p. 272). To achieve this, 'Compensatory Schools' are any schools that offers supplementary programs or services designed to help children at-risk succeed.

Purpose of the Study

The purpose of this case study is to discover what the perceived impact of increased human capital is through the critical lenses of different compensatory school stakeholders, such as the ten L.E.A.D. Pre-Service teachers and L.E.A.D. Instructor, as well as the Student Success Teacher and administrators to provide a dynamic context for the Leadership Experience in Academic Direction Program. L.E.A.D. is also a competency that should be shared, and this research strives to do so by way of a community of practice. Wenger, McDermott, and Snyder (2002) define community of practice as "a group of people who share a concern, set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (p. 4). This philosophy is appropriate for expanding the student success community of practice as it allows me, an alumna of the program, to continue to help strengthen the teaching culture that creates raised awareness of student success strategies and their importance to at-risk youth.

Research Questions

This study provides participants, who are change agents in their educational community, a voice in providing meaningful constructive feedback that can help improve this Pre-Service enrichment course. I will seek to answer the following questions:

What is the perceived impact of the service learning program, L.E.A.D., on Pre-Service L.E.A.D. Teachers, the Student Success Teacher (SST), the Principal, The Vice-Principal, the Course Instructor, and a Teacher Facilitator on their:

a) advancement of student success strategies? b) student outcomes? c)

understanding of themselves as professionals in the present moment? and, d)

overall development as professionals?

CHAPTER II

LITERATURE REVIEW

In education, there are several impediments or factors that have a negative impact on student success (Pagani, Brière, & Janosz, 2016; Bradley, 2015; King, Warren, Boyer, & Chin, 2005;) which tend to worsen as students are not provided with the care and support they need ("Some Students," 2012; King & Warren, 2009).

The King Report

The "Double Cohort Study: Phase 4 Report" for the Ontario Ministry of Education done by King, Warren, Boyer, and Chin (2005) analyzes overall student success by looking at many issues affecting secondary school students' graduation. The report isolates one of the greatest factors of student success to be the under-accumulation of secondary school course credits (King *et al*., 2005, p. 15). The study explains that "the large gap in credit accumulation by the end of Grade 10 between those taking Applied and those taking Academic courses is further exacerbated by higher failure rates in Grades 11 and 12 Workplace and College courses compared to University courses" (King *et al*., 2005, p. 16). Previously, the study acknowledges, those who did not graduate would eventually complete graduation requirements and attend a college; currently, "a greater population of... dropouts lag far behind in credit accumulation than was the case in the past... and consequently fewer dropouts could be potential college applicants" (King *et al*., 2009, p. 117). A section in the study also makes a connection between the distribution of marks in a classroom and how it may affect the learning environment for all students. The stipulation is that "low morale and a lack of effort by failing or near-failing students can influence the quality of learning for other students" (King *et al*., 2005, p. 32). The report also mentions that the viability of the "Teacher-Adviser Program

is questionable" as a tool for influencing the planning for post-secondary programs and careers for those aspiring to attend university (17%) but, "higher for those planning on college or planning on going directly into the work world (30%)" (King *et al.*, 2005, p. 82).

At-Risk Students with 'Red-Red' Designations

The designation 'red-red' indicates students who failed both the Grade 3 and the Grade 6 EQAO (Education Quality and Accountability Office) provincial standardized tests in reading, writing, and mathematics. These students are now at-risk of failing both the Grade 9 EQAO mathematics provincial test and the Grade 10 OSSLT (Ontario Secondary School Literacy Test). According to the most recent longitudinal results presented by the EQAO (2014), 51% of students who failed the reading portion of both of the elementary standardized tests also failed the Grade 10 Literacy test and 49% who failed the writing portion also failed the Grade 10 Literacy test; similarly, 53% who failed the mathematics portion of both elementary standardized tests failed to meet the standard on the Grade 9 mathematics test in the Academic stream contrasted by 70% who failed to meet that same standardized test in the Applied stream.

Student Perceptions of Literacy Regarding Standardized Testing

Van Del Wal (2013) mentions that the Ontario Secondary School Literacy Test (OSSLT) has been implemented since 2002 and that it is a graduation requirement. Since 2003, a second provision has stipulated that those students who are unsuccessful at least once, and who have been eligible to write it two more times, are entitled to enroll in the Grade 12 Literacy Course (Van Del Wal, 2013). The Ministry of Education (2003) document outlines that the "Ontario Secondary School Literacy Course has been

developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills" (p. 3). However, Moon, Bright, Jarvis, and Hall's (2007) survey finds that students who are unsuccessful in the high-stake test tend to find learning a chore. Research supports this idea by revealing that students develop low self-esteem due to their perceived failure in terms of literacy (Main, 2008; Fox, 2005; Fairbairn & Fox 2009).

Early Drop-Out Rate

Though the Labour Force Survey charted drop-out rates between 1990-91 and 2006-07 for people aged 20 to 24, and reported the original 16.6% to have lowered to 9.3%, that secondary number still represents 205, 000 young people without a high school diploma ("Statistics Canada, 2015). Pagani, Brière, and Janosz (2017) call this a "seeping social investment" (p. 1) and go on to argue that secondary school leavers might be circumvented to do so through "early identification and treatment of at-risk youth before their academic developmental trajectories become clearly characterized by indiscriminate underachievement" (p. 2).

Chronic Absenteeism

Student attendance is one of the major factors that predict student success. Bradley (2017) defines it as any student who misses "20 or more school days within one academic school year" (p. vi). He identifies that "[c]hronic absenteeism is directly connected to a student dropping out of school" (p. 10). In a study conducted by Hickman, Bartholomew, and Mathwig (2007) student absenteeism is also identified as a historical occurrence where students who eventually dropped out of high school had a pattern of

poor attendance in elementary school as well (as cited in Bradley, 2015, p. 10). Caron (2016) suggests that keeping students in class can safeguard them from long-term negative outcomes they may not otherwise encounter such as, depression, low self-esteem, unemployment, aggression leading to criminal behavior, poorer health, lower socio-economic status, as well as a greater likelihood of consuming tobacco, alcohol, and illegal drugs (Swansea, 2010; Schoeneberger, 2012).

Student Success / Learning to 18 Strategy and Programs

The Student Success/ Learning to 18 Strategy is an Ontario-based education action plan aimed at improving secondary school student success (Ungerleider et al., n.d., p. 1). The Canadian Council on Learning (CCL) reports that this Ontario Ministry of Education initiative has:

> implemented a support system (in the form of funding, policy and legislative changes, resources and training, and consultation) to encourage the development of innovative and flexible educational opportunities that reflect regional, social, and cultural differences affecting students' learning experiences and outcomes, and to foster positive student engagement with education in a manner that respects their individual needs and circumstances (Ungerleider, 2008, p. v).

In 2005, the Ontario Ministry of Education began initiating programs in secondary schools that provides students with supports that allows them to reach their academic potential (as cited in Pizzo, 2015). Specifically, the Student Success/ Learning to 18 Strategy identifies six areas that are meant to reach all students' achievement levels: credit recovery, alternative education, student success in Grades 9 and 10, program

pathways to apprenticeship and workplace, college connections, and success for targeted

groups of students (Pizzo, 2015).

According to the CCL it has created systemic, positive change with the most

common benefit being

culture change (at both the school and school board level), accounting for over

60% of statements coded in this category, followed by an improved professional

culture. These benefits were reflected in the frequency with which informants

associated the SS/L18 Strategy with a change in orientation from teaching to

learning and with the need to ensure success for all students, irrespective of

individual need or circumstance (Ungerleider, 2008, p. 31).

Acknowledging Resilience

    Resilience.

Resilience is a manifestation that occurs in youths who are able to lead a

successful and healthy lifestyle despite being exposed to socio-economic, mental-health,

identity, cultural, emotional, and/or physical risk factors early on in life (Luthar, Cicchetti

& Becker, 2005; Luthar & Cicchetti, 2000).

Thomsen (2002) discusses resiliency theories and their benefits to at-risk students.

For example, the Resiliency Wheel put forth by Henderson and Milstein (1996) provides

necessary context for the approaches discussed in the L.E.A.D. field experience model

(Holloway & Salinitri, 2010). Moreover, increasing student achievement (Thomsen,

2010) is attained through the use of the L.E.A.D. Pre-Service teachers when they are in

their practica with the understanding that "having multiple adult mentors (L.E.A.D.

candidates, Student Success teachers, associate teaches in school) provides more possible

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positive relations for at-risk students" (Holloway & Salinitri, 2010, p. 391). These scaffolding supports are particularly relevant to have, considering the complex expression of resilience in at-risk youth.

Figure 1
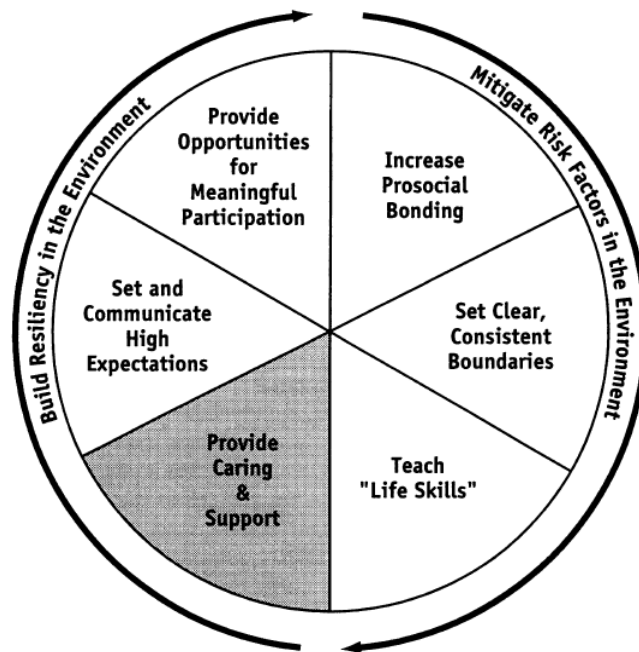
SOURCE: N. Henderson & M. Milstein, *Resiliency in schools: Making it happen for students and educators,* p. 12, copyright © 1996 by Corwin Press. Reprinted by permission.

Masten et al. "have distinguished between three groups of resilient phenomena: 1) at-risk students show better-than-expected outcomes, 2) positive adaptation is maintained despite the occurrence of stressful experiences, and 3) there is a good recovery of trauma" (as cited in Luthar, Cicchetti & Becker, 2000, pp. 544-5). Further research also clarifies the different layers of resilience, as it manifests both internally and externally, creates a more accurate picture of the resilient profile (Liu, Reed, & Girard, 2017).

Risk.

Romer (2003) categorizes risk factors as factors that are "precursors to unsuccessful coping, maladaptive behaviors, or poor outcomes" (p. 244). He goes on to reference the research done by Coie et al. (1993) who stipulate that there is a complex connection between "genetic, biomedical, and psychological risk" (as cited in Romer, 2003, p. 244). Schonert-Reichl (2000)

mentions that most members of the Organization for Economic Cooperation and Development (OECD) countries, of which Canada is a member, loosely derive their 'at-risk' definitions to reflect risk factors with the added specification that such students may fail to learn effectively in school. Armstrong (2006) makes the important distinction that the research surrounding risk needs to lead beyond finding ways to improve "administrative regulation of troublesome populations" (p. 274) in order to address the real issue of vulnerable students who have had a heightened exposure to environments, situations, and behaviours that may impede their academic success. To that end, Zyingier (2011) proposes that teachers and students engage with students' personal knowledge, find ways to represent students in their work, respond to students' lived experiences, and empower students to believe they can affect positive change in themselves and their environment.

Strengths-based thinking.

Truebridge (2014) contextualizes documented practices surrounding student success through strengths-based thinking. She notes that "[n]urturing resilience in an individual begins by believing that all individuals have the capacity for resilience" (Truebridge, 2014, p. *xx*). These spaces of support must be created keeping in mind that

students at risk are continually in the process of being resilient, and that resilience is not a trait. Of course, creating "positive educational climates and cultures in classrooms and schools [will also] promote student engagement, motivation, and self-efficacy, which in turn increase[s] student success" (p. *xxii*). Truebridge also points out that effecting practitioners' and administrators' belief systems about student resilience through well-designed and supported preservice or professional development experiences are two concrete ways to transfer resilience research (p. 49). This is important because "well-designed and well-implemented teacher preservice and professional development experiences can and should provide participants with a working understanding and awareness of resilience in themselves and in the students with whom they work" (Truebridge, 2014, p. 50). The 'Reflection Section' at the end of each of the chapters provides an opportunity for personalizing this message to individual educational contexts (Truebridge, 2014) for optimal educational transference.

Social Cognitive Theory

The school environment is responsible for providing both an explicit and an implicit education; the first is taught formally, by teachers, and the other is absorbed from the interactions, experiences, and stimuli that students encounter while present at school. Bandura's (1977) Social Learning Theory stipulates that individuals learn by observing others. This type of learning drives human behaviour since the anticipatory decision-making process is driven by past observed experiences and their resulting positive or negative consequences. Bandura explains that individuals must both be aware of appropriate circumstances and value the outcomes they produce to be moved to change their behaviour as a response to reinforced stimuli; alternatively, if individuals are aware

but do not respect either the reinforced behaviour or the re-enforcers they will remain uninfluenced or choose to behave counter to the expected behaviour. This information is directly relatable to school and student behaviour, especially as it underscores the importance of building valued relationships among students and their educational facilitators, whether they be teachers or other caring, concerned adults invested in their success, such as the L.E.A.D. Pre-Service Teachers, who are learning how to provide supports in an educational setting (Holloway & Salinitri, 2010).

Social Cognitive Theory (Bandura, 1999), the adapted variant of Social Learning Theory after 1986, names the triadic reciprocal causation (Fig. 2) of internal personal factors, behavioural patterns, and environmental events as working bidirectionally to influence human behaviour. "Social cognitive theory would suggest that an intervention in a student's educational environment could influence their academic trajectory, given the relationships among the environmental, personal, and behavioral domains" (Holt, Bry, & Johnson, 2008, p. 299).

For instance, a student who begins to attend class regularly may receive positive feedback from his or her teacher, which in turn, will positively enhance the student's confidence level (Holt et al., 2008, p. 299); in this scenario, a behaviour change leads to a change in the environment, which affects the overall personal state of the student for the better.

Self-Efficacy

Self-efficacy drives human agency since it is the motor which powers all other motivating factors. In essence, self-efficacy is the "belief that one has the power to

produce changes by one's actions" (Bandura, 1999, p. 28). Those who believe they can

accomplish a task, may regularly set goals for themselves, seeking the self-satisfaction

Figure 2
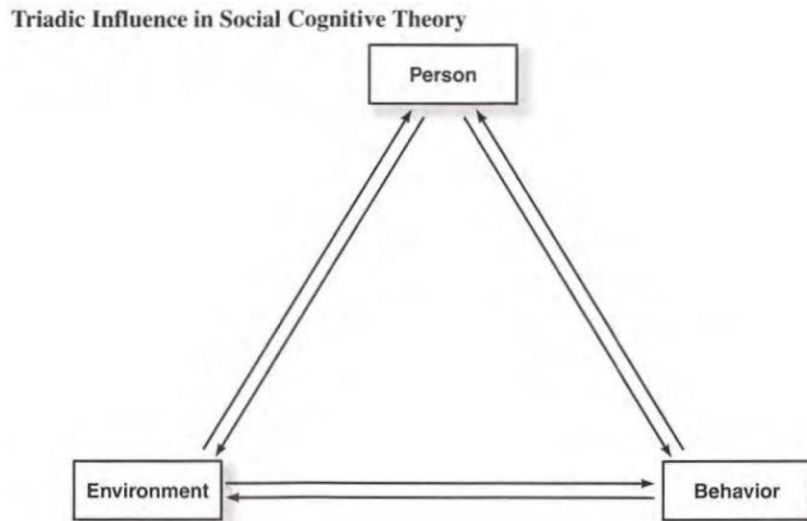
Triadic Influence in Social Cognitive Theory

derived from achieving what they set out to do, knowing they can do it. Bandura (1999)

explains that:

challenging goals raises motivation and performance attainments. When faced

with obstacles, setback, and failures, those who doubt their capabilities slacken

their efforts, give up, or settle for mediocre solutions. By contrast, those who have

a strong belief in their capabilities redouble their efforts and try to figure out

better ways to master the challenges. They remain resilient to the demoralizing

effects of adversity (p. 28).

An anticipatory pattern can be created as the mind evaluates past experiences of success

or failure. Thought patterns can be highly influenced depending on a person's level of

self-efficacy; those with high efficacy see themselves as succeeding and those with lower

efficacy see themselves as likely to not succeed at any given task (Bandura, 1999).

Teacher Self-Efficacy

Teacher Self-Efficacy refers to the belief that one is a capable teacher (Specht et

al., 2016, p. 2). Furthermore, Woolfolk Hoy, Hoy, and Davis (2009) add that teacher self-

efficacy creates professionals that will "work harder and persist longer to assist students

in difficulty" (as cited in Specht et al., 2016, p. 2). This capability is a driving force for

education since teachers with high self-efficacy are also more likely to envision a

successful future for their students. Birch & Ladd (1997) contribute to this by making a

connection between supportive teachers and increased levels of academic achievement,

student engagement, behavioural tendencies, and peer relations (as cited in Pizzo, 2015).

Teacher self-efficacy is also a driving force with respect to teacher support and at-risk

students' increased academic achievement. Mercer, Nellis, Martinez, and Kirk (2011)

conclude that "perceived teacher support is more important for students who struggle

academically" (p. 325); based on research done by Malecki and Demaray (2006), it was

found that teacher support was more strongly related to Grade Point Average (GPA) for

lower Socioeconomic Status (SES) students than those with higher SES.

Collective Efficacy

Bandura (1999) calls Collective Efficacy "an emergent group-level property" (p. 34) which unites the power of teacher self-efficacy with the power of professional work groups. Each individual's strong beliefs adds to the sense of collective capability and therefore the group as a whole is able to achieve more (Bandura, 1999, p. 34). Group motivation and performance can also be linked to collective efficacy since successful group performance requires co-operation within the group as well as all individuals' relative skills and knowledge (Stajkovic & Luthans, 2002). Empirical research by Stajkovic & Lee (2001) also found that a high collective efficacy group is 76% more likely to outperform a low collective efficacy group (as cited in Stajkovic & Luthans, 2002, p. 139). This evidence certainly suggests that collective efficacy is likely to produce a significant impact on professional group performance, with the added benefit that the group with high collective efficacy will also achieve more and be further motivated to continue their high achievement levels.

Theory of Motivation

Marzano's (1990, 2001, 2003) Theory of Motivation is a lens in which both self-efficacy and resiliency are placed in perspective; the theory's primary insight into motivation is that it is a composite state cultivated by the sense of ability to achieve coupled with the resulting importance or value placed on the task along with a positive emotional response to the knowledge itself (Marzano, 2006).

Increasing motivation can also be seen through the lens of self-efficacy as it is a main component of Marzano's Motivation Theory (Marzano & Kendall, 2006). Stajkovic & Luthans (2002) explain that:

self-efficacy also makes a contribution to work motivation. SCT [Social

Cognitive Theory] acknowledges that employees base their actions on both

intrinsic (desires) and extrinsic (contingent consequences from the environment)

motivation. However, in addition, SCT posits that employees also act on their

self-efficacy beliefs of how well they can perform the behaviors necessary to

succeed (p. 131).

Student Success Investment

Salinitri (2005) provides a rationale for addressing the particular situations of

Ontario secondary schools through student success initiatives. She notes that there are

many advantages of investing in student success initiatives for academic success.

Increased academic achievement is a result of particular focus on practical applications

and interventions addressing students' resiliency and self-efficacy. Of additional benefit

are the interpersonal connections made between those who are mentored and those who

mentor; this is one example of a student success initiative with a practical application. In

fact, "mentoring is about creating an enduring and meaningful relationship with another

person, with the focus on the quality of that relationship including such factors as mutual

respect, willingness to learn from each other, or the use of interpersonal skills" (p. 858).

In all, the article draws attention to the importance of early intervention for student

success.

Hellison *et al.* (2000) talks about the benefits and the need for collaborations

between different levels of educational institutions and even about the collaboration

between educational institutions and communities. The three points of focus that may

bridge these collaborations and promote appropriate values include "car[ing] about the

emotional and social as well as physical well-being of each student; prioritiz[ing] the instructor-student relationship; and, respect[ing] students' strengths, their individuality, their voices, and their capacity for decision making... The book promotes a "'way of being'... rather than a rigid formula, and leaders need to own and adapt it to fit their setting, students, and style" (p. 45). This process is empowering to those educational leaders implementing student success strategies and models.

The L.E.A.D. program.

Holloway and Salinitri (2010) focus on the particularities of Pre-Service Teachers mentoring secondary school students. The field experience model Holloway and Salinitri (2010) discuss is called L.E.A.D. (Leadership Experience in Academic Direction), a course that is offered at the University of Windsor, Faculty of Education and practiced in the field when on placement. The L.E.A.D. field experience model "correlates with the Ontario Ministry of Education Student Success program" (p. 384); consequently, this educational program "attempts to reduce the high provincial dropout rate of secondary-level students" (p.384). During their practica, those Pre-Service teachers who register for L.E.A.D. are mentored themselves by the Student Success Teachers (SSTs) whose "mandate is to implement the Ontario Ministry's program[s]" (Holloway & Salinitri, 2010, p. 384). These practica have the additional benefit of better preparing teacher candidates coming from middle-class backgrounds, as they usually "feel unprepared to work with at-risk youth" (p. 386). Research even demonstrates increased positive interpersonal relations for "at-risk" students because the L.E.A.D. program seeks to "foster long-term, mentor-based relations with students".

The Role of the Schools

       Student success model: Adlai Stevenson high school.

       DuFour, DuFour, Eaker, and Karhanek (2010) examine the student success models of different schools in America. Notably, Chapter Four in the book revisits the story of Adlai Stevenson High School where it is acknowledged that the school's current initiatives greatly help in reducing the achievement gap between "at-risk" and non-"at-risk" students (p. 57). The researchers note that Stevenson wanted to improve by beginning a "systematic effort to better meet the needs of all students so that the school's promise of 'success for all' might be a reality rather than a slogan" (p. 46). It was not acceptable that "more than 25 percent of the student body had been relegated to remedial curricular tracks... [nor was it acceptable for] the percentage of students receiving grades of D or F [to top] 35 percent" (p. 45). The school understood the importance of addressing the constructive criticism of the community (p. 46) and created strategies that provided supports for students in a progressive method called the Stevenson Pyramid of Intervention (Fig. 3). Other types of student success initiatives paralleled the Pyramid of Interventions as they are either proactive or ongoing. For example, the Counselor Watch Program proactively sees that middle and secondary schools communicate with one another and that Stevenson counsellors seek to identify any students who meet the "criteria for the program -- poor, academic issues, personal or family problems, poor attendance, peer relationship issues, or chronic underachievement" (p. 47). By discussing such issues, "students are identified for specific programs months *before* they enter the high school" (p. 47). To further create a climate of success, Stevenson initiated the

Figure 3

The pyramid, from top to bottom, contains the following levels:

- Special Education Placement
- Case Study Evaluation
- Ombudsman Placement
- Child Review Team
- Mentor Program Placement
- Guided Study Program
- Itinerant Support Program
- Insight Class
- Student Assistance Team Referral
- SST and Teacher Conference With Parent
- Doctor Verification
- Social Work Contact/Peer Mediation
- Student Placement on Weekly Progress Reports
- Counselor Conference With Student and Parent
- Counselor Good Friend Program
- Counselor Phone Calls to Parent
- Counselor Meeting With Student
- Counselor Watch/Survival Skills for High School
- Freshman Advisory/Freshman Mentor Program

SOURCE: DuFour, DuFour, Eaker & Karhanek, *Raising the Bar and*

Closing the Gap: Whatever it Takes, p. 57, copyright © 2010

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Survival Skills for High School summer school course; "parents of any student who received two or more grades of D in middle school are contacted by Stevenson counselors and urged to enroll their son or daughter in the summer program" (p. 48). More interestingly, all parents are encouraged to enroll their student in a summer school program to "teach students how to take notes, annotate their reading, use a planner to organize materials, read for comprehension, set goals, and communicate effectively" (p. 48). During their time at Stevenson, students can take advantage of, or are placed in any number of student success initiatives: The Good Friend Program and the Counselor Check-in program both capitalize on creating reliable connections between students and educators to "monitor academic progress and emotional well-being" (p. 49). Stevenson was raising the bar on their expectations, but was doing so in a supported, sustainable manner. Predictably, "as students began to experience the benefits of tutoring, demands for the service grew" (p. 60); in fact, the school was only able to keep up with the increased demand by hiring more trained teachers and reliable volunteers to help support their pyramid of interventions.

In-School Mentoring

Social Cognitive Theory (Bandura, 1977) explains that individuals choose to defer to others who they perceive as similar to themselves; therefore, adult mentors perform a crucial task in influencing positive growth and development in students (Yancey, Grant, Kurosky, Kravitz-Wirtz, & Mistry, 2011). Hammond (2011) further strengthens this points by highlighting the usefulness of adult mentoring programs for at-risk youth as it increases their resilience skills as well as their coping mechanisms (as cited by Pizzo, 2015, p. 20) Further research suggests that social supports in the form of

mentors act like interventions that disrupt the patterns of risk in students' lives in order to create meaningful changes (Barrera & Bonds, 2005). These adult mentors are a protective resource (Fergus & Zimmer, 2005) that at-risk students may have access to in schools. Therefore, bolstering these positive occurrences at school between teachers and students becomes critical in "redressing the wider disadvantages" (Liebenburg et al., 2016, p. 142) that some students may be facing.

Student Success Model Adapted for Ontario: A Compensatory School Model

The participating compensatory school modeled some of its student success strategies on DuFour et al.'s (2010) chapter on Adlai Stevenson High School in Chicago; however, it also adapted its intervention plan to benefit the structure in place in its school (Fig. 4). These student success interventions are needed at the school, as it identifies three quarters of its student population as at-risk with the designation 'red red', indicating these students failed both the Grade 3 and the Grade 6 EQAO provincial standardized tests in reading, writing, and mathematics ("Some Students,").

John Hattie's (2015) meta-cognitive study states that 95% of practices that teachers use, work, but they work at varying levels. For this reason, his number one strategy to improve student achievement is teacher collaboration and communication. The compensatory school's own administrative beliefs align perfectly with John Hattie's in that they agree that high-impact instructional leaders must encourage and sustain teacher collaboration because when teachers work together on building their pedagogical capacities they have the best effect on student achievement. The L.E.A.D. program provides another layer concerning capacity building and working together in

collaboration and its graduates are awarded with the benefit of having experienced the

program at the start of their career, where it can leave the greatest impression.

Figure 4

W.F. Herman's Intervention And Support Process

Tier 1 — Classroom Teacher is responsible for instruction, assessment and data collection / analysis

- Personal Interview
- Phone call home
- Review student profile IEP, OSR
- Meeting with parents
- Chunking Work
- Home Work Club
- Detentions
- Discussion with Support staff—SST, LST, CYW, VP, Guidance, Department Head

ASAP - Students will be encouraged to attend After School Academic Program

Tier 2 — Consultation with Student Success Team

- Review Markbook Admin, entries. Come up with a list of students who need to be contacted
- Review Midterm marks - determine what supports are needed

- Teachers can make recommendations of students who they feel need extra support, or who are falling behind

Tier 3

- Student Success Team will gather information, OSR, Trevlac, Transition meetings, Progress reports, anecdotal notes, Markbook admin.

Specific Interventions

Student Success team meets, with the following goals.
1. Identify students at risk, especially those that have not been IPRC'd
2. Use a team approach to develop a plan for their success
3. Have one or two volunteers to implement that plan
4. Ensure those who need support get it without duplication of services

- Social work referral
- Community Agencies
- Additional testing, CAT, Psych.

SOURCE: *Compensatory School's Intervention and Support Process*

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Increasing Human Capital

Hargreaves and Fullan (2012) talk about the importance of increasing human capital in tandem with social capital. However, central to getting more human capital is the collaboration which Leana (2011) identifies as "interaction among teachers and between teachers and administrators that are focused on student learning" (as cited in Hargreaves & Fullan, 2012, p. 3); she concludes that this "make[s] a large and measurable difference in student achievement and sustained improvement" (p. 3). This interweaving of professional interests with professional capabilities allows students success to remain the priority of those engaged with L.E.A.D.

Theoretical Framework

In this study, Albert Bandura's (1977, 1997) Social Learning Theory was used to anchor the explanation that humans learn complex behaviours by observing the actions of those around them (Bandura, 1977, p. 2). This theoretical framework is also useful because Bandura's Social Learning Theory is a theoretical framework used to inform the L.E.A.D. Program itself (Holloway & Salinitri, 2010). Marzano's (1990, 2001, 2003) Theory of Motivation is a lens in which self-efficacy, resiliency, and perceived importance have equal weight. The theory's primary insight into motivation is that the individual components of self-efficacy, resiliency, and perceived importance in greater or reduced proportions directly affect the motivation levels of an individual (Marzano, 2006). Bandura's (1999) Collective Efficacy couples the power of teacher self-efficacy with the driving force of professional work groups. The combined beliefs of the individuals adds to the sense of collective capability and increases the overall achievement levels of the professional community (Bandura, 1999). Together, this

combined theoretical framework reveals how the L.E.A.D. Pre-Service participants

become more effective teachers; their experiences allow them to internalize the student

success growth mindset by actively seeking to support school stakeholders who

implement the compensatory school's student success initiatives.

CHAPTER III

METHODOLOGY

Rationale

The rationale for this case study was to discover what the impact of increased human capital is on ten L.E.A.D. Pre-Service Teachers at a compensatory school within the GECDSB to provide a context for the evaluation of the L.E.A.D. Program.

Research Design

The methodology proposed for the research was a within-site intrinsic case study (Creswell, 2013, p. 100). According to Creswell, "[qualitative] research takes place in the natural setting, relies on the researcher as the instrument for data collection, employs multiple methods of data collection,… is based on participants' meanings, includes researcher reflexivity, and is holistic" (Creswell, 2014, p. 356). Stephens (2007) otherwise argues that the use of the within-site intrinsic case study reduces the assumption of generalizability and that doing so is desirable for the qualitative researcher as it moves the research from the arena of expansibility to the arena of in-depth study (p. 11). Henderson (2007) uses the within-site intrinsic case study to investigate the single cohort displayed by a team of educational leaders and collects his data using multiple sources of information to do so. Stake (1995) uses the term intrinsic and suggests that researchers who have a genuine interest in the single phenomenon should use this approach when the intent is to better understand the case; this is my intent, as I have a great interest in understanding the outcome of the L.E.A.D. program at this compensatory school.

Data was collected through individually conducted interviews with the research participants who have practical experience working as L.E.A.D. facilitators either in the compensatory school's student success initiatives or in conducting the L.E.A.D. course itself. Interviews lasted approximately 30-45 minutes and consisted of a series of semi-structured interview questions. Interviews took place after school at a convenient time for both myself and the participants. All the interviews were audio-recorded and then transcribed. This helped with the transcription phase. Any data stored electronically was locked with a passcode and only myself and my advisor had access to the data.

An email was sent to all L.E.A.D. Pre-Service teachers who were assigned to the compensatory school asking for an increased number of L.E.A.D. teacher candidates (See, Appendix A). The L.E.A.D. Pre-Service teachers that replied showing their interest to participate in this study were selected. An additional email was sent out to the compensatory school's administration, the SST, and the Teacher Facilitator who were implementing the L.E.A.D. program within this school; the L.E.A.D. Instructor received the same email asking for his consent to participate in the research (See, Appendix A). The emails explained the purpose of my research and included a copy of the consent form (See, Appendix B) that must be signed by all participants.

L.E.A.D. Pre-Service teachers who were willing to participate in this study became part of a focus group that were given semi-structured questions (See, Appendix D) inquiring about their perceptions, as a group, on the L.E.A.D. program concerning their initiative for student success within a compensatory school; also, they had the option to share their personal experiences in an individual interview, which one L.E.A.D. Pre-Service Teacher volunteered for (See Appendix C). The Teacher Facilitator, SST,

Principal, Vice-Principal and L.E.A.D. Instructor who were willing to participate were interviewed with a similar series of semi-structured questions (See, Appendix C). The focus group and interviews were conducted at the participants' school and at a convenient time for both the researcher and the participants. The interviews and the focus group took approximately 30-45 minutes each. During the interview and focus group, audio recordings were employed. All participants were required to sign a consent form that would consequently be taken as permission for the audio recordings to be used in both the interview and focus group process (See, Appendix B). Audio recordings were beneficial for this study to ensure all data was accurate during the transcription phase.

All participants had the right to withdraw at any point in the interview without any consequences. Participants were reminded of this prior to the interviews and focus group.

Data was transcribed and analyzed qualitatively, looking for common themes and trends from all collected sources.

Participants

Participants were recruited by purposive sampling and included ten Pre-Service teachers working with student success for half of their practica, a L.E.A.D. Instructor, a Teacher Facilitator, the Student Success Teacher, the Principal, and one Vice-Principal. I conducted one focus-group with the L.E.A.D. Pre-Service Teachers who volunteered for the study and individual interviews for each of the remaining participants.

Data Collection

In-depth data from multiple sources of information was collected. Specifically, field notes were compiled of the Pre-Service L.E.A.D. teachers, and all interviews were

audio recorded and transcribed for authenticity. The interviews with the school officials and the teacher candidate focus group were conducted at the school.

Thematic Analysis

Braun and Clarke (2006) sustain thematic analysis is a valuable tool for the qualitative researcher as it assists the researcher to identify and analyze recurring themes (p. 78). When using thematic analysis, the researcher has advantages in the areas of flexibility, summation, and comparison (p. 97). According to Braun and Clarke (2006) there are five phases to a thematic analysis: i) transcription, ii) coding, iii) analysis, iv) overall and, v) written reports. Below I summarized the use of thematic analysis with the focus group and individual interviews conducted.

i) *Transcription*: Once I completed all the interviews with the participants, I transcribed the data. Audio recordings were used throughout the interview process to ensure the transcription was detailed. This would permit me to have access to all authentic information, that were shared amongst the focus group as well as the individual stakeholders at Compensatory School on their perceptions concerning the increase of L.E.A.D. Pre-Service Teacher human capital. Audio recordings were useful as they allowed me to look for common themes throughout the interviews.

ii) *Coding*: During this stage I critically analyzed the data and noted all details from the focus group and individual interviews. After reviewing the data, I was able to identify five themes that were constantly emerging: i) the collective is a benefit; ii) visibility and accountability; iii) shift in teaching approaches; iv) increased individual support; and, v) holistic education. To organize the data and provide a better visual, I colour coded the themes that emerged.

iii) *Analysis*: Highlighting the major themes allowed me to pinpoint the recurring themes and the connections that each of my participants made. As most themes overlapped between the focus group and individual interviews, this method of analysis allowed me to track variants and tones between perceptions of participants.

iv) *Overall*: All my thematic analysis was done in stages. All discussion findings from my focus group and individual interviews were recorded and organized so I could interpret the results. Thematic analysis and triangulation was used to explore the collected data.

v) *Written Reports*: As outlined in this section, I summarized the process of conducting thematic analysis. Furthermore, the language and concepts used in this report are consistent with my theoretical framework which draws from theories of social earning, motivation, and collective efficacy.

For added validity, I chose to support the emerging themes and interpretations with verbatim quotes to directly connect my interpretations with what the participants actually said (Guest, MacQueen & Namey**,** 2012, p. 101) Moreover, I consciously included negative cases as it mitigates themes identified in the data (Guest et al.**,** 2012, p. 113).

Data Analysis

I entered into an interpretative relationship with the data and critically analyzed it and coded for recurring, emerging themes. During the analysis phase, I entered in an interpretive relationship with the data to connect the content with the theories. Pseudonyms were used to maintain participant confidentiality.

Participant A: Focus Group

The Focus Group were made up of ten L.E.A.D. Pre-Service Teachers who were all part of the 2016-17 cohort. During all their practica they were assigned to the compensatory school and their time was evenly divided between their subject teachables and the student success room.

Participant B: Student Success Teacher

The Student Success Teacher (SST) has been at the school for eight years, five of which have been as a SST, and has held an adjacent Science Headship for the same length of time. He decided to teach overseas, in England, for a year and came back the same year the 2016-17 cohort of L.E.A.D. Pre-Service Teachers began their placements.

Participant C: The Principal

The compensatory school's principal has held his position for six years. He visited Adlai Stevenson High School and was an early believer that the student success model could be adapted at Compensatory School with great results. He suggested the increase in human capital for L.E.A.D. Pre-Service teachers in order to help the school's student success initiatives.

Participant D: The Vice-Principal

The compensatory school's Vice-Principal has been in her position for the last three years. Before that she was a Student Success Teacher for seven years. Her belief in the ability of all students to achieve led her to actively participate in the early implementation of the L.E.A.D. Program, with a special focus on experiential learning and outdoor education.

Participant E: The L.E.A.D. Instructor

Within the Faculty of Education, the L.E.A.D. Instructor has held his position for two years. He is an alumnus of the L.E.A.D. Program when it was taught by Dr. Geri Salinitri. His direct experience in the program and his experience as a younger teacher in the local educational system uniquely positions him to provide an authentic pedagogic lens for Pre-Service Teachers.

Participant F: A Teacher Facilitator

The Teacher Facilitator interviewed is a full-time Science teacher at the school. Her belief in student success led her to initiating a meeting between the Pre-Service Associate Dean of the Faculty of Education, Dr. Geri Salinitri, and the school administration to solidify the plans surrounding utilising more L.E.A.D. Pre-Service Teachers in the implementation process of the adapted model from Adlai Stevenson High School.

Participant G: A L.E.A.D. Pre-Service Teacher from the Focus Group

To add to her focus group responses in an individual setting, a L.E.A.D. Pre-Service Teacher volunteered for an individual interview. She is part of the 2016-17 cohort that have completed all their practica at the participating school.

Limitation of the Study

The study is qualitative and therefore not able to be generalized to larger populations. It only seeks the viewpoints of L.E.A.D. Pre-Service teachers, school teaching staff, and administration; this does not address the perspective of the population of at-risk students which are being mentored at the school.

Ethical Considerations

All participants were informed of their voluntary participation with the understanding that they may withdraw completely from the study at any time without penalty. The investigator had the right to withdraw the participants from this research if circumstances arose which warranted doing so. The participants were told before the focus-group interview began that they had the right to remove their contribution data from the study at any time during the interview.

Participants were guaranteed confidentiality of the data collected and informed that any information that could be identified would be disclosed only with the investigator's permission. No person or agency was furnished with the data collected from this study. The identities of the participants was protected in the study by using pseudonyms. The data collected was stored in a password-protected file on the investigator's personal computer. The information was retained for two years permanently erased afterwards to preserve the confidentiality of the participants.

The focus-group interview was audio taped and the participants were notified orally before the beginning of the focus-group interview of their right to review/edit the tapes. The investigator was the only one who had access to the audio recordings which were transferred to the same password-protected file in which the transcripts for the audio tape were kept. They were erased in two years' time along with all other data collected for the purposes of this study following publications.

CHAPTER IV

DATA ANALYSIS

Introduction

The purpose of this study is to explore the perceptions of various stakeholders' understanding of the impact an increase in L.E.A.D. Pre-Service teacher human capital can have in a compensatory school. To accomplish this task, a thematic analysis (Guest, MacQueen, & Namey, 2012) approach is chosen to analyze the methodology and interpret all the data collected.

The thematic analysis approach allows the researcher to critically analyze various aspects of the research topic and helps with identifying and describing recurring themes (Braun & Clarke, 2006). This approach was applied by examining the transcripts, summarizing field notes, and highlighting similarities and differences between responses (Guest, MacQueen, & Namey, 2012). Specifically, the realist thematic analysis used in this research is meant to report the "experiences, meanings, and the reality of participants" (Braun & Clarke, 2006, p. 81). Throughout the investigation, the researcher establishes common themes and identifies thematic groups, which are revealed through the six phases of thematic analysis: i) transcription; ii) coding; iii) searching for themes; iv) reviewing themes; v) defining and naming themes; vi) and, written reports (Braun & Clarke, 2006).

The following themes are drawn from the focus group and individual interviews guided by the interview questions: i) the collective is a benefit; ii) visibility and accountability; iii) shift in teaching approaches; iv) increased individual support; and, v) holistic education.

Theme 1: The Collective is a Benefit

     Some students are 25 times more likely to lack basic literacy and numeracy skills in secondary school, which designates them as at-risk of fulfilling the requirements necessary to graduate ("Some students," 2012). Since Compensatory School designates their red-red students as those who have come in from elementary school not having met the standard of both elementary standardized provincial tests, the student success team is aware of the importance of providing effective support systems. Increasing the L.E.A.D. Pre-Service human capital is considered an effective way of managing student needs with teacher preferences. The L.E.A.D. teacher candidates come in with student success awareness and become part of the "cadre of adults expressing concern" (DuFour et al., 2010, p. 54) who are looking to put into effect those student success strategies modeled on Adlai Stevenson High School. Students at-risk will have more people they see regularly and they all want to help. The school's Principal reiterates that:

> There's a leap of faith the [Faculty of Education] is sending us their best. We had a meeting and the Vice Dean of the Pre-Service Program said the Pre-Service Teachers are ready to work and adopt the school's philosophy of 'the consequence of not doing the work is doing the work'. It's a challenging program to do it the way we would like it to be done.

A Teacher and L.E.A.D. Facilitator explains that the presence of so many pre-service teachers engaged in student success was immediately impactful. She comments that:

> The increase in L.E.A.D. Pre-Service Teachers has been significant and has had a three-fold effect; from the perspective of teacher candidates, we knew that we had a large group so we made sure to organize their time here to make them feel like

their time was valuably spent so a rotation was set. A few L.E.A.D. Pre-Service

Teachers were available during all teaching blocks and numerous avenues of

student success were tapped mostly because when   you have a smaller number

it's easier to just let them passively observe but having ten meant that doing that

would have been counterproductive. From the student perspective, I do think that

they felt their presence very quickly because of their sheer number and a lot of

direct contact between our at-risk students and the teacher candidates; so, they

came to know that there was this plethora of concerned, caring, engaged adults

that were now in the building when they were requiring some level of assistance.

From the associate teacher standpoint, this program has exposed some of them to

the support networks that exist in the school; the teacher candidates were able to

share some avenues of support.

She mentions that the last effect was unexpected and beneficial.

In the focus group, the L.E.A.D. Pre-Service candidates all agreed that being part

of a group of ten allowed them to share resources including teaching material, teaching

strategies, and subject knowledge. However, the reported downside was relying on their

greater number too much. The school's Student Success Teacher mentions that:

 Instead of using them as an additional resource we used them as *the* resource.

Though this only occurred in the instance of providing literacy support before the

OSSLT, the school's Student Success Team reflects on the role of the student teachers as

being most beneficial when they augment instead of replacing structures of student

support.

The increased number of L.E.A.D. human capital is utilized to its fullest potential at the school, with the SST's role changing more to that of a facilitator and expert. Since the SST does not have time to see all at-risk students that need his help, the addition of L.E.A.D. Pre-Service Teachers is able to provide help to more at-risk students in a timely manner.

Theme 2: Visibility and Accountability

Before starting their placement at the participating school, the L.E.A.D. Pre-Service Teachers undertake the program's course component. Class material explores issues surrounding topics such as student success, resiliency, socio-economic status, ethnicity, mental health, sexual orientation, and indigenous rights; intentionally, the reflection component embedded in the lessons provide Pre-Service Teachers with the opportunity to develop a heightened awareness and empathy for at-risk students who may experience any number of these issues (Bell, Moorhead, & Boetto, 2017, p. 42). The L.E.A.D. Instructor talks about this by saying that:

> The L.E.A.D. course starts with foundational theory; then, we introduce the reflective process. First, explicitly, we talk about student success - what is it, looking at Ministry documents and why the needs exist and the roles of the SST Team, which usually includes the Principal, the Vice-Principal, the SST, the LST, Guidance, and different department heads - how their roles shape student success practically within the schools and how they are shaped by the guidelines set by the Ministry of Education. Additionally, we've talked about resiliency - students who are at-risk within the school system have a hard time bouncing back.

To develop this sensibility for at-risk students who may struggle to excel in classes, the

L.E.A.D. Pre-Service Teachers are given a hand-writing activity. The L.E.A.D. Instructor

explains:

> First, they write with their dominant hand and describe how easy it was and then
>
> they must write with their less dominant hand and I try and force them to write
>
> faster to simulate the time constraints of a regular 75-minute class. There is a
>
> reflective piece that follows which also brings to life theories about student
>
> resiliency and provides practical, experiential learning for Pre-Service Teachers.
>
> The feedback from them after that activity usually includes talking about the
>
> amount of pressure they felt from an instructor just saying 'you should be able to
>
> do this' or, 'student A, B, or C can do it; why can't you?' It puts in perspective that
>
> even though the activity is glaringly easy they do struggle and have a difficult
>
> time bouncing back from that criticism.

The L.E.A.D. Instructor asserts that:

> It very much allows them to gain and create that empathy in themselves so that
>
> they feel like they are a cohesive group of teacher candidates that are going
>
> through the program and that process together, learning together, growing together,
>
> understanding together, sharing personal experiences together.

When the L.E.A.D. Pre-Service Teachers do go on placement at the participating school,

their collective presence is conspicuous, but their visibility means added accountability in

the minds of the school Student Success Team and in the minds of at-risk students. The

Principal is proud to say:

Getting the L.E.A.D. students' faces in our school billboard allows everyone in the building to acknowledge the value our school places on L.E.A.D. teachers and that we have to resource each other.

The Vice-Principal seconds this opinion by explaining that those Pre-Service Teachers who have not taken this enrichment course are less visible in their respective locations since each placement is at a different school. She says that:

I like that they're at one school because they get to know the kids, and get to know our system.

Wiggins, Follo, and Eberly (2007) suggest that the benefits of completing an "intense field experience" in the same school extends to improving Pre-Service Teachers' attitudes towards diversity and their approach to the whole of their teaching craft.

Added accountability through printed scheduling also means that the school's L.E.A.D. Pre-Service Teachers can be depended on for added student success support in different rooms around the building. The SST explains:

A schedule puts everyone of the Pre-Service Teachers in every block of time at school. Everyone knows where they are supposed to be and what they are supposed to do. This is also posted in all help rooms and those support staff can depend on them being there.

Better overall integration in the school environment allows for an added layer of visibility.

Increased visibility and accountability integrates the L.E.A.D. Student Teachers in the school's student success support system. The L.E.A.D. candidates can act on their

developing sensibilities concerning supporting at-risk students and they are able to do so following a tangible schedule students and staff at the school can depend on.

Theme 3: Shift in Teaching Approaches

The participating school has adopted many practical student success strategies from Adlai Stevenson High School and adapted them to fit their needs in terms of finding ways to best serve their at-risk population. The diversity of programs and strategies require a shift in teaching approaches from staff, support staff, and Pre-Service Teachers, as well as a different administrative approach to begin addressing student success in a systematic manner (DuFour et al.).

There are several key strategies that the school has that makes direct connections to Adlai's student success programs:

1. *The Counselor Watch and the Counsellor Check-In Program* (DuFour et. al.) are identified through the same program names that exist at Adlai. The school's SST explains that:

> Using the Councillor Check-In, I track students from elementary school as they
> enter high school. I look to see how they're doing and check their credit
> accumulation and see if they're engaged and check also on their red-red status in
> terms of their standardized tests.

2. *The Survival Skills for High School Summer Program* within the Greater Essex County District School Board (GECDSB) is Called the Reaching Ahead Program and is also conducted in the summer. The SST remarks:

> The one thing that we still need to do specifically at our school is the summer
> program. Currently, we do it through the Reaching Ahead Program and we use

Pre-Service teachers to promote it when they visit the elementary school each pair

of Pre-Service Teachers has been assigned to. The idea is to help them transition

into high school so they meet at least three caring adults *before* they even really

experience high school. The first adult is closer to their peer group, the pre-service

teacher who is assigned to that feeder school; then, the second person is the

teacher who does the Reaching Ahead Program in the summer which they can

participate in. When they transition into high school and they meet me at school

they meet the third caring adult who knows who they are as a student. This

program has really grown in terms of how many feeder students will be our

school graduates.

The compensatory school continues to reach out to its feeder schools and promotes the

summer course especially since the program is still new, having only been running since

the summer of 2015.

3. *The Freshman Mentor Program* is an extension of the connection L.E.A.D. Pre-

Service teachers develop with students from the feeder school they are assigned to.

Unlike the Adlai model in which the older student body acts as mentors (DuFour et. al.,

2010), at the participating school, each L.E.A.D. pair works with one feeder school where

they can make connections so that the following year the same Pre-Service Teacher can

continue that informal mentoring in the high school. This can happen due to the two-year

model that exists for all Pre-Service Teacher Programs in Ontario.

4. *The Participation in Co-Curricular Programs* honours the spirit of Adlai's method of

giving its student body an array of choice and the expectation of choosing at least one co-

curricular activity in order to enrich student experience (DuFour et al., 2010). At the

school, the SST explains that:

> There were so many L.E.A.D. Pre-Service Teachers that we ended up asking
>
> them to put together a list of contact information for all clubs so that our students
>
> could be matched up with club sponsors so they could join whatever interests
>
> them.

Choice is as important in extra-curricular activities as it is in terms of academic

accountability.

5. *The Optional Tutoring Program* at Adlai (DuFour et al., 2010) is an early academic

support system that partners mentor senior students with their mentees to address teacher

concerns regarding academic success. At the participating school, this support model has

been transformed into the After School Academic Program (A.S.A.P.), funded by an

Urban School Grant ("Compensatory School's Helping Hands," n.d.). Unlike Adlai's

system, A.S.A.P gives students access to computers, a quiet work environment, and

access to qualified teacher assistance ("Compensatory School's Helping Hands," n.d.).

The SST regards early academic help programs as a useful tool students at the school can

take advantage of.

6. *The Guided Study Program*, similar to that found at Adlai Stevenson (DuFour et al.,

2010), provides students with an environment in which a teacher can supervise a handful

of students in independent study where the expectation is to catch up on missed work.

During the Focus Group, L.E.A.D. Pre-Service Teachers all agreed that:

> When you first pull a student out because they're overdue on however many
>
> assignments they don't want to do it and you have to say 'let's just get it done,' but

then, when you see them later they ask you: 'Miss, can you help me with this

work?' It's very cool to see that they want that help too when at first they may be

very defensive.

The school utilizes an intervention log sheet to keep track of missed work in order to

keep a running record of the additional supports given to each student. Students are

pulled out of class in order to catch up on missed work.

Stevenson's Pyramid of Interventions (Fig. 3) is identified in providing equal supports to

all students and allowing the student success team to focus more on early prevention

rather than remediation (DuFour, et al., 2010). The school's SST reports that:

It has been the most effective use of that theory and putting it into practice at our

compensatory school has allowed us to make teachers aware of the fact that they

are not alone and it's a collective responsibility. We've put a lot of structures in

place from the student success team to leveraging the L.E.A.D. program and

having more adults catching up to these kids and staying on them until they

finally just throw up their hands and just do the work instead of having to be

hounded. This happens through a tiered system, where Tier 1 is still a classroom

teacher talking to the student, maybe calling home, and inviting the student to

come in for extra clarification. Tier 2 involves the support staff and SST, and if

the student still does not complete the work they can be pulled out of class in

order to finish it. Eventually, they hit Tier 3 where they get sent home until they

are ready to do the work and this is done with parental support through

administration.

At the school, students at-risk of failing are provided a guided system of support that relies on the efforts of many concerned professionals in the building.

The programs at the participating school are helpful not only to students, but also to Pre-Service Teachers. Tschannen-Moran and Woolfolk (2007) discuss that teachers' self-efficacy is more malleable in the early parts of their careers (as cited in Schleicher, 2016, p. 28), which seems to suggest that the more Pre-Service Teachers are empowered, the more empowered they will feel. In an individual interview a L.E.A.D. Pre-Service Teachers reflects:

> I feel like I'm ready for an academic school or a locally developed school and even if I am teaching an Applied class I still have really, really intelligent kids in that classroom and I still have to challenge myself intellectually by creating interesting and engaging lessons, but at the same time I've built those strategies that can help students that are not as academically strong.

In the focus group, another Pre-Service L.E.A.D. Teacher strengthens that opinion by saying:

> Before L.E.A.D. I didn't even know what an SST was and I feel like student teachers who don't have any student success aspect to their improvement as a teacher might develop the mindset of "that's not my job" and "I'm just a teacher" - I feel like I didn't realize how much extra goes into helping your students whereas now I feel like I know a lot of extra things that teachers can do to help students who don't want to work and it's a part of the job that I didn't realize before.

Another L.E.A.D. Pre-Service Teacher adds:

It's good to even just know at what point you should be taking advantage of

those student success resources and have your students come down in order to

hear it from somebody else so they can get back on track; L.E.A.D. helped me

to learn how to utilize programs like this.

The compensatory school's principal also comments on the shift in teaching approaches

experienced by the L.E.A.D. Pre-Service Teachers in his individual interview:

I'm envious of these L.E.A.D. teachers because I think they've really been

dropped into an ideal situation where there are parameters in terms of what we

would like them to do, but they have the autonomy to make it their own and I'm

envious also because I can see the potential for learning and for really becoming

great life-long learners; it's humbling to see that they know things that I didn't

know until I was twice their age.

Like Adlai, the participating school utilizes their student success programs to provide

tangible and transparent support for their students in ways that re-engage all stakeholders,

including educators. The added level of engagement more evenly distributes the

responsibility of students' success by fundamentally shifting teaching practices to include

tiered interventions and early identification for at-risk students.

Theme 4: Increased Individual Support

L.E.A.D. Pre-Service Teachers are eager to help address the needs of

marginalized students and mentor populations of at-risk youth. Research suggests that the

experiences Pre-Service Teachers accumulate in their placements have long-lasting

impact on their development as teachers (Anderson & Stillman, 2013; Richmond, 2017).

At the school, this buy-in from young professionals allows student success practices to be

more individualized, where the focus is on helping students work towards passing any classes they may be struggling in.

The SST explains that:

Our success is measured in credit accumulation; that's how the Board measures our success. There's that whole 16-by-16 thing and if you don't have those credits by that age then you are a lot less likely to graduate on schedule.

He also goes on to explain that:

Small group instruction is a better model. We have Tutorial Wednesdays here. Every teacher in the building on a given period will stop teaching new material and allow students to go back and re-learn any old curriculum expectations that they did below the provincial standard on; so, for instance, next week tutorial Wednesday is Period 1 so, every class during Period 1, on that day, will stop teaching new material and give students the opportunity to solidify their learning. That way, we can chunk students who are struggling in the same curriculum expectations. This method really allowed us so to change the way that we were able to implement student success strategies in the building due to the numbers of 'loanable' L.E.A.D. Pre-Service Teachers that could go to classrooms and give their support with this model of learning.

Students are grouped according to the curriculum expectations they need to revisit.

Working with curriculum expectations focuses learning (Clarke, 2009). Marzano (2011) explains that Standards-Based Grading (SBG) is becoming more popular as it links student achievement to subject-related topics (p. 46). For Canadian purposes, that

acronym is changed to C-BAR, which means Curriculum-Based Assessment and Reporting as there are curriculum expectations instead of standards.

The school's SST goes on to provide an example of the benefits of increased individual support using C-BAR:

> I'm sure that our Principal spoke about our EQAO math scores; well, the teacher had a ton to do with it, plus the method that he was using to track their progress through C-BAR really allowed him to pinpoint what they needed and then the L.E.A.D. student teachers knew exactly what they needed to do. The whole thing was beautiful: you know, you have one of those things where you say 'we have this model, we have this opportunity, and then in the end you're like 'oh my god, it worked!' We knew it should and then it did and so it was really fantastic. Our Math EQAO scores are currently 15% above the Board average and 74% of students passed the test. Best of all, we had 100% credit accumulation, meaning that all of our students who were taking the Grade 9 Math credit passed.

The benefits of increased individual supports are also noticed by the L.E.A.D. Candidates who say they know students who request to come down and work with them. In the Focus Group, one L.E.A.D. Pre-Service Teacher says:

> Now, we have students who request to go down to the our room and they get their work done no problem; some of them just don't like their classroom environment and they are much better at doing their work away from it.

Theme 5: Holistic Education

Holistic education refers to teaching the whole student instead of compartmentalising life to reflect different realities of a youth such as academics or personal aspects of their lives (Mahmoudi, 2011).

The SST talks about heightening that overall awareness to at-risk students' needs:

If you look at Maslow's Hierarchy, a lot of the at-risk students don't have their basic needs being met, so I feel like they got better at realizing that as well.

Students will have better responses to teachers who are told that they now should make a connection before demanding that they do work so this is where regular meetings can come in handy. Pre-Service Teachers can trade the students to make the best connections possible in case they are in extracurricular activities that they are familiar with.

The L.E.A.D. course also looks to provide a framework of awareness that is based on a mentorship approach. The Course Instructor talks about:

Being an at-risk kid myself, I never felt like I had a teacher who cared beyond my academic role. That baggage that you bring with you to school isn't really addressed in the academic 8:00 - 2:00 time period so, L.E.A.D. has shown me the importance of looking at the individual first, before looking at them as a student. Every student brings their own perspective too. I think it has really shaped me to understand that school isn't always the first priority for a student when they show up to your classroom, supposedly ready to learn.

Holloway and Salinitri (2010) highlight the importance of cultivating a theoretical framework of social justice in the L.E.A.D. Pre-Service Teachers.

The L.E.A.D. Instructor goes on to explain that:

L.E.A.D. Candidates need to leave their busy, daily lives at home in order to

focus fully on the learners because students' priorities need to come first because

in their lives, their life *is* first no matter what you try to do academically as a

teacher; so, if they're not ready to learn or something's going on the their lives,

then, there won't *be* any learning.

Lucas (2005) strengthens the underlying perspectives of the enrichment course by talking

about the connected importance of offering teacher candidates a critical lens through

which to view their experiences in diverse schools.

The L.E.A.D. Instructor says that:

Another goal of the L.E.A.D. course it so teach Pre-Service teachers that there are

systemic barriers that at-risk students face that cannot be changed without

understanding what they are; they could be based on socio-economic, ethnicity,

religion, sexual orientation, mental health, or physical/intellectual disability. It's

really important to instill these specific layers of awareness for L.E.A.D. Pre-

Service Teachers so that they can begin acknowledging these barriers exist;

otherwise, they may delay or push back at-risk students if they are not aware of

how to address them. First, a teacher has to be aware before they can start helping

students overcome these risk factors; most of us are very privileged and the

students who we are working with have not had the same benefit.

In their placements, the L.E.A.D. teachers could begin making more in-depth and real-

life connections to the theories they had been taught. In the Focus Group, a L.E.A.D. Pre-

Service Teacher mentioned that:

I had some students that bothered the heck out of me and part of it is that I have to

remember that there's a few of them that have gone through some rough times and

I also have to remember that they still have to do their work.

Truebridge (2013) reiterates the fact that educators must come in with knowledge about

resilience and systemic barriers to at-risk students to honour and leverage that strength in

students. In the Focus Group, a L.E.A.D. Pre-Service Teacher reflects on this aspect by

saying:

I feel like we've taught them a lot about themselves by helping them. We've

taught them that they can actually do it if they put in the time. If they put their

mind to it they have all the skills they need inside of them and we just shook them

and made them come out and they realize it - we are not that far in age from these

students and they see that we're not trying to act bigger than them and we just

want to see them succeed so they trust us and, therefore, we have created pretty

good relationship with a lot of the students.

The L.E.A.D. individual interview candidate further strengthens this by mentioning:

I'm sure that I am going to be a teacher that is student-centered and that's how my

lessons are going to go. I feel like that's what L.E.A.D. taught me: if you just take

a minute to listen to what someone is going through it could change a lot; instead

of just telling them 'do this and do that'; for me, I feel like my teaching philosophy

has changed for sure and it's expanded and it probably wouldn't have if I wasn't in

L.E.A.D.

Holistic education provides more meaningful relationships to be built in class. The

L.E.A.D. program is an avenue by which empathy can be built so that young educators

can go into classrooms and begin interacting with at-risk students on a level that

acknowledges their experiences and lets them know that they are seen as individuals

before they are seen as students.

CHAPTER V

DISCUSSION, LIMITATIONS, AND CONCLUSION

Thematic analysis (Braun & Clarke, 2006; Guest, MacQueen & Namey, 2012) was used to investigate different stakeholders' perspectives on increasing Pre-Service L.E.A.D. Teacher human capital at a compensatory school.

The stakeholders included the L.E.A.D. Pre-Service Teachers, the SST, the Principal, the Vice-Principal, the L.E.A.D. Instructor, and a Teacher Facilitator.

I moved from a descriptive to an interpretative researcher in order to better understand and critically analyze the collected data. This allowed me to organize emergent common themes based on the experiences of the participants. The themes are: The Collective is a Benefit, Visibility and Accountability, Shift in Teaching Approaches, Increased Individual Support and, Holistic Education. These themes were recurring in the focus group and individual interviews and provided specific, meaningful information for the perspectives of the stakeholders on the benefits of increasing student success-minded Pre-Service Teachers in schools with high at-risk populations.

In the following sections, I will underline the key findings by addressing the research questions:

What is the perceived impact of the service learning program, L.E.A.D., on Pre-Service L.E.A.D. Teachers, the Student Success Teacher (SST), the Principal, The Vice-Principal, the Course Instructor, and a Teacher Facilitator on their:

a) advancement of student success strategies? b) student outcomes? c) understanding of themselves as professionals in the present moment? and, d) overall development as professionals?

Stakeholders' Perspectives on Increasing Pre-Service Teacher Human Capital

L.E.A.D. is meant to enhance understanding of youth who are at-risk and hone strategies for promoting resilience in those students. The increase in L.E.A.D. Pre-Service Teachers at a compensatory school allowed many different stakeholders in the building to utilize the multitudinous human resources available. All stakeholders, be it Pre-Service Teachers, student success facilitators, or administrators gained a deeper understanding of the roles they played and their potential effect in the academic success of their students. During the focus group and individual interviews, participants shared their perceptions in great detail and their reflections revolved around the idea that increasing student success-minded human capital meant that more adults in the building were available to support student growth.

School support for L.E.A.D. Pre-Service Teachers to grow and learn was also tremendously apparent. Mentorship was a built-in expectation with the conscious awareness of staff and administration that passing on the teaching craft also reflected on their beliefs concerning student success. That meant that the L.E.A.D. candidates always had support and inspiration in order to put forth an effort consistent with the level of care provided by the school to its students. This allowed me to classify the participating school facilitators as servant leaders. Greenleaf (1977) coined the term to describe a leadership style driven by the need to "serve first" (p. 96). Greenleaf (1977) explained that this type of leadership could be recognized if it allowed individuals following the leader to "grow as people by becoming more autonomous" (as cited in Black, 2008, p. 10). At the participating school, this type of leadership was practiced and perpetuated because administration and the Student Success Team were focused on putting the students first, always.

Increasing L.E.A.D. human capital also showed the effect of having more adults in the building that were available to support student growth because they understood that all students can learn (Kaser, L., & Halbert, 2008). Coming in with a growth mindset meant that all stakeholders at the school, especially the L.E.A.D. Pre-Service teachers, understood how their collective presence could translate into student improvement at the level where students could trust in their own abilities to be academic achievers in the face of challenges (Dweck, 2008). This added awareness affected the LE.A.D. Pre-Service Teachers in that it also meant a deeper appreciation for the embedded student success interventions available at the school. Consequently, they were seeing their collective presence as acting like a bridge between existing student success services and at-risk students.

All participants in the study felt there was a benefit to providing the school access to an increased L.E.A.D. candidate population. Their experiences and understanding of the L.E.A.D. Program meant that they could compare and contrast how student success-minded teacher candidates were beneficial, especially as they came in with a sense of cohesive purpose. Holloway and Salinitri (2010) discuss the embedded focus on resilience and social justice associated with the L.E.A.D. Course and the Focus Group revealed that their course experiences influenced the higher levels of care and concern for the needs of at-risk students they demonstrated in their practica. Investment in meeting the needs of diverse schools (Cochran-Smith & Villegas, 2016) were isolated as being a quality which allowed these specialized Pre-Service Teachers to be easily integrated into the tiered system of student support. The L.E.A.D. cohort at the school also became an asset in terms of the quality of teacher they felt they were being moulded into;

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specifically, the L.E.A.D. candidates named both the Course and their application of the participating school's student success model as building their student success competencies. The school's stakeholders added that the benefit of student success implementation with an increased human capital meant the concerted effort was continued in order to bridge the gap between at-risk and non-at-risk students.

Research question i.

What is the perceived impact of the service learning program, L.E.A.D., on Pre-Service L.E.A.D. Teachers, the Student Success Teacher (SST), the Principal, The Vice-Principal, the Course Instructor, and a Teacher Facilitator on their advancement of student success strategies?

Compensatory School's SST, administrators, and Teacher Facilitator views the advancement of student success strategies in very similar terms to the L.E.A.D. Pre-Service Teachers themselves. The service learning program is regarded as an opportunity to extend what the school has already implemented in terms of addressing the needs of their student population. The L.E.A.D. candidates are considered an extension of the Student Success Team's ability to implement their vision on a school-wide platform.

The participating school models its interventions on Adlai Stevenson High School. Almost all of the student success strategies found in *Raising the Bar and Closing the Gap* (DuFour et al., 2010) are also adapted in order to best fit the needs of the school's at-risk students. Advancing those adapted student success strategies at the school, with the added benefit of the L.E.A.D. Program, also serves the purpose of centering the solutions of student success in a Canadian context.

Throughout my experience working with all the different stakeholders, there is a real sense of distinctiveness in terms of the advancement of student success strategies at the school and in association with the L.E.A.D. Pre-Service Program. There is consistency between the values of the Faculty of Education's enrichment course, the espoused framework it employs, and the implementation of strategies addressing resilience, school mentoring, social justice, and Social Learning Theory.

Research question ii.

What is the perceived impact of the service learning program, L.E.A.D., on Pre-Service L.E.A.D. Teachers, the Student Success Teacher (SST), the Principal, The Vice-Principal, the Course Instructor, and a Teacher Facilitator on their student outcomes?

The L.E.A.D. Program's effect on student outcomes were highlighted by different stakeholders as having very positive, short-term quantitative and qualitative results. The administration, SST and, Teacher Facilitator at the school recognized the value of one-on-one support from L.E.A.D. candidates for the math hallways initiative. Coupled with the driving force of the school's classroom teachers who were isolating areas of focus for students who needed extra clarification, the individual tutoring resulted in much improved student outcomes, with a 74% pass rate for the Grade 9 Math EQAO and a 100% credit accumulation in terms of students receiving their Grade 9 Math credits in all classes. The SST's adage relative to the quantitative side was to point out that L.E.A.D. candidates must be viewed as an additional resources, not as the single resources for student success; specifically, this was attributed to Compensatory School's lower score on the Literacy Test, having primarily relied on L.E.A.D. Pre-Service Teachers to provide additional individual support to students at-risk of passing the test. On the qualitative

side, L.E.A.D. was perceived by all stakeholders, but specifically by the L.E.A.D. candidates themselves, as having a very noticeable positive difference on student outcomes. These outcomes were not measureable components, but rather an improvement in attitudes regarding at-risk students who built trust and rapport with their mentors and tutors.

Research question iii.

What is the perceived impact of the service learning program, L.E.A.D., on Pre-Service L.E.A.D. Teachers, the Student Success Teacher (SST), the Principal, The Vice-Principal, the Course Instructor, and a Teacher Facilitator on their understanding of themselves as professionals in the present moment?

The SST's understanding of himself as a professional in the present moment underwent a shift in regards to the L.E.A.D. Program. In the GECDSB, of which this compensatory school is part, SSTs are responsible for the implementation of the L.E.A.D. Program and oversee distributing the L.E.A.D. candidates as resources in their schools however the Student Success Team believes is most suited to addressing the needs of their students (Pizzo, 2015). With such increased human capital, the SST understood his role as a mentor and role-model also extended to being more of a supervisor and coordinator than when there were only two or three L.E.A.D. candidates. He began focusing on modelling behaviour in one-on-one individual support so that L.E.A.D. Student Teachers were able to approach their new roles knowing what is expected of them.

The school's Principal also addressed the impact of the L.E.A.D. Program concerning the understanding of L.E.A.D. Teacher candidates themselves. Their exposure

to the student success conversation has increased their level of comfort because they know they can contribute to that conversation. These interactions are not top-down, but are collegial, which are very productive.

Research question iv

What is the perceived impact of the service learning program, L.E.A.D., on Pre-Service L.E.A.D. Teachers, the Student Success Teacher (SST), the Principal, The Vice-Principal, the Course Instructor, and a Teacher Facilitator on their overall development as professionals?

The L.E.A.D. Program impact was addressed by the Course Instructor in terms of overall professional development as an alumnus. He underscored the importance of having been provided with a much deeper understanding concerning the reality that everybody had their own challenges and competencies and that they brought those to the learning experience. As teachers, he reflected that L.E.A.D. trains Pre-Service Teachers to value all of those in every individual and value differences in opinions, diversity, and inclusion.

The Principal addressed L.E.A.D.'s impact on the Pre-Service Teachers' overall development in terms of their early exposure to student success having a lifetime positive effect on their view of belonging to an educational institution. The increased human capital of L.E.A.D. also meant that their learning experience was built on collegial support and mutual professional growth. The L.E.A.D. teachers will carry on with their profession with a framework that is inherently beneficial to themselves and to others.

Limitations

        There are various limitations present in this study. Only one secondary school's L.E.A.D. Pre-Service Teachers and school stakeholders provided data for this research. Furthermore, the participants were recruited on a voluntary basis. Those who did volunteer with this study had a number of experiences relating to L.E.A.D. compared to a school that may be less overt in its implementation of L.E.A.D. as resource. As a researcher and an alumna of the Program myself, I bring a personal bias to the analysis. It is very difficult to evaluate the L.E.A.D. Program's effectiveness as the research focus is on a single phenomenon and its relatively few participants leads to non-generalizability.

Recommendations

        Based on all stakeholders' perspectives and literature review, the researcher suggests Pre-Service Teachers, instructors, school administrators, SSTs, and teachers to consider the following recommendations.

        Raise the bar with cohesive support.

        At the participating school, the focus on student success for all has meant developing strategies and supports that address the needs of at-risk students. Raising the bar metaphorically means literally providing more supports at the school level. Becoming more effective in addressing academic challenges means utilizing all recourses in order to ensure success for all students (DuFour et a;., 2010). Administrators and SSTs provide the solid base to an intervention process; however, increasing the investment in L.E.A.D. human capital means more like-minded, student success-driven Pre-Service Teachers (Holloway & Salinitri, 2010) are utilized in a way that also provides them with real learning experiences. In order for schools to raise the bar, school stakeholders with the

ability to be change agents must focus on developing meaningful applications for L.E.A.D. candidates in order to lay the groundwork for enforceable and accountable academic school expectations all year round.

Support student success initiatives.

Though it is the Student Success Team's responsibility to initiate and implement student success programs, school teachers and Pre-Service Teachers must buy in. Such efforts cannot expand without significant support from all staff and early adoption of a student success mindset is more likely to result in support for such programs (Cochran-Smith & Villegas, 2016). To gain clearer understanding of L.E.A.D.'s program goals, the SSTs, school administrators, and L.E.A.D. Course Instructors should come together to address the needs of their individual schools and how the insertion of L.E.A.D. Pre-Service Teachers will improve student outcomes. The working frameworks developed should be shared with classroom teachers at individual schools in order to encourage the use of L.E.A.D. Pre-Service Teachers as bridges to all other student success programs. School teachers and Pre-Service candidates are encouraged to invest in these initiatives in order to conscientiously promote a more integrative student success model.

Place L.E.A.D. candidates in early elementary grades.

The school acknowledges the benefit of L.E.A.D. Pre-Service Teachers at the Secondary School level; however, research suggests that early interventions with at-risk students are likely to have the biggest impact in terms of mitigating known risk factors (DuFour et al., 2010). In future, continued work should be done to pair L.E.A.D. Pre-Service candidates with identified at-risk elementary-school children on Fridays. This designated outreach day will provide mentorship, guidance, and supports to students in

grades starting with Grade 4, as a concerted effort to provide early academic help after

having been unsuccessful in passing the Grade 3 EQAO provincial test. This strategy can

help with tracking at-risk student supports to determine best integration approaches to

secondary school.

Emphasize holistic education.

Though social justice, resilience, and mentorship are all addressed in the L.E.A.D.

Program, there is little explicit mention of the importance of holistic education

(Mahmoudi, Ebrahim, Hasan, & Mohmmd, 2012). Course Instructors in L.E.A.D. are

encouraged to incorporate the significance of this aspect of teaching early in the L.E.A.D.

course in order to encourage reflection on the value of seeing the student as an individual

first.

Conclusion

Throughout the research study, 'increased human capital' expanded beyond its

traditional economics definition (Leana, 2011, p.32) and was generally understood to

mean the collective power of the ten L.E.A.D. Pre-Service Teachers, whose purposefully

increased numbers indicated one compensatory school's wish to boost student success

interest by increasing the numbers of "faculty and staff who understand the importance of

and become committed to student success" (Kuh, Kinzie, Schuh, & Whitt, 2011, p. 15).

I have examined this increased number of L.E.A.D. Pre-Service Teachers and

investigated how the enrichment course is beneficial to the professional development of

Pre-Service Teachers and administrators who are working together in a community of

practice, especially as 'community of practice' refers to "those who engage in a process of

collective learning in a shared domain of human endeavour" (Wegner, 2011, p.1). It has

also shown how this collaboration helps scaffold student success at the secondary school level.

A link has been made between the dynamic aspect of the L.E.A.D. Program and empowering professionals on their road to success by considering the following questions:

What is the impact of the service learning program, L.E.A.D., on Pre-Service Teachers, school teaching staff, and administration on their: a) advancement of student success strategies? b) student outcomes? c) understanding of themselves as professionals in the present moment? and, d) overall development as professionals?

Student success initiatives are used to empower at-risk students in developing essential learning skills. These initiatives greatly help in reducing the achievement gap between at-risk and non-at-risk students (DuFour et al., 2010). The L.E.A.D. program uses the human capital of Pre-Service Teachers through student success initiatives that address 21st century educational problems, and continuing research in this field yields an evolving understanding of the best strategies professionals can use to increase student motivation and achievement in Canadian schools.

Research has shown how the L.E.A.D. enrichment course is beneficial to the professional development of Pre-Service teachers and administrators who are working together in a community of practice (Wegner, 2011, p.1). It also found how this collaboration helps scaffold student success at the secondary school level. A link was made between the conception of this aspect of the L.E.A.D. Program and empowering new professionals on their road to success.

Suggestions for Future Research

        Conducting a comparative study with multiple schools would have been beneficial in gathering data on how each school implements the L.E.A.D. Program to address their student needs. Since L.E.A.D. is meant to address at-risk students' needs, a Focus Group including their voices would have been equally beneficial. As well, research should be conducted at the elementary level to see the mitigating impact on academics after placing L.E.A.D. Pre-Service Teachers with identified at-risk students.

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APPENDICES

Appendix A

Hi,

I am currently doing my Master of Education at the University of Windsor. In my Master's, I am focusing on Compensatory School's LEAD Pre-Service teachers to observe their impact as increased human capital on the student success program in the school. My cornerstone literature review is Chapter 4 in *Raising the Bar, Closing the Gap* (DuFour, 2010), so I am infinitely grateful to your willingness to share your ideas around student success and its real-life implementation when there is such a possibility for convergence between theory and practice.

I have attached here a Consent Form and a Letter of Information with the breakdown of my intentions for my research if you are interested in becoming a participant.

I look forward to our continued collaboration,

Ruxandra Nahaiciuc, OCT
B.Ed., B.A.
University of Windsor

CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: *Evaluating the Leadership Experience Academic Direction Program at a Compensatory School to Advance Student Success Strategies in Both Pre-Service and Student Success Teachers*

You are asked to participate in a research study conducted by **Ruxandra Nahaiciuc** at the University of Windsor**. *The results will be contributed to the investigator's thesis.***

If you have any questions or concerns about the research, please contact *Faculty Supervisor, Dr. Geri Salinitri. Her daytime phone number is (519) 253-3000 ext: 3961.*

PURPOSE OF THE STUDY
The purpose of this case study is to discover what your impact is at a compensatory school, as LEAD Pre-Service teachers, and how this increase of human capital can provide a context for the evaluation of the Leadership Experience in Academic Direction (LEAD) Program.

PROCEDURES
If you volunteer to participate in this study, you will be asked to:
-Participate in a one-time focus group with your fellow Pre-Service LEAD Teachers
-Participate in an individual interview [for SST, LEAD Instructor, GLE* teacher, vice-principal, principal, and LEAD Pre-Service Teachers (if requested)]
-Reflect on the experiences garnered within the LEAD Practica
-Make connections between student success strategies implemented within Compensatory School and the increase in LEAD Pre-Service Teachers assigned to Compensatory School this year
length of time for participation: 1 hour [focus group]; 30-45 minutes [per individual interview]
location of the procedure: W. F. Compensatory School Secondary School

-The total length of time for participation: 1 year, to be concluded in April 2017
-The frequency of procedures: only once; once in the Fall Semester of 2016
- The completion of the audio consent form will be taken as the participants' consent to participate in the study as well as consent to be audio taped during focus group/individual interviews
-After the conclusion of the investigation, participants will not be contacted for follow-up sessions
POTENTIAL RISKS AND DISCOMFORTS

A foreseeable discomfort may include an emotional component for you, the participant, who might recall particular situations of at-risk students at a compensatory school (Compensatory School Secondary School). This discomfort will be managed by letting you know before the commencement of the focus group that you may choose not to answer any of the questions that you are uncomfortable with and that, if you would like to add any personal or sensitive information, you may choose to do so during individual interviews that can be set up after the focus group. Similarly, during individual interviews, any discomfort towards answering a question will be managed by letting you know before the commencement of the individual interview that you may choose not to answer any of questions that you are uncomfortable with.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY
Participants will benefit from the study by acquiring a co-constructed reflection of their experiences as the LEAD Pre-Service Teachers at Compensatory School Secondary School.

The potential benefits to society expected from the research is focused on an increased awareness of student success initiatives at secondary schools, particularly as these initiatives impact Pre-Service and student success contexts.

COMPENSATION FOR PARTICIPATION
Participants will not receive monetary compensation. A dinner will be provided before the start of the focus-group interviews.

CONFIDENTIALITY
Participants are guaranteed confidentiality of the data collected since any information that is obtained in connection with this study and that can be identified will be disclosed only with the investigator's permission. No person or agency will be furnished with the data collected from this study. The identities of the participants will be protected in the study by using pseudonyms. The data collected will be stored in a password-protected file on the investigator's personal computer. The information will be retained for two years and then all data will be permanently erased to preserve the anonymity of the participants.

The focus group will be audio taped and the participants will be notified orally before the beginning of the focus group of their *right to review/edit the tapes. The investigator will be the only one who will have access to the audio recordings which will be transferred to the same password-protected file in which the transcripts for the audio tape will be kept. They will be erased in two years' time along with all other data collected for the purposes of this study.*

PARTICIPATION AND WITHDRAWAL
All participants will be informed of their voluntary participation with the understanding that they may withdraw completely from the study at any time without penalty. The investigator may withdraw the participants from this research if circumstances arise which warrant doing so. The participants will be told before the focus-group interview begins that they have the right to remove their contribution data from the study at any time during the interview.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS
A summary of the research findings will be made available to participants through email while they are still in their Pre-Service Year at the Faculty of Education. This will occur in June 2017.

Web address: nahaici@uwindsor.ca   Date when results are available: ***June 2017***

SUBSEQUENT USE OF DATA: N/A
These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS
If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE
I understand the information provided for the study *Evaluating the Leadership Experience Academic Direction Program at a Compensatory School to Advance Student Success Strategies in Both Pre-Service and Student Success Teachers* as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____

Name of Participant

_____   _____

Signature of Participant   Date

SIGNATURE OF INVESTIGATOR
These are the terms under which I will conduct research.

_____   _____

Signature of Investigator   Date

Interviewer: You are being recorded, just so that it is easier to transcribe afterwards. This is an individual interview. If you feel that you do not want to answer any one question, by all means you don't have to.

1. Most schools get two or three LEAD students and Compensatory School got twelve in the 2016-17 cohort. How do you feel this has impacted the LEAD program at this school and its initiatives (if at all)?

2. At Compensatory School, you are familiar with DuFour's *Raising the Bar and Closing the Gap*. How have the strategies implemented at Adlai Stevenson High School been adopted at Compensatory School in respect to your responsibilities?

3. What theories, if any, (like resiliency, community of practice, or Teacher Efficacy) have you reflected or implemented in LEAD or elsewhere? How has it impacted your teaching/administrative/student success role, if it has?

4. What is the impact LEAD has had on your development as a teacher/administrator/student success teacher?

5. What is the impact that LEAD has had on your student success strategies?

6. What is the impact that LEAD has had on student outcomes (if any that you have seen)?

7. What impact has LEAD had on your understanding of yourself as a professional?

Interviewer: You are being recorded, just so that it is easier to transcribe afterwards. This is a focus group. If you feel that you do not want to answer any one question, by all means you don't have to. If you would like to share additional information about your personal experiences please talk to me after our focus group so that we can set up individual interviews.

1. Most schools get two or three LEAD students and Compensatory School got twelve in the 2016-17 cohort that you were part of. How do you feel this has impacted the expanded LEAD program at this school and its initiatives (if at all)?

2. At Compensatory School, you have been introduced to DuFour's *Raising the Bar and Closing the Gap*. How have the strategies implemented at Adlai Stevenson High School been adopted at Compensatory School in respect to your group responsibilities?

3. What theories, if any, (like resiliency, community of practice, or Teacher Efficacy) have you learned about in LEAD or elsewhere? How do you feel this group dynamic has impacted your teaching practicum, if it has?

4. What impact has the LEAD Pre-Service teacher group had on your development as a teacher?

5. What impact has the LEAD Pre-Service teacher group had on your student success strategies?

6. What impact has the LEAD Pre-Service teacher group had on student outcomes (if any?)

7. What impact has the LEAD Pre-Service teacher group had on your understanding of yourselves as a professionals?

University of Windsor

LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Evaluating the Leadership Experience Academic Direction Program to Advance Student Success Strategies in Both Pre-Service and Student Success Teachers

You are asked to participate in a research study conducted by **Ruxandra Nahaiciuc** from the **Faculty of Education** at the University of Windsor**.** Results will contribute to thesis.

If you have any questions or concerns about the research, please feel to contact *Faculty Supervisor Dr. Geri Salinitri at (519) 253-3000 ext: 3961.*

PURPOSE OF THE STUDY The purpose of this case study is to discover what the impact of increased human capital is on you, ten LEAD Pre-Service teachers, who are at a compensatory school within the GECDSB in order to provide a context for the evaluation of the LEAD Program. Specifically, this research looks to study the impact of the enrichment program, L.E.A.D., on you (Pre-Service teachers, a GLE* teacher, the student success teacher, and school administrators). Research will examine this increased number of LEAD Pre-Service teachers and investigate how the enrichment course is beneficial to your professional development as you are working together in a community of practice. It will also seek to show how this collaboration helps scaffold student success at the secondary school level.

PROCEDURES If you are willing to participate in this study you will be part of a focus group/individual interview with a series of semi-structured questions on your perceptions of the LEAD program as part of the initiative for student success within Compensatory School Secondary School. Interviews will be conducted at Compensatory School and at a convenient time for both you, the participant, and myself, the researcher. Interviews will take approximately 30-45 minutes. During the interview, audio recordings will take place, as you consent to being audio taped by volunteering to participate in this research through this form.

If you volunteer to participate in this study, you will be asked to:
- Engage in open dialogue that is reflective and metacognitive
- Provide group/personal views on procedures of the program, LEAD, as you experience it
- Take part in focus group / individual interviews

[Location: Compensatory School Secondary School; Time: TBD]

POTENTIAL RISKS AND DISCOMFORTS
There are no known psychological or emotional effects associated with this research. You have volunteered to be participants in this study. If at any point in this research you feel at risk, then you have the right to withdraw without consequences. All data will be removed from the study if you decide to withdraw.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY
The goal of this research is to share insights and provide feedback on the challenges and benefits of implementing the LEAD program alongside LEAD Pre-Service teachers from the Faculty of Education. The information obtained from this research study may help teacher candidates, school

administration, SSTs, classroom teachers, and professors to reflect on the ways to improve educational experiences for in-risk youth in secondary schools, and provide suggestions to strengthen the LEAD program that is being facilitated to teacher candidates during their pre-service years.

COMPENSATION FOR PARTICIPATION

The participants will not receive payment. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Data will be kept confidential throughout the research. Consent forms will be kept in a secure place, interviews will be done one-on-one and all audio recordings will be deleted once data has been analyzed and results have been published. Pseudonyms will be provided for each participant. School names will not be mentioned in the results. All interviews will be audio-recorded and then transcribed. When the transcription phase is complete, audio-recordings will be discarded for confidentiality purposes. Any transcriptions that are stored electronically will require a passcode in order to gain access to the data.

PARTICIPATION AND WITHDRAWAL

You will be informed about the study and your rights. You will be made aware of your right to withdraw from the study at anytime without consequences. You have the choice to refrain from answering any questions in the focus group/interview. If you decide to withdraw from the study you must inform me, the researcher, verbally or in writing. I may withdraw you from this research if circumstances arise which warrant doing so. If you, the participant, decides to withdraw from the study your contributions to the research will be removed. No consequences will be given if you choose to withdraw because this study is completely voluntary.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

After the interviews have been completed and you are interested in obtaining the results of this study I invite you to email me. All results will be available by email and published in Leddy Library. You will be emailed with a short but informative summary of the findings in this research.

Web address: _____   Date when results are available: June 2017

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

_____

Name of Participant

_____   _____

Signature of Participant   Date

SIGNATURE OF INVESTIGATOR
These are the terms under which I will conduct research.

_____   _____

Signature of Investigator   Date

Sir,

I am contacting you in regards to a **LETTER OF PERMISSION ALLOWING RESEARCH TO TAKE PLACE ON** at the Compensatory Secondary School **SITE.**

I am a Master student of the Faculty of Education, University of Windsor undertaking a research on the topic "Evaluating the Leadership Experience Academic Direction Program to Advance Student Success Strategies in Both Pre-Service and Student Success Teachers". This research involves conducting a focus group with those LEAD Pre-Service Teachers from the 2016-17 cohort as well as conduct individual interviews with the SST, one LEAD teacher facilitator, the vice-principal, and yourself.

You are kindly asked to give your permission by phone for conducting said research in the ongoing 2016-17 school year. All information provided will be treated strictly as confidential and purely for academic purpose. Thank you for your consideration and understanding.

Sincerely,

Ruxandra Nahaiciuc

PANEL ON RESEARCH ETHICS
Navigating the ethics of human research

TCPS 2: CORE

Certificate of Completion

This document certifies that

Ruxandra Nahaiciuc

has completed the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2: CORE)

Date of Issue: **2 January, 2016**

	Canadian Institutes of	Instituts de recherche en
	Health Research	santé du Canada

Natural Sciences and Engineering sciences Research Council of Canada Canada

Conseil de recherches en naturelles et en génie du

Social Sciences and Humanities recherches en Research Council of Canada sciences humaines du Canada

Conseil de

PROTECTED

2016-04-01

Ruxandra Nahaiciuc:

We are pleased to inform you that your application in the 2016 Canada Graduate Scholarships-Master's (CGS M) competition has been selected for an award. Congratulations on your success.

The prestigious CGS Program was established in 2003 by the Government of Canada, with scholarships being awarded through competition by the three federal granting agencies (CIHR, NSERC and SSHRC). The CGS Program aims to allow a greater number of excellent students to pursue graduate studies in Canada and ensure a reliable supply of highly qualified personnel to meet the needs of Canada's knowledge economy.

The Scholarship Details and the Terms and Conditions of Award are included with this letter; they are available in one PDF document in the Application Overview page of the Research Portal. The Terms and Conditions contain important information about your award; please ensure that you retain a copy for future reference. Note that you are also responsible for knowing and complying with all the requirements set by your host institution with regard to this award.

Once again, congratulations on your achievement and we wish you success in your studies and research endeavours.

Peggy Borbey	Serge Villemure	Jean-François Fortin
Director	Director	Director
Open Programs	Scholarships and	Research Training
CIHR	Fellowships Division	SSHRC
	NSERC	

Canada

Canada Graduate Scholarships-Master's (CGS

M) Program

Ruxandra Nahaiciuc

Agency: SSHRC

Type of Award: Joseph Armand Bombardier
Canada Graduate Scholarship-Master's (CGS M)

Place of Tenure: University of Windsor

**Maximum Amount
and Duration of Award:** $17,500 over 12 months

**For questions or
Information:** The first point of contact regarding your CGS M Award is the Faculty of Graduate Studies at the university where your award is approved for tenure. You can also contact SSHRC at fellowships@sshrc-crsh.gc.ca should you have further questions.

SCHOLARSHIP DETAILS

TERMS AND CONDITIONS OF
AWARD

In this document, the Agencies are:

- The Canadian Institutes of Health Research (CIHR)
  - *an offer made under the institution's CIHR CGS M award allocation will indicate 'health' as the Field of Research in the Application Overview page of the Research Portal*;
- The Natural Sciences and Engineering Research Council of Canada (NSERC)
  - *an offer made under the institution's NSERC CGS M award allocation will indicate 'natural sciences and / or engineering' as the Field of Research in the Application Overview page of the*

Research Portal;
- The Social Sciences and Humanities Research Council of Canada (SSHRC)
  - *an offer made under the institution's SSHRC CGS M award allocation will indicate 'social sciences and / or humanities' as the Field of Research in the Application Overview page of the Research Portal.*

The Agency (CIHR, NSERC or SSHRC) is pleased to offer you an award, in support of the activities set out in your application, in the amount of \$17,500 and for a duration of 12 months. The award must be held at the university where the offer of award originates.

By drawing on the funds awarded from the Agency, you affirm that you have read, understood and agreed to the following policies, responsibilities and obligations, and with any amendments to these that the Agencies may adopt.

1. The award is subject to final approval by the Agency following your acceptance of these Terms and Conditions, and the availability of funds, and may be reduced or cancelled.

2. You must comply with all of the policies, conditions and regulations referenced in the following documents:
   - Canada Graduate Scholarships-Master's Program;
   - Tri-Agency Framework: Responsible Conduct of Research;
   - Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

3. *Disclosure of information related to your award*
   - You will ensure that individuals who are named in any document(s) related to your award have agreed to be included and to disclose their personal information in the document(s).

   - You consent to the sharing among the three federal granting agencies (CIHR, NSERC and SSHRC) and with any academic institution to which you are, or may become, affiliated, of any and all information, including personal information, in any way related to the application and to the award.

4. *Eligibility*
   - In the event of any change in your eligibility status, you will inform your institutional officials immediately in writing. They will in turn inform the appropriate Agency. If there is a failure to demonstrate the continued need for funds, the agency reserves the right to terminate the award, or require upon demand that the award holder repay all or part of the award together with interest from the date of activation of the award.

   - You confirm that you are not currently ineligible to apply for and/or hold funds from CIHR, NSERC, SSHRC or any other research or research funding organization worldwide for reasons of breach of policies on responsible conduct of research, such as ethics, integrity or financial management policies.

5. *Disclosure of Intellectual Property Resulting from Research*

Should you decide to pursue commercialization of any results of the research, you will disclose to your institution any potential intellectual property (IP) arising from the research. For research conducted under the auspices of a Canadian postsecondary institution: if you disclose any potential IP arising from the research, you and the institution will endeavor to obtain the greatest possible economic benefit to Canada from the resulting commercial activity. This requirement for disclosure is not intended to supersede the IP ownership policy that the institution might already have in place. For NSERC awards, refer to NSERC's Policy on Intellectual Property.

6. If you are a current or former public servant or public office holder to whom the Conflict of Interest Act, the Conflict of Interest and Post-Employment Code for Public Office Holders or the Values and Ethics Code for the Public Sector applies, you will not derive direct benefit from the award unless the provision or receipt of such benefits is in compliance with such legislation and codes.

7. If you fail to comply with any of the above, you may be subject to the process and recourse outlined in the Tri-Agency Framework: Responsible Conduct of Research.

8. *Disclosure of Personal Information in the event of policy breach:*
At the time of application, you agreed that, in case of a serious breach of Agency policy (as defined in the Tri-Agency Framework: Responsible Conduct of Research) the Agency may publicly disclose any information relevant to the breach that is of public interest, including your name, the nature of the breach, the institution where you were enrolled at the time of the breach and your current institution, and the recourse imposed against you. If you do not agree to the disclosure of your personal information, you cannot accept this award. By accepting award funds or by participating in the activities supported by this award, you confirm this consent.

9. *In addition, you understand that:*

The following documents pertain to the information the Agency collects from and about you:

- the Access to Information Act;
- the Privacy Act;
- Use and Disclosure of Personal Information Provided to NSERC (supplementary information for NSERC);
- Protection and Disclosure of Personal Information (supplementary information for SSHRC).

The Public Communications Policy of the Federal Research Funding Organizations explains institutional and agency responsibilities surrounding public announcements related to funding.

Note: Award holders and universities are asked to refrain from making announcements on their awards until the official public announcement has occurred. Please visit your Agency's website for details regarding the official announcement. This does not prevent

awardees from confidentially sharing information about funding with their collaborators or referring to their funding in applications for other funding.

If you have any concerns about your ability to comply with the terms and conditions of award set out in this document, contact your institutional official or the Agency's staff responsible for the program immediately. It is your responsibility to ensure that you agree and can comply with these terms and conditions before you accept funds paid to you by the Agency directly or through your host institution, or by participating in the activities supported by this award.

10. If you are a current or former public servant or public office holder to whom the Conflict of Interest Act, the Conflict of Interest and Post-Employment Code for Public Office Holders or the Values and Ethics Code for the Public Sector applies, you will not derive direct benefit from the award unless the provision or receipt of such benefits is in compliance with such legislation and codes.

11. If you fail to comply with any of the above, you may be subject to the process and recourse outlined in the Tri-Agency Framework: Responsible Conduct of Research.

12. *Disclosure of Personal Information in the event of policy breach:*
    At the time of application, you agreed that, in case of a serious breach of Agency policy (as defined in the Tri-Agency Framework: Responsible Conduct of Research) the Agency may publicly disclose any information relevant to the breach that is of public interest, including your name, the nature of the breach, the institution where you were enrolled at the time of the breach and your current institution, and the recourse imposed against you. If you do not agree to the disclosure of your personal information, you cannot accept this award. By accepting award funds or by participating in the activities supported by this award, you confirm this consent.

13. *In addition, you understand that:*

    The following documents pertain to the information the Agency collects from and about you:

    - the Access to Information Act;
    - the Privacy Act;
    - Use and Disclosure of Personal Information Provided to NSERC (supplementary information for NSERC);
    - Protection and Disclosure of Personal Information (supplementary information for SSHRC).

    The Public Communications Policy of the Federal Research Funding Organizations explains institutional and agency responsibilities surrounding public announcements related to funding.

    Note: Award holders and universities are asked to refrain from making announcements on their awards until the official public announcement has occurred. Please visit your Agency's website for details regarding the official announcement. This does not prevent

awardees from confidentially sharing information about funding with their collaborators or referring to their funding in applications for other funding.

If you have any concerns about your ability to comply with the terms and conditions of award set out in this document, contact your institutional official or the Agency's staff responsible for the program immediately. It is your responsibility to ensure that you agree and can comply with these terms and conditions before you accept funds paid to you by the Agency directly or through your host institution, or by participating in the activities supported by this award.

14. If you are a current or former public servant or public office holder to whom the Conflict of Interest Act, the Conflict of Interest and Post-Employment Code for Public Office Holders or the Values and Ethics Code for the Public Sector applies, you will not derive direct benefit from the award unless the provision or receipt of such benefits is in compliance with such legislation and codes.

15. If you fail to comply with any of the above, you may be subject to the process and recourse outlined in the Tri-Agency Framework: Responsible Conduct of Research.

16. *Disclosure of Personal Information in the event of policy breach:*
    At the time of application, you agreed that, in case of a serious breach of Agency policy (as defined in the Tri-Agency Framework: Responsible Conduct of Research) the Agency may publicly disclose any information relevant to the breach that is of public interest, including your name, the nature of the breach, the institution where you were enrolled at the time of the breach and your current institution, and the recourse imposed against you. If you do not agree to the disclosure of your personal information, you cannot accept this award. By accepting award funds or by participating in the activities supported by this award, you confirm this consent.

17. *In addition, you understand that:*

    The following documents pertain to the information the Agency collects from and about you:

    - the Access to Information Act;
    - the Privacy Act;
    - Use and Disclosure of Personal Information Provided to NSERC (supplementary information for NSERC);
    - Protection and Disclosure of Personal Information (supplementary information for SSHRC).

    The Public Communications Policy of the Federal Research Funding Organizations explains institutional and agency responsibilities surrounding public announcements related to funding.

    Note: Award holders and universities are asked to refrain from making announcements on their awards until the official public announcement has occurred. Please visit your

Agency's website for details regarding the official announcement. This does not prevent awardees from confidentially sharing information about funding with their collaborators or referring to their funding in applications for other funding.

If you have any concerns about your ability to comply with the terms and conditions of award set out in this document, contact your institutional official or the Agency's staff responsible for the program immediately. It is your responsibility to ensure that you agree and can comply with these terms and conditions before you accept funds paid to you by the Agency directly or through your host institution, or by participating in the activities supported by this award.

I understand that my electronic acceptance of the above constitutes my legal signature.

18. If you are a current or former public servant or public office holder to whom the Conflict of Interest Act, the Conflict of Interest and Post-Employment Code for Public Office Holders or the Values and Ethics Code for the Public Sector applies, you will not derive direct benefit from the award unless the provision or receipt of such benefits is in compliance with such legislation and codes.

19. If you fail to comply with any of the above, you may be subject to the process and recourse outlined in the Tri-Agency Framework: Responsible Conduct of Research.

20. *Disclosure of Personal Information in the event of policy breach:*
At the time of application, you agreed that, in case of a serious breach of Agency policy (as defined in the Tri-Agency Framework: Responsible Conduct of Research) the Agency may publicly disclose any information relevant to the breach that is of public interest, including your name, the nature of the breach, the institution where you were enrolled at the time of the breach and your current institution, and the recourse imposed against you. If you do not agree to the disclosure of your personal information, you cannot accept this award. By accepting award funds or by participating in the activities supported by this award, you confirm this consent.

21. *In addition, you understand that:*

The following documents pertain to the information the Agency collects from and about you:

- the Access to Information Act;
- the Privacy Act;
- Use and Disclosure of Personal Information Provided to NSERC (supplementary information for NSERC);
- Protection and Disclosure of Personal Information (supplementary information for SSHRC).

The Public Communications Policy of the Federal Research Funding Organizations explains institutional and agency responsibilities surrounding public announcements related to funding.

Note: Award holders and universities are asked to refrain from making announcements on their awards until the official public announcement has occurred. Please visit your Agency's website for details regarding the official announcement. This does not prevent awardees from confidentially sharing information about funding with their collaborators or referring to their funding in applications for other funding.

If you have any concerns about your ability to comply with the terms and conditions of award set out in this document, contact your institutional official or the Agency's staff responsible for the program immediately. It is your responsibility to ensure that you agree and can comply with these terms and conditions before you accept funds paid to you by the Agency directly or through your host institution, or by participating in the activities supported by this award.

I understand that my electronic acceptance of the above constitutes my legal signature.

VITA AUCTORIS

NAME: Ruxandra Bianca Nahaiciuc
PLACE OF BIRTH: Cluj-Napoca, Romania
YEAR OF BIRTH: 1993

EDUCATION:

University of Windsor, B.A.,
English, Windsor, ON,
2014
University of Windsor, B.Ed., Windsor, ON,
2015
University of Windsor, M.Ed, Windsor, ON,
2017