

**CASEA ANNUAL GENERAL MEETING/
ACEAS ASSEMBLEE GENERALE ANNUELLE 2011
University of New Brunswick**

May 31, 2011

**Margaret Haughey Master's Award Committee: Final Report
Paul Newton**

Committee Members

Dr. Heather Duncan, University of Wyoming

Dr. William Smale, Trent University

Dr. Bonnie Stelmach, University of Saskatchewan

Dr. Paul Newton (Chair), University of Alberta

2011 Submissions (for work completed by December 2010)

Review Process

Each fall, a call for submissions is made on the CASEA Listserv and the Awards section of the CASEA website is updated. This year, the deadline for submissions was February 1st. Each submission was accompanied by a letter of nomination. Once again this year, only electronic submissions were accepted. The Chair established a review committee, ensuring diversity with respect to previous experience with the committee, geography, gender, career stage, methodological orientation, etc. This year we received 6 theses for review. To reduce workload and avoid conflict of interest, the theses were divided into 2 groups and one thesis from each group was nominated for a final round of adjudication by the entire committee. Near the end of April, the Chair collected all reviews and submissions, compiled the results, consulted with the committee, and made a recommendation to the committee. The recipient and other nominators were contacted and provided with feedback about the decision. The entire review process took approximately 3 months. I would like to take this opportunity to publicly thank Dr. Heather Duncan, Dr. William Smale, and Dr. Bonnie Stelmach for their thoughtful and diligent work on this committee.

This year's Margaret Haughey Master's Award is given to Ms. Colleen Norris. The title of her MEd thesis is *Living with Reform: A Phenomenological Study of the Lived Experiences of Teacher Leaders in High Schools*. This work was nominated by Dr. Michelle Prytula and Dr. Patrick Renihan in the College of Education at the University of Saskatchewan.

Ms. Norris' thesis was a phenomenological study of distributed leadership and teacher leadership in the context of large-scale high school reform in Saskatchewan. Reviewers commented that this work was highly engaging, thorough, well organized, and informative. Further, the reviewers suggested that Ms. Norris' thesis delved deeply into the praxis of teacher leadership and the findings were nicely woven into the discussion and implications of the study. The reviewers commented that Ms. Norris' work has relevance and resonance for a broad spectrum of education leaders.

Respectfully submitted on behalf of the committee,

Paul Newton, University of Alberta