

Wilmington University  
College of Education

Dissertation in Practice

Course Number: EDL 9100

Course Title: Dissertation in Practice

Faculty Contact:

Course Description:

The dissertation in practice is developed in the first two years, beginning in the first two classes, and is implemented, by the scholar-practitioner to identify and research a problem of practice, to determine a resolution that will be designed and implemented, then evaluated and publicly presented to the classroom, school or district community. The classroom, school or district community is the client.

Delaware Performance Appraisal System II: [DPAS II for Administrators](#)

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

College of Education Attendance Policy:

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## Organization of the Dissertation in Practice

Chapter 1: The problem of practice (POP). The purpose is to introduce your POP and place it in the context of your classroom, school, or district.

- This chapter should begin with a short overview or introductory section that includes
  - A statement of the problem of practice
    - Its importance
    - Those affected by it and who will benefit from its resolution
    - Where is the source inside or outside the school?
    - What is the current practice that relates to the problem
    - Is there a theoretical base from which the POP can be examined?
    - What are the values influencing the problem?
    - How did it become a problem?
    - Is the POP SMART (Specific, Measureable, Attainable, Relevant, Timely)?
  - Identify the context as one in which you have influence
  - Agreement on the part of the leadership and WU faculty that this is a POP worthy of study and resolution
  - Show your willingness to be a participant observer
  - Describe the organizational context of the POP, whether the organization is a classroom, a school, district, or other educational agency
  - Give evidence that supports the POP
  - A list of the questions, information, activities, and analyses that will guide the DIP

Chapter 2: Design Methodology. This chapter provides information from the literature and data you have gathered and ends with a description of your action plan.

- Gather and analyze information
  - This section should be framed by the questions that drive your study
  - The questions guide the gathering of information e.g., what does the literature say? What internal data are available that will help generate a plan?
  - Does the literature suggest practices that will help?
  - What instruments are available?
  - What innovative notions can you bring to bear on the POP?
  - What is your plan?
    - Assessment
    - Outcome
    - Activities
    - Timeline

Chapter 3: Outcomes. What did you learn from the study of your POP and what will change in your practice as a result?

- Publicly present findings
  - What happened as a result of your plan?
  - What were your findings?
  - Did they align with what you found in the literature?
  - How did you analyze them?

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- What impact did the innovation have?
- What are the limitations of the study?
- Discussion and Implications
  - How does what you found relate to the literature?
  - What are the implications for your practice?
  - What does it suggest for teaching? For leadership?
  - What recommendations would you have for the organization?
  - What personal lessons did you learn?
  - Was what you found what you expected?
  - Reflections?
  - Are there other forums in which you might present your DIP?

Learning

Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
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Problem of





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- Sarama, J., Clements, D. H., Starkey, P., Klein, A., & Wakeley, A. (2008). Scaling up the implementation of a pre-kindergarten mathematics curriculum: Teaching for understanding with trajectories and technologies. *Journal of Research in Mathematics Education*, 39(1), 89-119.
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