Wilmington University College of Education

Delaware Performance Appraisal System II: <u>DPAS II for Administrators</u>

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

College of Education Attendance Policy:

In

The following Organization of the Dissertation in Practice is one recommended approach to the format. However, the EDL program encourages innovation and creativity. If the candidate and advisor choose a different path to describe how the problem of practice was formed and resolved, they may take it, and should inform the EDL Program Chair of their decision.

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

o A statement of the problem of practice

Its importance

Those affected by it and who will benefit from its resolution

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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)?

- o Identify the context as one in which you have influence
- o Agreement on the part of the leadership and WU faculty that this is a POP worthy of study and resolution
- o Show your willingness to be a participant observer
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- o Describe the organizational context of the POP, whether the organization is a classroom, a school, district, or other educational agency
- o Give evidence that supports the POP
- o 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

- o This section should be framed by the questions that drive your study
- o 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?
- o Does the literature suggest practices that will help?
- o What instruments are available?
- o What innovative notions can you bring to bear on the POP?
- o 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

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

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- o What impact did the innovation have?
- o What are the limitations of the study?

Discussion and Implications

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

Learning

Rubric

Novice	Emerging	Proficient (TARGET)	Advanced Performance
	Novice	Novice Emerging	Novice Emerging Proficient (TARGET)

- McKay, S. (2017). Quality improvement approaches: Implementation science. Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4573926/
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- Mooney, N. J. & Mausbach, A. T. (2008). Developing Curriculum Leadership Design. Retrieved from http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx
- Park, S. & Takahashi, S. (2013). 90-Day Cycle Handbook. Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/90DC Handbook external 10 8.pdf
- Reeves, D. (2007). Leading to Change/Closing the Implementation Gap. **Educational Leadership. 64(6)**. Retrieved from http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/Closing-the-Implementation-Gap.aspx
- Sarama, J., Clements, D. H., Starkey, P., Klein, A., & Wakeley, A. (2008). Scaling up the implementation of a prekindergarten mathematics curriculum: Teaching for understanding with trajectories and technologies. **Journal of Research on Educational Effectiveness**, 1(2), 89-119.

Vaughan, T. & Bianca, A. (2017). õTgugetej "\q"rtce\kegô ko r ngo gpvc\kqp"kp"gf wec\kqp\6"Tgvtkgxgf 'htqo "

https://www.teachermagazine.com.au/articles/research-to-practice-implementation-in-education