

**Doctor of Education Only**

Applied Doctoral/Dissertation-in-Practice Proposal and Manuscript

Template and Instructional Guide

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**Title**

Dissertation-in-Practice Manuscript

Submitted to CavallaUniversity

College of Education

in Partial Fulfillment of the

Requirements for the Degree of

DOCTOR OFEDUCATION

by

NAME

New Orleans, Louisiana

Month Year

**Abstract**

Begin writing here…

Checklist:

☐ Briefly introduce the practice-based research focus and research problem.

☐ State the study purpose and the conceptual framework of the study.

☐ Provide summary of the method and research approach or design, research setting, participants, final sample size, data collection and analysis methods used, and any analysis software used.

☐ Provide a summary of key findings.

☐ Summarize the implications of the findings and contributions to practice.

☐ Do not include citations and abbreviations or acronyms, except those noted as exceptions by the American Psychological Association (APA).

☐ Limit abstract to one page, double-spaced; no more than 350 words.

**Acknowledgements**

Begin writing here…

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# Section 1: Foundation

There is limited knowledge or research on how teachers perceive the influence of race on personal ability to implement culturally responsive pedagogy in ethnically diverse classrooms. Guerra and Wubbena (2017) identified inconsistencies between elementary teachers’ beliefs, practices, and the relationship to culturally responsive teaching. Neither race nor ethnicity were matched to participants’ beliefs and practices as a means of understanding such relationship. Guerra and Wubbena’s study did not include middle school teachers. Bonner et al. (2018) gathered evidence indicating though teachers tend to have positive attitudes and beliefs toward implementing culturally responsive teaching, little is known about how teachers perceive the influence of race on beliefs and abilities. Matching teacher ethnicity to written responses will allow for a better understand of such influence. Farinde-Wu et al. (2017) maintained teachers who consistently and effectively implement culturally responsive teaching have three practices in common: the teachers create a familial class culture, establish student-first learning, and leverage multi-cultural content delivery. The study was limited to a small sample size, and, like Guerra and Wubbena’s study, did not match teacher responses or CRT practices with teacher race or ethnicity. The problem that needs to be better understood how teachers perceive the influence of race on personal ability to implement culturally responsive pedagogy in ethnically diverse classrooms.

Begin writing here…

Checklist:

☐ Devote approximately 2 to 4 pages to this introduction subsection.

☐ Begin with an overview of the general topic, with citations, to establish the context of the study and orient the reader to the field.

☐ Describe the larger context in which the problem exists, with citations. Explain how the problem can be addressed by the study, including citations.

☐ Present an overview of why this research topic is relevant and warranted, with citations.

☐ Briefly explain what research has been done on the topic, with citations, and why the topic is important (with citations)

☐ Clearly lead the reader to the problem statement to follow. The reader should not be surprised by the problem described in the next subsection.

☐ Do not state explicitly the study problem, purpose, or methodology in this subsection, as they are introduced and discussed in subsequent sections.

## Statement of the Problem

Begin writing here…

Checklist:

☐ Begin with a phrase such as “The problem is…” This statement should logically flow from the introduction and clearly identify the problem to be addressed by the study.

☐ Succinctly discuss the problem and provide cited evidence of its existence within the current literature.

☐ Identify who is impacted by the problem (e.g., individuals, organizations, industries, or society), what is not known, what should be known, and what the potential negative consequences to practice if the problem is not addressed in this study.

☐ Provide a brief discussion of at least three current sources recommending further research about the problem.

☐ Ensure the concepts presented are exactly the same as those mentioned in the Purpose Statement section.

☐ Do not exceed 300 words.

## Purpose of the Study

Begin writing here…

Checklist:

☐ Begin with a succinct phrase that identifies the study method, design, and overarching goal. For example: “The purpose of this [identify research method/ identify research design] study is to [identify the practice-based objective of the dissertation that directly reflects and encompasses the research questions to follow].”

☐ Indicate how the study is a logical, explicit research response to the stated problem and the research questions to follow.

☐ Continue with a brief and clear step-by-step overview of how the study will be [proposal uses future tense] or was [manuscript uses past tense] conducted.

☐ Identify the variables/constructs, materials/instrumentation, and analysis.

☐ Identify the research setting using general geographic terms to avoid identifying the specific location. To avoid compromising participants’ confidentiality or anonymity, use pseudonyms.

☐ Identify the target population, sampling frame, sampling method, and minimum sample size that will be needed [proposal uses future tense] or was [manuscript uses past tense] obtained.

☐ Offer a clear statement of the study contribution to educational practice.

☐ Purpose subsection content should be presented within one single paragraph not to exceed one page.

## Research Questions

RQ1

Text… **dhdhdhdhdhdhdhdhdhdhdhdh**

RQ2

Text…

## Theoretical Framework

Text…

**☐** Critically analyze the key theories and/or models relevant to the practice-based research problem.

## Definitions of Key Terms

Term 1

Text…

Checklist:

☐ Alphabetize and bold terms. Include only terms directly included in the study and are not common knowledge within the discipline.

☐ Paraphrase the definitions of the terms using complete sentences and provide a citation for each one.

☐ Do notdefine theories, conceptual frameworks, statistical analyses, methodological terms, or variables/constructs under examination.

## Review of the Literature

Begin writing here…

Checklist:

☐ Devote approximately 16-25 pages to this subsection to include citations of at least 40 relevant sources. Your Chair may offer additional guidance on the page count needed for this subsection based on your particular study.

☐ Begin with a summary of the purpose statement that leads to a brief explanation of the organization of the literature review and a brief restatement of the practice-based study problem. Be sure to survey all key sources within the literature review used to support the study problem.

☐ Provide a full descriptive summary of the academic databases accessed, search strategies, and any academic search engines used to source the literature (such as Google Scholar or Base). List all the search parameters, including the search keywords, key phrases, and combinations of terms.

### ***Gap in Literature***

Text…

### ***Paper 1: History/Background to the Problem***

Text…

### ***Paper 2: Target Population***

Text…

### ***Paper 3: Connection of Topic to Theory***

Text…

Checklist:

☐ Include all relevant subsubsection headings as research theme labels well-aligned with the practice-based research focus.

☐ To ensure the study is relevant, current, and warranted, focus on sources from peer-reviewed research published within the last 5 years of when the dissertation will be completed. Seminal works older than 5 years can be included.

☐ Critically analyze (i.e., note the strengths and weaknesses) and synthesize (i.e., integrate) the existing research. Rather than reporting on each study independently, describe everything known on the topic by reviewing the entire body of work.

☐ Present a balanced, integrative critical review of the literature, ensuring all points of view are included. Cover all the important issues with a discussion of areas of convergence (i.e., agreement) and divergence (i.e., disagreement). Provide potential explanations for areas of divergence.

## Ethical Assurances

Begin writing here…

Checklist:

☐ Confirm in a statement that the study will receive approval from the University’s Institutional Review Board (IRB) prior to data collection. Depending on your study, you may also need permission from the site where the data collection will occur.

☐ If the risk to participants is greater than minimal, discuss the relevant ethical issues and how they will be addressed.

☐ Describe how confidentiality or anonymity will be achieved.

☐ Identify how the data will be securely stored for 3 years in accordance with IRB requirements.

☐ Describe the role of the researcher in the study. Discuss relevant issues, including researcher positionality, inherent biases, as well as personal and professional experiences with the practice-based problem. Present the strategies to be used to reduce bias and experiences from influencing the analysis or findings.

## Summary

Begin writing here…

Checklist:

☐ Summarize the key points presented in the section.

# Section 2: Methodology and Design

Begin writing here…

Checklist:

☐ Begin with an introduction and restatement of the problem and purpose statements verbatim.

☐ Provide a brief overview of the contents of this section.

## Design and Method

Begin writing here…

Checklist:

☐ Describe and justify the choice of research methodology, specific design, and specific method. Elaborate upon the appropriateness of the choices for practice-based educational research and in relation to the study problem, purpose, and research questions.

☐ Identify alternative designs and methods and indicate why those alternatives were determined to be less appropriate than the ones you selected. Do not simply list and describe research methodologies and designs in general.

☐For qualitative studies, describe the specific data analysis protocol to be used. Explain the role of the researcher and describe researcher positionality.

### Research Design

Begin writing here…

## Population and Sample

Begin writing here…

Checklist:

☐ Describe the population, including the estimated size and relevant characteristics.

☐ Explain why the population is appropriate, given the study problem, purpose, and research questions.

☐ Describe the sampling method to be used and minimum sample size to be obtained.

☐ Explain why the sample is appropriate, given the study problem, purpose, and research questions.

☐ Explain how the sampling procedures align with the chosen design and method. For qualitative studies, evidence must be presented for data saturation to be achieved. For quantitative studies, a power analysis must be reported to include the parameters (e.g., effect size, alpha, beta, number of groups) included and evidence of the minimum sample size expected for rigorous analysis.

## Materials

Begin writing here…

Checklist:

☐ Describe the instruments (e.g., tests, questionnaires, observation protocols) to be used, including information on their origin and evidence of their reliability and validity.

☐ Describe in detail any field test (expert review) or pilot study (small-scale preliminary test) of instruments to include their results and any subsequent instrument modifications.

☐ Include evidence that permission was granted to use the instrument(s) in an appendix as applicable.

## Data Collection and Analysis

Begin writing here…

### Approvals

Begin writing here…

### Recruitment

Begin writing here…

### Data Collection

Begin writing here…

### Data Management

Begin writing here…

Checklist for Data Collection:

☐ Begin this subsection with a description for how approval will be attained from the Institutional Review Board (IRB) and how participants will be recruited (e.g., email lists from professional organizations, flyers, social media, etc.)

☐ Describe the procedures for how data will be gathered (e.g., archival/secondary data, publicly-accessible records). Ensure the exact steps are described as to how to collect the data, what data, as well as how, when, from where, and from whom those data will be collected.

☐ Procedures should be shared in enough detail that the study can be replicated.

Checklist for Data Analysis:

☐ Describe the strategies to be used to code and/or analyze the data, including any software to be used (e.g., NVivo, SPSS).

☐ Ensure the data analysis can be used to answer the research questions and/or test the hypotheses with the ultimate goal of addressing the identified problem.

☐ Use proper terminology in association with each design, method, and analysis (e.g., independent variable and dependent variable for an experimental design, predictor and criterion variables for regression).

☐For quantitative studies, describe the specific data analysis protocol to be used to test each hypothesis. Provide evidence the statistical test chosen is appropriate to test the hypotheses and data meet the assumptions of the statistical tests prior to hypothesis testing.

☐For mixed methodology studies, include all of the above.

☐ Procedures should be shared in enough detail that the study can be replicated.

## Assumptions

Begin writing here…

Checklist:

☐ Discuss the assumptions along with the corresponding rationale underlying them.

## Limitations

Begin writing here…

Checklist:

☐ Describe the potential study limitations.

☐ Discuss the measures taken to mitigate these limitations.

## Delimitations

Begin writing here…

Checklist:

☐ Describe the study delimitations along with the corresponding rationale underlying them.

☐ Explain how these research decisions relate to the existing literature and conceptual framework, problem statement, purpose statement, and research questions.

## Summary

Begin writing here…

Checklist:

☐ Summarize the key points presented in the section.

# Section 3: Findings, Implications, and Recommendations

Begin writing here…

Checklist:

☐ Begin by restating the purpose of the study and practice-based problem,

☐ Explain the organization of the section.

☐ Discuss any factors or limitations that may influence the interpretation of the results.

## Findings

Begin writing here…

### Trustworthiness

Checklist:

☐ Provide a descriptive summary of the participant demographic characteristics gathered. Demographic frequency tables may be included as an appendix. Ensure no potentially identifying information is reported and no identifying demographic characteristics are aligned with participant codes.

☐ Briefly discuss the overall study. Organize the presentation of the results by the research question(s) or hypothesis(es).

☐ Objectively report the results of the analysis without discussion, interpretation, or speculation.

☐ For qualitative studies, clearly identify the means by which the four criteria for trustworthiness of the data were established (credibility, transferability, dependability, and confirmability). Discuss credibility (e.g., triangulation, member checks), transferability (e.g., the extent to which the findings are generalizable to other situations), dependability (e.g., an in-depth description of the methodology and design to allow the study to be repeated), and confirmability (e.g., the steps to ensure the data and findings are not due to participant and/or researcher bias).

☐ For quantitative studies, explain the extent to which the data meet the assumptions of the statistical test and identify any potential factors that might impact the interpretation of the findings. Provide evidence of the psychometric soundness (i.e., adequate validity and reliability) of the instruments from the literature as well as in this study (as appropriate). Do not merely list and describe all the measures of validity and reliability.

☐ Mixed methodology studies should include discussions for both the trustworthiness of the data as well as validity and reliability.

☐ The length of the Findings subsection will vary by study. Please consult your Chair for length expectations.

### Research Question 1 / Hypothesis 1

Text…

Checklist:

☐ Report all the results salient to the research question or hypothesis without discussion. Results are to be presented per the conventions of the study design and method utilized and within APA guidelines.

☐Use tables and/or figures to report the results, as appropriate.

☐ For quantitative studies, report any additional descriptive information as appropriate. Identify the assumptions of the statistical test and explain how you tested the extent to which the data met these assumptions. Report any violations and describe how they were managed as appropriate. Make decisions based on the results of the statistical analysis and include relevant test statistics, *p* values, and effect sizes in accordance with APA requirements.

☐ For qualitative studies,describe the coding schema used in analysis to generate the themes and categories. For qualitative findings, include thick descriptions of the participants’ experiences as brief quote excerpts to illustrate thematic findings. Include a coding schema as an appendix as required by your Chair.

☐ For mixed methodology studies,include all of the above.

## Evaluation of the Outcomes

Begin writing here…

Checklist:

 ☐ Organize this discussion by research question or hypothesis.

☐ Present the evaluation of the study findings by describing the extent to which the findings address the study problem and purpose and contribute to the existing literature and framework described in Section 1.

☐ Evaluate how the results are consistent with existing research and theory and provide potential explanations for unexpected or divergent results.

☐ Devote approximately 2 to 4 pages to this subsection, with consideration for any additional guidance from your Chair based on your particular study.

## Implications and Recommendations for Practice

Begin writing here…

Checklist:

☐ Describe the implications as the inferences or conclusions that can be drawn from the study findings. Avoid overstatement and do not draw any conclusions beyond what can be interpreted directly from the results.

☐ Discuss recommendations for how the findings of the study can be applied to educational practice. Support all the recommendations with at least one finding from the study and the literature from Section 2.

☐ Be careful to avoid overstating the applicability of the findings.

## Recommendations for Future Research

Begin writing here…

Checklist:

☐ Based on the framework, findings, and implications, explain what future researchers might do to learn from and build upon this study. Justify these explanations.

☐ Discuss how future researchers can improve upon this study, given its limitations.

☐ Explain what the next logical step is in this line of research.

## Conclusions

 Begin writing here…

Checklist:

☐ Provide strong, concise overarching conclusions as a summary of this section, the practice-based problem that it addressed, and the importance of the study to practice.

☐ From the evaluation and implications of the study findings, emphasize specifically what the results of the study mean to practice and specific practice-based implications inferred.

☐ Present the main message of the entire study and concisely summarize the study recommendations.

# References

Reference 1

Reference 2

Author, A., & Author, B. (year). Article title. *Journal title, X*(X), xxx-xxx.

https://doi.org/xxxxx

# Appendices

# Appendix A XXX

Insert/type Appendix A content here…

# Appendix B XXX

Insert/type Appendix B content here…