Esteves School of Education
at The Sage Colleges

Doctoral Research Handbook

Department of Educational Leadership

Doctor of Education Program

January 2017 version

The Sage Colleges
ALBANY | TROY | ONLINE

1. Introduction to the Doctoral Research Handbook

a. *Overview of the Process*: The Sage Educational Leadership Program is designed for current educational leaders who want to think and lead systemically. As much as has been contributed to the field of educational leadership, there is still more to learn. The Sage Colleges' program provides grounding in educational leadership theory and the opportunity to conduct doctoral research on current issues in education that has applicability for the field. The Sage Cohort Model is designed to enable doctoral candidates to work collaboratively to research, explore, discover and better understand the nature of these problems of practice and how to use their knowledge to improve student outcomes. Currently, the Educational Leadership Program offers cohorts at the Sage campus in Albany as well as in New York City.

b. *Purposes*: The doctoral research experience serves two important and related purposes:

   i.   Each candidate will develop and demonstrate a set of research skills appropriate for the awarding of an Ed.D. in Educational Leadership and

   ii. Each candidate will demonstrate these skills through their individual research as well as their contribution to a Problem of Practice research team.

c. *Definitions*

   i.   **Doctoral research** – Systemic research which is essential to improve the effectiveness of one or more educational organizations and to inform leadership decisions related to a real problem of practice.

   ii. **Doctoral Problem of Practice research team** – A group of three or four doctoral candidates assigned to work on a research project based upon current issues facing system leaders within educational organizations.

   iii. **Significant Problem of Practice** – A problem faced by educational organizations that is of sufficient scope to require three or four doctoral research projects to address it. The results of the research should contribute to improved organizational performance and organizational change.

   iv. **Doctoral research chair** – The Sage faculty member assigned to lead the doctoral research committee. The doctoral candidate will work closely with the doctoral research chair to develop their research purpose statement, research

questions, and research methodology. A candidate's doctoral research committee chair may or may not be the same person as her/his program advisor since chairs will be assigned to research teams after research projects have been finalized whereas program advisors are assigned at the start of the program.

v. **Doctoral research committee –** This committee is composed of three or four members who are selected by the EDL faculty. One of the members serves as chair. Doctoral research committee chairs are assigned at the time of selection of research projects and creation of research teams. A minimum of two committee members (including the chair) will be faculty from the Sage Educational Leadership program. The remaining members may be other Sage faculty, executive coaches or other individuals with expertise in the candidate's area of research. All members of the doctoral research committee must hold an earned doctorate from an accredited institution. The doctoral research committee will be responsible for all decisions related to the candidate's doctoral research project.

vi. **Problem of Practice team leader** – The Sage faculty member responsible for coordinating the candidates and doctoral committee chairs who are assigned to a single problem of practice. Their role is to ensure that teams are adequately prepared, communication between chairs and respective team members has occurred, and students become familiar with the colloquium scoring rubric.

vii. **Research colloquium –** As one of the graduation requirements, doctoral candidates, as members of the Problem of Practice Research Team, are required to report the results of their doctoral research to an assemblage of practitioners, faculty and peers during the final fall term of the program.

viii. **Institutional Review Board (IRB) –** The Sage IRB committee is required to review and approve all research projects. No research involving human subjects may be conducted without prior written approval of the Sage IRB. If organizations to be studied have their own IRB, then approval of that IRB must also be secured before starting the doctoral research. Any changes to an approved research plan must be submitted back to the IRB and approved by the IRB before they can be implemented. Doctoral students, who are members of the New York

City cohorts and are conducting their research within the NYC school district, must also apply to the New York City Department of Education Institutional Review Board. This application is made simultaneously with the Sage IRB application.

ix.   **Human subjects research training** – All researchers must complete the human subjects research training specified by the Sage Institutional Review Board prior to conducting any research involving human subjects. This training is provided on-line through the National Institute of Health.

2. Doctoral Research Process

a. *Timing:*

While several research methods courses are given starting the second semester, the research year officially starts at the third semester and continues to the seventh semester.

b. *Courses Related to Dissertation Chapters explained*

Some of the research methods courses are directly related to the dissertation chapter while other courses focus on contents related to general research designs and principles. Courses related to individual dissertations guide the timing of completion of each chapter. The following tables shows courses along with corresponding work to be completed and the timelines.

Table 1. *Timing for Individual Research work*

Course Related to Individual Dissertation	Dissertation Related work to be completed	Time
EDL 741: Foundation of Inquiry I	-Completion of research purpose statement (both individual and team) -Completion of skeleton draft of Chapter One (Introduction)	Semester 3 (Summer)
EDL 742: Foundation of Inquiry II	-Completion of a draft of Chapter Two (Literature Review)	Semester 4 (Fall)
EDL 747: Research Methods II	-Completion of draft Chapter Three (Methodology) -Completion of IRB applications	Semester 4 (Fall)
EDL 755: Doctoral Research I	-Completion of Chapter Four (Data Analysis)	Semester 5 (Spring)
EDL 756: Doctoral Research II	-Completion of Chapter Five (Summary of Findings, Conclusions and Recommendations.) -Individual Dissertation Defense	Semester 6 (Summer)

Table 2. *Timing for Team Research Work*

Course Related to Team Research	Team Research Related work to be completed	Time
EDL 743: Foundations of Inquiry III	-Completion of graphic organizer and outline for team literature review.	Semester 5 (Spring)
EDL 744: Foundations of Inquiry IV	-Completion of the team literature review	Semester 6 (Summer)
EDL 748: Research Colloquium	-Colloquium preparation and presentation	Semester 7 (Fall)

c. *Requirements*:

Completion of individual and team research are partial requirements for a Doctor of Education (Ed.D.) Degree in Educational Leadership at The Sage Colleges. For the individual dissertation, the requirement is completion of a five chapter dissertation with defense (See the components of each chapter later in this document). For the team research, each candidate is required to contribute to the team research document (which comprises the introduction, literature review and conclusions/recommendations with common resources) and presentation at a research colloquium/symposium, a culminating experience, to be arranged by the Educational Leadership Department.

d. *Selection of doctoral research topic*:

Unlike other traditional doctoral programs, the Sage Educational Leadership program provides a list of Problems of Practices (POPs), which are grand research topics, from which candidates may select, based on their interests. These topics are carefully selected by the program faculty taking into account the relevance and timeliness of the topics to address problems faced by educational systems. Candidates will be given two weeks to rank-order 3 of their top choices from the provided list, with their rationale, at the end of semester two (Spring).

e. *Formation of team*:

Formation of the teams is decided by the program faculty. Candidates will be assigned to a team of 3-4 individuals, solely based on the similarity of the topics they chose. Candidates will know their POP team members and topics at the beginning of Semester 3 (Summer).

f. *Supervision of Research*

    i. Individual Research/Dissertation is primarily supervised by the research committee chair, a faculty member in the department. Additionally, second and third committee members will be assigned to each candidate's dissertation committee. The roles and responsibilities of each committee member are explained in the next sub-section.

ii. Team Research is supervised by a team leader, a faculty member in the department. The role of the team leader is explained in the next sub-section.

g. ***The Institutional Review Board (IRB) requirement and process***

    i. Sage IRB: Candidates MUST receive IRB approval from The Sage Colleges' IRB before beginning their research. More information on the process can be found at http://www.sage.edu/sgs/research/irb/

    ii. NYC DOE IRB: All candidates who studies educational institutions in New York City or collect data from New York City Schools MUST have the NYC Department of Education IRB approval. More information on NYC DOE IRB can be found at http://schools.nyc.gov/Accountability/data/DataRequests

    iii. IRBs from other Institutions: Other institutions may have their own IRB application process. For example, Schenectady School District in the capital district has its own IRB application process. It is up to the individual candidate to check if this is needed before starting data collection.

3. Doctoral Research Procedures

a. ***Roles and responsibilities of the Doctoral Research Director:***

- Conducts a session on the cohort's introductory weekend to provide candidates with an overview of the dissertation process and requirements for both the New York City and Albany cohorts.
- Conducts a professional dialogue session for program faculty and practitioner coaches to ensure consistency of approach to the problems of practice research required within the Ed. D. program.
- Coordinates the assignment of committee members to candidates' dissertation committees
- Implements the process through which the cohort members will obtain approval of a research topic and be assigned to a research team to explore the complex problem comprehensively and systemically.
- Plans and organizes the yearly EDL research colloquium in Albany and New York City.

- Works collaboratively with the chairperson of the IRB in Albany and New York City to ensure that their procedures are followed by EDL candidates.

b. *Roles and responsibilities of Doctoral Research Committee members*

i. **Individual dissertation chair:** This Sage faculty member is responsible for individual doctoral research project of the candidate. As such, the doctoral research committee chair:

- Leads the doctoral research committee.
- Schedules committee meetings as necessary.
- Assists the doctoral candidate as necessary during the research process.
- Approves individual research chapter drafts required for coursework and communicates with the instructor regarding candidate progress.
- Reviews and approves the doctoral candidate's IRB application prior to submission to the Sage IRB.
- Schedules the doctoral candidate's defense of the final individual research report.
- Presides over the candidate's defense committee.
- Ensures that the statement of original work form is completed and filed.
- Ensures that the final approval of individual research form is completed and filed.
- Ensures that the doctoral candidate has submitted the final IRB report.
- Participates in the Research Symposium.

ii. **Individual dissertation second committee member/methodologist**: This is a Sage faculty member or other approved individual with an earned doctorate in an appropriate field of study who serves on a doctoral candidate's research committee. As such, a doctoral research committee member:

- Participates in doctoral committee meetings as scheduled by the chair.
- Reads and responds to a doctoral candidate's written drafts throughout the research process
- Provides advice and counsel to the doctoral candidate throughout the research process.
- Assists the doctoral research committee chair as necessary during the research process.

- Participates in the doctoral candidate's defense of the final individual research report.
- Participates in the Research Symposium.

iii. **Individual dissertation third committee member/reader**: This is a Sage faculty member, or other approved individual with an earned doctorate in an appropriate field of study, who serves on a doctoral candidate's research committee. As such, a third doctoral research committee member:

- Reads and responds to a doctoral candidate's written drafts during the final two semesters of study.
- Participates in the doctoral candidate's defense of the final individual research report.
- Participates in the Research Symposium if available.

c. *Roles and responsibilities of Team Leader:* This Sage faculty member is responsible for the coordination and articulation of all individual doctoral research projects associated with a single Problem of Practice (POP). As such, the doctoral team leader:

- Works with doctoral candidates during the initial development of group and individual research purpose statements.
- Approves team research chapter drafts required for coursework and communicates with the instructor regarding candidate progress.
- Approves the written team report (i.e. introduction, literature review, findings, conclusions, and recommendations) is completed.
- Coordinates and approves the Research Symposium presentation for the POP.

d. *The defense process*
  i. Before the Defense
    - The committee chair decides when the candidate's work is ready for defense.

- The chair asks the candidate to submit the penultimate draft at least two weeks prior to the intended defense date. The penultimate draft is a cover-to-cover clean, unbound, final draft for defense.
- The chair schedules the defense, in consultation with committee members and the candidate.
- The chair announces the defense date, time, and location.

ii. During defense (including the decision process)
- The defense process takes about two hours
- The chair welcomes all and introduces self and allow committee members to introduce themselves
- The candidate is given 20-25 minutes to present his/her work
- Question and answer begins:
  - ➢ The first set of questions come from the methodologist /second committee members
  - ➢ The second set of questions comes from the third committee member
  - ➢ The Chair then asks his/her set of questions.
  - ➢ Depending on time: the chair allows the audience a couple of questions
- The candidate (and the audience) is excused for the committee to deliberate in a closed session.
- The candidate is then notified of the decision which will be one of the three: Accept without revision; Accept with revision, Not accepted.
- Then the two committee members (2nd and 3rd) sign on the approval form right on the spot. (The chair signs after the recommended revisions are made.)

iii. After defense
- The chair and the candidate will schedule a meeting to explain what revisions should be made and sets a time line for final submission.
- The chair signs on the approval page once revisions are done at the accepted level.

- The candidate submits all required departmental and institutional documents (the check list is included at the appendix)

e. ***The Colloquium***

The Sage Educational Leadership colloquium is a culminating experience where candidates present their team research to practitioners, policy makers, and other interested and/or invited guests. To be eligible to participate in a colloquium with their cohort members, candidates need to defend their individual dissertation three weeks prior to the intended colloquium date.

i. Before the Colloquium:
- The EDL faculty decides the date, place, and time of the colloquium.
- The EDL 748 instructors guide and prepare candidates for team presentations in coordination with POP team leaders
- Each team leader approves the team final document and presentation slides/materials.
- The research director prepares the colloquium schedule after completion of defenses of all eligible candidates for the year.
- The department sends out invitations to potential audience.

ii. During the Colloquium
- All candidates should present their work at the colloquium.
- The department chair will open the colloquium.
- The research director will moderate the colloquium
- Each team will present their work as per the schedule, using the following timeline:
  - Introduction of team members and POP Team leader, overview of POP, and summary of team literature review (10 Minutes).
  - Each team member will have 10 minutes to present her/his research results and to explain how those results contribute to a better understanding of the POP.

o Presentation of team recommendations for action and future research (10 Minutes).

o Team members will respond to questions from the audience (10 Minutes).

o Transition break between each presentation (5 Minutes).

- The department chair closes the colloquium.

ii. After the Colloquium

- There will be a reception to graduates at the date of the colloquium

- Candidates are formally acknowledged as doctors during the reception

f. *Departmental deadlines*: (These deadlines are related to the research process only.)

- According to the Ed. D program transition points, candidates must be on schedule with all course and draft chapters 1-3 completed by May 1 of the second year in order to defend and participate in the colloquium. This determination of faculty can be waived through appeal by the candidate and his/her chair to the Ed.D. faculty. Such appeal must demonstrate sufficient progress to make completion of the program with cohort of entry realistic.

- Candidates should submit the penultimate draft at least two weeks prior to the intended defense date. The penultimate draft is a cover-to-cover clean, unbound, final draft for defense.

- Candidates may defend when their chair approves their penultimate draft. This may occur starting the 6th semester (Summer). However, all defenses must be completed at least three weeks prior to the colloquium to have sufficient time to actively participate in tasks associated with the team presentation.

g. *Not Completing Research with Cohort*

The Doctor of Education program of the Sage Colleges is a cohort model program where all cohort members take the same set of courses each semester and graduate together. Candidates may not be able to finish with their cohort members for one or more reasons. In this section the focus is on those who are delayed behind after they began their research.

- Candidates who could not meet the departmental deadline to defend with their cohort members may be scheduled to defend any time after the colloquium when their work is ready as judged by their dissertation chairs.
- Each additional semester, the candidate needs to register for a 2 credit continuation course (EDL 770), which is an independent study course that outlines the expectation of the task to be completed for the semester registered.
- Candidates who have completed defense after the expected timeline of their respective cohort, need to present the team component of their work in one of the following modalities.
    - Candidates work with their former/original team members. In this situation, the candidate is required to revise the literature review and findings component of the original team and convince at least 2 team members to present together in a forum to be arranged by the department.
    - Candidates may be assigned to a team from a new cohort and present their team with that cohort.
    - Depending on the similarity of the candidates work and the number of candidates defended behind their cohort, the department may create a new team.
- The team presentation venue for those who missed the colloquium may be arranged by the department. Examples of such venues include the Sage graduate school research symposium.
- Dissertation must be completed within seven years from enrollment to the doctoral program.

4. Writing Style and Format

a. APA Style Guide.

In The Sage Colleges, Educational Leadership Doctoral Program the department requires the 6th Edition of the APA Style Guide for dissertation formatting, citations, and bibliography.

The Citation for this guide (and for the examples below) is:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

b. Highlights of key APA formatting issues

References within the text

i. References within the text

- **A Work by Two Authors:** Both authors should be in the phrase or in the parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use the ampersand (&) in the parentheses. List the authors in the order they appear on the source.

  Research by Smith and Watkins (1994) supports...

  (Smith & Watkins, 1994)

- **A Work by Three to Five Authors:** List all the first time you cite the source. Use the word "and" between the authors' names within the text and use the ampersand in the parentheses.

  (Kern, Johnson, Moon, Bates, & Hamilton, 1993)

  In subsequent citations, only use the first author's last name followed by "et al."   (Kern et al., 1993)

- **Six or More Authors:** Use the first author's name followed by et al.

  Ernest et al. (2001) argued...

  (Ernest et al., 2001)

- **Organization as an Author:** If the author is an organization or a government agency, mention the organization the first time you cite the source.

  According to the American Psychological Association (2000),...

- **Two or More Works in the Same Parentheses:** When a parenthetical citation includes two or more works, order them alphabetically; separated by a semi-colon.

  (Jordan, 2002; Perez, 1983)

ii. References in bibliography

- **Single Author:** Last name first, followed by author initials.

  Coughlin, L.L. (2002). Education is important. *Educational Researcher, 11*, 7-10.

- **Two Authors:** List by their last names and initials. Use the ampersand instead of "and."

  Wagner, D. A., & Pound, A.B. (2015). Case studies of adaptive leadership in rural schools. *Journal of Rural Education, 66*, 34-48.

- **Three to Seven Authors:** List by last names and initials (in the order of authorship); commas separate author names, while the last author name is preceded again by ampersand.

  Howard, J. P., Campbell, A. S., Snow, K. H., Bingham, A., Lowery, C., & Beach, K. C. (2010). Leadership in an era of reform. *Journal of Urban Education, 45*, 1201-1265.

- **More Than Seven Authors:** List by last names and initials (in order of authorship); commas separate author names. After the sixth author's name, use an ellipses in place of the author names. Then provide the final author name. There should be no more than seven names.

  Hacker, C. H., Miller, L.D., Petit, A. N., Quinby, V. A., Spraker, L. R., Reed, W. D., . . . Jones, J. W. (2016). Leaders' use of technology in middle schools. *Education and Technology, 32*, 33-39.

- **Organization as Author**

  Rand Corporation. (2009).

iii.   APA writing style

The following are some of the guidelines that should be considered when writing in APA dissertation style:

- APA style encourages the use of the Active Voice
- Clarity and conciseness are valued over complexity and verbosity
- Use your words carefully to increase clarity, avoid bias and guide your reader
- Use phrases like "the evidence suggests..." rather than referring to proof or proving because no study can prove a study or hypothesis.
- Define terms throughout the dissertation

iv.   APA style for other elements (tables, charts, figures, statistics within the narrative)

Please see the following for guidelines on formatting headings, page numbers, tables, charts and figures:

http://www.apastyle.org/learn/quick-guide-on-formatting.aspx#Tables

5. Contents of Dissertation

    a. **Opening Pages (Title Page, Copyright Page, Signature Page, Table of Contents):**

        Need to be placed in the same order as shown starting the next page.

TITLE OF YOUR INDIVIDUAL RESEARCH PROJECT ALL UPPER CASE

CENTERED HERE

A Doctoral Research Project

Presented to

Associate Professor Jane F. Doe

Doctoral Committee Chair

Esteves School of Education

The Sage Colleges

In Partial Fulfillment of the

Requirements for the

Degree of Doctor of Education

In Educational Leadership

John D. Smith

August, 2012

TITLE OF YOUR INDIVIDUAL RESEARCH PROJECT ALL UPPER CASE
CENTERED HERE

We represent to Sage Graduate School that this thesis/dissertation and abstract are the original work of the author(s) and do not infringe on the copyright or other rights of others.

(Student's Signature)

John D. Smith   Date of Signature

(Faculty Advisor's signature)

Jane F. Doe   Date of Signature

Associate Professor of Education

Doctoral Research Committee Chair

This approval page is needed at the time of defense but will not be part of the bound dissertation.

The Sage Colleges
Ed.D. in Educational Leadership

Final Approval of the Individual Doctoral Research Report
In Partial Fulfillment of the Requirements for the
Ed. D in Educational Leadership

Date_____mm/dd/yy_____

Candidate's Name Enter Your Full Name_____

Candidate's Sage ID Number_____

Title of Final Doctoral Research Report

_____
_____
_____
_____

The Doctoral Research Committee for the above named Doctoral Candidate gives final approval of the Individual Doctoral Research Report.

Signature _____ Chair

Signature _____ Member

Signature _____ Member

Copies to: Graduate Dean, SOE Dean, Program Director, Director of Research, Members of Doctoral Research Committee, Candidate and Candidate's File

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ACKNOWLEDGEMENTS

Include this page in your proposal even if you do not fill it out. As an example: "This dissertation would not have been possible without the support of my family, friends, and colleagues providing humor, suggestions, encouragement, and scholarly advice." You may choose to thank your chair and committee members (by name) with specifics. Try to keep your acknowledgements to one page.

ABSTRACT

TITLE OF DISSERTATION: MAKE SURE THE TOP LINE IS LONGER
THAN THE SECOND LINE

Your Name,
The Sage Colleges, Esteves School of Education, 2016

Dissertation Chair: Chair Name

Instructions: Your abstract should include the purpose, procedures with results, and conclusions in your final dissertation. An abstract shall not exceed 2 pages and must be doubled-spaced, Times New Roman type, as is the remainder of the dissertation. Any term (or numeral) with a space on either side is counted as one word.

Key Words: Provide 3-5 key words as well.

TABLE OF CONTENTS

B. IRB Approval Letter   #

C. Others as needed

LIST OF TABLES

Etc.

LIST OF FIGURES

b. Body of the Dissertation by Chapter

The required format we follow at the Sage Educational Leadership Program is a five chapter dissertation. Chapter One introduces the study, Chapter Two presents literature review, Chapter Three outlines the research methodology, Chapter Four presents data analysis, and Chapter Five provides summary of findings, conclusions, and recommendations. The specifics of each chapter are explained as follows:

From this point on Page Numbers should appear in the upper right hand corner and begin with the number 1.

<div align="center">

CHAPTER ONE

INTRODUCTION

</div>

Content of Chapter One should include the following information and sections

Background /Overview of the Study

Provide general background/context about the topic:

- o What is the general problem?
- o Why is the topic important?
- o What do previous studies/ other researchers found? Must contain references of seminal works about the problem. (This sets the stage for Chapter 2 when you provide an in-depth review of the literature supporting your area of study.
- o What is the gap in the literature/research about the problem? Conclude this section with a paragraph that states the gap.
  - ▪ Although previous research concludes that……. this has not been studied among XYZ.... This study will address that gap in the existing literature.

Statement of the Problem

- • State which aspect/slice among the observed gaps the study focuses on
- • Provide justification that the observed gap is worth studying
- • Finalize this with a paragraph which clearly states the purpose statement.

Research Questions

State all of your research questions. There are generally 2-5 depending on the nature of your study. They should be clearly linked to your Purpose Statement. If the research is about testing significance (Quantitative, experimental or Quasi-experimental study); hypotheses should be presented.

Conceptual or Theoretical Framework/Assumptions

- A theory that guides the study (if your study is quantitative)
- Assumptions that are used in your study – including assumptions made in the methodology, theory, topic, instruments, protocols, etc.

Significance of the Study

This section explains "who benefits from the study (individuals, groups, institutions...) and in what way (practice, policy, ...)?" Addressing the following points will help to write a good argument.

- Why it is important to address this gap in the literature?
- Why is it important to the field?
- How does the study contribute to the body of knowledge on this topic?
- Who is it important to and what will they do with it (possible benefit of the study on policy, practice, the decision-making process…)

Definition of Terms

Define all important or relevant constructs or terms investigated in the study. Please do not provide definitions to terms that are commonly understood by your readers. Limit your definitions to a sentence or two.

Delimitations/ Scope: Delimitations are boundaries you purposefully set in your study. Examples are areas you chose not to investigate, participants you chose not to include, variables used, etc. Here too you should provide a rationale for the delimitations of your study.

Limitations:

In this subsection, all issues or constraints that impacted the study are presented. Limitations are usually issues that the researcher encountered in the process of conducting the study. Thus, although presented in chapter one, it should be written after the completion of the study. Limitations are usually unforeseen issues that emerged while the study is underway. For example, if an interviewee changed his/her mind to participate after initially agreeing, this can be documented as a limitation.

Summary or Organization of the Study

This is optional. Depending on the preference of your chair/committee you either write a summary or organization of the study section. If you are writing *Summary* present a short summary of what is included in chapter one . If you are writing *Organization of the Study* describe how the dissertation is organized and what is included in each chapter of the dissertation.

In a new page

CHAPTER TWO

LITERATURE REVIEW

Content of Chapter Two should include the following information and sections

Introduction

Short introduction to chapter

(Purpose Statement) **This is optional, based on the preference of the dissertation chair.**

Paragraph describing the content of the literature and listing the subtitles/main themes in the order they appear in the chapter.

Literature Review Main Theme One

Introduction to the section (a sentence or two)

Literature review for that theme

> **Literature Review Main Theme One- Sub Theme A**
>
> **Literature Review Main Theme One- Sub Theme B**
>
> **…**
>
> **Literature Review Main Theme One- Sub Theme Z**

In each section, you should:

- Introduce the idea
- Synthesize ideas rather than simply describing who said what
- Summarize at the end of the section what the literature says and tie it to your study

Literature Review Main Theme Two

Introduction to the section (a sentence or two)

Literature review for that theme

> **Literature Review Main Theme Two- Sub Theme A**
>
> **Literature Review Main Theme Two- Sub Theme B**

…

Literature Review Main Theme Two- Sub Theme Z

Literature Review Main Theme Three

Introduction to the section (a sentence or two)

Literature review for that theme

Literature Review Main Theme Three- Sub Theme A

Literature Review Main Theme Three- Sub Theme B

…

Literature Review Main Theme Three- Sub Theme Z

Literature Review Summary

This is optional, based on the preference of the dissertation chair.

Summarize the literature and where there are gaps or needs to be filled. Make a connection to your study

In a new page

<div align="center">

CHAPTER THREE

METHODOLOGY

</div>

Content of Chapter Three should include the following information and sections:

Introduction

Short introduction to chapter

Individual Purpose Statement

Research Questions typically 2-5 research questions. If it is an experimental/ quasi-experimental

Quantitative study- you need to state the Hypotheses (null or directional). **Research Design**

Quantitative or Qualitative and a short description of the rationale (why this design is appropriate

to answer your research question). In addition, you need to go deeper to explain the specific type

of the research methodology to be used. If qualitative for example, what type of qualitative: Case

study? Grounded Theory? Phenomenological Study?

The same with Quantitative: Experimental? Survey? Correlational? Use literature to support

your rationale. Good sources of literature here are research methods books/ textbooks.

Sample and Sampling Procedures (Participants of the Study)

Population- Description of population and rationale for selection of the population

Sample - Description of sample and rationale for selection of the sample

Sampling method- What sampling method was chosen? And why? Use literature to support your

rationale. Good sources of literature here are research methods books/ textbooks

Instrumentation

Research instrument (Survey? Interview? Focus Group? Observation?) – How was this

instrument developed? Who designed it? If you are using an instrument developed by another

author, did you get permission to use or modify? How will it be tested (piloted) and on whom?

How will you demonstrate that the instrument is reliable? Valid? Describe all parts of the

instrument, the type of questions included, the number of questions in the instruments, and the estimated time to complete the instrument (to fill the questionnaire or complete the interview).

Data Collection Strategies

Describe the process of collecting data from beginning to end. A good point to start is with the IRB process. All IRB procedures must be explained. Describe participant anonymity/confidentiality, safeguarding the data, gaining approval to do the study from all necessary parties. Explain how you start interaction to access your target participants? How will you invite them to participate? How do you record the information/data? If qualitative, describe if it is or not: audio recorded, face to face, ...If quantitative, explain if using technology/data collection software such as SurveyMonkey or if it is a paper/pencil survey.... Explain where and when data is collected. Describe fully this process; write about the development of all procedures and protocols in detail.

Validity and Reliability

Describe the steps you will take to insure both validity and reliability of your study

Data Analysis

Describe in detail your plan for analyzing the data. How will you transfer the data from raw format to analysis format? How will you clean the data? The process of transcription, coding, and theme development (for qualitative)? The software used? What methods of analysis will you use? What statistical analysis technique will you use for each research question? For a quantitative study, the data analysis technique for each research question should be explained. When appropriate, the independent and dependent variables should be stated.

Researcher bias

This is typically for qualitative research. Describe in detail and potential sources of bias and procedures for minimizing the effect of bias; Include Transparency (of methods and expectations); Standardization of procedures; and your involvement of others in analysis or data collection.

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CHAPTER FOUR

FINDINGS

The content of Chapter Four should include the following information and sections

Introduction (The elements of the introduction do not have to be in this order. These are elements that should be included, but the order will depend on your study. This introduction should not be longer than a page).
Short introduction to chapter highlighting the importance of the study and the methodology
Organization of the chapter and how this chapter fits in with the overall dissertation
Individual Purpose Statement
A brief description of the background of the study and what preparations were made to enter the field
A brief restatement of the research question(s) is also appropriate.

Description of Background of Participants
Who was in your study? What are the characteristics of your sample? Narrative descriptions are expected and tables and charts are helpful where appropriate.

- **Quantitative** – Descriptive statistics, tables, charts to describe participants and their characteristics- for example, gender, types of leaders, types of schools they work in, career length. Describe the rate of return for a survey here.
- **Qualitative** - Describe your participants taking care to keep confidentiality. For example: For a deep case study- a description of the district and its relevant characteristics to your study is appropriate. For interviews or focus groups, who was involved? Gender? Length of career or time in position? Is appropriate. Charts or tables can be helpful here as well.

Research Question One

Restate the research question. Then using your evidence collected from the data- answer the question.

Charts and tables may help present the data here. Narrative descriptions are essential as well.

Evidence for findings includes:

- o Statistical tests and results/outputs for **quantitative** dissertations. ***Numbers are the evidence***!
- o Quotes from interviews, documents, focus groups for **qualitative** dissertations. ***Words are the evidence***!
- o Qualitative might also include counts- for example, "10 out of 12 people interviewed stated" to support your claims. Avoid the use of <u>***percentage***</u> in qualitative research analysis.

Remember when stating the findings for a research question:

* You are answering a RESEARCH question- not an interview question or survey question
* A clear way to present **quantitative** findings is to state your claim (from the statistical tests provide evidence (statistical tests and description of how those tests were run and the results) for your claim, provide a warrant (explanation of why or how the data supports the claim, the underlying assumption that connects your data to your claim).
    - o State which tests were run and why. Results and what they show about your data.
* A clear way to present **qualitative** findings is to state your claim (pattern, idea, finding), provide evidence (quotes, text, sayings) for your claim, provide a warrant (explanation of why or how the data supports the claim, the underlying assumption that connects your data to your claim).
    - o Theme 1
        - ▪ Pattern 1.1 f
            - • Supporting quotes, sayings, text.
        - ▪ Pattern 1.2 f
            - • Supporting quotes, sayings, text.

- Pattern 1.3 *f*
  - Supporting utterances, sayings, text.
- Theme 2
  - Pattern 2.1 *f* Supporting utterances, sayings, text.
  - Pattern 2.2 *f* Supporting utterances, sayings, text.

Etc… until all findings for research question 1 are done.

Research Question Two

Same format as Research question one.

Research Question Three (and so on)

Same format as Research question one.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

</div>

Content of Chapter Five should include the following information and sections:

Introduction

Start with a brief recap of the study in general terms explaining what necessitated the study, how the study was conducted, and who the participants of the study were. Then list the subcomponents of the chapter and what each subcomponent is all about. Example: This chapter has three subsections: summary findings, Conclusions, and recommendations. The summary of findings section....., the conclusions....., the recommendations section.....

Summary of Findings

Highlight and summarize your findings- it may be easiest to break it down by research question and summarize the findings by question.

This is a section where you present a summarized version of what is explained in detail in chapter 4. In other words, this is the "readers digest" version of chapter 4.

Conclusions

What does your study find out and what does it mean? Here you will have a discussion of what your study finds in relation to other studies (based on literature review). What conclusive statements can you make from this? Comparing and contrasting your findings with prior findings will help to write good conclusions.

Recommendations

Recommendations for practice and policy: What recommendations do you make for practice? These should be related to policy and practice in the field. If you have a recommendation for a new way of doing things- that is encouraged too!

Recommendations for further study: What ways could your study encourage further research? What different paths could you have taken with your research? Please limit your recommendation for further study to a maximum of three.

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REFERENCES

This section should contain all the references used in the dissertation. These should be in APA 6th Edition format. Do not include references that are not cited within the dissertation.

According to APA style, each type of resource (i.e., book, journal, magazine, government document, dissertation, electronic source....) is referenced differently. Thus, a careful check of all references is necessary prior to the individual dissertation defense.

In a new page

APPENDICES

Each appendix should start on its own page

APPENDIX A

APPENDIX B

Checklist and Transition Points for EDL Candidates

Assignment/Project/Research	Individual Candidate	Approver	POP Team	Approver
Admitted Student Elements Sign up for Live Text NIH approval ILP Initial Assessment	August Year 1	Advisor		
EDL 715 Governance Project	December Year 1	Instructor		
EDL 720 Change Analysis	May Year 1	Instructor		
EDL 725 Resource Allocation Project	August Year 1	Instructor		
Field Experience Assessment- completed by Executive Coach	August Year 1	Executive Coach		
Chapter One Draft Purpose Statement Research Questions	August Year 1	Chair		
State SDL Licensure Exam- If Needed/Wanted		New York State/ Department Chair		
Chapter Two Check Points • Lit Review Annotated Bibliography • Lit Review Outline • Introduction to Lit Review • First Theme of Lit Review Draft	September 10 September 30 October 15 November 1 Year 2	Chair and Instructor		
Chapter Two Draft	December Year 2	Chair		
Chapter Three Checkpoints Drafts of Data Collection Instrument Rough Draft Chapter Three Rough Draft IRB Application Draft Chapter 3 and IRB App to Chair IRB Application Submitted	Sept/October October 15 October 15 November 1 November Year 2	Chair and Instructor		
Chapter Three Draft	December Year 2	Chair		
Program Mid-Point Check Candidate has completed field experience successfully, four core courses (715, 720, 725, 730) IRB application submitted, five research courses	December Year 2	Advisor		

(741, 742, 745, 746, 747) Approval of POP team problem statement Approval of individual research problem statement				
Chapter One Draft Revised	January Year 2	Chair		
Chapter 1-3 Revised Draft	May 1 Year 2	Chair/ Second Chair		
Chapter Four Draft	May Year 2	Chair		
Chapter Four Draft	May/June Year 2	Second Chair		
EDL 743 Team Purpose Statement, Research Questions, Graphic Organizer, Key Common References			May Year 2	POP team leader
Research Year Mid-Point Check Faculty Assessment of Progress, on schedule with all courses, revised draft to chair of Chapters 1-3.	May 1 Year 2	Chair in conjunction with EDL faculty		
Chapter Five Draft	August Year 2	Chair		
Chapter Five Draft	August Year 2	Second Chair		
EDL 744 Team Draft of Lit Review, Conclusions and Recommendations			August Year 2	Pop Team Leader
Dissertation Penultimate Draft- Due Two Weeks prior to Defense Date	Summer Year 2 or Fall Year 3	Chair, 2nd Chair, 3rd Reader		
Dissertation Defense	Summer Year 2 or Fall Year 3	Chair, 2nd Chair, 3rd Reader		
Team Colloquium Rehearsal			Fall Year 3 (generally 2-3 weeks prior to Colloquium)	EDL 748 Instructor
EDL 748-Team Paper			Fall Year 3	EDL 748 Instructor/ POP Team Leader
Team Colloquium Presentation			November Year 3	Instructor EDL 748
Faculty Disposition- Completed by Faculty Advisor			November Year 3	Advisor

Final Dissertation	December Year 3	Dissertation Chair		
Program Completion (highlighted) Completed all classes successfully, completed individual and team research, completion of electronic portfolio, final candidate self-assessment of dispositions, final faculty assessment of candidate	December Year 3	EDL 750 Instructor		

6. Selected Resources for EDL Candidates

Sage Library

www.library.sage.edu

Albany – 518-292-1721
Troy – 518-244-2249

APA websites

http://www.apastyle.org/
https://owl.english.purdue.edu/owl/resource/560/10/

SAGE IRB Website

http://www.sage.edu/sgs/research/irb/

NYC DOE IRB Website

http://schools.nyc.gov/Accountability/data/DataRequests

Education Research Organizations (Websites) - Examples below

Regional Education Laboratory Program (US Department of Education)
http://ies.ed.gov/ncee/edlabs/

American Educational Research Association
www.aera.net/

Center for Education Policy Study
https://www.sri.com/about/organization/education/cep

Northeastern Educational Research Association
http://www.nera-education.org/membership.php

McRel International
https://www.mcrel.org/

Literature Review Resources

http://www.isu.edu/library/help/literaturereview.shtml

Methodology Resources

http://www.socialresearchmethods.net/kb/index.php
http://www.qualitativeresearch.uga.edu/QualPage/methods.html
http://www.informationr.net/rm/

See EDL Research Courses Syllabi for recommended books

NVivo Resource Guide

http://www.qsrinternational.com/product

SPSS Resource Guide

http://www-01.ibm.com/software/analytics/spss/academic/

http://www.ats.ucla.edu/stat/spss/