Regent University
School of Education
Residency Information

Please review your cognate area instructions below for the week of residency. Each cognate area has a different outline.

K-12 Leadership (Cohort 2003 & 2004) – Dr. Helen Stiff-Williams

Introduction

This project is for K-12 Leadership students who are members of cohorts 2003 and 2004 ONLY. To complete this project, you may work independently or work as a two-person team. No other team configurations will be authorized.

For students in cohort 2003 who are studying to complete the comprehensive examination on July 9, please know that this project is directly related to your preparation for the comprehensive examination. What you will learn and practice in your completion of this project is critical to your readiness for the K-12 Leadership comprehensive examination. One of the reasons that this project has been conceptualized is to focus the comp preparation for the K-12 Leadership students so they will be better prepared for the comp examination. In addition, this project is highly relevant to your preparation for the successful completion of the School Leadership Licensure Assessment, a requirement for the leadership endorsement from the Virginia Department of Education. Further, this project is critical for your preparation to enter the field with the readiness to excel as a school leader.

Directions

First, read through the scenario that follows below. Then carefully review the instructions that follow. Finally, determine how you will complete the project.

This assignment is not an option. This project is a requirement for all 2003 and 2004 cohort members in the K-12 Leadership cognate area. Letter grades commensurate with performance will be issued for the completion of this required project during the 2005 Ed. D. Residency.

Phase I of this project involves work to be completed to develop the 3 to 5 page proposal in advance of the residency week. Phase II of the project involves participation in the class activities during the residency. Each person should independently maintain a written record (journal) of all work undertaken in the completion of this project. Each class member will be required to submit his or her journal of work activities to the
instructor. The layout of the journal information should include: the dates when activities were undertaken, the amount of time involved in the activity, a brief description of the kind of work activities, and the outcome of the activity. See the following illustration of a journal layout.

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount of Time</th>
<th>Kind of Work Activities</th>
<th>Results</th>
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**Scenario: “Effective Schools: How Do We Get There from Here?”**

A new superintendent, Maria Rodriguez, has been selected by Ambition School District. A recent Ph.D. graduate from a major research university in a different state, she is a nationally recognized educational leader. The school board has informed her that her most important assignment is to bring about significant educational reform by creating effective schools for all students, not only for the academically oriented ones.

Dr. Rodriguez believes that if she is to be successful in meeting the school board’s expectations, she first needs to ascertain the leadership capabilities of the school principals. To make that determination, she asks each principal in the district to propose, in a three to five page report, a plan outlining how the principal would develop an effective school. The superintendent indicates in her request that, although it will be impossible for the school district to fund all the plans the first year, she wants each principal to develop a proposal, and those plans that cannot be funded initially will receive consideration in the future. To help the superintendent select the most deserving proposals, she will ask a committee of principals to review them and recommend to the central office the top three in rank order.

**Instructions**

1. Each member of the K-12 cognate area (Cohorts 2003 and 2004 ONLY) will assume the role of principal of the school in which they are currently employed, and that their school is a part of Ambition School District.

2. Each member of the K-12 cognate area should prepare the 3 to 5 page proposal requested by the superintendent as identified in the scenario. The proposal should identify the school and the principal’s name(s) at the beginning and conclusion of the proposal, respectively. IMPORTANT: Students may work in a two-person team if they wish to do so. Permission is authorized for two-person teams OR working independently (one person alone) ONLY. No other team configurations will be permitted.

3. The proposal should use the concepts in the following book as guidance for determining the essential components of the proposal:

The Glickman book is the primary reference for the preparation of this project. Other resources and references may be used as well.

4. Each proposal should be a 3 to 5 page report that defines how the principal (you) would develop an effective school. Within the report, the skills and knowledge-base for effective school leadership should be apparent to the reviewers. Again, the context to be used is the school in which you are currently employed. (If you are working on this project as a two-person team, then the two members will select one of the schools as the setting for this project.

5. It is advisable to be knowledgeable of the research on effective schools since the superintendent will be looking for a reflection of these understandings within the proposal. Further, other key considerations of professional practice should also be represented in the proposal, such as data driven decision-making, standards-based teaching and learning, accountability, etc.

6. At the time scheduled for the cognate projects during the Ed. D. Residency, each team or individual will present his/her proposal. Given the estimated number of proposals, each person or team will have approximately 8 minutes to present the proposal, including any time that might be taken for questions and answers from the reviewers.

7. As soon as possible at the beginning of the residency week, arrangements will be completed for the distribution of the proposals to all 2003 and 2004 cohort members in the K-12 Leadership Cognate Area. Each cognate member will be asked to review as many of the proposals as possible in advance so that class discussion and evaluations can be conducted during the class time during residency week.

8. During the summer session and as a part of phase II of the project, each cognate member will assume appointment by the superintendent to the selection committee that has responsibility for reviewing the proposals and choosing the top three.

Once the copies of the proposals have been disseminated and read, the members of the committee will attempt during whole group discussion period to persuade the others of the merits of his or her proposal for creating an effective school.

9. The final goal of the whole group, however, should be to reach consensus regarding the three best proposals. The decisions of the committee (whole class) will be prepared in writing, with reasons for the final selections.

If you have any questions, please contact Dr. Helen R. Stiff-Williams at helesti@regent.edu
K-12 Leadership (Cohort 2005) – Dr. Helen Stiff-Williams
For cohort 2005, their assignment is ONLY to read the Comer book. I might arrange for a separate, small group discussion with the 2005 cohort, but they will not be required to complete a project.

Special Education – Dr. Mark Mostert & Dr. Ken Kavale

The Nature of Special Education Interventions

Instructions:

1. Obtain the text from Amazon.com.
2. Read and study the entire text before arriving for residency.
3. Prepare study questions/notes, etc. before arriving for residency.
4. Compile and read/study related articles that flesh out the text content.
5. There will be two formal doctoral seminars and a presentation seminar as noted below.

Text:

Seminar 1: Monday, July 11, 1.15-3.15
This seminar will cover the following:
I. What is special education?
   A. The nature of special education
   B. Does special education need to be different from general education?
II. What is science?
   A. Hard versus soft science
   B. Unorthodox science
   C. Bad and bogus science
   D. Special miseducation
III. Educating intelligence
   A. The nature of intelligence
   B. Can we raise IQ scores?
      1. Itard
      2. Schmidt and Kirk
      3. Iowa studies
      4. Milwaukee Project
   C. Can we “cure” MR?
IV. Intelligence: Heredity and environment
   A. The Kallikaks and eugenics
   B. The measurement of intelligence
      1. The Jensen debate
      2. The Burt affair
   C. Is everybody equal?
Seminar 2: Tuesday, July 12, 1.15-3.15
This seminar will cover the following:
V. Perceptual-motor training
   A. The basis for process training
   B. Theoretical systems
      1. Kephart
      2. Frostig
   C. The efficacy of perceptual-motor training
   D. Perceptual abilities and academic achievement

VI. Psycholinguistic training
   A. Psycholinguistic theories of language
   B. The Illinois Test of Psycholinguistic Abilities
   C. The efficacy of psycholinguistic training

VII. Autism
   A. The nature of autism
   B. Treating autism
      1. Facilitated communication
      2. The Lovaas program
      3. Bettelheim

VIII. Dyslexia
   A. The nature of dyslexia
   B. Treating dyslexia
      1. Delacato neurological patterning
      2. Ayres sensory integration
      3. Irlen lenses

IX. Ideology
   A. Scientific method
B. Postmodernism

C. Inclusion
   1. Integration policy
   2. Research base
   3. Conflict of visions

D. Attention deficit/hyperactivity disorder
   1. Stimulant medication
   2. Feingold diet

E. State sanctioned euthanasia

X. End of special education?
   A. What works?
      1. SPECIAL education
      2. Special EDUCATION
   B. Bandwagons and beliefs

Seminar 3: Thursday, July 13, 8.30-11.00

Each student is to prepare comments for and lead a 20-minute discussion of the following:

Karen Dace: Why we don’t need IQ tests.
Sherry Stultz: How should we view ideological influences on teacher practice?
Michelle Hubert: State laws for special education are more hindrance than help.
Krisha Loftus: Why we don’t need special education.
Kristina Brooks: There is no such thing as a disability
Higher Education (Cohorts 2004 & 2005) – Dr. Michael Ponton

Student Preparation

Before arriving at residency, all students are expected to carefully read the following text:


**Monday Seminar**

During this seminar, students are expected to engage in thoughtful discussion addressing the topics in the required reading. This discussion will focus on the theoretical foundation of the text's topics in addition to the relationship between the topics and each student’s sphere of experience. As this is not a lecture by the instructor, students should be prepared to engage in dialogue.

In addition to the discussion of the text, the residency group project will also be discussed. In general, the project will focus on using Birnbaum's typology to analyze an institution of higher education; however, the specific requirements will be discussed during this seminar.

**Tuesday Seminar**

This seminar will continue the dialogue from the previous day concerning the content in the assigned reading and the group project.

Higher Education (Cohort 2003) - Dr. Louis Gallien

Please come prepared to discuss your dissertation ideas and bring your questions for a Q & A time. Also, read the following book -

Patrick Slattery, *Curriculum Development in the Postmodern Era.*

GarlandPress, 1995. 9 780815 319269
**Educational Psychology & Character Education – Dr. Alan Arroyo & Dr. George Selig**


Monday of residency: Meet together as a cognate to discuss in general Comer's book and to be assigned groups and projects for the week.

Tuesday: Meet to discuss issues relating to your projects to share information and to begin to present your project with others in the cognate.

Thursday: Meet to make formal presentation of project to discuss findings and to formulate questions for Dr. Comer on Friday. Hand in no more than a five page paper synthesizing your analysis and findings on your project. You will graded on your presentation and paper as well as your participation in the cognate discussions.

**Monday 1:15-3:15**
1. Meet as a large group. Discuss issues and research related to educational psychology and character education and connections to the assigned reading.
2. Go over the specifics of the residency assignment and assessment.
3. Students will be assigned to a group for the purpose of the assignment.
4. Each group will be assigned a topic related to their cognate and work as a group on the project.
5. Each group will prepare an executive summary and present, or on Thursday.
6. The paper should be no longer than 5 pages. The fourth page should contain the topic and the names of the group members.
7. The presentation should not exceed 20 minutes with 10 minutes allowed for questions (total time 30 minutes).

**Tuesday 1:15-3:15**
Meet as a large group. Discuss any concerns. Students will be free to work on the project.

**Wednesday**
Independent Research

**Thursday 8:30-11:00**
Graded Cognate Presentation

**Names of Group Members:**

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<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
<th>Point Range</th>
<th>Points Earned</th>
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<td>Conceptual</td>
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<td>Indicates good ability to conceptualize</td>
<td>Concepts discussed but not well</td>
<td>Little conceptualization.</td>
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<td>Quality of Ideas</td>
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## Depth of Content
- The research is sufficient in quantity and excellent in quality.
- Adequate research of good quality is presented.
- Research of reasonable quality and quantity are presented.
- Insufficient quantity and/or quality of research are presented.

## Critical Evaluation
- Excellent organization and logical progression of thought.
- Good organization and logic.
- Moderately well organized, but logical progression not evident.
- Poorly organized with little or no logic evident.

## Presentation
- Presentation is excellent, attentive to time, & demonstrative of high quality presenter skills.
- Presentation is sound, attentive to time, and evidences good presentation skills.
- Presentation is adequate, but may be too short or too long. Presentation skills are acceptable.
- Presentation appears disorganized, and may be too long or too short.

## Professional Appropriateness
- Presentation is excellent, attentive to time, & demonstrative of high quality presenter skills.
- Presentation is sound, attentive to time, and evidences good presentation skills.
- Presentation is adequate, but may be too short or too long. Presentation skills are acceptable.
- Presentation appears disorganized, and may be too long or too short.

## Written Component
- The paper is concise, complete, well-presented in thought, follows length guidelines, and adheres to APA.
- The paper is of good quality, APA correct, closely adheres to guidelines, and is neatly presented.
- The paper contains most of the information, limited adherence to guidelines, and evidences APA errors.
- The paper is missing important information and lacks APA format. Does not adhere to length guidelines.

## Total

### Adult Education – Dr. Gail Derrick

**Monday 1:15-3:15**
1. Meet as a large group. Discuss issues and research related to adult learning and connections to the assigned reading.
2. Go over the specifics of the residency assignment and assessment.
3. Students will be assigned to a group for the purpose of the assignment.
4. Each group will be assigned a topic related to adult learning and work as a group on the project.
5. Each group will prepare an executive summary and present a PowerPoint of the major points on Friday.
6. The executive summary should be no longer than 4 pages. The first page should contain the topic and the names of the group members. Pages 2 and 3 contain the content of the executive summary. The last page should be references only.
7. The PowerPoint presentation should not exceed 20 minutes with 10 minutes allowed for questions (total time 30 minutes).

**Tuesday 1:15-3:15**
Meet as a large group. Discuss any concerns. Students will be free to work on the project.

**Wednesday**
Independent Research

**Thursday 8:30-11:00**
Graded Cognate Presentation

**Names of Group Members:**

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<td>Total</td>
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**Christian Education Leadership – Dr. William Cox**

Please review the vision statement for the master’s Christian School Program. It is located at this website - [http://www.regent.edu/acad/schedu/vision.htm](http://www.regent.edu/acad/schedu/vision.htm)

Dr. Cox will also have a manuscript for you to read and will send it to you soon.
Distance Education – Dr. Jason D. Baker & Dr. Alfred (Fred) Rovai

Student Preparation

Before arriving at residency, all students are expected to carefully read the following text:


Monday Seminar

During this seminar, students are expected to engage in thoughtful discussion addressing the Weigel text. This discussion will focus on the author’s criticisms of online learning, whether such criticisms are applicable to all types of distance education, and his proposals for more effective uses of educational technology. A particular emphasis will be placed on Weigel’s cognitive apprenticeship model. Since students will have carefully read the text prior to residency, this will be a seminar-style discussion and not a presentation by the faculty.

During this session, the residency group project will also be discussed. Students will be organized into groups, assigned as task related to distance education research and practice, conduct research as assigned, and prepare a individual executive summary papers and group presentations for the Thursday session. Specific details will be outlined during residency.

Tuesday Seminar

This seminar will continue the dialogue from the previous day concerning the content in the assigned reading and the group project. In addition, we have invited for Dr. Van B. Weigel to join us via teleconference for additional discussion of his book. The specifics of his participation (e.g., which day, how long, etc.) are still pending.

Wednesday Afternoon

This time is largely reserved for independent and group research related to the residency product due on Thursday.
Thursday Seminar

Make a formal presentation of your group effort to your cognate peers and submit your executive summary paper. You will be graded on your group presentation, individual paper, and participation in the cognate discussions.