

## Comprehensive Exams: Adolescent Education (Weekend Masters Program)

### Study Guide for Multiple Choice Portion

#### Please Note:

It is recommended that you use this information to guide your preparation for the multiple choice portion of the comprehensive exams. The questions on the multiple choice portion may include, but is not limited to, the information provided here.

**Question: What courses are represented in the multiple choice portion?**

**Answer: AE500, AE503, AE511, AE513, AE524**

#### Study guide for AE500 and practice question #1

- Bloom's Taxonomy and the levels in it
- Howard Gardner's theory of multiple intelligences and types of intelligences in this theory
- Harry Wong
- Dr. Madeline Hunter's lesson design: aspects of a lesson plan, anticipatory set, guidelines for using questioning, successful lesson closure, guided practice
- The role of the teacher in: establishing positive classroom relationships, promoting student achievement, modeling learning, fostering student engagement in classroom activities, classroom climate
- Effective classroom practices, group work and group activities in the classroom, role-playing, intrapersonal learners
- Graphic organizers: purpose and types/examples of
- Authentic assessment, rubric
- Backward Design and Understanding By Design (process and stages)
- Enduring understandings
- The Six Facets of Understanding

#### Practice Question #1: (based on AE500)

**#1. One purpose of \_\_\_\_\_ is to activate students' prior knowledge.**

- a) promoting a positive classroom climate
- b) a successful lesson closure
- c) modeling learning
- d) an anticipatory set

#### Study guide for AE503 and practice question #2

- Types of assessments: summative assessments, formative assessments, authentic assessments, portfolio assessment, pre-assessments & diagnostic assessment, standardized assessments, self-assessment
- Criterion-referenced, norm-referenced
- The purpose and function of assessment and evaluation, the effective use of assessment and evaluation
- Feedback and what characteristics of effective/useful feedback
- Characteristics of quality assessment: reliability, validity, free of assessment bias, content is unbiased, clear instructions, clear performance criteria provided
- Cooperative learning strategies (i.e., jigsaw)
- Assessment tools (i.e., rubric, quiz, test, etc.)
- Portfolio assessment: elements in the portfolio, guidelines for using portfolio assessment
- Strategies for improving student learning

- Bloom's Taxonomy

### **Practice Question #2: (based on AE503)**

**#2. \_\_\_\_\_ is a type of assessment that contains a collection of a student's work over a period of time that demonstrates the student's growth, progress, and improvements.**

- a) Portfolio assessment
- b) Authentic assessment
- c) Formative assessment
- d) Diagnostic assessment

### **Study guide for AE511 and practice question #3**

- Terms: adolescence, adolescent, juvenile, puberty
- Theories & Theorists: the biological approach to the study of adolescents, the cognitive approach to the study of adolescents, Erik Erikson (crisis during adolescence), Albert Bandura (modeling and behavior), Elkind (adolescent egocentrism), Havighurst (developmental tasks), Masters & Johnston, Traditionalists (the traditionalist's views of education and the purpose of education), Progressive Educators (the progressive educator's views of education and the purpose of education)
- Factors contributing to the adolescent's resiliency
- Low SES (socio-economic status): the impact of low SES on the adolescent and related limitations, the expectations that the low SES adolescent is conditioned/socialized to expect
- High SES (socio-economic status): the impact of high SES on the adolescent and related advantages
- Reasons why adolescents may be at a high risk for getting STDs (sexually transmitted diseases)
- Nutrition and the adolescent
- Bulimia, anorexia nervosa
- The impact that positive self-esteem has on the adolescent, the impact that low self-esteem has on the adolescent
- Deductive reasoning and the adolescent, introspection

### **Practice Question #3: (based on AE511)**

**#3. \_\_\_\_\_ to the study of adolescents focuses on the process of sexual maturation and physical growth that take place during puberty.**

- a) The cognitive approach
- b) The biological approach
- c) Albert Bahdura's approach
- d) Erik Erikson's approach

### **Study guide for AE513 and practice question #4**

- Aristotle (thinking & knowing), relationships between the philosophical views of the Romans and the Greeks, Comenius (method of instruction), Freire, Piaget, Pestalozzi and Rousseau, Dewey & perennialist and essentialist approaches, Frobel
- The effect of class on student achievement, the effects of multiple cultural perspectives in education on the performance of minority students
- The effects of working mothers, single-parent families and divorce on the way children are socialized
- Institutions that are influential as a socializing force
- The "post-nuclear" family
- Brown v Board of Education

- Hurried Child syndrome
- Student roles and the “model” student, working-class students
- Essentialism, idealism, existentialism, pragmatism & pragmatic approaches to education, progressivists, realism, epistemology
- Protestant Reformation and the work of Martin Luther
- Desegregation and integration
- Instructional leadership, ideas of “best” education, developments in American public education
- Types of schools, merging of school districts, people influencing support for common schools

**Practice Question #4: (based on AE513)**

**#4. For \_\_\_\_\_, thinking and knowing begin with one’s sensation of objects in the environment.**

- a) Dewey
- b) Frobel
- c) Aristotle**
- d) Comenius

**Study guide for AE524 and practice question #5**

- Strategies to eliminate and to minimize classroom disruptions and discipline problems
- Motivating student achievement and motivating students to display positive behavior
- Classroom climate, creating a positive learning environment
- The role of the teacher as classroom manager, characteristics of effective classroom managers
- Prevention/preventative/proactive strategies, low-profile intervention strategies
- Harry Wong, Thomas Gordon and I-messages, William Glasser’s theories
- Assertive Discipline Model of classroom management Discipline with Dignity discipline model
- Defusing students’ power struggles, assertive commands
- Working with students’ needs (i.e., a student with ADD)
- Incidents that can be solved in the classroom, incidents that should be reported to a school administrator, involving parents and communicating with parents
- Classroom rules, the function and purpose of classroom rules
- Addressing chronic lateness, addressing cheating on a test, addressing off-task behavior

**Practice Question #5: (based on AE524)**

**#5. Although a student is sitting in his desk, the student is off-task, is not paying attention, and is not completing the assigned work. The teacher walks towards this student and stands in close proximity to the student’s desk. This teacher is using \_\_\_\_\_ to manage the student’s behavior.**

- a) an I-message
- b) a low-profile intervention strategy**
- c) an assertive command
- d) a power struggle strategy