

## M.Ed. COMPREHENSIVE EXAM – INFORMATION AND STUDY GUIDE

The final comprehensive exam constitutes a synthesis and application of knowledge acquired during the course of study leading to the master's degree. The exam will cover questions from the educational core and from the student's major field(s). The exam may also include topics relating to the student's thesis, or professional paper. The exam will require the student to analyze, evaluate, and apply principles, theories, and understandings about teaching and learning.

Preparation for the exam should involve a thorough review of major topics in the general core area, some of which are as follows:

history and philosophy of education	technology in education
legislation and legal issues in education	assessment and testing
principles of growth and development	emerging issues in education and the translation of
multi-cultural and international education	research into practice
subject/content specific issues in teaching	professionalism and ethics in education

When studying for the concentration area exam, please consult with your concentration faculty advisor.

Graduate students are expected to use appropriate authorities and relevant theories when responding to exam questions; therefore, students should review pertinent literature in general education and in concentration areas. Appropriate study strategies would include the following:

1. Review the table of contents of texts used in your graduate work. Look at chapter titles and major headings, which should bring to mind information, concepts, and understandings. If you do not remember general understandings, reread the section.
2. Review class notes from graduate courses. Think about how theories translate into best practice.
3. Be familiar with major scholars in general education and in your specialization. What do these authorities espouse? Be able to cite several scholars as you respond to exam questions.
4. Be able to explain the traditional beliefs which have influenced teaching and learning in general education and in your specialization. Have these changed? If so, why and how?
5. Be acquainted with several scholarly journals in your specialization. You should have read from these journals and use references from these in your exam.
6. Know some significant works, (books, articles, etc.) in general education and in your specialization that you can mention in the exam.
7. Be able to explain the major ideas that are shaping current thinking and practice in general education and in your specialization. You will be expected to discuss these in the exam.

Because your exam will be evaluated on the thoroughness of your answers, all relevant material should be reviewed. Keep in mind that the exam **IS NOT** an opinion paper; your discussions should reflect scholarly analysis and evaluation. You should cite authorities, theories, major works, and journals, without which your exam will be judged inadequate. The faculty reading your exam will be looking for authoritative information; any personal opinions should be substantiated with appropriate references. Your exam will be evaluated according to several criteria: clarity of thought, organization of ideas, fluency, good use of writing standards, accurate use of references and appropriate literature, overall communicative effectiveness, and scholarly presentation.

Following is a detailed listing in several concentrations and for the core courses.

## **EDUCATION 6302 – Philosophical Foundations of Education**

### **Authorities**

Socrates  
Plato  
Froebel  
John Locke  
Francis Bacon  
Rene Descartes  
Nel Noddings  
John Dewey  
Paulo Freire  
Cornel West  
Jonathan Kozol  
Parker Palmer  
Lev Vygotsky

### **Journals**

*Thinking*  
*Analytic Teaching*  
*Educational Leadership*

### **Significant literature**

*Philosophy of Childhood* by Matthews  
*Endangered Minds* by Healy  
*Summerhill* by Neill  
*Pedagogy of the Oppressed* by Freire  
*The Manufactured Crisis* by Berliner  
*The Unschooled Mind* by Gardner  
Any books by Kozol  
*Smart Schools* by Perkins  
*Pedagogy for Liberation* by Shor and Freire

### **Major ideas**

Philosophy for children  
Learner-centered curriculum  
Experiential education  
Who is the educated person?  
Historical trends  
Present day applications of philosophical thought

## EDUCATION 6305 – Psychosocial Dimensions of Education

### A. Authorities

1. Freud – Psychoanalytic/psychosexual Development
2. Skinner – operant/Instrumental behavior and learning
3. Bandura – Social cognitive development
4. Piaget – Cognitive development
5. James Banks – Multicultural education
6. Howard Gardner – Multiple Intelligence
7. Ted Sizer – Educational reform
8. Robert Sternburg – Multi-dimensional intelligence
9. Kenneth Cushner – Cross-cultural psychology
10. John Dewey – Progressive education
11. Jerome Kagan – Cognitive styles of learning
12. Robert Slavin – Cooperative learning
13. William Glaser – Quality schools
14. James Comer – School reform

### B. Major Journals

1. Phi Delta Kappan
2. Educational Leadership
3. Education
4. The Journal of Educational Research
5. Journal of Educational Psychology
6. Sociology of Education
7. Educational Research
8. Harvard Educational Review
9. American Educator
10. Review of Educational Research
11. Social Education
12. Education and the Urban Society

### C. Significant Works

1. Best Practice – S. Zemelman, H. Daniels & A. Hyde (1993)
2. Quality Schools – W. Glaser (1990)
3. Frames of Mind – H. Gardner (1983)
4. Multiethnic Education – J. Banks (1988)
5. Cooperative Learning – R. Slavin (1990)
6. A Place called School – J. Goodlad (1984)
7. The Paideia Proposal – M.D. Adler (1982)
8. Savage Inequalities – J. Kozol (1991)
9. Among School Children – T. Kidders (1989)

### D. Ideas

1. Quality schools
2. Diversity
3. Learning/Cognitive styles
4. Self-Esteem/Efficacy
5. Discovery/Inquiry learning
6. Authentic assessment
7. Portfolio assessment
8. Applied learning
9. Learning centers
10. Multiple intelligence
11. Sociocultural influences
12. Cooperative learning
13. Best practice
14. Cultural and multicultural perspectives
15. Gender roles and equity
16. Ethnocentrism
17. Community/Networks
18. Excellence
19. Inclusion

## **EDUCATION 6307 – Emerging Issues**

### **A. Authorities**

1. Neil Postman
2. Bruce Biddle
3. Jonathan Kozol
4. John Goodlad
5. David Berliner
6. Alphonse Kohn

### **B. Major Journals**

1. Phi Delta Kappan
2. Education Week
3. Education Leadership
4. American School Board Journal

### **C. Significant Literature**

1. The End of Education, Postman
2. The Manufactured Crisis, Biddle and Berliner
3. Savage Inequalities and others, Kozol
4. The Case Against Standardized Testing, Education Inc.: Turning Learning into a Business, Kohn

### **D. Major Ideas**

1. The impact of high stakes testing
2. Home schooling
3. Financing of schools
4. Gender equity
5. Purpose of education in America
6. Resegregation of schools
7. Teaching of values (including religion in schools)
8. Violence and safety
9. The role of social issues in the school curriculum
10. Teacher Certification
11. Privatizing of public schools
12. Public funding of private schools
13. School choice (characters and vouchers)

## ADMINISTRATION

### A. Authorities

1. Glickman
2. Gordon
3. Marzano
4. Kaiser
5. English
6. Glatthorn
7. Alexander
8. Kemerer
9. Fullan
10. Glanz
11. Blankstein
12. Schmoker

### B. Major Organizations and Journals

1. *Educational Leadership*
2. *National Staff Development Council*
3. *Texas Elementary Principal Association (TEPSA)*
4. *Texas Secondary Principals Association (TASSP)*
5. *Education Week*
6. *Phi Delta Kappan*

### C. Significant Literature

Review all texts from principal certification courses.  
Review ILD training manual and Lone Star School data.

English. Deciding What to Teach and Test  
Alexander and Alexander, School Law  
Kemerer and Walsh. The Educator's Guide to Texas School Law  
Zemelman Best Practice  
McEwan 10 traits of Highly Effective Principals  
Glickman SuperVision

### D. Major Ideas

The Principal as Instructional Leader  
Supervision of School Faculty and Programs  
Development of Faculty and Staff  
Data Collection and Testing Outcomes  
The Continuous Improvement model  
Important Cases in School Law  
Curriculum Goals and Development  
Curriculum Audits  
Campus Budgeting  
Community Involvement and Relations  
Organization Structure  
Professional Learning Communities  
Change

## **Gifted and Talented Education**

- Be able to explain several models of gifted education, including but not limited to:
  - Renzulli's 3-Ring Conception
  - Gagne's Differentiated Model of Giftedness and Talent
  - Bett's Autonomus Learner Model
  - Rimm's Trifocal Model
  - Gardner's Multiple Intelligences
  
- Be able to discuss the areas in which teachers should differentiate instruction (i.e. content, process, product) and be able to apply specific differentiation strategies in each area.
  
- Be able to discuss the unique social and emotional needs of gifted learners, such as underachievement, asynchronous development, depression, etc.

## **READING (Reading Specialist, Reading)**

### **Authorities**

Richard Anderson  
Nancie Atwell  
Jerome Bruner  
Lucy Calkins  
Marie Clay  
Pat Cunningham  
Ken and Yetta Goodman  
Donald Graves  
Stephen Krashen  
Donald Murray  
Regie Routman  
Frank Smith  
Charles Temple  
Lev Vygotsky  
Constance Weaver

### **Journals**

*The Reading Teacher*  
*Journal of Reading*  
*Language Arts*  
*Educational Leadership*

### **Significant literature**

*Understanding Reading Problems* by Gillet and Temple  
Miscue Analysis inventory, TPRI, informal reading inventory  
*Observational Reading Inventory* by Marie Clay  
*The Power of Reading* by Stephen Krashen

### **Major ideas**

Sociopsycholinguistic view of reading  
Constructivist theory and implications for reading instruction  
Language/literacy development  
Spelling development  
Diagnosis and successful interventions to reading problems  
Guided reading  
Literature based reading instruction  
Writing process  
Reading workshop  
Strategies for reading in the content area

## SCIENCE EDUCATION

### **B. Authorities**

1. David Harms
2. Harold Hungerford
3. John Ramsey
4. Peter Rubba
5. Trudi Volk
6. William Yager

### **C. Major Journals**

1. School, Science, and Mathematics
2. Science and Children
3. Environment and Behavior
4. Journal of Research in Science Teaching
5. Journal of Environmental Education

### **D. Significant Literature**

1. What Research says to Science Teachers
2. Science, Technology, and Society
3. Science Teaching Methods for the Elementary Classroom
4. Education for a New Millennium
5. Science Teaching: A Profession Speaks
6. Science for all Americans

### **E. Major Ideas**

2. Goals of project synthesis: Personal needs, social issues, academic preparation, and career education and awareness
3. Science as both a process of intellectual skills and a product of knowledge
4. Thinking cycles to knowledge is an endless loop based on the concept of empiricism
5. Many myths associates with science education: Science is for a select few, theories grow up to be laws, scientific product is static, realms of truth outside science can be infused
6. Teaching science product should be infused intra- and inter-disciplinary

## **SLEC/ESL/BILINGUAL EDUCATION**

### **A. Authorities**

1. A. F. Ada
2. D. August
3. C. Baker
4. C. B. Cazden
5. A. U. Chamot
6. N. Chomsky
7. C. J. Collier
8. V. P. Collier
9. J. Crawford
10. J. Cummins
11. L. Delpit
12. J. Echevarria
13. K. Escamilla
14. C. J. Faltis
15. B. Flores
16. D. Freeman
17. Y. S. Freeman
18. P. Freire
19. F. Genesee
20. E. Garcia
21. J. Greene
22. K. Hakuta
23. S. B. Heath
24. S. Krashen
25. K. J. Lindholm-Leary
26. L. C. Moll
27. J. U. Ogbu
28. A. A. Ortiz
29. C. J. Ovando
30. B. Pérez
31. J. D. Ramírez
32. D. Short
33. C. E. Snow
34. W. Thomas
35. J. Tinajero
36. G. Valdés
37. M. Vogt
38. L. S. Vygotsky
39. L. Wong-Fillmore
40. A. Willig

### **B. Major Journals**

1. Bilingual Research Journal
2. Teachers of English to Speakers of other Languages
3. Harvard Educational Review
4. Multilingual Matters
5. The Journal of the National Clearinghouse for Bilingual Education
6. CAL (Center for Applied Linguistics)

### **C. Significant Works**

1. Empowering Minority Students by J. Cummins
2. On Power and Ideology: The Managua Lectures by N. Chomsky
3. Bilingual Educational History, Politics, Theory, and Practice by N. Chomsky
4. “Multicultural Improvements of Cognitive Abilities” by DeAvila, Chen and Intili
5. “Bilingual Education: What and Why?” by J. Fishman in English as a Second Language in Bilingual Education (J.E. Alatis, ed.)
6. Ramirez & Ramirez Report
7. Collier & Thomas Longitudinal Study

### **D. Major Ideas**

2. Comprehensible input
3. Cognitively demanding and context embedded language processes
4. Balanced bilingualism, semilingualism, and monolingualism
5. Communicative needs and competence
6. Language learning vs. language acquisition
7. Culturally Responsive Teaching/Learning
8. Differentiated Instruction
9. Bilingualism
10. Bilingualism & Cognition (Cognitive Flexibility)
11. Cognitive Theories of Bilingualism
12. Types of Bilingual Education Program Models
13. Dual Language Programs
14. Education for Bilingualism & Biliteracy
15. Effectiveness of Bilingual/ESL Education
16. Assessment & Special Educational needs of ELLs
17. Code Switching & Bilingualism
18. Cognitive Flexibility & Bilingualism
19. Additive & Subtractive Contexts
20. Language & Nationalism
21. SIOP (Sheltered Instruction Observation Protocol)
22. CALLA (Cognitive Academic Language)
23. BICS & CALP
24. Best Practices for ELLS
25. Lau vs. Nichols
26. Proposition 227
27. Bilingual Act
28. ELLs and Teacher Certification