| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
| --- | --- | --- | --- | --- | --- |
| I. Adolescents as Learners |  |  |  |  |  |
| A. Adolescents’ Development and the Learning Process |  |  |  |  |  |
| 1. Understands how young adolescents learn |  |  |  |  |  |
| a. explains how knowledge is constructed, organized, integrated, and applied |  |  |  |  |  |
| b. applies knowledge of the learning process to instruction and assessment planning |  |  |  |  |  |
| 2. Understands the distinguishing characteristics of young adolescent development |  |  |  |  |  |
| a. describes the developmental characteristics of each domain of adolescent development |  |  |  |  |  |
| –– intellectual |  |  |  |  |  |
| –– physical |  |  |  |  |  |
| –– psychological |  |  |  |  |  |
| –– social |  |  |  |  |  |
| –– moral and ethical |  |  |  |  |  |
| b. recognizes typical and atypical variance within each domain of adolescent development |  |  |  |  |  |
| 3. Knows the major contributions of foundational theorists to education |  |  |  |  |  |
| a. relates the work of theorists to educational contexts |  |  |  |  |  |
| –– Bruner (cognitivism) |  |  |  |  |  |
| –– Piaget (stages of cognition) |  |  |  |  |  |
| –– Bloom (levels of cognition) |  |  |  |  |  |
| –– Marzano/Pickering (research-based instruction) |  |  |  |  |  |
| –– McTighe (big idea, assessment) |  |  |  |  |  |
| –– Gardner (theory of multiple intelligences) |  |  |  |  |  |
| –– Vygotsky (social learning theory) |  |  |  |  |  |
| –– Maslow (hierarchy of needs) |  |  |  |  |  |
| –– Erickson (emotional learning) |  |  |  |  |  |
| 4. Knows the terminology related to learning theories |  |  |  |  |  |
| a. explains and provides examples of (including, but not limited to) |  |  |  |  |  |
| –– metacognition |  |  |  |  |  |
| –– schema |  |  |  |  |  |
| –– transfer |  |  |  |  |  |
| –– self-efficacy |  |  |  |  |  |
| –– constructivism |  |  |  |  |  |
| –– self-regulation |  |  |  |  |  |
| –– zone of proximal development |  |  |  |  |  |
| –– multiple intelligences |  |  |  |  |  |
| –– assimilation, accommodation, adaptation |  |  |  |  |  |
| 5. Understands how learning theory impacts the instructional process for adolescents |  |  |  |  |  |
| a. defines the relationship between learning theory and adolescent development |  |  |  |  |  |
| b. provides examples of how learning is impacted |  |  |  |  |  |
| c. applies knowledge of the learning theory to solve educational problems |  |  |  |  |  |
| B. Adolescents as Diverse Learners |  |  |  |  |  |
| 1. Understands variables that affect how adolescent students learn |  |  |  |  |  |
| a. describes the variables that affect how adolescents learn and perform (including, but not limited to) |  |  |  |  |  |
| –– learning style |  |  |  |  |  |
| –– gender |  |  |  |  |  |
| –– ethnicity |  |  |  |  |  |
| –– health and sexuality |  |  |  |  |  |
| –– socioeconomic status |  |  |  |  |  |
| –– religion |  |  |  |  |  |
| –– family |  |  |  |  |  |
| –– community |  |  |  |  |  |
| –– peer groups |  |  |  |  |  |
| –– society |  |  |  |  |  |
| –– prior knowledge and experience |  |  |  |  |  |
| –– motivation |  |  |  |  |  |
| –– self-confidence/self-esteem |  |  |  |  |  |
| –– cognitive development |  |  |  |  |  |
| –– maturity |  |  |  |  |  |
| –– language |  |  |  |  |  |
| –– expectations for learning |  |  |  |  |  |
| –– behavior |  |  |  |  |  |
| b. provides examples of how variables may affect how adolescents learn and perform |  |  |  |  |  |
| 2. Understands the impact of individual differences on adolescent learning |  |  |  |  |  |
| a. defines areas of exceptionality |  |  |  |  |  |
| –– cognitive |  |  |  |  |  |
| –– auditory |  |  |  |  |  |
| –– visual |  |  |  |  |  |
| –– motor/physical |  |  |  |  |  |
| –– speech/language |  |  |  |  |  |
| –– social/emotional |  |  |  |  |  |
| –– behavioral |  |  |  |  |  |
| b. explains how exceptionalities may impact adolescent learning |  |  |  |  |  |
| 3. Understands how legislation relating to students with special needs impacts classroom practice |  |  |  |  |  |
| a. identifies the provisions of legislation relevant to adolescents with exceptionalities |  |  |  |  |  |
| –– Americans with Disabilities Act (ADA) |  |  |  |  |  |
| –– Individuals with Disabilities Education Act (IDEA) |  |  |  |  |  |
| –– PA Chapter 14 and Chapter 16 |  |  |  |  |  |
| –– Section 504, Rehabilitation Act |  |  |  |  |  |
| b. |  |  |  |  |  |
| explains how the provisions of legislation affect classroom practice |  |  |  |  |  |
| –– adaptations |  |  |  |  |  |
| –– modifications |  |  |  |  |  |
| –– inclusion |  |  |  |  |  |
| –– documentation |  |  |  |  |  |
| –– accommodations |  |  |  |  |  |
| 4. Is familiar with the traits, behaviors, and needs of students with special needs |  |  |  |  |  |
| a. identifies the traits, behaviors, and needs of students with special needs |  |  |  |  |  |
| –– cognitive disability (ADD, ADHD, autism spectrum, dyslexia) |  |  |  |  |  |
| –– emotional disability |  |  |  |  |  |
| –– learning disability |  |  |  |  |  |
| –– physical disability |  |  |  |  |  |
| –– gifted |  |  |  |  |  |
| 5. Knows how the process of English language acquisition affects the educational experiences of adolescent English Language Learners |  |  |  |  |  |
| a. recognizes how the process of English language acquisition affects the educational experiences of adolescent English Language Learners |  |  |  |  |  |
| 6. Is familiar with the effect of culture and gender on communication |  |  |  |  |  |
| a. recognizes the impact of culture on students’ verbal and nonverbal communication |  |  |  |  |  |
| b. recognizes the impact of gender on students’ verbal and nonverbal communication |  |  |  |  |  |
| C. Student Motivation and the Learning Environment |  |  |  |  |  |
| 1. Understands the implications of foundational motivation theories for instruction, learning, and classroom management |  |  |  |  |  |
| a. describes terms related to foundational motivation theories |  |  |  |  |  |
| –– self-determination |  |  |  |  |  |
| –– attribution |  |  |  |  |  |
| –– extrinsic/intrinsic |  |  |  |  |  |
| –– cognitive dissonance |  |  |  |  |  |
| –– student engagement |  |  |  |  |  |
| –– positive and negative reinforcement |  |  |  |  |  |
| b. relates motivation theories to instruction, learning, and classroom management |  |  |  |  |  |
| 2. Understands research-based strategies for classroom management |  |  |  |  |  |
| a. applies methods for developing classroom routines, procedures, and standards of conduct |  |  |  |  |  |
| b. applies methods for maintaining accurate records |  |  |  |  |  |
| c. applies methods for arranging classroom space |  |  |  |  |  |
| 3. Understands strategies for establishing a positive, respectful, and nurturing learning environment |  |  |  |  |  |
| a. applies methods for developing a positive classroom environment |  |  |  |  |  |
| b. applies strategies to develop a learning community that respects the diversity of students |  |  |  |  |  |
| 4. Knows strategies to support the development of motivation in young adolescents |  |  |  |  |  |
| a. identifies strategies for helping adolescents develop self-motivation |  |  |  |  |  |
| –– assigning purposeful and meaningful tasks |  |  |  |  |  |
| –– providing frequent feedback |  |  |  |  |  |
| –– including students in classroom and instructional decisions |  |  |  |  |  |
| II. Curriculum and Instruction |  |  |  |  |  |
| A. Planning Instruction |  |  |  |  |  |
| 1. Understands how the national and state content standards impact planning for instruction |  |  |  |  |  |
| a. explains how standards inform instructional planning |  |  |  |  |  |
| b. utilizes resources for implementing standards-aligned instruction |  |  |  |  |  |
| –– Common Core State Standards |  |  |  |  |  |
| –– PA Academic Standards |  |  |  |  |  |
| –– PA State Assessment Anchors 3–8 |  |  |  |  |  |
| –– PDE Standards Aligned System |  |  |  |  |  |
| –– Professional Content Standards |  |  |  |  |  |
| 2. Knows how to apply the basic concepts of educational theories when planning instruction |  |  |  |  |  |
|  |  |  |  |  |  |
| a. describes and applies concepts of: |  |  |  |  |  |
|  |  |  |  |  |  |
| –– cognitivism (schema, information processing, mapping) |  |  |  |  |  |
|  |  |  |  |  |  |
| –– social learning theory (modeling, reciprocal processing) |  |  |  |  |  |
|  |  |  |  |  |  |
| –– constructivism (learning as experience, problem-based learning, scaffolding, inquiry) |  |  |  |  |  |
|  |  |  |  |  |  |
| –– behaviorism (conditioning, intrinsic/extrinsic rewards, positive and negative reinforcement, punishment) |  |  |  |  |  |
| –– strategic learning (student-centered) |  |  |  |  |  |
| 3. Knows the effect of scope and sequence on instructional planning |  |  |  |  |  |
| a. defines and provides examples of scope |  |  |  |  |  |
| b. defines and provides examples of sequence |  |  |  |  |  |
| c. describes the relationship between scope and sequence and standards of learning |  |  |  |  |  |
| 4. Knows the integrative nature of subject matter |  |  |  |  |  |
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| a. identifies the connections among subject matter disciplines and the implications for student learning |  |  |  |  |  |
| 5. Understands how to select content to achieve unit and lesson objectives |  |  |  |  |  |
| a. selects content at the appropriate level of difficulty to achieve lesson and unit objectives |  |  |  |  |  |
| 6. Knows how to develop instructional objectives |  |  |  |  |  |
| a. distinguishes among the different learning domains |  |  |  |  |  |
| –– cognitive |  |  |  |  |  |
| –– affective |  |  |  |  |  |
| –– psychomotor |  |  |  |  |  |
| b. applies the different learning domains to developing instructional objectives |  |  |  |  |  |
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