**Mid-Term KTDEs (Chapters 1, 2, 3, 8, 11)**

**Teachers Schools and Society: Brief Intro to Ed, 5e (Sadker)**

**EDMS 2301 – Murillo**

**Answer Key**

**Chapter 1**

**The Teaching Profession and You**

This chapter immerses students in the issues surrounding teaching as a career. Topics range from how teachers feel about their work to whether teaching should be considered a profession. The chapter lends itself to introspection—and exciting class discussions or debates.

1. Is teaching a “good fit” for you?
2. What are the joys and disappointments of being a teacher?
3. Can we consider teaching to be a profession?
4. How has teacher preparation changed over the years?
5. What resources are available to help you succeed as a teacher?
6. What are the stages of teacher development?
7. Are America’s schools a secret success story?

**Key Terms and People**

American Federation of Teachers (AFT)

Hall, Reverend Samuel

Induction program

Mann, Horace

Mentor

Merit pay

National Board for Professional Teaching Standards (NBPTS)

National Education Association (NEA)

Normal school

Pay-for-performance

Pedagogy

Tenure

1) Which of the following is a reason that influences individuals to choose teaching as a profession?

A) Desire to work with young people

B) High prestige and status

C) Minimal amounts of paperwork

D) Higher salaries as compared to other professions

Answer:

Topic: A Teaching Career—Is It Right for You?

Learning Objective: 1.1: Understand the fundamentals of teaching as a career.

2) Identify an accurate statement about merit pay.

A) It is no longer in use in schools and colleges.

B) It is easy to be objective while rewarding teachers with merit pay.

C) It attempts to reward the best teachers.

D) It mostly involves rewarding a teacher based on the number of students taught rather than the test scores of the students.

Answer:

Topic: A Teaching Career—Is It Right for You?

Learning Objective: 1.1: Understand the fundamentals of teaching as a career.

3) Alice is a teacher who has just finished her fourth year of teaching. At the end of that year, Alice was informed that she would be granted tenure. From this point, Alice can expect:

A) iron-clad guarantee of job security.

B) protection from arbitrary dismissal.

C) recognition as a competent teacher.

D) accelerated salary increases.

Answer:

Topic: A Teaching Career—Is It Right for You?

Learning Objective: 1.1: Understand the fundamentals of teaching as a career.

4) In terms of professional status, many feel teaching:

A) falls somewhere between professional and semiprofessional in status.

B) enjoys a full professional status on the level of doctors, lawyers, and clergy.

C) is a profession that cannot be associated with intrinsic rewards.

D) is a skilled occupation such as computer programming or accountancy.

Answer:

Topic: Professionalism at the Crossroads

Learning Objective: 1.2: Evaluate whether teaching can be considered a profession.

5) Identify an accurate statement about teachers during the colonial period in America.

A) Teacher education was prominent.

B) Most teachers received formal training.

C) Teaching was viewed as a career rather than temporary employment.

D) Most elementary school teachers never attended a secondary school.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

6) Which of the following statements is true about teaching as a profession in the United States till the 1900s?

A) It was the highest paying job in the United States.

B) It was viewed mostly as a form of temporary employment.

C) It held both female workers and teaching in high regard.

D) It was the hardest profession because teachers were required to acquire a board certificate to teach.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

7) Horace Mann helped establish the first:

A) state-supported normal school.

B) undergraduate teaching program.

C) post-graduate teaching program.

D) classical secondary school.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

8) Identify an accurate statement in reference to teaching during the early 1900s.

A) Teachers began to receive good salaries.

B) Teaching was becoming an increasingly female occupation.

C) Both female workers and teaching were held in high regard.

D) Professional teacher training gained wider acceptance.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

9) To get "board certified" by the National Board for Professional Teaching Standards, a teacher:

A) takes written tests, and the teacher's lesson plans are examined.

B) must be certified by the American Federation of Teachers.

C) has to appear for an interview, but written tests are not required.

D) should serve as an apprentice to a master teacher.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

10) After becoming "board certified," a teacher \_\_\_\_\_\_\_\_.

A) can be assured of a promotion and hike in pay

B) might be given additional pay

C) is given less responsibility for school-wide instruction than a teacher who is yet to attain a board certification

D) is legally entitled to receive a minimum 20 percent raise

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

11) Elaine has been a fifth-grade teacher since 1998. Elaine's decisions are grounded not only in the literature but also in her experiences. She serves as a role model for her students, and she exemplifies virtues such as honesty and fairness that she seeks to inspire in them. Which of the core propositions of the National Board for Professional Teaching Standards do Elaine's actions most closely reflect?

A) Teachers think systematically about their practice and learn from experience.

B) Teachers are responsible for managing and monitoring student learning.

C) Teachers are experienced members of learning communities.

D) Teachers are committed to students and their learning experience.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

12) Paula is a high school music teacher who is known for her involvement and commitment to her students and school. She is constantly working with other teachers and administrators so that they can have the best instruction, curriculum, and staff development possible. She also reaches out through her music program to involve parents and the community to make sure that these groups are engaged with the school and feel like they have a stake in what is going on there. Which of the core propositions of the National Board for Professional Teaching Standards do Paula's actions most closely reflect?

A) Teachers think systematically about their practice and learn from experience.

B) Teachers are members of learning communities.

C) Teachers are committed to students and their learning.

D) Teachers are responsible for managing and monitoring student learning.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

13) In the context of how teachers are prepared today, there is:

A) a consensus that traditional teacher preparation programs are most effective.

B) a consensus that alternative teacher preparation programs are most effective.

C) no alternative teacher preparation program that is better than traditional programs.

D) no consensus on how to best prepare teachers.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

14) Alternative teacher education programs differ from traditional teacher education programs in that alternative teacher education programs:

A) require aspiring teachers to complete a minimum of 15 years of elementary school teaching to be "board-certified."

B) allow teachers to get on-the-job training.

C) tend to draw less academically prepared students into teaching.

D) focus less on structured apprenticeship.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

15) The idea for Teach for America (TFA) came from:

A) the report "A Nation Prepared."

B) the No Child Left Behind Act.

C) Wendy Kopp's undergraduate thesis at Princeton.

D) the American Federation of Teachers.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

16) Pavel is a new teacher in an inner-city school in Boston. To prepare for teaching, Pavel commits to teach for at least five years. He then spends his first year observing and working with Dava, a master teacher, while taking coursework. Only during his second year he will be allowed to teach students of his own under Dava's supervision. Based on this description, Pavel is part of \_\_\_\_\_\_\_\_.

A) a teaching residency program.

B) a traditional teaching education program.

C) the Teach for America program.

D) a guild-based apprenticeship program.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

17) Research shows that teachers skilled in pedagogy:

A) outperform teachers with superior subject area knowledge.

B) give more importance to subject knowledge than teaching methods.

C) lack effective instructional skills.

D) do not employ effective teaching strategies.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

18) Identify a reason why teacher education students are considered less talented than other college majors.

A) Education majors are less likely to score in the top 25 percent on the SATs.

B) Teachers attain scores similar to writers, engineers, and physicians on their SATs.

C) Most students who go into teaching are academically strong.

D) Honesty, social consciousness, and creativity are highly valued.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

19) Although U.S. middle school students may lag behind their Japanese counterparts in international algebra tests, the differences disappear on later tests due to the:

A) increased amount of time U.S. students spend on more challenging courses in high school.

B) greater comparative effectiveness of U.S. colleges.

C) greater access U.S. students have to private tutoring services.

D) increased experience U.S. students have in standardized testing during their later years of education.

Answer:

Topic: American Schools: Better Than We Think?

Learning Objective: 1.4: Explain the importance of educational associations in the personal and professional growth of teachers.

20) What is the evidence that U.S. students are doing quite well in their educational performance?

A) U.S middle school students score significantly higher than Japanese students on algebra tests.

B) Universities in the United States report high satisfaction with the quality of students who are entering higher education.

C) In recent years, SAT reading and mathematics scores have reached an all-time high.

D) U.S. students are scoring high on international tests of mathematics and science.

Answer:

Topic: American Schools: Better Than We Think?

Learning Objective: 1.5: Assess the effectiveness of American schools in comparison to schools of other nations.

21) Which of the following is a reason for demanding radical school reform and the furor about failing schools?

A) Adults think that their children study harder and are learning more than they did.

B) Americans have realistic expectations about the social and economic outcomes of education.

C) Schools today work with large numbers of poor students, non-English-speaking children, and special education students.

D) Teacher's associations and tenure protect only competent teachers.

Answer:

Topic: American Schools: Better Than We Think?

Learning Objective: 1.5: Assess the effectiveness of American schools in comparison to schools of other nations.

22) Imagine that you are on a committee charged with rewarding good teachers and removing poorly performing ones. The subject of merit pay arises and you are asked to discuss the idea with your committee members. How, exactly, does merit pay work? What are the advantages and disadvantages of pay-for-performance? If you were asked to provide your professional recommendations about merit pay to the committee, what would your position be, and why? Be sure to support your position with analysis and examples where appropriate.

Answer:

Topic: A Teaching Career—Is It Right for You?

Learning Objective: 1.1: Understand the fundamentals of teaching as a career.

23) How do teachers feel about their jobs in terms of levels of satisfaction and preparation? How have their perceptions changed over time? What factors might influence how they view their work? Be sure to provide specific examples to support your discussion.

Answer:

Topic: A Teaching Career—Is It Right for You?

Learning Objective: 1.1: Understand the fundamentals of teaching as a career.

24) Imagine that you are a teacher addressing a group of students considering teaching as a career. One of the students asks you about the pros and cons of teaching. How would you answer that student? Be sure to provide specific examples where appropriate.

Answer:

Topic: A Teaching Career—Is It Right for You?

Learning Objective: 1.1: Understand the fundamentals of teaching as a career.

25) The concept of tenure is often a controversial one in education circles. What is tenure? Do you feel that school districts should maintain tenure for teachers, or should they eliminate tenure entirely? Be sure to support your arguments with analysis and examples where appropriate.

Answer:

Topic: A Teaching Career—Is It Right for You?

Learning Objective: 1.1: Understand the fundamentals of teaching as a career.

26) In the movie, "Goodbye, Mr. Chips," Mr. Chipping is warned that teaching "calls for something more than a university degree." What attributes beyond a university degree do you feel that successful teachers must possess? Be sure to explain your response, providing specific examples where appropriate.

Answer:

Topic: Professionalism at the Crossroads

Learning Objective: 1.2: Evaluate whether teaching can be considered a profession.

27) The authors note that many argue that teaching is an "emerging profession," while others view it as a "submerged profession." Discuss what you think would need to occur for teaching to be able to attain full professional status. Be sure to provide examples to support your argument.

Answer:

Topic: Professionalism at the Crossroads

Learning Objective: 1.2: Evaluate whether teaching can be considered a profession.

28) Describe the evolution of teacher preparation programs from colonial times to the present day. Be sure to discuss the role of Teach for America in the preparation of teachers.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

29) Discuss the National Board for Professional Teaching Standards (NBPTS) process. What is the goal of becoming NBPTS certified? What is involved in gaining certification? What are the advantages of becoming NBPTS certified? Are there any challenges teachers face in becoming certified? Based on what you know, would you attempt NBPTS certification? Why, or why not?

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

30) In the text, the authors discuss both traditional and alternative methods of teacher preparation. Based on what you have learned, do you favor the traditional approaches to teacher education or do you think that the alternative programs are more effective? Be sure to support your arguments with specific examples and analysis.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

31) What are some of the "urban legends" surrounding teaching? What are the truths behind these claims? What do you think are the consequences of these legends for the teaching profession? Be sure to support your arguments with specific examples.

Answer:

Topic: From Normal Schools to Board-Certified Teachers

Learning Objective: 1.3: Examine how teacher preparation has evolved over the years.

32) Name the two major teacher organizations in the United States? How do these organizations impact the lives of teachers?

Answer:

Topic: You Are Not Alone

Learning Objective: 1.4: Explain the importance of educational associations in the personal and professional growth of teachers.

33) In this chapter, the authors argue that cultural differences can influence how students from different nations perform on international tests. Discuss how cultural differences might impact performance on such tests. Be sure to provide specific examples to support your arguments.

Answer:

Topic: American Schools: Better Than We Think?

Learning Objective: 1.5: Assess the effectiveness of American schools in comparison to schools of other nations.

34) Discuss the reasons why educators feel there is an upheaval about failing schools and the need for radical school reform. To what extent do these reasons reflect the actual performance of U.S. students, teachers, and schools? Be sure to support your answers with specific analysis and examples.

Answer:

Topic: American Schools: Better Than We Think?

Learning Objective: 1.5: Assess the effectiveness of American schools in comparison to schools of other nations.

35) What are the steps you can take in your teacher education program to begin preparing for a teaching position? Briefly describe what each step might look like as you continue your development into a teacher. Be sure to give specific examples.

Answer:

Topic: Your First Year and Beyond

Learning Objective: 1.6: List the steps to be taken to become a teacher.

36) What are induction programs? How can induction programs provide systematic and sustained assistance to beginning teachers?

Answer: Answers will vary.

Topic: You Are Not Alone

Learning Objective: 1.6: List the steps to be taken to become a teacher.

37) How can mentors help new teachers become skilled professionals?

Answer:

Topic: You Are Not Alone

Learning Objective: 1.6: List the steps to be taken to become a teacher.

38) Discuss the four stages of teacher development.

Answer:

Topic: Your First Year and Beyond

Learning Objective: 1.6: List the steps to be taken to become a teacher.

**Chapter 2**

**Different Ways of Learning**

Theories of learning styles and emotional and multiple intelligences have broken many conventional views of how schools and classrooms should be organized. New brain research further expands one’s understanding of different (and similar) ways students learn. This chapter also explores different ways that students with special needs learn, from those with learning disabilities to those with gifts and talents. This is an exciting time as teachers broaden their concepts of how children learn and the different strategies they can use to reach all students.

1. How do mindsets and multiple intelligences influence teaching and learning?
2. How does emotional intelligence influence teaching and learning?
3. How can teachers respond to students’ different learning styles?
4. Is gender a learning style?
5. How are the needs of learners with exceptionalities met in today’s classrooms?

**Key Terms and People**

Accelerated programs

Advanced Placement (AP)

Appropriate education

Dweck, Carol

Emotional intelligence quotient (EQ)

Exceptional learners

Fixed mindset

Gardner, Howard

Gender similarities hypothesis

Giftedness

Goleman, Daniel

Growth mindset

Inclusion

Individualized education program (IEP)

Individuals with Disabilities Education Act (IDEA)

International Baccalaureate (IB)

Learning disabilities

Learning styles

Least-restrictive environment

Locus of control

Mainstreaming (inclusion)

Multiple intelligences

Neuroplasticity

Nondiscriminatory education

Portfolio

Procedural due process

Regular education initiative

Special education

Zero reject

1) Students who embrace an incremental view of intelligence are most likely to:

A) have a fixed mindset.

B) blame their lack of intelligence when faced with a difficult situation.

C) explore inventive strategies to solve a problem.

D) score low on emotional intelligence.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

2) Which of the following is a finding of Janet Hyde's work on differences and similarities between boys and girls?

A) Females exhibit more helping behaviors than males.

B) Girls have better ability to rotate objects mentally than boys.

C) Greater educational differences exist within the genders than between the genders.

D) Self-esteem levels for adult men and women are highly different.

Answer:

Topic: Do Boys and Girls Learn Differently?

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

3) Isabel is a school teacher. She is able to analyze and respond to the motivations and moods of her students. She knows what her students desire and tailors her lectures and classes accordingly. According to Howard Gardner's theory of multiple intelligences, Isabel most likely has good:

A) interpersonal intelligence.

B) intrapersonal intelligence.

C) existential intelligence.

D) naturalist intelligence.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

4) According to Howard Gardner, the ability to discriminate among living things and to classify plants, animals, and minerals reflects:

A) intrapersonal intelligence.

B) interpersonal intelligence.

C) spatial intelligence.

D) naturalist intelligence.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

5) Identify an accurate statement about the approaches to assessment.

A) The portfolio approach is a more comprehensive approach to assessment and evaluation as compared to traditional methods.

B) Pencil-and-paper tests on logical ability are a comprehensive measure of newly identified areas of intelligence.

C) The portfolio approach saves time by eliminating the need for student artifacts like videos, exhibits, and projects.

D) Pencil-and-paper tests on math and linguistics are the most comprehensive approach to assessment and evaluation.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

6) According to Gardner, if one wants to develop students who are willing to face hard truths and value honest behavior, the stress should be on the:

A) ethical mind.

B) disciplined mind.

C) respectful mind.

D) synthesizing mind.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

7) In the context of emotional intelligence quotient (EQ) and intelligence quotient (IQ), psychologist Daniel Goleman argues that:

A) IQ introduces a new gateway for measuring intelligence in adults.

B) EQ may be a better predictor of life success than IQ.

C) EQ taps into the head, whereas IQ taps into the heart.

D) an IQ score is the best standard of measuring performance.

Answer:

Topic: Emotional Intelligence

Learning Objective: 2.2: Identify the aspects of teaching and learning shaped by emotional intelligence.

8) Which of the following dimensions of emotional intelligence is demonstrated by people who are popular, are good leaders, and who can make others feel comfortable and connected?

A) Knowing emotions

B) Managing emotions

C) Motivating oneself

D) Handling relationships

Answer:

Topic: Emotional Intelligence

Learning Objective: 2.2: Identify the aspects of teaching and learning shaped by emotional intelligence.

9) Identify an accurate statement about emotional intelligence.

A) It is the regulation of emotion in a way that enhances living.

B) It refers to free, uninhibited emotional expression that enhances living.

C) There is no correlation between regulation of emotions and test scores.

D) A single emotional intelligence quotient (EQ) score can capture the entire range of abilities and skills.

Answer:

Topic: Emotional Intelligence

Learning Objective: 2.2: Identify the aspects of teaching and learning shaped by emotional intelligence.

10) A student who says, "I failed the test because the fire alarm went off in the middle of the test" appears to exhibit:

A) an external locus of control.

B) an internal locus of control.

C) a diffuse locus of control.

D) no specific locus of control.

Answer:

Topic: Learning Styles

Learning Objective: 2.3: Evaluate the need for teachers to shape their instruction to match students' learning styles.

11) Heather always learns well when the activities in her class involve hands-on participation. She prefers classroom activities that require her to actively move her body. In this case, Heather is most likely a(n):

A) tactile learner.

B) visual learner.

C) auditory learner.

D) spatial learner.

Answer:

Topic: Learning Styles

Learning Objective: 2.4: Explain how gender has little effect on learning styles.

12) Identify an accurate statement about single-sex schools.

A) The advantages of single-sex schools have been proved by rigorous research.

B) Ideas that support single-sex schools fit easily into traditional belief systems.

C) Dividing students increases sexual distractions but reduces discipline issues.

D) Girls have a better and more refined learning style, hence they should be taught separately.

Answer:

Topic: Do Boys and Girls Learn Differently?

Learning Objective: 2.4: Explain how gender has little effect on learning styles.

13) According to the National Association for Gifted Children, giftedness is:

A) identified by an intelligence quotient (IQ) score of 160 or higher.

B) identified by an intelligence quotient (IQ) score of 140 or higher.

C) based on the presence of distinct elements of giftedness.

D) based on the presence of wisdom in an individual.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

14) Which of the following is true about gifted students?

A) Most of them experience school as a friendly place.

B) Many gifted students form separate social groups and try to isolate other students.

C) Many gifted students drop out of school instead of thriving at school.

D) About 15 percent of students have been identified as academically gifted.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

15) In the context of protecting children with disabilities from being segregated, which of the following is the most restrictive environment for education?

A) Residential school

B) Regular school

C) A resource room

D) A regular classroom

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

16) Grace Fernald, Marianne Frostig, and Heinz Werner are noted for pioneering research in the field of \_\_\_\_\_\_\_\_.

A) gifted education

B) neuroplasticity

C) learning styles

D) special education

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

17) The principle of nondiscriminatory education is based on:

A) historical perspectives on special education.

B) "procedural due process" that denies a citizen the right to property interest.

C) "due process" rights of the Fifth and Fourteenth Amendments of the U.S. Constitution.

D) the Education for All Handicapped Children Act.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

18) One of the fundamental provisions of the Individuals with Disabilities Education Act, which ensures that students with disabilities should be assessed fairly by the use of tests that are free from cultural bias and are in the students' native language, is the provision of:

A) appropriate education.

B) procedural due process.

C) nondiscriminatory education.

D) an individualized education program.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

19) The principle of nondiscriminatory education:

A) supports the ban on the zero-reject principle.

B) supports the ban on tests that are culturally biased.

C) supports the ban on the use of children's native language in tests.

D) supports the use of IQ tests for placing or tracking students.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

20) Which principle of special education implies that educational goals designed for a child must align with his or her learning needs?

A) The zero-reject principle

B) An individualized education program

C) Nondiscriminatory education

D) Procedural due process

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

21) A least-restrictive environment:

A) ensures appropriate segregation of children with disabilities in each school and in every state.

B) allows students with disabilities to be educated by their parents at home.

C) creates an atmosphere in which students with disabilities are not inappropriately segregated.

D) provides students with disabilities with specially trained teachers, assistive technologies, and access to other appropriate resources.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

22) Procedural due process refers to the:

A) principle that upholds the right of non-English-speaking students to select their language of instruction.

B) established procedures to accommodate the needs of gifted learners in regular classrooms.

C) right of children with disabilities to be assessed, placed, and taught in special and separate classrooms.

D) principle that upholds the right of students with disabilities to protest a school's decisions about their education.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

23) Which of the following is true of students receiving special education?

A) Whites are more likely to be classified as special needs students as compared to African Americans and Hispanics.

B) Few special education students are likely to be Hispanic because special education services are not available in Spanish.

C) Boys are more likely to receive special educational services as compared to girls.

D) Gifted learners receive far more than their fair share of instructional resources because they often benefit the most from their status as special education students.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

24) One of the reasons that teachers feel uncertain about educating special needs students is that they:

A) do not understand what the Individuals with Disabilities Education Act requires of them.

B) do not always get adequate resources to work with special needs students.

C) do not feel inclined to address the needs of special needs students.

D) feel that special needs students should be taught by separate specially trained teachers in each school.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

25) A growing number of researchers do not view intelligence as a fixed and predetermined entity but as something that can be changed by efforts. How would you define intelligence? What would be your opinion of IQ (intelligence quotient) scores as a measure of intelligence?

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

26) Discuss traditional and more recent definitions of intelligence. From the perspective of an educator, why do you think these definitions matter to teachers, parents, and students? Be sure to give specific examples to support your analysis.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

27) Imagine that you are a classroom teacher. You have identified among your students four of the multiple intelligences. (You may determine which ones you would like to use.) How would you plan instruction to accommodate these four intelligences? What sort of factors would you need to consider? What sort of activities would you plan? Be sure to support your analysis with specific examples.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

28) Which of Gardner's "five minds" do you believe would be most beneficial for application to teaching curriculums in today's schools (excluding the "disciplined mind")? Which would you prioritize as least important? Explain your position using analysis and providing specific examples to support your position.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

29) Describe how you believe educators could use Gardner's "five minds" in the classroom. What would instruction look like if teachers incorporated these "minds"? Be sure to provide specific examples to support your position.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

30) What is the difference between a fixed mindset and a growth mindset? How do mindsets influence teaching and learning?

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

31) How does Howard Gardner define intelligence? Discuss his theory of multiple intelligences. Give an example for each of the eight intelligences identified by Howard Gardner.

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

32) Discuss the importance of the portfolio approach to assessment. In what ways are Howard Gardner's multiple intelligences theory and Carol Dweck's mindsets approach reshaping current assessment practices?

Answer:

Topic: Mindsets and Multiple Intelligences

Learning Objective: 2.1: Understand the impact of multiple intelligences on teaching and learning.

33) What is emotional intelligence? How can teachers promote emotional intelligence in their students?

Answer:

Topic: Emotional Intelligence

Learning Objective: 2.2: Identify the aspects of teaching and learning shaped by emotional intelligence.

34) What is emotional intelligence quotient (EQ)? What is the impact of EQ on teaching and learning?

Answer:

Topic: Emotional Intelligence

Learning Objective: 2.2: Identify the aspects of teaching and learning shaped by emotional intelligence.

35) Briefly discuss the influence of cognitive, affective, and physiological factors on an individual's learning style. How can teachers use their knowledge of these factors to improve their instruction? Be sure to give specific examples to support your arguments.

Answer:

Topic: Learning Styles

Learning Objective: 2.3: Evaluate the need for teachers to shape their instruction to match students' learning styles.

36) What are your views about the statement, "In short, more educational differences exist within the genders than between the genders"? Based on your interpretation of this sentence, what can educators do to provide effective instruction to males and females in their classes? Be sure to provide specific examples to support your interpretation and arguments.

Answer:

Topic: Do Boys and Girls Learn Differently?

Learning Objective: 2.4: Explain how gender has little effect on learning styles.

37) Imagine that you are a teacher in a school that the school board is considering converting to a single-sex school. Since you are a senior member of the faculty, you have been asked to discuss your position at the next school board meeting. What position on single-sex schooling would you take, and why? Be sure to support your position with analysis and specific examples.

Answer:

Topic: Do Boys and Girls Learn Differently?

Learning Objective: 2.4: Explain how gender has little effect on learning styles.

38) What is neuroplasticity, and why do teachers need to be aware of neuroplasticity when planning instruction? As a teacher, how would you take advantage of your understanding of neuroplasticity to benefit your students?

Answer:

Topic: Learning Styles

Learning Objective: 2.4: Explain how gender has little effect on learning styles.

39) Discuss the controversies that surround gifted education. Why is there opposition among policymakers to support such programs? What alternatives are left for educating gifted students in the face of such opposition? As an educator, what can you do to provide gifted students with a challenging education?

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

40) Imagine you are teaching in a regular classroom that also has a group of students with learning disabilities. As an educator, how would you approach their special learning needs? What strategies would you adopt to enable them to learn as well as other students?

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

41) List and briefly explain the principles of special education laid out in federal law, particularly in Public Law 94-142 and the Individuals with Disabilities Education Act. Describe how these five principles would impact teachers who have special needs students. Be sure to provide specific examples where appropriate.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

42) Imagine you are a teacher. You have been informed that in the coming year you will be teaching in an "inclusion classroom." As an educator, what benefits do you see from inclusion? What concerns would you have about teaching in an inclusion class? How would you prepare yourself for teaching in an inclusion environment? Be sure to provide specific examples to support your arguments.

Answer:

Topic: Exceptional Learners

Learning Objective: 2.5: Recall the various teaching approaches available to meet the needs of exceptional learners.

**Chapter 3**

**Teaching Your Diverse Students**

This chapter is designed to introduce students to the issues and debates concerning multicultural education. But rather than only exploring cultural pluralism in America, the chapter offers the student an interactive opportunity that is, to begin planning to teach students from different backgrounds. By examining brief student portraits, the reader is encouraged to apply culturally responsive teaching strategies.

1. What are the challenges posed by America’s increasingly diverse students?
2. How does unconscious bias influence life in the classroom?
3. How is gender fluidity influencing school life?
4. What are the instructional and political issues surrounding English Language Learners?
5. How do deficit, expectation, and cultural difference theories explain dissimilar academic performance among various racial, ethnic, and cultural groups?
6. How do phrases like “melting pot” and “cultural pluralism” both capture and mask American identity?
7. What are the purposes and approaches of multicultural education?
8. Why is culturally responsive teaching important?
9. How can teachers use culturally responsive teaching strategies?

**Key Terms and People**

Assimilation (enculturation)

Banks, James

Bilingual education

Cultural difference theory

Cultural pluralism

Culturally responsive teaching

Culture

Deficit theory

English as a Second Language (ESL)

English language learners (ELLs)

Ethnicity

Expectation theory

Generalizations

Immersion

Ladson-Billings, Gloria

Language submersion

*Lau v. Nichols*

LGBTQA

Maintenance (developmental) approach

Multicultural education

Multiracial

Race

School-to-prison pipeline

Stereotypes

Stereotype threat

Transitional approach

Two-way immersion

1) Catelina, a young Hispanic girl, has brown skin, thick hair, and dark eyes just like her cousins. These features reflect Catelina's \_\_\_\_\_\_\_\_.

A) race

B) culture

C) ethnicity

D) religion

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

2) Being \_\_\_\_\_\_\_\_ refers to a person's innate identity of being male, female, or somewhere in between.

A) transracial

B) bisexual

C) homosexual

D) transgender

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

3) In the context of Professor Andrew Hacker's parable about race, which of the following is true of his views?

A) He feels that the very effort to combat racial prejudice worsens the problem by bringing attention to it.

B) He believes that most racial injustices can be solved through an infusion of funding to level the playing field.

C) He considers the idea of racial privilege or discrimination to have faded to a degree that it is now mostly a myth.

D) He considers white privilege so commonplace that most people are no longer able to "see" it.

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

4) In an essay that Eve wrote for her sociology course, she argued that one of the reasons that minorities struggled academically in school was genetic deficiencies that made them incapable of learning at the same pace as their white counterparts. Eve's views are indicative of the \_\_\_\_\_\_\_\_.

A) deficit theory

B) cultural difference theory

C) expectation theory

D) multiple intelligence theory

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

5) Marie, a middle-school teacher, believes that all children can learn if given the right support. However, Tina, her coworker, thinks that it is a waste of time and effort to work with students from certain racial and ethnic groups. Which of the following theories suggests that the academic performance of the students from these groups is likely to suffer due to Tina's attitude?

A) The deficit theory

B) The expectation theory

C) The multiple intelligence theory

D) The cultural difference theory

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

6) Israel Zangwill's description of America as a "melting pot" best reflects the idea of \_\_\_\_\_\_\_\_.

A) cultural pluralism

B) balkanization

C) assimilation

D) polarization

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

7) When Ovando's family first emigrated from Latin America, school was difficult for him because of his limited proficiency in English and because he was not allowed to speak Spanish at school. His experience was similar to that of:

A) Kinney Lau, whose difficulty in school led to a landmark court case, Lau v. Nichols.

B) Karen Killilea, whose mother penned the influential book Karen.

C) the children whose struggles resulted in Public Law 94-142.

D) gifted students who were not placed in accelerated programs.

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.2: Understand the political issues surrounding bilingual education and identify the various approaches to teaching bilingual students.

8) The \_\_\_\_\_\_\_\_ approach uses native language as a bridge to English language instruction, where subjects are taught first in the native language.

A) immersion

B) transitional

C) maintenance

D) submersion

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.2: Understand the political issues surrounding bilingual education and identify the various approaches to teaching bilingual students.

9) In the context of English Acquisition Programs, identify a true statement about the transitional approach.

A) In the transitional approach, instruction is mostly in English.

B) The transitional approach often stresses on cultural assimilation.

C) The transitional approach is also called a "sink or swim" approach.

D) In the transitional approach, students are placed in classes where only English is spoken.

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.2: Understand the political issues surrounding bilingual education and identify the various approaches to teaching bilingual students.

10) In the context of Dual Language Programs, the \_\_\_\_\_\_\_\_ is designed to help children learn English while maintaining their native language.

A) immersion approach

B) traditional approach

C) developmental approach

D) submersion approach

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.2: Understand the political issues surrounding bilingual education and identify the various approaches to teaching bilingual students.

11) Nationally, \_\_\_\_\_ are more likely than students of other races to attend multiracial schools.

A) Asian Americans

B) White Americans

C) Hispanic Americans

D) African Americans

Answer:

Topic: Multicultural Education

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

12) \_\_\_\_\_\_\_\_ students are the least likely to attend multiracial schools and are the most isolated group.

A) White

B) Asian

C) Hispanic

D) African American

Answer:

Topic: Multicultural Education

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

13) Multicultural educators that follow the approach called "teaching the culturally different" primarily advocate:

A) creating close links between school and home so that minority children can succeed academically.

B) teaching single-group studies such as Black Studies, Hispanic Studies, or Women's Studies programs.

C) developing new eyes through which policy makers can initiate change in education.

D) mobilizing students to actively address and find ways to remedy social problems.

Answer:

Topic: Multicultural Education

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

14) When a teacher allocates a special week in a month to talk about important female inventors, the teacher is taking the \_\_\_\_\_\_\_\_ approach to multicultural curriculum.

A) additive

B) contributions

C) transformation

D) social action

Answer:

Topic: Multicultural Education

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

15) A professor asks her students to discuss globalization for a paper on world affairs. She asks the students to make a presentation on how people from the East view globalization and its impact on their culture and economy. This example is most representative of the \_\_\_\_\_\_\_\_ approach to multicultural curriculum.

A) contributions

B) additive

C) transformation

D) social action

Answer:

Topic: Multicultural Education

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

16) Which of the following statements best reflects the findings of a 1990s survey conducted by People for the American Way regarding the state of race relations in America?

A) "As a reporter, I think the media is doing everything possible to effectively address race relations."

B) "I think that I've got a healthier attitude toward race relations than my mom and dad."

C) "Yes, as a white person, I feel very comfortable dealing with members of other racial groups."

D) "Speaking on behalf of African Americans, I can say that almost 80% of us have become comfortable with dealing with members of other racial groups."

Answer:

Topic: Multicultural Education

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

17) One of the reasons that students in schools are more segregated today than at any time since the Civil Rights movement is that:

A) the federal courts are no longer willing to attend to the problem of racial segregation.

B) the No Child Left Behind Act has mandated minorities to attend failing schools.

C) the economic slowdown has forced minorities to return to the cities where they grew up.

D) the rise of charter schools has led to more segregated student demographics.

Answer:

Topic: Multicultural Education

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

18) A key assumption of multicultural education is that:

A) students should go through home schooling to improve their performance.

B) the language of instruction should be English.

C) the curriculum should have an Afro-centric focus.

D) effective teachers recognize that students learn in different ways.

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

19) Which of the following actions of teachers is most likely be supported by Gloria Ladson-Billings, the proponent of culturally responsive teaching?

A) Making the students concentrate on personality development while ignoring academic success

B) Encouraging the students to strictly follow textbooks even if they are outdated

C) Working to improve the quality of life of the students in the school and community

D) Using a single learning style in order to avoid confusing the students

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

20) In diverse classrooms, teachers can use generalizations about students from different cultural groups but should avoid stereotypes. Which of the following is a stereotype?

A) African American students tend to communicate orally.

B) Asian American students are math geniuses.

C) Female students often personalize knowledge.

D) Native American students often prefer cooperative learning.

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

21) Which of the following statements about stereotyping is true?

A) Stereotyping is a process that gives importance to individuality.

B) Stereotypes are impervious to contradictory information.

C) Stereotyping is used to broaden the thinking process.

D) Stereotypes are applied only to a few members of a group.

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

22) Which of the following statements is true about generalizations?

A) Generalizations recognize that there are trends over large numbers of people.

B) Generalizations offer hard and fast conclusions like stereotypes.

C) Generalizations assume that everyone in a group has a fixed set of characteristics.

D) Generalizations view people either in one group or another.

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

23) According to James Banks, multicultural education often begins with the \_\_\_\_\_\_\_\_, in which the study of ethnic heroes (for example, Sacagawea, Rosa Parks, or Booker T. Washington) is included in the curriculum.

A) social action approach

B) transformation approach

C) additive approach

D) contributions approach

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

24) Discuss the recent waves of immigration in this country. What significance does such immigration have for the nation's schools? What are the implications of these waves of immigration on teachers and students?

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

25) What does author Peggy McIntosh mean when she talks about an "invisible knapsack"? Why does she refer to this phenomenon of "invisible knapsack"? Discuss the ways in which you have experienced this phenomenon. As a teacher, how can you help your students become aware of the invisible knapsack? Be sure to provide specific examples to support your discussion.

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

26) Many deficit theorists believe that social and economic deficits at home contribute to the poor academic performance of certain groups. What can schools and teachers do to counteract such perceptions among their students? Be sure to provide specific examples to support your arguments.

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

27) Do you agree that the United States is a "melting pot"? If so, why? If you don't agree, explain why. Do you have a better metaphor with which to describe the United States?

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

28) Why is it important for teachers to be sensitive to LGBTQA issues in classrooms? List some of the ways in which a teacher can show visible support to LGBTQA students.

Answer:

Topic: Student Diversity

Learning Objective: 3.1: Identify the issues that American schools are facing as a result of student diversity.

29) How does the expectation theory explain why some groups soar in school while others flounder? How is it different from the cultural difference theory? What role do these theories play in classrooms?

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.2: Understand the political issues surrounding bilingual education and identify the various approaches to teaching bilingual students.

30) Discuss strategies that teachers can use to support English Language Learners (ELLs) in the classroom. Give examples for each strategy that you list.

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.2: Understand the political issues surrounding bilingual education and identify the various approaches to teaching bilingual students.

31) To what extent was your elementary and secondary education "multicultural"? Would you consider your experience indicative of the contributions approach, the additive approach, the transformation approach, or the social action approach? If you could go back to elementary and secondary school again, which approach would you want your teachers to take, and why?

Answer:

Topic: Multicultural Education

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

32) Do you believe that equal educational opportunity is best achieved in separate or integrated classrooms? Explain your position using analysis and specific examples.

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

33) How do you make a classroom inclusive of multiracial students?

Answer:

Topic: English Language Learners (ELLs)

Learning Objective: 3.3: Explain the need for multicultural education and the various approaches to a multicultural curriculum at schools.

34) Giving examples, describe how a teacher might use generalizations to aid in teaching students in a diverse classroom. How does a teacher avoid the negative consequences of stereotype threat?

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

35) Explain the importance of culturally responsive teaching. What are the three culturally responsive principles suggested by Gloria Ladson-Billings?

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

36) What is stereotype threat? In what ways can stereotype threat influence academic performance?

Answer:

Topic: Multicultural Education

Learning Objective: 3.4: Review all the important aspects of culturally responsive teaching.

**Chapter 8**

**School Law and Ethics**

In this chapter, readers respond to actual legal situations that have confronted teachers and students and can test themselves to determine their RQ (rights quotient). Also included are pragmatic steps that teachers can take for legal self-defense. Students and teachers are offered suggestions for handling important but difficult ethical dilemmas in school.

1. What are your legal rights and responsibilities as a teacher?

2. What legal rights do students enjoy (and do they have legal responsibilities)?

3. What are the ethical responsibilities of teachers and students?

4. How might teachers thoughtfully and safely manage social media in and outside the classroom?

5. What classroom strategies promote moral education?

**Key Terms and People**

Academic freedom

Buckley Amendment

Character education

Child abuse

Copyright laws

Corporal punishment

Due process

Educational malpractice

Establishment clause

Fair use

First Amendment

Fourth Amendment

Fourteenth Amendment

Gilligan, Carol

In loco parentis

Intellectual property

Kohlberg, Lawrence

Liability

Malfeasance

Misfeasance

Moral stages of development

Moral voices

Nonfeasance

Sexual harassment

Title VII of the Civil Rights Act (1964)

Title IX of the Education Amendments (1972)

Values clarification

Zero-tolerance policy

U.S. Supreme Court cases

Engel v. Vitale

Franklin v. Gwinnett County Public Schools

Goss v. Lopez

Hazelwood School District v. Kuhlmeir

Pickering v. Board of Education

Plyler v. Doe

Tinker v. Des Moines Independent Community School District

1) In the context of the way in which the different branches and levels of government influence education law, the \_\_\_\_\_\_\_\_ to the U.S. Constitution protects freedom of religion, speech, the press (or media), and peaceful assembly.

A) First Amendment

B) Fourth Amendment

C) Eighth Amendment

D) Fourteenth Amendment

Answer:

Topic: Classroom Law

Learning Objective: 8.1: Understand the need for teachers and students to be aware of their basic legal rights and responsibilities.

2) In the context of the amendments that are of special interest to teachers and students, the \_\_\_\_\_\_\_\_ to the U.S. Constitution prohibits violation of privacy and security without a court warrant.

A) Seventh Amendment

B) Fourth Amendment

C) Second Amendment

D) Tenth Amendment

Answer:

Topic: Classroom Law

Learning Objective: 8.1: Understand the need for teachers and students to be aware of their basic legal rights and responsibilities.

3) The \_\_\_\_\_\_\_\_ to the U.S. Constitution protects citizens' rights to due process and equal protection under the law, no matter where they live in the United States.

A) Fifth Amendment

B) Sixth Amendment

C) Fourteenth Amendment

D) Eleventh Amendment

Answer:

Topic: Classroom Law

Learning Objective: 8.1: Understand the need for teachers and students to be aware of their basic legal rights and responsibilities.

4) Courts have ruled that a teacher can be fired for \_\_\_\_\_\_\_\_.

A) having HIV or disability

B) private homosexual behavior

C) use of vulgar language outside school

D) encouraging students to attend certain religious meetings

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

5) The Supreme Court ruled in \_\_\_\_\_\_\_\_ that students can grade their peers' academic work (and even announce the results in class) without violating the privacy act.

A) Owasso Independent School District v. Falvo

B) Wood v. Strickland

C) Ingraham v. Wright

D) Tinker v. Des Moines Independent Community School District

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

6) In the context of common terms and typical situations related to teacher liability, the term \_\_\_\_\_\_\_\_ refers to failure to conduct in an appropriate manner an act that might otherwise have been lawfully performed.

A) "malfeasance"

B) "misfeasance"

C) "nonfeasance"

D) "defeasance"

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

7) In the context of common terms and typical situations related to teacher liability, starting a fistfight or bringing marijuana to school is considered an act that cannot be done lawfully, regardless of how it is performed, and is referred to as \_\_\_\_\_\_\_\_.

A) "nonfeasance"

B) "misfeasance"

C) "malfeasance"

D) "defeasance"

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

8) The Supreme Court ruled in \_\_\_\_\_\_\_\_ that student newspapers written as part of a school journalism course should be viewed as part of the official school curriculum.

A) Santa Fe Independent School District v. Jane Doe

B) Tinker v. Des Moines School District

C) Franklin v. Gwinnett County Public Schools

D) Hazelwood School District v. Kuhlmeir

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

9) Title IX of the Education Amendments (1972):

A) expands educational opportunities to persons with disabilities.

B) bars discrimination on the basis of race, color, or national origin.

C) prohibits discrimination on the basis of sex.

D) protects the right to due process and equal protection.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

10) When a teacher's private life is called into question by the courts, a governing principle that determines whether or not the teacher may be dismissed is often based on whether:

A) there is substantial disruption of the educational process.

B) there is documentary evidence of an illicit relationship.

C) the teacher's actions in his or her private life can be considered immoral.

D) the teacher is a good role model for students.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

11) Generally, courts have ruled that teachers may be fired for:

A) adultery.

B) using profanity and abusive language toward students.

C) private homosexual behavior.

D) unwed cohabitation.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

12) Courts have ruled that a teacher's right to academic freedom:

A) is absolute and teaching should be free of any restrictions.

B) is absolute because censorship reduces a teacher's effectiveness.

C) is not absolute as students should learn only appropriate subject matter.

D) is not absolute and teachers should avoid discussing ethnic and religious differences.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

13) Paul Pratfall was a young teacher who meant well, but could be easily led off task—especially, when it came to afternoon hall duty. When the school dismissal bell rang, Paul's job was to make sure that the children walked safely and in a disciplined manner from the classrooms on his hall to the waiting school buses just beyond the front entrance. During Friday's duty, one of Paul's colleagues called out to him. "Hey, Paulie, come in here and check out the article in the paper about the big game tonight. You gotta see it!" At first, Paul hesitated, since he was on duty. Then, he went into his friend's classroom to read the article. After all, he figured that he would only be a minute or two. Paul had just begun to read the article when he heard a loud crash and an anguished cry. He and his colleague ran into the hall to find little Jeannie lying on the floor with her leg obviously broken. Based on this scenario, Paul would most likely be guilty of:

A) misfeasance.

B) malfeasance.

C) malice aforethought.

D) nonfeasance.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

14) Why have many courts rejected educational malpractice lawsuits?

A) Only malfeasance or misfeasance on the part of school personnel can be tried in court.

B) It is the responsibility of schools to make every student learn, but students are unable to provide adequate proof of malpractice.

C) Many factors affect learning and the school system cannot be solely blamed for failure to learn.

D) Not all schools have the resources to provide an "adequate education."

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

15) A teacher's right to freedom of speech as a citizen, regarding matters of public concern, is protected due to the holding in the:

A) Edwards v. Aguilar case.

B) Tinker v. Des Moines Independent Community School District case.

C) Bethel School District v. Fraser case.

D) Pickering v. Board of Education case.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

16) Andy was teaching a unit on Tennyson in his British Literature class, and he came across an essay about the poet that would really "bring the man to life." He made copies of the essay and distributed them to the students. Based on the information presented here, did Andy violate copyright laws?

A) Yes, because he violated the cumulative effect criterion of the fair use policy.

B) Yes, because he violated the spontaneity criterion of the fair use policy.

C) No, because he can do so under the fair use policy for up to nine instances per class per semester.

D) No, because essays are exempt from copyright laws and are considered to be in the public domain.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

17) School teachers who participate in strikes are:

A) not legally entitled to do so, even for matters of larger public interest.

B) usually prosecuted or penalized, as organized strikes are against the law.

C) prohibited from doing so in over 30 states, but are rarely prosecuted or penalized.

D) prohibited from doing so in all states; they can be severely penalized for it.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

18) Identify an accurate statement about the Buckley Amendment.

A) Student grades do not become private and part of students' educational records until they are recorded in a teacher's grade book.

B) Announcing student grades in a classroom violates the privacy act; test scores must only be disclosed to the student.

C) A teacher can share student educational records with the parents of other students.

D) The Family Rights and Privacy Act contradicts the Buckley amendment.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

19) Cases such as Goss v. Lopez that deal with the proper procedures involving the disciplining and suspension of students would fall under the \_\_\_\_\_\_\_\_ to the U.S. Constitution.

A) First Amendment

B) Fourth Amendment

C) Fourteenth Amendment

D) Fifteenth Amendment

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

20) Which of the following statements regarding zero-tolerance policies is true?

A) Zero-tolerance policies have been highly effective in reducing school violence.

B) Suspensions and expulsions reduce the risk of long-term social and academic problems.

C) Students who are removed from school are at increased risk for low achievement and of becoming permanently entangled in the "schools-to-prison" pipeline.

D) Suspensions and expulsions can bring an improvement in school climate and improve discipline.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

21) According to the Fourteenth Amendment, which of the following is an accurate statement in case of suspension of a student for indiscipline or misbehavior?

A) The school administrator is legally bound to inform the student of the rule broken, but no evidence is required.

B) The student is entitled to tell his side of the story in self-defense.

C) A student's constitutional rights are not clearly established.

D) The Fourteenth Amendment does not guarantee due process rights to a student in case of a suspension greater than ten days.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

22) Which of the following is an accurate statement with reference to the term in loco parentis?

A) School authorities have similar restrictions as do police in search-and-seizure activities.

B) A school official can search a student's locker if there is reasonable suspicion that it contains something illegal and dangerous.

C) In the larger interest of all students, school authorities can legally conduct a random strip search of students.

D) School authorities have a legal right to randomly conduct spot-checking of lockers for drugs, weapons, or other illicit materials.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

23) Alyssa was a senior at Local High School (LHS). Although she was a brilliant student, Alyssa had a mischievous streak that frequently landed her in the principal's office. In order to get into the college that she wanted to, she needed a recommendation letter from her counselor, Mr. Todd. On the day that she went to see him to ask for the letter, he told her to close the door. "Ever since you came here as a freshman, I've had my eyes on you. It's amazing just how pretty you've become. I'll be glad to discuss your letter over dinner at my apartment, around eight tonight. Be sure to wear something really pretty. And let's keep our little date to ourselves. After all, we wouldn't want something to happen to that letter, would we"? Based on the dialogue, Alyssa is experiencing:

A) quid pro quo sexual harassment.

B) hostile environment sexual harassment.

C) inadmissible sexual harassment.

D) procedural sexual harassment.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

24) A new principal is concerned with the increasing incidents of cheating and plagiarism occurring in her school. She wants to take effective measures to reduce such incidences. Which of the following actions might be the most effective?

A) Students who are caught cheating or plagiarizing will be suspended from school for five days.

B) Students who are caught cheating or plagiarizing will receive a grade of "zero" for each infraction.

C) Teachers will make a report of all such incidents and repeat offenders will be expelled.

D) Teachers will help students to develop the skills to synthesize and summarize information, use citations properly, and develop their own insights.

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

25) A teacher who suspects that a child is the victim of child abuse:

A) can lose teaching credentials and face prosecution, if he or she reports suspected abuse and the charge cannot be proved.

B) should immediately contact the child's parents or directly approach the police department.

C) should wait for concrete proof before filing a report or contacting the school authorities.

D) has an ethical and legal responsibility to report the suspected abuse.

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

26) Gina teaches at the middle grade. Joey is her student. She has noticed that Joey comes to school wearing the same clothes every day: a T-shirt, shorts, and flip-flops. He wears this outfit even on days when it is very cold outside. Recently, Joey seems to be more withdrawn, he keeps to himself and avoids eye contact largely ignoring his friends. Based on Gina's observations, she should:

A) leave the matter alone. After all, everyone knows how "teens" can be!

B) do nothing right now, but continue to observe to confirm any concerns she may have.

C) immediately file a report with her principal or counselor, since Joey could be suffering from abuse or neglect.

D) do nothing, since what Joey wears or does is really none of her business as long as he does not disrupt the class.

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

27) According to the author, "educators believe that fewer laws would reduce their legal concerns and improve the quality of education." Do you think that reducing the number of laws would improve education? Why or why not? Are there any laws that you feel should be repealed in order to improve education? Explain how eliminating such a law or laws would make education better.

Answer:

Topic: Classroom Law

Learning Objective: 8.1: Understand the need for teachers and students to be aware of their basic legal rights and responsibilities.

28) What are some of the questions that employers are not allowed to ask during the course of a job interview? If you were to be asked one or more of these inappropriate questions during an interview for a position that you truly wanted, how would you handle the situation? In your opinion, what would be an appropriate way to answer such questions without jeopardizing your chances of being selected?

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

29) How much academic freedom should teachers be allowed to have in teaching their students? Should all teachers have the same amount of academic freedom, or should it vary by factors such as grade level, subject taught, teacher effectiveness, etc.? Who, if anyone, should have the ability to limit academic freedom? Be sure to provide specific examples to support your analysis.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

30) According to the decision in the case of Pickering v. Board of Education, teachers may speak out on matters of "public concern." How would you define "public concern"? What sort of topics might be of public concern? What might not be matters of public concern? How can an educator discern whether or not a topic is one of public concern before he or she speaks out?

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

31) At times, teachers can misinterpret their fundamental right to freedom of speech as guaranteed by the First Amendment and in some cases may not have a clear idea of what is permissible and what is not. Can understanding the boundaries of freedom help in avoiding legal issues? To what extent do you feel teachers should be allowed to exercise freedom of speech while on the job? What are the important concerns about freedom of speech for a teacher? What is your personal assessment and opinion on this subject? Be sure to support your answer with examples and analysis.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

32) What do you think is implied by the statement "law and reality do not always coincide"? Mention some examples in education, where law and reality do not always align? Be sure to provide clear explanations for your examples.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

33) Frequently, schools conduct random searches of lockers, cars, classrooms, and even strip-search students in the name of school safety. Do you think that there are better ways for schools to guarantee school safety, but still respect student privacy? Be sure to use specific examples in your discussion.

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

34) Discuss the two broad categories of sexual harassment recognized under Title IX. Mention at least one example of each category in a school environment? As a teacher, how would you handle the issue if you found out that a colleague was sexually harassing a student?

Answer:

Topic: What Is Your Rights Quotient?

Learning Objective: 8.2: Recall the legal rights and responsibilities of teachers and students.

35) Supreme Court Justice Potter Stewart once said, "Ethics is knowing the difference between what you have a right to do and what is right to do." Explain what you think Justice Stewart meant by this statement. How does this statement apply in a school environment? Be sure to provide specific examples to support your discussion.

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

36) Many people believe that the most important issues facing U.S. schools are ethical. To what extent do you agree with this statement? Why do you think people are concerned with ethical issues in schools? Mention some examples of ethical issues in education? Be sure to provide specific examples to support your answer.

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

37) Imagine that you are a teacher, who wishes to reduce the growing practice of plagiarism among your students. What sort of steps would you take to accomplish this goal? What are the reasons that schools fail to curb the menace of plagiarism? How does plagiarism affect learning and adversely impact students?

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

38) Increasingly, teachers are using social media such as Facebook and Twitter as instructional tools. To what extent is this a good or bad idea? As a teacher, would you utilize social media as an instructional tool? Why or why not? Be sure to use specific examples in your discussion.

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

39) Describe some of the ways teachers can protect themselves if they decide to use e-communications and social networking as part of their educational plan.

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

40) As a teacher, what are some of the ethical challenges posed by social networking and the digital world? As a teacher, what would you do about it? In your opinion, what would be a better way to handle the situation?

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

41) A student arrives in your class with extensive bruises for the second time this year. She explains that she fell down a flight of steps. What would you do, and why?

Answer:

Topic: Teaching and Ethics

Learning Objective: 8.3: Examine the ethical responsibilities of teachers and students and identify the various approaches to moral education.

**Chapter 11**

**Becoming an Effective Teacher**

This chapter presents relevant research and practices that support effective teaching and classroom management.

1. Are teachers born or made?

2. How is learning time organized in the classroom?

3. What classroom management skills foster academic achievement?

4. What are the roles of teachers and students in the pedagogical cycle?

5. How can teachers set a stage for learning?

6. What questioning strategies increase student achievement?

7. How can teachers use technology to support effective instruction?

8. What are several salient models of instruction?

**Key Terms and People**

Academic learning time

Allocated time

Behavioral objective

Bloom’s taxonomy

Cooperative learning

Differentiated instruction

Direct teaching

Engaged time

Flipped instruction

Higher-order question

Learning community

Lower-order question

Mastery learning

Pedagogical cycle

Problem-based learning (PBL)

Reflective teaching

Rowe, Mary Budd

Slavin, Robert

Wait time

1) In Alice's classroom, the great majority of her students do well academically. When she is asked about why she feels she is such a successful teacher, she says that she structures her instruction in such a way that her students can do well either way, working with her directly or on their own. She says that her students often do even better working on their own than with her. Alice's classroom best exemplifies:

A) engaged time.

B) allotted time.

C) flexible instructional time.

D) academic learning time.

Answer:

Topic: Learning Time

Learning Objective: 11.2: Illustrate the various ways in which learning time is organized in a classroom.

2) During classroom discussions, Juan never names a student before asking a question. He always asks a question first and then names the student whom he wants to answer the question. According to Kounin, this is an example of:

A) dangles.

B) overlapping.

C) group alerting.

D) withitness.

Answer:

Topic: Classroom Management

Learning Objective: 11.3: Identify the effective strategies and approaches for classroom management.

3) Students were often very distracted in Agnes's classroom. Whenever they seemed to engage in an activity, she would just seem to say or do something totally random that had nothing to do with the lesson assigned. For example, during a review game for the test the following day, just when the students were getting into the activity, she blurted out, "Does anyone know who we are playing this Friday night"? Well, of course, the interruption stopped the game while all the students answered her question. Agnes's behavior would best fit the phenomenon of:

A) thrusts.

B) dangles.

C) flip-flops.

D) fragmentation.

Answer:

Topic: Classroom Management

Learning Objective: 11.3: Identify the effective strategies and approaches for classroom management.

4) In the context of classroom behavior management, a teacher who is a good behavioral manager should:

A) give freedom to the students to leave the room without permission or go to the pencil sharpener at any time, so as to become popular among students.

B) enter the classroom late to allow the students to make noise and chat for a while.

C) teach standards or norms of student behavior actively and directly.

D) avoid posting rigid rules of classroom behavior and the consequences of not following them.

Answer:

Topic: Classroom Management

Learning Objective: 11.3: Identify the effective strategies and approaches for classroom management.

5) When schools move away from traditional autocratic teaching styles, students embrace "Habits of Goodness." To develop these habits teachers should:

A) develop the list of rules together with their students and ensure that rules are few and fair.

B) ask students to unquestioningly obey the teacher at all times.

C) communicate to students that even though they don't understand the reasons for every rule, rules are very important to follow.

D) ensure that the students learn to remain quiet in the classroom, do not misbehave, and learn obedience.

Answer:

Topic: Classroom Management

Learning Objective: 11.3: Identify the effective strategies and approaches for classroom management.

6) In the context of the common patterns that can derail classroom management during times of transition, which of the following statements is true about overdwelling?

A) It is a bad habit that includes a teacher preaching, nagging, and spending more time than necessary to correct an infraction of classroom rules.

B) It is a negative pattern in which a teacher terminates one activity, begins a new one, and then flops back to the original activity.

C) It is a pattern in which a teacher breaks directions into several choppy steps instead of accomplishing the instructions in one fluid unit.

D) It is a pattern in which classroom momentum is interrupted by non sequiturs and random thoughts that just seem to pop into a teacher's head.

Answer:

Topic: Classroom Management

Learning Objective: 11.3: Identify the effective strategies and approaches for classroom management.

7) In the context of the common patterns that can derail classroom management during times of transition, which of the following statements is true about fragmentation?

A) It is a negative pattern in which a teacher terminates one activity, begins a new one, and then flops back to the original activity.

B) It is a pattern in which a teacher breaks directions into several choppy steps instead of accomplishing the instructions in one fluid unit.

C) It is a pattern in which classroom momentum is interrupted by non sequiturs and random thoughts that just seem to pop into a teacher's head.

D) It is a pattern in which a teacher starts something, only to leave it hanging or dangling.

Answer:

Topic: Classroom Management

Learning Objective: 11.3: Identify the effective strategies and approaches for classroom management.

8) In the context of common patterns that can derail classroom management during times of transition, which of the following involves a teacher breaking directions into several choppy steps instead of accomplishing the instructions in one fluid unit?

A) Thrusts

B) Overdwelling

C) Fragmentation

D) Flip-flops

Answer:

Topic: Classroom Management

Learning Objective: 11.3: Identify the effective strategies and approaches for classroom management.

9) By making it clear why a specific piece of information is interesting and important, a teacher is trying to \_\_\_\_\_\_\_\_.

A) demonstrate enthusiasm

B) create a scaffolding

C) give distinct directions

D) establish clear objectives

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

10) A teacher should ask lower-order questions when students are \_\_\_\_\_\_\_\_.

A) working on problem-solving skills

B) being introduced to new information

C) asked to make judgments about quality, aesthetics, or ethics

D) involved in a creative or affective discussion

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

11) Which of the following is the rarest teacher reaction?

A) Praise

B) Acceptance

C) Criticism

D) Remediation

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

12) In the first step of the pedagogical cycle, a teacher:

A) asks questions.

B) provides feedback.

C) introduces the topics.

D) addresses questions.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

13) By beginning a lesson with a challenging riddle or an anecdote, a teacher is trying to:

A) establish clear objectives.

B) inspire motivation.

C) promote clarification.

D) create a scaffolding.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

14) When a teacher is breaking down (or "chunking") information to explain the concept more effectively to students, he is engaged in:

A) scaffolding.

B) transition.

C) review.

D) clarification.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

15) According to Bloom's revised taxonomy, the highest level of questions is:

A) creating.

B) evaluating.

C) applying.

D) analyzing.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

16) Lower-order questions:

A) are used in teaching students in lower grades.

B) ask for problem solving, creative, or open-ended thinking.

C) ask for evaluations, comparisons, and causal relationships.

D) can be answered through memory and recall.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

17) Teachers should ask higher-order questions when students:

A) are involved in a creative or affective decision.

B) work on drill and practice.

C) are introduced to new information.

D) review previously learned information.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

18) In the context of Mary Budd Rowe's research on wait time, teachers should:

A) learn to increase their wait time from one second to three to five seconds.

B) learn to increase their wait time from five seconds to ten to fifteen seconds.

C) pause for one second after a student has completed an answer.

D) reduce the wait time to improve the effectiveness of instruction.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

19) The student who is typically given the most wait time by a teacher is the:

A) low achieving female of color.

B) average male of color.

C) high achieving white female.

D) high achieving white male.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

20) The most frequent teacher reaction is:

A) acceptance.

B) criticism.

C) praise.

D) remediation.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

21) Direct teaching model of effective instruction is:

A) based on students' direct involvement with the material through hands-on activities.

B) practiced through direct interaction with students on an individual basis.

C) teacher presentation of new material followed by student practice and feedback.

D) student-centered and student-directed.

Answer:

Topic: Models for Effective Instruction

Learning Objective: 11.7: Compare the different models of instruction that teachers can apply in classrooms based on particular educational purposes.

22) In the cooperative learning model of effective instruction, \_\_\_\_\_\_\_\_.

A) accurate grading becomes easier and less time consuming

B) a strong competitive environment is promoted in the classroom

C) students are more likely to use computer technology

D) rewards and recognition are based upon student performance

Answer:

Topic: Models for Effective Instruction

Learning Objective: 11.7: Compare the different models of instruction that teachers can apply in classrooms based on particular educational purposes.

23) Mastery learning is based on the premise that:

A) learning is a social process—students learn through interaction with others.

B) learning should be relevant to students' lives—by solving real-world problems.

C) all students can learn—if given the right tools and the opportunity to work at their own pace.

D) learning is doing—students learn through hands-on experiences.

Answer:

Topic: Models for Effective Instruction

Learning Objective: 11.7: Compare the different models of instruction that teachers can apply in classrooms based on particular educational purposes.

24) After having attended a workshop on problem-based learning, you decide to try it out. You realize that a key teacher role in this approach is to:

A) prepare a lecture that highlights the key points of a problem, so students can see the direction you want them to take.

B) identify activities that fuel a student's interest.

C) focus on developing cultural awareness and ethnic differences.

D) identify that most real problems are bound by a single subject field.

Answer:

Topic: Models for Effective Instruction

Learning Objective: 11.7: Compare the different models of instruction that teachers can apply in classrooms based on particular educational purposes.

25) Differentiated instruction:

A) ensures that all students fit into a particular teaching style.

B) offers multiple options for instruction and assessment.

C) recommends separate classrooms for students of different cultural heritages.

D) tells us what curriculum should be taught in schools.

Answer:

Topic: Models for Effective Instruction

Learning Objective: 11.7: Compare the different models of instruction that teachers can apply in classrooms based on particular educational purposes.

26) Why are first classes important for teachers?

A) The first class has a competitive atmosphere.

B) The first class is optional.

C) The first class creates a first impression.

D) The first class includes induction programs.

Answer:

Topic: A Few More Thoughts on Effective Teaching

Learning Objective: 11.9: List the stages that teachers pass through as they become more skilled in their field.

27) To what extent do you think teachers are born or made? Is it really possible to be a "natural born teacher"? Can a good teacher really be made? Be sure to include specific examples and analysis in your discussion.

Answer:

Topic: Are Teachers Born, or Made?

Learning Objective: 11.1: Evaluate whether teachers are born or made.

28) Devise a school schedule that you think would realistically optimize engaged and academic learning time. What sort of changes would you have to make and why do you feel you would need to change what you did?

Answer:

Topic: Learning Time

Learning Objective: 11.2: Illustrate the various ways in which learning time is organized in a classroom.

29) Discuss the five common patterns identified by Jacob Kounin that can disrupt classroom management during times of transitions. Provide examples of each. How can teachers minimize disruption?

Answer:

Topic: Classroom Management

Learning Objective: 11.3: Identify the effective strategies and approaches for classroom management.

30) Describe Bloom's original taxonomy and the revised taxonomy and highlight the differences. Does one version seem more meaningful or useful to you than the other? Why do you think the authors of the revised versions made the changes that they did? What do you see as the key difference, other than the change from nouns to verb, between the two lowest-order levels (levels I and II) in the original taxonomy and their counterparts in the revised taxonomy?

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

31) Propose a sample classroom question and activity for each level of Bloom's taxonomy (identifying the level for each). Describe what characteristics define each question and activity as belonging to the level to which you assign it.

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

32) Describe four types of teacher reaction and feedback. Which is used most often? Which is used least often?

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

33) What are the characteristics of constructive feedback? Why do you think that so many teachers fail to provide meaningful feedback to their students?

Answer:

Topic: The Pedagogical Cycle

Learning Objective: 11.4: Recall the steps involved in a pedagogical cycle and the roles of teachers and students in it.

34) As a teacher, discuss some of the ways that you can vary your instruction so that students will have a variety in process and content. Give specific examples of activities that you would use.

Answer:

Topic: Models for Effective Instruction

Learning Objective: 11.5: Examine how teachers can use variety in process and content to enhance both teaching effectiveness and student achievement.

35) What do you understand by flipped instruction? What would a flipped instruction classroom look like? As a teacher, how might you flip your classroom? Be sure to provide specific examples.

Answer:

Topic: Models for Effective Instruction

Learning Objective: 11.7: Compare the different models of instruction that teachers can apply in classrooms based on particular educational purposes.

36) Organize a classroom with students from diverse backgrounds and with different learning styles. Choose a topic and describe how you might use differentiated instruction to promote learning.

Answer:

Topic: Models for Effective Instruction

Learning Objective: 11.7: Compare the different models of instruction that teachers can apply in classrooms based on particular educational purposes.

37) What is deep teaching? What would deep teaching look like in the academic area in which you plan to teach? Be sure to provide specific examples in your discussion.

Answer:

Topic: A Few More Thoughts on Effective Teaching

Learning Objective: 11.8: Describe some of the ways in which educators can make teaching effective.

38) Describe how teachers can use technology as a tool for effective teaching. Explain how teachers today are using technology to reshape education.

Answer:

Topic: Technology as a Tool for Effective Teaching

Learning Objective: 11.8: Describe some of the ways in which educators can make teaching effective.