

Praxis II
Principles of Learning
and Teaching (PLT) 7-12
Comprehensive Success System
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Educational Services, Inc.
Teaching Solutions
New York, NY
USA

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Introduction

The purpose of this Comprehensive Success System study guide is to prepare you to pass your exam in the quickest and easiest way possible.

Your test coach will help negotiate the road to test success by motivating and helping you learn and apply the test content. Test coaching works by e-mailing your test coach when you have a question or need help learning the material in your Comprehensive Success System. However, your test coach can't do the work for you. You must do the studying, thinking, problem solving, look up reference information and dedicate yourself to a passing score. It's your success and future.

The Comprehensive Success System's table of contents and organization of subtopics aren't intended to follow the same organization of test content as listed on the testing company web site. In each chapter you will find test information essential for your test success. We have attempted to save you as much study time as possible by focusing only on the actual content that is *currently being tested*. Study and learn this information to prepare and be successful on your exam.

The next best thing to seeing the real exam in advance is the series of practice questions you'll find in this Comprehensive Success System. When you have read and absorbed the information in each of the sections, work your way through the practice questions and read the answer carefully. *Testing your knowledge by taking practice questions is an essential part of effective exam preparation* and an important part of the Teaching Solutions' Method for your test success. Knowing why an answer is correct is as important as knowing the correct answer.

The average test taker wastes their time (e.g. complaining, trying to find something wrong with their study materials, procrastinating) and energy in everything, but preparing for the test. That's not you or you wouldn't be here right now. This is the real thing. Roll-up your sleeves and let's move into learning your exam. It's time for you pass and tell your own success story!

Sincerely,

Teaching Solutions
Test Coaches

Preface

Adolescence is a very difficult time for many students. It is a time when children want to grow independent from their parents, but still need and want the help of adults, even if they do not want to admit it. Students at this stage of life are developing into adults physically, mentally, morally, socially, and emotionally. At this stage of life, adolescents decide what group of kids they will “fit into”. Adolescents will do anything to feel that they belong to a group. It is this need to belong that teachers need to utilize in their classroom. If the students are not being accepted at home or in the classroom, they will find anyone to accept them. When the need to belong is not fulfilled in a healthy way, adolescents turn to drug use, gang activity, and sex. Students at this age also lack self-confidence. They do not want anyone to know they are vulnerable, even though this is the period in life when most students are the most vulnerable to peers and peer pressure. Eating disorders are so prevalent at this age because of the low self-esteem and the need to be accepted. Add to all of this the fact that many of our students come from single parent families, families going through a divorce, or families where abuse occurs, and it is easy to see why adolescents act the way they do.

Theories of Education

Before planning and designing what the curriculum in your classroom might look like, it is important to understand the theories on how students learn. There are many theories on learning; the table below shows some of the theories.

Theory	Theorist	Definition
Multiple Intelligences	Howard Gardner	There are eight different intelligences.
Piaget’s Theory on Development	Jean Piaget	We learn through our environment and experiences
Brain-Based Learning		Maximizing the structure of the brain to learn best
Social Cognition	Lev Vygotsky	Culture determines how we develop
Dewey’s Theory	John Dewey	People learn best from interaction, reflection, and experience
Hierarchy of Needs	Abraham Maslow	Everyone has a hierarchy of needs and will not move on to the next level until the most basic needs are met.

Howard Gardner's multiple intelligences theory states that there are eight intelligences. A person may be very intelligent in one area and poor in another. Most schools and teachers gear their teaching toward reading and math (linguistic and logical-mathematical). Gardner says it is important to teach in all eight of the intelligences so a student who is not the best reader or mathematical student can still learn. Teachers should try and incorporate as many of the eight intelligences into a lesson as possible. By doing this, students who learn in other ways and those who are "intelligent" in other areas will learn as well. The table below explains them.

Multiple Intelligences

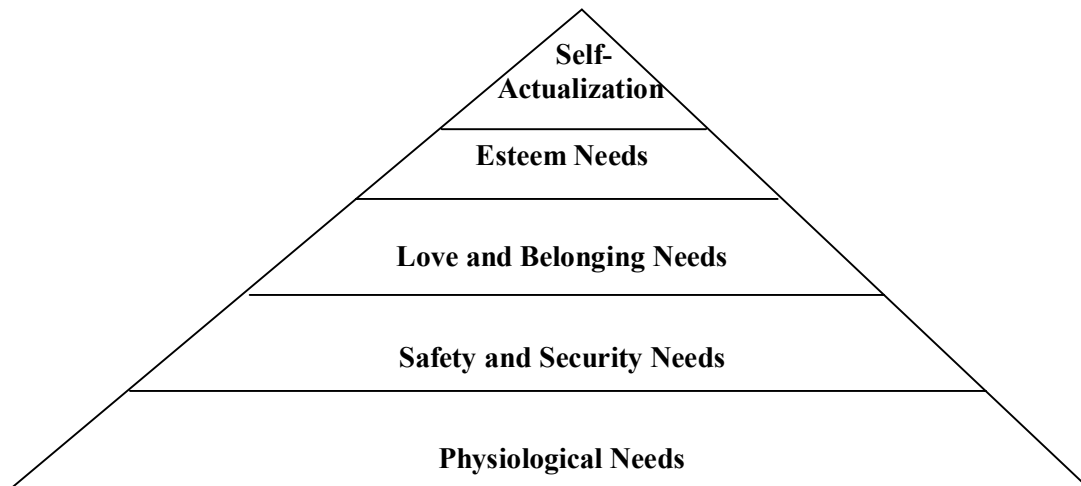
Intelligence	Definition	How to teach
Linguistic	Good use of words	Read
Logical-mathematical	Good use of numbers and reasoning	Use reasoning and numbers
Spatial	Good visual perception	Use pictures and diagrams
Bodily-kinesthetic	Good use of body (athletic)	Develop an activity to get the students moving around
Musical	Musically talented	Write a song to teach a concept
Interpersonal	People smart	Work in groups
Intrapersonal	Self smart	Have self-reflection
Naturalist	Nature smart	Incorporate the outside world (nature walks)

Students are very diverse people. These differences may be ethnic, racial, cultural, social, or physical, but an even larger difference may be in the way they learn. One of the reasons there are so many theories on learning is because not one theory explains how everyone learns. Some students learn better by working in groups and others work better by themselves. Some students will learn by reading from a book; others will learn better by having it read to them. Some students may learn by listening; other students will learn better by doing. This is the base of the multiple intelligences theory. These differences make it very difficult to teach a class full of students. It is important for teachers to vary their teaching methods. Do not just sit in front of the class and lecture all class period every day. Some students need more interaction. In the same respect, do not conduct experiments every day either. Some students need to hear and read why the experiment is being done. The most practical way to reach every student in a class is to vary the lessons. Think about teaching as a diet. Fruits and vegetables are very good for your health, but it is not good to eat just vegetables. Proteins, milk, and grains are needed to make a

balanced and healthy diet. Teaching is the same way. Experimenting is a great way to learn, but other methods need to be used to make “a balanced diet” of lessons. Even lecturing could be used as long as it is not every day and the students are engaged. Teachers should use as many approaches to try and reach as many different learning styles as possible in a single lesson. For example, for a lesson on poetry, start by having the kids read the poems from the book, then read it out loud. Have the students think and write about the meaning. Then have them discuss the poem in small groups. After this is done, discuss it as a class. To make the idea of poetry hit home, have the students write their own poetry, or even sing their poetry. This one lesson on poetry involved many ways to read, reflect, and understand poetry. The intelligences of linguistic, interpersonal, musical, and interpersonal were all used in this one lesson.

Abraham Maslow’s Hierarchy of Needs is another theory of learning. This theory has five levels a person must reach in life in order to fully develop. The pyramid below shows the five levels.

Maslow’s Hierarchy of Needs



Physiological needs are the basic needs of survival. They include water, food, and oxygen. Without these things, we would not survive. Safety and security needs include the need for shelter and safety from other people and from our fears. Our fears and phobias fit into this stage, but they are often psychological. The next stage of love and belonging is the need to fit in a group and be wanted and loved by parents and friends. Esteem needs are needs to feel good about ourselves and to have the respect of others. The last level is very difficult to get to and not everyone makes it to this last level. The level of self-actualization is the need to know that we

made a difference in life and fulfilled our potential. This is usually not reached until later in life when a person looks back at their life and can see what was accomplished.

In Maslow's theory, a person must start from the bottom of the pyramid and work toward the top. A person cannot move to the next level until the need is met from the one below. For example, if a person is hungry and living in a home with no heat, they will not be worried about having people respect them and having good self-esteem. Our most basic needs must be met first, and then we can worry about the other needs. This theory is important for educators because it can help explain why some students do not put much effort into their schoolwork. When a student is hungry and wondering where their next meal will come from, or worried about getting abused when they get home, they will not be focusing on getting homework done. Educators need to understand how basic needs must be met first and need to help their students meet those needs. If a student is always hungry because they do not have anything to eat, provide a snack. Teachers need to do whatever they can to help their students climb to the top of the hierarchy of needs.

John Dewey was perhaps the most important theorist in education. John Dewey said interaction, experiencing, reflecting, and community were the most important aspects of education. He thought education needed to be engaging and experimental in order for students to learn. He also thought students and teachers should reflect on what they learn, why it is important, and how they can use it. According to Dewey, the classroom should be a community of students learning together. Building community will help the students feel like an important part of the class. Feeling part of the class will help the students develop the self-esteem and belonging needs they so greatly need, but it will also motivate them and help them accept responsibility for the class. People want to succeed, and when a person feels part of the class, they want the class to succeed.

One of the important cognitive developments in adolescents is the ability to reflect. John Dewey thought reflecting was an important process in education and should be used frequently. Students at this age start to gain the capacity to reflect on what they learn and why it is important. Reflecting can be used in many ways. First, it can be used to make learning more meaningful. In the traditional lecturing, there is not any reflecting taking place. The teacher is telling the students what is important. If students are asked to reflect on what they learned, they will take the material given and process it to find meaning. The meaning they find will help the students remember the material. Reflecting can also help the students learn how they learn. Let's look at an example of a student who is working on a group project to build a bridge out of toothpicks. When the project is over, the student is given time to reflect on what worked and what did not

work. Reflecting will help the student understand the concepts of building a bridge, but it will also help the student understand what his contribution to the group was, how he worked, and what he could personally do better next time. This thought process helps students understand their strengths and weaknesses as students. When they understand their strengths and weaknesses, they will know what way to study and what methods of learning they need to improve on.

These theories may have their differences, but one thing they all have in common is the idea of making learning real and meaningful. Create lessons that get the students involved and immersed in what they are learning. All of these theories have the idea of a teacher as a facilitator, putting the students into situations where they will want to learn and discover new things. They also stress the need to teach in a variety of ways to get the whole class involved using fun and creative ways to teach.

Teachers need to understand the **social development** of their students to successfully create a classroom to help the students develop in a healthy way. The classroom needs to be an accepting place where students are free to express their opinions without being ridiculed. Having a classroom rule forbidding put-downs is a great way to start developing a classroom of acceptance. Another idea is to celebrate the differences of each other. Try and provide an opportunity for students to share their interests and talents. It is important for the students to know that different does not mean bad. Use the differences in the classroom to provide an educational experience. These differences may be racial, social, or cultural. Learn about different cultures the students in your class may have. Besides celebrating the differences in the classroom it is also important to show the students how much they have in common. Do not just focus on what makes the students different, but help the kids recognize they have more things in common than they have different. Have the students work in groups with classmates they may not usually spend time with. Working with other people who are different from you is a very practical lesson to learn. Not only will the students need to work with other people in their future careers, but also by working with other people in the classroom, they are learning about these classmates. The more the students know each other, the more accepting they will be. Education is the key to acceptance.

One of the most important things a teacher can do to provide a classroom of acceptance is being a good **role model**. Many of the youth in our society are growing up in homes with only one parent or with both parents working. Adolescents often do not learn acceptance from their parents. A teacher can often be the only positive role model a student has. If a teacher shows acceptance to the class, the members of the class will see it. This will let the students know the teacher is a safe person to talk to when they are having difficulties in their life. This may seem

like extra time and effort not spent on teaching, but if students do not feel comfortable in the classroom, the best lesson plans will not reach them because they will be preoccupied with other concerns. First provide a positive, accepting environment in the classroom, and then plan the lessons. Teachers should not put down or poke fun at any of the students. This may seem like an obvious statement, but even if a teacher is joking with his or her students, the person on the other end of the joke may not think it is very funny. Adolescents are very concerned about what their peers think of them. A room full of classmates laughing at a joke a teacher made about them could make a student feel humiliated, even if that was not the intention. A student who feels humiliated will not feel safe in the classroom. Teachers need to be extra careful when working with these impressionable young adolescents.

It is also important for teachers to help their students develop **self-esteem**. The easiest way to do this is to praise the students when they succeed. When a student scores a perfect score on the test, let the student know that you are proud of them. Make sure to do this to every student as often as possible. For students who may not have a perfect paper, let them know they are improving and working hard. Do not discriminate who gets the praise and who does not. Make sure all students receive positive feedback. Be careful to not over-praise the students. If students are praised when they do not deserve the praise, they may feel the teacher has low expectations for them. Teaching students how to set realistic goals is another important way to help students gain self-confidence. Make sure the goals are attainable, but not too easy. If they are impossible to reach, students will be discouraged when they do not meet them. If the goals are set too low, meeting them will not be a very big accomplishment. Have the students set goals, and help them strive to meet them. When students meet their goals, give them the praise and recognition they deserve. Have a goal reaching celebration. When students reach their goals, they will feel a sense of accomplishment, which will lead them to a higher self-esteem.

Adolescence is a time for development physically, cognitively, social, and emotionally. It is important for teachers to understand these developments and how they impact the classroom. The most obvious development of this time period is physical development with the onset of puberty. Puberty is a time when adolescents start to develop into physically mature adults, but there are many other effects of puberty. The chart below shows some of the changes in puberty and how it affects learning.

Change	How does it affect learning?	What to do as a teacher?
Sweat glands work “over-time”	A classroom can be a very smelly place with a room full of adolescents.	Educate students about the changes. Use fans and air fresheners in the classroom.
Hormone production increases	Students will start thinking members of the opposite sex look attractive. They will be thinking about sex a lot.	Make sure there is a dress code so students do not dress provocatively. Educate students about sex.
Growth spurt	Students are restless and cannot sit still.	Provide a time when students can get up and stretch. Try and incorporate it into your lesson plan.

One of the difficulties in teaching middle school is the **uneven development** of the students. Some students develop earlier than other students, and not all students will develop at the same rate or in the same areas. It is important to know the development of one area (cognitive, social, physical, and emotional) will affect the others. Students who develop late physically may have lower self-esteem and may therefore not be as developed socially or emotionally. A student who is not getting the proper nutrition for his physical growth may also be having problems cognitively. Teachers need to know how one area of development affects another because behavior and social problems a student may have may be caused by a problem with the cognitive or physical development of the student. Because the development of one area affects another, teachers need to help their students develop in all areas, not just cognitively. Spending time on all areas of development can do this. **Physical development** is one area that is difficult to control. It is biological, but getting proper nutrition and exercise can help physical development. The **cognitive development** is an area that schools often focus on. Teachers’ jobs are to teach, but to teach effectively all areas need to be addressed. Adolescents are social beings. They need interactions with their peers. Use this to help students learn. Do group projects and group assignments. Cooperative learning is a great tool to use. And besides, every student needs to learn cooperation. Working in a group is a great way for students to learn how to work with other people. Not only that, but by working in a group, students can help each other learn. What one student does not know, the other might and vice versa. Teaching someone a concept will help the person teaching better understand the concept as well.

Today's classrooms are even more diverse because of the fact that special need students will be in your classes. Some of these students will need only small modifications; others will need large modifications; and still others will not even be diagnosed. Some students may have visual or hearing impairment. If this is the case, make special modifications to help these students. For students who have hearing trouble, use a microphone in class. Make sure there is not any background noise that may make hearing more difficult. Turn the air conditioner off if it is too loud, and shut the door to block out the noise from the hallway. For students who are visually impaired, read out loud. Whenever writing something on the board, explain what is being written. This will not only help your visually impaired students, it will help all students be able to see and hear what is being taught.

Other students in your classroom may have learning disabilities. These could range from very small to very large. It is important to know what learning disability your students have, so you can give them the extra help they need. If it is a reading disability, such as dyslexia, read stories and directions out loud. Give oral tests so the reading problems they might have will not affect them.

One of the more common disorders teachers will see in the classroom is ADD (**Attention Deficit Disorder**) and ADHD (**Attention Deficit/Hyperactivity Disorder**). These students often have a hard time staying on topic and staying focused. Put these students near the front of the room where there will be fewer distractions. To keep the students focused, keep the lessons interesting and interactive. Have the students move around if it fits the lesson. Get the students to be involved in the lesson so they do not have time to be distracted by other things. Many of the behavior problems students with ADD and ADHD have can be avoided by putting the students in a situation where the students will not be distracted.

No matter what special needs your students might have, it is very important to communicate with other teachers and parents. Other teachers may have an idea on how to reach and how to help the students with special needs. Most of these students will have special education case managers. Talk with them to find out the extent of the disability and what can be done to help the students succeed. Attend IEP meetings (**Individualized Education Plan**) to share concerns and praises with the parents and the student. Read the IEP and use the suggestions they give to help the student succeed. It is also important to communicate with the parents. Let the parents know how their child is acting in class, whether it is positive or negative. Many of these students will be on medication. The medication may be working at home in the morning and at night, but not during the day. Share these concerns with them. It is very important to not only share concerns with the parents, but share positive things that have been happening in class.

If a student does really well on a test or has been behaving wonderfully, give the parents a call and let them know. Positive feedback can be more effective than negative feedback. Some students only hear the negative behavior that they display and they develop a case of learned helplessness. Positive feedback can help offset learned helplessness. Plus, parents will be more likely to listen to negative comments if they are also receiving positive feedback.

Another idea is to communicate with the students. The students will know if what is being done is helping them succeed. It may take a little while to build up the trust between a teacher and a student, but ask for their concerns and try to make accommodations that will help them succeed. Some students may not want to speak in front of the entire class. Have a special code between the two of you so the student can tell you something is wrong without having to say it in front of the entire class. Not only will this help the student get the extra help they need, it will also build a rapport between the student and the teacher. When a teacher can have a rapport with the students in the class, a **safe environment** will be created. Adolescents are very concerned with what their peers think of them. Peer acceptance is very vital for young adolescents. If the teacher can create a safe place for the students, the acceptance the students need will be met. Until these basic needs of belonging are met, learning will be difficult for all students, not just the special needs students. Teachers need to remove as many obstacles to learning as possible. Communicating with the students to create a safe classroom environment can do this. When teachers show willingness to work with students and parents, the students and parents are likely to reciprocate.

The chart below shows some special needs and accommodations that can be made to help students succeed.

Special Needs Students	
Special Need	Accommodation
Visual impairment	<ul style="list-style-type: none"> • Read story and directions out loud • Use colors that are easily readable • Seat the student near the front
Audio impairment	<ul style="list-style-type: none"> • Use microphone in class. • Reduce extra noise (shut door, turn air conditioner, etc.)
Learning Disability	<ul style="list-style-type: none"> • Know what areas are affected (reading, math, etc.) • Use the students strengths • Do everything two different ways (read directions out loud, have them read directions)
ADD/ ADHD	<ul style="list-style-type: none"> • Remove distractions • Seat near the front • Keep the students involved • Be interactive
Behavior Disorders	<ul style="list-style-type: none"> • Be firm • Make classroom rules • Praise positive behavior

Planning lessons

All of this background information about learning theories and students is needed even before a teacher can start to plan a lesson, and there is even more to know. Before a teacher can sit down and plan lessons, it is necessary to know the federal, state, and district standards. With the passing of the *No Child Left Behind* Law, schools and teachers are responsible to teach the standards set forth by the state governments. Schools will be graded on how well the students perform on these standards. Whether you are for or against standardized tests, they are part of the teaching profession in which we work. Teachers should not teach to the test, but they do need to know what standards the students will be tested on. These standards can be found at your states Department of Education or your local school administrator. Knowing these standards will make it possible for teachers to prepare the students for the material they are required to know. Once these standards are known, teachers can sit down and plan the curriculum. Curriculum should be

planned by starting with the large picture and working towards the small picture. First, start with the plan for the year, or what needs to be taught in the entire year. Then, plan what will be taught in each month, then each week, and finally each day. Teachers should not plan lessons the day they are to be using them. Plan ahead so if materials are needed, they can be prepared. Planning ahead also allows time for reflection. Teachers will have time to debate which way they feel they should teach the lesson. Review the lesson before giving it so you will be prepared for the lesson, and then deliver the lesson. When planning for each day, remember to incorporate as many methods of teaching as possible. Keep the student engaged and involved in the lesson. Make a schedule for how long each part of the lesson should take. This will keep you from running out of time. It is important for teachers to be flexible. If one particular lesson is going really well, spend more time on it. There will always be some material the students struggle with more than expected. Extra time may be needed on this section, but a lesson plan with a timeline will keep the class organized and running on time.

So what should a lesson look like? Start by asking yourself, “What do I want the students to learn?” Make it tangible and **measurable**. Instead of saying “The students will be able to identify the countries in Europe” be more specific. “The students will be able to identify the countries in Europe with a success rate of eighty percent” would be a better statement. This is measurable. Once the objective of the lesson is determined, decide how you want to teach it. Try and find as many ways to teach it as possible. This will help reach all of the students. Keeping the students engaged will keep their interest and help them learn the material more successfully. Make short notes to yourself in your lesson plans on what to do. If you think of a very interesting question or way of teaching the material, highlight it so you are sure to remember. Once the lesson is delivered, give the students a little time to do some examples on their own. This will provide them an opportunity to ask questions if they arise. It will also give you a chance to informally assess whether the students understand the material. Each lesson should end with some type of **assessment**. This should be the basis on whether the lesson was a success or not. A teacher’s job is to educate students. If a lesson does not do this, no matter how creative the lesson was, it was not successful.

After the lesson is delivered, it is important to spend time and reflect on the lesson. Make notes to what went well and what needs to be improved. Try and do this when the lesson is fresh in your mind.

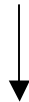
Outline of Lesson Planning

Know and understand the state and district standards.



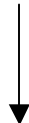
Find out the background about your students

- Learning Disabilities
- Special Needs
- IEP's (Individualized Education Plan)

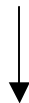


Plan lessons

- Start with the yearly plan
- Weekly Plan
- Daily Lesson
 - Clearly state the objective
 - Have time limits
 - Have examples



Deliver Lesson



Reflect on the lesson, trying to find ways to improve the lesson. Make notes to what worked well so it can be used again.

Assessments are a necessity for all teachers. Most people think of assessments as tests or grades, but there are many different types of assessments. In fact, assessments should be done on a daily basis to assess if the students understand the material. These assessments done on a daily basis are usually informal assessments. They are usually not graded, but provide the teacher with an opportunity to see how successful the students were at understanding the material being taught. **Formal assessments** are the assessments most people think about. They are the tests and the final projects given to students. An assessment is anything that tests what a student knows about a given topic. Assessments can be taken before a new section, during, or after to find out what the students know about the curriculum being taught. Knowing how to assess students is an important quality teachers must develop.

It is important to vary the type of assessments given. Different assessments will measure different things. It is also important to test many different areas of learning, not just one or two. Another reason why it is important to vary assessments is because some students will do better on some assessments than they will on others. Many students in our classrooms have test anxiety. These students often know the material like the back of their hand. They have studied for the test, they completed all of their homework, and they took notes, and even contribute to class discussion. But put a test in front of them and they freeze. For some reason they cannot remember the material they know. This only leads to greater frustration and anxiety. Instead of reading a question and thinking about it, they often read a question, think they do not know the answer and become more worried. No one really knows why this happens, but it is a reality that all teachers must face.

So why should teachers do assessments of their students? One obvious answer is they are required by their schools to give grades. Assessment of the students needs to be done in order to understand what grade the students have earned. So formal assessments are important, but why do teachers need to spend so much time and energy on informal assessments? **Informal assessments** are as important, if not more important, than formal assessments. Informal assessments can inform a teacher right away if the students understand the material being taught in the lesson. After the assessment is given, if the students demonstrate mastery of the material, the class can move on to the next topic. However, if the students show they do not understand the material, more time is needed on the topic. By the time a formal assessment is taken of the students, it is too late to find out what the students know and do not know. It is too late to go back and teach the material again. But if the assessment is done right after the lesson is given, or shortly thereafter, the teacher can make the required changes to assure the students learn the material. Informal assessments are needed to help the teacher see what areas the class needs to

spend more time on and what areas the students know already. This is an important skill for teachers to have.

Pre-lesson Assessments

It is important to find out what the students know about a certain topic before teaching it. Otherwise, teachers could spend hours teaching the students something they already know. This is not only a waste of time; it will also lead to the students becoming disengaged and bored. So how do we assess students before the lesson is taught (pre-lesson)? There are several different methods that can be used. One method that can be used is a **pretest**. Give the students a test on the important parts of the unit and see what they know. This is an easy method to use, but it can be time consuming. It can also be a problem because it is not very interactive. There is no class discussion being done.

Another method that can be used is a **t-chart**. A t-chart is a chart that looks like a t. On the upper left side of the t-chart is written “What do you know” and on the upper right hand side of the t-chart is written “What do you want to know”. This method is very interactive and asks for student input. Start by putting the t-chart on the board or overhead. Ask the students what they know about the topic being discussed and what they want to know. It is the teacher’s responsibility to make sure students do not put any false statements on the “What we know side.” The chart on the next page is an example of a t-chart for the Civil War.

Civil War

What we know	What we want to know
<ul style="list-style-type: none"> • Lincoln was president • North (Union) against the South (Confederate) • The Civil War ended slavery • Gettysburg was a battle. • North won • Slavery was a key issue • Lots of people died • It happened in the 1800's 	<ul style="list-style-type: none"> • Why was Lincoln shot? • Why did we fight the war? • What would have happened had the North lost? • Who were the important people? • Could we have another Civil War?

The t-chart can be made in several different ways. It can be made as a class by writing it on the board, overhead, or poster board. It can also be used in groups. Divide the class into groups and have them share what they wrote to the entire class while making a master list. It could also be used individually, then in groups, then as a class. It is up to the teacher to decide what way works best for his or her class.

Anytime a student suggests putting something on the “What we know” side, it is important for the teacher to find out if the students actually know it. Some will be obvious to tell. For example, when the student in this example said Lincoln was president, it is given that the student knows it. Otherwise, how would he be able to tell you? On the other hand, if a student said “we know about the battles”. The teacher needs to assess whether he really does know about the battles. Ask what battles there were and what the importance of each one was. If the student does know, put it on the left side. If the student does not know, put it on the right side. Anytime a student suggests something for the “What we want to know side”, right it down no matter what. There is nothing worse than a student who has an interest in a certain topic, but the teacher does not think that it is important enough to cover it.

Once the t-chart is made it should be displayed in the classroom so it can be referred back to. Anything that was written on the “What we want to know side” needs to be covered. It does

not have to be discussed in detail, but the teacher should at least make reference to it. This will help the students take ownership in the class by giving them the opportunity to decide what they learn. It will also show the students that what they want to learn is important to the teacher. This will only happen if the teacher teaches the class the items that were on the “What we want to know side”. T-charts are tools that make beginning a new unit a smooth transition. It is a great way to peak the students’ interests, as well as a way for the teacher to assess what the students already know about the material.

Assessments during Lessons

After delivering a lesson, how can teachers find out if the lesson was successful or not? Does more teaching need to be done? This is the purpose of assessing students’ understanding during a lesson. This might be the most important of all the different types of assessments. These assessments can be formal or informal. Formal assessments are usually considered things that are graded. Homework would be a formal assessment if it were graded. Informal assessments should be used frequently when giving a lesson. Some of these assessments can only take a few seconds to do.

One way to assess students is to have them do an example. This works especially well in math and science. After teaching the lesson, have the students do a problem on their own. If they can do the problem, obviously they understand the concept. If they cannot do the problem, they need more help on the material. Another way to assess students is to have them write in a journal. This method is nice because it allows the teacher to look at the journals at a more convenient time. Have the students explain a concept in their journals and have them turn them in. The teacher can look at what the students write and decide if the students have grasped the understanding of the lesson. Journals can also be a nice tool for students who are afraid to ask questions in class. They can write questions they may have about a certain topic in their notebook. After reading through the journals, the teacher can answer the questions raised by the students during class the following day.

There are some informal assessments that are as easy as asking a few questions. This can also be done at the beginning of the hour as a review to refresh the students’ minds or at the end of the period. Make sure all students are called on to answer the questions. There will probably be a few students in class who know the answers. This does not mean all students will understand. Call on an array of students of all ability levels. Another way to assess students is to ask them what they have learned. Again this can be done at the end of the hour, the beginning of

the hour as a review, or at the end of the unit. The list of possible informal assessments is endless. Be creative, fun, and interactive in your informal assessments.

Be careful to never ask, “Are there any questions” and consider this an assessment. This question is not a bad question to ask, but do not consider it an assessment. Many students are often afraid of asking questions in class for fear of being embarrassed for asking a stupid question. Part of this fear can be avoided if the teacher has developed a classroom of acceptance. But even with a caring and safe environment, some students will not ask questions when they have questions to be asked. Other students will think they know how to do the work, but will actually not understand the material. This is why it is important to be more specific when doing assessments.

Assessments after the Unit

Most people consider formal assessments to be tests and quizzes, but there are so many other types of formal assessments. Formal assessments are usually done at the end of the unit, but quizzes and grading homework are types of formal assessments that are done during the unit. Tests are the most common type of formal assessment. Tests are not bad, and can be good ways to assess what students have learned. Multiple-choice tests are becoming more and more common with the advancing age of accountability and standardized testing. Part of a teachers’ job is to teach students how to test. Many students do not know how to take multiple choice tests and struggle on these tests as a result. Teaching students to use the process of elimination and doing the problem backwards are as important as the material. Not only will the students be better test takers when they take multiple-choice tests after learning how to take them, they will be learning inductive and deductive reasoning, skills needed in all areas of our society. Tests are one type of formal assessment that can be used, but it should not be the only one. As stated earlier, many students struggle with test anxiety and do not properly show what they know when they take tests. Because of this, other methods of formal assessments need to be used.

Another type of formal assessment that can be used is **projects**. Projects have many benefits that tests do not. Projects are interactive and engaging. They are more likely to keep the students’ interests than are tests. Projects can be done either independently or as a group, which will help students develop cooperative skills. Projects also allow for creativity and freedom that most tests do not allow for. If a group of students have an interest in one area of the unit being covered, they can do more research on that area and use it for the project. Projects have their downside as well. There is some material that students need to know and the teacher wants to “check for understanding”. The freedom that projects allow students can also lead to ambiguity.

Students may use that freedom and make a project that does not show they learned the important material. To avoid this ambiguity, teachers need to make clear and precise guidelines for projects. This will assure the projects are done to the liking of the teacher.

Another formal assessment that can be used is a term or **research paper**. Just like tests and projects, papers have their benefits and their downfalls. Papers help students develop reading and writing skills many of them do not have. It is one of the easiest ways to use a multi-discipline approach in the classroom. However, much like tests, papers are not very interactive. The students can become so bogged down in the “busy work” of writing a paper, that they do not spend time learning the material. If papers are used as an assessment, much like projects, there needs to be guidelines to direct the students.

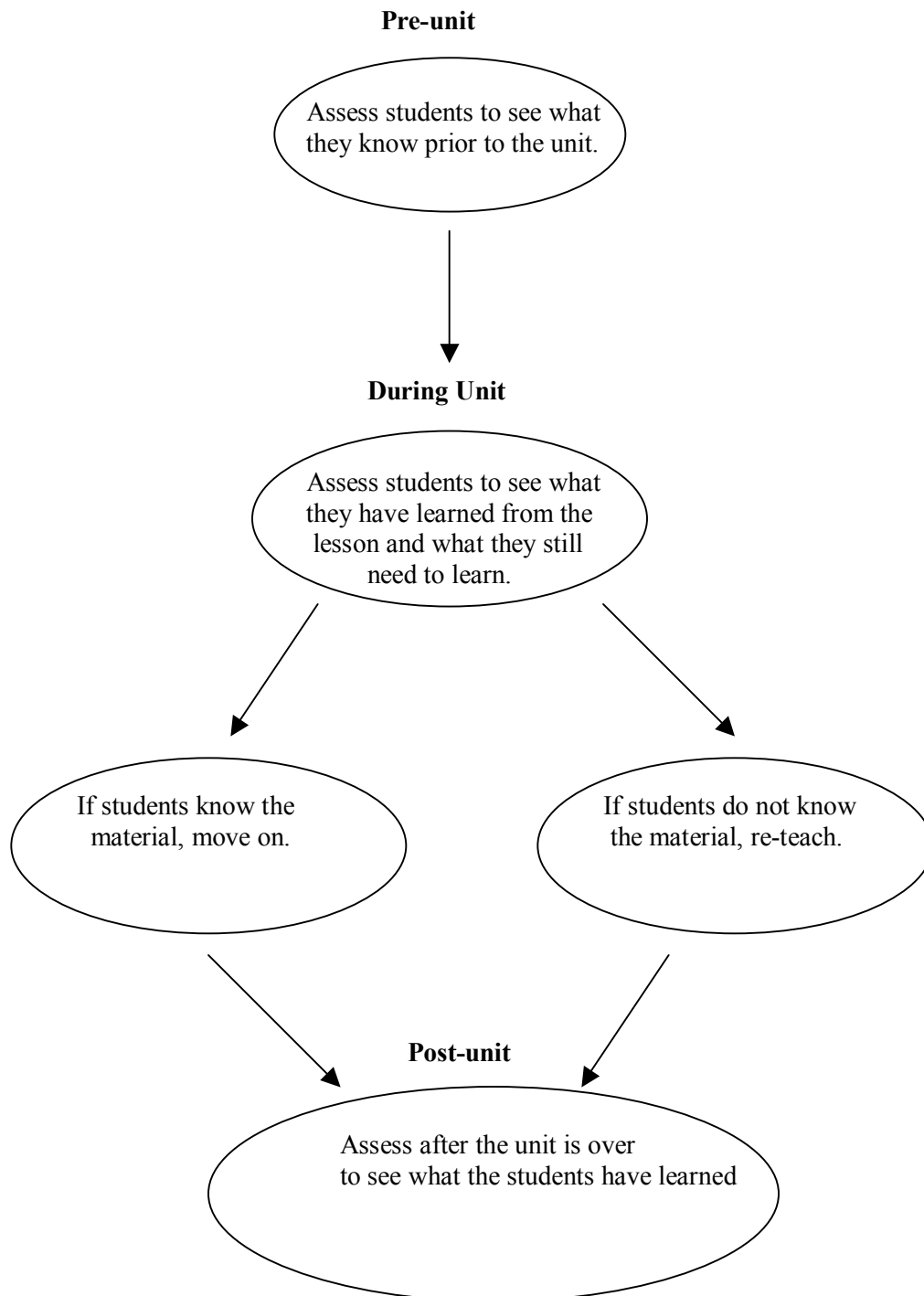
Depending on the subject matter being taught, giving a **presentation** or speech can be a useful assessment tool. Presentations are fit more for social studies or English, but it can be modified to use in a science or math classroom. Science and math teachers can have the students do a problem on the board as a speech. It could be a simple problem from the assignment, or a problem that may take a week to solve. Either way, it can be used if modified correctly in math and science classrooms. Speeches can be used in social studies or English classes by assigning each student a topic, story, or person, and have them give a speech on it. This allows the students to work on their public speaking skills, but much like testing, many students have an anxiety of public speaking. These students will probably not do as well on a speech as they would on other forms of assessment.

There are many types of assessments that can be used in a classroom to determine what students have learned. Teachers should vary assessments as much as possible to allow students the best chance to demonstrate what they have learned. The table on the next page shows a list of assessments that can be used in the classroom.

Types of Assessments

Assessment	Benefits	Negatives
Tests	<ul style="list-style-type: none"> • Easy to do • Teacher can dictate what is on it 	<ul style="list-style-type: none"> • Not interactive • Students may have test anxiety
Journals	<ul style="list-style-type: none"> • Helps students' writing skills • Allows for shy students to ask questions • Allows students to reflect 	<ul style="list-style-type: none"> • No immediate feedback • Teacher cannot dictate what the students write
T-chart	<ul style="list-style-type: none"> • Interactive • Gives students a voice • Fast and Easy 	<ul style="list-style-type: none"> • Teacher cannot dictate questions • Shy students might not share
Questioning	<ul style="list-style-type: none"> • Fast and Easy • Teacher can dictate what questions are asked 	<ul style="list-style-type: none"> • Hard to ask all students the questions
Projects	<ul style="list-style-type: none"> • Very interactive • Allows for cooperative groups • Allows for creativity and students' interests 	<ul style="list-style-type: none"> • Teacher cannot dictate questions • Time consuming
Quizzes	<ul style="list-style-type: none"> • Fast and easy • Can be done at any time • Teacher can dictate question 	<ul style="list-style-type: none"> • Students may have test anxiety • Not interactive
Term or research Papers	<ul style="list-style-type: none"> • Helps develop students' writing skills • Allows for students' interests 	<ul style="list-style-type: none"> • Time consuming • Teacher cannot dictate the questions.
Speeches	<ul style="list-style-type: none"> • Works on public speaking skills • Easy way to learn a lot of material 	<ul style="list-style-type: none"> • Students may have fear of public speaking • Only one student can give a speech at a time

Assessments should be made a part of the every day classroom. Some assessments are used to see if the students understood the lesson of a given day while other assessments are given to see if students understood the material from a given unit. Teachers need to constantly be checking to see what their students have learned and what their students still need to learn. The diagram below shows how assessments should be done in the classroom.



Grading

Grading is an area in which teachers' opinions differ greatly. Every teacher grades a little differently. Some grade more difficult than others and may have different grading scales. No matter how each teacher decides to grade, they need to find a style they are comfortable with and stick with it. Consistency is the key when grading. Whether we like it or not, students will compare tests, homework, and other assignments that are graded. If two assignments that are very similar in nature are graded differently, the students will notice and will likely confront the teacher. Being consistent will help avoid this problem. Teachers also need to admit mistakes when they make one. If a student comes to you asking why they received the grade they did, and after looking back at it, the students should have a higher grade, do not be afraid to change it. Admit that you made a mistake; it happens to everyone. The students will see you are willing to work with them, not against them. Be careful because the students may try and use this against you. If they see you changing one student's grade, more students who earned the grade they deserve may try and convince you to change their grade. If they did not earn the higher grade, it is important to stick to your guns. Again, being consistent is the key when grading students' assignments since many of the assignments are subjective.

Each school will have different policies for grading. Some schools may let the teacher decide the grading criteria on their own. Other schools may require teachers to have some special way for grading. For example, a school could have a certain grading scale that they require teachers to use. Other schools may require ten percent of the grade to be from attendance or fifty percent of the grade from homework. Each school is different and it is the responsibility of the teacher to find this out before setting up their own grading criteria. Once the teacher knows the school and district policies on grading, they can set their own standards. A sample grading scale is on the following page.

Standard Grading Scale

A	100% - 93%
A-	90% - 92%
B+	87% - 89%
B	93% - 96%
B-	90% - 92%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62 %
F	Below 60%

Setting up grading criteria is not as simple as it may seem. There are certain factors that the teacher needs to take into account. The list below shows some of the factors that teachers need to consider.

Grading Scale Options and Factors

- Percentage (what is an A, what is a B, etc.)
- Should the scale be weighted (Tests = 50% of grade, Homework = 30%, Quizzes = 20%)?
- How much weight should each part get?
- Should total points determine the grade?
- Which of the following should be factored into the final grade?
 1. Attendance
 2. Participation
 3. Behavior
- Should all assignments be graded?

Besides dealing with all of these issues, there are still other issues that need to be considered when determining how to grade. Each teacher needs to decide if extra credit will be offered and how much it can improve the grade. How to deal with failing students is also an issue that needs to be considered. Most schools and districts will have a policy regarding failures, but teachers

still need to know how they will deal with the failing grade in their classroom. Another consideration with grading is how to grade a student who passes all of the tests, but never does the homework. Should they pass since they obviously demonstrated they know the material, or should they fail because they did not do the required work? Each teacher has a different view on these problems. There is no right or wrong answer, so the decision is at the discretion of the teacher. The key is to decide ahead of time what decision will be made in these situations, so the consequences can be applied fairly and without prejudice when the problem occurs. It is impossible to deal with every grading problem that may occur, so teachers need to be flexible. Each situation has different circumstances. Be fair and consistent and no one can question your decision.

Once the grading scale and grading policies are in place, it is still important to be consistent on each individual assignment. Decide before starting to grade each assignment how you will grade. Decide how many points for each problem, what will earn full credit, and what will earn partial credit. When the assignment, quiz, or test being graded is longer than one page, grade one page at a time. This will help in two ways. First, it will help the teacher be consistent from student to student since the questions and answers to the assignment or test will be fresh in the teacher's mind. Secondly, it will also keep the teacher from being biased. If teachers correct the test of a "good student" in class and there is a questionable answer given, they may give the student the benefit of the doubt. This is unfair to the other students. By correcting one page at a time, the teachers will not know whose paper they are correcting, helping to avoid biases.

One of the problems with grading assignments is many of the assignments we give are subjective. There is not a true right or wrong answer. Many students struggle with what to write. This is why it is very important to make the directions, guidelines, and expectations very clear. The students need to know what is expected of them. Taking the ambiguity out of an assignment can help relieve the students of stress and help them complete the assignments to the satisfaction of the teacher. One way this can be done is by using rubrics. Rubrics are guidelines that tell the students what they need to do in order to receive the grade they desire. Rubrics can be used on essay questions on a test, speeches, papers, and any other assignment for that matter. The rubric on the next page is an example of a rubric for a paper written about the Civil War.

Ms. McMillan's class rubric for Civil War paper

Points	Grammar	Civil War knowledge
4	No grammar mistakes	Demonstrates knowledge of causes and effects of the Civil War battles and people.
3	One or two grammar mistakes	Demonstrates knowledge of battles and people of the Civil War.
2	Several Grammar mistakes, but good paragraph structure	Demonstrates knowledge of the battles of the Civil War.
1	Poor grammar, poor paragraph structure	A few mistakes about battles or people of the Civil War.
0	No paragraph structure	Does not show knowledge of the Civil War.

Notice there is more than one column to be graded. The nice thing about rubrics is there can be many different items being graded on the same assignment. In this example, a student may show outstanding knowledge about the Civil War, but have a lot of grammar mistakes. A rubric allows the student to earn all of the points for one area, but only partial points in another area. The students in this class would understand what was expected of them. They could look at the rubric and see that Ms. McMillan wants each student to use proper grammar and paragraph structure to show the causes of the Civil War, as well as the important battles and people. Rubrics need to be modified from teacher to teacher to fit the style and subject matter of the teacher, but the same format will work in any class.

Teachers' Professional Roles and Responsibility

If teaching were all that was required of teachers, it would be a much easier profession. However, teachers have many responsibilities beyond the classroom. They are required to keep parents up to date on their child's progress in class. Teachers also need to keep improving themselves as well. This can be done by taking classes in the summer or sharing ideas with fellow teachers. A teacher's job does not end in the classroom; it is only one part of the responsibility of a teacher.

One of the most important responsibilities of a teacher is to communicate with parents. **Communication** is needed so concerns with the students can be relayed from teacher to parents or from parents to teacher. This is becoming increasingly more difficult as many of our students come from single parent families, families of divorced parents, and families with both parents working. Add to the fact that many of our students have stepparents on both sides of the family, and it is a difficult task to keep everyone involved and everyone up to date on issues happening in the classroom.

One way to help communicate more easily with parents is through the internet. As e-mail is becoming more and more popular, this is a very attractive mode of communication. As a teacher, you can write an e-mail and send it to four different people at the same time. It can also be written and read at the convenience of everyone involved. Teachers will not have to hassle with the inconvenience of getting phone calls during the middle of class. One way to get the parents' e-mail addresses is to have a sign-up sheet at the beginning of the school year for open house. If your school does not have an open house, send a letter home asking for the e-mail addresses of the parents. One problem with e-mail is not all of the parents will have access to the internet. Using internet will put students from low socio-economic status at a disadvantage. It is the teacher's responsibility to find another way of communicating with the parents of these students. Ask the parents the best way and best time to reach them. Hopefully this will help to alleviate missed calls. Whatever teachers need to do to communicate with the parents of their students, they need to do it. As we said earlier, it is important to not only contact parents when their child is misbehaving, but communication needs to be occurring when the student is doing a good job in class. This will help to ensure that the parents and teachers will have a positive relationship, which in the end will benefit the student.

Besides just communicating with the parents, teachers need to encourage parents to be involved in their student's education. Simply asking the parents to help their children with their homework at night can accomplish this. Teachers can also ask parents or grandparents to come into the classroom and help the students with reading or math. Many parents or grandparents

would love the opportunity to help the students. Teachers of the lower level classes can ask some of the higher-grade level students to come into the classroom and help students with projects or other assignments. These are resources many teachers never tap into. Teachers need to find creative ways to help the students learn. One of the ways that they can accomplish this is by finding volunteers to help in the classroom. Getting volunteers will help everyone involved, including the students, parents, teachers, and community volunteers. But this all begins with communicating with the parents and other volunteers. No one will help if they are not asked. Take the responsibility and get the extra help your students need.

One of the most important responsibilities of a teacher is to be a good role model. Many of the students do not have any positive adult role models in their lives. It is the job of the teacher to be that role model. This starts by showing the students that you care about them. Go to the extra-curricular activities of your students. The students will love seeing you at their games, matches, or concerts. It will show the students that you care about what they do outside of the classroom. This, in turn, will lead to positive relationships inside the classroom. Once a positive relationship between a student and a teacher is developed, learning will be greatly improved.

Teachers also need to put the effort in to improve their teaching skills. One of the ways this can be done is to take classes. Teachers expect their students to improve their knowledge, so why should teachers expect anything less from themselves? Taking classes is a great way for teachers to learn new and creative ways to improve their teaching in the classroom. Classes are unlikely to dramatically change a teacher's teaching style, but it will help them to learn creative ways to deal with difficult situations. It also might help them find new ways to teach and reach the students. Attending the class does no good if teachers are not willing to implement some of the ideas they learned in these classes. Implementing these ideas may take some work and time, but if it will benefit the students, it is worth the effort.

Another way students can improve their teaching skills is to communicate with other teachers. Young teachers can learn great ideas from veteran teachers. Listening at faculty meetings and team meetings is important so all teachers can learn. Veteran teachers can also learn from young teachers as well. Young teachers often have a spark and an energy that veteran teachers can be inspired by. It is important to make time for departments or grade level teachers to meet together and discuss ideas. Since the school year is such a busy and hectic time for most teachers, meeting in the summer is one way to share ideas with other teachers. Meeting a couple of weeks before school starts is probably best. School will be on the mind of all the teachers, and they will have already had two months to be away from school.

These are just a few of the responsibilities of teachers. The list on the next page shows some of the other important responsibilities of teachers.

Teacher's responsibilities outside the classroom

- Communicate with parents.
- Be a good role model for the students.
- Be involved in the students' lives outside the classroom.
- Attend games and concerts your students are performing in.
- Continue taking classes to improve teaching skills.
- Implement new and creative ideas into the classroom.
- Prepare the classroom so it will help enhance the learning experience of the students.
- Be part of committees in the school to help improve the education the students receive.
- Attend faculty meetings.
- Hold parent-teacher conferences.

Some people would say these are not all responsibilities of teachers since they are not all required. For example, teachers are not required to attend games and concerts their students are performing in. This comment may be true, teachers are not required to do all of these things; but by doing these things it will help the teacher become a better teacher either by improving their teaching skills or improving their relationships with their students. Burnout is a major problem for many teachers. It is important to not over exert oneself. Time away from the responsibility of being a teacher with family and friends is important and needed. But the small things a teacher does are often the big things the students remember.

PRACTICE QUESTIONS SECTION I: Multiple Choice and Open Response

These questions are both multiple choice and short answer questions. Questions that do not have multiple choices are assumed to be short answer questions. The short answer questions do not have a right or wrong answer, as long as the explanation is based on educationally sound theory. The answers given are examples of what would be accepted.

1. **What is an IEP (Individualized Education Plan)?**
 - a) A plan teachers should make for each student in the classroom
 - b) A plan designed to help special education students succeed
 - c) A plan each teacher has for his or her class
 - d) A plan parents write for their students and ask the teachers to carry out

2. **Which of the following is not a provision of the IDEA (Individuals with Disabilities Act)?**
 - a) All children with disabilities have free public education available to them
 - b) A parental consent is needed for evaluation or placement into special education
 - c) IDEA covers students with physical disabilities, but does not cover students with learning disabilities
 - d) Requires the school to provide an IEP for each special education student

3. **What is one of the main differences in learning between males and females?**
 - a) Males are generally more competitive, while females are more cooperative
 - b) Males do better in reading and females do better in math
 - c) Females need more individualized help than males do
 - d) There are no significant differences between males and females in their learning styles

4. **What was John Dewey's belief on education?**
 - a) Each person had a hierarchy of needs and must meet the most basic needs before meeting higher needs.
 - b) Learning should be brain-based (based on the structure and function of the brain)
 - c) There are eight different intelligences
 - d) Learning should interactive, experimental, and meaningful

5. **Which of the following is not one of the eight intelligences?**
- a) Linguistic
 - b) Logical-Mathematical
 - c) Spatial
 - d) Artistic
6. **Mrs. Smith is a first year teacher teaching eighth grade at Jefferson Middle School. She enters her classroom for the first time a week before school and finds the walls bare. All of the desks, tables, and materials were left in the hallway after summer cleaning was completed. Mrs. Smith wants to build a strong community in her classroom where all of the students feel accepted. She wants to create a classroom that is inviting and exciting. What would you recommend Mrs. Smith do before school starts to help create a classroom of warmth and acceptance?**
7. **Mr. Anderson is a fifth grade teacher. He has a very diverse class. The class is very diverse ethnically, but there is also other diversity in the classroom. Some of Mr. Anderson's students have learning disabilities. He has been having a difficult time planning lessons that are engaging for all of his students. The lessons either seem to be too difficult for the special needs students or not challenging enough for the top few students. The class is doing a unit on the Civil War. What would be Mr. Anderson's best course of action?**
- a) Keep doing what he has been doing. It is impossible to reach every student
 - b) Group the students by ability. Have the top students do more difficult material
 - c) Group the students so each group has a mixture of abilities
 - d) Only do individual work
8. **What is true about adolescent development?**
- a) Physical development occurs before cognitive or social development
 - b) Cognitive development is the only development teachers need to know about
 - c) Social development does not occur until high school
 - d) One area of development affects the other areas of development

9. **Ms. Jacobs, a science teacher, has a student named Billy who is easily distracted. He has a very hard time sitting still in his desk. If Ms. Jacobs does not keep an eye on Billy, he will turn around and talk to the students behind him. Billy does a very good job working on experiments, but has a much more difficult time with work from the book. What suggestions would you offer to Ms. Jacobs in order to help Billy?**
10. **Why is it important for teachers to know and understand the background, including family life, of their students?**
- a) The teachers will know what type of learning styles the students will have
 - b) The teachers will know if any of their students will have behavior problems
 - c) The more teachers know about students, the more prepared they will be to help the students succeed
 - d) Teachers do not have any right knowing about students' backgrounds
11. **Jasmine comes to school one day and has bruises on her arms. When asked about it, she tells you that it happened playing football with her older brothers. Jasmine received a detention yesterday for skipping class. You know Jasmine's parents well enough to know they are very strict. From your conversation with Jasmine, you suspect she was physically abused by her father. What should you do?**
- a) Call Jasmine's parents and talk to them
 - b) Talk to Jasmine again about it. If she tells you the same story, keep an eye on any further abuse.
 - c) Take Jasmine's word and ignore the situation. It is none of your business.
 - d) Talk to social services or your school social worker
12. **Adolescents are developing socially, cognitively, and physically. Explain how you, as a teacher, would take this into consideration when teaching.**
13. **What should be the first step in lesson planning?**
- a) Find the local and state standards
 - b) Make a plan for the entire year
 - c) Make a plan for the first week of school

- d) Make a plan for the first day of school

14. Which of the following should be the first consideration when laying out the curriculum for the year?

- a) Needs of the students
- b) Ability of the students
- c) National, State, and Local standards
- d) Material deemed important by the teacher

15. Mrs. Martinez wants to teach a class about Native American and white relationships in the beginning years of the “Old West”. What could she do to make sure the material she uses in class is unbiased?

16. Mr. Sabian is teaching a unit on dividing fractions in his math class. Which of the following methods would be the best method to help the students develop the highest level of thinking?

- a) Lecture
- b) Independent practice/ homework
- c) Guided Practice/ teacher help
- d) Cooperative groups

17. The diagram below shows an example lesson plan on dividing fractions. What recommendations would you have to make the lesson plan more complete?

Dividing Fraction

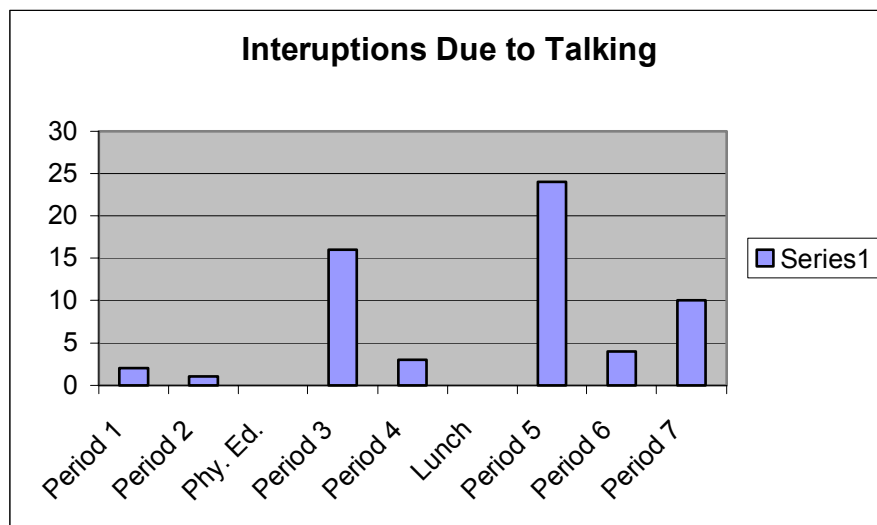
1. Review how to multiply fractions.
2. Explain why dividing fractions are important.
3. Explain how to divide fractions.
4. Show some examples.
5. Have the students do an example with a partner.
6. Have the students do an example. Walk around the room and answer questions.
7. Give the students the homework
8. Answer questions they may have.

18. **Mr. Johnson noticed that his students were not showing much responsibility in their work. Some students were handing homework in late, others were not following directions, and still others seemed to always be making excuses. He wants to try and implement some strategies to help the students learn to take responsibility for their own actions. What recommendations would you have for Mr. Johnson?**
19. **You were just hired as the principal of a local middle school. The school board wants to create a rationale and appropriate middle-level education into the school. Using theories and accepted practices, write a report to the school board on recommendations you would have for the school. Explain your reasoning.**
20. **Juan is a student of yours that just emigrated from Mexico. He can speak English, but his writing and reading skills in English are quite poor. You are planning on having your students take an essay test on the constitution of the United States. What would be the best way to test Juan's knowledge of the constitution?**
- a) Have him take an essay test on the constitution of Mexico
 - b) Read the test to him and have him answer the questions orally
 - c) Read the questions to him, but have him write his response
 - d) To be fair to the other students, have him take the test in the same manner as the other students
21. **Mrs. Wong is having her students do a research paper outside of class. She wants the students to have at least two internet sources and two other sources. Which of the following problems would Mrs. Wong need to allow for some leeway?**
- a) Some students might want to only find internet sources
 - b) Some students might want to only find three sources
 - c) Some students might not want to do the paper outside of class
 - d) Some students might not have access to the internet at home

22. Mr. Andring is a first year teacher. He wants to know as much about middle school students as possible so he can best run his classroom. Which of the following will most likely be true of Mr. Andring's middle school students?

- a) The students will want total independence from their parents
- b) The students will not need freedom from their parents
- c) The students will not need freedom from the teacher
- d) The students will need freedom from their parents, but will still need their help and guidance

23. You noticed that your classes were beginning to become more talkative during class. It is becoming excessive and causing a lot of interruptions in your class. You decide to chart every time talking led to interruptions in your class. The graph below shows the results.



How can you use this chart to help reduce the interruptions in your class?

24. **While observing one of her teachers, Principal Garrett observed the following discussion between Mr. Schultz and one of his students, Joe.**

Mr. Schultz: Before we get started today, pass forward your assignment that was due for today. Joe why did you not hand in your assignment?

Joe: I forgot that it was due today. Can I hand it in tomorrow?

Mr. Schultz: But it was due today. Not tomorrow.

Joe: I know. I just forgot that it was due.

Mr. Schultz: You had over a week to work on the assignment. I reminded you about it yesterday. You always seem to be handing work in late. You can hand it in tomorrow for half credit.

If you were Principal Garrett, what recommendations would you have for Mr. Schultz to help keep Joe more organized?

25. **Mr. Jones is having his class do a science experiment. The following dialogue occurred:**

Bell rings

Mr. Jones: Alright, the bell rang. Get in your groups that I assigned yesterday so you can work on your experiment with your group.

Justin: What group am I in?

Mr. Jones: You do not remember from yesterday? I told you to remember so we did not have this problem today.

The noise continues.

Mr. Jones: Boys. Get in your groups.

Noise continues.

Mr. Jones: If you do not get into your groups right now, we will all have a long assignment for tonight.

Heather: Mr. Jones. I was gone yesterday. What group am I in?

Mr. Jones: You are with Billy, Al, and Corey.

Heather: I don't want to be with them. Can I join the group over there?

Justin: What are we suppose to do?

What could Mr. Jones have done differently to avoid all the problems?

26. **Ms. Rogers has a student named Joel who has been a troublemaker all year in her class. Joel talks out of turn, rarely does his homework, and often gets into fights with other students in the class. Ms. Rogers have had conferences with the principal and parents, but there seemed to be little support from the parents. Which of the following would be the most effective in dealing with Joel's misbehavior in the classroom?**

- a) Give the entire class more homework when Joel is misbehaving.
- b) Set up a behavior plan with Joel where he gets consequences for both good and bad behavior.
- c) Reprimand Joel in front of the entire class when he misbehaves.
- d) Have Joel sit in the back of the classroom and keep him away from the other students.

27. **Ms. Baker is teaching a sixth grade history class.**

Ms. Baker: All right students. Does anyone remember what we learned yesterday?

Samantha: We learned about the Revolutionary War.

Ms. Baker: That is correct. Thank you Samantha. Today, we are going to be working in groups. In your groups you will pretend to be George Washington. You will write a letter home to his wife after the war is over.

Joe: Why do we have to do this? The revolutionary war ended a long time ago.

Ms. Baker: Because I said so.

James: That's not a very good reason.

Ms. Baker: The Revolutionary War is important.

Katie: Will I ever use this again in my life?

Ms. Baker: You will need to know it for the test.

James: But if we don't ever use this, why do we have to test on it?

Ms. Baker: Stop arguing with me. Now get into your groups and start working on your assignment.

What could Ms. Baker have done differently?

28. A new teacher is coming into your classroom to observe how you teach. After the students leave, the new teacher finds your method of teaching very interesting and asks you why you taught the class the way you did. He wants to know what theory of education you use in your classroom. How would you respond?

29. Joe and Megan are working on a group project in history class. They are in the computer lab doing research on the Great Depression. The following conversation occurs:

Joe: Cool, the Knicks won the game last night in overtime.

Megan: What are you doing? We are supposed to be researching the Great Depression.

Joe: You seem to be doing a good job.

Megan: I'm not going to do this entire project myself.

Joe: You are the one that wants a good grade. I really don't care how good we do on this project.

Megan: So you are going to make me do all the work.

Joe: Yep, we get the same grade and since you are such a smarty-pants, I might as well let you do the work.

Megan: Mr. Smith, I want a different partner. Joe isn't helping me do anything.

Which of the following options would be best for this situation?

- a) Make Megan and Joe work together.
- b) Let Megan pick the group she wants to work with.
- c) Assign another group for Megan to work with.
- d) Have Megan and Joe work separately.

30. Ms. Jackson teaches a fifth grade class at Jefferson Middle School. She has noticed that her students have been showing a lack of effort in the past few weeks. The students started out the year really well, getting their homework done on time and working in class, but the effort has seemed to drop off the last couple of weeks. Ms. Jackson does not understand what has caused the students to change. What recommendations would you have for Ms. Jackson on how to improve her students' motivation?

31. **Puberty is often a difficult time for adolescents in middle school. As a middle school health teacher, you want to help the students through this difficult time. What would you do in your classroom to help the students?**
32. **Ms. Swanson is a seventh grade teacher. One day Mr. Nelson, her principal, asks Ms. Swanson into his office. The following conversation occurs:**

Mr. Nelson: We are getting another new student tomorrow, and I want you to have her in your class for homeroom and math class.

Ms. Swanson: O.K. Not a problem.

Mr. Nelson: I just want to inform you this student is in a wheelchair and is deaf so you will need to make some accommodations.

Ms. Swanson: I can handle that. I would love to have her in my classroom.

Mr. Nelson: Thanks for your willingness to work with your students and me.

Ms. Swanson: That is what I am here for.

Mr. Nelson: What accommodations do you plan on making?

If you were Ms. Swanson, how would you respond to Mr. Nelson's question? What accommodations would you make in your classroom?

33. **Ms. Jackson thinks it is important for her students to have positive character skills, and she wants to help her students build character skills such as honesty, integrity, dedication, and hard-work. She is having a difficult time planning for these character skills and is unsure how to teach them. Time is also an issue. Ms. Jackson needs to get through the required material by the end of the year and she does not want to fall behind. In what ways can Ms. Jackson teach these skills and still teach the required material?**

34. **The following conversation occurs at a team meeting with Ms. Row and her middle school staff.**

Ms. Patterson: I feel that our students are not learning the material long-term. It seems to me they are learning the material for the test and then forgetting it.

Ms. Robinson: I am having the same problem.

Mr. Rook: Does anyone have any ideas why this is happening?

Ms. Patterson: Maybe if we gave them more work to do, they would remember the material longer.

Ms. Row: Do you think that would really help? If the homework we give now isn't helping them, why do we think giving more homework will help them even more?

Ms. Patterson: Wouldn't doing the work over and over again help them to retain the material?

Mr. Rook: I am running out of ideas. We need to find a way to get the students to remember the material long-term.

Ms. Row: I have an idea.

If you are Ms. Row, what ideas do you share with your fellow teachers about getting the students to remember the material long-term?

35. Middle school students start to develop a higher level of cognitive thinking. Some of the higher level thinking they are capable of are critical thinking, inductive and deductive reasoning, problem solving, creative thinking, and social reasoning. Which two do you feel are the most important for middle school students to know? How would you teach them?

36. Giving assessments are an important part of the educational process. Teachers need to know how to give and interpret assessments. Which of the following is true of assessments?

- a) They should be done on a daily basis
- b) They should be done only after each unit
- c) Tests are the assessments that should be done most often
- d) Assessments should be given whenever grades are due

37. There are two types of assessments typically given to our students. They are formal assessments and informal assessments. Which of the following is usually a formal assessment?

- a) T-chart
- b) Test

- c) Questioning by the teacher at the beginning of the unit
- d) Journal

38. While at a middle school conference, Ms. Ruth went to a workshop on assessment.

The speaker was discussing the benefits and weaknesses of assessments. Someone in the audience asked if assessments were really necessary. She said she felt like she already knew what the students knew and what they do not know without an assessment. This led to a discussion on whether it was important to give assessments. When you left the workshop, you were still thinking about the discussion. After struggling with the idea for awhile, you decided that assessments were an important part of the classroom. If you were to have a conversation with the teacher in the workshop who questioned whether assessments were important, what reason would be the best reason to give?

- a) Teachers need to give assessments to do grades
- b) Teachers need to give assessments to make sure the students study the material
- c) Teachers need to give assessments to put a conclusion on a unit
- d) Teachers need to give assessments to see what the students have learned

39. In recent years, there has been a push to assess students by standardized tests.

Educators disagree on how to assess students, but most would agree testing does have some benefits that other assessments do not have. What is one of the benefits of giving a test for an assessment?

- a) They are easy to use
- b) The teacher gets to decide what is important and what is not important
- c) They are convenient
- d) All of the above

40. The conversation occurred between Mrs. Johnson and Mr. Shea.

Mrs. Johnson: I have been having a difficult time with my class this year.

Mr. Shea: What seems to be the problem?

Mrs. Johnson: I have been having a difficult time understanding what my students know and what they still need to learn. They are a very quiet class. They never tell me when they have a question.

Mr. Shea: What have you done in the past to measure the understanding of your students?

Mrs. Johnson: I usually just ask them if they have a question. If they do not have a question, I assume they understand the material.

Mr. Shea: You need to be careful and never assume that your students know anything. You need to find out what they know and what they do not know.

Mrs. Johnson: How can I do that?

If you were Mr. Shea, what ideas would you have for Mrs. Johnson?

41. At the beginning of the school year Mr. Peters, a special education teacher at Lake Woods Middle School has a meeting with Mrs. Wilson about a student she will be having the next year.

Mr. Peters: I just wanted to inform you that one of my special education students will be in your class this year.

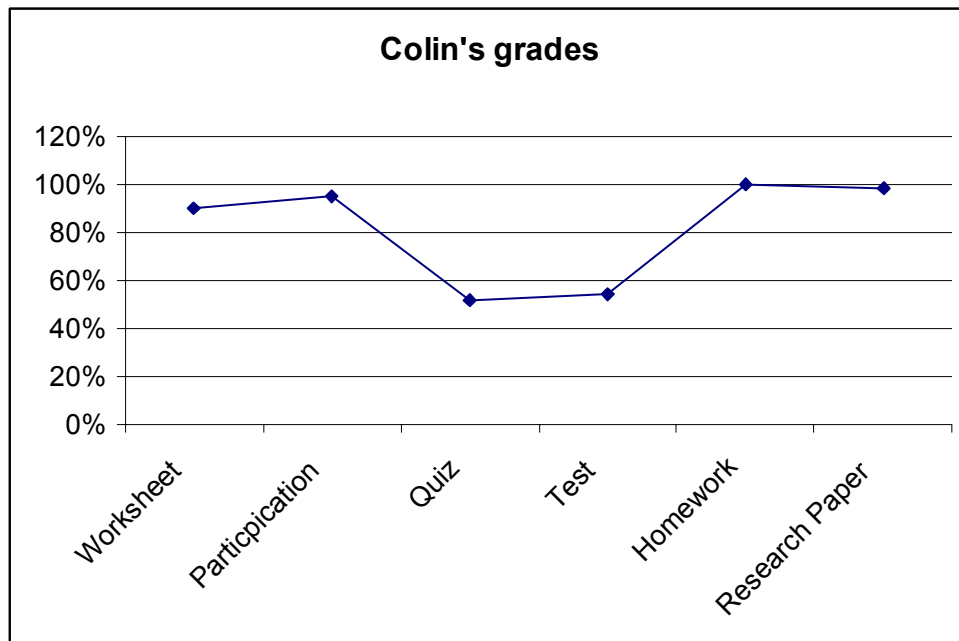
Mrs. Wilson: Is there anything about his condition that I should know?

Mr. Peters: He is a very smart young man, but he has a problem with organization. He loses his notes on an almost daily basis. Because he loses his notes, he does not feel very prepared when it comes to test taking. He has developed a very severe case of test anxiety.

Mrs. Wilson: Do you have any suggestions for me that would help me help Michael overcome these difficulties?

What are some of the things Mrs. Wilson can do to help Michael?

42. Mrs. Smith graphs her students' grades. The graph below is for a student named Colin. Mrs. Smith believes Colin is an intelligent student, but he routinely does poor on tests and quizzes. What could explain the results of this graph for Colin's grades?



43. Mr. Robinson uses speeches in his history class as a form of assessment. He believes students need to learn how to speak in front of a crowd of people. Over the years, Mr. Robinson has realized that using speeches as an assessment has both strengths and weaknesses. Which of the following is not a weakness of using speeches in Mr. Robinson's class?

- a) Speeches take a long time
- b) The teacher does not have any control on what the students speech is about
- c) Many students have a fear of public speaking
- d) Speeches cannot measure the knowledge a student has on a large topic

44. The following conversation occurred between Mr. Michaels, a middle school math teacher, and a student on the last day of the quarter.

- Mr. Michaels:** Juan, can you come here? I need to take to you. Juan, your grade is going to be an F on the upcoming report card.
- Juan:** But I handed in all of my work yesterday.
- Mr. Michaels:** Yes you did, but all the late work you handed in was two weeks late so you lost a lot of points for that.
- Juan:** Can't you just pass me this quarter? My dad is going to kill me.
- Mr. Michaels:** It's a tough lesson to learn, but you put yourself into this position. Out of ten assignments we have had, you only handed in two on time.
- Juan:** Can I do extra credit to help raise my grade?
- Mr. Michaels:** You are only at fifty percent. You are ten percent away from passing.
- Juan:** I will do whatever extra credit I need to do tonight in order to get a passing grade. Please?

What should Mr. Michaels do?

45. The following conversation occurred during a team meeting of seventh grade teachers.

- Mr. Anderson:** Alright, does anyone have a major concern they think we need to deal with?
- Mrs. Ramirez:** I think we should find a way to improve test scores.
- Mr. Nelson:** I agree. It seems to be becoming a very big problem.
- Mr. Anderson:** Why don't we try and find a solution to help our failing students pass?
- Mr. Nelson:** Sounds like a good idea to me.
- Mrs. Ramirez:** I agree. If we can help our bottom few students pass, it will really increase our average grade.
- Mr. Nelson:** But what can we do? Some of our students don't even try in class.
- Mr. Anderson:** Does anyone have any ideas?

If you were in this meeting with the three other teachers, what ideas would you have to help students failing earn better grades?

46. Many teachers take classes in the summer to further their education. There are many reasons that teachers will do this. Which of the following is a typical reason why teachers may further their education?

- a) They need to get credits to renew their teaching license
- b) The classes will help them become better teachers
- c) Teachers who take classes during the summer are good role models for the students
- d) All of the above

47. There has long been a debate over whether multiple choice tests and assignments assess what the students know about the material. Mr. Jacobson and Mrs. Miller had the following conversation.

Mr. Jacobson: I can't believe you are already done correcting the tests you gave today.

Mrs. Miller: It was a multiple choice test.

Mr. Jacobson: You're still giving those things? You always take the easy way out when giving tests.

Mrs. Miller: I don't give the tests just because they are the easiest to correct.

Mr. Jacobson: Then why do you give them? Multiple choice tests just do not give the students the chance to show what they know.

Mrs. Miller: I give them for several reasons. First of all, since they do not take as long to correct, I can spend more time preparing the lessons I am going to teach, which I think is more important. Secondly, students learn to work backwards and use process of elimination on multiple choice tests. They are learning how to use inductive and deductive reasoning skills on these tests.

Mr. Jacobson: I think multiple choice tests allow students to guess and get questions right that they do not even know the answers to. It does not give students the chance to show what they know like essay tests do.

Do you agree with Mr. Jacobson or Mrs. Miller? Why?

48. **Grading is one area of education that teachers differ greatly on. There are many different ideas and rationales for teachers grading the way they do. Some teachers grade on a curve, some teachers grade by total points, and others grade based on percentages (40% of the grade is tests, 30 % homework, 15% quizzes, 15% participation). Explain how you would grade and why.**
49. **Dealing with parents is one of the common responsibilities of being a teacher. Some parents cooperate with the teacher and others are not as cooperative. Imagine if the following conversation occurred between you and a parent.**

You: Ms. Roth, the reason I asked you to come in today was so we can discuss Matthew's behavior in class.

Ms. Roth: Matthew is a good kid. I don't know what he could have done wrong.

You: Yesterday, Matthew got into a fight with another kid in class.

Ms. Roth: Matthew told me that the other kid was picking on him so he had to fight back.

You: No matter what anyone says to you, Ms. Roth, there is no reason to hit another student. This is not the first time this has happened either.

Ms. Roth: If the other kids in the class would leave Matthew alone, he would not have to fight back. You should be talking to the parents of the other kids involved not me.

You: I am planning on talking with all of the parents involved, not just you. But, let's stay focused on the situation. How can we get Matthew to behave in class?

Ms. Roth: I don't think what he did was a problem, so I don't think there is anything I can do.

You: Until Matthew takes responsibility for his own actions, this behavior is going to continue.

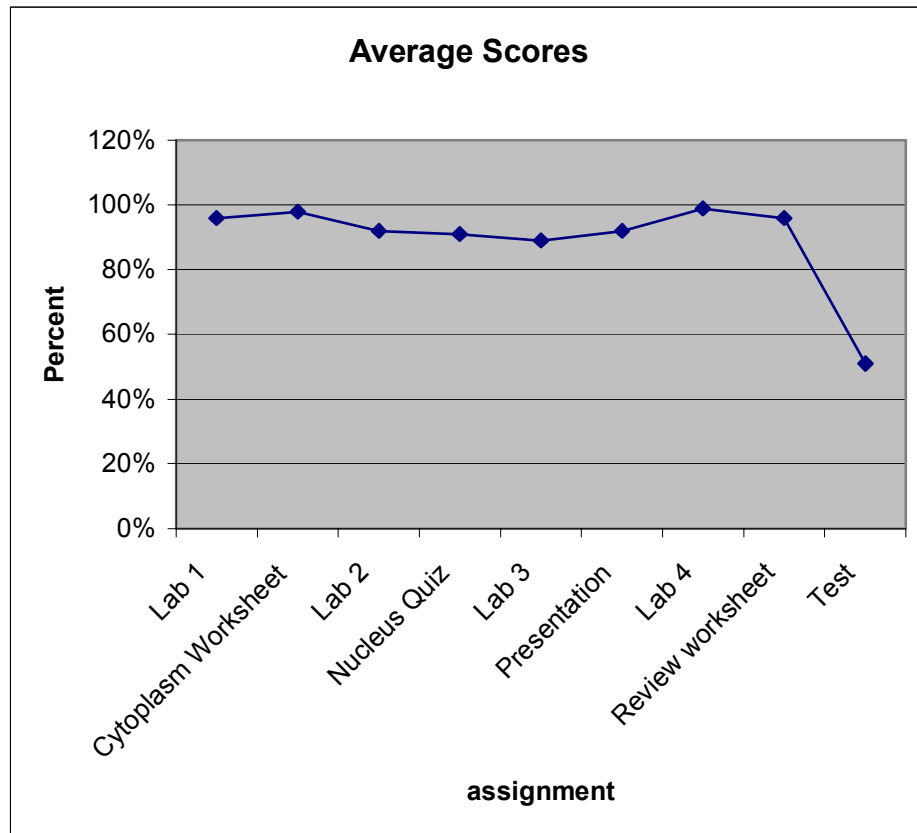
Ms. Roth: This was a one-time deal. He won't do it again.

You: But it has been happening all year long.

Ms. Roth: I don't think it is a problem. Stick to teaching and you will do fine.

What can you do to get Ms. Roth to understand that her child Matthew has a problem that needs to be addressed?

50. During the unit on cells in science class, Mr. Baker gave several assignments, projects, and labs. On the last day of the unit he gave a test to his class. The chart below shows the average score of all of the assignments for the unit.



Mr. Baker felt that the students knew the material much better than their test had indicated. During discussion and labs, the students did very well at understanding the material. Mr. Baker does not understand why their test scores are so low or how he should grade this unit. What are some of the possible reasons their tests scores are so low? What should he do about grading the tests?

51. While walking through the hallway, Mr. Matthews noticed Mr. Reilly yelling at a student in front of the entire class. This is not the first time that Mr. Matthews has noticed this behavior from Mr. Reilly. Mr. Matthews is unsure of what he should do? What should be the first thing he does?

- a) Ignore the situation. Every teacher has the right to teach the way they feel comfortable.
- b) Talk to Mr. Reilly about it. Explain what you observed.
- c) Talk to the principal. Tell him you observed Mr. Reilly yelling at students.
- d) Talk to the students to find out exactly what happened and how often this happens.

52. The rubric below was written for a Science class. The class is writing a paper on the process of Mitosis.

Points	English	Science
1	Bad	Bad
2	Fair	Fair
3	Good	Good
4	Great	Great

What would be the best change to the rubric?

- a) Take out the section grading English
- b) Take out the section grading science
- c) Make the rubric more detailed
- d) Leave it alone

53. Mr. Evens likes to post grades for his students in the classroom. What does Mr. Evens need to make sure he does according to the law?

- a) Inform the parents of the grade any time he tells the students
- b) Post the grades on a week-to-week basis
- c) Conceal the students' names for the grades
- d) There are no laws restricting the posting of grades

54. The following conversation occurred at a faculty meeting at Roseville Middle School between Principal Haskins and the rest of the teaching staff.

Mr. Haskins: One thing I want us as a staff to do a better job of this year is getting the community more involved in the school.

Ms. Toms: Do you have any ideas for us?

Mr. Haskins: I have not really thought it through. I just feel this community is not connected to the school. Community involvement in the school is very important.

Mr. Jahn: I think it is important for our students to know the community is there to support them.

Mr. Toms: Exactly, but we need to get the community involved in the school before we can do that.

Mrs. Torres: I also think it is important for the students to get involved in the community as well. Our students do not have any connection to the community, except through the school. We need to find a way to get them connected.

Mr. Haskins: I agree. Not only do we need to get our community involved in the school, we need to get our school involved in the community. I want each of you to think of different ideas to accomplish this goal. We will discuss the ideas at our next faculty meeting.

If you had to find ways to get the community and school involved with each other, what ideas would you suggest?

PRACTICE QUESTIONS SECTION I:

Answer Key and Explanations

1. **B**

IEPs, or Individualized Education Plans, are plans written for special education students. These plans will state what special needs they have and list some recommended accommodations to help the students succeed. Some of these accommodations may include taking tests in smaller settings, seating near the front of the room, study guides to study for tests, or having the tests read to the student. IEPs are developed with the help of the parents, students, special education case managers, and regular education teachers. These plans help students who have special needs get the extra help they need.

2. **C**

IDEA (Individuals with Disabilities Education Act) is written to help students with any disability whether it is physical or learning. IDEA requires schools to provide a free public education to all students in the “least restrictive environment”. Least restrictive environment means students need to be mainstreamed into the regular education classroom as much as possible. As long as the students can succeed and they are not endangering other students or themselves, general education needs to be provided. Parental consent is needed in order to do an evaluation for special education and IEPs are required through the Individuals with Disabilities Act.

3. **A**

It is difficult to classify differences in learning styles based only on gender because every student is different regardless of gender, race, creed, color, and social status. However, there are general differences that occur in most students based on gender largely due to our societal norms. The main difference is males are more competitive than females. Our society teaches males to be competitive and females to be cooperative. This can be seen in the classroom or on the playground.

4. D

John Dewey believed learning should be interactive and engaging. He thought the more meaningful a lesson was to a student, the more they would remember it. Dewey also believed in building community and having democracy in the classroom. The chart below shows some of the other important theorists in education and their theories.

Theory	Theorist	Definition
Multiple Intelligences	Howard Gardner	There are eight different intelligences
Piaget's Theory on Development	Jean Piaget	We learn through our environment and experiences
Brain-Based Learning		Maximizing the structure of the brain to learn best
Social Cognition	Lev Vygotsky	Culture determines how we develop
Dewey's Theory	John Dewey	People learn best from interaction, reflection, and experience
Hierarchy of Needs	Abraham Maslow	Everyone has a hierarchy of needs and will not move on to the next level until the most basic needs are met

5. D

Artistic is not one of the eight intelligences according to Howard Gardner. Artistic ability would fall under the intelligence of spatial. The table below shows the eight different intelligences.

Intelligence	Definition	How to teach
Linguistic	Good use of words	Read
Logical-mathematical	Good use of numbers and reasoning	Use reasoning and numbers
Spatial	Good visual perception	Use pictures and diagrams
Bodily-kinesthetic	Good use of body (athletic)	Develop an activity to get the students moving around
Musical	Musically talented	Write a song to teach a concept
Interpersonal	People-smart	Work in groups
Intrapersonal	Self-smart	Have self-reflection

Naturalist	Nature-smart	Incorporate the outside world (nature walks)
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Short answer questions need to be answered so you demonstrate understanding of all aspects of the question. You must respond to all parts of the question and show knowledge of teaching methods, concepts, and ideas. When answering, explain why. The following are examples of what would be appropriate answers to short answer questions. The answers will in all likelihood be of less quality than if they were edited at home with time to think about the question.

6.

Mrs. Smith walks into a perfect situation. It may seem like a lot of work for her to prepare an entire classroom in one week, but she gets a blank slate and can arrange and design the classroom in whatever way she deems best. The first thing she should do is to get the walls decorated. Nothing will suck the educational excitement out of a classroom like a room with blank walls. Mrs. Smith should find exciting and colorful wall decorations to brighten up the room. Some of the wall decorations can be fun, but they should in some way be educational. If Mrs. Smith is trying to build a strong community, posters promoting community should be displayed. A strong community will have diverse people and will celebrate the diversity. Posters and bulletin boards should have people of all races, color, and other diversities.

Once the walls and bulletin boards are ready, the desks should be brought in. To build a strong community, people need to work together and get to know each other. Instead of putting desks in the traditional rows, put them in groups of four. Having the desks face each other so group work can easily be done will help promote community. This will make it more difficult for Mrs. Smith to teach, since some of the students will have their backs to her. The classroom should be designed so desks can easily be put in rows to face the front of the classroom. This will make changing from groups of four to a traditional classroom setting quick and easy. When assigning desks, try and create as much diversity in the groups as possible. Do not put the students alphabetically. This could produce a group of all four boys or all four girls. Some nationalities have common last names that start with the same letter as well. Mix up the groups so there is as much diversity as possible. Some diversity Mrs. Smith will not know about until school starts, but by arranging the desks in this way, she will be preparing the classroom to be an environment of warmth and acceptance.

7. **C**

Research has shown students learn best when they are grouped with students of other abilities. If grouping is done by ability, the lower achieving students will think they are the “dumb group”. They will develop a case of learned helplessness. Learned helplessness occurs when students feel they cannot succeed. They start behaving and acting in a way to fulfill this idea of not being able to succeed. Grouping according to ability will lead to this learned helplessness. By having mixed groups, every student will benefit. The lower ability students will learn from the top students and the top students will learn by teaching the lower students. Teaching other students is a great way for the top students to learn the material better.

Besides dividing the group by ability, Mr. Anderson should try and arrange to have multiracial groups. Students who come from different backgrounds will have different ideas about the Civil War. African American children will probably have a different opinion about the Civil War compared to white students. Looking at an issue from a different perspective is always a very important lesson for students of all backgrounds and abilities to learn.

8. **D**

There is no precise timing for development. Every person is different. Some adolescents will develop socially before they develop physically, while others will develop cognitively before socially. However, all areas of development are interrelated. An adolescent who is malnourished may not be developing physically. Because of the lack of physical development, the student lacks the self-confidence to make friends and does not develop socially. Since the student has no friends, he faces a bout with depression, which makes it very difficult to learn in school, which leads to a lack of development cognitively. All of this occurred because the student was not developing physically. Obviously not every case will be this extreme or work this way, but developments physically, socially, and cognitively are certainly related.

9.

The first thing Ms. Jacobs should do is talk to Billy's parents. Communication is the key to a positive parent-teacher relationship. Ms. Jacobs should ask if Billy seems distracted at home or in other situations. She should also ask other teachers how Billy acts in their classes. If Billy always seems to be distracted, Ms. Jacobs should recommend Billy's parents to have Billy tested for ADHD (Attention Deficit/Hyperactivity Disorder). If Billy is only distracted in Ms. Jacob's class, she should ask Billy why he is so easily distracted. Billy may have an interesting insight into the problem. Whether Billy has ADHD or not, special provisions can be made. Billy can be seated near the front of the class and away from anything noisy, including the door. This will help Billy because he will have fewer things to distract him. Since Billy does really well working on experiments, Ms. Jacobs could try and get Billy involved in class discussions as much as possible. She should try and keep Billy engaged in the lesson so he will not have time to get distracted.

10. **C**

It is true that teachers should not prod around their students' life, but if parents are willing to share information about the students, it can be helpful. Many of our students come to school with a lot of extra baggage. This extra baggage might explain why students act the way they do. It is always good to know about the students, their interests and hobbies, and to show interest in them. Knowing the family dynamic can be beneficial. It might help the teachers know which parent to contact in which situations to get the most help.

11. **D**

This is a very difficult situation to deal with. You want to believe Jasmine, but your instincts and better judgment tell you otherwise. It may seem logical to forget about it or keep an eye open to see if future abuse occurs, but teachers are required by law to report any abuse they suspect. It is not your job to investigate the abuse; therefore you do not contact the parents personally. If you are unaware of whom to contact, talk to the school counselor or your principal. They will help you find the right contact. It is difficult to know when abuse occurs, but it is much safer to error on the side of caution rather than regret it later.

12.

Adolescents are social beings. They love spending time with and interacting with their friends. It is part of their social development. I would use this knowledge to

incorporate group activities into my class. If students are not given time to interact in class, they are more likely to be interruptive as they make time to socialize for themselves. Part of the social development is being able to work with people who are different from you. This can also be achieved by having the students work in groups.

Physical development is one of the most obvious changes of adolescents, and often the one most overlooked. I would educate the students about proper nutrition and health so their developing bodies get the proper nutrition they need. There are many physical changes that can affect learning in the classroom. For one, adolescents usually experience a large growth spurt. This large growth spurt can make sitting for a long period of time uncomfortable. Special attention needs to be given to allowing students the chance to move around and stretch their arms and legs. Otherwise students could get squirmy, making learning difficult. Another factor of physical development caused by puberty is body odor. Young adolescents need to learn proper hygiene; otherwise the class could be a smelly place. As a teacher, I would put air fresheners and fans in the room to help alleviate any smell.

The cognitive development of our students is what teachers are paid to help develop. Adolescents are at a stage when abstract thinking and reasoning are starting to take place. I would harness this development and provide the students with as many opportunities as possible to use their critical thinking skills. I would provide students with the opportunity to discover and experiment with what they are learning. This type of learning will be much more memorable than lecturing from the teacher.

13. A

Before making any lesson plans, it is vital to know what the state and local standards are. How can a teacher make a plan for the year (or first week/day for that matter) if the teacher does not know what needs to be taught? After the state and local standards are researched, then the plan for the year should be made, followed by the plan for the week, and for the day respectively. It is easier to start with the large picture and work down (start with year plan), instead of starting with the small picture and making it fit into the large picture (starting with the daily lesson plans).

14. C

While all of these are important, we live in an era where schools are held accountable to teach the material the federal, state, and local governments deem

important. The standards must be the first thing look at. The other three choices can be done under the standards. Teachers are free to teach the standards in whatever way they deem necessary. It is this freedom that allows teachers to help meet the needs of the students and teach the material they deem important. Once the material has met the standards, and the students' needs, it is the teachers' responsibility to teach the material to the ability level of their students.

15.

The problem with most of the textbooks we use today is white men have written them from the perspective of white men. It is important for Mrs. Martinez to find material from other sources. It would be interesting to read about different battles between the United States Army and the Native Americans from the Native American perspective. The stories from the Native American perspective and the whites could be compared to find similarities and differences. Venn Diagrams are very helpful for comparing and contrasting the similarities and differences of differing stories.

Bringing in a guest speaker from a local Native American tribe would be an amazing experience for the students. The Native American culture has passed down stories from generation to generation. Hearing some of these stories would be interesting and very educational. It is important to look at history from the eyes of white Americans, but it is as important, if not more, to look at history from the eyes of "the other side". Doing this will allow our students the ability to show empathy for other people.

16. **D**

All of these ideas could be used in one lesson. Mr. Sabian could start with a lecture on how to divide fractions, then give the students time for guided practice, and independent practice, and finally end with cooperative group work. But working in cooperative groups would allow for the highest level of thinking. The reason cooperative groups would be the highest level is it makes the students explain the material to one another. It is one thing to be able to divide fractions. It is another to be able to explain it to someone else. When a student teaches the material to a classmate, a higher level of thinking is needed to break down the process and explain it to the other person. Cooperative groups are the only one of these four that allows for that higher level of thinking.

17.

The first recommendation I would have would be to write down time frames for each section. Is the first part going to take two minutes or ten minutes? By writing down the time frame, it will help the teacher stay on task and on time. I would also be more detailed in the lesson plan. The steps that have examples should have the examples that will be shown to the students written down. That way they are ready ahead of time and the teacher can check to make sure they work out the way they are supposed to. Step one is to review and step two is to explain the new material. I would write down what I am going to say. It will not be verbatim, but I would write some notes on how division of fractions works. If there were a creative way of remembering the new material, I would write it down so I do not forget. The last thing I would change would be to add a section at the end. I would add a section for comments at the bottom. Then, after the lesson, I would sit down and write comments on the lesson plan. I would note things that went well and things that did not work very well. That way, the next time I teach the lesson, I could look at the comments and see what needed to be improved.

18.

Responsibility is a very important quality our students need to learn to develop. It can be difficult to teach, but there are some methods that will help the students learn responsibility. One of the easier things that can be done is to give the responsibility back to the students. This may not sound easy, but it all starts with how teachers talk to there students. For example, if two students are sitting next to one another and talking during class, it would be easy for the teacher to say, "Billy, you need to move to the front." It is important for students to know their behavior leads to the consequence. The teacher could have said, "Billy, since you chose to talk, you showed me you cannot handle sitting there, so you need to move to the front." Just by saying "chose", the teacher is showing the student, that it was *your* behavior that led to this. Letting the students know their behavior leads to consequences is vital.

Mr. Johnson could also try and let the students solve some of their problems on their own. If a students forgets a pencil, it would be easy for the teacher to offer a solution (borrow a pencil, give them one, or have them get one from their locker), but letting the student come up with the solution will again put the responsibility back on the student. If they ask for a pencil ask the student, "What are you going to do about it?" The student has to think of the solution. If they cannot think of one, Mr. Johnson can give a suggestion, but he needs to let the student make the decision. If a student gives a solution that is unacceptable,

Mr. Johnson needs to explain why the solution will not work and ask for another solution. By giving the students the options, eventually they will take responsibility themselves to get the pencil without needing to talk to Mr. Johnson.

Another idea Mr. Johnson could try is to give the students some choices in what they do. Instead of having all of his students write an essay on the Civil War, he could let them decide between writing an essay, doing a presentation, or other assignments. When the students have choices, they will hopefully take responsibility for their learning. Mr. Johnson has shown his students that he thinks they are responsible enough to decide what project they want to do. Students will try to live up to whatever expectations teachers have of them. Mr. Johnson would be showing the students he has high expectations, and the students would strive to live up to those expectations.

19.

Students who are in middle school have many needs to be met. It is our job as educators to help these adolescents meet their needs. I would start by breaking the school day into forty-five minute classes. Adolescents are growing physically and can become very uncomfortable sitting in the same spot for extended periods of time. By making the classes only forty-five minutes, the students will have plenty of opportunities to move from class to class. Besides, students at this level have attention spans that only last for twenty-five to thirty minutes at a time. It would be unreasonable to keep the students in the same class for longer periods of time.

One mistake that many middle schools are making is dropping physical education. Our youth are in the middle of an obesity epidemic. We need to teach our students how to be physically active. We should add more physical education, not drop it. What good does it do for us to teach our students about anything else if they will be so unhealthy that they won't live long enough to put the knowledge to use? Besides, middle school students need the time to exercise and spend time with their friends. Let's provide an opportunity to do this in a healthy, productive way.

I would also encourage the teachers to be interactive and use cooperative groups. Adolescents are developing socially and need time to be social. Why not use that to our advantage? If we do not give the students an opportunity to work in groups, they will talk to their peers when we do not want them to. Cooperative groups will help the students work with other people, a skill I feel is vital in our students.

The most important, and probably most challenging, thing I want to bring to the classroom is a sense of community. This will not be easy to develop, but if we can help the students feel part of a community, we will help them meet one of their greatest needs: the need to belong. Adolescents will find a group to be a part of. If the need to belong is not met in a healthy way, students may turn to drugs, sex, and gangs to find themselves. Developing a sense of community in the school and in the classroom will help the students develop self-confidence and the belonging they need.

20. B

Having Juan take a test on the constitution of Mexico would not help test his knowledge of the constitution of the United States. Reading the questions to him is a good start, but he would struggle if he had to write his response in English, since he struggles with writing in English. So the best solution would be to read the test to Juan and have him answer the questions orally. Juan would still need to show what he knows about the constitution of the United States. It is unfair to penalize Juan for not being able to read or write English properly. Some of the other students might complain, but providing a different method of testing for Juan would not be unfair to the other students. It would be leveling the playing field for Juan. This essay test is not to test the students on their writing abilities, but to test the students on the constitution. If Juan can show you what he knows about the constitution by taking an oral test, he should be allowed to take an oral test.

21. D

All four of these will probably be complaints a teacher hears. Students who only want to find internet sources are not following the directions of the assignment. The same thing is true of the students who only want to find three sources. As long as a reasonable time is given for the students to finish the assignment, the students who complain about doing the paper outside of class should have no real complaints. Some students may not have the internet at home, which would be a disadvantage for the students who come from low-income homes. Mrs. Wong may need to allow for a little leeway. She can still require these students to have two internet sources, but they need to be given an opportunity to use the internet. If the library in town allows users to use the internet or there is a lab in the school for the students to use during study hall or before or after school, the students could use the internet in these situations. If these opportunities

are not there for the students, Mrs. Wong may need to change her requirements or provide the students who do not have the internet an opportunity to use it.

22. **D**

Adolescent students are at an unusual age where they are no longer children, but they have not developed into adults. This is true of their physical, mental, social, and emotional development. While it is true students may want freedom from their parents, they still need the help, guidance, and support from their parents, even if they do not admit it. Adolescence is a difficult and stressful time for students. They will need parents for a shoulder to cry on and a person to ask for advice. Students who have parents who know how to allow their students some freedom, but can be supportive and caring, will have an easier time developing into adults.

23.

The first thing I would notice from the graph is not every class is being disruptive. Periods three and five are especially bad, and seven is the next worse. Besides those three, the other classes are not causing many distractions. Sometimes as educators, we will have one bad class, and they will make all of the other classes seem bad. I would give praise to the other classes for being cooperative and well behaved. Positive reinforcement is often more effective, and it is proactive instead of reactive.

As far as periods three, five, and seven, I would start by informing the students that you are displeased with their behavior. Many times students do not even know when they are misbehaving unless we inform them. I would also set up some type of consequence for good and bad behavior. It is important to focus on the positive behavior when it occurs. Many students just want attention. When they do not get attention for being good, they will misbehave to get negative attention. Being consistent is the key. When student talking causes an interruption, make sure to deal with it no matter who the student is or what the circumstance is. This will show the students you are to be taken seriously.

One interesting item that can be obtained from this graph is the two classes that cause the most disruptions occur after physical education and lunch, when they have free time. It would be helpful to talk with the people who are supervising them at these times and see if there is anything occurring that would cause them to be talkative when they get back to class. It might also be beneficial to have a two-minute transition period at the

beginning of the hour. This time would allow the students time to relax and get settled down before class begins.

24.

I would recommend several little techniques that could help Mr. Schultz keep Joe organized. The first thing I would recommend is for Joe to get a planner. The planner can be used to write down all of the assignments so Joe will not forget when the different assignments are due. Mr. Schultz needs to do more than just hand Joe the planner. He needs to show how to keep the planner organized. Adolescents struggle with keeping organized. Teaching them how to organize is a skill that will not only benefit them in the classroom, but will benefit them for the rest of their lives.

I would also recommend Mr. Schultz to have a homework board. On the homework board, the assignments for the day can be written. If larger assignments were given ahead of time, reminders for due dates could be on the board. Giving Joe one minute before the start of class every day to write the homework in his planner would help remind Joe to use the planner. If Joe still is not using the planner, a phone call to the parents could be helpful. Mr. Schultz could explain what the planner is to be used for. Mr. Schultz could ask Joe's parents to sign the planner every night so he would know Joe showed the planner to his parents. Parental involvement will help Mr. Schultz because there would be support for Joe both at school and at home.

It appears this assignment Joe forgot to complete was a larger assignment. Many times middle school students struggle with larger assignments. They are often unsure how to get started or what step is needed next to complete the assignment. A helpful strategy is to break larger assignments down into smaller ones. Instead of asking Joe to write a research paper and have it ready to turn in on Friday, a chart like the following could be set up for Joe. Using these strategies would help Joe become much more organized.

Day	Assignment
Monday	Have an idea for the research paper.
Tuesday	Have the three sources required.
Wednesday	Research the topic.
Thursday	Write the rough draft.

Friday	Have the final copy complete.
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25.

Mr. Jones needs to do a better job at starting the class. It has been a day since the students met last, and many of the students were confused over what the assignment was and what groups they were in. Telling the students to get to work is not a very effective way to start the class. A review from the previous sections would be beneficial. It would help set the tone for the rest of the day. Mr. Jones could have reviewed with the students what the experiment was. He should have gone over the instructions and explained what to do. Mr. Jones also should have reminded the students what groups they were in. Middle school students have a lot on their minds. It may be difficult for them to remember what they did yesterday. Mr. Jones' job is to help remind the students.

Noise also is a problem Mr. Jones does not deal with very well. He needs to set up classroom rules that will help the class run more effectively. If there already is a classroom rule against talking and making noise, Mr. Jones needs to enforce it. Threatening the students with more homework is not an effective way to discipline. This can all be avoided if Mr. Jones gets the attention of the students at the start of the class. He never seems to have control of the classroom from the dialogue presented.

26. **B**

Unfortunately this is a problem that many teachers have to deal with today. Many parents are not as supportive or helpful as they should be. The responsibility for disciplining the student falls back on the teacher. Ms. Rogers should avoid anything that would give Joel attention. Students who misbehave in class are often the students who need and want the most attention. If they are not getting the attention in positive ways, they will try and get the attention in a negative way. Therefore, disciplining in front of the class or disciplining the whole class will be ineffective. Disciplining the entire class would be unfair to the rest of the students and may turn some of them off to Ms. Rogers. This will only lead to more problems. Having Joel sit in the back of the class may help in the short term, but it is not shaping Joel's behavior.

The best option is to set up a behavior plan for Joel. He needs to know there are consequences for his behavior. Make the plan easy to understand and enforce. Most importantly, enforce it. Joel appears to not have a lot of rules at home. He needs to learn

to follow rules, and if he does not, there should be a consequence. When Joel does follow the rules, give him the praise and credit he deserves. If Joel receives enough positive attention, he may not need to misbehave in order to get the attention he wants.

27.

This issue is one of the greatest problems facing teachers today. Students do not want to learn about anything that they will not “need to know”. This can be construed as a negative remark and attitude, but I think it is important to use this question as a teachable moment. We want our students to be investigative and have inquiries. That is what the students are doing here. They want to know why the Revolutionary War is important more than two hundred years later.

I would start by having a discussion. Ask the students why they think the Revolutionary War is important. Some students might give responses like “It’s not” or “I don’t know”, but some of the students might come up with interesting reasons why they think the Revolutionary War is important to study. This gets into the issue of why it is important to study history in general.

Many times the students will not give acceptable answers to why it is important to study the Revolutionary War. The teacher’s job now is to point the students in the right direction and to be the facilitator of the discussion. The teacher should ask why history is important to study. Kick-starting the conversation could lead to a good healthy discussion.

Despite all of these efforts, some students will still think it is useless to study the Revolutionary War. At this point the teacher needs to explain to the students why it is important. There are several reasons I would give. The first reason I would give would be to see where we came from. How did the United States get to where we are at now? How did the events back then affect things happening now? These are important questions to raise. Gun control is a huge issue today. It is an issue because of the Constitution, which was a result of the Revolution. It is also important to study history so we do not make the same mistake twice. World War II was fought in large part because of the way World War I was ended. It is important to know that so we do not end World War II the same way we ended World War I. The last reason I would give to study this would be to become well-rounded citizens. Sometimes studying things may seem worthless, but it will make better-educated students. The students may not see the benefit

to them at the moment, but down the road they will hopefully come to realize the things they study are important.

28.

There are a number of theories that I would use in my classroom. The first theory is Maslow's hierarchy of needs. Maslow said there are five basic needs all people have. The first is physiological needs. These are the things we need to survive, such as food, water, and oxygen. The second need is the need for safety and security. The third need is the need of love and belonging. The fourth needs are esteem needs. These are self-esteem and the feelings of recognition, attention, and status. The last stage is self-actualization. This is when a person feels they have had a positive impact on the world. If we do not meet the needs of one level, we cannot move to the next level. I would use this idea in several ways. The first way is to provide a snack to students who do not get enough to eat. This is a problem often overlooked, but students cannot concentrate when they are hungry. I would let students bring a snack into class as long as it is not a distraction and it is healthy. This would also help the students get the needed nutrition they need. I would also make the classroom a safe place for the students, so their second need of safety can be met. Finally, I would show the students that I care about them. I would ask them how their days are going, and show interest in the other events in their lives. Many students do not get this feeling of love and belonging. I feel it is important to show the students I care.

The other theory I would use is John Dewey's. Dewey believed that learning should be interactive, with time for reflection. Dewey thought students learned best when they reflected on what they learned. I would use this in my classroom by having the students reflect on what they learned for the day, week, month, and year. I would also use reflection in my teaching. After teaching a lesson, I would make time to reflect on what worked in the lesson and what needs to be improved. By doing this, not only would I be improving my lessons, I would also be modeling how reflection can be used in our lives.

Dewey also believed the classroom should be democratic. I would allow the students some choices in what they did. When reviewing for tests, I would allow the students to choose the method they wanted to review. I would give the students choices in assignments. As long as the students are doing the work needed to understand the material, what difference does it make how the material is taught? Giving students this

choice will help them feel like they are an integral part of the class. According to Maslow's hierarchy of needs, the need to belong is an important need, especially for students in middle school.

29. A

This is an issue that is often difficult to deal with. It may be unfair for Megan to work with a student like Joe, but important lessons can be learned by working with people you do not always get along with. In life we cannot always choose our partners, so we need to have the ability to work with a variety of people. This is the reason it is best to keep the group together.

Certain things can be done to help Megan and Joe work together. A conference between Mr. Smith, Megan, and Joe could be arranged where they discuss the issues they are having. They could decide who is going to do what part of the assignment. Joe could be responsible for researching books and Megan could be responsible for researching the internet. Joe seems to be having a problem with using the internet for things other than research. Giving Joe other responsibilities would hopefully alleviate this problem.

Another idea to help Joe and Megan is to give them different grades. Each person could get the grade they deserved for the assignment. They could also receive two grades. One grade could be the group grade; the other could be an individual grade. This would factor in both the amount of work each did and the fact that they needed to work together to get the assignment done.

All of these ideas are good ideas, but Joe seems to be having other issues as well. He seems to have a lack of motivation. Talking with Joe one-on-one and trying to find out why Joe does not want to work on the project could be very beneficial. Teachers often just deal with the behavior instead of attacking the reason for the behavior. Mr. Smith needs to find out why Joe is acting the way he is. If it is because of a lack of motivation, Mr. Smith needs to find a way to motivate Joe to become more active. Dealing with the issues behind the problem will help Mr. Smith avoid any more problems with Joe in the future. It may be difficult to find the reasoning for the behavior, but teachers need to do whatever they can to help their students become better students and better people.

30.

Motivation can often be a problem for students in middle school. There are several things that can be done to help remedy the problem. The first thing I would do is to ask the students what has changed. Since this has not been an issue since the beginning of the year, something has changed to cause the students to become less motivated. If Ms. Jackson asked the students what has been happening, they might open up and explain what has been happening. Middle school students have a lot on their mind. It could be because another teacher has given a large assignment so they have less time for Ms. Jackson's class. It could also be a sports league that has started, so they have to spend more time practicing. There are many possibilities, but Ms. Jackson needs to know why the lack of motivation is occurring so she can tackle the issue.

Another possibility could be the way Ms. Jackson is teaching. She could have changed how she is running the classroom, which could have caused the students to be less involved. Ms. Jackson should ask the students if there is anything she could change to help the students. Asking this question will result in a couple of positive steps. First, the students might inform Ms. Jackson what she is doing that has caused them to take less interest in the class. It may be hard for her to hear, but in the end it will only make Ms. Jackson a better teacher. Secondly, the students would understand that Ms. Jackson is willing to change in order to help the class. If Ms. Jackson tackles the issue as "What can *we* do" instead of "What can *you* do", the students are more likely to buy into the changes that need to be made. It will show the students that if Ms. Jackson is willing to improve, we should try to improve as well.

The issue hopefully can be avoided if Ms. Jackson spends time building a classroom of trust at the beginning of the year. Had Ms. Jackson done this, the students probably would have raised the issue on their own when the problem first occurred. Students need to be able to communicate openly with their teachers. This will only lead to improvements in the classroom.

31.

Helping students through puberty starts with education. Many parents do not feel comfortable talking with their children about puberty and the changes that they can expect to occur. It is important for adolescents to know what is expected to happen. To make the conversation as comfortable as possible for the students, I would separate the students into two groups: one for boys and one for girls. As a male, I would also find a guest speaker of the opposite sex to talk with the girls about puberty for a couple of reasons. One, girls will feel more comfortable talking with a female, and two, I would obviously never have experienced puberty from the perspective of a girl. It will be uncomfortable for the students, and there is no way around it, but the conversation and education needs to be done. Students need to know what to expect so they are prepared when puberty starts to set in.

Besides educating them, I would also help the students make it through puberty in other ways. The first thing I would do is teach in a way that allows the students as much movement as possible. Growth spurts caused by the onset of puberty can make sitting for long periods of time very uncomfortable. Allowing the students the opportunity to move around will help them stay more comfortable. If the students are more comfortable, they will be able to focus on the lesson being taught.

I would also help by setting air fresheners and fans in the room. This might seem like a crazy idea, but anyone who has worked with middle school students knows there will always be one or two students who either do not realize they are going through puberty, or they do not know how to take care of themselves. Physical hygiene can be a problem. Puberty causes the sweat glands of adolescents to pump out some strong odors. By having air fresheners and fans, it will make the room smell a lot better. The students will not have to worry about how smelly the room is. Instead they will be able to focus on the lesson.

Dealing with students entering puberty can be difficult and uncomfortable. Students need to be educated on what the changes will be for them. Besides educating the students, other actions can be taken to help keep the room as comfortable a learning environment as possible.

32.

I would start by finding out the extent of her disabilities. She might be able to walk short distances or she might not be able to walk at all. I would also find out the extent of her hearing disability. Can she hear with a hearing aid, or is she completely deaf? These are questions that will help me prepare for her arrival. I would also spend time preparing the class. We would have a discussion on what we could do to make her feel welcomed to the classroom. Preparing the other students in the class would help avoid the “stares” the new student might get on her first day in a new school.

The next thing I would do is make my classroom as open as possible. If there were extra desks, tables, or chairs that I do not use, I would move them to a storage closet. This would allow for more room in my classroom for the girl and her wheelchair. If I had the opportunity, money, and the time, I would get tables in my classroom. This way everyone would be sitting at a table.

To help her hearing loss, I would make sure I had new markers to use. It may seem like a small thing, but when I write on the board she would be able to see better with fresh markers. If the new student does not have complete hearing loss, I would where some type of microphone so she could hear me better. I would also keep the other distractions to a minimum, such as the hallway noise and air conditioner by shutting the door and turning off the air conditioner when she is in class.

If the new student had total hearing loss, I would try and learn sign language. She would more than likely have someone sign to her in class, but I think it would go a long ways to have a teacher sign to her. Even if it started small with little conversations asking how she was doing, it would help build a rapport between the two of us. All students need teachers to show they care about them. This would be my way of showing the new student of mine that I care about her and I want to help her succeed in whatever way I can.

33.

Teaching character skills to our students is an important duty for our teachers. Unfortunately, there is a push in education to require more classes for students. Time is very limited in every class from kindergarten through high school. Having said this, there are ways Ms. Jackson can incorporate the character skills she wants to teach into her curriculum.

One way Ms. Jackson could help teach her students character skills is to find stories where these skills are the central theme. Ms. Jackson can help teach the students about literature and story structure and still deal with these issues. For example, if Ms. Jackson wants to focus on teaching hard-work, she could read the story about the grasshopper who did not do any work in the fall, and the ant who prepared for winter. When winter came, the grasshopper had no food, but the ant had plenty because of his hard work. There are other stories with this same message that could also be used. After reading the story, Ms. Jackson could teach the students about theme, main ideas, and other parts of literature, while also teaching her students about hard work. Integrating character skills into other parts of the curriculum would be the best and easiest way for Ms. Jackson to teach the character skills she deems important.

Besides integrating character skills into the curriculum, Ms. Jackson needs to model the behavior. This is the most important thing any teacher can do. If we want our students to act in a certain way, we as teachers need to follow the same guidelines. Middle school students are smart, and they will pick up on anything they see as hypocrisy by their teachers. In today's world, students need good role models. Teachers are often the only positive adult influence in our students' lives. Part of being a good role model is not allowing our students to act negatively in the class. If integrity is one of the important skills Ms. Jackson wants her students to show, she cannot allow any cheating in her classroom. She also needs to let the students know that this misbehavior will not be accepted by enforcing the consequences. The students will come to realize what behavior is needed in class. This is when the character skills will emerge from our students.

34.

I think it all starts with getting the students interested in the material. If the students are interested in the material, they will remember it for a much longer time. Teachers need to find new and creative ways to teach the material. Instead of having the students read out of the book every day or do problem after problem after problem, do something fun. The chart below shows some creative ways to teach a lesson.

Lesson	How to relate to curriculum
<ul style="list-style-type: none">• Watch a movie	Find a movie that is related to the material being taught and discuss.
<ul style="list-style-type: none">• Write a play and act it out	The students can write a play about a time period or an event and act it out.
<ul style="list-style-type: none">• Write a journal or letter	The students can pretend to be living in this time period and writing in a journal or a letter to a loved one.
<ul style="list-style-type: none">• Have a debate	If an issue is being discussed, have the students research a side and debate it amongst the class.
<ul style="list-style-type: none">• Play a game	Either have the students make games for groups of four or play a game as a class (Jeopardy and Bingo are classics).
<ul style="list-style-type: none">• Make a movie	Much like having the students write a play.
<ul style="list-style-type: none">• Make an invention	If a concept in science is being taught, have the students use the concept to invent a machine.
<ul style="list-style-type: none">• Take a field trip	Always a student favorite, it can make learning seem real.

These are only some of the things that can be done to help students become interested in what they are learning. All of these activities literally takes what the students are learning and brings it out of the pages of the books. Mixing these things together will help keep the class from being repetitive and boring. Ask the students for ideas as well. They might come up with some very interesting ideas. By making the material real-life, the students will remember the material much longer than the test. These activities are activities students may remember for the rest of their lives.

35.

I think that all of these skills are important for students to know but the most important two for students to learn are problem solving and inductive and deductive reasoning. Problem solving is important because it is a skill used in everyday life. It does not matter what occupation the students decide to enter, being able to solve problems will be a huge benefit to them. The easiest way to teach problem solving skills is in math class. This is one of the reasons learning math is important. I would teach the students the five-step approach to problem solving.

The first step is to understand the problem. Notice I wrote understand the problem and not read the problem. Many times students, and adults for that matter, can read a problem, but not understand the underlying problem involved. If this happens, it is important to read the problem again until the problem is understood. The second step is to write down the important information. Only the important information should be written down. Most problems, especially in the real world, will have extra information that will only get in the way of us solving the problem. The third step is to come up with a plan. How are we going to solve the problem? I would teach the students to start by brainstorming ideas. List as many ways to solve the problem as possible, and then pick the most reasonable solution. The fourth step is to execute the plan. The last step is to check to see if the solution is reasonable. Did we solve the problem? Did our solution work? If students learn this five-step approach, they will be able to solve problems much easier.

Inductive and deductive reasoning is important for the students to know for the same reason problem solving is important. They are skills the students will use in their lives. Learning to deduct and induct when reasoning is a little more difficult to teach. Most students do not know what it means to induct and deduct. I do not think it is important for the students to know what they are doing; I think it is important for the students to know how to do it. There are a lot of great logic puzzles that help students with deductive and inductive reasoning. I would incorporate these into my curriculum to help the students learn how to use these methods. The more practice they get at using these skills, the more likely they will be able to apply them to situations when their use is needed.

36. A

Most people think of assessments as tests or grades. Assessments are much more important and have a much broader use than that. While it is true that assessments should be done after each unit, assessments should be given on a daily basis. The purpose of assessments is to see what the students know and what they still need to learn. If the assessments are only given at the end of the unit, what good does knowing what the students did not learn do? Teachers need to give assessments everyday so they can see if the students need extra work on a certain area. After each lesson, an assessment should be given. It does not have to be a big test or quiz, or even a homework assignment. It can be as simple as having the students do an example on their own and checking to see if it is correct. If the students can solve a practice problem, they probably understand the material. If they cannot solve the practice problem, they obviously need more work on the material. Giving daily assessments can help the teacher see where the students are.

Whether tests are the most common assessment to be given to a class is up to the individual teacher. It is important to do a variety of assessments. Some assessments have an advantage over other assessments. Doing a variety of different assessments will help you get the benefits of each assessment. It will also help the students. Some students struggle with test taking. Doing other assessments will help the students demonstrate what they really know.

Teachers, students, and parents need to stop thinking about assessments as grades. They are different things and have different purposes. Assessments have such a negative connotation in our schools. We need to start thinking about assessments in the true sense of the word. Assessing to see what the students know.

37. B

Any of these could be used as a formal assessment. A formal assessment is typically anything that is graded. But tests are the most common formal assessment. T-charts, journals, and questioning by the teacher are typical informal assessments that are used solely for the benefit of the teacher. These informal assessments will help the teacher see what the students have already learned, and what the students still need to learn.

38. **D**

While assessments will do all of these options, the real reason teachers should give assessments is to see what the students have learned. Questions like the one Ms. Ruth observed at the workshop about the importance of assessments are often due to the misunderstanding of assessments. It appears that this teacher was questioning the importance of testing. While I do agree that testing does not need to be done to the extent that it is, assessments are important. This teacher said that she knew what her students knew and what they did not know. How can she be so sure if she has never assessed the students to see what they know?

One of the other benefits of assessments that we have not talked about is the benefit assessments have on teachers' teaching style. Many times teachers can deliver a lesson and have no idea if the students understood the lesson or not. By assessing the students, teachers can see if their lesson was a success. There are many factors that determine the success of a lesson, including the students' behavior, the time of day, the time of year, the enthusiasm of the teacher, the enthusiasm of the students, and the lesson plan itself. If a teacher gives a lesson, then does an assessment and realized that the students did not understand the material, this does not necessarily mean the lesson was poorly written. One of these other issues could be at fault. However, if this same lesson had the same problem over the course of a three-year span, it is safe to say the lesson does not do a very good job at reaching the students. If we as teachers never assessed the students, we would have no way of finding this out.

Assessments have many benefits. Each assessment has different benefits for the students and the teacher. It is important to balance these benefits and the weaknesses of the assessments by giving a variety of assessments to the students.

39. **D**

While it is true that tests have their downsides, they do have some benefits as well. First, they are convenient. Many tests can be corrected in a short amount of time since each student is asked the same questions. Grading thousands of tests in a matter of minutes is possible when the tests are in multiple choice formats. Tests are easy to use. They are straightforward, and the students know what is expected of them. The most important quality of tests is that the teacher gets to decide what is on the test. Unlike other forms of assessments such as projects, papers, and speeches, the teacher writes tests. They get to decide what questions are on the test, thus deciding what information is the most important.

Despite the ease and convenience of tests, they do have their downfalls. For one, they do not allow the students much choice. They are required to answer questions they may feel are unimportant. Multiple choice questions do not even allow the students to have a voice. Students are often required and expected to answer the question the way the teacher or the textbook wants them to. This takes away from the creativity and critical thinking skills we want our students to develop.

Another problem with testing is many students have test anxiety. Teachers may have students who know the material, did the required work, and prepared for the test, but get nervous when they are working on the test. This nervousness will often cause them to fail the test even though they knew the material. In these cases the test did not provide an accurate account of the knowledge of the student, which is suppose to be the reason we give test.

Certain things can be done to help overcome the pitfalls of testing. The first thing that can be done is to allow students to have voice when testing. Make the test an essay test when possible so the students can apply critical thinking skills. Giving the students an option on which questions to answer is also a good way to make the test better. If there are five essay questions on a test, ask the students to answer only three of them. This way the students have a choice on which material they think is the most important. Overcoming test anxiety can be difficult, but making sure the students are prepared and assuring them they will do well is a good first step. Do not put any trick or surprise questions on the tests. This will only cause students with test anxiety to become more frightened. Doing these things when giving a test can help make tests more beneficial to the students and make the tests a better measure of what the students know.

40.

The first thing I would do is make a t-chart. I would start by writing the t-chart below on a large piece of paper or construction paper.

What we know	What we want to know

On top of the t-chart Mrs. Johnson should write whatever it is that she wants to determine what the students know about. It could be anything from plays, to Shakespeare, to Romeo and Juliet. Anything that is being studied can be the heading.

I would then recommend Mrs. Johnson to have the students copy the t-chart onto their paper and fill out each side. Once they have completed this, I would have put the students into groups of four and do the same thing. Once the group of four is done, the class would do a t-chart with what they know and what they want to know. Once the t-chart is finished, not only would Mrs. Johnson know what the students know, she would also know what the students were interested in learning about.

The paper should be hung on a wall somewhere in the room. Additions should be made as the unit goes on. Once one of the items on the “what we want to know” side is taught, it can be crossed off and moved to the other side. It is vital that anything written on the right hand side be taught. It does not have to be in-depth, but it should be discussed. Not discussing it will lead the student who suggested it to believe what they want to learn is not important. This will probably prevent the student from volunteering another idea for that side again. On the other hand, if everything on the right hand side is taught, the students will eventually start writing more items on there that they really want to learn about.

41.

It seems that the problem all started because Michael is not very organized. I think it would be a good idea to start by helping Michael get more organized. Michael might not even know what it means to be organized, so teaching him what organization looks like would be a great place to start. Then Mrs. Wilson would need to teach Michael how to organize his material. Middle school students are notorious for not being organized. Michael is probably not the only student in Mrs. Wilson's class that needs help in organization. Because of this, Mrs. Wilson should show the students how to organize their class work on one of the first days of school. She should start by showing an example of an organized notebook and explaining what makes it organized.

Once Mrs. Wilson taught Michael how to get organized, she should check on Michael periodically to see if Michael is staying organized. Chances are Michael is not going to become organized overnight, so he will lose his notebook at some time. Mrs. Wilson could type out her notes and give them to Michael to study from. You do not want Michael getting in the habit of always relying on other people, so Mrs. Wilson should slowly wean Michael off of her notes.

Michael has developed a severe case of test anxiety. Mrs. Wilson can help Michael in a couple of different ways with this problem. The first thing she can do is make a study guide for Michael to study from. This will help Michael prepare better for the test, which in turn will help Michael feel more comfortable about the test. Mrs. Wilson could also find other forms of assessment for Michael. Since he has a very severe case of test anxiety, he could do a project, paper, or speech instead of the test. Mrs. Wilson could also modify the test. Michael could take an oral test if he is more comfortable with that rather than a written test. If Michael struggles on multiple choice tests, he could take an essay test, and vice versa.

There is a fine line between modifying a test to help a student and taking the responsibility of preparing for the test away from the student by modifying the test. It is important to always have a good reason to modify the test. Whatever assignment is assigned, it can still be as difficult as the test. It is just a different way of assessing. Teachers need to be flexible when assessing students, especially with tests. Many students will struggle in classes not because of a lack of effort or intelligence, but because they do not do well on the tests. This is why it is critical for teachers to modify their assessment techniques. Assessments are meant to gauge what a student has learned. If the assessment is not accomplishing this, a new way of assessing needs to be used.

42.

There are many different reasons that the graph could look the way it does. Having data to look at may be nice, but the data needs to be evaluated or else it will serve no purpose. The first thing that needs to be done is to try and list as many possibilities for the dip in scores when it comes to tests and quizzes.

The first reason that Colin may score poorly on tests and quizzes is because he does not study for them. If the tests and quizzes are over a lot of material, it will be hard to do well without studying. Asking Colin or his parents if he studies for tests and quizzes can be an easy way of finding out if this is the reason.

Another possible reason for Colin scoring lower on tests and quizzes than on his other assignments is test anxiety. It could be possible that Colin studies for the tests and quizzes, does his assignments, listens in class, and still does poorly on his tests and quizzes because he gets nervous when taking the tests. This will be a little harder to tell if it is the reason for the low test scores. There is no way of measuring whether this is the reason Colin does poorly on his tests. If this is the reason Colin does poorly on his tests, Mrs. Smith can help prepare Colin for the tests by relieving some of the tension he may have. Mrs. Smith can also find other ways of assessing Colin instead of testing. She could also give Colin an assignment that looks like a test, but not call it a test. It could have the same questions as a test and it will assess the students in the same way, but by not calling it a test, Colin will not be as nervous if it was a test.

The third possibility is Colin may have gotten help on his other assignments. Mrs. Smith needs to look back and see if the assignments Colin does well on were group assignments. She could assign an assignment that is an individual assignment to see how Colin does on it.

There are other options as well, such as Colin could have remembered the material just for the assignment and not long term. Maybe Colin cheated on his assignments. Hopefully this is not the reason, but it is a possibility. Mrs. Smith needs to look at each possibility and investigate whether it is the reason Colin does not succeed on tests and quizzes.

43. **B**

It may be true that teachers have less control over speeches than they do over other forms of assessments, such as tests; it is not true that students have a free rein when giving a speech. It is still the teacher's responsibility to give guidelines and direction on the topic of the speeches. Teachers need to give guidelines to the students on what is expected of them when giving the speech.

It may seem like **A** is a possible answer. Speeches do only take about four or five minutes a person, but in a class of thirty students, that translates to one hundred twenty to one hundred fifty minutes, or more than two hours! This does not include time given to prepare for the speeches and instruction time.

Fear of public speaking is very prevalent among teenagers who are in need of peer acceptance. Embarrassing oneself can be a traumatic experience at this young age. It is important for students to learn to overcome this fear because giving speeches is a necessity in our marketplace. Everything from giving presentations to interviewing for a job involves public speaking. Mr. Robinson may have a wise plan to help the students learn to deal with this fear. However, because many students will have a fear of public speaking, a speech may not be the most accurate assessment on what they have learned. Instead of explaining orally what they have learned, the students will be worrying about messing up and sounding "stupid".

Choice **D** may seem like an innocent answer, but it is a problem teachers need to face when using speeches to assess students. Mr. Robinson is teaching a history class. He may be teaching them about World War II. How much information on World War II can a student share in a four or five minute speech? Students will only be able to give a speech on one small part of World War II or a very broad description of the war. Teachers need to decide if this small speech is enough to measure what the students know about a topic as detailed as World War II.

Every assessment is going to have a downside. Speeches are no different. It is the job of teachers to decide what assessment they will use and why. For Mr. Robinson, he may feel that the benefits of speeches outweigh the consequences of them. This is an inner struggle all teachers must wrestle with.

44.

Teachers are kind-hearted people, otherwise we would not have become teachers. It can be difficult to fail students sometimes, but it is a lesson that in the end may help them be more motivated next time around. In this situation Juan is trying to do extra credit to help earn a passing grade. No teacher wants to prevent a student from doing extra work. Letting Juan do extra credit to help his grade would be the sensitive thing to do. He would still have to earn his grade. Juan is not asking Mr. Michaels to raise his grade just so he passes. Juan is willing to do extra work to earn a higher grade for the quarter.

Despite all of that, I would not allow Juan to do extra credit to raise his grade. There are several reasons why I feel this way. First, Juan is asking to do extra credit on the last day of the quarter, and he is only asking to do it after he finds out he will fail the quarter. If Juan were actually concerned about his grade, he would have checked on his grade earlier to find out if he needed to do something extra. The last day of the quarter is not the time to be asking for extra credit. How well is Juan going to do on his extra credit if he only has one day to work on it? Juan will do the work just to get it done, not to learn anything from it. Since Juan only has one night to work on it, the work will probably not be of very good quality. Extra credit should be a supplementary to the regular work to help students learn the material better, not a last ditch effort to pass the class.

I believe extra credit is something that needs to be earned. It is for the students who work really hard, but still do not do very well in the class. These are the students who deserve the extra credit. If students do the work right the first time, they should not need any extra credit. Juan obviously did not do the work right the first time around. He did not hand in his work on time. This shows me that Juan has not earned the chance to get extra credit. Failing a student may be hard for some teachers to do, but in the long run it will help the student. Students need to learn they will get the grade they earned. Teachers cannot bail students out whenever they get into trouble. The students need to take responsibility for their own actions. In this situation, Juan has earned a failing grade and he will have to take the responsibility for it.

45.

Most students who fail in middle school do not fail because of a lack of knowledge. Most fail because of a lack of effort. But it is still important to help the few students who may be failing because they do not understand the material. Providing extra help in one on one situations can do this. I would recommend this group to have an extra study session once a day either before school, during lunch, or after school. Since there are three teachers, they could take turns so they still have some free time of their own. This will help the students who want to learn, but need a little extra help.

As far as the other students who are failing because of a lack of effort, I would start by contacting their parents. Having a meeting with the teachers, student, and parents can help get everyone on the same page. Goals can be set and solutions to the problems can be brainstormed. Having a meeting will help the student get the attention they need both at school and at home. Regular contact should be made between the teachers and the parents so an update to each other on progress and failures of the plan they devised can be shared.

Some of the students who are failing are failing because they have a lack of parental support at home. In these cases, making contact with the parent is still important, but there may not be support at home like there is with parents who are involved. Teachers need to take the burden of the responsibility in these situations. Having a meeting with the student is a good first step. This will show the students that the teachers care about them and want them to succeed. Some of these low achieving students do not have a positive role model in their lives. One of the three teachers can be one of these positive role models for the student.

Getting the students to want to learn is the key. Ask the failing students what they would change about class. Some of their suggestions will not be possible to meet, but others will be. Take some of these students' recommendations to heart. They may be very good ideas. Remind them of when assignments are due and tests that are approaching. Teachers need to make sure these students are working in class. It is easy to let them sit in the corner and do nothing as long as they are not causing a distraction, but we are doing a disservice to them when we let them fail by allowing this behavior in our class. Helping them get started on assignments may help them get the assignment complete. No matter what is done to help these students, it all comes down to spending time one on one to help them succeed.

46. **D**

No matter what the reasoning is for furthering one's education, it is a good idea for everyone, not just teachers. Many states require teachers to earn a certain amount of credits every five years in order to get their teaching license renewed. This is one way the states can assure their teachers are furthering their education and finding new information and strategies they can use in the classroom, which will improve the quality of the teachers.

The classes teachers take in the summer will help the teachers in the classroom. We all remember our college classes, and the waste of time some of them seemed. Many of the strategies and techniques taught were not practical or not applicable. But experienced teachers teach many of the classes offered for teachers. These teachers often have practical practices and techniques that can be used in the classroom. Taking extra classes also allows teachers to find solutions to specific problems they may be having in the classroom. For example, a certain teacher may think his students are not accepting responsibility for their own actions and education. Many of the classes offered to teachers are very specific in their purpose. There are classes taught to teach teachers strategies that can be used in the classroom to help him teach his students to accept responsibility for their own actions and education.

A less stated reason for taking classes to further one's education is to be a good role model. Since teachers expect students to further their education and take the extra step in order to learn, why should teachers expect anything less than that of themselves? If students know their teacher took classes to help their teaching, the students will know the teacher really does care about teaching and wants to improve. This attitude is contagious and the students will expect a lot of themselves as well. Part of the job of being a teacher is to be a good role model. Teachers who take classes, whether in the summer, at night, or on the weekends, are being good role models. It shows the students their teachers care about education and want to do whatever it takes to give the students the best education possible.

47. *This question, much like some of the short answer questions on this test is an opinion question. Expressing why you feel the way you do and defending your argument based on “best teaching practices” is the key. This answer key offers only one of the possible solutions.*

Both teachers have valid arguments, but I would tend to agree with Mrs. Miller more than Mr. Jacobson. I do not think that multiple choice tests should be the only formal assessment done. Mixing and matching different assessments for different units is the key. Multiple choice questions do help the students learn to think. Students need to use reasoning and process of elimination in order to answer some of the questions. These are skills students need to learn. Is it more important for students to learn about a specific unit or learn how to think? Of course they are both important, but I would venture to say learning to think is more important. Multiple-choice tests teach students to think logically.

Many teachers face the reality of correcting hours and hours of essay tests. For starters, unlike multiple choice questions, essay tests are very subjective. There is not necessarily a right or wrong answer. After correcting one hundred three page essay tests, how accurate is the teacher going to be on assessing the last one. Will the last one be graded the same as the first one? Chances are probably not. These are problems that do not arise when using multiple choice tests to formally assess students.

Mrs. Miller also makes a valid argument about saving time correcting tests so it can be used to plan lessons. It seems that no matter how many marks and comments a teacher makes on tests and no matter how much time they have spent correcting the test, the students will look at the grade on top of the paper and will not care about anything else. Teachers can spend their time much more productively than spending hours and hours correcting tests. Think about how many creative and fun lesson plans can be devised if teachers had more time to prepare them. Using multiple choice tests allow teachers time to think and plan new lesson plans. I would say preparing a lesson or unit is far more important than assessing the students after the unit was already over.

Multiple choice questions do have their benefits. If the questions are written correctly, they teach the students to use reasoning and critical thinking. It also saves the teacher time that can be spent on other things, such as lesson planning.

48.

My grading scale would be based on total points. I would do this for several reasons. First, it is easier for the students to understand. If grading were done based on percentages, a student could be at a ninety percent overall, but averaging one hundred percent on assignments. If the student gets a ninety-five percent on the next assignment, their overall grade would fall because their average assignment grade would fall. Another reason why I would use overall points is because the students could keep track of their own grade. There are many times during the day that students will ask their teacher what their overall grade is. This takes time away from teaching and helping students. Plus, when the students are keeping track of their own grade, it helps them to learn and practice math skills.

The chart below is the grading scale I would use.

Grading Scale

A	100% - 93%
A-	90% - 92%
B+	87% - 89%
B	93% - 96%
B-	90% - 92%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62 %
F	Below 60%

I would use a grading scale like this because it is easy for the students to understand. Over ninety percent is an A, over eighty percent is a B, over seventy percent is a C, over sixty percent is a D and less than sixty percent is failing. It is one of the most common grading scales used. I do not believe in grading on a curve because students should get the grade they have earned. If every student in the class deserves an A, they should all get an A. Likewise, if every student in the class has earned a D, all the students should get a D.

49.

Unfortunately, this is probably way more common than it should be. Most parents are supportive, but it is important to learn how to deal with the parents that are not supportive. There are several things that I would try to do to make Ms. Roth understand that Matthew has a behavior problem. The first thing I would do is make a chart for Matthew's behavior. It could look like the following:

Date	Behavior Problem	Other student involved	Matthew's signature

The first two columns seem self-explanatory. The third column is there to show Ms. Roth that it is not the same student every time that Matthew is having an altercation with. I would also leave a spot for Matthew's signature because it would mean more to Ms. Roth if Matthew admitted he did what was written.

Another thing that I would do is ask Ms. Roth to come into the classroom and observe Matthew. Some parents would be shocked to see how their children behaved in class. Having Ms. Roth come in and see how Matthew behaves might open her eyes to what he really acts like during school.

Since Ms. Roth might be reluctant to come in and observe a class period, taping the class is also a method that could be use. Turn the tape on when Matthew is in the class and tape what Matthew does when he is in the classroom. If Matthew were to misbehave, Ms. Roth would not be able to deny what he did. It would provide visual evidence of how Matthew behaves.

One of the best ideas is to use other teachers to help. If Matthew is misbehaving in all of his classes, all of Matthew's teachers could have a meeting with Ms. Roth. It might be possible for her to not believe one teacher, but when four or five teachers are involved she would not be able to deny Matthew's behavior problems any longer. Hopefully one of these methods works so Matthew can get the help he needs.

50.

Any teacher who teaches long enough will have this problem occur. There are several reasons that the test scores could be so low. For one, the class could have test anxiety. This is highly unlikely that a class of twenty to thirty students would all suffer from test anxiety. Plus, the results from the Nucleus Quiz were very high, which shows the students did fine on that test.

Another possible reason for the low test scores is the students did not learn the material very well in the first place. Again this does not seem very likely since the class did really well on all of the assignments. The class even did really well on the review worksheet, averaging above ninety-five percent. This leads me to believe the students understood the material really well.

Mr. Baker needs to look to other reasons for the test scores. I believe it could be because Mr. Baker made the test too hard. The students seem to do really well all unit long, but then struggle on the test. This leads me to believe something was wrong with the test. If it was not too difficult, maybe it covered material Mr. Baker did not cover very well. All of these are possibilities. Mr. Baker could ask the students because they would probably know whether the test was too difficult. Students might not always be the most honest people in this situation, but teachers need to give them a chance to help.

Trying to decide what to do about the test scores can be very difficult. Ask five teachers and you will probably get five different answers. If I were in Mr. Baker's shoes, I would do one of two things. I might give the students a different test. Doing this would still hold the students accountable for the material from the unit. It is not letting the students off the hook. The other thing I might try is to let the students correct their mistakes and give them half credit for any question they get right. For example, if a student scores a fifty out of one hundred on the test, the student could redo the fifty points he got wrong. If they were all answered correctly, he would get twenty-five of those points back leaving the student with a new score of seventy-five. This does two things. One, it helps the student earn a better grade, but still keeps them responsible for the material on the test, and secondly, it will help the students learn the material better by having them redo the problems they got wrong. I believe in a situation like this, this option is the best alternative.

51. **B**

Confrontations with a co-worker can be very difficult situations to deal with. You want to have a good relationship with the people you work with. However, teachers have a professional obligation to confront any behavior exhibited by a teacher that is threatening or unprofessional. Everyone will snap once in awhile, especially when dealing with thirty students all day long. In this situation it appears this is not the first time this has happened. Mr. Matthews has observed this behavior from Mr. Reilly before.

Every teacher does have the right to run the classroom the way they feel is best. But teachers do not have the right to run the classroom if it is detrimental to the students. There is no way of telling if this is the case. Mr. Matthews should talk to Mr. Reilly. The first step is to tell Mr. Reilly what you have noticed. Perhaps Mr. Reilly never noticed that he yelled at his students. If someone does not bring it to his attention, things will never change. Once Mr. Matthews brings it to Mr. Reilly's attention, he has done his professional obligation. If Mr. Reilly is receptive to what Mr. Matthews is telling him, Mr. Matthews can forget about the whole ordeal.

Not all confrontations will be smooth sailing. Mr. Reilly may get defensive when another teacher questions his teaching style. This is why it is important to not question Mr. Reilly's teaching style, but question his behavior on this given day. The old saying "it is not what you say, it's how you say it" comes into play here. Mr. Matthews needs to confront the behavior, not the person.

If after Mr. Matthews confronts Mr. Reilly, the behavior continues, then Mr. Matthews should talk to the principal. We all want quality teachers for our children. If Mr. Reilly is not one of those quality teachers, the principal needs to know. It then becomes his problem to deal with.

Confronting other teachers can be very difficult. Teachers need to remember to confront another co-worker in a friendly non-threatening way. Confronting the problem, not the person, is the key to a successful confrontation.

52. C

Taking out any of the sections would not accomplish anything. If the teacher wants to grade on both the English and the science for the paper, that is fine. The problem with the rubric is it is not very detailed. Students would not be able to read this rubric and determine what they have to do to get a 3. What does it mean to have “Good” English? When writing a rubric it needs to be very specific. This takes the objectivity out of grading the papers for the teachers, and it allows the students to know what they need to do to get the grade they desire. Not having a rubric would be nearly the same as using this rubric. It has no substance to it. The rubric below would be a much better rubric to use.

Points	English	Science
4	No grammar mistakes. The paper is laid out using proper sentence and paragraph structure.	Meets the requirements. Includes detailed descriptions of all the stages of Mitosis.
3	Less than five grammar mistakes. The paper has proper sentence and paragraph structure.	Misses one or two requirements. Fairly detailed description of the different stages.
2	Six to ten grammar mistakes. The paper is lacking the structure it needs.	Misses three or four requirements. Lists the stages of Mitosis with a few details.
1	Many grammar mistakes made. No structure or flow to the paper.	Did not show knowledge of the process of Mitosis.

53. C

Every state has different laws regarding schools and confidentiality, but the federal government and most states have laws requiring teachers to keep the students information private. The information that needs to be kept private is not just grades. It includes medical records, and other educational documents. Teachers are even prohibited from sharing with other teachers unless the information directly affects them. School counselors and social workers will share any information with you they are required by law and are allowed to share.

There are different strategies that can be used to show students their grades without running into privacy issues. Mr. Evens can use the students' school identification number or lunch account number. He could also assign the students a number at the beginning of the year or have them choose a number they will not forget. This number can be used instead of their name.

There are other privacy issues to be concerned about as well. For starters, do not let students correct other students' tests, quizzes, and other assignments. This is a practice that has been taking place in our schools for decades, but some of these practices may run into issues of privacy. If there is a question whether an issue is a privacy issue, it is better to err on the side of caution. All of these are different strategies that can be used to help avoid privacy issues.

54.

There are several ideas I would suggest to get the community involved in the school. For starters, I would try and find volunteers to help as tutors for my classes. Every community has members that would love to help out in the school. This idea would be especially beneficial to the elderly and parents who do not work during the day. The elderly would love to come into the school and work with the students. The elderly are a population our schools need to take more advantage of. They have lived through many periods in history our students learn about. I would suggest our history teacher find different elderly in the community that lived through World War II, or even better, fought in World War II, and have them come into the class to share their stories.

Another idea is to have the students visit a local hospital, nursing home, or senior center. This would be a good way to get both the community involved in the school and the school involved in the community. Students could interview some of the elderly and either write a paper, give a speech, or do a different project about the people they interviewed.

Opening the school doors to the community for special events is a way to get the community involved in the school. When there are athletic games, concerts, or plays, make an effort to invite community members who do not have any children in the school. Putting up fliers around town, putting a message on the school's message board, or putting an announcement in the local paper would all be ways to get the message out to the community.

One of the best ways to get the students to take ownership and feel a part of the community is to have them work in the community. Planning a workday where students clean a local park would be a fun interactive idea to help the students become part of the community. Each school is different and has different ways to connect with their community. Finding these ways and pursuing them is the key to bringing the community and the school closer together.

MORE PRACTICE QUESTIONS:

With Guided Answers and Explanations

Multiple choice questions provide a statement followed by four possible correct answers. Some of these questions may include only one correct answer, whereas others may include more than one. Experiment with the following sample multiple choice questions:

1) The following is an example of appropriate co-curricular involvement by a faculty member:

- A) coaching an athletic team;
- B) advising a student organization;
- C) serving on a PTA committee;
- D) all of the above.

****Since A, B, and C are all examples of appropriate co-curricular involvement by faculty members, the correct answer is “D, all of the above.”**

2) The best resource for teachers to gain knowledge and skills is:

- A) school/district/state sponsored training and enrichment programs;
- B) *The National Inquirer*;
- C) interviewing a relative;
- D) none of the above.

****Since B) and C) are likely not acceptable means of gaining knowledge and skills, so A) is the correct answer.**

3) The following are examples of evidencing a team atmosphere as a school staff member:

- A) using sick leave to play golf;
- B) working with teachers to volunteer for a neighborhood clean-up project in the school’s area of town;

C) staying late to assist with facilitating a school event designed to raise money for an injured student;

D) both B and C.

**Since A) is most likely not a good example of evidencing a team atmosphere, and since B) and C) are good examples, the correct answer is D).

4) Which of the following options is the best way for students to learn how to use the school's media center?

A. Videotaped lesson facilitated by the library's assistant

B. Attending classes conducted by the head librarian

C. Unit instruction by the teacher

D. Instruction by the library media specialist, integrated with a classroom learning project

E. Instruction by the classroom teacher and the remedial reading specialist

** The answer is **D**. Media specialists should work closely with the classroom teacher so library skills can be taught in the context of a topic of study, rather than as a separate study. An introduction in which a media specialist, teacher, and students work together on an interactive activity is usually most effective.

5) To make the best use of the school's media center, 7-12 graders should know how to use which of the following?

A. The catalog

B. The vertical file

C. The Reader's Guide to Periodical Literature

D. The indexes of different types of books and materials

E. Encyclopedias and other reference books

F. D and E only

G. A, B, and C only

H. B, C and D only

I. C, D, and E only

J. A, B, C, D, and E

**** The best answer is J.** All of the listed resources are essential to junior and senior high school students' effective use of the school library.

Case Study

Case study questions provide brief descriptions of educational scenarios teachers are likely to encounter, and then test teacher knowledge of proper decision making. Other forms of case histories may focus on specific content areas (reading, writing, math, etc.), and then pose questions on specific skill areas.

Read the following two sample case histories and answer the questions that follow:

1) Scenario- Bob Smith is a creative writing teacher at an urban junior high school in a low income neighborhood. It is the third week of a new school year, and Bob has noticed that one of his students comes to class with new bruises and scratches on her body every day. The student, Theresa, is frail, quiet and withdrawn. She does not volunteer during class discussion, doesn't make direct eye contact with the instructor, and sits in the back of the class, away from most other students. On lunchroom detail you notice that Theresa sits alone, and on many days doesn't eat lunch. She usually looks unbathed and often wears the same clothes on consecutive days.

The best approach for Mr. Smith to handle this situation is:

A) Attempt to talk to Theresa about seeing the guidance counselor.

B) Ask other students if they are aware of whether or not Theresa's parents are abusive.

C) Discretely follow Theresa home one evening, then knock on her door and confront her parents with your concerns.

D) Call Child and Family Services and demand that they come to your classroom to take Theresa out.

****The correct answer to this case history is A, since a guidance counselor is best equipped to analyze and provide resources for Theresa's situation.**

2) Scenario- Your department chair has asked you to design a new curriculum for 12th grade language arts. He says that he wants you to prepare this new curriculum by the end of the month, so he can present it to the principal at an upcoming staff meeting. With only two weeks to work on it, you remain at school an additional several hours each day researching online, exploring new texts, and consulting with other schools. After two weeks of hard work, you are pleased with the product and meet with the chair. He is also pleased, and asks you to accompany him to a special meeting among the principal, deans and department chairs to present your work. Unfortunately, the day of the meeting you have the flu, and cannot attend. The following week when you are back at school one of your friends, another department chair from the school, asks you if you are excited about the new language arts curriculum that your department chair designed. Through further discussion, you learn that your chair presented your work as his, giving you no mention of any work or research for the project, and taking full credit for it on his own.

An appropriate response to this situation is:

- A) discuss your concerns with your department chair, and request that he make clear with the principal that you were the primary researcher of the project;
- B) contact the department of education and school board, claiming that the department chair plagiarized your work;
- C) file a civil lawsuit against the department chair;
- D) all of the above.

****The correct answer is A. Communicating concerns to one's immediate supervisor is always the best approach to resolving issues.**

PRACTICE QUESTIONS PART II:

With Answers Located in the Answer Key

Section One

GOAL: The teacher understands human developmental processes and applies this knowledge to plan instruction and on-going assessment that motivate students and are responsive to their developmental characteristics and needs. Based on what you have learned regarding designing instruction and assessment to promote student learning, answer the following questions:

MULTIPLE CHOICE

1.) You have been instructed to design a lesson that will teach students the importance of learning relevant life skills. The best approach to successfully complete the lesson is to:

- A. develop a case study for the students to work on in small groups, where they are guided toward learning self-direction, independent decision making, setting goals, and identifying prospective career options.
- B. take the students on a field trip to an inner city area, and leave them unattended to discover the challenges of indigent street people.
- C. have them read a magazine article about a popular cultural icon.
- D. lecture to the students about how strict your parents were when you were in school.

2) Your principal has asked you to develop a series of lesson plans using Benjamin Bloom's Taxonomy of Learning. The best strategy for accomplishing this task is to:

- A. write a series of lessons focusing on cognitive development.
- B. develop a distinct series of lessons focusing on cognitive, social, physical, and emotional developmental domains.
- C. develop a two-part lesson on the life of Sigmund Freud.
- D. develop a series of lessons about the life of Ludwig van Beethoven.

3) As an indicator of one's understanding of the human development process, beginning teachers should:

- A. lecture to students on their understanding of the human development process.
- B. focus on lifespan development from infancy to old age, instead of focusing on adolescent development.
- C. attempt to emulate the behavior of students.
- D. demonstrate an understanding of physical changes associated with adolescence, and ways in which these changes impact development in other domains (i.e., cognitive, social, emotional).

4) Choose the best example of how a teacher can effectively help students grapple with various challenges that face adolescents:

- A. lend a student a prescription medication that you are taking, so that she can treat similar symptoms.
- B. listen to a student's description of how tough it is to handle peer pressure, and then take the student out to dinner.
- C. allow a student who comes to class crying to talk to you in the hallway. After noticing that the student has lost a great deal of weight since the beginning of the year and has been noticeably depressed, send her to meet with the guidance counselor;

- D. agree to go to a student's home to mediate a dispute he is having with his father.

5) Teachers should understand that development in the cognitive domain also impacts development in the:

- A. social domain
- B. social and physical domains
- C. social, physical and emotional domains
- D. none of the above

6) The following are examples of risky behaviors exhibited by students:

- A. gang involvement
- B. alcohol and other drug use
- C. unprotected sexual activity with multiple partners
- D. all of the above

7) Teachers must demonstrate the following understanding regarding adolescent peer groups:

- A. knowledge of the importance of peers and peer acceptance
- B. knowledge of conformity to peer group norms and expectations
- C. the significance of peer-related issues for teaching and learning
- D. all of the above

8) In demonstrating understanding of the human developmental process as it applies to planning instruction, teachers should:

- A. recognize the wide range of individual developmental differences that characterize students in grades 7 through 12, and the implications of this developmental variation for instructional planning.
- B. focus only on the developmental level of students at one specific grade level (such as freshmen).
- C. focus on human developmental from a position of homogeneity.

D. all of the above.

9) The following are examples of social and emotional factors in the family that may impact the learning and development of students in grades 7 through 12:

- A. parental divorce
- B. homelessness
- C. history of family drug abuse
- D. all of the above

10) The following are examples of how teachers evidence mastery of their understanding of the human developmental process as it applies to planning instruction for students in grades 7-12:

- A. Using knowledge of cognitive changes in students to plan instruction that promotes teaching and learning.
- B. analyzing ways in which developmental characteristics of students impact learning and performance.
- C. apply knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- D. all of the above.

Section Two

GOAL: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. Based on what you have learned regarding designing instruction and assessment to promote student learning, answer the following questions:

MULTIPLE CHOICE

1) A teacher demonstrates understanding of student diversity by:

- A. accepting and respecting students with diverse backgrounds and needs more than other students.
- B. knowing how to use diversity in the classroom and the community to enrich students' learning experiences.
- C. teaching classes that include students of a different race than the teacher.
- D. all of the above

2) The beginning teacher demonstrates knowledge of students with diverse personal and social characteristics, and the significance of student diversity for:

- A. teaching
- B. learning
- C. assessment
- D. all of the above

3) An example of how a teacher exhibits understanding of cultural and socioeconomic differences includes:

- A. applying differential access to technology.
- B. understanding how to plan instruction that is responsive to cultural and socioeconomic differences among students.

- C. both of the above
- D. neither of the above

4) An example of an appropriate approach for teaching students about the importance of diversity is:

- A. viewing a contemporary film with diversity issues and themes followed by a discussion among students.
- B. bringing the students to an inner city neighborhood with high crime rates and asking them to interview gang members.
- C. asking White students to carry Black students' books for a week so they can experience servitude like early American slaves did.
- D. all of the above.

5) A teacher should include in his or her view of educating on diversity:

- A. educating on issues of racial and ethnic differences
- B. educating on issues of gender and sexual orientation differences
- C. educating on issues of language background and disability differences
- D. all of the above

Section Three

GOAL: The teacher understands procedures for designing effective and coherent instruction and assessment, based on appropriate learning goals and objectives.

Based on what you have learned regarding designing instruction and assessment to promote student learning, answer the following questions:

MULTIPLE CHOICE

1) The following are examples of how a teacher may exhibit understanding of procedures for designing effective and coherent instruction and assessment, based on appropriate learning goals and objectives:

- A. understanding the significance of the state teacher education test and of prerequisite knowledge and skills in determining instructional goals and objectives
- B. using assessment to analyze students' strengths and needs, evaluate teacher effectiveness, and guide instructional planning for individuals and groups
- C. planning lessons and structuring units so that activities progress in a logical sequence and support stated instructional goals
- D. all of the above

2) Examples of using appropriate criteria to evaluate the appropriateness of learning goals include:

- A. considering age-appropriateness
- B. aligning with campus and district goals
- C. comparing this year's to last year's goals
- D. both A and B

3) Examples of demonstrating understanding of procedures for designing learning goals and objectives include:

- A. applying various components of the statewide assessment program
- B. demonstrating various types of materials and resources that may be used to enhance student learning and engagement
- C. planning learning experiences that provide students with opportunities to explore content from integrated and varied perspectives
- D. all of the above

Section Four

GOAL: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. Based on what you have learned about learning processes and factors that impact student learning, answer the following questions:

MULTIPLE CHOICE

1. Examples of evidencing understanding of the learning process and factors that impact student learning include:

- A. understanding the role of learning theory in the instructional process.
- B. using instructional strategies and appropriate technologies to facilitate student learning.
- C. connecting new information and ideas to prior knowledge, and making learning meaningful and relevant to students.
- D. all of the above.

2. The following are examples of how a teacher evidences understanding of learning processes and factors that impact student learning, and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments:

- A. analyzes ways in which student behaviors impact the local community outside the school
- B. analyzes ways in which factors in the home and community impact the local community outside the school
- C. understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning
- D. analyzes ways in which teacher and student roles impact the local community's perception of the school

Section Five

GOAL: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence, and uses this knowledge to create a physical and emotional environment that is safe and productive. Based on what you have learned about establishing proper classroom climate, answer the following questions.

MULTIPLE CHOICE

1. In the process of using knowledge of the unique characteristics and needs of students in grades 7 through 12 to establish a positive, productive classroom environment, beginning teachers should:

- A. keep in mind the need to teach students to respect their community and the people in it.
- B. promote the use of appropriate language and behavior in daily interaction.
- C. focus on the developmental levels of students in grades 4-7.
- D. only A and B are correct

2. In establishing a classroom climate that fosters learning, equity and excellence, teachers should:

- A. analyze ways in which teacher-student interactions and interactions among students impact classroom climate.
- B. use a variety of means to convey high expectations of students.
- C. be familiar with characteristics of physical spaces that are safe and productive for learning, and should recognize the benefits and limitations of various arrangements of furniture in the classroom.
- D. all of the above

Section Six

GOAL: The teacher understands strategies for creating an organized and productive learning environment and for managing student conduct. Based on what you have learned about creating organized and structured learning environments for managing student conduct, answer the following questions:

MULTIPLE CHOICE

1. A beginning teacher evidences understanding of strategies for creating an organized and productive learning environment and managing student behavior by:

- A. analyzing the effects of student learning on classroom routines.
- B. placing priority on student satisfaction and comfort over implementing routines and procedures (e.g. modeling, teaching, and monitoring students' organizational and time-management skills)
- C. both A and B
- D. none of the above

2. Choose the best example(s) of how teachers evidence understanding of strategies for creating an organized and productive learning environment and for managing student behavior:

- A. scheduling activities and managing time in ways that maximize student learning
- B. using effective procedures to manage transitions, materials, supplies and technology
- C. coordinating the performance of non-instructional duties (such as taking attendance) with instructional activities
- D. all of the above

3. The beginning teacher is responsible for:

- A. applying effective procedures for managing and promoting appropriate student conduct and ethical work habits.
- B. ensuring that the principal communicates high and realistic behavioral expectations and involves students in the formulation and discussion of student conduct standards.
- C. relying on guidance counselors, the principal, and deans to establish consequences for inappropriate conduct and policy enforcement.
- D. all of the above

Section Seven

GOAL: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. Based on what you know about applying strategies for effective communication in varied teaching and learning contexts, answer the following questions:

MULTIPLE CHOICE

1. The following are examples of how a teacher evidences understanding of how to apply principles and strategies for communicating effectively in varied teaching and learning contexts:

- A. demonstrating clear, accurate communication in the teaching and learning process and using language that is appropriate to students' ages, interests, and backgrounds
- B. engaging in skilled questioning, leading effective student discussions about context, and fostering active student inquiry
- C. communicating directions, explanations and procedures, and using strategies for adjusting communication to enhance student understanding
- D. all of the above.

Section Eight

GOAL: The teacher provides appropriate instruction that actively engages students in the learning process. Based on what you know about providing instruction that actively engages students in the learning process, answer the following questions:

MULTIPLE CHOICE

1. The following are examples of how a teacher provides appropriate instruction that actively engages students in the learning process:

- A. applying various strategies to promote student engagement and learning (such as structuring lessons effectively, using flexible instructional groupings, and pacing lessons flexibly in response to student needs)
- B. presenting content to students in ways that are relevant and meaningful, and that link with students' prior knowledge and experience
- C. applying criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied characteristics and needs

- D. all of the above

Section Nine

GOAL: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students. Based on what you have learned about incorporating technology in order to plan, organize, deliver and evaluate instruction, answer the following questions:

MULTIPLE CHOICE

1. Examples of how a teacher incorporates the effective use of technology in order to plan, organize, deliver, and evaluate instruction include:

- A. using task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results.
- B. creating new software programs for the school to use.
- C. taking additional courses on technology in hopes of this area becoming a more sizable portion of one's teaching responsibilities.
- D. all of the above.

2. Examples of how a teacher incorporates the effective use of technology in order to plan, organize, deliver, and evaluate instruction include:

- A. knowing how to use productivity tools to communicate information in various formats.
- B. knowing how to incorporate the effective use of current technology, and use technology applications in problem-solving and decision-making.
- C. knowing how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.
- D. all of the above.

Section Ten

GOAL: The teacher monitors student performance and achievement, provides students with timely, high quality feedback, and responds flexibly to promote learning for all students. Based on what you have learned about monitoring student performance and achievement, providing feedback and responding flexibly to promote learning, answer the following questions:

MULTIPLE CHOICE

1. Examples of how a teacher monitors student performance and achievement include:

- A. relying on parents and staff of the school to provide students with timely, effective feedback that is accurate, constructive, substantive, and specific.
- B. demonstrating knowledge of the characteristics, uses, advantages, and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.
- C. creating assessments that are congruent with instructional goals and objectives, and communicates assessment criteria and standards to students based on high expectations for learning.
- D. only B and C above.

Section Eleven

GOAL: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families. Based on what you have learned about family involvement in education, answer the following questions:

MULTIPLE CHOICE

1. Understanding the importance of family involvement in children's education and knowing how to interact and communicate effectively with families is evidenced by the beginning teacher as follows:

- A. applying knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations
- B. engaging families, parents, guardians, and other legal caregivers in various aspects of the educational program
- C. hosting weekly dinners at your house for your favorite students and their families, or having parents of students who are struggling academically come to lunch with you to discuss your concerns about how they are being raised
- D. only A and B

Section Twelve

GOAL: Teachers enhance their professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities. Based on what you have learned about enhancing professional knowledge and skills by interacting with the educational community, answer the following questions:

Multiple Choice

1. The following are examples of how a teacher may enhance his or her professional knowledge and skills:

- A. interacts appropriately with other professionals in the school community (e.g. vertical teaming, horizontal teaming, team teaching, mentoring)
- B. maintains supportive, cooperative relationships with professional colleagues, collaborates to support students' learning, and achieving campus and district goals
- C. understands the roles and responsibilities of specialists and other professionals at the building and district levels (e.g. department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional)
- D. all of the above

2. Examples of professional development resources for teachers include:

- A. mentors and other personnel support systems.
- B. supervisory conferences.
- C. online resources.
- D. all of the above.

Section Thirteen

GOAL: The teacher understands and adheres to legal and ethical requirement for educators and is knowledgeable of the structure of education. Based on what you have learned about adhering to legal and ethical requirements for educators, answer the following questions:

MULTIPLE CHOICE

1. Examples of how a teacher evidences understanding and adherence to legal and ethical requirements for educators include:

- A. following procedures and requirements for maintaining accurate student records.
- B. understanding the importance of and adhering to required procedures for administering state- and district-mandated assessments.
- C. using knowledge of the structure of the state education system, including relationships among campus, local, and state components to seek information and assistance.
- D. all of the above.

SOME FINAL GUIDANCE

Here is a brief primer on additional content you may be interested in pursuing for more information in preparation for your exam:

- In his book *Frames of Mind: The Theory of Multiple Intelligences*, Gardner (1993) challenges the classical view of intelligence that most of us have absorbed over time (from introductory psychology or education courses) or implicitly (by living in the American culture).
- Medieval thinkers founded initial efforts to teach and learn on the trivium (grammar, logic and rhetoric) and the quadrivium (mathematics, geometry, astronomy and music).
- Holistic education is founded on the principle that education is a multifaceted discipline that touches all senses and faculties. It is interdisciplinary, in that a good lesson may educate on various subjects simultaneously (take for example a field trip to the National Space Museum, where students may learn about principles of science and math, while gaining exercise from walking throughout the large facility). Over the course of an academic semester, holistic-based education endeavors to educate around a variety of realms, including cognitive, psychosocial, emotive, physical, and spiritual. Holistic education also endeavors to teach from a multi-cultural perspective, taking into consideration the diversity of the learners, while choosing subject matter that educates on various cultures, races, customs, ethnicities, mores and value systems.
- The first attempt at devising intelligence tests was designed to sift out retarded children and place other children at appropriate grade levels at the beginning of the twentieth century by Alfred Binet and Theodore Simon. Around 1920 a Swiss psychologist working in Simon's lab, Jean Piaget, became interested in the errors children make when answering items on intelligence tests. Piaget believed that it was not the accuracy of the child's response that was important, but the lines of reasoning the child invokes (such as applying assumptions formed from observations up to that point in the child's life to answer certain questions). An example is that if a child first sees three groupings of various objects, he will later regroup these items in the same groups he found them in if they are mixed up

(for example, if one group includes a hammer, a pencil, and a ruler, and another group includes a screwdriver and pliers, he will later place them in the same groups even though an adult would likely group the tools in one pile and the pencil and ruler in another).

- After exploring different approaches to learning in a school for peasant children in 1861, Leo Tolstoy wrote an essay entitled “Education and Culture,” in which he articulated his deep dissatisfaction with the process of education. The essay essentially explains why he believes schools as institutions actually “interfere” with education. Examples of interference in today’s terms would include standards of learning and structured curriculum, where Tolstoy might instead advocate a more Aristotlean approach to teaching and learning, and enhanced co-curricular learning opportunities (such as field trips and excursions).
- According to Yin (2005, in *Introducing the World of Education*), the following are some basic rules for good classroom management:
 1. Never imagine you are the cause of a troubled student’s misconduct. Cultivate detachment but empathize for troubled students. Hope for and help these students to become better, without overly investing in the likelihood that they will.
 2. Don’t put a child in a situation where he, for the sake of pride, has to defy you.
 3. Don’t begin a lesson until all students are seated and quiet. Get their attention before you attempt to capture their minds.
 - A *gestalt* is a school of theory in psychology that considers psychological, physiological, and behavioral phenomena to be an irreducible whole rather than simple summations of discrete perceptual elements (*American Heritage College Dictionary*, 1997).

PRACTICE QUESTIONS SECTION II: ANSWER KEY

Section One

1- A. Developing a case study for the students to work on in small groups where they are guided toward learning self-direction, independent decision making, setting goals, and identifying prospective career options is the best option. Taking them on a field trip to an inner city area presents various liability issues, and could be dangerous. Having them read a magazine article about a popular cultural icon could be a peripheral assignment to the primary curriculum, but would not be as effective as a case study approach. Lecturing to the students about how strict your parents were when you were in school would not provide them optimal learning.

2- B. Benjamin Bloom's Taxonomy of Learning covers the cognitive, motor, and affective domains of growth (knowledge, skills, and attitude). This model provides an excellent resource for teaching, learning, and even staff supervision. Therefore, the best strategy for accomplishing the task of developing a series of lesson plans based on Bloom's Taxonomy, as assigned by the principal, is to develop a series of lessons focusing on cognitive, social, physical, and emotional development. Writing a series of lessons focusing only on cognitive development, developing a two-part lesson on the life of Sigmund Freud, or developing a series of lessons about the life of Ludwig van Beethoven are not the best options (though as individual assignments they do provide opportunities for cognitive development).

3- D. Demonstrating an understanding of physical changes associated with adolescence, and ways in which these changes impact development in other domains, (i.e., cognitive, social, emotional) is an appropriate indicator of one's understanding of the human development process. Focusing on lifespan development from infancy to old age, instead of focusing on adolescent development, is not a good approach. Nor is emulating the behavior of students.

4- C. Effectively helping students deal with various adolescent issues and challenges can be difficult. Relying on school and district/county resources, and good professional judgment, is key. In this example, lending a student a prescription medication that you are taking so that she can treat similar symptoms is not only unwise, it is illegal and dangerous. Taking the student out to dinner in order to listen to their description of how tough it is to handle peer pressure is inappropriate, as is intervening on the student's behalf with another family member. Having a conversation with the student in the hallway and reacting on your intuition and observations and sending her to see the guidance counselor is the best response.

5. C. Teachers should understand that development in the cognitive domain also impacts development in the social, physical, and emotional domains. This is because the brain is the seat of all that controls the body, including our emotions, physical activities, and communication with others.

6. D. Gang involvement, alcohol and other drug use, and unprotected sexual activity with multiple partners are all examples of risky behaviors exhibited by students.

7. D. Teachers must demonstrate understanding regarding adolescent peer groups by possessing knowledge of the importance of peers and peer acceptance, knowledge of conformity to peer group norms and expectations, and awareness of the significance of peer-related issues for teaching and learning.

8. A. In demonstrating understanding of the human developmental process as it applies to planning instruction, teachers should recognize the wide range of individual developmental differences that characterize students in grades 7 through 12, and the implications of this developmental variation for instructional planning. Focusing only on the developmental level of students at one specific grade level (such as freshmen), or focusing on human development from a

position of homogeneity are not examples of demonstrating understanding of the human development process as it applies to planning instruction.

9. D. Divorce, homelessness, and familial drug abuse are all examples of social and emotional factors in the family that may impact the learning and development of students in grades 7 through 12.

10. D. Using knowledge of cognitive changes in students to plan instruction that promotes teaching and learning, analyzing ways in which developmental characteristics of students impact learning and performance, and applying knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments are all examples of how teachers evidence mastery of their understanding of human development as it applies to planning instruction.

Section Two

- 1- B
- 2- D
- 3- B
- 4- A
- 5- D

Section Three

- 1- D
- 2- D
- 3- D

Section Four

- 1- D
- 2- C. Only C is correct. Teachers must analyze ways in which their behavior impacts student learning, and plan instruction and assessment that minimizes the

effects of negative factors on student learning. They must also analyze ways in which home and community factors (parent expectations, community resources, and community problems) impact student learning. Finally, they must analyze ways in which various teacher roles (facilitator, lecturer) and student roles (active learner, observer, group participant) impact student learning.

Section Five

- 1- D
- 2- D. All these are critical for beginning teachers relative to knowing how to establish a classroom climate that fosters learning, equity, and excellence. It is important to use this knowledge to create a physical and emotional environment that is safe and productive. It is also important to create a safe, nurturing, and inclusive environment that addresses students' emotional needs and one which respects students' rights and dignity.

Section Six

- 1- D
- 2- D
- 3- D. A, B, and C are all responsibilities of the teacher, not the principal or guidance counselor, as is encouraging students to monitor their own behavior and to use conflict resolution skills.

Section Seven

- 1- D. Also, the beginning teacher must evidence and practice effective communication techniques and interpersonal skills (including verbal/nonverbal skills and electronic communication) for meeting specified goals in various contexts.

Section Eight

- 1- D. Also, the teacher must engage in continuous monitoring of instructional effectiveness.

1- Section Nine

2- A. Though additional responsibilities may be assigned by one's principal or department chair, technology should be used as a tool to improve one's teaching, not to be the primary role.

3- D. Also, a teacher should be able to identify and address equity issues related to the use of technology.

Section Ten

1- D. The teacher is responsible for providing students with timely, effective feedback that is accurate, constructive, substantive, and specific. In sharing this feedback with parents and relevant members of the school staff, this feedback may be reinforced. Furthermore, teachers must show students how to interpret feedback without being defensive, so students can use it to enhance their learning.

Section Eleven

1- D. Personal interaction with families should be limited to structured events and activities hosted and sponsored by the school, and which typically occur on school property.

Section Twelve

1- D

2- D. Professional developmental resources include all of the above and also workshops, journals, and professional associations.

Section Thirteen

1- D. All of the above and also advocates for students and for the profession in various situations.

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