

## TEACHER STUDY GUIDE

### Sample Test

*Directions: Read each item and select the best response.*

**1. What are critical elements of instructional process?**

- A. Content, goals, teacher needs
- B. Means of getting money to regulate instruction
- C. Content, materials, activities, goals, learner needs
- D. Materials, definitions, assignments

**2. What would improve planning for instruction?**

- A. Describe the role of the teacher and student
- B. Evaluate the outcomes of instruction
- C. Rearrange the order of activities
- D. Give outside assignments

**3. When are students more likely to understand complex ideas?**

- A. If they do outside research before coming to class
- B. Later when they write out the definitions of complex words
- C. When they attend a lecture on the subject
- D. When they are clearly defined by the teacher and are given examples and non-examples of the concept

**4. What is one component of the instructional planning model that must be given careful evaluation?**

- A. Students' prior knowledge and skills
- B. The script the teacher will use in instruction
- C. Future lesson plans
- D. Parent participation

5. **When is utilization of instructional materials most effective?**

- A. When the activities are sequenced
- B. When the materials are prepared ahead of time
- C. When the students choose the pages to work on
- D. When the students create the instructional materials

6. **What should a teacher do when students have not responded well to an instructional activity?**

- A. Reevaluate learner needs
- B. Request administrative help
- C. Continue with the activity another day
- D. Assign homework on the concept

7. **How can student misconduct be redirected at times?**

- A. The teacher threatens the students
- B. The teacher assigns detention to the whole class
- C. The teacher stops the activity and stares at the students
- D. The teacher effectively handles changing from one activity to another

8. **What is one way of effectively managing student conduct?**

- A. State expectations about behavior
- B. Let students discipline their peers
- C. Let minor infractions of the rules go unnoticed
- D. Increase disapproving remarks

9. **Which of the following increases appropriate behavior more than 80%?**

- A. Monitoring the halls
- B. Having class rules
- C. Having class rules, giving feedback, and having individual consequences
- D. Having class rules, and giving feedback

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| <p>10. <b>What developmental patterns should a professional teacher assess to meet the needs of the student?</b></p> <ul style="list-style-type: none"><li>A. Academic, regional, and family background</li><li>B. Social, physical, academic</li><li>C. Academic, physical, and family background</li><li>D. Physical, family, ethnic background</li></ul> <p>11. <b>According to Piaget, what stage is characterized by the ability to think abstractly and to use logic?</b></p> <ul style="list-style-type: none"><li>A. Concrete operations</li><li>B. Pre-operational</li><li>C. Formal operations</li><li>D. Conservative operational</li></ul> <p>12. <b>At approximately what age is the average child able to define abstract terms such as honesty and justice?</b></p> <ul style="list-style-type: none"><li>A. 10-12 years old</li><li>B. 4-6 years old</li><li>C. 14-16 years old</li><li>D. 6-8 years old</li></ul> | <p>13. <b>Johnny, a middle-schooler, comes to class, uncharacteristically tired, distracted, withdrawn, sullen, and cries easily. What would be the teacher's first response?</b></p> <ul style="list-style-type: none"><li>A. Send him to the office to sit</li><li>B. Call his parents</li><li>C. Ask him what is wrong</li><li>D. Ignore his behavior</li></ul> <p>14. <b>Sam, a 10-year-old fifth grader, has suddenly started to stutter when speaking. What is the most likely speech problem?</b></p> <ul style="list-style-type: none"><li>A. A genetic defect</li><li>B. A new habit</li><li>C. Evidence of an emotional conflict</li><li>D. An attention-getting device</li></ul> |
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15. **Andy shows up to class abusive and irritable. He is often late, sleeps in class, sometimes slurs his speech, and has an odor of drinking. What is the first intervention to take?**

- A. Confront him, relying on a trusting relationship you think you have
- B. Do a lesson on alcohol abuse, making an example of him.
- C. Do nothing, it is better to err on the side of failing to identify substance abuse
- D. Call administration, avoid conflict, and supervise others carefully.

16. **A 16 year-old girl who has been looking sad writes an essay in which the main protagonist commits suicide. You overhear her talking about suicide. What do you do?**

- A. Report this immediately to school administration, talk to the girl, letting her know you will talk to her parents about it
- B. Report this immediately to authorities
- C. Report this immediately to school administration. Make your own report to authorities if required by protocol in your school. Do nothing else
- D. Just give the child some extra attention, as it may just be that's all she's looking for

17. You are leading a substance abuse discussion for health class. The students present their belief that marijuana is not harmful to their health. What set of data would refute their claim?

- A. It is more carcinogenic than nicotine, lowers resistance to infection, worsens acne, and damages brain cells
- B. it damages brain cells, causes behavior changes in prenatally exposed infants, leads to other drug abuse, and causes short-term memory loss
- C. it lowers tolerance for frustration, causes eye damage, increases paranoia, and lowers resistance to infection
- D. It leads to abusing alcohol, lowers white blood cell count, reduces fertility, and causes gout

18. Jeanne, a bright, attentive student is in first hour English. She is quiet, but very alert, often visually scanning the room in random patterns. Her pupils are dilated and she has a slight but noticeable tremor in her hands. She fails to note a cue given from her teacher. At odd moments she will act as if responding to stimuli that aren't there by suddenly changing her gaze. When spoken to directly, she has a limited response, but her teacher has a sense she is not herself. What should the teacher do?

- A. Ask the student if she is all right, then let it go, as there are not enough signals to be alarmed
- B. Meet with the student after class to get more information before making a referral
- C. Send the student to the office to see the health nurse
- D. Quietly call for administration, remain calm and be careful not to alarm the class

**19. Marcus is a first grade boy of good developmental attainment. His learning progress is good the first half of the year. He shows no indicators of emotional distress. After the holiday break, he returns much changed. He is quieter, sullen even, tending to play alone. He has moments of tearfulness, sometimes almost without cause. He avoids contact with adults as often as he can. Even play with his friends has become limited. He has episodes of wetting not seen before, and often wants to sleep in school. What approach is appropriate for this sudden change in behavior?**

- A. Give him some time to adjust. The holiday break was probably too much fun to come back to school from
- B. Report this change immediately to administration. Do not call the parents until administration decides a course of action
- C. Document his daily behavior carefully as soon as you notice such a change, report to administration the next month or so in a meeting
- D. Make a courtesy call to the parents to let them know he is not acting like himself, being sure to tell them he is not making trouble for others

**20. What have recent studies regarding effective teachers concluded?**

- A. Effective teachers let students establish rules
- B. Effective teachers establish routines by the sixth week of school
- C. Effective teachers state their own policies and establish consistent class rules and procedures on the first day of class
- D. Effective teachers establish flexible routines

**21. To maintain the flow of events in the classroom, what should an effective teacher do?**

- A. Work only in small groups
- B. Use only whole class activities
- C. Direct attention to content, rather than focusing the class on misbehavior
- D. Follow lectures with written assignments

22. **Why is it important for a teacher to pose a question before calling on students to answer?**

- A. It helps manage student conduct
- B. It keeps the students as a group focused on the class work
- C. It allows students time to collaborate
- D. It gives the teacher time to walk among the students

23. **Which statement is an example of specific praise?**

- A. "John, you are the only person in class not paying attention"
- B. "William, I thought we agreed that you would turn in all of your homework"
- C. "Robert, you did a good job staying in line. See how it helped us get to music class on time"
- D. "Class, you did a great job cleaning up the art room"

24. **What is one way a teacher can supplement verbal praise?**

- A. Help students evaluate their own performance and supply self-reinforcement
- B. Give verbal praise more frequently
- C. Give tangible rewards such as stickers or treats
- D. Have students practice giving verbal praise

25. **Reducing off task time and maximizing the amount of time students spend attending to academic tasks is closely related to which of the following?**

- A. Using whole class instruction only
- B. Business-like behaviors of the teacher
- C. Dealing only with major teaching functions
- D. Giving students a maximum of two minutes to come to order

26. The concept of efficient use of time includes which of the following?

- A. Daily review, seatwork, and recitation of concepts
- B. Lesson initiation, transition, and comprehension check
- C. Review, test, review
- D. Punctuality, management transition, and wait time avoidance

27. What steps are important in the review of subject matter in the classroom?

- A. A lesson-initiating review, topic and a lesson-end review
- B. A preview of the subject matter, an in-depth discussion, and a lesson-end review
- C. A rehearsal of the subject matter and a topic summary within the lesson
- D. A short paragraph synopsis of the previous days lesson and a written review at the end of the lesson

28. What is a sample of an academic transition signal?

- A. "How do clouds form?"
- B. "Today we are going to study clouds."
- C. "We have completed today's lesson."
- D. "That completes the description of cumulus clouds. Now we will look at the description of cirrus clouds."

29. What is an example of a low order question?

- A. "Why is it important to recycle items in your home?"
- B. "Compare how glass and plastics are recycled"
- C. "What items do we recycle in our county"
- D. "Explain the importance of recycling in our county"



30. **The teacher states that the lesson the students will be engaged in will consist of a review of the material from the previous day, demonstration of the scientific of an electronic circuit, and small group work on setting up an electronic circuit. What has the teacher demonstrated?**

- A. The importance of reviewing
- B. Giving the general framework for the lesson to facilitate learning
- C. Giving students the opportunity to leave if they are not interested in the lesson
- D. Providing momentum for the lesson

31. **Wait-time has what effect?**

- A. Gives structure to the class discourse
- B. Fewer chain and low level questions are asked with more higher-level questions included
- C. Gives the students time to evaluate the response
- D. Gives the opportunity for in-depth discussion about the topic

32. **What is one benefit of amplifying a student's response?**

- A. It helps the student develop a positive self-image
- B. It is helpful to other students who are in the process of learning the reasoning or steps in answering the question
- C. It allows the teacher to cover more content
- D. It helps to keep the information organized

33. **A study by Darch and Gersten that examined the effects of positive feedback on the reading performance of seven and eight-year old learning disabled students found which result?**

- A. Students exhibited more self-esteem
- B. Students exhibited more on-task behavior
- C. Students were willing to answer more questions
- D. Students worked better in small groups

34. **When is optimal benefit reached when handling an incorrect student response?**

- A. When specific praise is used
- B. When the other students are allowed to correct that student
- C. When the student is redirected to a better problem solving approach
- D. When the teacher asks simple questions, provides cues to clarify, or gives assistance for working out the correct response

35. **What are the two ways concepts can be taught?**

- A. Factually and interpretively
- B. Inductively and deductively
- C. Conceptually and inductively
- D. Analytically and facilitatively

36. **Using pro-active expressions and repetition has what effect on students?**

- A. Helps student become aware of important elements of content
- B. Helps students develop positive self-esteem
- C. Helps students tolerate the lecture format of instruction
- D. Helps students to complete homework correctly

37. **How can the teacher help students become more work oriented and less disruptive?**

- A. Seek their input for content instruction
- B. Challenge the students with a task and show genuine enthusiasm for it
- C. Use behavior modification techniques with all students
- D. Make sure lesson plans are complete for the week

38. **What is an effective way to prepare students for testing?**

- A. Minimize the importance of the test
- B. Orient the students to the test, telling them of the purpose, how the results will be used and how it is relevant to them
- C. Use the same format for every test are given
- D. Have them construct an outline to study from

39. **How will students have a fair chance to demonstrate what they know on a test?**

- A. The examiner has strictly enforced rules for taking the test
- B. The examiner provides a comfortable setting free of distractions and positively encourages the students
- C. The examiner provides frequent stretch breaks to the students
- D. The examiner stresses the importance of the test to the overall grade

40. **What is an example of formative feedback?**

- A. The results of an intelligence test
- B. Correcting the tests in small groups
- C. Verbal behavior that expresses approval of a student response to a test item
- D. Scheduling a discussion prior to the test

41. **How could a KWL chart be used in instruction?**

- A. To motivate students to do a research paper
- B. To assess prior knowledge of the students
- C. To assist in teaching skills
- D. To put events in sequential order

42. **How can the teacher establish a positive climate in the classroom?**

- A. Help students see the unique contributions of individual differences
- B. Use whole group instruction for all content areas
- C. Help students divide into cooperative groups based on ability
- D. Eliminate teaching strategies that allow students to make choices

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| <p>43. <b>How can students use a computer desktop publishing center?</b></p> <ul style="list-style-type: none"><li>A. To set up a classroom budget</li><li>B. To create student made books</li><li>C. To design a research project</li><li>D. To create a classroom behavior management system</li></ul> <p>44. <b>Which of the following is an example of a synthesis question according to Bloom's taxonomy?</b></p> <ul style="list-style-type: none"><li>A. "What is the definition of _____?"</li><li>B. "Compare _____ to _____."</li><li>C. "Match column A to column B."</li><li>D. "Propose an alternative to _____."</li></ul> <p>45. <b>What is a good strategy for teaching ethnically diverse students?</b></p> <ul style="list-style-type: none"><li>A. Don't focus on the students' culture</li><li>B. Expect them to assimilate easily into your classroom</li><li>C. Imitate their speech patterns</li><li>D. Include ethnic studies in the curriculum</li></ul> | <p>46. <b>How many stages of intellectual development does Piaget define?</b></p> <ul style="list-style-type: none"><li>A. Two</li><li>B. Four</li><li>C. Six</li><li>D. Eight</li></ul> <p>47. <b>What is the most significant development emerging in children at age two?</b></p> <ul style="list-style-type: none"><li>A. Immune system develops</li><li>B. Socialization occurs</li><li>C. Language develops</li><li>D. Perception develops</li></ul> <p>48. <b>According to Piaget, when does the development of symbolic functioning and language take place?</b></p> <ul style="list-style-type: none"><li>A. Concrete operations stage</li><li>B. Formal operations stage</li><li>C. Sensorimotor stage</li><li>D. Preoperational stage</li></ul> |
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49. **What is the learning theorist's view of language acquisition?**

- A. Language is shaped by the reinforcement children receive from their caretakers
- B. Language is the result of innate biological mechanisms
- C. Language results spontaneously
- D. Language is developed through systematic instruction

50. **Bobby, a nine year-old, has been caught stealing frequently in the classroom. What might be a factor contributing to this behavior?**

- A. Need for the items stolen
- B. Serious emotional disturbance
- C. Desire to experiment
- D. A normal stage of development

51. **What does the validity of a test refer to?**

- A. Its consistency
- B. Its usefulness
- C. Its accuracy
- D. The degree of true scores it provides

52. **What is the best definition for an achievement test?**

- A. It measures mechanical and practical abilities
- B. It measures broad areas of knowledge that are the result of cumulative learning experiences
- C. It measures the ability to learn to perform a task
- D. It measures performance related to specific, recently acquired information

53. **Which of the following is an accurate description of ESL students?**

- A. Remedial students
- B. Exceptional education students
- C. Are not a homogeneous group
- D. Feel confident in communicating in English when with their peers

54. **What is an effective way to help a non-English speaking student succeed in class?**

- A. Refer the child to a specialist
- B. Maintain an encouraging, success-oriented atmosphere
- C. Help them assimilate by making them use English exclusively
- D. Help them cope with the content materials you presently use

55. **What should be considered when evaluating textbooks for content?**

- A. Type of print used
- B. Number of photos used
- C. Free of cultural stereotyping
- D. Outlines at the beginning of each chapter

56. **How can text be modified for low-level ESL students?**

- A. Add visuals and illustrations
- B. Let students write definitions
- C. Change text to a narrative form
- D. Have students write details out from the text

57. **Which of the following is considered a study skill?**

- A. Using graphs, tables, and maps
- B. Using a desk-top publishing program
- C. Explaining important vocabulary words
- D. Asking for clarification

58. **When using a kinesthetic approach, what would be an appropriate activity?**

- A. List
- B. Match
- C. Define
- D. Debate

59. **Etienne is an ESL student. He has begun to engage in conversation which produces a connected narrative. What developmental stage for second language acquisition is he in?**

- A. Early production
- B. Speech emergence
- C. Preproduction
- D. Intermediate fluency

60. **What is a roadblock to second language learning?**

- A. Students are forced to speak
- B. Students speak only when ready
- C. Mistakes are considered a part of learning
- D. The focus is on oral communication

61. **What do cooperative learning methods all have in common?**

- A. Philosophy
- B. Cooperative task/cooperative reward structures
- C. Student roles and communication
- D. Teacher roles

62. **Who developed the theory of multiple intelligences?**

- A. Bruner
- B. Gardner
- C. Kagan
- D. Cooper

63. **According to research, what can be a result of specific teacher actions on behavior?**

- A. Increase in student misconduct
- B. Increase in the number of referrals
- C. Decrease in student participation
- D. Decrease in student retentions

64. **What is the definition of proactive classroom management?**

- A. Management that is constantly changing
- B. Management that is downplayed
- C. Management that gives clear and explicit instructions and rewarding compliance
- D. Management that is designed by the students

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| <p>65. <b>What might be a result if the teacher is distracted by some unrelated event in the instruction?</b></p> <ul style="list-style-type: none"><li>A. Students will leave the class</li><li>B. Students will understand the importance of class rules</li><li>C. Students will stay on-task longer</li><li>D. Students will lose the momentum of the lesson</li></ul> <p>66. <b>Why is praise for compliance important in classroom management?</b></p> <ul style="list-style-type: none"><li>A. Students will continue deviant behavior</li><li>B. Desirable conduct will be repeated</li><li>C. It reflects simplicity and warmth</li><li>D. Students will fulfill obligations</li></ul> | <p>67. <b>What is an effective amount of "wait time"?</b></p> <ul style="list-style-type: none"><li>A. 1 second</li><li>B. 5 seconds</li><li>C. 15 seconds</li><li>D. 10 seconds</li></ul> <p>68. <b>Mr. Perez has the pictures and maps ready for his lesson. The movie is set up to go, and he tested the operation of the machine before the class came in. What is this an example of?</b></p> <ul style="list-style-type: none"><li>A. Controlled interruptions</li><li>B. Housekeeping</li><li>C. Punctuality</li><li>D. Management transition</li></ul> <p>69. <b>How are standardized tests useful in assessment?</b></p> <ul style="list-style-type: none"><li>A. For teacher evaluation</li><li>B. For evaluation of the administration</li><li>C. For comparison from school to school</li><li>D. For comparison to the population on which the test was normed</li></ul> |
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| <p>70. <b>Ms. Smith says, "Yes, exactly what do you mean by "It was the author's intention to mislead you." What does this illustrate?</b></p> <p>A. Digression</p> <p>B. Restates response</p> <p>C. Probes a response</p> <p>D. Amplifies a response</p> <p>71. <b>What is perhaps the most controversial issue in developmental psychology?</b></p> <p>A. Interactionism</p> <p>B. Nature vs. nurture</p> <p>C. Relevance of IQ scores</p> <p>D. Change vs. external events</p> <p>72. <b>A child exhibits the following symptoms: a lack of emotional responsivity, indifference to physical contact, abnormal social play, and abnormal speech. What is the likely diagnosis for this child?</b></p> <p>A. Separation anxiety</p> <p>B. Mental retardation</p> <p>C. Autism</p> <p>D. Hypochondria</p> | <p>73. <b>What is not a way that teachers show acceptance and give value to a student response?</b></p> <p>A. Acknowledging</p> <p>B. Correcting</p> <p>C. Discussing</p> <p>D. Amplifying</p> <p>74. <b>What is teacher withitness?</b></p> <p>A. Having adequate knowledge of subject matter</p> <p>B. A skill that must be mastered to attain certification</p> <p>C. Understanding the current fads and trends that affect students</p> <p>D. Attending to two tasks at once</p> |
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75. **What should the teacher do when a student is tapping a pencil on the desk during a lecture?**
- A. Stop the lesson and correct the student as an example to other students
  - B. Walk over to the student and quietly touch the pencil as a signal for the student to stop
  - C. Announce to the class that everyone should remember to remain quiet during the lecture
  - D. Ignore the student, hoping he or she will stop

## TEACHER STUDY GUIDE

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### Answer Key

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| 1.  | C | 41. | B |
| 2.  | B | 42. | A |
| 3.  | D | 43. | B |
| 4.  | A | 44. | D |
| 5.  | A | 45. | D |
| 6.  | A | 46. | B |
| 7.  | D | 47. | C |
| 8.  | A | 48. | D |
| 9.  | C | 49. | A |
| 10. | B | 50. | B |
| 11. | C | 51. | B |
| 12. | A | 52. | B |
| 13. | C | 53. | C |
| 14. | C | 54. | B |
| 15. | D | 55. | C |
| 16. | C | 56. | A |
| 17. | B | 57. | A |
| 18. | D | 58. | B |
| 19. | B | 59. | D |
| 20. | C | 60. | A |
| 21. | C | 61. | B |
| 22. | B | 62. | B |
| 23. | C | 63. | A |
| 24. | A | 64. | C |
| 25. | B | 65. | D |
| 26. | D | 66. | B |
| 27. | A | 67. | B |
| 28. | D | 68. | B |
| 29. | C | 69. | D |
| 30. | B | 70. | C |
| 31. | B | 71. | B |
| 32. | B | 72. | C |
| 33. | B | 73. | B |
| 34. | C | 74. | D |
| 35. | B | 75. | B |
| 36. | A |     |   |
| 37. | B |     |   |

### Rationales for Sample Questions

**1. What are critical elements of instructional process? The correct answer is C: Content, materials, activities, goals, learner needs.**

Goal-setting is a vital component of the instructional process. The teacher will, of course, have overall goals for her class, both short-term and long-term. However, perhaps even more important than that is the setting of goals that take into account the individual learner's needs, background, and stage of development. Making an educational program child-centered involves building on the natural curiosity children bring to school, and asking children what they want to learn. Student-centered classrooms contain not only textbooks, workbooks, and literature but also rely heavily on a variety of audiovisual equipment and computers. There are tape recorders, language masters, filmstrip projectors, and laser disc players to help meet the learning styles of the students. Planning for instructional activities entails identification or selection of the activities the teacher and students will engage in during a period of instruction.

**2. What would improve planning for instruction? The correct answer is B: Evaluate the outcomes of instruction.**

Important as it is to plan content, materials, activities, goals taking into account learner needs and to base what goes on in the classroom on the results of that planning, it makes no difference if students are not able to demonstrate improvement in the skills being taught. An important part of the planning process is for the teacher to constantly adapt all aspects of the curriculum to what is actually happening in the classroom. Planning frequently misses the mark or fails to allow for unexpected factors. Evaluating the outcomes of instruction regularly and making adjustments accordingly will have a positive impact on the overall success of a teaching methodology.

**3. When are students more likely to understand complex ideas? The correct answer is D: When they are clearly defined by the teacher and are given examples and nonexamples of the concept.**

Several studies have been carried out to determine the effectiveness of giving examples as well as the difference in effectiveness of various types of examples. It was found conclusively that the most effective method of concept presentation included giving a definition along with examples and non-examples and also providing an explanation of them. These same studies indicate that boring examples were just as effective as interesting examples in promoting learning. Additional studies have been conducted to determine the most effective number of examples that will result in maximum student learning. These studies concluded that a few thoughtfully selected examples are just as effective as many examples. It was determined that the actual number of examples necessary to promote student learning was relative to the learning characteristics of the learners. It was again ascertained that learning is facilitated when examples are provided along with the definition.