

## Education Form B (4-00)

Please use a #2 pencil and answer the following questions on your bubble-sheet. Be sure to **completely** darken the bubble corresponding to your selected answer. Answer the questions as best as you can.

1. If cultural pluralism were part of a U.S. school, how would that affect a group of immigrant students from Portugal?
  - a. They would mingle together during school, but teachers would encourage them to become Americanized and make U.S. friends.
  - b. The school they attended would hold a Portugal month with banners and posters of Portugal in the hallways.
  - c. The teachers would treat the students from Portugal warmly and would make sure that the U.S. students would do the same.
  - d. The students from Portugal would be encouraged to treasure their culture, and teachers would provide ways for the U.S. students to learn about life in Portugal.
  
2. Teachers who are effective in teaching children with disabilities:
  - a. have students with disabilities work together in pairs.
  - b. find one teaching strategy that is most effective and stick with it.
  - c. are open to the idea of including students with disabilities.
  - d. let the special education teacher manage the disabled students program.
  
3. Kyle and Rachel are meeting with their son's teacher to discuss his individualized education plan (IEP) for the next school year. Their son, Don, has a learning disability that affects his reading skills. When the parents review Don's IEP, they should expect to find:
  - a. information on how Don compares to the rest of the students in the class.
  - b. a complete list of curricular materials that will be used with Don.
  - c. the services that will be provided by the school for Don during the upcoming year and an assessment plan.
  - d. the maximum potential level that Don will achieve as an adult.
  
4. *Inclusion* of students with disabilities refers to:
  - a. including those students in school-wide activities.
  - b. including the study of a wide range of subject areas in the special education curriculum.
  - c. educating those students to the maximum extent appropriate in the regular classroom.
  - d. pairing those students up with regular education students.
  
5. Historically, a common stereotype existed that Hispanic American children were intellectually less capable than European American children. Which of the following best describes how standardized testing compounded that misconception?
  - a. It demonstrated that Hispanic American children's Spanish grammar was less logical than European American children's English grammar.
  - b. Many standardized tests included advanced cognitive skills that many Hispanic American children could not perform.
  - c. The time limit on standardized tests was rigid, not allowing Spanish speaking children sufficient time to complete the tasks, and their scores suffered.

- d. Standardized tests like the I.Q. test were culturally biased, because minorities typically were not exposed to the same curriculum as children from the dominant culture.
6. The traditional classroom structure works against students of lower SES because:
- children from homes with lower incomes tend to be less intelligent.
  - of the mismatch between the cooperative orientation of many students from lower income and minority groups, and the competitive orientation of the school structure.
  - lower income and minority students are not receiving enough attention from their teachers.
  - they flourish in competitive activities.
7. Standardized test scores for high school students tend to:
- overestimate women=s skills in language and math.
  - overestimate men=s skills in social studies and English.
  - estimate male and female skills as being the same.
  - underestimate women=s skills in language and math.
8. According to the critics of the process of Atracking@ in schools, one of the main criticisms is that it:
- lacks emphasis on building the social skills necessary for children=s achievement in society.
  - promotes the needs of the lower track student to the detriment of high track students.
  - often creates low track classes that are predominately composed of students from higher socioeconomic backgrounds.
  - often creates low track classes that are predominately composed of students from lower socioeconomic backgrounds.
9. A disadvantage of ability grouping is:
- children in lower-ability classes may feel that they are less capable.
  - student performance in high-ability classes tends to decrease.
  - individual differences are too great to apply special programs.
  - teachers find it more difficult to teach.
10. Which of the following best illustrates learned helplessness as an explanation of failure by low socioeconomic status children?
- Trina seeks help from her older sister in completing practically all of her homework assignments
  - Michel decides that he has no chance of passing the seventh grade or getting out of school
  - Brook never volunteers an answer, but hopes the teacher will call on her
  - Josh will compete only against smaller children while playing sports after school
11. Which of the following most clearly **does not** represents the concept of stereotyping?
- APeople from that region just aren=t ambitious.@
  - ABoys should line up at the front, girls at the back.@
  - AManuel just doesn=t seem interested in spelling.@
  - AIf he=s one of >those= people, tell him not to apply.@
12. According to research evidence, which of the following statements about gender differences is true?
- Boys tend to be punished more than girls.
  - Teachers tend to interact more with boys than with girls.

- c. Textbooks today tend to be free of gender stereotypes.
  - d. Women are more likely than men to initiate comments in college classes.
5. Both a and b are correct.
13. In Rosenthal and Jacobson's classic study of teacher's expectations, *Pygmalion in the Classroom*, findings indicated that:
- a. students who expected to do poorly had lower achievement than other students.
  - b. students expected to do well by their teachers had larger gains than other students.
  - c. teachers consciously work harder with the slower students.
  - d. when teachers subtly indicate they don't think the students will succeed, the students try especially hard to succeed to prove them wrong.
14. Ethnocentrism is:
- a. the tendency to ignore another race based on survival instincts.
  - b. the education of minority cultures.
  - c. the evaluation of another race and/or culture using criteria specific to one's own culture.
  - d. the consistent effort to equalize all races and/or cultures.
15. Ms. Wolinski teaches in an economically and culturally diverse district. She periodically sends home notices, announcements and notes from the teacher. She notices several of her students consistently forget to bring back notes which need parent or guardian signatures. What do you feel is the most plausible explanation for the lack of report?
1. The children are probably forgetting or don't care.
  2. The teacher is probably disliked by the parents of the children who do not bring back the notes.
  3. The notes are in English which may be difficult for some parents to read.
  4. The parents are probably too lazy or don't care
16. Mr. Teachalot develops a lesson plan. His main learning objective is Astudents will understand more about African culture.@ His activities include presenting knowledge about customs and dress. He finishes with a fun, hands-on activity in which students make African beaded necklaces. Which statement do you feel is the **best** critique of this lesson plan?
- a. The lesson plan has activities that are hands-on and engaging.
  - b. The lesson plan activities do not match the learning objectives.
  - c. The lesson plan trivializes content and does not deal with teaching usable cultural knowledge or skills.
  - d. The lesson plan balances Ateaching knowledge about cultures@ and Amaking the lesson fun.@
  5. The lesson plan promotes an Aappreciation of different cultures@ and the activities give students positive feelings about others.
17. In practice, inter-cultural awareness and growth means that:
1. schools respect the language and culture of students in teaching and that students respect the multiple languages and cultures of the school in learning.
  2. schools must be active in reaching out to the families of their students.
  3. ultimately students must be able to deal with the learning structure of U.S. classrooms.
  4. students and teachers respect each others points of view

18. Mr. Worksheet, a history teacher, has heard that there are cultural differences in learning styles and that students from many cultures learn better through the use of cooperative groups. He considers the use of multiple intelligence approaches as a type of learning style. Since he teaches in a diverse classroom setting, he decides to employ a cooperative learning approach that is Bodily-kinesthetic, linguistic, and interpersonal according to Multiple Intelligence theory. Choose what you think is the best critique of his approach.
- He has nicely accommodated various learning styles in his classroom.
  - He generalized learning styles across all members of ethnic groups.
  - He nicely blended cooperative learning with Multiple Intelligence Theory.
  - He has used the most essential intelligences from Multiple Intelligence Theory.
19. Ms. Algorithm, an enthusiastic first-year teacher likes to employ performance assessments (or authentic assessments) in her culturally and economically diverse classroom. She develops rubrics for many of her projects. Because she perceives different ability levels in her class, she develops two different rubrics for each task. The first rubric is made for students who she considers somewhat gifted. This rubric reflects high standards. The second rubric is a watered-down version of the first, and is designed for students who typically have difficulty in her class. Considering her assessment approach, what is the most likely outcome for her students?
- The group receiving the High standards rubric will perform better and learn more.
  - Students receiving the Watered-down rubric will score higher and feel good about themselves and their accomplishments.
  - Everyone will learn equally because the rubrics are based on their starting point and rate of learning.
  - All students will show an increase in self-esteem because they met the teachers expectations.
20. Teresea, a student who immigrated from Spain, scores below cognitive developmental norms on a U.S. test that was administered to Teresea in Spanish. Which of the following statements represents the **best** interpretation of these results?
- Teresea is developmentally slow and should receive remedial services before she falls too far behind.
  - Tests of this type do not translate from English and this contributes to low scores.
  - The test norms were based on a U.S. population and cross-cultural comparisons are inappropriate.
  - Standardized tests tell us nothing about achievement or abilities.
21. Performance Assessments are thought to be sensitive to the various learning styles represented in the classroom. This is more likely the case when:
- Students are given time to reflect and can demonstrate learning using a variety of modalities (e.g., multiple intelligences).
  - Students get to do something fun and hands on.
  - Students write reflective papers
  - Students are required to follow step by step instructions.

22. Mr. Manova wishes to develop an inclusive assessment practice in his classroom. Which of the following practices do you feel would best meet his needs?
- a. Randomly questioning students to check for the group=s level of understanding.
  2. Having students submit a reflective paper.
  3. Having students to complete an end-of-unit-test which contains multiple choice AND essay questions.
  4. Allowing students to choose various ways in which they can demonstrate their degree of learning.
23. Which of the following would you **NOT** consider when searching for gender and culturally inclusive teaching materials?
- a. Texts that depict males and females equitably in various roles.
  2. Classroom assessment that allows for different learning styles.
  - c. Texts that depict males and females in non-traditional roles.
  4. Materials using people from various cultures as models.
24. You are conferring with a fellow teacher about a student in your class. In referring to the student, which statement do you think would be most appropriate? (Note: ADD=Attention Deficit Disorder)
- a. ACraig, a student that was diagnosed with ADD, can have difficulty staying in his seat.@
  2. AMy ADD student Craig has trouble staying in his seat.@
  - c. AIn the ADD group, I have Craig, he is always out of his seat.@
  - d. ACraig, like most ADD students, has trouble staying in his seat.@
  5. ACraig is ADD and can=t stay in his seat very long.@
25. Ms. Recess is preparing a unit on World War II. She wants to take a multicultural approach to teaching the unit. Which of the following general strategies do you feel is **most** likely to be in line with her goal?
1. Use materials, speakers, media, etc. from various cultural perspectives and have students reflect on each activity.
  2. Have students work in cooperative groups with each assigned to research a different cultural perspective on the economical, social and physical effects of the war.
  3. Have students work independently on the historical facts of the war and orally present to the class about what they have learned.
  4. Have students choose a character from the war, research the character, and write a diary from that character=s point of view.
26. Mr. Li wants to determine which of the students in his class are gifted or could be considered Ahigh achievers.@ To make the process fun, he makes use of a game of facts (e.g., Jeopardy). Children compete against each other and are awarded points if they can give the correct answer before the other students. Which statement do you feel accurately critiques Mr. Li=s approach?
1. It is biased because not all students can demonstrate knowledge in competitive environments.
  2. It is incomplete because it uses a single assessment to determine achievement level.
  3. It is incomplete because it defines achievement only in terms of factual knowledge.
  4. All of the above.

27. Ms. P. Edagogy decides to use a cooperative learning technique. She groups students based on their achievement level. She has several groups of Ahigh achievers@ and several groups of Alow achievers.@ Based on research, which of the following is the **best description** of a likely outcome of her strategy?
1. It will promote faster and more effective learning because students can learn at their own level.
  2. Higher achieving students will benefit, but low achieving students will not.
  - c. The teacher will not have unrealistic expectations for students in either type of group.
  - d. High achieving students will lose the opportunity to develop social skills and to learn by teaching others.
  5. Cooperative learning will promote positive attitudes for fellow students.
28. Which of the following do you think would **NOT** be a good way to enhance self-esteem in your classroom?
- a. Place students in similar ability groups so that each student will feel that they are achieving.
  2. Incorporate student beliefs and values into the classroom by implementing student comments.
  3. Help students give accurate evaluations of themselves as students.
  4. Make sure students have mastered the necessary prerequisite knowledge and skills before assigning new tasks.
29. Jose= has a great vocabulary for his age, using such words as Aambiguous@ and Aingratiated@ in his everyday speech. He is extremely knowledgeable in several areas and shows good leadership skills. Jose= is getting poor grades, however, because, as he says, Aschoolwork is too boring to bother with.@ Which of the following would you do in this situation to accommodate the needs of Jose=?
1. Continue to give the same assignments in hopes that Jose= will learn that class work is important.
  - b. Provide projects for Jose= to broaden his knowledge of several topics, and also occasionally give him opportunities to teach to his peers.
  3. Try to encourage Jose= to set her goals lower so she can get better grades.
  - d. Give Jose= specialized assignments apart from the class so she will be challenged and develop her unique talents.
30. Of the 7 original types of AMultiple Intelligences@ identified by Gardener, which are the **two most emphasized** in school success?
1. Logical-mathematical AND linguistic.
  2. Spatial AND bodily-kinesthetic.
  3. Interpersonal AND intrapersonal.
  4. Musical AND bodily-kinesthetic.
31. On a standardized achievement test, Alejandro scored significantly below average on vocabulary, reading and writing. He scored higher in mathematical equations, but below average on mathematical story problems. What is the best interpretation of these scores?
1. Alejandro is not applying himself in vocabulary, reading and writing like he is in mathematics.
  2. Alejandro is gifted in mathematics, but not in vocabulary, reading and writing.
  - c. Alejandro may have decreased English skills which inhibits language-based performances.
  4. Alejandro is probably being more reinforced by his family and culture to perform better in mathematics.
  5. Alejandro has logical-mathematical intelligence, but poor linguistic intelligence.
32. Traditionally in this society, European Americans have been the executors and possessors of power. One

complex issue at the root of the multicultural movement is:

- a. the sharing of power and privilege.
- b. the struggle to see which group will dominate our society.
- c. making people feel guilty and ashamed.
- d. how to mainstream people of color into a dominant society.
- e. to become familiar with diverse cultures.

33. Ms. Talia is approached by Dan, a 10<sup>th</sup> grade student, who is concerned about his sexual orientation. Ms. Talia knows this is a controversial subject for the school and community. Which of the following courses of action do you think Ms. Talia should take to deal with this situation?

1. Ms. Talia should tell Dan that this is not an appropriate topic for school.
2. Ms. Talia should encourage Dan to change his sexual orientation to fit in with other students.
3. Ms. Talia should refer Dan to community agencies and resources so he can obtain assistance.
4. I do not think any of the above are appropriate actions.