

Module 01: Reflective Teaching for Student Learning

1. According to your textbook, an effective teacher is one who
- brings about intended learning outcomes.
 - keeps parents and administrators from complaining.
 - closely follows his or her teaching plan.
 - maintains an orderly classroom.

ANSWER: a

2. A key element of continued growth is a consistent reflection on which of the following?
- Learning
 - Research
 - Practice
 - Teaching portfolios

ANSWER: c

3. Which of the following is a danger sign that a teacher may fall into a “comfort zone”?
- Open communication with parents and colleagues.
 - Achieve adequate yearly progress.
 - Not being highly qualified.
 - Not open to learning new methods

ANSWER: d

4. All of these are attributes of an effective teacher EXCEPT which of the following?
- Manages students’ behaviors in the classroom
 - Develops productive relationships with students and their families, colleagues, and administrators
 - Adjusts learning activities in response to students’ needs, interests, and abilities
 - Creates and maintains a “comfort zone” for teaching

ANSWER: d

5. Reflective teaching is encouraged as a way of helping teachers to do which of the following?
- maintain open communication with parents and colleagues.
 - achieve adequate yearly progress.
 - become highly qualified.
 - avoid complacency and stagnation.

ANSWER: d

6. All of the following are recommended tools to foster reflection in teachers EXCEPT
- Teaching portfolios
 - Colleagues
 - The teaching journal
 - The “comfort zone”

ANSWER: d

7. One of the key provisions of Every Student Succeeds Act is

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- a. pre-K programs are exempted from this law.
- b. common standards in literacy and mathematics.
- c. states must develop their own accountability systems, including ways of identifying and supporting low-performing schools.
- d. adequate yearly progress of 50 percent of all students in a given school district.

ANSWER:

c

8. The 2009 Race to the Top Assessment Program, was a federally funded competitive grant program to encourage the development of next generation assessment systems based on which of the following?

- a. Every Student Succeeds Act
- b. No Child Left Behind (NCLB)
- c. Common Core State Standards
- d. Education for All Children Act

ANSWER:

c

9. Annual testing in language arts and mathematics for students in grades three to eight is required by which of the following laws?

- a. The Every Student Succeeds Act
- b. The Education for All Children Act
- c. The Highly Qualified Teacher Act
- d. The Adequate Yearly Progress Act

ANSWER:

a

10. The following are distinct stages of Jean Piaget's theory of cognitive development EXCEPT which of the following?

- a. Sensorimotor stage
- b. Repetition stage
- c. Concrete operational stage
- d. Formal operational stage

ANSWER:

b

11. Which of the following is a characteristic of Jean Piaget's theory of cognitive development?

- a. Repetition stage
- b. Specific, measurable (and measured) learning objectives
- c. Organization into schemes
- d. Using certain cues

ANSWER:

c

12. What is the goal of the Race to the Top Assessment Program funded by the U.S. Department of Education?

ANSWER: To create the next generation assessments to be taken by students in multiple states. These common assessments would allow for tracking of student performance across states.

13. What is the Common Core State Standards Initiative?

ANSWER: A state-led initiative to develop sets of common standards in math and English language arts that many states would adopt.

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14. Jean Piaget's theory of cognitive development proposes two methods of adaptation. Mention and explain the methods.

ANSWER: 1. Assimilation- In some instances, the new information presented creates only minimal, if any, disruption to a learner's schemes, and the learner is able to easily add, or assimilate, that information into the existing schemes.
2. Accommodation- In other instances, when the new information conflicts with existing knowledge, it creates considerable disruption. In this situation, learners have to find some way to change their schemes to accommodate the new information.

15. Compare and contrast behavioral and cognitive approaches to education. What relevance does each have for teaching and lesson planning?

ANSWER: Answers should outline each of the two learning theories and point out differences between them. Additionally, answers should specify examples of each theory in practice via examples of lesson activities or sample teacher behaviors.