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| **Essay** |

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| 1. To what extent do intrinsic and extrinsic motivations affect individual decisions to become a teacher?​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1-11 Motivation and Learning | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.11 - Understand the different motivations for learning in the classroom | | *ACCREDITING STANDARDS:* | INTASC 3.3(i) - The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. | | *KEYWORDS:* | Apply | |

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| 2. What traits would you expect to find in a “reflective teacher?”​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-13 Teaching as Reflection and Problem Solving | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.13 - Discuss teaching as reflection and problem solving | | *ACCREDITING STANDARDS:* | INTASC 9 9(b) - The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school,and system. INTASC 9 9(e) - The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, andlearning differences to build stronger relationships and create more relevant learning experiences | | *KEYWORDS:* | Describe | |

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| 3. Discuss the implications of meeting various sets of professional standards.​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-7 Professionalism and Diversity | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.07 - Recognize the importance of professionalism and diversity | | *ACCREDITING STANDARDS:* | INTASC 9 9(o) - The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant lawand policy. | | *KEYWORDS:* | Explain | |

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| 4. Describe the three major external influences on instruction​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-4 External Influences On Instruction | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.04 - Recognize the three major external influences on instruction | | *ACCREDITING STANDARDS:* | INSTASC 9 9(j) - The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). | | *KEYWORDS:* | Explain | |

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| 5. Describe how teaching is both an art and science.​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-8 Teaching as Art and Science | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.08 - Understand how teaching is both an art and a science | | *ACCREDITING STANDARDS:* | INTASC 10 10(a) - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning INTASC 10 10(b) - The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | | *KEYWORDS:* | Explain | |

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| **True / False** |

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| 6. One external influence on instruction is federal policies.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-4 External Influences on Instruction | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.04 - Recognize the three major external influences on instruction | | *ACCREDITING STANDARDS:* | INSTASC 9 9(j) - The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). | | *KEYWORDS:* | Remember | |

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| 7. One element of social capital is communities.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-5 Key Contexts of School | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.05 - Describe the key contexts of schooling and how they affect your work as a teacher | | *ACCREDITING STANDARDS:* | INSTASC 8 8(m) - The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships INSTASC 9 9(j) - The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). NTASC 7 7(m) - The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). | | *KEYWORDS:* | Understand | |

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| 8. Teachers should set the classroom norms before the students enter the classroom.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-5 Key Contexts of School | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.05 - Describe the key contexts of schooling and how they affect your work as a teacher | | *ACCREDITING STANDARDS:* | INTASC 10 10(a) - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning INTASC 10 10(b) - The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | | *KEYWORDS:* | Understand | |

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| 9. Pluralism describes how our schools are composed of many similar groups.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-5 Key Contexts of School | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.05 - Describe the key contexts of schooling and how they affect your work as a teacher | | *ACCREDITING STANDARDS:* | INTASC 10 10(a) - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning INTASC 10 10(b) - The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | | *KEYWORDS:* | Understand | |

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| 10. One way of being a professional is to utilize research-based teaching methods.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-8 Teaching as Art and Science | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.08 - Understand how teaching is both an art and a science | | *ACCREDITING STANDARDS:* | INTASC 10 10(a) - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning INTASC 10 10(b) - The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | | *KEYWORDS:* | Apply | |

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| 11. The National Board for Professional Teaching Standards established both content and instructional standards in 2010.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-8 Teaching as Art and Science | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.08 - Understand how teaching is both an art and a science | | *ACCREDITING STANDARDS:* | INTASC 10 10(a) - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning INTASC 10 10(b) - The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | | *KEYWORDS:* | Understand | |

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| **Multiple Choice** |

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| 12. What is an instructional model?​   |  |  |  | | --- | --- | --- | |  | a. | ​A behavioral strategy of instruction | |  | b. | ​Teacher directed learning | |  | c. | ​A Piagetian teaching concept | |  | d. | ​A broad description of a teaching concept or practice |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-2 Instruction as a Systematic Process | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.02 - Understand how instruction is a systematic process and briefly describe the different instructional models used by teachers | | *ACCREDITING STANDARDS:* | INTASC 7(e) - The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, languagelearning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs INTASC 7(f) - The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning INTASC 7(g) - The teacher understands content and content standards and how these are organized in the curriculum. | | *KEYWORDS:* | Understand | |

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| 13. High school teachers tend to:​   |  |  |  | | --- | --- | --- | |  | a. | ​Be subject oriented and emphasize knowledge of subject matter. | |  | b. | ​Overemphasize processes to the detriment of content. | |  | c. | ​Be child oriented, with an objective to help children grow and mature mentally and physically. | |  | d. | ​Help the “whole” child. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-5 Key Context of Schooling | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.05 - Describe the key contexts of schooling and how they affect your work as a teacher | | *ACCREDITING STANDARDS:* | INTASC 5(a) - The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). | | *KEYWORDS:* | Remember | |

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| 14. What is a key point the authors make about using technology with elementary age students?​   |  |  |  | | --- | --- | --- | |  | a. | ​It is an instructional tool used to make learning more efficient. | |  | b. | ​It is an intrinsic motivator. | |  | c. | ​Younger students don’t have the necessary skills to use modern technology successfully. | |  | d. | ​School reform has expanded learning opportunities using electronic media to its full potential |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-10 Selecting Developmentally Appropriate Content and Processes | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.10 - Identify the considerations involved in selecting developmentally appropriate content and processes | | *ACCREDITING STANDARDS:* | INTASC 6 :6(i) - The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. | | *KEYWORDS:* | Apply | |

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| 15. The implementation of an educational goal takes place in:​   |  |  |  | | --- | --- | --- | |  | a. | ​society. | |  | b. | ​a teacher’s classroom. | |  | c. | ​the deliberations of a school board. | |  | d. | ​the state legislature. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-5 Key Context of Schooling | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.05 - Describe the key contexts of schooling and how they affect your work as a teacher | | *ACCREDITING STANDARDS:* | INTASC 7 6(u) - The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. INTASC 7 7(a) - The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners | | *KEYWORDS:* | Understand | |

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| 16. The Council for Exceptional Children (CEC) has direct effect on classroom instruction.  It is an example of:​   |  |  |  | | --- | --- | --- | |  | a. | ​a business group. | |  | b. | ​an advocacy group. | |  | c. | ​a teacher’s association. | |  | d. | ​a federal program. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-4 External Influences on Instruction | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.04 - Recognize the three major external influences on instruction | | *ACCREDITING STANDARDS:* | INTASC 7(p) - The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning. | | *KEYWORDS:* | Understand | |

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| 17. Which is NOT a characteristic of a reflective teacher?​   |  |  |  | | --- | --- | --- | |  | a. | ​Knows content | |  | b. | ​Uses one instructional strategy well | |  | c. | ​Identifies problems and issues | |  | d. | ​Evaluates results and processes used |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-13 Teaching as Reflection and Problem Solving | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.13 - Discuss teaching as reflection and problem solving | | *ACCREDITING STANDARDS:* | INTASC9 9(d) - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. | | *KEYWORDS:* | Differentiate | |

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| 18. The key incentive for teachers is:​   |  |  |  | | --- | --- | --- | |  | a. | ​salary. | |  | b. | ​working on instructional designs with colleagues. | |  | c. | ​student achievement. | |  | d. | ​working alone on the job without interference from others. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-6 Incentives of the Teaching Cultural | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.06 - Discuss the incentives of the teaching culture | | *ACCREDITING STANDARDS:* | INTASC 9(d) - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving. | | *KEYWORDS:* | Understand | |

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| 19. Which characteristic is essential to be able to do the tough job of teaching?​   |  |  |  | | --- | --- | --- | |  | a. | ​Conformity to the school’s culture | |  | b. | ​Using a subject-centered approach | |  | c. | ​Having a rationale for using chosen instructional strategies | |  | d. | ​Being efficacious |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-6 Incentives of the Teaching Cultural | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.06 - Discuss the incentives of the teaching culture | | *ACCREDITING STANDARDS:* | INTASC 9(d) - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving. | | *KEYWORDS:* | Understand | |

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| 20. In general, the school culture is:   |  |  |  | | --- | --- | --- | |  | a. | ​legislated state by state. | |  | b. | ​very similar nationally. | |  | c. | ​dependent on local norms and values. | |  | d. | ​almost identical to that found in the business sector. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-5 Key Contexts of Schooling | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.05 - Describe the key contexts of schooling and how they affect your work as a teacher | | *ACCREDITING STANDARDS:* | INTASC 9(d) - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving. | | *KEYWORDS:* | Understand | |

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| 21. Declarative and procedural knowledge:   |  |  |  | | --- | --- | --- | |  | a. | ​in general are identical. | |  | b. | differ in focus.​ | |  | c. | are seldom taught in grades K-6.​ | |  | d. | ​are less important than the content of a lesson.**​** |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-2 Instruction as a Systematic Process | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.02 - Understand how instruction is a systematic process and briefly describe the different instructional models used by teachers | | *ACCREDITING STANDARDS:* | INTASC 4(a) - The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards; INTASC 4(b) - The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. | | *KEYWORDS:* | Remember | |

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| 22. Relative teaching is demonstrated by:   |  |  |  | | --- | --- | --- | |  | a. | ​careful consideration of instructional options and evaluation of methods. | |  | b. | reflecting the teaching style of your master teacher.​ | |  | c. | developing simple and concrete lesson plans.​ | |  | d. | all of the above.​ |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-8 Teaching as Art and Science | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.08 - Understand how teaching is both an art and a science | | *ACCREDITING STANDARDS:* | INTASC8 8(m) - The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships. | | *KEYWORDS:* | Remember | |

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| 23. Which quote is the best example of a teacher using an intrinsic motivator?   |  |  |  | | --- | --- | --- | |  | a. | ​“This is tough, but look at what you’ve accomplished.” | |  | b. | “There will be a pizza party if the class does well.”​ | |  | c. | ​“The best three paper will get school pencil sets.” | |  | d. | ​“Your grades will be determined by three different criteria.” |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1-11 Motivation and Learning | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.11 - Understand the different motivations for learning in the classroom | | *ACCREDITING STANDARDS:* | INTASC 3. 3(i) - The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. | | *KEYWORDS:* | Understand | |

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| 24. Which statement is most correct regarding Research Based Teaching Methods?   |  |  |  | | --- | --- | --- | |  | a. | ​Educational fads are usually research based with longitudinal studies backing them up. | |  | b. | ​Understanding and interpreting research is not the responsibility of classroom teachers. | |  | c. | ​There is a powerful link between instructional knowledge and student performance. | |  | d. | ​Teachers need to develop trial and error strategies to determine which instructional techniques are best. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-4 External Influences on Instruction | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.04 - Recognize the three major external influences on instruction | | *ACCREDITING STANDARDS:* | INTASC3 3(b) - The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. | | *KEYWORDS:* | Apply | |

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| 25. Which statement is most correct?   |  |  |  | | --- | --- | --- | |  | a. | ​There is no one “right” way to teach anything or anyone. | |  | b. | ​Education experts are getting close to discovering the answer to our nations teaching problems. | |  | c. | ​If everyone conformed to the “best” practices of good teachers, all students regardless of background would have greater achievement. | |  | d. | ​Most students learn and achieve in similar ways. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | Medium | | *REFERENCES:* | 1-8 Teaching as Art and Science | | *LEARNING OBJECTIVES:* | TS.ORLI.18.01.08 - Understand how teaching is both an art and a science | | *ACCREDITING STANDARDS:* | INTASC1 1(b) - The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. | | *KEYWORDS:* | Differentiate | |