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# **Test Bank**

*For*

## **Educational Psychology**

**Fourteenth Edition**

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## Chapter 1

### Learning, Teaching, and Educational Psychology

Chapter 1 Objectives	Relevant Test Items
<b>Objective 1.1:</b> Describe the key elements of the No Child Left Behind Act and its successor, the Every Student Succeeds Act, and discuss the continuing impact of testing and accountability for teachers and students.	Multiple Choice: 1-6 Essay: 20
<b>Objective 1.2:</b> Discuss the essential features of effective teaching, including different frameworks describing what good teachers do.	Multiple Choice: 7-9 Essay: 21
<b>Objective 1.3:</b> Describe the methods used to conduct research in the field of educational psychology and the kinds of questions each method can address.	Multiple Choice: 10-17 Essay: 22
<b>Objective 1.4:</b> Recognize how theories and research in development and learning are related to educational practice.	Multiple Choice: 18-19 Essay: 23

#### Multiple Choice Questions

1. As a new teacher, you are eager to meet your 24 students. You are interested in the ethnic and cultural diversity of your students and their range of abilities and needs. If the diversity among your students matches national statistical norms, how many children will you have with mild to severe developmental disabilities?
  - a. one
  - b. two
  - c. three
  - d. four
2. Nearly 15 million or 22% of children in America live in poverty. How does the wealth in typical Black households compare to the wealth in typical White households?
  - a. 18% as much wealth in typical Black households
  - b. 11% as much wealth in typical Black households
  - c. 6% as much wealth in typical Black households
  - d. 25% as much wealth in typical Black households
3. Javier emigrated from Mexico with his family and is starting third grade with minimal ability to speak English. Mrs. Foster has worked with other students like Javier and can't wait to see how much progress Javier will make in her class this year. Mrs. Foster's attitude seems to be evidence of:
  - a. the teacher's sense of efficacy.
  - b. overly optimistic beliefs.
  - c. an underperforming school.

- d. the teacher's ability to speak languages other than English.
4. According to the No Child Left Behind (NCLB) Act, which children were required to reach proficiency and meet adequate yearly performance goals?
    - a. All students
    - b. All students without developmental disabilities
    - c. All students in elementary grades
    - d. All English-speaking students
  5. Many studies indicate that teacher-student relationships and the quality of teaching make a difference. Based on findings from such studies, which of the following children is likely to benefit most from good teaching?
    - a. Jorge is in the first grade and likes math but does not like to participate in reading group, though he's a good reader.
    - b. Kellie, in kindergarten, seems to be advanced for her age. She is reading books and working first grade math.
    - c. Dwayne is in the first grade and loves school, especially when he gets to work in groups with his friends or at centers with hands-on activities.
    - d. Johana is in kindergarten and exhibits behavior problems that include difficulty paying attention and regulating her attention-getting behaviors.
  6. A subgroup of Native American children in Carson Elementary consistently scores lower than other students on state standardized tests. According to the Every Student Succeeds Act, how must this underperformance be addressed?
    - a. The school must be penalized by losing state funding.
    - b. The state must provide evidence-based interventions.
    - c. The students must be transferred to a high-performing school.
    - d. The teachers must receive additional training or lose licensure.
  7. Mr. Tanaka has accepted a teaching job in a new district. In his interview, he learned that he will be evaluated on 22 components of knowledge and skills in four domains of teaching responsibilities. Which of the following models of good teaching is most likely being used in his district's teacher evaluation system?
    - a. The Gates Foundation project's Measures of Effective Teaching
    - b. TeachingWorks high-leverage teaching practices
    - c. Danielson's Framework for Teaching
    - d. The Blueprint for Reform of NCLB legislation
  8. The Measures of Teaching Effectiveness Project identified three measures used together as a valid and reliable way of assessing teaching that leads to student learning. The three measures include surveys of student perceptions of their teachers and classroom observations from the Danielson Framework for Teaching. What is the other measure?
    - a. Student scores on national standardized tests
    - b. Teacher content knowledge
    - c. Teacher classroom management skills
    - d. Student gains on state tests

9. Experienced teachers often ask several of the following questions as they teach. Which question most likely expresses the metacognitive concern of a beginning teacher?
  - a. How might I help my students become self-regulated learners?
  - b. How well did I present that new concept?
  - c. What might help my high achievers extend their learning?
  - d. What does Student A need in order to learn this skill?
  
10. Which of the following questions is most likely addressed by knowledge of educational psychology?
  - a. Does the textbook provide a test bank of questions for developing chapter and unit tests?
  - b. Should the skill of summarizing be taught before students learn to identify the topic and main idea?
  - c. Do you want to explore the topic of slavery in the United States or slavery in other countries?
  - d. Which of these books would you like to read during the unit about historical fiction?
  
11. From the beginning, psychology in the United States was linked to teaching. Among the early psychologists in this country, which leader is respected as the father of the progressive education movement?
  - a. William James, author of *Talks to Teacher about Psychology*
  - b. G. Stanley Hall, founder of the American Psychological Association
  - c. John Dewey, founder of the Laboratory School at the University of Chicago
  - d. E. L. Thorndike, founder of the *Journal of Educational Psychology*
  
12. In Austin Foley's research, he is collecting data in high schools in 10 school districts. He is using surveys to learn the types of support APA physics students prefer from their teachers in physics lab. What type of research is Austin conducting?
  - a. Experimental study
  - b. Descriptive study
  - c. Quasi-experimental study
  - d. ABAB
  
13. Marisa Campala is conducting research for one semester with fifth grade teachers in diverse classrooms. One group of teachers uses English and Spanish to greet students each morning and other teachers maintain their regular greetings in English. What type of research is Marisa most likely conducting?
  - a. Microgenetic
  - b. Descriptive
  - c. Longitudinal
  - d. Experimental
  
14. Dr. Casey studied the effects of a particular after-school tutoring program on the academic achievement of children in his state who live in extreme poverty. He followed

- children from kindergarten through the fifth grade. What type of research is involved in such a study?
- Ethnographic
  - Case study
  - Longitudinal
  - Action research
15. Dr. Sullivan conducts research that involves measuring the amount of change in student scores on state math tests at the beginning of the year and at the end of the year for students in top teachers' classrooms. What type of research is Dr. Sullivan conducting?
- Qualitative
  - Case study
  - Quantitative
  - Ethnographic
16. Ms. Markham is conducting a study in her classroom. She wants to determine whether students perform better on a concepts test after using a mini-lecture approach or after engaging in a group activity. What type of research is she conducting?
- Ethnographic
  - Longitudinal
  - Microgenetic
  - Action research
17. Which of the following research designs involves ethnographic research?
- Measuring the increase in test scores on the state reading test when dyslexic children have additional time to take the test
  - Collecting data about the inclusion of a child with vision impairment by conducting interviews with a vision impaired child, his parents, his teachers, and his peers
  - Changing teaching strategies to see whether the new strategy brings about more learning in the math unit about adding fractions
  - Following a group of Hmong students who attend a public elementary school in Minneapolis to understand their acculturation at school
18. Mr. Grant is a reflective teacher who is always trying to improve his teaching practices to increase student learning. He has conducted several research projects and changed teaching strategies on the basis of the results. In his latest reflections, he predicted that his low-achieving students would complete their spelling tasks in less time and score higher on spelling tests if he began using a buddy system. In the research cycle, Mr. Grant has developed:
- a theory.
  - a principle.
  - a hypothesis.
  - a plan for data analysis.
19. Bethany has taught language arts at Mann Middle School for two years. As she reflects and plans for the coming year, she reads a note she made to herself when she taught the

persuasive writing unit. The students struggled with persuasion, and Bethany wants to find a better way to teach the unit. She has two ideas and wants to put them to the test to see which is more effective. What do you recommend?

- a. Get the opinion of another teacher in her school.
- b. Conduct a single-subject experiment.
- c. Ask students which approach they would prefer.
- d. Conduct action research to answer her question.

### **Essay Questions**

20. Stan Lorenz is a beginning teacher in suburban Houston. He will be teaching fifth grade math and science and wonders how the diversity of his class will compare to the diversity he experienced growing up in Chicago. His principal describes the school as a typical representation of the diversity found in schools across the United States. Describe the diversity Stan might expect based on national norms. Include racial, ethnic, language, economic, and developmental diversity.
  
21. You've been teaching at the same high school for three years and are accustomed to being evaluated on the basis of the local district forms and procedures that include observations by the assistant principal and collection of data about your attendance, punctuality, and professionalism. You are moving to a new district and have just learned that they use the Danielson Framework for Teaching in their evaluation process. Based on your knowledge of the Framework for Teaching and its domains of teaching responsibilities, describe how you might prepare for such evaluation.
  
22. McKenna Williams noticed an increasing number of students not completing their independent seatwork in language and spelling. She expects students to take responsibility for working independently while she works with small reading groups. Now she wonders whether she should start allowing students to work together in pairs or trios rather than continuing to require them to work quietly on an individual basis. Her common sense tells her that she should continue to require quiet individual work. Her colleague Cal Sitton disagrees. He allows his students to work in pairs. Explain why McKenna should not rely on her common sense as she solves this teaching problem.
  
23. McKenna Williams is a reflective teacher. She has noticed an increasing number of students not completing their independent seatwork in language and spelling. She expects students to take responsibility for working independently while she works with small reading groups. Now she wonders whether she should start allowing students to work together in pairs or trios rather than continuing to require them to work quietly on an individual basis. Her common sense tells her that she should continue to require quiet individual work. Her colleague Cal Sitton disagrees. He allows his students to work in

pairs. McKenna respects her colleague Cal and knows he has more experience teaching than she does. But she doesn't want to mirror his teaching without reason or evidence that his strategies are more effective. How might she research this question in her own classroom and produce evidence to support one approach over another?