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Ats-w study guide

From understanding human development to strategies to ensure special needs and exceptional skills students are an integral part of the class, this comprehensive guide to nystce ats-w provides content for student development and learning domains; Education and evaluation; and the Professional Environment. Once you've learned the material, test your skills and knowledge with 140 multiple choice questions and the detailed motivations of the answers to promote understanding and preparation. In addition to a brand new layout, this edition features a language arts and sciences test (LAST) bonus section. You can also purchase flashcards at www.xamonline.com more information. Price \$38.45 \$35.37 Publisher Xamonline.com Release Date September 28, 2010 Pages 350 Dimensions 8.24 X 11.06 X 0.76 inches | £1.77 English Language Paper Book Type EAN/UPC 9781607871552 Personal Favourites VIEW LIST (10 BOOKS) Prepared by Alan Singer, Hofstra University School of Education, Department of Teaching, Learning and TechnologyVIDEO TUTORIAL Elementary assessment of teaching skills is an old exam resurrected as support for student teachers during the spring 2020 semester who were unable to complete the edTPA or who submitted but failed the assessment. The test should measure whether a Ne York State educator has the knowledge and skills needed to effectively teach the approved curriculum in New York State public schools. The teacher understands how children learn and develop and can provide learning experiences that support the intellectual, social and personal growth of all children, including children with special needs and children for whom English is not their primary language. The teacher can use a variety of teaching and evaluation strategies to promote the academic development of students and encourage students to achieve common goals for children's education. The teacher is a thoughtful professional who is able to work in collaborative and can take advantage of professional development opportunities. More importantly, the teacher is able to create a collaborative and supportive school environment that responds to the needs of individual students and within which all students can grow and learn. Link test booklet: //www.nystce.nesinc.com/content/docs/NY fld090 prepguide.pdfFormat: computer-based on Pearson Vue. 80 multiple choice guestions and an essay. Time: Four hours. Passing score: 220 out of 400 (60%) Commission: \$119Nota: The test was the first in 2003. It may include test guestions that do not affect a candidate's score. Exam structure: The test has three multiple choice sub-areas. I. Student development and learning 25%II. Education and evaluation 38%III. The professional environment 17%Area IV. Answer built on education and evaluation: 20% Alan's Test Taking Tips. It's not a hard test. The key to the passage is preparation and relaxation. Time is not a problem. You have four hours to complete a test that will take you less than three hours. There are 80 multiple choice questions plus an essay worth 20 points. You just need to get half of the correct multiple choice questions to pass. On multiple choice questions, if there is a request, read it carefully. The answer is usually at the prompt. Select the BEST choice from the options. DON'T ARGUE WITH THE TEST. You may think that another answer is better than one of them, but you can't choose if it's not one of the choices. Don't get stuck on a question that tramples on you. The easiest questions might be at the end, so you want to make sure you get to them. You can always go back to the question that puzzled you after writing your essay and, if necessary, guess. At the end of the test nothing should be left blank. The indications for the essay say it should be between 300 to the guestion that puzzled you after writing your essay and, if necessary, guess. At the end of the test nothing should be left blank. The indications for the essay say it should be between 300 to the guestion that puzzled you after writing your essay and if necessary, guess. At the end of the test nothing should be left blank. The indications for the essay say it should be between 300 to the guestion that puzzled you after writing your essay and if necessary, guess. and 600 words. You want full credit, not credit in part, so your essay should be almost 600 words. Read the essay prompt and write a quick draft. When the draft is complete, go back and edit. Don't worry about the length of words you write. Write your answer and when you're done, you can add or subtract words. Make sure you have answered the question, apply the relevant knowledge and skills accurately and effectively; and support your response with appropriate examples (evidence) and good reasoning. The essay should not be perfect but avoid inattentive mistakes. If you don't know how to write a car, write cars. Simple is better. They say spelling and grammar don't matter, but also that your essay needs to be written in standard English, which means spelling and grammar matter so carefully. Review the sample guestions from the test booklet to familiarize yourself with the exam, and then see the answers they prefer at the end of this guide. Sample questions: Answer the following two questions. Students in a fourth-grade class will do research and relationships since the final activity in a social studies unit that the class has been working on for several weeks. Question No 1. The teacher is considering how to motivate a student with a history of limited academic success. The student has an expectation of failure that makes him reluctant to put commitment into his schoolwork. Which of the following strategies would probably be most effective in involving the student in the assignment? I. organize the assignment so that students have the opportunity to choose their own III research topics. the offer of public recognition, such as gold stars on a chart, as an incentive for good work. associate the student with a high-level classmate with whom to work on the IV assignment. make it clear that students will be rewarded for effort and III only B. I and IV only C. ONLY II and III. II and IV only This is 2. One skill that the class will learn during the reporting task is to take note. When planning the component to take note, the teacher should be aware that, in terms of cognitive development, students of this age typically find it more difficult: Questions 2 ChoicesA. Create categories for organizing various types of information. B. recognize repeated information in text.C. identify information that is not related to a specific topic.D. accurately copy information from text. Use the excerpt below from a first-grade science class to answer the three questions that follow.Ms. Lamont's first grade class is just starting a life sciences unit. In an introductory lecture on skin functions, Ms. Lamont talks to her students about the skin of an apple, Below is a part of the class discussion, Mrs. Lamont; Why does an apple have skin, in your opinion? Andrew: To cover it up. Thai; To make it red. James; No. sometimes apples are green, Mrs. Lamont; Yes. it's yery good. The skin of an apple can be of different colors, right? The skin covers the apple and gives it color. Another thing the skin does is protect it from germs and insects. Today we're going to do an experiment to see how the skin of an apple protects it. What do you think will happen to this apple if we cut some of its skin? Kevin: It's going to turn brown. Melissa: It's going to get cheesy. Mrs. Lamont: Kevin predicts that the apple will turn brown, and Melissa predicts it will become pasty. One prediction is what some people think will happen. What do you think the rest of you are going to do? [The other children agree with Kevin and Melissa's predictions.] Any more predictions? №? Okay, I'm going to cut some of the skin off this apple like this, and we're going to put an apple that hasn't been cut. Now, how will we know if our predictions were right or not? Question No 3. Which of the following strategies to promote learning is most evident in Ms. Lamont's lesson? Question 3 Choices.A. encourage students to inconsistencies between their current beliefs and new informationB. using students to report knowledge in the content area to other knowledge domainsD. prompting students to generate the questions the teacher intends to addressThis 4. Ms. Lamont's learning strategy is particularly good for young children because of her:Questions 4 Choices:A. emphasis on directly observable phenomena.B. responsiveness to the strengths and needs of individual students. C. emphasis on using creative problem solving. D. responsiveness to a variety of learning styles. Question No 5. Ms. Lamont's interrogation strategy in this lesson serves primarily as: Question 5 Choices. A. motivate students to independently explore ideas. B. establish students' recognition of conflicting ideas that need to be resolved. C. encourage students active involvement in learning. D. promote understanding of information that students have just encountered for the first time. Question No 66. According to research studies, which of the following household factors could have the greatest effect on an elementary student's perception of their academic competence? Question 6 Choices. A. disciplinary practices used in the home B. order of birth and nature of relations with brothers and sisters C. beliefs expressed by parents about the student's abilitiesD. types and educational value of home gamesQuestion 7. A fourth-grade teacher wants to help her students develop the habit of using self-control to improve their understanding of content area readings. Which of the following strategies is likely to be most effective in achieving this objective? Question 7 ChoicesA. After students read a passage, they gend a few minutes writing in a learning log what they learned about the topic and what they didn't understand. B. Before students read a passage, they guickly write down what they already know about the subject and then briefly discuss what they wrote with a .C. After the students read a passage, they answer a series of questions that the teacher has developed about the vocabulary words and then use reference resources to find their meanings. Question No 8. A new primary school teacher has been commissioned to teach in a classroom that includes students from many cultural backgrounds. The teacher wants to ensure that students' learning experiences are positive and productive. Can this goal best be achieved by using which of the following principles to help guide educational planning? Question 8 Choices.A. There is a wait for a student's cultural background to have a negligible effect on the behaviors and interactions related to the student's learning in the classroom.B. Students from all cultural groups are likely to learn better if the lessons are designed to avoid referring to specific groups represented in the class. C. Students within a particular cultural group Students from different cultural groups are unable to share similar values and objectives regarding education Question 9. Several months after the school year, a second-grade teacher is informed that Carl, a student with moderate hearing loss, will join her class in a week' s time. Carl wears hearing loss, will join her class in a week' s time. Carl wears hearing loss, will join her class in a week' s time. be the best strategy for the teacher to use to prepare other students for Carl's arrival? Question 9 ChoicesA. Inform students that Carl, a student with disabilities, will join the class and discuss why they shouldn't talk about disability with him or in his presence. B. Conduct a class before Carl arrives that addresses how people hear sound and different types of hearing loss. C. Inform students that a new classmate, Carl, will join them, but allow their new classmate on their own after his arrival. D. Explain before Carl's arrival wearing hearing aids and why, and invite students to ask any questions they have on the subject. Question No 10. Ms. Santoro is a preschool teacher whose class includes three- and four-year-olds. In the first week of school, she receives a large number of complaints from children at the reading center that children playing in the block and clothing areas are too noisy and disturb them. Which of the following would be Mrs Santoro's best initial answer to this problem to children and ask for their help in finding a way to fix it.B. Identify children whose behavior is most problematic and schedule conferences with parents to discuss the issue.C. Analyze the layout of the room to assess whether changes in spatial arrangement could solve the problem.D. Establish a rewards system to give at the end of each week for children who have been most caring of others. Question No 11. In which of the following situations would it be more important for a school's faculty to reassess the adequacy of its current curriculum? Question 11 ChoicesA. The school recently received a scholarship and plans to purchase new textbooks for many classrooms. B. State and national professional organisations in some thematic areas have recently changed their guidelines on study programmes. C. A substantial part of the school's faculty has changed since the current curriculum was developed. Question No 12. The use by a teacher of which of the following procedures can best contribute to ensuring a fair and accurate learning of the content area for students for whom English is a second second 12 Choices A. Give students various opportunities (e.g., through speaking, writing, performing) to demonstrate what they have learned. B. Emphasize students use of self-assessment procedures in evaluating their acquisition of knowledge and skills.C. Administer classroom tests according to a flexible program that allows students themselves to determine when they are ready to be evaluated.D. Use standardized grade level assessments whose group usually includes nonnative-English speakers to monitor student learning on an ongoing basis. Question No 13. A first-grade teacher creates a questionnaire for each student to fill out during the first week of school. Below are the typical elements of the questionnaire. It is likely that this guestionnaire is very useful to help the teacher: question 13 Choices. A. promote student recognition of the value of various types of learning experiences. B. evaluate the effectiveness of teaching activities and approaches used with the classroom. C. plan educational activities that respond to students' learning styles and preferences. D. develop appropriate expectations for the behavior and success of each student in the class. Question No 14. A third-grade teacher starts a nutrition class by asking the class to help him develop a one-day menu for each of the two fictional characters, Pat and Val. Pat, the class says, eats a healthy diet every day, while Val eats only foods with little nutritional

alue. He then asks the class to suggest a typical one-day menu for each character for breakfast, lunch, and dinner, including any snacks. The teacher writ nd Val. This way of introducing the lesson would be particularly effective for:I. encourage students to apply critical thinking skills.II. promote the student's s puestion 14 Choices:A. Only I and IIB. I and IV onlyC. ONLY II and IIID. III and IV onlyThis is 15. Students in a fifth-grade classroom will use the Internet to buse the Internet for their work? Question 15 Choices.A. using a search engine during project planning to prepare a list of appropriate pages from for stud	self-assessment of the topic. III. encouraging students to apply their current knowledge on the subject.IV. generating students' interest in the subject. o conduct research for a social studies project. How can the teacher most effectively use internet and web browser features to help students learn how
sing the browser's History and Back functions to collect source and bibliographic information on websites that students visitedD. helping students use the istricts, the district superintendent's primary responsibilities include: I. implementation of the political decisions of the local school council. II. which represer dministrators. Question 16 Choices. A. I and III only B. I and IV only C. II and III only D. II and IV only This 17. Mr. Anderson, a fifth-grade teacher, learns the strength of the local school council.	feedback or email feature on the web pages they visit to ask questions directly to the authors of those pagesThis 16. In New York State school its the faculty in contractual negotiations. III. approval and adoption of annual district budgets.IV. providing educational leadership for teachers and hat his supervisor will watch him present a lecture to one of his classes. The observation is part of a system of educational evaluation regularly used in
chools to promote the growth and professional development of teachers. Before observation, the supervisor schedules a pre-observation conference. Can ctions during the pre-observation conference? Question 17 Choices.A. Give the supervisor as many ideas as possible about alternative ways to present c bservation.C. Ask the supervisor to describe the lessons presented by other school teachers who have performed particularly positive results on similar as a second community members yellunteered to give an appear for several bours a week in an elementary appeal elementary.	ontent relevant to the lesson that will be observed.B. Provide the supervisor with research that justifies the teaching methods he intends to use during ssessments.D. Talk to the supervisor about self-identified need areas and request performance feedback in those areas. Question No 18. A number of
arents and community members volunteered to give an answer for several hours a week in an elementary school classroom. The guidelines that the teach tudents, such as material distribution and accounting.II. recognizing that volunteers themselves are the best judges of how they can be most helpful in the nonitoring of the performance of clearly defined tasks by volunteers. Question 18 Choices. A. I and II only B. I and IV only C. II and III only D. III and IV only ducation Programme (IEP). The teacher followed Becky's IEP recommendations and consulted with Becky's special education teacher, but the situation decompositions.	classroom. III. obtain specific time commitments from volunteers and establish a regular timetable for their work.IV. provide continuous training and yThis 19. A first grade teacher is worried about Becky, a special needs student who didn't progress in achieving the objectives in its Individualised
Which of the following best describes the responsibility of the first grade teacher at this point? Question 19 Choices.A. asking members of Becky's IEP grouecky's issues and share information with other IEP team members at the next scheduled Team MeetingC. immediately review the current IEP goals to refunction the control of the contr	up to meet as soon as possible to discuss the situation and reconsider the desirability of her current IEPB. continue to maintain records that document lect Becky's strengths and needs and inform other members of Becky's IEP team of the changes. discuss the situation with Becky's parents and have of the test consists of a written assignment. You need to prepare a written answer of about 300-600 words on the assigned topic. The assignment is
vailable on the next page. You should use your time to plan, write, review, and change your response to the assignment. Read the assignment carefully b otes, write a structure, or otherwise prepare the response. However, your score will be based solely on the answer you write in the written answer booklet pply relevant knowledge and skills. SUPPORT: Support the response with appropriate examples and/or good reasoning that reflects understanding of rele ommunicated clearly enough to allow a valid judgment of your knowledge and skills. The final version of your answer should comply with the conventions	. Your response will be evaluated based on the following criteria. PURPOSE: Fulfill the charge. CONTENT APPLICATION: Accurately and effectively evant knowledge and skills. Your response will be evaluated based on the above criteria, not your writing ability. However, your response must be
ure to write on the assigned topic. Please write legible. No reference material may be used during the test. Remember to review what you've written and n ffective learning in an inclusive regular classroom. Imagine that the educational goal below, formulated by a joint committee of teachers, administrators, ar isabilities with effective learning experiences in an inclusive regular classroom. Examples of educational objectives:Working with others inside and outside	nake any changes that will improve your response. Sample essay question: It's important that teachers are able to provide students with disabilities nd parents/guardians, has been established for your school. OBJECTIVES FOR EDUCATIONAL EXCELLENCE Objective 5: Providing who have
evelopment for students with special needs. Implement procedures to ensure that students with special needs participate as much as possible in all classical outre ready to teach; then: explain the importance of providing students with disabilities with effective learning experiences in an inclusive regular education of the second process of the secon	on classroom;• describe two strategies that would be used to achieve this educational goal; e• explain why the strategies you describe would be our level is able to understand the basics of your response. ANSWER TO THE QUESTION ON THE ESSAY: Opening of the first paragraph — I will
tart fourth-grade sciences (third-grade social studies, etc.). The unit I will be on will focus on Opening of the second paragraph - It is vital to provide studies of the second paragraph of the second paragraph of the second paragraph of the second paragraph of the studies of the studies of the studies of the second paragraph of the studies of	r education classroom are Opening of the fourth paragraph: these strategies would be effective in achieving this educational objective because ed academic success by using strategies to improve the student's interest in the topic of the research report and help him find his motivation. It is likely
uccess an opportunity to succeed by reducing the risk of activity (e.g., anxiety to receive a grade) and increasing the without oversimplifing the task. Ques ifferent levels of implementation can be a useful strategy for however, it is not likely to be an effective motivational strategy in this situation, as it could pus nswers C and D include option II: offering public recognition as an incentive for good work. This motivational strategy is probably not appropriate for this s	tion 1 Wrong Answers:Answers A and C include option III: Associate the student with a high-level classmate. The combination of learners with the low-level student to achieve his work with that of his high-performing peer rather than evaluate his own efforts, achievements and progress. it would establish a focus on student performance compared to that of other students with higher results, thus promoting an
tmosphere of competition and possibly decreasing the chances that he will fully engage in the assignment. Question 2 Correct answer: A. Among the answigher-order thinking skills of analysis (involving the ability to divide information into its component parts and examine the relationships of the parties with expeating their own organizational categories, students are asked to organize the information they have researched and synthesize it creatively that emphas expeated information in a text, this type of recognition activity requires less cognitively demanding thinking than analysis or synthesis. Answer C. Although states	ach other and with the whole) and synthesis (which involves the ability to put together parts to form a new model or structure for the student). In izes the discovery of new models or structures. Question 2 Incorrect answers:Answer B. Although some fourth-graders may find it difficult to recognize
ognitively demanding than the analysis and synthesis required of students to create their own categories as a means of organizing information. Answer D. Information from a text is less cognitively demanding than analysis or synthesis. Question 3 Correct answer: B. In using an apple as the focal point of an intorunderstanding new content. Basing lessons on this prior knowledge helps to make classroom learning more accessible and relevant to students and cal	Although the teacher would like to remind the class of the importance of taking accurate notes from texts, the thinking ability required to copy troductory discussion about skin functions, the teacher urges students to use their shared experiences related to a common phenomenon as a basis
tudents to discover inconsistencies between their current beliefs and new information, the teaching strategy used here is primarily intended to help extend his lesson may have applications in content areas other than science, the main purpose of the lesson is to promote students' understanding of scientific co to push students to share relevant knowledge and make predictions based on their understanding of the function of an apple's skin. Throughout the discu y working with concrete objects, materials and phenomena. Using words and other types of symbols is less effective than using concrete things to promot	encepts, not to help them establish interdisciplinary connections. Answer D. Although this lesson may lead students to ask questions, its main purpose ussion, the teacher generates the questions he wants students to pursue. Question 4 Correct answer: A. Research indicates that children learn better
ne apple, is especially good for young children due to its emphasis on concrete and observable phenomena. Question 4 Incorrect answers:Answer B. This eacher substitutes the use of strategies that respond to the strengths and specific needs of individual students. Answer C. The targeted thinking skills in the roblem solving. Answer D. Since this lesson is mainly dedicated to oral questioning and classroom discussion, it does not emphasize the presentation of c	lesson involves an activity of the whole class that is based on a general understanding of how young students learn; there is no indication that the is lesson involve identifying relevant prior knowledge, drawing thoughtful conclusions, and making reasonable predictions rather than using creative
eacher's interrogation strategy in this lesson serves primarily to encourage the active involvement of students in learning. Basing the lesson on the familiar revious experiences, share relevant knowledge with each other, and collaboratively explore future possibilities. Question 5 Incorrect answers: Answer A. A urpose of the interrogation is collaborative investigation of ideas rather than motivating individual exploration. Answer B. Although the teacher's interrogation and a province of the interrogation o	Ithough the teacher's interrogation strategy is intended in part to encourage individual students to think about what they already know, the main on strategy may give students a number of different ideas, the primary purpose is not to potentially conflicting ideas, but to establish and explore the
hared experience of students. Answer D. Since this part of the lesson is based on students' familiarity with a common phenomenon, its purpose is to explo ncountering for the first time. Question 6 Correct answer: C. Research suggests that children in their elementary years have a natural desire to acquire sk whether and how this natural desire for greater competence manifests itself in a particular child. An important factor is the beliefs expressed by parents about a particular child. An important factor is the beliefs expressed by parents about a particular children in school. On the other hand, parents who express a	ills and abilities that allow them to access new realts of experience and give them greater control over their environment. Various factors can affect out their child's skills and potential for fulfilment, which in turn can influence the child's perception of their competence and learning potential. Parental
ncorrect answers:Answer A. Although disciplinary practices at home can have significant effects on a child's overall personal development, this factor generater of birth and relationships with siblings can have significant effects on the way children think about themselves and are socialized within the family; however and social-emotional development of young children, it is likely that the precise types and educational value of the games available in a child's	wever, this factor generally has little direct or consistent effect on students' sense of academic competence. Answer D. Although play is important for shome are less important than the attitudes of parents in forming a child's perceptions of their academic abilities. Question 7 Correct answer: A. The
ctivity described in Response A is a self-monitoring technique that students can learn to use independently to monitor their understanding of what they reaction of the content of the con	3. This activity must be applied before students read a passage, at a time when they have not yet had the opportunity to understand The technique is ng the ideas and relationships between them. In addition, the activity depends on the questions developed by the teacher and does not represent a
he teacher can best guarantee positive and productive learning experiences by recognizing that students, regardless of their cultural background, are able espect individual differences and ensure that decisions about learning opportunities are based on the understanding of individual students rather than cultu tudent in the classroom (for example, in relation to collaboration with the competition with peers, teacher-student relationships) are often shaped, at least i	e to show individual interests, strengths and needs that are not simply a product of cultural differences. In teaching planning, the teacher should ural assumptions and stereotypes. Question 8 Incorrect answers:Answer A. This principle is inappropriate because the behaviors and interactions of a nearly part, by the cultural background and norms learned as a member of a particular culture. Answer B. This principle is inappropriate because learning
s likely to be improved for students from different cultural groups if the teacher incorporates into the content of education and examples related to various of tudents. Answer D. Education values and objectives vary widely between individual students and are not primarily a function of cultural differences. Students are likely to have many questions about the people they meet, and a discussion of the tear of t	nts from different cultures can show similar values and goals related to education, while students of the same culture can show significant differences ype described would give them the opportunity to ask questions and tell them that their interest is natural and acceptable. A classy discussion before
resence, the teacher can communicate the idea that differences between people not to be discussed and are somehow shameful. This could increase stu ear sound and different types of hearing loss can be informative for the class, the lesson may lack the specific application needed to effectively prepare se nswer C. Making students aware of Carl's disability on their own after his arrival will not help them understand and sensitively address the disability of the	dents' discomfort and anxiety about interacting with Carl and having him as a class member. Answer B. Although a lesson that addresses how people econd-grade students for Carl's arrival. The indirect approach can also negatively affect students' perceptions and reactions to Carl when he arrives.
reschool teacher is to ensure that the school environment fosters productive activity and constant involvement in learning. One factor that has a significant ctivity centers ensures that areas requiring peace of mind are adequately separated from the noisiest areas. Since spatial separation of this kind is such a puestion 10 Incorrect answers: Answer A. Although enlisting children's help in dealing with problems in the classroom is appropriate in some situations, it was a series to be to account the base provided shildren with the best appropriate.	n important principle of classroom management for preschoolers, it should be the first thing the teacher investigates in response to the problem. rould not be the best answer if the problem was primarily the result of how the teacher organized the environment. The teacher's first step should
nerefore be to assess whether he has provided children with the best environment for learning. Answer B. Before attempting to identify particular children want to organise his class, do not cause or contribute to the problems observed. Answer Q. Establishing a reward system for children who have been can ducational management issues than student behavior issues. Question 11 Correct answer: B. State and national professional organisations in most them are study programs generally represent a consensus among professionals in each field. Periodically, professional organizations review their resume and the	ring with others will probably not address the learning interruptions that occur in this class, especially if the interruptions are more the result of atic areas publish guidelines on study programmes that the skills and content that should be at the heart of learning at various levels. These guidelines
eviewing their curriculum to determine whether revisions are needed to reflect current views and priorities in each field. Question 11 Incorrect answersRes hould not in itself require changes in the current curriculum. Answer C. Although new teachers can bring their unique perspectives, methods, and talents to urriculum has been deemed appropriate for the school. Answer D. Although the shift from more traditional teaching methods to newer teaching methods a	ponse A. The function of textbooks should be to support curricular objectives, not to redefine them. Therefore, the introduction of new textbooks of the school, a change in faculty should not affect the school curriculum. New teachers are expected to use their teaching skills to implement whatever affects the way curricular content is provided to students, this type of change would probably not require a major reassessment or revision of the
urriculum itself. Question 12 Correct answer: A. When carrying out classroom assessments in English to measure the learning of the content area of stude That they know by minimizing the potential effects of limited English knowledge on evaluation results. Offering ESL students various assessment opportuni Eflects their true knowledge and skills. Question 12 Incorrect answers:Answer B. Although having ESL students engaged in self-assessment would be use and skills. Answer C. Allowing ESL students to determine for themselves when they are ready to be evaluated would not eliminate possible language barrie	ities (for example, through speaking, writing, performing) ensures that students have the opportunity to show what they have learned in a way that best ful in some situations and for some purposes, this method may not produce highly accurate results in terms of evaluating students' actual knowledge
earning. Answer D. Continuous assessment of learning in the area of student content generally requires the use of assessments that reflect specific content nowledge that is not related to particular lessons, it is not likely to be useful to help teachers accurately monitor ESL students' understanding of ongoing exact articular types of learning and ways of learning, which in turn help promote understanding of their learning styles. Awareness of students' learning preferences	nt that has been at the heart of recent classroom instructions. Since standardised assessments at degree tend to cover a relatively wide range of ducation on the content area. Question 13 Correct answer: C. The questionnaire provides information to students about their individual preferences for nces can help the teacher determine how to provide learning opportunities that allow students to work and learn in their preferred ways and thus
nprove learning. Question 13 Incorrect answers:Answer A. The questionnaire focuses on students thinking and identifying their current preferences in lear experiences. Answer B. Although the questionnaire may help the teacher plan education that adapts to students' learning styles, it would be of little importate arning. Answer D. This questionnaire probably would not help the teacher to develop expectations for the behavior and result of each student, as it providences and the student of the providence of the student of the students of the student of the	nce to assess the effectiveness of specific teaching activities and approaches, which would require the use of assessments that measure students' les little or no direct information about the typical behavior of students in the classroom or the typical levels of achievement. Question 14 Correct
hould promote their interest in the lesson. Therefore, the activity should promote learning by pushing students to apply their current knowledge of the subjected to apply critical thinking skills. The activity described in the question prompts students to identify and classify family foods according to their health xamination. Answers A and C include option II: promoting students' self-assessment of the topic. Although the activity requires students to generate exam	ect (Option III) and stimulating their interest in the lesson (Option IV). Question 14 Wrong answers:Answers A and B include option I: Encourage ; it does not require students to apply critical thinking skills, which would involve the evaluation of conclusions through a logical and systematic
egarding their knowledge of nutrition. Question 15 Correct answer: B. The most effective use related to searching for the Internet and browser features am se. In their initial research, students are likely to find many web pages that could be their search will be facilitated if they learn to notice the locations of the puestion 15 Incorrect answers:Answer A. The use of a search engine by the teacher to prepare a list of pages for students inappropriately shifts the resport earn how to use the search engines themselves. Answer C. Using the history or back function of a web browser is not an effective way to collect bibliograp	e pages they may want to return to later (for example, to read them more carefully, print them, and/or pursue links to related pages and sites). In sibility of research from students to teachers. If students need to learn how to conduct searches using the Internet, it is more appropriate for them to
tudents must collect source information and bibliographical information when they visit or revisit the websites they will use in their search. Answer D. Using the sepond generally to emails generated by site visitors seeking information beyond what is posted on the site. Question 16 Correct answer: B. In New York and ensuring that policies are implemented effectively and fairly. In addition, the superintendent is responsible for ensuring that district schools develop and	g a feedback or email feature to communicate with a web page sponsor is not an effective search method. Web sponsors cannot be expected to State, the district superintendent is responsible for communicating school board policies to the district faculty, administrators and other stakeholders
uperintendents in New York State include implementing local school board policy decisions (Option I) and providing educational leadership for teachers are not adopts annual district budgets. This responsibility is reserved for the local school board. Answers C and D include Option II, which states that the district successive state representatives of the teachers' union. Question 17 Correct answer: D. Since the evaluation process is formative, its purpose is	ct superintendent represents the faculty in contract negotiations. Teachers are usually represented in contract negotiations and other employment s to analyze the teacher's teaching methods and help him to grow and develop as a The teacher can make the most of this opportunity by reflecting
nd evaluating their educational performance, identifying areas where they would like to progress and working in collaboration with their supervisor improve seful and constructive if the teacher uses his own style and characteristic teaching methods during the observed lesson. Therefore, it is unlikely that elicitic seful and constructive feedback. Answer B. Providing the supervisor with research justifying the teaching methods used during the observation will not held. Observation will probably be more useful in promoting the teacher's professional skills if the evaluator is able to observe the teaching methods typically used.	ng a large number of ideas from the supervisor on alternative ways to present the contents of the lessons will help to achieve the goal of obtaining processes to achieve the primary objective of the observation, which is to allow the supervisor to evaluate and comment on the teacher's performance. Answer used by the teacher. Therefore, searching for information about lessons presented by other members of the high-performance faculty would probably
ot be helpful or appropriate. Question 18 Correct answer: D. Parents and volunteers in the community can be an important resource in the elementary sch ctivities more effectively and allow the teacher to make the most of volunteer time in the classroom. Providing volunteers with continuous training and mor puestion 18 Wrong answers:Answers A and B include option I, which states that volunteers should mainly be used for tasks involving less intense interactions.	nool classroom. Getting specific time commitments from volunteers and establishing a regular schedule (Option III) should help the teacher plan class nitoring their performance (Option IV) can help ensure that their efforts contribute and are consistent with the educational objectives of the class. on with students. This guideline would unnecessarily limit the potential usefulness of volunteers in the classroom; many volunteers may have
nportant knowledge and skills that could enable them to play an important role in educational, recreational and enrichment activities that involve meaningforms. Decisions on how volunteers should be used in individual classes should be based on teachers, whose responsibilities include organising a ne teacher should act immediately to to ensure Becky's continued progress in the school, while adhering to the legal guidelines governing the development ecky, Becky's next IEP team meeting is not scheduled for several months. Asking Becky's IEP team to meet as soon as possible to discuss the issue and	nd coordinating all classroom activities to promote the achievement of teaching objectives. Question 19 Correct answer: A. In the situation described, t and implementation of individualised educational programs (IEP). The teacher has already tried various strategies to implement Becky's current IEP,
hanges in IEP itself. Question 19 Incorrect answers:Answer B. If there's a significant problem with Becky's IEP, delaying surgery until the end of the year of hared responsibility among all members of the IEP team; the teacher does not have the right to independently review Becky's IEP goals once set by her IEP sponsibility to assess Becky's progress towards the academic goals specified in the IEP, as well as to demand that the IEP team meet as soon as possib	can undermine Becky's academic progress throughout the year and get her back to school. Answer C. By law, the creation of a student's IEP is a EP team. Answer D. While the teacher certainly needs to discuss Becky's academic performance and progress with Becky's parents, it is becky's

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