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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 a wise answer. All questions include the level of rigor of the 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 New 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' active engagement in learning. The teacher recognises the roles that family and community play in student learning and forges home-school partnerships to achieve common goals for children's education. The teacher is a thoughtful professional who is able to work in collaboration with other members of the school community 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: http://www.nystce.nesinc.com/content/docs/NY_fld090_prepguide.pdfFormat: computer-based on Pearson Vue. 80 multiple choice questions 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 questions being evaluated for future administrations 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 a 60 in this test to pass. If you get full credit on your essay, 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 and 600 words. You want full credit, not credit in part, so your essay should be almost 600 words. Read the essay prompt and question carefully. Think about your answer 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 questions 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: Answers are at the end of this package. Use the following information to 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 resultsQuestion 1 ChoicesA. I and III only B. I and IV onlyC. ONLY II and IIID. II and IV onlyThis 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 very 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? Ne? Okay, I'm going to cut some of the skin off this apple like this, and we're going to put it on the shelf. We're also 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 ChoicesA. encourage students to inconsistencies between their current beliefs and new informationB. using students' previous knowledge as a basis for understanding new contentC. help 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 ChoicesA. 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 ChoicesA. 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 ChoicesA. disciplinary practices used in the homeB. order of birth and nature of relations with brothers and sistersC. 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 spend 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 quickly 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 and facts introduced in the step.D. Before students read a passage, they scan the text to identify unknown 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 ChoicesA. 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 educationQuestion 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 aids and, although his speech sounds unusual, is able to communicate effectively with the word. Which of the following would 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 them to get to know 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? Question 10 ChoicesA. Hold a class meeting to explain the 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 questionnaire is very useful to help the teacher: question 13 ChoicesA. 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

