

# TeachME Professional Development

## Addressing Barriers to Learning and Teaching

1. What is an example of an emotional barrier to effective education?

- A. Hunger
  - B. Fear
  - C. Too much motivation
  - D. Exhaustion
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2. What is one example of an effective solution for overcoming a lack of motivation as a barrier to education?

- A. Gamification
  - B. Overenunciation
  - C. Matriculation
  - D. Phosphorylation
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3. Why is inadequate nutrition a barrier to effective education?

- A. Inadequate nutrition has nothing to do with education.
  - B. If a student isn't eating superfoods daily, he or she will fall behind their peers.
  - C. This only applies to students who want to be nutritionists.
  - D. Poor overall nutrition can affect a student's focus, mood, energy levels, and more.
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4. Why is an overemphasis on the importance of standardized testing a barrier to effective instruction?

- A. An adherence to 'teaching to the test' is too efficient for most classrooms.
  - B. Requiring teachers and students to teach and learn to the test keeps them focused.
  - C. This actually works well for teachers and students alike, for the most part
  - D. Requiring teachers to “teach to the test” can result in teacher burnout and a lack of truly substantive education.
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5. What are features that a helpful online learning platform should have to ensure that it doesn't pose further obstacles for students?

- A. No subtitles; students learn best through hearing
  - B. Fun videos and pop quizzes
  - C. Subtitles and multiple modes of experiencing content.
  - D. A mobile app
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**6. Why does a student's neighborhood have the potential to be an external barrier to education?**

- A. Students who live in disorganized or even dangerous neighborhoods are often too anxious and stressed to focus on school.**
  - B. If your neighborhood isn't an asset, it's a barrier.**
  - C. The neighborhood a student lives in has no influence on the school they attend.**
  - D. A student's neighbors may not be able to help them with their homework.**
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**7. What does neuroscience say about the ability of our brains to meet the barriers we face?**

- A. Our brains are set at birth and do not change.**
  - B. Our brains change throughout life to meet the barriers in front of us.**
  - C. Our brains are paralyzed in the face of adversity.**
  - D. Science has nothing to say on this matter.**
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**8. Generally speaking: Are adversity and learning compatible?**

- A. Adversity and learning go hand in hand. It helps students grow in confidence and creativity.**
  - B. Adversity and learning are compatible. The students who make it through will be set for life.**
  - C. Adversity and learning are incompatible, but the students who make it through will be set for life.**
  - D. Adversity and learning are incompatible. The type of toxic stress that results from these situations completely eradicates a student's normal ability to learn well.**
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**9. Why is the lack of basic physiological resources a barrier to education?**

- A. It can actually help, if you provide the proper motivation.**
  - B. Maslow's hierarchy dictates that a student cannot pursue higher functions - like growth and education - if their physiological needs are not met.**
  - C. Maslow's hierarchy dictates that a student can only learn if they feel they are in danger.**
  - D. Maslow's hierarchy dictates that a student's need for food doesn't really matter when it comes to growing.**
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**10. In order to help support students and then gradually step away to facilitate independence, what are the two types of instructive strategies a teacher needs to balance?**

- A. Explicit instruction and consistent, appropriate inquiries and assessments**

- B. Project-based and pop-quiz based**
  - C. Assessments and assistantships**
  - D. Gamification and more quizzes**
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**11. Do schools need to focus more on supporting students who are (or whose families are) tackling difficult transitions? Why or why not?**

- A. No. Your students and families will find their own resources.**
  - B. No. Transitional periods are traumatic, and must be gone through alone to have merit.**
  - C. Yes. Fewer students are going through transitional periods these days, and they need to feel like they're not alone.**
  - D. Yes. More and more, students who are in the elementary school years are entering this formative period in their lives when they or their family is going through a transitional period, and the transition can be traumatic if not handled properly.**
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**12. Why will creating better systems for responding to crises help students with the educational barriers they face?**

- A. This actually isn't a priority; it's an effective way to procrastinate, though**
  - B. This makes it less likely that crises will happen.**
  - C. Everyone likes creating systems.**
  - D. Students and adults alike will feel more relaxed with procedures in place.**
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**13. What is one way a school can provide practical resources to families in need?**

- A. Maintaining a fund to assist low-income families with internet access, good nutrition, and more**
  - B. Schools are not meant to provide resources**
  - C. Asking the government to provide resources**
  - D. Telling families in need what they need**
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**14. Schools need to follow up policy presentation with:**

- A. A question and answer session**
  - B. Nothing; they're done**
  - C. More policy presentations**
  - D. Adequate documentation and full integration**
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**15. What's one good strategy to help infuse your educational strategy with relevance and context?**

- A. Ask your students to provide relevance and context**
- B. Adding an easy pop culture reference into the content**

- C. Don't; education is better without context**
  - D. Removing all dated references**
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**16. What is the magic word that Carol Dweck recommended adding to the end of less-than-optimistic comments?**

- A. But**
  - B. And**
  - C. Yet**
  - D. Because**
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**17. What's a good strategy for keeping your students engaged and focused?**

- A. Investing in step-by-step instructions to give your students, at least for the most commonly-used processes in your classroom**
  - B. Playing soothing music in the background of your classroom**
  - C. Telling your students to be more engaged and focused**
  - D. Starting a meditation session in your classroom**
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**18. What's a good strategy for helping your students avoid feeling overwhelmed?**

- A. Giving them more work. They've got to learn sometime!**
  - B. Relying primarily on pop quizzes. If they don't know it's coming, they won't be overwhelmed.**
  - C. Defining and communicating the learning goals for each semester up front, so students have context for each of their assignments**
  - D. Overwhelm is inevitable; there's no perfect way to help students deal effectively.**
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**19. If you're looking for a more accessible way to provide effective, non-stressful feedback, what's a good method?**

- A. Leave your student an audio note in a friendly tone of voice**
  - B. Stick to the classics: Grab a red pen.**
  - C. Don't leave feedback; it isn't helpful.**
  - D. Give all feedback directly to the parents.**
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**20. Which of these is a factor that might adversely affect good communication between a student's home and the school?**

- A. Overly-enthusiastic teachers**
  - B. More and more frequent familial relocations**
  - C. The advent of helpful technology**
  - D. Families staying in one place indefinitely**
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