

# TeachME Professional Development

## Developing Digital Learning Practices and Career Technical Education

### Part 1

1. What does 'BYOD' stand for?

- A. Bring Your Own Digital Platform
  - B. Bring Your Own Data
  - C. Bring Your Own Device
  - D. Bring Your Own Design
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### Part 1

2. In studies recently completed on new 1-1 computing systems, test scores were seen to go up.

- A. True
  - B. False
- 

### Part 1

3. With apps that promote kinesthetic learning, PE teachers have reported having fulfilling remote and digitally enabled motion-intensive courses, which have been great for helping students to be more active, and also good for those who:

- A. Have difficulty staying on task
  - B. Naturally learn with a more hands-on modality
  - C. Struggle with cognition and memory
  - D. Have behavioral and social problems
- 

### Part 1

4. When reviewing a 1-1 computing policy after a launch, attention should be given to various aspects of the program to see if adjustments need to be made, including:

- A. Website testing, video hosting, content creation

- B. Communications, funding sources, and security and privacy
  - C. The overall vision, ready access, and comprehensive integration
  - D. The social engagement strategy, a mission statement, an educational component
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## Part 1

**5. What is NOT a benefit of 1-1 computing?**

- A. More customization of student lessons based on need, interest, and ability
  - B. The data can be used for classification and differentiation
  - C. Increased access to resources which enable students to self-teach when appropriate
  - D. Long term savings for school districts due to fewer textbooks being purchased
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## Part 1

**6. Which one of these is NOT an important step in the initiation of a 1-1 computing program?**

- A. Finding a consistent source of funding
  - B. Making sure the educators have consistent support
  - C. Investment in the creation of specific digital curricula for all classes
  - D. Coordination of a large schoolwide program in the beginning to ensure buy-in
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## Part 1

**7. The main drawback of iPads for 1-1 computing is that they are not generally functional without an internet connection.**

- A. True
  - B. False
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## Part 1

**8. 1-1 computing can be defined as:**

- A. A state of the art student information system
  - B. Digital bench-marking standards for school districts
  - C. A student-centered technological platform that evaluates teaching and learning
  - D. An educational paradigm in which every student has a device
- 

## Part 1

**9. When implemented successfully, digital learning or 1-1 computing platforms appear to be ideal for teaching and learning methods such as whole group instruction, small group learning, and**

- A. Flipped classrooms
  - B. Cooperative learning
  - C. Inquiry-based learning
  - D. Constructivist approaches
- 

## **Part 1**

**10. The success of 1-1 computing should be judged primarily by a resultant rise or fall in students' test scores.**

- A. True
  - B. False
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## **Part 2**

**11. The main principles of digital citizenship are aligned with the following primary objective:**

- A. Preparing students with critical 21st century skills.
  - B. Being a good citizen of the Internet community.
  - C. Supporting educators as they navigate digital learning.
  - D. Engaging the entire school community in technology-driven practices.
- 

## **Part 2**

**12. In order to go from simply using the internet to using it well, students need to prioritize three basic categories of being a good digital citizen, which include each of the following EXCEPT:**

- A. Respect, which includes ensuring that students learn how to respect themselves and others across the internet.
  - B. Educate so that students are able to communicate appropriately, evaluate the accuracy of information, and learn to become effective digital consumers
  - C. Protect, which incorporates protecting one's privacy and identity as well as property belonging to others.
  - D. Contribute in a way that safeguards accountability and leaves a positive impact on the school community and the digital community as a whole.
- 

## **Part 2**

**13. Students need to know how to evaluate the accuracy of sources and cite resources when they are used, which is a function of digital:**

- A. Literacy.
  - B. Access.
  - C. Responsibility.
  - D. Wellness.
- 

## **Part 2**

**14. An effective way to frame lessons in digital citizenship is to pair digital citizenship skills with lessons that your students have already learned such as:**

- A. Digital education across the curriculum.
  - B. The importance of grit, tenacity, perseverance, and resilience.
  - C. Ethical or moral lessons.
  - D. How to collaborate using interpersonal and team-related skills.
- 

## **Part 2**

**15. Which of the following is NOT a correct statement about plagiarism?**

- A. It is very seriously policed and punished at every academic level, from grade school through university and beyond.
  - B. The specifics of plagiarism are communicated extremely well from the time students are young, so there is no excuse for it.
  - C. Students should be taught about copyright laws and the different permissions and citations that your students will need to obtain and use throughout their lives.
  - D. Safe sites for image sourcing, interpreting rules, and the various ways to cite resources should be made available to students.
- 

## **Part 2**

**16. When students are being cyberbullied, they should be encouraged to use the tools that technology has provided as they gather evidence, block or tune the person out so that they no longer have to see or hear harassing statements, and:**

- A. Make sure an adult is aware of the situation and that due precautions are taken to ensure that no harm will come their way.
- B. Delete their social media accounts until a reasonable time has passed.
- C. Become involved in school initiatives to stop cyberbullying.

D. Share their experiences with others who are in the same situation.

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## Part 2

**17. Once your students have successfully become digital citizens, the next step is to become digital:**

- A. Experts.
  - B. Activists.
  - C. Mentors.
  - D. Leaders.
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## Part 2

**18. Whereas digital citizenship can typically be taught, because much of it has to do with the rules of netiquette and other expected polite and professional practices, digital leadership:**

- A. Needs to be owned by the students themselves.
  - B. Needs to be modeled by well-respected individuals.
  - C. Needs to be shaped through well designed lessons.
  - D. Needs to focus on life skills and career goals.
- 

## Part 2

**19. Digital leaders use social media and other online platforms to empower their audiences and share ideas, are not afraid of healthy vulnerability and of being creative in order to promote the greater good, have an open mind and show respect for others, and prioritize:**

- A. Digital leaders use social media and other online platforms to empower their audiences and share ideas, are not afraid of healthy vulnerability and of being creative in order to promote the greater good, have an open mind and show respect for others, and prioritize:
  - B. Being far-sighted and driven and staying updated on emerging trends.
  - C. Problem-solving and decision making skills.
  - D. The process of collaboration and connection in order to learn more about the world in which they live.
- 

## Part 2

**20. Distinct rules that can make the web a safe and enjoyable place to be, which are known as 'internet etiquette' or 'netiquette,' and these rules include thinking carefully about and**

**prioritizing:**

- A. Confidence and sincerity.
  - B. Connection and face to face digital interactions whenever possible.
  - C. The tone of your words and accuracy.
  - D. Interpretation and feedback.
- 

**Part 3**

**21. Which of the following educational strategies do many experts believe is a great option for teaching CTE tracks?**

- A. Inquiry-Based Instruction
  - B. Blended Learning
  - C. Presentational Instruction
  - D. Distance Learning
- 

**Part 3**

**22. If a student comes to you and asks you to recommend the most versatile CTE track, which track would you point them toward?**

- A. Business
  - B. Agriculture
  - C. Cybersecurity
  - D. Hospitality
- 

**Part 3**

**23. Which of these strategies can help take advantage of the inherently diverse talents in your class if you're also teaching remotely?**

- A. Having each of your students take a turn to lead the class
  - B. Having one-on-one instruction whenever possible
  - C. Providing one form of education to keep the playing field level
  - D. Using student 'team captains' to handle their own Zoom calls under your guidance
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**Part 3**

**24. Which of the following is an accurate statement about CTE programs and high school graduation?**

- A. An average of 85% of students who enroll in CTE programs graduate high school
  - B. CTE can present a more engaging learning experience and help students who may otherwise 'fall through the cracks,' thus increasing graduation rates
  - C. CTE graduates overwhelmingly embark on careers in health care, construction, and hospitality immediately after graduating from high school
  - D. Since CTE programs are considered an alternative to college, very few CTE graduates matriculate into higher education after graduation
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### **Part 3**

**25. Which of these is not a CTE career cluster?**

- A. Cosmetology
  - B. Hospitality
  - C. Transportation
  - D. Finance
- 

### **Part 3**

**26. Your school is located in a Midwestern region, and you're surrounded by small companies that produce American-made products. Which CTE tracks might you want to work toward featuring at your school?**

- A. Hospitality
  - B. Public Administration
  - C. Construction
  - D. Manufacturing
- 

### **Part 3**

**27. Which CTE track is associated with the largest income potential for graduates?**

- A. Natural Resources, Food, & Agriculture
  - B. Hospitality
  - C. Human Services
  - D. Public Safety, Security, and Law
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### **Part 3**

**28. Say that you're a traditional teacher looking to become a CTE teacher. Which of these qualifications is not necessary to work towards in order to begin?**

- A. Appropriate education
  - B. Targeted experience
  - C. Industry-specific credentials relevant to at least 3 different CTE tracks
  - D. Region-specific certifications and licensure
- 

### **Part 3**

**29. Which of these is the first step in implementing a CTE program at your school?**

- A. Determining how the program will be financed
  - B. Choosing which tracks your CTE program will offer
  - C. Ensuring your teachers have access to professional development
  - D. Articulating your purpose for establishing a CTE program
- 

### **Part 3**

**30. As a CTE instructor, what action might you prioritize first if you wanted to pursue a flipped learning structure?**

- A. Find easy-to-incorporate at-home resources for your students, like videos or podcasts
  - B. Incorporate student learning goals and success skills
  - C. Focus on open-ended and engaging questions
  - D. Make sure students have a voice and an audience where they can express themselves
- 

### **Part 4**

**31. English learners from kindergarten through grade 12 come from a variety of language and cultural backgrounds and have a wide range of needs, and they may appear proficient in English based on their fluency in everyday conversations but not yet have the level of academic English proficiency they will need to succeed in learning academic content.**

- A. True
  - B. False
- 

### **Part 4**

**32. The Department of Education encourages developers to familiarize themselves with the research on instructional practices that help English learners gain proficiency in English and:**

- A. Encourage flexible learning styles
  - B. Engage and support the student
  - C. Promote collaboration with fellow students and teachers
  - D. Build understanding in the different content areas
- 

#### **Part 4**

**33. Simple visual supports for English learners are recommended, as sophisticated visual displays may be overwhelming and counterproductive to learning.**

- A. True
  - B. False
- 

#### **Part 4**

**34. Text-to-speech or “read-aloud” supports are valuable because many English learners can comprehend the spoken word better than the written word.**

- A. True
  - B. False
- 

#### **Part 4**

**35. Digital academic content tools include designed learning activities such as interactive tutorials or lessons, practice and assessment tools, virtual worlds, and:**

- A. Word or text processing tools that enable students to create, edit, and print documents
  - B. Concept-mapping tools that let students visually represent relationships among sets of information
  - C. Dynamic modeling or simulation tools
  - D. Story templates that assist students to communicate a narrative using text and/or images
- 

#### **Part 4**

**36. Educational technology opens up a new breadth and depth of resources for teaching and learning by offering instruction that considers the English learner's level of proficiency and academic learning needs and that is:**

- A. Specialized
  - B. Differentiated
  - C. Auxiliary
  - D. Collaborative
- 

#### **Part 4**

**37. Digital support features are generally categorized as visual, auditory, translation, or:**

- A. Assessment support features
  - B. Specialized support features
  - C. Developmental support features
  - D. Collaborative support features
- 

#### **Part 4**

**38. Some English learners may be just learning to use computers, so it is important to observe whether they have difficulty in following the navigational steps needed to access support features.**

- A. True
  - B. False
- 

#### **Part 4**

**39. Teachers report that the most helpful professional development is taught by educational technology specialists who focus on the nuts and bolts of a resource.**

- A. True
  - B. False
- 

#### **Part 4**

**40. Which of the following is NOT one of the questions that the authors recommend asking when seeking out education technology that meets the needs of English learners?**

- A. Am I including searches focused on resources for general education instruction?

- B. Do the resources support the specific languages of my English learners or their levels of English language proficiency?
  - C. Do the resources have a built-in mechanism to assess English learners' progress?
  - D. Are the resources culturally appropriate?
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