

TeachME Professional Development

Ethical and Cultural Competency in K-12 Education

1. Which of the following is NOT a core component of cultural competence, according to Eden et al. (2024)?

- A. Becoming more aware of personal biases and how they affect teaching.
 - B. Building skills for respectful communication across cultural differences.
 - C. Studying the specific aspects of cultural oppression that impacts diverse populations.
 - D. Incorporating inclusive strategies that reflect diverse student identities.
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2. A teacher gives every student in the class the same math worksheet, even though some are several grade levels behind. This approach best illustrates:

- A. Equity
 - B. Differentiation
 - C. Accommodation
 - D. Equality
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3. Which of the following is NOT a significant long-term effect of implicit racial bias in class placements?

- A. Students of color are disproportionately enrolled in classes with larger numbers of students
 - B. Lack of placement in STEM courses leads to persistent underrepresentation of students from racially minoritized backgrounds in specific academic disciplines.
 - C. Placement of racially diverse students in classes with greater emphasis on social emotional health.
 - D. Underrepresentation of students of color in rigorous academic programs.
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4. How can implicit bias show up in classroom group work or peer interactions?

- A. Teachers carefully assign groups, so bias is not a factor.
 - B. Students from marginalized backgrounds may be excluded or undervalued
 - C. Bias only affects teacher-student dynamics, not peer collaboration.
 - D. Group work eliminates teacher influence and improves equity.
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5. Why is equity often seen as more effective than equality in diverse classrooms?

- A. Because it provides fewer accommodations and encourages independence.
 - B. Because it ensures identical outcomes for all students.
 - C. Because it matches support to each student's specific needs and barriers.
 - D. Because it allows teachers to treat every student the same.
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6. Which of the following best describes cultural competence in education?

- A. Recognizing and minimizing cultural differences to maintain consistency in classroom behavior.
 - B. The understanding of students' cultures, combined with the ability to act inclusively in curriculum, communication, and instruction.
 - C. Participating in continuing education that helps reduce cultural misunderstandings, increase communication, and improve instruction in school environments.
 - D. Learning about students' cultural traditions, holidays, and customs to foster stronger relationships.
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7. Strengthening home-to-school connections is an important CRT strategy because:

- A. It ensures families are held accountable for student performance
 - B. It minimizes the school's responsibility in supporting cultural identity
 - C. It allows educators to focus primarily on academic instruction
 - D. It fosters collaboration and shows respect for students' home cultures and caregivers
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8. How can implicit bias influence teacher expectations of student success?

- A. It may cause teachers to underestimate students' abilities based on cultural stereotypes.
 - B. It allows teachers to adjust standards for students they perceive as needing more support.
 - C. It often results in higher standards for all students equally.
 - D. It guarantees individualized instruction based on prior achievement data.
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9. Bowerman suggests that the best way to get to know students and their families on a personal level is through check-ins, cultural sharing opportunities, and what?

- A. Inviting parents to regularly volunteer
 - B. Face-to-face interactions during conferences
 - C. Ongoing dialogue
 - D. Showing kindness and respect
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10. What is one way implicit bias can impact grading practices?

- A. It ensures consistency by using a single rubric for all assignments.
 - B. It can lead to teachers interpreting similar work differently based on a student's background.
 - C. It improves objectivity by removing personal judgment from assessment.
 - D. It encourages teachers to excuse poor work due to cultural misunderstandings.
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11. Which of the following best contrasts equity and equality?

- A. Equity assumes all students have different learning styles, while equality assumes they do not.

- B. Equity focuses on sameness while equality focuses on fairness
 - C. Equity lowers expectations to help students succeed; equality raises expectations for all.
 - D. Equity adapts resources to student needs; equality provides the same resources to everyone.
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12. What is one key difference between cultural competence and cultural responsiveness?

- A. Cultural competence is mainly about knowing cultural facts, while cultural responsiveness is about respecting traditions.
 - B. Cultural competence requires self-reflection, continuous learning, and curiosity while cultural responsiveness requires mastering interpersonal skills for effective cross-cultural interactions.
 - C. Cultural competence centers on student achievement, while cultural responsiveness focuses on school policies.
 - D. Cultural competence helps teachers recognize diversity, while cultural responsiveness emphasizes acting on that knowledge
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13. Why is building a positive classroom culture considered essential to culturally responsive teaching?

- A. It allows teachers to control classroom behavior more effectively.
 - B. It enables teachers to recognize their own cultural histories
 - C. It creates an environment where students feel emotionally safe and respected.
 - D. It supports stricter academic expectations for all students.
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14. Which scenario demonstrates a teacher practicing cultural responsiveness?

- A. Modifying a unit plan to include perspectives and materials that reflect the cultures of students in the class.
 - B. Using the same instructional materials for all students to ensure consistency.
 - C. B. Offering a general overview of world cultures during a special event or week.
 - D. Expecting students to adapt to classroom routines regardless of cultural background.
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15. A student shares an experience of facing discrimination in a class discussion. The teacher validates the story and invites others to reflect respectfully. This most closely reflects:

- A. Building a Positive Classroom Culture
 - B. Elevating Student Voice
 - C. Strengthening Home-to-School Connections
 - D. Facilitating Honest and Inclusive Conversations
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16. According to Marco Learning (2025), unconscious biases shape teacher perceptions and decisions in subtle yet powerful ways, affecting each of the following except:

- A. Student confidence

- B. Academic pathways,
 - C. Future career choices
 - D. Peer interactions
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17. A teacher gives students multiple options for how to demonstrate their understanding of a historical event—through an essay, podcast, visual art, or dramatic monologue. This is an example of:

- A. Celebrating cultural moments
 - B. Promoting student agency
 - C. Facilitating inclusive conversations
 - D. Supporting social and emotional learning
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18. What did the Rosenthal study primarily reveal about teacher expectations?

- A. Teachers perform better when given accurate data about student intelligence.
 - B. Teacher beliefs can unconsciously influence student performance outcomes.
 - C. Students perform better when taught by teachers with advanced multi-subject degrees.
 - D. IQ scores of students are fixed and unaffected by teacher behavior.
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19. Which of the following best supports a positive classroom culture in a culturally responsive classroom?

- A. Posting classroom rules before students begin the school year so students know immediately what to expect.
 - B. Using competition and reward as the primary motivators for academic success.
 - C. Establishing shared expectations and routines that promote emotional safety and respect.
 - D. Avoiding discussions of identity to prevent discomfort among students.
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20. Two students receive different reading assignments based on their assessed reading levels. This decision is based on the principle of:

- A. Equity in instruction
 - B. Curriculum tracking
 - C. Adaptive directives
 - D. Assessment-based student grouping
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