TeachME Professional Development

Helping School Professionals Support Students

Part 1

1. What's the difference between data ethics and data equity?

A. Data ethics emcompasses how we can use data to overcome systemic barriers; data equity involves using data to create good change
B. Data ethics involves protecting data to minimize risk; data equity focuses on the use of data to understand and remove systemic barriers to educational access.
C. Data ethics involves using data in order to work toward the highest good; data equity requires all numbers to be exactly the same.
D. Data ethics is a branch of ethics that evaluates marginalized communities' unequal opportunities to access data, while data ethics oversees data practices such as collecting, generating, analyzing and disseminating data

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Part 1

2. Which describes the types of records that are covered under FERPA?

A. Peer-graded assessments
B. Law enforcement records
C. All deidentified information that passes through school records
D. Any record that a school can link to a specific student (e.g., name, SSN, or student ID)

Part 1

3. What is most specifically covered under the Protection of Pupil Rights Amendment?

A. Schools inability to treat students differently based on their gender; and the inability to force them to conform to sex stereotypes
B. A series of restrictions to let them know when it's okay to ask students for their personal information.
C. The confidentiality of a student's health records
D. Schools inability to discriminate against students on the basis of race, color, or national origin

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Part 1

4. Which of the following is NOT a correct statement about The Individuals with Disabilities Education Act (IDEA)?

A. IDEA ensures that people who have special needs are able to access a ‘free appropriate public education’ with the support that they require for success.
B. IDEA regulations determine who receives local and state funding to fuel systems that support students with special needs.
C. Under IDEA, states and schools need to obtain parental consent to exchange and maintain student data.
D. IDEA gives parents the right to access some of the child’s records and promises each student an individualized education plan to keep all educators, parents, and administrators on the same page in terms of a specific student’s plan of care

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Part 1

5. Data that only contains information that can not identify a student is:

A. Deidentified data
B. Aggregate data
C. Metadata
D. Sensitive data

Part 1

6. Which type of data is information about an entire group of students - for example, the type of information that might include information about the achievements of the entire student base?

A. Comprehensive data
B. Structured data
C. Metadata
D. Aggregate data

Part 1

7. Are the private notes of educational professionals - notes they take for their own information, with no intent of sharing them with other people - FERPA - protected education records?

A. Yes, if they are written on school grounds.
B. Yes; this is written into every school employee contract.
C. No, but if they are ever placed in a location that other people have access to, they would become protected

D. No; since they are provate they cannot fall under FERPA guidelines

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Part 1

8. The American School Counselor Association has stated that all school counselors need to have a priority of treating all students with:

A. Equanimity and compassion
B. Dignity and respect
C. Openness and professionalism
D. Nonjudgment and kindness

Part 1

9. What is a working definition of student data privacy?

A. The manner in which data is protected to meet regulatory requirements
B. Data privacy boils down to protecting the information held about students so that others may not access and/or steal their academic information
C. Data privacy involves the confidential sharing of information with students on a need-to-know basis, so as not to interrupt their studies
D. Student data privacy involves the ethical, equitable, and responsible collection, sharing, use, and protection of data for students

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Part 1

10. Which of these constitutes a distinct risk that your students face with irresponsible privacy protections?

A. Discomfort
B. Excess commercialization
C. Non-transparency which may reduce access for certain groups
D. Poor enforcement of policy standards

Part 1

11. What does LRE stand for?

A. Legitimate recurring education
B. Least restrictive environment

C. Legal regulatory efficiency
D. Lengthy restorative experience

Part 1

12. What's one of the best ways that a school can help reduce the amount of data vulnerability that students and their families experience?

A. Minimize the amount of data you're collecting from your students in the first place
B. Have teachers demonstrate to students how to be less vulnerable with their information
C. Closely monitor the activity of everyone who has access to student data
D. Invest in a substantial firewall for all of your most sensitive data servers

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Part 1

13. What is meant by the principle of least privilege?

A. Every user that has access to data at your school should only have the minimum amount of access necessary in order to perform their job well.
B. School data must be used in the least restrictive way to support student learning and success.
C. Monitor data usage with the least amount of disruption.
D. Records must be stored a system that is safe but easily accessible.

Part 1

14. What is one of the most important ways to teach students how to be more empathetic?

A. Educating students about what empathy is
B. Creating a student community where everyone is treated the same
C. Purposely creating situations in which students need to show empathy
D. Making sure that students have role models who are empathetic from whom students can take cues

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Part 1

15. What does FAPE stand for?

A. Fair assurance of privacy education
B. Favorable accessibility for private education

C. Free appropriate public education
D. Fixed availability of private equity

Part 2

16. What are some typical actions that Black students might be specifically punished for?

A. Subjective actions, like defying authority or loitering
B. Objective actions, like substance use or tardiness
C. Subjective actions, like truancy and talking back
D. Objective actions, like not completing assignments

Part 2

17. What potentially avoidable outcomes have been associated with disproportionality?

A. Overuse of serious discipline leading to lack of resources
B. Reversal to even more archaic forms of school discipline
C. School dropout, academic failure, and even incarceration for marginalized people
D. An overall sense of inconsistency that leads to poor outcomes

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Part 2

18. What should the primary focus when responding to a student's undesirable behavior?

A. Getting the student away from the school community quickly
B. Figuring out what may be the root cause of that behavior
C. Allowing all behaviors for healthy development
D. Shielding other students from the idea of undesirable behavior

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Part 2

19. According to the ACLU, how many hours of lost instruction has the American academic community experienced due to exclusionary discipline in the form of out-of-school suspensions?

A. 22 million hours
B. 37 million hours
C. 51 million hours
D. 66 million hours

Part 2

20. Does the length of the exclusionary discipline matter when it comes to affected students' experience of any unwanted side effects?

A. Yes—researchers found that shorter exclusionary discipline is actually worse for students
B. No—researchers found that there was no difference, leading them to conclude that all discipline affects all students in the same way
C. No—but if anything, shorter discipline is probably worse
D. Yes—researchers noted that longer exclusionary discipline led to worse side effects, like a reduced likelihood to graduate on time

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Part 2

21. What is one thing that student misbehavior always seems to be correlated with?

A. Peer influences or rejection
B. Personality traits
C. Trauma experienced at home
D. Truancy

Part 2

22. Going forward, what types of information about school discipline are some educators trying to collect so we can learn more about the effects of both remote and in-person discipline?

A. Identification of the problem
B. Location, time of day, and the demographics of the student involved
C. Analysis of specific behavioral issues
D. Evaluation of what discipline practices have worked

Part 2

23. What may be one root cause of the disproportionality associated with exclusionary discipline?

A. Student and parent intolerance
B. Teacher bias
C. Isolation
D. Intrinsic factors

Part 2

24. What is one of the main problems with restorative justice measures that stands in the way of their efficient, universal implementation?

A. They are mandatory for all involved
B. Many people believe they actually lead to poor student outcomes
C. The alleged perpetrator may be unfairly targeted
D. They are new and require a lot of investment

Part 2

25. What is one of the very first things you can do to practice restorative justice?

A. Establish norms in your classroom
B. Reinforce universal values
C. Call your students' parents
D. Listen to your students without bias

Part 3

26. When parents are surveyed to learn what their primary rationale for not being involved with their child's education, what's the most common response?

A. Not enough time
B. Not enough interest
C. Uncomfortable with school
D. Not enough information

Part 3

27. What is the primary difference between parent engagement and parent involvement?

A. There is no difference
B. Parent involvement happens only on school grounds
C. Parent involvement stems from the teacher; parent engagement stems from the parent
D. Parent involvement stems from the parent; parent engagement stems from the teacher

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Part 3

28. If a parent cites a lack of time as a reason that they cannot engage more in school activities, what is one possible way to respond?

A. Listening - then proposing childcare or other solutions to meet the parent's need
B. Suggesting the parent quit their job
C. Asking to review the parent's time management strategy
D. Listening, and then offering up no solution, because that's not your place.

Part 3

29. Which of these is not an example of parental involvement or engagement?

A. Parents talking to children about their educational goals
B. Parents volunteering at school
C. Parents and teachers connecting at school meetings
D. Parents completing school projects for their children

Part 3

30. One study completed recently learned that one state's educational outreach had one major flaw. What was it?

A. It hadn't been updated in a decade
B. Their outreach was targeting solely affluent two-parent households
C. The plan did not include recommendations for digital, internet-age communication solutions
D. They didn't have a parent outreach program

Part 3

31. Why might partnering with other schools in your area be a good strategy to get more parents involved?

A. This is not a good idea
B. You can take the focus off issues at your own school
C. If your school doesn't host the gathering, you don't have to clean up afterward.
D. More people involved gets the word out faster - plus, it's an exciting community-building opportunity.

Part 3

32. Which is the best way to prompt ongoing attendance by parents at school functions?

A. Offer high-value entertainment or education at these events (e.g., parenting classes or boundary workshops)
B. Ask them to bring their children
C. Make all of the meetings remote (e.g., Zoom calls)
D. There is no effective way to boost parental attendance at school functions

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Part 3

33. What is one of the easiest ways to personalize messages for many different families during your limited communication time as a teacher?

A. Enlist your class to help you hand-address postcards.
B. Lean on video messaging - it's interactive and more engaging than an email, and quick with the help of a digital messaging platform.
C. Stay after school to call every parent in your class on a regular basis.
D. Simply make sure to text every parent, every day, with a little positive update about their child.

Part 3

34. If a parent has unpleasant memories of their own education serving as baggage that's affecting their ability to support their children, how might you respond?

A. Referring them to a therapist
B. Being upbeat and positive about their child's existing progress and the parent's current support
C. Tactfully refraining from being upbeat and positive about their child's progress
D. Working through the parent's experiences with them yourself to clear the air

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Part 3

35. Which of these is not a material benefit - for the student - of a strong parent-teacher bond and increased parent engagement?

A. Fewer social media distractions
B. Better classroom behavior
C. Better social skills
D. Higher grades

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