TeachME Professional Development

Tackling Schoolwide Challenges to Create Change

1. What type of bias refers to diverse life experiences, such as immigration, military service, adoption, or foster care backgrounds?

A. Provisional
B. Experiential
C. Observational
D. Empirical

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2. Mrs. Vesta, an art teacher, wants to ensure that her curriculum reflects the cultural diversity of her students. What approach should Mrs. Vesta take?

A. Engage in reflective practices to determine her own biases and prejudices.
B. Survey students to find out their favorite topics to learn about.
C. Audit her curriculum for "windows and mirrors" and make changes accordingly.
D. Take time to analyze student test score data to identify disparities.

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3. How can schools foster an inclusive culture through student voice strategies?

A. By excluding certain student perspectives.
B. By asking for student opinions only in specific classes.
C. By ignoring feedback from students.
D. By providing a platform for every student to express their views.

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4. What does diversity in the classroom encompass?

A. Only visible differences such as race and ethnicity
B. Only differences in learning styles and personality traits
C. A range of human differences and social identities
D. Only differences in age and gender

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5. Mrs. Eris, an elementary school teacher, notices a disparity in academic performance among students from different cultural backgrounds. What step should Mrs. Eris take to address this issue?

A. Engage in data analysis regarding classroom practices and disparities.
B. Take time to learn about student interests.
C. Include more windows and mirrors in her curriculum.
D. Encourage students to join student council and other student committees.

6. How do discrimination and exclusion affect children from marginalized groups?

A. Discrimination limits access to critical services and leads to poorer health, nutrition, and learning outcomes.
B. Discrimination ensures equitable distribution of critical services.
C. Discrimination improves health, nutrition, and learning outcomes for children from marginalized groups.
D. Discrimination only affects children from privileged backgrounds.

7. Mr. Star, a high school English teacher, notices that some students prefer gender-neutral pronouns but are hesitant to correct others when their pronouns are misused. What strategy can Mr. Star employ to create a more inclusive classroom environment?

A. Engage in reflective practices
B. Encourage role playing among students.
C. Make a conscious effort to use students' proper pronouns.
D. Help students build assertiveness skills

8. What is the interconnectedness between tolerance and diversity?

A. There is no connection between tolerance and diversity.
B. Diversity fosters tolerance, and tolerance creates an environment for diversity to flourish.
C. Tolerance leads to diversity
D. Tolerance and diversity are mutually exclusive concepts.

9. Mr. Orion, an elementary school teacher, notices that some students struggle to participate actively in group activities due to different learning preferences. What approach should Mr. Orion adopt to accommodate diverse learning needs?

A. Universal Design for Learning (UDL)
B. Reflective Practices
C. Data Analysis
D. Windows and Mirrors

10. How can schools demonstrate genuine commitment to student voice?

A. By occasionally seeking feedback.
B. By including student representatives in policy-making.
C. By conducting annual surveys.
D. By implementing strict rules and discipline practices.

11. What is the impact of discrimination on student well-being?

A. It leads to increased peer to peer tension.

B. It leads to increased absenteeism.
C. Discrimination primarily affects physical health.
D. It can significantly impact psychological and emotional health.

12. Which strategy is suitable for students who may not feel comfortable speaking in groups or taking on representative roles?

A. Student Council.
B. Student Committees.
C. Suggestion Boxes.
D. Annual Surveys.

13. Which statement best defines tolerance?

A. Tolerance means disregarding the existence of diversity.
B. Tolerance involves actively acknowledging and valuing diverse perspectives.
C. Tolerance means imposing one's beliefs on others.
D. Tolerance is a passive stance towards diversity.

14. What is the primary objective of Universal Design for Learning (UDL)?

A. To remove barriers to learning and provide equal opportunities for success.
B. To prioritize specific teaching methods over others.
C. To standardize learning experiences for all students.
D. To limit student engagement to traditional classroom activities..

15. How do student committees contribute to amplifying student voice within a school community?

A. By limiting students' opportunities to address specific issues.
B. By providing a platform for students to address specific issues and advocate for change.
C. By promoting anonymity in sharing thoughts and ideas.
D. By discouraging students from participating in decision-making processes.

16. How do negative implicit attitudes impact educators' interactions with students and families?

A. They may hinder the development of conducive learning relationships.
B. They have no impact on interactions.
C. They lead to more positive interactions with students and families.
D. They only affect the personal lives of students and families.

17. What is one advantage of establishing student councils as a strategy to incorporate student voice and agency?

A. It limits student participation to specific interest groups.

B. It provides a platform for students to voice their opinions and contribute to decision-making.
C. It excludes students who are uncomfortable speaking in groups.
D. It decreases transparency in decision-making processes.

18. How do small gestures like correctly pronouncing student names contribute to the creation of a safe and welcoming classroom environment?

A. By reinforcing biases and prejudices among students.
B. By creating a sense of discomfort and alienation for students.
C. By promoting competition and divisiveness among students.
D. By fostering trust, rapport, and a sense of belonging among students.

19. What is the correlation between teachers' bias levels and student outcomes?

A. Teachers' bias levels have a direct impact on students' disciplinary actions but not on academic achievement.
B. Higher teacher bias levels correlate with lower student achievement and may contribute to unfair disciplinary measures.
C. Teachers' bias levels primarily influence students' academic achievement rather than disciplinary actions.
D. There is no correlation between teachers' bias levels and student outcomes.

20. Which of the following is NOT an aspect of tolerance?

A. Addressing instances of bias and discrimination.
B. Creating a space where diverse backgrounds feel accepted.
C. Actively excluding students from diverse backgrounds.
D. Fostering empathy and understanding.

21. What is one factor contributing to the emotional turmoil experienced by newcomer students?

A. Lack of academic challenges
B. Experiencing family separation
C. Abundance of social support networks
D. High levels of recognition from peers

22. Who are unaccompanied children or minors?

A. Children who relocate periodically with their parents for employment
B. Children granted refugee status upon arrival in the United States
C. Children under 18 who arrive in the United States without an adult guardian
D. Children who apply for or are granted asylum upon arrival in the United States

23. Which stressor do newcomer students commonly face regarding resources and support?

A. Struggles to secure adequate housing
B. Overwhelming abundance of resources
C. High levels of community support
D. Excessive availability of technology

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24. What is culturally responsive teaching (CRT) primarily focused on?

A. Celebrating holidays of different cultures
B. Acknowledging and valuing students' diverse cultural backgrounds
C. Ignoring cultural identities in the classroom
D. Implementing strict disciplinary measures

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25. Among recently arrived children aged 5 to 17, what racial or ethnic group represents the largest percentage?

A. Black
B. Asian American and Pacific Islander
C. White
D. Latino

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26. How does differentiated instruction contribute to trauma-informed education?

A. By providing the same assignments to all students
B. By ignoring students' individual needs and preferences
C. By adapting teaching strategies to accommodate diverse needs
D. By imposing rigid pacing and instructional methods

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27. Which of the following is a strategy for promoting resilience among newcomer students?

A. Avoiding connections with supportive adults
B. Disregarding students' strengths and assets
C. Building trusting relationships with students
D. Providing inconsistent and unpredictable routines

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28. What was the approximate total number of newcomer students in the United States before the COVID-19 pandemic?

A. 1.2 million
B. 10,000
C. 2.5 million
D. 150,000

29. Jay, a newcomer student, finds it challenging to connect with his classmates and feels misunderstood in his new school. He notices that social interactions and behaviors differ from what he's accustomed to back home, leading to occasional misunderstandings and feelings of isolation. What process is Jay experiencing as he struggles to connect with his classmates and adjust to the different social interactions and behaviors in his new school?

A. Lack of parental involvement
B. Discrimination from teachers
C. Cultural adjustment and acculturation
D. Adequate access to technology

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30. Which of the following is a key principle of culturally responsive teaching?

A. Underestimating students' academic potential
B. Disregarding students' cultural backgrounds
C. Exclusively using instructional examples from one cultural background
D. Recognizing and respecting diverse communication styles

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31. What is a core attribute of a trauma-sensitive school environment?

A. Fostering a sense of safety across various school settings
B. Ignoring students' social and emotional well-being
C. Creating an atmosphere of fear and intimidation
D. Promoting individualized isolation for students

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32. What is the definition of newcomer students according to the United States Department of Education (ED)?

A. K-12 students born outside the United States
B. Students who have arrived in the country in the last three years and are still learning English
C. Students who have immigrated to the United States
D. Students who have lived in the United States for less than a year and have limited English proficiency

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33. A teacher wants to create a classroom environment that acknowledges and builds upon the strengths of each student, including newcomer students. Which approach aligns with this goal?

A. Implementing a standards-based approach
B. Implementing a one-size-fits-all instructional approach
C. Building asset-based relationships with students
D. Ignoring students' individual differences

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34. What is the primary criterion for identifying English Learners (EL)?

A. Students aged 3 to 21 who speak more than one language
B. Native-born U.S. citizens
C. Students aged 3 to 21 who speak a language other than English at home
D. Students who have completed high school in another country

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35. What approach acknowledges the diverse needs of newcomer students and aims to create safe and supportive learning environments that facilitate their academic and emotional well-being?

A. Traditional teaching methods
B. Exclusively focusing on academic goals
C. Applying standards-based learning
D. Trauma-informed education

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36. Wren, who recently arrived from a conflict-ridden region, often sits alone in the classroom, avoiding eye contact with peers and teachers. He frequently exhibits signs of emotional distress, such as nervous fidgeting, sudden mood swings, and avoiding participation in class discussions and activities. What challenge is Wren likely facing?

A. Language barriers
B. Limited access to extracurricular activities
C. Lack of resources and support
D. Trauma and emotional well-being

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37. What is the primary criterion for an individual to be considered a refugee?

A. Seeking better economic opportunities
B. Desire for reunification with family members
C. Fear of persecution based on specific factors
D. Migration for educational purposes

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38. Mrs. Finch aims to facilitate supportive relationships among newcomer students and school staff to promote their well-being. What educational practice should the counselor emphasize?

A. Isolating newcomer students from school activities
B. Prioritizing responsive relationships and collaboration
C. Neglecting to involve families in students' education
D. Implementing rigid disciplinary measures

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39. Robin, a newcomer student, often struggles to communicate with her classmates and feels left out during group activities. What challenge is Robin likely facing?

A. Lack of access to extracurricular activities
B. Language barriers
C. Difficulty accessing services
D. Poor academic ability

40. Who are asylees, according to the California Department of Education (CDE)?

A. Individuals seeking seasonal or temporary employment
B. Individuals granted refugee status upon arrival in the United States
C. Individuals relocating periodically with their children for employment
D. Individuals applying for or granted asylum upon arrival in the United States

41. If a group of students makes fun of another student's accent or speech pattern, this is an example of:

A. Physical bullying
B. Verbal bullying
C. Relational bullying
D. Prejudicial bullying

42. What is a key feature that differentiates bullying from other forms of conflict?

A. The conflict occurs due to unwanted advice being given
B. The conflict is based on a difference of opinion
C. There is an imbalance of power between the individuals involved
D. The conflict is based on personality differences

43. Which of the following behaviors is commonly observed in students who bully others?

A. Participation in violent and risky behaviors
B. They are often reluctant to join others
C. Improved interpersonal relationships
D. They generally belong to an underrepresented group

44. Which of the following scenarios describes relational bullying?

A. A student repeatedly calls another student names in front of the class.
B. A group of students spreads a false rumor to damage another student's reputation.
C. A student sends threatening messages via social media.
D. A student pushes another student in the hallway while others encourage the behavior

45. Which strategy is NOT part of creating a supportive school culture?

A. Enforcing zero tolerance for all school rules
B. Developing strong anti-bullying policies
C. Building resilience for all students
D. Engaging with students and families on mental health topics

46. A school implements a program where students are encouraged to speak up if they see bullying and are given strategies for safe intervention. Which strategy are they using?

A. Social Emotional Learning (SEL)
B. Positive Behavioral Interventions and Supports (PBIS)
C. Restorative Justice Practices
D. Bystander Intervention Training

47. What distinguishes verbal bullying from other types?

A. It involves physical aggression
B. It focuses on manipulating social relationships
C. It includes name-calling and making threats
D. It occurs online through digital platforms

48. What is one benefit of incorporating Social Emotional Learning (SEL) into the curriculum?

A. It increases academic competition and gives students more time to study
B. It helps students build resilience and manage their emotions
C. It reduces the need for mental health and community resources
D. It limits student interaction with peers and trusted adults

49. How can physical bullying manifest besides direct contact?

A. By sending threatening emails
B. By spreading malicious rumors online
C. By excluding someone from social events
D. By making threatening gestures or pretending to hit

50. Which of the following describes the characteristics of bullying behavior?

A. The behavior happens unintentionally, is harmless, and occurs by accident.
B. The behavior occurs just once, without being repeated in the future.
C. The behavior is friendly and welcomed by the recipient
D. The behavior is repetitive, unwanted, and includes a power imbalance

51. Which of the following is an example of cyberbullying?

A. A student posting humiliating photos of another student on social media
B. A student being punched in the hallway
C. A student spreading rumors about another student in person
D. A student excluding another student from a group game

52. What is a physical impact that students who are bullied might experience?

A. Increased athletic performance
B. Improved social skills
C. Decreased sleep and changes in eating patterns
D. Enhanced classroom participation

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53. What is the main focus of restorative justice practices in schools?

A. Dialogues to repair harm and build community
B. Punitive measures to deter bullying
C. Practicing mindfulness and self-managing emotions
D. Implementing zero-tolerance policies

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54. What is a common characteristic of cyberbullying compared to other forms of bullying?

A. It is more likely to involve physical aggression
B. It can occur at any time and from anywhere
C. It usually happens in the presence of authority figures
D. It is limited to verbal interactions in person

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55. Which approach is NOT included in the multi-tiered support framework for bullying prevention?

A. Universal prevention strategies
B. Focus on punitive measures for bullying behavior
C. Targeted assistance for at-risk students
D. Intensive, individualized interventions

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56. Which example best represents sexual bullying?

A. A student sends sexually explicit messages to another student.
B. A student insults another student's clothing choices.
C. A group of students calls another student derogatory names.
D. A student spreads false rumors about another student.

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57. Which is NOT likely to be a result of psychological and emotional impact of bullying on students?

A. A student reports changes in sleep and eating patterns
B. A student may show as a loss of interest in activities they once enjoyed
C. A student experiences increased anxiety, depression, and feelings of isolation
D. A student develops stronger social networks because other students come together to support the victim

58. In which type of bullying would a student feel isolated after being deliberately left out of a group activity?

A. Physical bullying
B. Relational bullying
C. Cyberbullying
D. Verbal bullying

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59. How might bullying impact a student's academic performance?

A. It could have minimal impact on overall academic outcomes, further research is needed
B. It might lead to a decline in academic performance and increased absences
C. It may improve participation in class and extracurricular school activities in order to increase social connections
D. It may lead to increased GPA and enhanced test scores

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60. If a student is pushed and shoved by peers during recess, this is an example of:

A. Physical bullying
B. Verbal bullying
C. Relational bullying
D. Cyberbullying

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61. Which of the following is NOT mentioned as a challenge that parents face today?

A. Mental health concerns
B. Financial stressors
C. Time demands
D. Difficulty finding employment

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62. Parental involvement in education tends to support which of the following for children across different racial and socioeconomic backgrounds?

A. Improved physical health
B. Greater access to extracurriculars
C. Academic success and motivation
D. Increased interest in non-academic subjects only

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63. What strategy can schools use to help parents feel more comfortable and involved, particularly when some may face barriers to in-person meetings?

A. Use video conferencing and flexible hours for meetings
B. Send home regular newsletters about school events
C. Require all meetings to be held in person

D. Limit communication to email updates

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64. Which of the following concerns is NOT typically associated with parental worries about child safety?'

A. Potential exposure to bullying
B. The risk of substance abuse
C. The availability of education
D. Concerns over mental health issues

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65. How can educators encourage parents to contribute meaningfully to classroom activities without requiring a large time commitment?

A. Ask parents to take on administrative tasks for the school
B. Invite caregivers to join as guest readers or classroom helpers
C. Providing parents with a list of suggested at-home learning resources
D. Limiting classroom engagement opportunities to scheduled conferences

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66. When parents engage in their children's school life, which of the following outcomes is most likely to improve?

A. Their child's sense of belonging and safety at school
B. Their child's ability to work independently
C. Reduced interactions with teachers outside of school
D. Decreased focus on school attendance

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67. What is an effective strategy for schools to provide parents with timely, accessible updates on student progress?

A. Providing sporadic updates only when issues arise
B. Use an online portal with real-time progress updates and resources
C. Sending a monthly newsletter with student highlights and areas for improvement
D. Limiting communication to report cards and standardized test results

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68. Which age group benefits the most from parental involvement at school-based events like open houses?

A. Elementary-aged children
B. Middle school students
C. High school seniors
D. College students

69. What aspect of parental involvement is shown to be particularly beneficial for high school students?

A. Attending school-based activities, such as conferences
B. Encouraging a supportive learning environment at home
C. Providing extensive homework and studying assistance
D. Volunteering in the classroom daily

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70. Which strategy can schools adopt to support parents who may feel isolated and strengthen their connection with other families?

A. Organize school-led parent support groups and workshops
B. Limit parent involvement to parent-teacher conferences
C. Encourage parents to set up playdates on their own
D. Share online articles for parents to read independently