





PLT MC Practice #151-#200




151. In the beginning of the year, David was a quiet child. However, in the middle of the year he is starting to frequently shout out and cause disruptions. What should an effective teacher do first?

- A. Send David to the office
- B. Talk to the school administration
- C. Use verbal and nonverbal cues to try to modify the behavior
- D. Contact David's parents



152. A teacher observes two kindergarten students on the playground who are having a disagreement. The conflict appears to be escalating. Just as the teacher approaches the two students, they are beginning to hit and shove each other. The teacher should

- A. Yell at the students to “Stop!” and grab each by the arm, pulling them apart
- B. Yell at the students to “Stop!” and send them to the principal’s office
- C. Step between the students to separate them and then ask each one , in turn, to tell what has happened, encouraging them to use their words to express their feelings instead of hitting each other.
- D. Continue to watch the students closely, hoping that they will be able to work out their differences.



153. Two children are fighting. The best approach for the teacher to take first is which of the following?

- A. Send another person for an administrator, separate the two, turn the aggressor over to the administrator, and then deal personally with the victim
- B. Separate the two and take both to the guidance counselor for a conference
- C. Separate the two and attend first to the victim
- D. A teacher of young children should not attempt to separate the two unless an adult witness is present

154. Which of the following punishments is probably LEAST effective in dealing with a second grader who constantly has tantrums at the smallest provocation?

- A. The teacher might prohibit the child's participation in the situation that caused the child to have a tantrum; after a discussion with the child indicates that the child is again ready to attempt a board game with the other members of his/her group, the teacher may allow the child to try again
- B. The child should have an opportunity to realize that the teacher has more power than he/she; the teacher might demonstrate this by arranging a situation where the teacher does not achieve the results he/she wants and the teacher can enter into a tirade or tantrum much worse than the child's to demonstrate the adult's power
- C. The teacher might continue with the class activities and ignore the pouting child
- D. The teacher might isolate the child from the rest of the class in a time-out room.




155. What is one important feature of classroom management?

- A. Speaking in a loud voice
- B. Developing a conduct code during the first half of the year
- C. Carefully stating expectations at the beginning of the year
- D. Ignoring minor infractions




156. Which of the following teacher responses more clearly provides student feedback that a response is incorrect?

- A. “No, that is not the answer.”
- B. “Well, let’s think about this further. Mary, do you want to add anything?”
- C. “Good try, but...Kurt, what would you say?”
- D. “Well, that’s a good point you’ve made, but that’s not the answer I was looking for.”




157. A teacher tells her class that 1 meter equals 39.37 inches or 3.28 feet or 1.09 yard. The teacher has

- A. Taught her class the principle of cause-and-effect
- B. Provided her class with a stated principle or law
- C. Connected cause-and-effect principles
- D. Provided applications of a law




158. A major theme in the theoretical framework of many of today's educators is constructivist theory. Which of the following is true of this theory?

- A. Constructivist theory recognizes that most new ideas and learnings cannot be based on current or past knowledge
- B. The task of the instructor is to learn along with the student
- C. Constructivist theory recognizes that it is more time-economical to “tell” rather than to have the student “discover.”
- D. None of the above




159. Which of the following is NOT an example of a closed question?

- A. Which bear's bed was too soft?
- B. What was the name of the girl who went to the three bears' house?
- C. Why did the girl go to the three bears' house?
- D. What happened when the girl sat in little bear's chair?




I 60. The principal plans a meeting at which each teacher will allow the parents to visit the classroom. The meeting is scheduled for a Monday night and radio and television has already made the announcements. Miss Jones, the new teacher, has signed up for dance lessons over the summer. The Monday night in question is the night of the final recital. Miss Jones

- A. Explains to the principal about the necessity of missing the meeting; she tells him she will send home a note to each parent to explain her absence
- B. Explains to the dance instructor that her job and her students come first; she will not be at the recital.
- C. Sends home a note to each of her parents and schedules another night for meeting with them
- D. Decides it is easier get forgiveness than to ask permission;; she decides not to “show.”



161. When a student writes about attempting suicide in a journal, the best way for the teacher to deal with the situation is to

- A. Write encouraging notes to the student in the margins of the journal
- B. Ask the student to come over to his or her house after school to spend some time together
- C. Suggest that the student read some inspirational and motivational books
- D. Take the student's threats of suicide seriously and report the situation to the appropriate school authorities




162. Students in Pygmalion Primary School have studied the home and family, the school and community, the state and nation, and are now studying regions of the world. The approach being used is probably which of the following?

- A. Expanding horizon approach
- B. Spiral curriculum
- C. Learning centers
- D. Open classroom




I 63. If a teacher is considered to be “with it,” that teacher

- A. Is always aware of what is going on in the classroom
- B. Wears modern clothes
- C. Understands student trends
- D. Uses language that the students relate to




164. Mrs. Dougherty's first grade students work in small groups at the blocks center three days a week. Which of the following provides the best rationale for blocks center work?

- A. Direct instruction
- B. Discovery learning
- C. Independent practice
- D. Visual learning




I 65. A reading lesson plan that is organized with direct instruction, guided practice, and independent practice is likely to provide which of the following to students?

- A. Grade-level expectation
- B. Phonemic awareness
- C. Scaffolding
- D. Vocabulary development




I 66. During oral reading, one student reads the word *cape* as *cap*. This child most likely needs help with

- A. Concepts about print
- B. Encoding
- C. Comprehension
- D. Phonics




167. A student in Miss Cindy's kindergarten class loves to repeat rhymes in poems, visits the listening center often, and has memorized the letters of the alphabet by singing the ABC song. Which of the following best describes this child's intelligence?

- A. Visual/linguistic
- B. Verbal/spatial
- C. Musical
- D. Interpersonal




168. Mrs. Antosh strives to make accommodations for the students in her kindergarten class who have short attention spans, have difficulty starting a task, and often appear distracted by the busy classroom. Which accommodation is **LEAST** likely to support these students?

- A. Providing a less visual, quiet area to work
- B. Providing short tasks with immediate positive feedback
- C. Moving the student closer to the teacher
- D. Seating the student in a group




I 69. As part of the district's assessment plan, Miss Webb gives a criterion-referenced assessment to her first-graders at the end of her Communities social studies unit. Which of the following types of information will Miss Webb most likely get from this assessment?

- A. Each student's grade-level equivalent compared to other first-graders in the district
- B. Each student's attainment of the unit's goals and objectives
- C. A better understanding of the student's attitudes about social studies
- D. Each student's percentile rank in social studies performance on the Communities unit




170. Mr. Colombino, a second-grade teacher, has a student who has repeated difficulty following class rules. Which of the following approaches can he use to best change this student's behavior?

- A. Corporal punishment
- B. Regular communication with the student's family
- C. Negative reinforcement
- D. Formal operational development




171. The *Brown v. Board of Education* of legal case of 1954 struck down which of the following doctrines?

- A. “Carpe diem”
- B. “Least restrictive environment”
- C. “Separate but equal”
- D. “Separation of church and state”




172. B.F. Skinner and other behavior theorists recommend teachers first identify the student behavior they are trying to change, reward the positives, and then

- A. Provide consequences for the negative behavior
- B. Reward the negative behavior
- C. Ignore the negative behavior
- D. Contact the parent/guardian about the negative behavior




173. A fourth-grade teacher gives a spelling pretest for which of the following reasons?

- A. Vygotsky's "zone of proximal development"
- B. Ausubel's theory of advance organizers
- C. McCarthy's 4MAT with the pretest as the first of four activities
- D. Kohlberg's theory of moral development




174. Glen is a fifth-grader who appears to learn best through visual learning experiences. Which of the following techniques might help him learn best in his social studies class?

- A. Activity exploration
- B. Tape-recording teacher's lessons
- C. Using the overhead projector
- D. Completing questions and answers at the end of the chapter




175. A sixth-grade teacher offers “prizes” such as homework passes and pencils for quality work and good behavior. The primary rationale for such rewards is to improve students’ behavior through

- A. Humanistic motivation
- B. Internal motivation
- C. Intrinsic motivation
- D. Extrinsic motivation




176. When planning a sixth grade social studies unit on immigration to the United States, the teacher hopes to introduce her students to primary source documents as required by state and national standards. Which of the following primary source documents will best support this unit on immigration?

- A. A letter from a soldier at Pearl Harbor
- B. An Army recruiting poster
- C. A medical screening form from Ellis Island
- D. A short story on coming to America at the turn of the century



177. Which of the following questions is an example of a “knowledge” question in Bloom’s Taxonomy of the cognitive domain?

- A. What do you think is the author’s message?
- B. Who can tell us the setting of the story?
- C. Where did the boy go to school?
- D. How would you rate this story and why?




I 78. Students who have difficulty working in cooperative groups and expect the teacher to provide answers to questions may be experiencing differences in

- A. Mood
- B. Cultural expectations
- C. Intrapersonal skills
- D. Attention to directions




179. A teacher-made multiple-choice test is an example of which of the following?

- A. Criterion-referenced assessment
- B. Norm-referenced assessment
- C. Performance assessment
- D. Embedded assessment




180. Which of the following is the name of the published reading program introduced in 1841 that had themed lessons on honesty, truthfulness, and promptness?

- A. Dick and Jane Series
- B. Sport and Dot Basals
- C. McGuffey Readers
- D. Exploration Series




181. Special education and related services specifically designed to meet the special needs of students are called which of the following?

- A.** No Child Left Behind Act
- B.** American with Disabilities Act
- C.** Interdisciplinary Education Plan
- D.** Individualized Education Plan



182. Mrs. Basel asks her seventh-graders to complete a collage titled “Who Am I?” during the first weeks of middle school. She is most likely supporting which of the following human development stages from Erikson’s theory?

- A. Autonomy vs. doubt
- B. Integrity vs. despair
- C. Risk vs. safety
- D. Identity vs. role confusion




183. Mary, a student in a fifth-grade mathematics class, relies on her 100's chart to help her complete multiplication problems. She is most likely working at which of the following stages of Piaget's theory of cognitive development?

- A. Concrete operational
- B. Formal operations
- C. Preoperational
- D. Hierarchical

184. Mrs. Shackleton, a ninth-grade English teacher, has set the following objective for her students: Students will demonstrate appreciation of the author's message and use of language in *Night*, by Elie Weisel, in a written essay.


Mrs. Shackleton's objective is best categorized by which domain of objectives?

- A. Affective
- B. Cognitive
- C. Deductive
- D. psychomotor




185. Mrs. Munroe, a fifth-grade teacher, holds class meetings to discuss conflicts that come up in the classroom. She focuses on behaviors rather than students to help her students resolve conflicts. Her classroom management philosophy is based on which of the following theories?

- A. Canter's assertive discipline
- B. Glasser's control theory
- C. Kounin's management plan
- D. Hunter's direct instruction




186. Prior to calling on a student to respond to his questions about the Crusades, Mr. Edmonds asks students to think, pair with another student to discuss ideas, and then raise hands to share responses. Mr. Edmonds is using which of the following modifications to his lesson to help all students succeed?

- A. Inquiry, response, inquiry
- B. Hands-on experiences
- C. Direct instruction
- D. Cooperative learning




187. Miss Weeks, a sixth-grade social studies teacher, teaches a unit on the Medieval period in which her students are assigned the task of creating a village from this period that includes activities, dress, food, and occupations. She provides a rubric that includes criteria for achieving acceptable, exemplary, or unsatisfactory success on this assignment. This project can be described as which of the following assessments?

- A. Local assessment
- B. Self-assessment
- C. Performance assessment
- D. Standardized assessment




189. Miss Hoyt spends a lot of time teaching her lessons thinking about her students' interactions and considers both the intended and unintended consequences of her instruction. One best describes Miss Hoyt as a

- A. Novice teacher
- B. Cooperating teacher
- C. Master teacher
- D. Reflective teacher




189. Mrs. Friedman's eighth-grade class is working on writing a poem when she notices that Jimmy is not working and is looking frustrated and angry. She offers to brainstorm ideas to include in the poem, and Jimmy says that doing so will not help because he's not good at rhyming anyway. Which of the following responses by Mrs. Friedman best demonstrates her ability as a reflective practitioner and teacher of writing?

- A. "Everyone needs to write a poem for his or her portfolio. You can use the dictionary, but you need to get started."
- B. "You can work with Mary, who is good at writing, Jimmy, but you need to get something written before the end of class."
- C. "It is difficult to find the right words when writing poetry, Jimmy. I suggest we first brainstorm ideas together and then find a type of poetry that best matches your ideas. Not all poems need to rhyme."
- D. "You can help me correct math papers now, and we will find another assignment for you to complete during recess."




190. Mrs. Smith is planning to meet with her students' caregivers for sixth-grade parent/teacher conferences. Which of the following is NOT something Mrs. Smith should plan to do?

- A. Be positive
- B. Share information about the rest of the students
- C. Be prepared
- D. Highlight students' strengths




191. This education leader organized annual education conventions and helped create the first U.S. schools for training teachers.

- A. Horace Mann
- B. John Dewey
- C. Jean Piaget
- D. Edward Thorndike



192. Carol Gilligan was a student of Lawrence Kohlberg who derived her own theories of moral development in people. Her theory is best known as

- A. Feminist theory
- B. An ethic of care
- C. Gender equity
- D. Cognitive development



193. Mr. Robinson's 12th-grade student Danielle often demonstrates a genuine interest in the welfare of others in her classroom discourse, her involvement in community service, and her written work. Danielle may have achieved which level of Kohlberg's stages of moral development?

- A. Conventional
- B. Anticonventional
- C. Postconventional
- D. Preconventional



194. Which of the following is not teacher-centered instruction?

- A. Direct instruction
- B. Mastery learning
- C. Expository instruction
- D. Discovery learning




195. According to Canter's model, which of the following statements is true?

- A. Teachers must show their students they are “with it”
- B. Teachers must maintain a positive, caring, and productive classroom
- C. Teachers must try to keep the whole class involved
- D. Teachers must be aware of the “ripple effect”



196. A teacher with a laissez-faire approach to classroom management:

- A. Uses discussions to determine rules with students
- B. Uses rewards and punishments to change student behavior
- C. Establishes no rules, and students do what they want
- D. Establishes rules, and students do what they want




197. A test that measures what it is designed to measure is considered

- A. Reliable
- B. Valid
- C. Usable
- D. Normative




198. Schoen describes teacher reflection-in-action as

- A. Looking back on experience or action in order to change future teaching
- B. Observing action and thinking as they occur in order to adjust teaching
- C. Analyzing teaching after a lesson observation by an administrator
- D. Discussing teaching with a colleague to improve future lessons



199. John Dewey established which of the following periods of education, which fostered individuality, free activity, and learning through experience?

- A. Common School Period
- B. Early National Period
- C. Modern Period
- D. Progressive Period



200. Researchers has found patterns of learning differences between girls and boys. Girls tend to rely on

- A. Self-esteem
- B. Mathematics
- C. Memorization
- D. Physical activity