

Student: _____

1. Today's classrooms are characterized by diversity. It is critical that classrooms be created so all students can learn. This statement is reinforced by which of the following facts?
 - A. Students of non-European backgrounds will be soon a majority of classroom populations
 - B. In recent years the United States has had a failly low rate of child poverty
 - C. Most students with disabilities will remain in special classrooms, at least in the near future
 - D. All of the above

2. Which of the following is accurate in regard to working with parents in diverse classrooms?
 - A. The parent's culture is important, but should not influence their children's education
 - B. Teachers should demonstrate their "expertise" to parents to show they know best
 - C. Teachers should strive to use a variety of ways to keep parents informed, including parents who cant speak English
 - D. The importance of the family's influence on children's education has diminished over the past few years

3. "These new immigrants need to learn how to make it in the United States. U. S. values have made us the world's richest nation, and immigrants need to learn how to blend into the dominant culture."

A person making the above statement would most likely be a proponent of . . .

- A. inclusion.
 - B. the melting pot.
 - C. cultural pluralism.
 - D. none of the above.
4. One of the differences between the melting pot idea and cultural pluralism is that the melting pot envisions _____, while cultural pluralism advocates _____.

- A. cultural awareness/cultural diversity
- B. cultural diversity/a single culture
- C. cultural assimilation/cultural diversity
- D. a single culture/cultural assimilation

5. "The business of schools is academic education. Schools cannot take on and fix all of our social ills. Other institutions must shoulder their share of the burden. For these reasons, multicultural education should receive low priority in schools."

One argument that could be advanced in opposition to the above is:

- A. We really have no choice; we live in a diverse world, and we must prepare our children for that world.
- B. If the schools don't take care of it, who will?
- C. Schools can handle problems more effectively and cheaply than other institutions can.
- D. Multicultural education has marginal value.
6. Which of the following descriptions of students best describes a person with analytical intelligence as defined by Robert Sternberg?
- A. John is a champion gymnast.
- B. Rosemary won a music award.
- C. Jolene got a perfect score on her mathematics test.
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7. Classroom interaction patterns traditions have differed for boys and girls. Typically:
- A. Girls are called on more often.
- B. Boys are asked more higher-order questions.
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8. What was a major finding in the Pygmalion in the Classroom Study?
- A. Minority students' achievement was below par, independent of social class.
 - B. Black teachers' reading group interactions exhibited reverse racism.
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9. What is one of the most important characteristics of low-socioeconomic-status that negatively affects student's school performance? Low-SES students:
- A. are not as verbal as middle-SES students.
 - B. are very disruptive.
 - C. focus too much on penmanship.
 - D. are only interested in athletics.
10. Which of following is *not* a characteristic necessarily found in gifted students?
- A. Ability to retain lots of information
 - B. Flexible thought processes
 - C. High motivation to excel academically
 - D. Large vocabularies

11. The theory of multiple intelligences has been proposed because:

- A. Theorists believe that ability and intelligence are more than a single ability.
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- C. There is no evidence that human beings differ in their intelligence.
- D. Modern theorists consider ability and intelligence as the same in everyone.

12. The goal of mainstreaming as mandated by Public Law 94-142 is to:

- A. integrate all children with disabilities into regular classrooms.
- B. ensure that mildly disabled children get a public education.
- C. provide a free education for all children.
- D. give federal support to arrangements made by local jurisdictions.

13. The term "least restrictive environment" means that:

- A. all children should be able to participate in regular school activities, regardless of disability.
- B. a child's school environment should match his or her level of disability and needs.
- C. children with disabilities will attend appropriate special schools.
- D. a special educator will tailor the school environment to a child's needs.

14. Ms. Rawlins, a science teacher, is serving on a committee concerned with the academic progress of Lisa P., an eighth grade student who is hearing impaired. The committee is developing Lisa's Individualized Education Program. Who else could serve on the IEP committee?

- A. Lisa's parents
- B. The special education teacher
- C. A hearing specialist
- D. All of the above

15. Which of the following is *not* one of the responsibilities teachers have when working with children who have disabilities? They need not . . .

- A. identify potentially disabled children and make referrals.
- B. participate in IEP meetings.
- C. help all children work and play together.
- D. plan and conduct learning activities for severely retarded children.

16. Which of the following is not true of "flexible grouping"?

- A. It is superior to ability grouping because it is more accurate.
- B. It is superior to ability grouping because it is temporary.
- C. It is inferior to ability grouping because it depends too much on judgment.
- D. It is inferior to ability grouping because it requires less judgment.

17. Teachers form expectations about students' academic abilities based on students':

- A. dress and physical features.
- B. language ability and interpersonal skills.
- C. academic work.
- D. all of the above.

18. One of the most effective ways for teachers to improve their interaction with students is to:

- A. ask more questions.
- B. present lessons with more clarity.
- C. obtain systematic feedback on the frequency, distribution, and nature of their interactions with students.
- D. make more rigorous academic demands on their minority and female students.

19. Which of the following provides the best definition of the concept "sustaining expectation effects"?

This describes a situation where expectations toward students are sustained:

- A. through a flexible attitude by the teacher.
- B. even though student behavior has changed.
- C. more by school records rather than by actual performance.
- D. none of the above.

20. When teachers carefully observe low-status students and then publicly draw attention to their special abilities, they are:
- A. using a technique called reciprocal teaching.
 - B. promoting sustaining expectation effect.
 - C. using a technique called assigning competence.
 - D. promoting a self-fulfilling prophecy.
21. Which of the following was not a major finding in the study by Gloria Ladson-Billings about how successful teachers work with African American children?
- A. Successful teachers rejected "equity of sameness" and instead valued racial and ethnic diversity.
 - B. Successful teachers developed community of learners and made deep connections with learners and their families.
 - C. Successful teachers encouraged students to have responsibility for their own learning and discouraged them taking responsibility for each other's learning.
 - D. Successful teachers held a passion for knowledge.

22. A beginning teacher is planning for a disabled student who is being placed in his classroom. The student must use a wheelchair, but is emotionally and intellectually capable. How might the teacher accommodate teaching and the classroom to this child's needs? He or she should:

- A. minimize distractions, such as lively posters, in work areas.
- B. give the student oral rather than written tests.
- C. teach everyone in the class routines they might need to cope with the occasional delays caused by the new student's disability.
- D. reinforce rules and procedures meticulously.

23. A high school social studies teacher has finished a unit on social class, and several students have developed a strong sense of concern for people living in poverty in their community. After discussion, the class decides to devote time to a local Habitat for Humanity project. This action describes which culturally relevant teaching strategy?

- A. Contributions approach
- B. Additive approach
- C. Social action approach
- D. Transformational approach

24. Kennedy Elementary School has used tracking for many years. Recently, however, a group of parents has complained about its use. Which of the following arguments would be based on research evidence?
- A. Included students in each track hold back the faster ones.
 - B. Bright students in each track set the pace for others.
 - C. Tracking is against Public Law 94-142; the money should be used elsewhere.
 - D. Teachers are likely to have low expectations for students in the slow track.
25. Roseann is a student who uses a wheelchair. When teachers refer to this student, they are less likely to offend anyone by using which of the following terms?
- A. Disabled
 - B. Handicapped or restrained
 - C. Different or special
 - D. Challenged
26. Mr. Jackson, a PE teacher, emphasizes the importance of controlling aggressive urges and the urge to win at all costs. He is helping teach or encourage what kind of intelligence to his students?
- A. Emotional
 - B. Competitive
 - C. Practical
 - D. Environmental

27. Sue and Sue (2007) define a teacher who has cultural competence as a person who:

- A. tries to understand the worldview of diverse populations.
- B. is aware of his or her own assumption about human behavior and biases.
- C. is an advocate for multicultural education and social justice.
- D. A and B are correct

28. Which of the following teacher actions has been shown to be most effective with at-risk students?

An effective strategy is one in which teachers:

- A. distance themselves emotionally from students.
- B. include topics of interest to students in class activities.
- C. listen to students' concerns.
- D. B and C are correct.

29. Cultural pluralism is:

- A. the philosophy that rejects racism and the concept of forcing the dominant culture upon minority cultures.
- B. the idea that one goal for education is to get minority groups to forsake their own cultures and assimilate the dominate culture.
- C. the ideology that holds that the strengths of minority cultures should be blended into a new, single, superior culture.
- D. A and C.

30. Public Law 94-142 and subsequent legislation require that students should be educated in the "least restrictive environment." This term refers to:
- A. the idea that students with special needs should be taught in classrooms that are specifically altered to accommodate their needs.
 - B. the practice of separating students with special needs from other students who might interrupt their learning.
 - C. the requirement that schools must never restrict special needs students.
 - D. placement settings for students with disabilities that are most like the regular classroom and least confining.
31. The theory that holds that minority populations may display lower achievement levels due to a discontinuity between home culture and school culture is known as:
- A. cultural deficit theory.
 - B. cultural difference theory.
 - C. social learning theory.
 - D. cognitive theory.
32. Anju Kapadia, a new fourth-grade student at Union Middle School, just moved to the United States with her family from India. Her instruction is presented equally in English and her native Indian. This type of ESL program is known as:
- A. the submersion approach.
 - B. a full bilingual program.
 - C. a transitional bilingual program.
 - D. a partial bilingual program.

33. Which of the following statements regarding the submersion approach to handling LEP (limited English proficiency) students is most accurate?
- A. The submersion approach is common in many school districts and is very controversial.
 - B. The submersion approach places students in classrooms where they are initially provided instruction in their native language, with gradual increases in English until proficiency is achieved.
 - C. The submersion approach is the practice of simply placing LEP students in the classroom and expecting them to pick up English on their own without any formal training or support.
 - D. The submersion approach is the practice of instructing LEP students equally in both languages and encourages full oral proficiency and literacy in both.
34. Which of the following would *not* be something teachers could do in regard to religious diversity?
- A. Set classroom polices about separation of church and state
 - B. Teach about different religions and discuss religious traditions
 - C. Model respect and tolerance for various religious beliefs
 - D. Accept student absences for religious holidays

35. Mr. Bittner is the physical education teacher at Springfield High School. As he reviews his roster for the incoming freshman class, he groans silently when he realizes that Joe McMahon is in his class. Mr. Bittner had taught Joe's four older brothers, none of whom had an athletic bone in their bodies. In fact, each brother had been teased by other students, and at least two had seriously injured themselves during class as a result of accidents caused by an overall lack of coordination. Mr. Bittner appeased himself with the thought that at least this was "the youngest McMahon" he would have to teach. Joe McMahon is likely to be:

- A. a physical education prodigy.
- B. subjected to sustaining expectation effect.
- C. subjected to a self-fulfilling prophecy.
- D. none of the above.

36. Johnson Elementary School has decided to eliminate tracking and use flexible grouping instead. Upon which of the following arguments did they most likely base this decision?

- A. Flexible grouping is easier to implement.
- B. Flexible grouping is preferred by parents.
- C. Tracking is expensive; flexible grouping is more economical.
- D. Tracking negatively impacts students in the slow track.

37. Mr. Bisset believes that nurture has more important implications for his teaching than nature along the nature-nurture continuum. Therefore, which of the following would he be more likely to do?

- A. Check his students' IQ scores and differentiate lessons accordingly.
- B. Create a print-rich classroom environment with many books to read.
- C. Use tracked reading groups.
- D. Meet with each student's parents to assess their intellectual ability.

38. When planning her lessons and units, Mrs. Jones is careful to include books and resources from a variety of cultures and ethnic groups. This is an example of:

- A. multilingual education.
- B. transformative education.
- C. multicultural education.
- D. gender free education.

39. Which is an example of a strategy that teachers use with gifted and talented students?

- A. Fast tracking
- B. Deceleration
- C. Acceleration
- D. Leveling

40. Which of the following initiatives would *not* help a school address diversity?

- A. Using ability grouping
- B. Using cooperative learning.
- C. Working with neighborhood groups.
- D. Using culturally relevant teaching methods

41. Statistics concerning the number of children living in poverty show that this population is decreasing pretty significantly.

True False

42. Inclusion is the practice of integrating students with disabilities fully into regular classes only if they can meet traditional curriculum standards.

True False

43. The majority of disabled children who are mainstreamed are those who attend regular classes for at least part of the day and who have mild physical or learning disabilities.

True False

44. Minority students have traditionally received a lower quality education than nonminority students.

True False

45. The decision in the Supreme Court case Lau versus Nichols (1974) required that educational institutions accommodate disabled students.

True False

46. Define multicultural education. Describe a lesson appropriate to your subject area and/or grade level that would be considered best practice in multicultural education. Describe a multicultural lesson that would *not* be considered best practice, and explain why it would be insufficient.

0-12 points: 3 for complete definition, 3 for good example, 3 for non-example, and 3 for explanation

47. Distinguish between the cultural deficit and cultural difference theories. How does each theory explain the lower achievement of minority students?

0-6 points: 3 for cultural difference, 3 for cultural deficit

48. Describe two actions teachers can take to help their ESL students become more proficient in the English language.

0-2 points: 1 for each action

49. Describe two actions teachers can take to work with issues in regard to: (A. religious diversity?
(B. sexual orientation?)

0-4 points: 1 for each action for religious diversity, 1 for each action for sexual orientation

50. Give two reasons educators should categorize students on the basis of their exceptionality, and two reasons why they should not.

0-4 points: 1 each for reasons

51. Distinguish "self-fulfilling prophecy" from the "sustaining expectation effect."

0-4 points: 2 each for correctly describing expectations

52. List three actions teachers can take to ensure that they communicate positive expectations to all their students.

0-6 points: 2 each for actions

53. Give a classroom example of "in-context" learning and one of "out-of-context" learning.

0-4 points: 2 for each example

54. List three instructional techniques or strategies teachers should have in their multicultural repertoire that are effective for helping students of diverse backgrounds learn.

0-6 points: 2 each for strategies

55. List three instructional strategies teachers can use to motivate student in their classroom who are gifted and talented.

0-6 points: 2 for each strategy

56. Describe the rationale for multicultural education. Why should skill in teaching toward multicultural goals be part of a teacher's professional responsibility?

0-5 points for completeness of rationale

57. Mrs. Fromme taught first grade in a poor inner-city neighborhood. A keystone in her curriculum was the development of listening and speaking skills in her students. To that end, she held show-and-tell every morning. One day, Rasheeda was sharing a drawing she'd made, and said, "My daddy say he don't never want me to stop makin' pitchers!" Mrs. Fromme interrupted her, saying, "You should say, 'my daddy says he doesn't ever want me to stop making pictures,'" and made a mental note to assign Rasheeda an extra set of skill-pack materials to complete as homework. Analyze Mrs. Fromme's handling of this situation. What were the positive and negative aspects of her actions? What would you speculate was her reasoning for handling Rasheeda's error in this way? Propose an alternative strategy, and describe your rationale for it.

0-10 points: 2 each for positive aspects, 2 for negative aspects, 2 for Fromme's reasoning, 2 for alternative, and 2 for rationale

58. Assess your own abilities in facilitating learning in a diverse classroom. What are your strengths and weaknesses? Design a plan for your own professional learning in this area. What actions will you take to enhance your understanding and teaching skill? Explain your rationale for your action plan.

0-10 points: 4 for strengths and weaknesses, 4 for action plan, 2 for rationale

59. Describe the current debate about the problems experienced by boy in schools and take a stand on whether the "boys crises" is accurate or a myth.

0-6 points: 4 points for accurately defining the debate; 2 points for taking a stand with reasonable arguments.

2 Key

1. Today's classrooms are characterized by diversity. It is critical that classrooms be created so all students can learn. This statement is reinforced by which of the following facts?

- A. Students of non-European backgrounds will be soon a majority of classroom populations
- B. In recent years the United States has had a failly low rate of child poverty
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Arends - Chapter 02 #1

2. Which of the following is accurate in regard to working with parents in diverse classrooms?

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- C. Teachers should strive to use a variety of ways to keep parents informed, including parents who cant speak English
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Arends - Chapter 02 #2

3. "These new immigrants need to learn how to make it in the United States. U. S. values have made us the world's richest nation, and immigrants need to learn how to blend into the dominant culture."

A person making the above statement would most likely be a proponent of . . .

- A. inclusion.
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- C. cultural pluralism.
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Arends - Chapter 02 #3

4. One of the differences between the melting pot idea and cultural pluralism is that the melting pot envisions _____, while cultural pluralism advocates _____.

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One argument that could be advanced in opposition to the above is:

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Arends - Chapter 02 #5

6. Which of the following descriptions of students best describes a person with analytical intelligence as defined by Robert Sternberg?

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Arends - Chapter 02 #18

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Arends - Chapter 02 #23

24. Kennedy Elementary School has used tracking for many years. Recently, however, a group of parents has complained about its use. Which of the following arguments would be based on research evidence?

- A. Included students in each track hold back the faster ones.
- B. Bright students in each track set the pace for others.
- C. Tracking is against Public Law 94-142; the money should be used elsewhere.
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Arends - Chapter 02 #24

25. Roseann is a student who uses a wheelchair. When teachers refer to this student, they are less likely to offend anyone by using which of the following terms?

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- B. Handicapped or restrained
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Arends - Chapter 02 #25

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Arends - Chapter 02 #27

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Arends - Chapter 02 #28

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- B. Teach about different religions and discuss religious traditions
- C. Model respect and tolerance for various religious beliefs
- D. Accept student absences for religious holidays

Arends - Chapter 02 #34

35. Mr. Bittner is the physical education teacher at Springfield High School. As he reviews his roster for the incoming freshman class, he groans silently when he realizes that Joe McMahon is in his class. Mr. Bittner had taught Joe's four older brothers, none of whom had an athletic bone in their bodies. In fact, each brother had been teased by other students, and at least two had seriously injured themselves during class as a result of accidents caused by an overall lack of coordination. Mr. Bittner appeased himself with the thought that at least this was "the youngest McMahon" he would have to teach. Joe McMahon is likely to be:

- A. a physical education prodigy.
- B. subjected to sustaining expectation effect.
- C. subjected to a self-fulfilling prophecy.
- D. none of the above.

Arends - Chapter 02 #35

36. Johnson Elementary School has decided to eliminate tracking and use flexible grouping instead. Upon which of the following arguments did they most likely base this decision?
- A. Flexible grouping is easier to implement.
 - B. Flexible grouping is preferred by parents.
 - C. Tracking is expensive; flexible grouping is more economical.
 - D. Tracking negatively impacts students in the slow track.

Arends - Chapter 02 #36

37. Mr. Bisset believes that nurture has more important implications for his teaching than nature along the nature-nurture continuum. Therefore, which of the following would he be more likely to do?
- A. Check his students' IQ scores and differentiate lessons accordingly.
 - B. Create a print-rich classroom environment with many books to read.
 - C. Use tracked reading groups.
 - D. Meet with each student's parents to assess their intellectual ability.

Arends - Chapter 02 #37

38. When planning her lessons and units, Mrs. Jones is careful to include books and resources from a variety of cultures and ethnic groups. This is an example of:

- A. multilingual education.
- B. transformative education.
- C. multicultural education.
- D. gender free education.

Arends - Chapter 02 #38

39. Which is an example of a strategy that teachers use with gifted and talented students?

- A. Fast tracking
- B. Deceleration
- C. Acceleration
- D. Leveling

Arends - Chapter 02 #39

40. Which of the following initiatives would *not* help a school address diversity?

- A. Using ability grouping
- B. Using cooperative learning.
- C. Working with neighborhood groups.
- D. Using culturally relevant teaching methods

Arends - Chapter 02 #40

41. Statistics concerning the number of children living in poverty show that this population is decreasing pretty significantly.

FALSE

Arends - Chapter 02 #41

42. Inclusion is the practice of integrating students with disabilities fully into regular classes only if they can meet traditional curriculum standards.

FALSE

Arends - Chapter 02 #42

43. The majority of disabled children who are mainstreamed are those who attend regular classes for at least part of the day and who have mild physical or learning disabilities.

TRUE

Arends - Chapter 02 #43

44. Minority students have traditionally received a lower quality education than nonminority students.

TRUE

Arends - Chapter 02 #44

45. The decision in the Supreme Court case Lau versus Nichols (1974) required that educational institutions accommodate disabled students.

FALSE

Arends - Chapter 02 #45

46. Define multicultural education. Describe a lesson appropriate to your subject area and/or grade level that would be considered best practice in multicultural education. Describe a multicultural lesson that would *not* be considered best practice, and explain why it would be insufficient.

0-12 points: 3 for complete definition, 3 for good example, 3 for non-example, and 3 for explanation

Answers will vary

Arends - Chapter 02 #46

47. Distinguish between the cultural deficit and cultural difference theories. How does each theory explain the lower achievement of minority students?

0-6 points: 3 for cultural difference, 3 for cultural deficit

Answers will vary

Arends - Chapter 02 #47

48. Describe two actions teachers can take to help their ESL students become more proficient in the English language.

0-2 points: 1 for each action

Answers will vary

Arends - Chapter 02 #48

49. Describe two actions teachers can take to work with issues in regard to: (A. religious diversity? (B. sexual orientation?)

0-4 points: 1 for each action for religious diversity, 1 for each action for sexual orientation

Answers will vary

Arends - Chapter 02 #49

50. Give two reasons educators should categorize students on the basis of their exceptionality, and two reasons why they should not.

0-4 points: 1 each for reasons

Answers will vary

Arends - Chapter 02 #50

51. Distinguish "self-fulfilling prophecy" from the "sustaining expectation effect."

0-4 points: 2 each for correctly describing expectations

Answers will vary

Arends - Chapter 02 #51

52. List three actions teachers can take to ensure that they communicate positive expectations to all their students.

0-6 points: 2 each for actions

Answers will vary

Arends - Chapter 02 #52

53. Give a classroom example of "in-context" learning and one of "out-of-context" learning.

0-4 points: 2 for each example

Answers will vary

Arends - Chapter 02 #53

54. List three instructional techniques or strategies teachers should have in their multicultural repertoire that are effective for helping students of diverse backgrounds learn.

0-6 points: 2 each for strategies

Answers will vary

Arends - Chapter 02 #54

55. List three instructional strategies teachers can use to motivate student in their classroom who are gifted and talented.

0-6 points: 2 for each strategy

Answers will vary

Arends - Chapter 02 #55

56. Describe the rationale for multicultural education. Why should skill in teaching toward multicultural goals be part of a teacher's professional responsibility?

0-5 points for completeness of rationale

Answers will vary

Arends - Chapter 02 #56

57. Mrs. Fromme taught first grade in a poor inner-city neighborhood. A keystone in her curriculum was the development of listening and speaking skills in her students. To that end, she held show-and-tell every morning. One day, Rasheeda was sharing a drawing she'd made, and said, "My daddy say he don't never want me to stop makin' pitchers!" Mrs. Fromme interrupted her, saying, "You should say, 'my daddy says he doesn't ever want me to stop making pictures,'" and made a mental note to assign Rasheeda an extra set of skill-pack materials to complete as homework.

Analyze Mrs. Fromme's handling of this situation. What were the positive and negative aspects of her actions? What would you speculate was her reasoning for handling Rasheeda's error in this way? Propose an alternative strategy, and describe your rationale for it.

0-10 points: 2 each for positive aspects, 2 for negative aspects, 2 for Fromme's reasoning, 2 for alternative, and 2 for rationale

Answers will vary

Arends - Chapter 02 #57

58. Assess your own abilities in facilitating learning in a diverse classroom. What are your strengths and weaknesses? Design a plan for your own professional learning in this area. What actions will you take to enhance your understanding and teaching skill? Explain your rationale for your action plan.

0-10 points: 4 for strengths and weaknesses, 4 for action plan, 2 for rationale

Answers will vary

Arends - Chapter 02 #58

59. Describe the current debate about the problems experienced by boy in schools and take a stand on whether the "boys crises" is accurate or a myth.

0-6 points: 4 points for accurately defining the debate; 2 points for taking a stand with reasonable arguments.

Answers will vary

2 Summary

	<u>Category</u>	<u># of Questions</u>
Arends - Chapter 02		59