SET ONE

This question bank provides SAMPLE questions. Be prepared to respond to the ACTUAL exam questions in SET ONE. Three ACTUAL exam questions will be given to you as they relate to each course listed below. The ACTUAL exam questions will be different from the SAMPLE question.

READ 680 - Reading to Learn Across the Curriculum

Considering the developmental, cultural, and linguistic differences of the students in an average 8th grade classroom, select two vocabulary strategies for each stage of PAR and explain, with examples, how you plan to use the strategies to teach vocabulary concepts.

Your answer should be thorough and of sufficient detail to make clear you have a complete understanding of the topic and how it applies to a classroom situation.

SPED 500 – Foundations of Special Education: Legal Aspects and Characteristics

I. Setting information

Parents of children with disabilities often report feeling overwhelmed by the administrative process related to their children’s individualized education programs (IEPs), especially when the IEP team convenes to discuss the child’s plan. As the general education teachers of students with disabilities, we must not only understand the unique legal rights of students with disabilities under the Individuals with Disabilities Education Act, but also be able to explain the process and the product of individualized educational planning to parents in plain language. Parental participation in the IEP process is a foundation of IDEA and parents are full members of the IEP team; therefore, understanding the perspective of the parent of a child with a disability is critical to the functioning of the IEP team and the outcomes of the student.

Characters

Dan Peterson, 3rd-grade child with learning disability
Valorie Peterson, parent
Tony Wels, school psychologist
Jana Branson, principal
Jackie Smith, special education teacher
Lee Craft, 3rd-grade teacher

Case Study

Dan’s mother, Valorie Peterson:

Wouldn’t it be terrific if parents could look forward to their child’s IEP meeting? Wouldn’t it be great if parents could go into these meetings knowing that they would
walk out feeling good, proud, and satisfied? However, as I thought about Dan’s recent IEP meeting, I felt knots form in my stomach. Several things distinguished the meeting: There were too many people in the room and each pushed for his or her own agenda. The meeting focused on evaluations and what Dan could not do. Then I remember feeling sick. Then the professionals told me what goals they had for Dan and how they were going to “fix” his problems.

Dan was first made eligible for special education services as a student with a learning disability this year, in 3rd grade. Dan quickly fell behind in reading at the beginning of 3rd grade and the teacher suggested an evaluation for special education. Although I was upset at the thought of Dan having a disability, I simply could not allow him to continue with the frustration he felt every day during school. Dan often came home crying with 3 hours of homework. It was just too much for him to keep up with in class. Therefore, I agreed to an evaluation. I wasn’t completely sure what to expect, but I gave written consent for the evaluation. Three weeks later, I received a formal notice in the mail scheduling an IEP meeting to discuss the results of the evaluation.

I walked into the meeting with some reservations, but hopeful that Dan might receive some extra help in reading. The room was full of people I had never met. Before the meeting began, Ms. Branson, the principal, entered the room in a hurry. She stated that she was too busy to attend the meeting because she had to meet the school buses as they arrived. She asked to sign her name to a document, and then quickly exited. After some brief introductions, the school psychologist, Mr. Wells, began to discuss Dan’s test results. He read from a prepare report and talked quickly. I tried to listen, but I was not familiar with the terms he used: IQ, general achievement, discrepancy, gap between ability and achievement, difficulty with phonemic awareness. Then Mr. Wells looked up from his report and told me that Dan had a learning disability and was eligible for special education services. Everyone else in the meeting nodded in agreement. I said, “Does this mean that Dan will get an after-school tutor?” Mr. Wells quickly said, “No, but let me show you what kind of services Dan will receive.” Then another teacher, Ms. Smith, who was the special education teacher, took out a multipage document that was already completely filled out. She began to review he document with me. It included terms that I have never heard before, like present levels of performance, goals, special education services, and accommodations. Again, I asked, “Will Dan receive extra help in reading?”

Ms. Smith, pointed to a section of the document and said, “Yes, Dan will receive 30 minutes of reading instruction from me every day. I will work with Dan in a small group of children so that I can give him individual assistance. He will be taken out of the 3rd-grade classroom during his reading time. I will also provide extra help with social studies and science.

I wasn’t quite sure what to say, but I wanted Dan to receive help in reading. Before I could responded, Ms. Smith continues, “Here are the goals I have for Dan. These goals are the same as for all of my 3rd-grade students. The first goal says: ‘Dan will increase reading skills by one year.’ The second goal says: ‘Dan will be able to read a story at the 2nd-grade level and answer comprehension questions.’ I really think Dan will benefit from my program. We recently purchased a new reading series in special education and Dan will fit nicely in the program and in the group of children I work with.”

Ms. Craft, Dan’s 3rd-grade teacher, followed with additional comments: “Ms. Peterson, Dan is failing reading at this time in my classroom. In my reading class, Dan must be able to read a novel, like Little House in the Big Woods, which is written on a
5th-grade level, and complete many detailed comprehension worksheets on each chapter. He simply can’t keep up. I know that you’ve seen him come home with a considerable amount of homework daily. If he stays in my class, he will probably get an F on his report card.

Again, it was difficult for me to respond. I was choked with emotion. I knew that Dan was struggling in reading, but now I was being told that Dan would fail reading unless he left the classroom for special education assistance. I wanted Dan to get help, but I was somewhat uneasy with him being singled out to go to a special education classroom. Dan was very sensitive and would be self-conscious walking out of the room. However, I didn’t say anything about his emotional status. I said that I wanted him to pass reading class and learn to read.

Mr. Wells stated, “Good. Then we are all in agreement with the plan. Ms. Peterson, we will need your signature right here on this form for Dan to receive special help in reading. He can begin next Monday if you sign now.” Mr. Wells placed a form right in front of me.

What choice did I have? I barely glanced at the form, and then signed it. Everyone looked happy and began to get up from the table. Mr. Wells stayed behind and gave me copies of Dan’s IEP, the conference report, and the permission form. I had the distinct feeling that this group of professionals had conducted this meeting in advance. There was really very little discussion about what Dan could and could not do except the brief summary of the psychologist’s test results. I felt that the group had previously discussed Dan prior to the meeting. It seemed that they already knew what was going to happen before it occurred.

Looking back, I only wish that I could have had an idea of what was going to be discussed. I would have appreciated having the same information as the other team members prior to the meeting, so that I could have reviewed the information myself. In reflecting on the meeting, I wonder why the team focused on Dan’s weaknesses and focused so little on his strengths and positive attributes. Nothing positive was said about Dan. However, I felt that I had to go along with the team’s recommendations to get extra help for Dan.

Written Comprehensive Exam Questions

1. This case study illustrates several legal problems in the process of IEP planning. Identify two legal problems and provide alternative procedures as per IDEA.

2. To what extent was Dan’s IEP individualized to meet his needs?

3. What is the basis for individualized educational planning under the law (IDEA)?

4. Legally, who should be involved in an IEP team meeting?

5. Were the appropriate people involved in Dan’s IEP meeting?

6. Why does the law require multidisciplinary representation at an IEP meeting?

7. Do you agree with Ms. Peterson that the group of professionals had conducted the IEP meeting in advance? Why or why not? If the team had made determinations prior to the meeting, could this become a legal concern? Why or why not?
**SPED 517 - Collaboration and Transitions**

Cooperative Teaching or co-teaching as it is widely known can be accomplished using a number of models. Identify four models of co-teaching. Select one that you would like to use in your classroom. Identify the advantages and disadvantages of the model. Discuss why you selected this model for your classroom.

**TLED 530 - PK-12 Instructional Technology**

Technology integration is a component of good classroom instruction. Describe the process of determining if, when, and how to integrate in your classroom. Discuss at least three of the software and internet-based tools you would choose, and the specific ways that students would achieve higher levels of thinking in order to successfully complete the assignments.

**TLED 640 - The Management of Learning and Instruction**

In a well-written essay, briefly define the Safe Schools Movement and its goals. In more detail, discuss bullying, its effects on social development and academic achievement, characteristics of bullies and their victims, and several school or classroom methods for curbing the abuses of bullying.
SET TWO

This question bank provides SAMPLE questions as they relate to your specific endorsement area as identified in your curriculum: Mathematics, Science, English/Language Arts, Social Studies/History, or Elementary Education.

In SET TWO, be prepared to respond to the ACTUAL exam question that is directly related to your endorsement area as identified in your curriculum: Mathematics, Science, English/Language Arts, Social Studies/History, or Elementary Education. In SET TWO, you will receive and respond to ONLY ONE ACTUAL exam question that is directly related to your endorsement area.

STEM 658 - Mathematics Methods and Materials in Middle/Secondary Education

The Principles and Standards articulate a vision for a high quality mathematics classroom. Identify and discuss each of the Principles and Process Standards, and how they will be evidenced in your mathematics classroom.

STEM 659 Science Methods and Materials Middle/Secondary Education

1. Describe 8 of the major tenets of the Nature of Science content as described in national and state standards documents and frameworks.
2. Describe the 5E Learning Cycle and explain why it is considered an inquiry-based instructional strategy.
3. Write a lesson using a 5E Learning Cycle model.

TLED 656 - Elementary Education Instructional Strategies

A cohesive classroom community is built on strong relationships and high expectations, and will provide students with a sense of belonging, allegiance, and belief within themselves. You can create a sense of community with different teacher behaviors and classroom strategies, which in turn, allow students to assume responsibility, practice leadership skills, and contribute to the overall dynamics of the classroom.

1. Discuss how teachers can demonstrate high expectations in the classroom?

2. What classroom strategies/activities can be implemented to facilitate cohesion in the classroom?
Some say that Moffett’s universe of discourse “is all/Ye know on earth, and all ye need to know.” Explain each element of Moffett’s theory of the universe of discourse in terms of teaching English. In other words, how do we teach English when influenced by Moffett’s universe of discourse?

The National Council for Social Studies (NCSS) defines social studies as:

...the integrated study of the social sciences and humanities to promote civic experience. Within the school program, social studies provides coordinate, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

A. Define active citizenship in a democratic society and contrast this definition with passive citizenship. Provide an example of this contrast.

B. Using your definition of active citizenship, create one activity for a social studies classroom (Grade 7-12) that applies to one of the social studies content areas (e.g., U.S. History, World History, World Geography, Government and Economics). Explain how students will demonstrate your definition of active citizenship through this activity.

C. In the activity you created, how would you formatively or summatively assess your students’ potential to become an active and productive citizen within their ‘community’ (examples of community are the classroom, family, clubs, neighborhood, city, state, nation or world)? Discuss a minimum of one example.