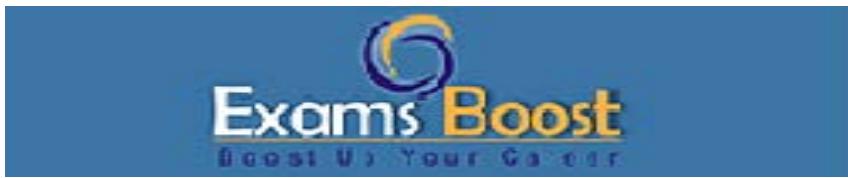


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# TEACHING

## FTCE-Professional-Education

### FTCE Professional Education (083)



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## Question: 1

An educational professional with an advanced degree who provides direct instruction to students with learning differences is known as which of the following?

- A. Special education teacher.
- B. Educational psychologist.
- C. Paraprofessional.
- D. Reading specialist.

**Answer: A**

Explanation:

The correct term for an educational professional with an advanced degree who provides direct instruction to students with learning differences is a "Special education teacher." Special education teachers are specifically trained and certified to work with students who have a variety of learning disabilities and other educational challenges. These professionals are equipped with the skills and knowledge necessary to adapt curriculum and teaching methods to meet the individual needs of each student.

Special education teachers often complete advanced degrees in special education, which include comprehensive coursework and practical experience in teaching strategies, psychological assessments, and behavior management techniques tailored for special needs education. This training enables them to effectively address and support the educational development of students with conditions such as dyslexia, autism, ADHD, and emotional disturbances, among others.

Beyond their role in delivering tailored instruction, special education teachers also collaborate with parents, other teachers, school psychologists, occupational therapists, and other professionals. This team effort ensures that a holistic approach is taken to meet the educational and developmental needs of each student. The goal is not only to provide academic support but also to foster social and emotional growth under the umbrella of an inclusive learning environment.

It is important to distinguish special education teachers from other roles such as educational psychologists, paraprofessionals, and reading specialists. Educational psychologists focus primarily on assessing students' learning and emotional needs and developing overarching educational strategies, rather than direct classroom teaching. Paraprofessionals provide support under the guidance of certified teachers but typically do not have the same level of training or credentials as special education teachers. Reading specialists focus specifically on literacy and may work with a broader range of students, not exclusively those with special educational needs.

In summary, a special education teacher is uniquely qualified to teach and support students with learning differences through specialized training and a focus on adaptive educational practices. Their work is critical in ensuring that all students receive the education that respects their individual learning styles and needs.

## Question: 2

You are a teacher who wants to foster vocabulary development in your students. Which of the following is NOT an evidence-based vocabulary development method?

- A. Working with other teachers at grade level or subject area when designing important vocabulary lessons
- B. Ensuring that reading vocabulary lists emphasize important words and not just decoding
- C. Working to create some word lists that are common to many subjects
- D. Providing time in class for students to read their papers aloud, teachers listen to errors, and correct the students as they proceed.

**Answer: D**

**Explanation:**

Among the methods listed for vocabulary development, the option "Providing time in class for students to read their papers aloud, teachers listen to errors, and correct the students as they proceed" is NOT an evidence-based vocabulary development method. This activity focuses primarily on correcting grammatical errors and improving oral reading skills rather than directly teaching new vocabulary or enhancing vocabulary understanding. This method might help with fluency and clarity in speech but does not strategically target vocabulary expansion.

On the other hand, other options such as "Working with other teachers at grade level or subject area when designing important vocabulary lessons," "Ensuring that reading vocabulary lists emphasize important words and not just decoding," and "Working to create some word lists that are common to many subjects" are indeed effective strategies. These methods involve direct instruction and exposure to new vocabulary, which is crucial for vocabulary development. They ensure that students not only learn new words but also understand their meanings, usage, and relevance across different subjects, thereby enhancing their overall language competence.

It is important to clarify that while oral activities and reading aloud are valuable for various aspects of language learning, they do not directly contribute to vocabulary development unless specifically designed to include explicit vocabulary instruction. Effective vocabulary instruction involves more than incidental or corrective feedback during oral reading; it requires planned, systematic, and context-rich teaching of words to deepen students' understanding and ability to use these words effectively in various contexts.

### **Question: 3**

You are preparing your emergency, substitute teacher folder, just in case there is a day that you are ill and unable to be at school. Included in this folder, along with emergency instructions, lesson plans, and class lists, you also need to include activities for the last few minutes of a class that finishes early. Which of the below activities is not recommended?

- A. Allow the students to leave early if changing classes, to reward the students for their efforts and entrust them with responsibility and maturity to not disrupt other classes.
- B. Assign a one question quiz for the students to complete; this quiz could include a recap of all the main topic covered in the lesson or what the student learned today.
- C. A quick game of Mad Libs to fill the last few minutes; have pre printed Mad Libs, based on the topic covered in the daily lessons or topics.

D. Encourage the class to cooperate and work together by assigning the class the task of lining up according to birthday, height, alphabetical order etc.; this will also increase social interaction between students.

## Answer: A

Explanation:

The question at hand asks which activity included in a substitute teacher's emergency folder is not recommended for a class that finishes early. The repeated suggestion to "allow the students to leave early if changing classes, to reward the students for their efforts and entrust them with responsibility and maturity to not disrupt other classes" is the activity that is not recommended.

Dismissing students early can lead to several issues. Firstly, it disrupts the school's schedule and environment. Other classes might still be in session, and early-released students could potentially disturb these classes, regardless of the responsibility and maturity trusted upon them. Furthermore, allowing students to leave early misses an educational opportunity to reinforce learning or engage in productive activities that enhance social and academic skills.

In contrast, the other suggested activities are beneficial for a variety of reasons. Providing the substitute with short activities like review games, cooperation exercises, and quizzes keeps students actively engaged in learning and practicing skills. For example, engaging students in a quick game of Mad Libs related to the lesson topic can be both enjoyable and educational, reinforcing their understanding of the material in a fun and interactive way. Similarly, organizing a cooperative task, such as having students line up according to different criteria, encourages social interaction and teamwork.

These activities not only keep students occupied and learning until the official class dismissal time but also help maintain a structured and disciplined environment, which is particularly crucial in the absence of the regular teacher. Therefore, the non-recommended option among the suggested activities is allowing students to leave early, as it undermines the potential for continued learning and proper classroom management.

## Question: 4

A learning theory based on the assumption that all behavior is caused by external stimuli and thought processes do not need to be considered when attempting to explain behavior, is known as which of the following?

- A. Constructivism.
- B. Social learning theory.
- C. Behaviorism.
- D. Cognitivism.

## Answer: C

Explanation:

Behaviorism is a psychological learning theory which primarily focuses on observable behaviors rather than internal thoughts and emotions. Originating in the early 20th century, it posits that all behaviors are either reflexes produced by a response to certain stimuli in the environment, or a consequence of

individual's history, including especially reinforcement and punishment, together with the individual's current motivational state and controlling stimuli.

According to behaviorism, learning occurs through interactions with the environment. This idea is often associated with the phrase "tabula rasa" or "blank slate," suggesting that individuals are born without built-in mental content and that all of their knowledge comes from experience and perception. Key figures in the development of behaviorism include John B. Watson and B.F. Skinner. Watson's work was based on the experiments of Ivan Pavlov, who studied classical conditioning by training dogs to salivate at the sound of a bell. Skinner extended these ideas by developing the concept of operant conditioning, which describes learning as a function of changes in overt behavior.

In the context of operant conditioning, behaviors can be reinforced (encouraged) or punished (discouraged), which leads to changes in behavior patterns. Reinforcement can be positive (adding something pleasant in response to a behavior) or negative (removing something unpleasant in response to a behavior), both of which increase the likelihood that a behavior will occur again. Punishment, conversely, decreases the likelihood of a behavior being repeated. Behaviorism also discusses the role of extrinsic rewards (external rewards like money or praise) and intrinsic rewards (internal satisfaction or enjoyment from performing the task itself).

Behaviorism has been applied in numerous contexts, including educational settings and therapy. In education, behaviorist principles are often used to design effective teaching methods and behavior management strategies in classrooms. In therapeutic contexts, techniques derived from behaviorism such as behavior modification and token economies are used to treat problems ranging from autism to substance abuse.

However, behaviorism has also faced criticism, particularly from the proponents of other theories like cognitivism and constructivism, which argue that cognition (mental processes) plays a critical role in learning, beyond mere response to stimuli. These theories emphasize the importance of mental processes such as thinking, memory, and problem-solving, which are not accounted for in behavioristic approaches.

Despite these criticisms, behaviorism has made substantial contributions to our understanding of learning processes and remains influential in both psychological research and practical applications, especially in behavior modification and educational techniques.

## Question: 5

In planning for a supportive learning environment both the gathering and examination of data are important. The best way to gather data is from what perspective?

- A. academic only
- B. social only
- C. academic and social
- D. multiple perspectives

## Answer: D

Explanation:

In the context of creating a supportive learning environment, it is essential to gather and analyze data from multiple perspectives. This approach is pivotal because it ensures a holistic understanding of the educational setting, which is critical for addressing the diverse needs of all students. Relying solely on a

single perspective, such as academic or social, can lead to a partial or skewed understanding of the environment, which may result in ineffective or incomplete strategies for support.

By incorporating multiple perspectives, educators and administrators are able to consider a wide range of factors that influence student learning and well-being. These factors include, but are not limited to, academic performance, social interactions, emotional health, cultural backgrounds, socioeconomic status, community resources, and more. Each of these elements plays a significant role in shaping the educational experiences and outcomes for students.

Furthermore, gathering data from multiple perspectives allows for a more inclusive approach that acknowledges and values the diversity within the student population. This inclusivity is crucial for fostering an environment where all students feel understood, respected, and supported. It also aids in identifying disparities and gaps in resources or outcomes among different groups of students, thereby guiding targeted interventions that can help bridge these gaps.

In summary, the best practice in data gathering for creating a supportive learning environment is to adopt a multi-perspective approach. This method not only enriches the understanding of the educational landscape but also enhances the ability to design and implement effective support systems that cater to the varied needs of all students. Such a comprehensive approach is fundamental to fostering an educational atmosphere that is equitable, nurturing, and conducive to learning for everyone.

## Question: 6

A drive to pursue a goal because of a desire to be rewarded or avoid being punished by an outside other is known as which of the following?

- A. Externalized motivation.
- B. Intrinsic motivation.
- C. Extrinsic motivation.
- D. Selfish motivation.

## Answer: C

Explanation:

The correct answer to the question about the type of motivation driven by the desire for rewards or the avoidance of punishment from external sources is "Extrinsic motivation." Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This kind of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.

For example, when a student studies hard to get good grades or a worker completes a project efficiently to receive a bonus, they are being extrinsically motivated. This type of motivation is often used in various settings, including schools and workplaces, to encourage certain behaviors.

In contrast, intrinsic motivation is when an individual engages in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. For example, a person who reads a book because they enjoy reading and learning, not because they need to write a report on it, is intrinsically motivated.

Young children are often more extrinsically motivated, motivated by rewards such as praise from parents or teachers, than intrinsically motivated. As people mature, they may develop stronger intrinsic

motivations, but extrinsic motivators remain influential throughout life. Both types of motivations are important but can have different effects on behavior and the quality of task performance.

## Question: 7

What will facilitate independent and group learning in different domains and intelligences?

- A. Library.
- B. Learning center.
- C. Computer.
- D. Active play.

## Answer: B

Explanation:

To foster both independent and group learning across various domains and intelligences, creating a learning center within educational environments is highly effective.

A learning center, by definition, is a dedicated space that hosts a range of resources and materials targeted at specific learning areas or subjects such as art, mathematics, languages, and science. The concept behind these centers is to provide a structured yet flexible learning environment that can adapt to the needs of different learners. This adaptability is crucial in catering to the multiple intelligences that students possess, as theorized by Howard Gardner. These intelligences range from linguistic and logical to bodily-kinesthetic and spatial, among others.

In practice, learning centers operate as hubs where students can engage in activities at their own pace and according to their learning preferences. For instance, a math center might be equipped with manipulative materials, puzzles, and games that help in understanding mathematical concepts through hands-on practice. Similarly, a language center could provide access to books, storytelling sessions, and multimedia resources to enhance linguistic skills.

The design and implementation of learning centers require thoughtful consideration. It's not just about having different areas but about making them effective. Each center needs to be well-resourced and should reflect the curriculum's goals and the learners' needs. Moreover, educators play a crucial role in facilitating activities and guiding students in using these centers effectively. They can help by setting tasks that encourage critical thinking and problem-solving or by grouping students strategically to enhance collaborative learning.

Furthermore, learning centers can be dynamic by incorporating technology, such as computers and tablets, which can provide access to educational apps and the internet for research purposes.

Technology integration can help cater to digital literacy skills, preparing students for the technologically driven world.

Active play can also be a part of learning centers, especially for younger children. Centers focusing on physical activity can help in the development of bodily-kinesthetic intelligence. Activities can include obstacle courses, dance routines, or simple play that encourages coordination and motor skills.

In summary, learning centers are versatile tools that, when well-planned and executed, can significantly enhance the educational experience. They support the development of various intelligences, cater to individual learning styles, and promote both self-directed and collaborative learning. This approach not only makes learning more engaging and effective but also helps in nurturing a love for learning among students.

## Question: 8

Which of the following would be a situation in which taking a sample of test scores would be appropriate?

- A. Mrs. Mast gives a math test to her sixth grade classes. She has 165 students. The scores are due by Friday. It is Thursday.
- B. Mr. Francis wants to evaluate his students understanding of lab procedures. He chooses six students to demonstrate correct lab procedures. He bases his evaluation on these six students.
- C. Mr. Rebel, the principal of Robert E. Lee Middle School, is attempting to evaluate his school's language arts program. He especially wants to focus on the writing component. He asks his teachers to assign a persuasive paragraph in all of the language arts classes. He then chooses ten essays from each class to assess.
- D. Mr. Holder is giving the President's Physical Fitness test to his 12 gym classes at the middle school. There are 25 students in each class. He decides that he will choose five students from each group to assign to each part of the test. For example, five will do the run, five will climb the rope, and five will do the sit-ups. He then scores the classes.

## Answer: C

Explanation:

Mr. Rebel, the principal of Robert E. Lee Middle School, is attempting to evaluate his school's language arts program. He especially wants to focus on the writing component. He asks his teachers to assign a persuasive paragraph in all of the language arts classes. He then chooses ten essays from each class to assess.

A sample is when a small number of examples is taken from a total group for assessment in order to get a general picture. A sample may be used when it is impractical to analyze all of the scores of a given population. It is not a way to assign scores to a whole group. This use is appropriate because the principal wants to analyze the writing abilities of a large population to make a decision about curriculum. If it is a random sample, the principal should be able to assess the abilities of the group.

## Question: 9

You have several bilingual students in your classroom and you want to prevent these students from developing low levels of academic proficiency in both languages. All of the following are activities that you can do as a teacher to promote additive bilingualism except:

- A. seek out or prepare handouts that encourage families to preserve the home language
- B. prepare handouts only in English so they learn the language faster
- C. make sure classroom or community libraries feature books in the home language and encourage students to check out books in both languages
- D. welcome classroom visitors and volunteers who speak the home language, and ask them to speak to the class about the importance of proficiency in both languages

## Answer: B

**Explanation:**

The correct answer is: prepare handouts only in English so they learn the language faster. You have several bilingual students in your classroom and you want to prevent these students from developing low levels of academic proficiency in both languages. As a teacher to promote additive bilingualism, you can seek out or prepare handouts that encourage families to preserve the home language, make sure classroom or community libraries feature books in the home language and encourage students to check out books in both languages, and welcome classroom visitors and volunteers who speak the home language, and ask them to speak to the class about the importance of proficiency in both languages.

**Question: 10**

Two middle school teachers are discussing the psychosexual theory. This theory is by Freud. The teachers are looking at the order in which the various stages occur. Right now the teachers are looking at the latent stage. What stage of the theory is this?

- A. This would be the second stage of Freud's psychosexual theory.
- B. Freud has the latent stage set as the third stage of the psychosexual theory.
- C. This is the fourth stage of Freud's psychosexual theory.
- D. The teachers learned that the latent stage is the fifth stage of Freud's theory.

**Answer: C**

**Explanation:**

The correct answer to the question regarding the order of the stages in Freud's psychosexual theory, specifically the position of the latent stage, is that it is the fourth stage. Sigmund Freud, a pivotal figure in psychology, developed the psychosexual theory which outlines five sequential stages of development that an individual passes through from early childhood to adulthood. These stages are: oral, anal, phallic, latent, and genital.

Each stage in Freud's theory is associated with the erogenous zones that are the focus of the libido's energy at that time. The latent stage follows the oral, anal, and phallic stages, making it the fourth stage in the sequence. During the latent stage, the sexual impulses and interests are typically subdued, and the focus shifts more towards social interactions and intellectual pursuits. This stage is crucial for the development of social skills and self-confidence.

Contrary to some incorrect interpretations, the latent stage is not the second, third, or fifth stage but distinctly the fourth. This is crucial for understanding the progression and the emphasis Freud placed on the development of social and communication skills during this period before entering the final genital stage, where sexual energies are once again awakened and directed towards more mature sexual attitudes and behaviors.

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