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Question: 1

What is the first step in a needs assessment?

A. Define the purpose.
B. Identify the population.
C. Collect data.
D. Analyze data.

Answer: A

Explanation:
The first step in a needs assessment is to define the purpose. This foundational step is critical because it sets the direction and goals of the entire assessment process. By clearly defining what you aim to achieve, you can tailor the subsequent steps accordingly, ensuring that every effort contributes directly to the identified objectives.

A needs assessment is a systematic process used to determine and address gaps between current conditions and desired conditions or wants. The most common uses of needs assessments are in improving education systems, business, or community services. The purpose could vary widely from improving educational outcomes to enhancing employee performance or planning developmental programs for a community.

Once the purpose is defined, the next steps typically involve identifying the population that will be the focus of the assessment. This could be students in a particular school, employees in a department, or members of a community, depending on the context. Following that, designing instruments like surveys or questionnaires is essential to collect relevant data. These tools must be well-crafted to elicit information that will accurately reflect the needs of the population.

The subsequent step involves the actual collection of data. This phase is crucial as the quality and integrity of data collected will directly impact the assessment's effectiveness. After data collection, the next phase is to analyze this data to discern patterns, strengths, weaknesses, and any particular areas of concern that need addressing.

Each of these steps is integral to a thorough needs assessment, but everything hinges on the initial step: defining the purpose. Without a clear purpose, the assessment may not only waste time and resources but also fail to provide any actionable insights that could have been achieved with a focused objective from the start.

Question: 2

Success in implementing technology depends on many factors. The most important of these is

A. A thorough familiarity with technical vocabulary.
B. Thorough knowledge of common software programs.
C. A dedicated technology coordinator.

D. A plan for integrating technology with the instructional program.

Answer: D

Explanation:
Implementing technology in educational settings involves numerous factors, among which the integration of technology into the instructional program stands as a pivotal element. This concept extends beyond merely introducing new tools or software into the classroom. It encompasses a strategic approach where technology is seamlessly woven into the fabric of educational methodologies and goals. A thorough familiarity with technical vocabulary is undoubtedly beneficial. It ensures that educators and students speak a common language and can communicate effectively about technological tools. However, this alone does not guarantee successful technology implementation. Without a broader framework or purpose, the knowledge of terms is somewhat isolated and less impactful.

Similarly, having a thorough knowledge of common software programs is advantageous. This proficiency enables educators to utilize tools effectively within their teaching practices. Yet, this knowledge must be part of a larger plan that aligns with educational objectives to fully capitalize on its benefits.

Access to the latest equipment can also be seen as a crucial factor. Cutting-edge technology can enhance learning experiences and offer new possibilities for engagement and information processing. Nonetheless, even the most advanced technology can fall short if it is not integrated thoughtfully into the curriculum. It requires a strategic plan to ensure that its use supports educational goals rather than merely showcasing new gadgets.

The role of a dedicated technology coordinator can also be significant. Such an individual can manage technological resources, support teachers, and ensure that the technology infrastructure meets the needs of the institution. However, without a clear instructional plan, the coordinator's efforts might not be as effective in enhancing learning outcomes. The coordinator's work needs to be aligned with a comprehensive strategy that integrates technology into all aspects of the educational process.

Ultimately, the choice that encapsulates the essence of successful technology implementation in education is a plan for integrating technology with the instructional program. This plan should detail how technology will be used to enhance educational goals, address the needs of all learners, and be sustainably managed. It should align technological tools with curriculum objectives, ensuring that technology adoption is meaningful and results in genuine educational enhancements. This strategic integration is what makes the plan not just a part of the process but the cornerstone of successful technology implementation in education.

Question: 3

Mr. Harvey is describing an ethics term that is defined as " "the act, process or power of exercising authority or control in an organizational setting." Which term is defined this way?

A. Character education.
B. Code of provisions.
C. Governance.
D. Integration.

Answer: C

Explanation:
In the given question, we're asked to identify the ethics term that is defined as "the act, process or power of exercising authority or control in an organizational setting." The correct answer to this query is "Governance."

To understand why 'Governance' is the correct term, it's beneficial to delve into what each of the listed terms means and how they relate to ethics in an organizational setting: 1. **Governance**: As mentioned, governance refers to the act, process, or power of exercising authority or control within an organizational context. This involves the mechanisms, processes, and relations by which corporations or other organizations are controlled and directed. Governance structures and principles identify the distribution of rights and responsibilities among different participants in the corporation (such as the board of directors, managers, shareholders, creditors, auditors, regulators, and other stakeholders) and include the rules and procedures for making decisions in corporate affairs. Governance is key in ensuring that the organization's objectives are achieved, risk is monitored and mitigated, and resources are used responsibly. 2. **Character education**: This term refers to the long-term process of helping individuals develop knowledge of, motivation to, and practices of living by a set of ethical standards. This involves educating people, typically in a school or educational setting, to foster the moral values and civic virtues necessary for responsible living and citizenship. Character education is more focused on individual development rather than the organizational control mechanisms implied in the term governance. 3. **Code provisions**: These are the specific standards of behavior and performance expectations that an organization chooses to highlight and address in its code of ethics or conduct. While code provisions are essential components of governance, as they help define the expected behaviors within an organization, they are not synonymous with governance itself. 4. **Integration**: This term in an ethics context refers to the ability to put ethical principles into practice. Integration involves ensuring that ethical considerations are part of the decision-making processes across all levels of the organization. Although integration is crucial for effective governance, it is more about the application of ethics rather than the control processes described in the definition of governance. 5. **Maxims**: Maxims are short, pithy statements used to instruct and guide behavior. They often serve as general rules or principles, but they do not encompass the authority or control mechanisms inherent in the definition of governance. Given these explanations, it is clear that "Governance" is the appropriate term that matches the definition of "the act, process or power of exercising authority or control in an organizational setting." This term encapsulates the broader structure and systems required to manage and control an organization effectively, ensuring that it operates within ethical and legal boundaries and achieves its objectives efficiently.

Question: 4

An effective staff development program

A. Requires little or no release time for teachers.
B. Has clear expectations for how learning will be implemented.
C. Focuses on inexperienced teachers.
D. Focuses on teachers who are most in need of further training.

Answer: B

Explanation:

An effective staff development program is crucial for enhancing the instructional skills of teachers and, consequently, improving student outcomes. The core of such a program lies not just in the content delivered but in the clarity and applicability of its objectives. Among the options provided, the statement that "Has clear expectations for how learning will be implemented" correctly captures a fundamental aspect of what makes a staff development program effective.

It is essential that a staff development program sets explicit expectations regarding how the newly acquired knowledge and skills will be translated into practice in the classroom setting. This clarity helps ensure that the training is not merely theoretical but has practical applications that benefit the teachers and their students alike. The option stating that the program "Requires little or no release time for teachers" does not inherently contribute to the effectiveness of the program. While minimizing disruption is beneficial, it does not address the quality and applicability of the training itself.

Similarly, focusing solely on "inexperienced teachers" or those "who are most in need of further training" might seem beneficial but is actually limiting. Effective professional development should be inclusive, catering to the needs of all teachers to foster a collaborative, continually improving educational environment. Tailoring programs only for specific subsets of teachers could lead to disparities in teaching quality within the same institution.

The use of "outside consultants as instructors" can be beneficial but is not a primary criterion for the effectiveness of a staff development program. The key is not who delivers the training but how applicable and clearly defined the outcomes are. External experts can provide valuable insights, but without clear goals and implementation strategies, their effectiveness could be minimal.

In conclusion, an effective staff development program is characterized by its ability to set clear, actionable expectations for how learning will be implemented in the classroom. This ensures that all teachers, regardless of their experience level, can apply what they learn directly to improving their teaching practice. Such strategic clarity in objectives not only optimizes the impact of the training but also supports the overall goal of enhancing educational quality across the board.

Question: 5

Principal Barkley is thinking about the goals that she wants implemented into her school. She knows using the SMART Framework can help her create the best goals for her school. What does SMART stand for?

A. Specific, Managed, Achievable, Relevant, Totals.
B. Specific, Measurable, Achievable, Relevant, Time frame.
C. Staged, Moving, Achievable, Real, Time frame.
D. Short, Measurable, Achievable, Relationships, Teams.

Answer: B

Explanation:
Creating a vision and goals plan is crucial for the development and improvement of any educational institution. For Principal Barkley, setting clear and effective goals is essential to drive progress and ensure that the school meets its targets. The SMART framework provides a well-established method to guide the creation of these goals. Here's what each component of the SMART acronym stands for:
Specific: Goals should be clear and specific to ensure that everyone understands what is expected. A specific goal should answer the questions: What needs to be accomplished? Who is involved? Where

is it going to happen? This specificity helps to focus efforts and clearly define what steps need to be taken.

Measurable: A goal must have criteria for measuring progress. This allows the school to stay on track and reach its targets on time. Measurable goals answer the question of how much, how many, and how will I know when the goal is accomplished? Having measurable outcomes helps in assessing whether the goal has been achieved.

Achievable: The goals set should be realistic and attainable. While they should stretch the capabilities of the school to ensure growth, they should not be set so high that they become demotivating or so low that they do not challenge the team. Achievable goals help in maintaining staff morale and motivation.

Relevant: This aspect ensures that the goal is important to the school and aligns with other relevant objectives. A relevant goal should address a core initiative and be worthwhile. It should focus on something that is necessary at the time of planning, taking into consideration the school's needs and the broader educational landscape.

Time frame: Every goal needs a target date so that there is a deadline to focus on and something to work toward. This part of the SMART framework helps in preventing everyday tasks from taking priority over longer-term goals. A time-bound goal is intended to establish a sense of urgency and prompt action.

The utilization of the SMART framework assists Principal Barkley in not only conceptualizing what needs to be accomplished but also in implementing a structured approach to achieve these objectives effectively. This framework helps in creating goals that are both ambitious and achievable, ensuring that the school's strategic planning leads to tangible improvements in its educational delivery and overall performance. By adhering to this method, Principal Barkley can help her school create both traditional goals, such as improving test scores, and progressive goals, such as integrating technology in the classroom. This balanced approach can significantly contribute to the holistic development of the students and the school.

Three students tell Principal Hagan that Marcus, a 9th grader, is bringing marijuana to school. Each of the students told the principal they had seen Marcus several times selling drugs in the school's courtyard after school dismisses.

Question: 6

Based on the students' information, Principal Hagan knows:

A. He has to ask the school counselor to talk with the student first
B. He has to call the student's parent and gain their permission to perform a search
C. He has the right to search the student's locker without probable cause
D. He has to get advice from the district's legal department before questioning the student about potentially selling drugs on the school's grounds

Answer: C

Explanation:
There have been many court cases, such as the State of New Hampshire v. Drake of 1995 or the Bridgman v. New Trier High School District No. 203 in 1997, that have challenged the United States Constitution's Fourth Amendment that students should have the same rights as other individuals and have protection against unlawful searches or having their individual personal belongings taken.

The outcome of many of these court cases have ruled that schools have to provide safety for all students. Therefore, if students are in threat of danger, the school officials have the right to perform searches of the student's property, such as the student's locker, without having probable cause if there is suspicion that the student is performing illegal activities.

In fact, the school officials, such as Principal Hagan, only need suspicion that is reasonable to perform a search of the student's locker or pockets for drugs. For example, the suspicion is Marcus is bringing drugs to school and selling them. The principal learned of this from other students who have reported seeing Marcus sell drugs on the school grounds. By selling drugs at school, Marcus is breaking school regulations and local laws. Therefore, the principal is justified in performing a search and the search is not targeting Marcus based on his race, age or gender.

Question: 7

Many of the students at Fred's school are at risk and experiencing family difficulties. Which of the following would Fred advocate for to secure the emotional well being of his students?

A. Parent Teacher Association.
B. Pupil Assistance Committee.
C. Student Council.
D. All of the above.

Answer: B

Explanation:
Certainly, let's expand the explanation for why a Pupil Assistance Committee (PAC) is the best choice for advocating the emotional well-being of students at Fred's school, especially those at risk and experiencing family difficulties.

The essential role of a Pupil Assistance Committee (PAC) in schools is to address and support the unique challenges that students may face, particularly those related to their emotional and psychological well-being. This is especially pertinent in contexts where students are known to be at risk or are undergoing family difficulties, as pointed out in the scenario involving Fred's school.

PACs are typically composed of a multidisciplinary team which may include school psychologists, counselors, social workers, teachers, and sometimes, administrators. This team works collaboratively to identify students who may be struggling due to various issues—be it academic, social, emotional, or family-related. The diverse expertise within the committee ensures that interventions are well-rounded and tailored to address specific needs of each student.

Once a student is identified by the PAC as needing additional support, the committee develops a customized plan that may involve counseling, mentorship, academic support, and sometimes, referrals to external support services. This plan is not static; it is regularly reviewed and adjusted based on the ongoing assessment of the student's progress and evolving needs.

Involving families in this process is a critical aspect of the PAC's approach. Effective communication between the school and the family is facilitated to ensure that parents or guardians are not only aware of the challenges their child is facing but are also actively involved in the solutions. This can significantly enhance the effectiveness of the interventions, as support from home is integral to a student's overall well-being and academic success.

Furthermore, by advocating for and implementing a PAC, Fred would be endorsing a preventive approach rather than a reactive one. Early identification and intervention can prevent more severe

issues from developing, thereby promoting a healthier school environment where all students have a better opportunity to succeed. This proactive approach in managing students' well-being can lead to improved academic achievements, better interpersonal relationships, and more stable mental health among the student population.

In contrast, while other committees or groups like the Parent Teacher Association (PTA) or Student Council also play significant roles within a school's ecosystem, their focus is not specifically tailored to individual student interventions based on emotional and psychological needs. PTAs generally focus on fostering community between parents and schools, and Student Councils are often more concerned with student governance and activities.

Ultimately, the formation and support of a Pupil Assistance Committee at Fred's school would be a strategic move to ensure that all students, particularly those at risk, have the necessary support systems in place to navigate their challenges effectively. This committee directly targets the root of various problems, providing specialized and coordinated care that is essential for fostering a nurturing educational environment.

Question: 8

What is the second step to Gary P.Hamel's "lead the revolution" theory?

A. Find a translator.
B. Win small, win early, win often.
C. Isolate, infiltrate, integrate.
D. Write a manifesto.

Answer: D

Explanation:
The second step in Gary P. Hamel's "lead the revolution" theory is to "Write a manifesto."
After establishing a compelling and innovative point of view in the first step, writing a manifesto serves as a crucial phase in articulating and spreading the revolutionary ideas. A manifesto is a public declaration of intentions, motives, or views. In the context of leading a revolution, the manifesto helps to clarify the vision and mission of the change initiative. This document should be persuasive, inspiring, and capable of mobilizing support from potential allies and sympathizers.

In crafting a manifesto, the leader must succinctly outline the problems with the current system, propose clear and actionable solutions, and highlight the benefits of adopting the new approach. The manifesto acts as a rallying point around which like-minded individuals or groups can coalesce, creating a shared sense of purpose and direction. It is essential that the manifesto is communicated effectively to ensure it reaches and resonates with a broad audience.

Therefore, the role of the manifesto in Hamel's model is not merely to communicate ideas but to inspire action and commitment among a wide array of stakeholders. This step sets the stage for the subsequent phases of the revolutionary process, including building coalitions and strategizing for impactful actions.

Question: 9

A student's ability to learn in a certain situation is measured by what assessment?

A. Aptitude test.
B. Curriculum-based measure.
C. Diagnostic assessment.
D. Dynamic assessment.

Answer: D

Explanation:
The question is aimed at identifying which type of assessment best measures a student's ability to learn in a specific situation. Among the options provided—Aptitude Test, Curriculum-Based Measure, Diagnostic Assessment, and Dynamic Assessment—Dynamic Assessment is most suitable for this purpose.

Aptitude tests are generally used to evaluate a student's inherent ability to perform certain tasks or to learn specific skills. These tests are often formal and can be norm-referenced, meaning they compare an individual's performance against a standard or across a group of individuals. Aptitude tests are helpful in predicting future success in learning or skill acquisition but do not necessarily measure how well a student learns in particular situations or environments.

Curriculum-Based Measures (CBM) are directly tied to the material taught in the classroom. These assessments are designed to gauge a student's progress or proficiency in the specific content that has been taught in their current curriculum. While CBMs are valuable for understanding a student's grasp of the taught material, they do not inherently measure the ability to learn new material or adapt to new learning situations.

Diagnostic assessments, on the other hand, are used to ascertain a student's knowledge and skills in a specific area. They target what students know and do not know, allowing educators to provide appropriate interventions or support. However, like CBMs, diagnostic assessments do not typically assess a student's learning potential or how they might adapt to new or changing learning contexts.

Dynamic Assessment is the most fitting choice for measuring a student's ability to learn in a certain situation. This type of assessment is interactive and process-oriented. It focuses not only on what a student currently knows or can do but also on their potential to learn when provided with proper guidance and support. During dynamic assessment, the assessor actively engages with the student, providing interventions, feedback, and observing how the student adapts and responds to challenges. This approach helps in understanding the student's learning process and their potential to learn new information or skills in changing circumstances.

In conclusion, while each assessment type has its specific use and benefits, Dynamic Assessment is specifically designed to evaluate and understand a student's learning potential and adaptability in specific situations, making it the most appropriate choice for the question posed.

Principal Stringer evaluates the Reading Recovery Model for the first grade students at Catching Elementary school. After reviewing the literature for the program, he learns that this model has required comprehensive instructional elements based on the Elementary and Secondary Education Act.

Question: 10

Which of the following best represents one of these elements used for a comprehensive instructional reading program?

A. Motor skill development
B. Sensory awareness

C. Phonemic awareness
D. Progressive self-selected literacy instruction

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Answer: C

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Explanation:
In 1984 Reading Recovery was developed by the Ohio State University as a model to help first grade students who were struggling with reading and writing. With this model, the students receive one to one assistance by a qualified teacher. The Reading Recovery Model incorporates essential elements for reading and writing that are based on the Elementary and Secondary Education Act, which includes phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction. These elements are incorporated into the teacher's lesson plan to help low achieving students in reading and writing achieve first grade level reading and writing standards.