# Test Bank

## *For*

**Educational Psychology: Theory and Practice**

**Twelfth Edition**

## Robert E. Slavin, *John Hopkins University*

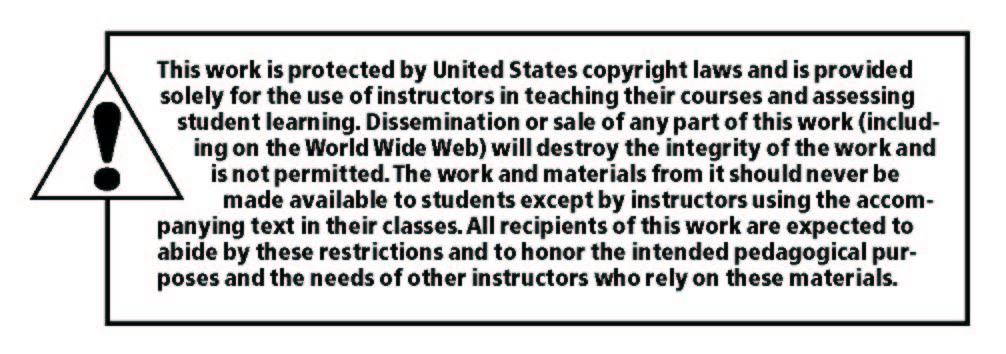
***Prepared by***

**Emilie Wright Johnson,** *Lindenwood University*

Boston Columbus Indianapolis New York San Francisco Hoboken

Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto

Delhi Mexico City Sao Paolo Sydney Hong Kong Seoul Singapore Taipei Tokyo



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Copyright © 2018 by Pearson Education, Inc. or its affiliates.  All Rights Reserved.  Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit [www.pearsoned.com/permissions/](http://www.pearsoned.com/permissions/).

*Instructors of classes using* ***Educational Psychology: Theory and Practice, 12/e,******by Slavin,*** may reproduce material from the Instructor’s Resource Manual for classroom use.

10 9 8 7 6 5 4 3 2 1 ISBN-10: 0134524241   
 ISBN-13: 9780134524245

www.pearsonhighered.com

### Table of Contents

Chapter 1 Educational Psychology: A Foundation for Teaching 4

Chapter 2 Cognitive Development 10

Chapter 3 Social, Moral, and Emotional Development 20

Chapter 4 Student Diversity 38

Chapter 5 Behavioral and Social Theories of Learning 46

Chapter 6 Cognitive Theories of Learning 57

Chapter 7 The Effective Lesson 69

Chapter 8 Student-Centered and Constructivist Approaches to Instruction 79

Chapter 9 Grouping, Differentiation, and Technology 90

Chapter 10 Motivating Students to Learn 98

Chapter 11 Effective Learning Environments 109

Chapter 12 Learners with Exceptionalities 120

Chapter 13 Assessing Student Learning 131

Chapter 14 Standardized Tests and Accountability 144

Answer Key 153

Chapter 1

Educational Psychology: A Foundation for Teaching

Multiple Choice Questions

1) Which of the following is an accurate statement about the role of educational psychology in teacher preparation?

a) Educational psychology is the study of learning theory as it relates to aspects of education outside of the classroom

b) Educational psychology aims to improve teacher candidates’ subject matter knowledge

c) Educational psychology provides teachers with specific actions to improve classroom teaching

d) Educational psychology provides teachers with research-based principles to guide their teaching

2) Effective teaching occurs best when a teacher is prepared with:

a) Knowledge of subject matter and students’ background information.

b) Subject matter and school expectations

c) Knowledge of subject matter and the skills to share that knowledge

d) Knowledge of subject matter, enthusiasm, and a positive attitude

3) According to our text, pedagogy is the link between which of the following?

a) What the teacher desires students to learn and students’ actual learning

b) What the teacher knows and is able to communicate to the students

c) What students desire to learn and what the teacher has knowledge of

d) What the teacher says and demonstrates thoughtfully to students.

4) In addition to being able to carry out the many tasks of teaching, these traits are essential in good teachers:

a) A quick wit and great comedic timing

b) An analytical mindset for numeric problem solving

c) Warmth, enthusiasm, and caring

d) A fiery temperament

5) Intentional teachers are constantly thinking about:

a) The outlooks they want for their students and assessments of outlooks

b) What goals they and their students are trying to accomplish

c) The ratio of student to teacher

d) The faculty meeting agenda

6) Teacher efficacy is the degree to which teachers do what?

a) Believe they are able to build rapport with colleagues

b) Make effective decisions regarding student learning outcomes

c) Believe their own efforts determine their students’ success

d) Believe the efficacy of student outcomes is curriculum based

7) How do intentional teachers achieve a sense of efficacy?

a) By continually assessing their instruction results and trying new strategies if initial instruction doesn’t work

b) By reviewing a student’s IQ scores and making predictions about success or failure

c) By focusing on home life factors that impact the student at school

d) By continually assessing the crime rate and unemployment rates for their community

8) Research finds that one of the most powerful predictors of a teacher’s impact on students is:

a) Teacher candidate ACT scores

b) The teacher’s rank in high school standing

c) The teacher’s ability to use technology

d) The teacher’s belief that what he or she does makes a difference

9) For many years, each state in the United States has had its own standards, which are expectations of what each child should know and be able to do in a given subject matter at a given age. These standards are referred to as:

a) Common Core State Standards

b) Department of Teacher Educator Standards

c) Gold Standards

d) Creative Curriculum

10) Assessments intended to indicate how students are moving toward success in college and careers are based on:

a) Partnership Standards

b) College- and Career- Ready Standards

c) Gold Standards

d) OSHA Standards

11) The aim of research in educational psychology is:

a) To test the theories that guide the actions of those involved in education

b) To assess behaviors that occur in the classroom during instruction

c) To identify learning styles and preferences exhibited by students

d) To test principles of education used in planning learning outcomes

12) Research-based professional development opportunities offer teachers:

a) Traditional approaches to education

b) Innovative methods that have yet to be evaluated

c) Methods known to make a difference in children

d) Approaches to a fast-track to learning

13) According to our text, to become an intentional teacher you must first:

a) Finish an approved PhD program

b) Become a certified teacher

c) Conduct an action research study

d) Attend graduate school

14) One way toward becoming an intentional teacher in your beginning years is to:

a) Practice teaching in front of a mirror instead of spending time away at workshops

b) Seek a mentor who is an intentional teacher to guide you and share ideas with you

c) Discourage others from observing you so you do not become inhibited

d) Keep confidential your successes and failures

15) Many researchers and educators have bemoaned the limited impact of research in educational psychology on teachers’ practices. Yet even if teachers are not aware of it, research in education does have a profound impact that is:

a) indirect

b) globally recognized

c) aggregate data

d) inhibited

16) Ms. O’Malley has a student named Tara in her second hour class. A majority of the time Tara is quiet and withdrawn. When reviewing Tara’s permanent record, Ms. O’Malley is surprised to see a long history of academic success. Ms. O’Malley asks herself a number of questions about this situation, considers some possible outcomes, and plans several strategies to attempt to draw Tara into classroom activities. Ms. O’Malley is demonstrating her ability to:

a) accept the limitations of her professional position

b) make decisions that influence the course of her work

c) write better instructional objectives

d) respect her student’s right to educational privacy

17) Mr. Jenkins is an avid reader of educational research. Mr. Jenkins is familiar with research in mathematics instruction which asserts a rapid pace of instruction increases achievement. Yet Mr. Jenkins students are in need of additional reinforcement of some key skills so he slows his instruction pace accordingly. Mr. Jenkins is demonstrating his ability to:

a) teaching to the lowest common denominator of ability grouping

b) rely on research findings implicitly without questioning

c) reject research findings outright when classroom conditions do not support findings

d) apply a hefty dose of common sense and a clear view of what needs to be taught to research findings.

18) Maura learns that research on beginning reading dramatically transformed curriculum, instruction and professional development for reading instruction. Maura realizes this type of impact of educational research upon teachers’ practices is:

1. direct
2. indirect
3. insubstantial
4. unusual

19) Taneesha is excited about teaching and eager to find more ideas that will help her during her first year. Taneesha is disappointed to find her colleagues are worn out from years in the classroom and outside responsibilities. No one seems to have time for her questions. What should Taneesha do?

1. report her colleagues to the principal and ask to be reassigned to a different team
2. seek virtual colleagues and professional development on the Web
3. keep her questions to herself until her next meeting with her mentor next month
4. look for ways to make herself happy and fulfilled outside of the classroom

20) Thomas is excited about having been given a budget for professional development. He wants to seek out the most effective teacher development opportunities so he asks his department chair for suggestions. Thomas’s department chair is happy to help and suggests that Thomas seeks out professional development with:

a) some sort of coaching or follow-up support

b) a printed certificate of completion for him to hang on the wall

c) no requirements for online work outside of the workshop experience

d) a well known professional development movement that was popular several years ago

Essay Questions

1. What personal and professional characteristics contribute to being an effective teacher?
2. As a teacher candidate, how can you develop your teaching skills?
3. Our text discussed the importance of being an intelligent consumer of research and the need to not take every finding or expert’s pronouncement as truth. How can you become an intelligent consumer or research?
4. Develop a personal/professional development timeline and list all the tasks required in your state to obtain teacher certification.
5. Starting with your student teaching experience and continuing into your first job, you can create or take advantage of opportunities to develop your skills as an intentional teacher in a number of ways. Discuss some of the strategies mentioned in the text and one or two of your own idea for developing your skills as an intention teacher.
6. List and describe professional organizations and publications which will have value to you as a teacher.
7. Intentional teachers are aware of resources available for professional learning and continually seek out materials and information that will assist them in working with their

particular population. How can you find out more about your students and the community? Describe ways in which you could locate resources to help the students in your school and classroom.

1. In our text, two teachers discuss encouraging creative writing. Ellen Mathis, a new teacher, visits the classroom of Leah Washington. Describe some of the activities and the thought behind the lesson design that Ellen Mathis observes in Ms. Washington’s classroom.
2. As you experience success in the classroom, you will find yourself engaged in more effective practices. As you and your students experience success it is important that you share your findings. Avenues for dissemination are endless. Please discuss ways in addition to writing for professional journals that you can share your ideas.
3. Our text shares the idea of virtual colleagues on the Web. What are some advantages and disadvantages of teacher-oriented websites and blogs?