

Teacher-based Teams: Pre- and Post-Assessment

1. Simply by organizing their teachers into professional learning communities, districts are likely to see improvements in student achievement.

True

False

2. Both one-room schools and factory schools contributed to the development of which of the following?

Communities of practice

Autonomy norms

Data-based decision-making

Teacher professionalization

3. Which statement best characterizes the relationship between Senge's "learning organizations" and Lave and Wenger's "communities of practice"?

They are almost identical.

Senge's ideas relate to corporations and Lave and Wenger's ideas relate to schools.

Senge's ideas and Lave and Wenger's ideas have very little in common.

Senge's ideas and Lave and Wenger's ideas share several underlying assumptions.

4. From Hord's perspective, what is the most important reason for schools to become "communities of learners?"

School improvement requires educators to learn constantly.

The public expects teachers to be well-educated.

Business is moving to a "community of learners" model, so schools should do the same.

Educational research is accumulating so quickly that educators must keep current with knowledge in their field.

5. Which of the following learning theories offers the strongest support for "professional learning communities?"

Behaviorism

Cognitivism

Constructivism

Post-modernism

6. Co-teaching is useful because it allows one teacher to direct instruction while the other assembles materials, plans new lessons, or grades papers.

True

False

7. Professional learning communities are most likely to produce instructional improvement if they do which of the following?

Help school leaders develop student-friendly discipline policies.

Work in league with parents to establish after-school programs.

Determine how school funds should be spent.

Identify instructional strategies that work well to promote learning among all students.

8. Why is a teacher's willingness to explain and justify his or her instructional practices a disposition that is needed for the productive work of teacher-based teams?

Teacher-based teams do not work well when teachers keep secrets.

Open and continual investigation of the efficacy of instructional practices is what effective teacher teams do.

Teachers need to be able to justify their instructional practices to parents, school administrators, and the public at large.

Teachers must be able to provide reasons for their students' poor performance on standardized tests.

9. Functional teacher teams require which of the following conditions in order to be able to foster improved learning.

Well-resourced classrooms with up-to-date technologies and sufficient staffing (e.g., co-teachers)

Parental support

An extra planning period each day

A shared belief in the need for inclusive and high-quality education

10. The foundation of the Ohio Improvement Process (OIP) includes which structural and procedural elements?

Building leadership teams and district leadership teams

Interlocking teams and compliance monitoring

Interlocking teams and the five-step process

The five-step process and individualized instruction

