

1) A middle school French teacher wishes to build her next language unit around learning the famous French paintings. She is concerned that some of her students will not find artwork engaging enough to stay focused. Which of the following approaches would most likely motivate the entire class to learn the material effectively?

- A. Providing a choice several learning activities, some focusing a lot on the artwork, others little or not at all.
- B. First elicit students' own experiences with art in the target language, and then connect these to French art.
- C. Use the five E's: engage, explore, explain, elaborate, and evaluate, in a joint art/language spiral curriculum.
- D. Assign each student a work of art, in which he or she can take "ownership" and present to the class as the expert.

2) What is true about unlocked "time out" rooms when used as a corrective measure?

- A. Teachers may only use them for students whose IEP gives explicit permission to do so.
- B. More than one student may occupy it at a time if there are enough seats and both remain calm.
- C. Students placed in them must be continuously observable by staff at all times.
- D. A student who states that he or she is ready to return to the classroom may not be kept inside if the teacher thinks otherwise.

3) All of the following would classify as markers of autism except:

- A. Resistance to changes in daily routine or environment.
- B. Failure to appropriately interpret social cues.
- C. Weak listening skills.
- D. An inability to hold interest on one task for very long.

4) Maryanne's mother has stated firmly to you that at the upcoming CSE meeting, she intends to argue that her 5 year old daughter, who has moderate mental retardation, deserves full inclusion. Maryanne has the right, she asserts, to have a chance at learning to read without pictures and gain basic knowledge of social studies in general ed as far as possible before turning to a functional curriculum. Your role should be to:

- A. Explain that no specific curriculum content in the general classroom is mandated to be in an IEP.
- B. Help her realize that even though the committee may determine her requests to be reasonable, that this will not be the best placement.
- C. Offer to explore with her the different issues facing her daughter, and help her prioritize educational objectives.
- D. Respect the mother's strong position and promise to help advocate for the placement and modifications she wants.

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prep is a must have for anyone who wants to teach students with disabilities in New York **NYSTCE CST Students with Disabilities 060** Sharon A. Wynne, 2008 Includes 17 competencies skills found on the CST Students with Disabilities test and 478 sample test questions This guide aligned specifically to standards prescribed by the New York Department of Education covers the sub areas of Understanding and Evaluating Students with Disabilities Promoting Student Learning and Development in a Collaborative Learning Community and Working in a Collaborative Professional Environment *Nystce English Language Arts Cst (003) Study Guide: Test Prep and Practice Questions for the New York State Teacher Certification Examination (003)* Nystce Exam Prep Team, 2016-02-28 NYSTCE English Language Arts CST 003 Study Guide Test Prep and Practice Questions for the New York State Teacher Certification Examination 003 will provide you with a detailed overview of the NYSTCE 003 test so you know exactly what to expect on test day We ll take you through all the concepts covered on the test and give you the opportunity to test your knowledge with practice questions Even if it s been a while since you last took a major test don t worry we ll make sure you re more than ready Cirrus Test Prep s NYSTCE English Language Arts CST 003 Study Guide Test Prep and Practice Questions for the New York State Teacher Certification Examination 003 includes A comprehensive REVIEW of Reading LITERATURE INFORMATIONAL TEXTS AND RHETORIC Language Use and Vocabulary VOCABULARY DIVERSITY RESEARCH BASED ACQUISITION Writing Speaking and Listening WRITING SPEAKING AND LISTENING TEACHING AND ASSESSING COMMUNICATION as well as TWO FULL NYSTCE English Language Arts practice tests About Cirrus Test Prep Developed by experienced current and former educators Cirrus Test Prep s study materials help future educators gain the skills and knowledge needed to successfully pass their state level teacher certification exams and enter the classroom Each Cirrus Test Prep study guide includes a detailed summary of the test s format content and scoring an overview of the content knowledge required to pass the exam worked through sample questions with answers and explanations full length practice tests including answer explanations and unique test taking strategies with highlighted key concepts Cirrus Test Prep s study materials ensure that new educators feel prepared on test day and beyond **NYSTCE English Language Arts CST (003) Study Guide** Nystce English Language Arts Team, Cirrus Test Prep, 2017-06-07 NYSTCE English Language Arts CST 003 Study Guide Rapid Review Test Prep and Practice Questions for the New York State Teacher Certification Examination 003 will provide you with a concise overview of the NYSTCE 003 test so you know exactly what to expect on test day We ll take you through all the concepts covered on the test and give you the opportunity to test your knowledge with practice questions Even if it s been a while since you last took a major test don t worry we ll make sure you re more than ready Cirrus Test Prep s NYSTCE English Language Arts CST 003 Study Guide Rapid Review Test Prep and Practice Questions for the New York State Teacher Certification Examination 003 includes A REVIEW of Reading LITERATURE INFORMATIONAL TEXTS AND RHETORIC Language Use and Vocabulary GRAMMAR VOCABULARY DIVERSITY RESEARCH BASED ACQUISITION Writing Speaking and Listening WRITING SPEAKING AND

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New York State CST Students with Disabilities Exam Success Lewis Morris, 2019-01-17 Now you can instantly improve your score on the New York State Teacher Certification Exam CST in Special Education Exam Ever wonder why learning comes so easily to some people This remarkable book reveals a system that shows you how to learn faster easier and without frustration By mastering the hidden language of the exam you will be poised to tackle the toughest of questions with ease We've discovered that the key to success on the NYSTCE CST in Special Education Exam lies with

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