



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

85 Middle Level

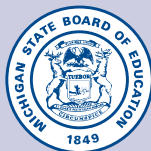


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National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
The Nature of Early Adolescence	18%
Philosophy and School Organization	23%
Curriculum and Instructional Design	18%
Pedagogy and Assessment	23%
Collaboration and Professional Development	18%

THE NATURE OF EARLY ADOLESCENCE

Understand the characteristics of the developmental period of early adolescence and the needs of young adolescents.

Includes recognizing the physical, social, emotional, and intellectual needs and characteristics of young adolescents; understanding developmental processes and patterns of early adolescence; and recognizing and understanding the educational implications of the developmental needs and characteristics of young adolescents.

Understand factors that affect the development of young adolescents.

Includes recognizing how certain factors (e.g., changes in family settings, social contexts, threats to health and safety, risk behaviors) may affect young adolescents; and understanding the implications of these factors on student motivation, teaching, and student learning.

Understand the significance of human diversity for the development and learning of young adolescents.

Includes recognizing types of diversity (e.g., ethnicity, gender, sexual orientation, culture, language, exceptionality) and their educational implications; understanding the importance of considering the familial, cultural, and societal contexts of individual students; and analyzing strategies for creating a school environment that values diversity, enhances understanding and respect for diversity, and is supportive of all students.

Understand the relationship of young adolescent development to the school setting.

Includes connecting the knowledge of the nature of early adolescence and the needs and characteristics of young adolescents to the design and implementation of a supportive school environment, appropriate programs, and developmentally and culturally responsive practices; and analyzing the effects of school environments, programs, and practices on young adolescent development.

PHILOSOPHY AND SCHOOL ORGANIZATION

Understand the philosophy and foundations of the middle school concept.

Includes understanding the historic development of the middle school movement and education programs for young adolescents; understanding the research that supports the middle school concept; and analyzing the implications of this research for middle school organization and programs.

Understand the role of teaming at the middle level.

Includes understanding the rationale for using team structure at the middle level; recognizing the benefits of teaming; evaluating the structures and functions of teams; and analyzing the roles and responsibilities of teachers in the teaming process.

Understand teacher-based advisory relationships and programs at the middle level.

Includes understanding the rationale for and the organization and functions of advisory programs; and evaluating the roles and responsibilities of teachers and other school personnel in advisory relationships.

Understand the use of flexible grouping and scheduling at the middle level.

Includes understanding the rationale for and benefits of using flexible grouping and scheduling in middle schools; recognizing the teacher's active role in flexible grouping and scheduling; and analyzing factors (e.g., human and financial resources, organization, facilities, policies) that affect decisions about grouping and scheduling.

Understand the characteristics and functions of exploration at the middle level.

Includes identifying types and characteristics of middle school exploratory programs (e.g., the fine and practical arts, health and physical education) and activity programs (e.g., community service, mini courses, clubs, intramurals); understanding the philosophy and functions of such programs; recognizing the roles of teachers in such programs; and determining the types of programs to offer.

CURRICULUM AND INSTRUCTIONAL DESIGN**Understand how to create and implement a curriculum in the middle school.**

Includes understanding the middle level curriculum as well as how it fits into the K–12 curriculum continuum; recognizing factors that are important to consider in creating and implementing a middle school curriculum; identifying resources that are helpful in creating a middle school curriculum; and recognizing elements that are important to include in a curriculum for young adolescents.

Understand how to develop curriculum and instruction that emphasize the interconnected nature of knowledge.

Includes understanding the rationale for making interdisciplinary connections in curriculum and instruction at the middle level; analyzing how the content and resources inherent in a subject area may contribute to students' understanding of other subject areas; and employing strategies that help students make connections among different subject areas and facilitate integration of knowledge.

Understand how to use student voice in the planning of curriculum and learning activities.

Includes understanding the importance of incorporating students' ideas, interests, and questions into the planning of curriculum and learning activities; identifying and using strategies for determining students' ideas, interests, and questions; and using student input to construct curriculum and learning activities.

Understand how to plan and adapt instruction that is responsive to individual learners.

Includes recognizing how learners differ (e.g., learning styles, language, culture, exceptionalities) and understanding the educational implications of these differences; planning, modifying, and adapting instructional strategies, content, materials, and environments to accommodate students' needs; and identifying and taking advantage of students' strengths to promote learning.

PEDAGOGY AND ASSESSMENT

Understand that the basic concepts and skills of inquiry and communication are integral to all learning.

Includes identifying characteristics of and the rationale for using inquiry and communication as the basis for all learning; and identifying appropriate opportunities and selecting strategies for promoting students' inquiry skills (e.g., questioning, investigating, researching) and communication skills (e.g., reading, listening, writing, speaking) in all subject areas.

Understand that cultivating problem-solving and critical-thinking skills is important for learning.

Includes identifying opportunities and selecting strategies for promoting young adolescents' problem-solving and critical-thinking skills; recognizing factors (e.g., culture, past experiences, familiarity with the subject matter) that influence students as they solve problems and think critically; and helping students learn to use critical thinking and apply problem-solving strategies in various settings.

Understand the purpose and use of various grouping strategies in the middle level classroom.

Includes identifying and evaluating various strategies for grouping students in the classroom; selecting appropriate grouping strategies that emphasize interdependence, cooperation, and individual responsibilities in given situations; and understanding the educational implications of using particular grouping strategies.

Understand how to create and maintain a positive classroom environment that supports development and learning.

Includes applying strategies to create a classroom environment that accommodates young adolescents' needs and fosters positive relationships among young adolescents and adults; creating a supportive climate that nurtures self-esteem; and understanding the important relationship between student engagement in learning and classroom management.

Understand multiple strategies for the evaluation and assessment of development and learning.

Includes understanding basic assessment principles, concepts, and issues (e.g., validity, reliability, bias); selecting and implementing multiple evaluation and assessment strategies (e.g., observation, portfolio, peer assessment, standardized test) that accommodate students' needs; interpreting and communicating assessment results; and using assessment results to make educational decisions regarding curriculum and teaching practice.

COLLABORATION AND PROFESSIONAL DEVELOPMENT

Understand the importance of and strategies for collaborating with families, resource persons, and community groups.

Includes understanding the importance of creating school-home/community partnerships to help achieve learning goals and to meet the needs of young adolescents; recognizing factors that facilitate or impede the formation of strong partnerships; knowing how to communicate and work effectively with families in various contexts (e.g., regular contacts, informal meetings, planned conferences); and identifying and understanding how to work with resource persons or community groups.

Understand the importance of and strategies for collaborating with colleagues.

Includes understanding and applying approaches for working collaboratively with team members and colleagues to achieve student learning goals, solve problems, and coordinate instruction; and recognizing the advantages of working collaboratively with other school personnel (e.g., teachers, administrators, paraprofessionals, counselors) in various situations.

Understand methods and resources for advancing one's professional knowledge and practice.

Includes understanding the importance of self-reflection in teaching; identifying and taking advantage of various professional development opportunities and resources (e.g., inservice programs, professional associations, continuing education); and understanding strategies for working with other members of the school community (e.g., families, mentors, team members, administrators) to improve one's professional knowledge and practice.

Understand the professional roles and responsibilities of middle level teachers.

Includes understanding the importance of demonstrating a commitment to young adolescents and to education that is academically excellent, developmentally responsive, and socially equitable; understanding the roles and responsibilities of middle level teachers as advocates for young adolescents; and applying legal and ethical guidelines in various educational situations.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following statements is generally true regarding the intellectual characteristics of young adolescents?
 - A. Most young adolescents are fully capable of understanding abstract concepts and hypothetical situations.
 - B. While most young adolescents understand abstract mathematical concepts, they are less able to deal with abstractions in other subjects.
 - C. Most young adolescents are still at a relatively early stage of concrete thinking.
 - D. While most young adolescents are increasingly capable of abstract thought, many still need the support of concrete examples.
2. Which of the following best explains why it is important during the middle level years to create a school environment that values diversity and promotes an understanding of and respect for diversity?
 - A. It is a time when many young adolescents begin to examine their values and establish lifelong patterns of behavior.
 - B. Young adolescents tend to misbehave if not given clear guidelines regarding what are acceptable and unacceptable behaviors.
 - C. It is a time when young adolescents are more interested in their social development than in academic progress.
 - D. Young adolescents tend to want to conform to an accepted standard that is considered to be the ideal among their peers.

3. Some students may have inadequate coping skills for making the transition from elementary school to middle school, which can negatively affect their self-esteem and motivation to learn. Which of the following features of a middle school is likely to be most significant in helping these students successfully negotiate this transition?
- A. noncompetitive intramural programs that encourage student involvement in physical activities and teamwork
 - B. well-designed advisory programs that promote trusting relationships between an adult and a small group of students
 - C. flexible scheduling that allows sufficient class time for students to explore topics in enough depth to be meaningful to them
 - D. diverse exploratory programs that encourage student experimentation and risk taking in a wide variety of areas
4. Before the beginning of the school year, the principal of a middle school assigns 112 students to a seventh-grade teaching team. The team must then divide the students among the four teachers. Which of the following approaches would be most appropriate for the teachers to use in making the group assignments?
- A. using information from students' records and previous teachers to create groupings of students who are likely to function well together
 - B. examining students' grades and test scores to create groups of students with similar ability levels
 - C. giving students the opportunity on the first day of school to self-select the group to which they are assigned
 - D. randomly assigning every fourth student from an alphabetical list to the same group
5. Of the following, which is the most important element of a curriculum for young adolescents?
- A. testing students to guarantee that they are placed in classes that will meet their academic needs
 - B. offering students a wide-ranging scope of content that prepares them for high school course work
 - C. providing students with structure to compensate for the uncertainty of their lives away from school
 - D. giving students developmentally appropriate learning challenges that allow for individual differences

6. During the first day of a new unit about family living, the health teacher asks the students to write down two questions related to the topic that they would like to have answered and bring them to class the next day. This activity is an especially effective way for the teacher to foster the students' awareness that:
- A. their questions are important enough to be considered and explored in school.
 - B. they are responsible for their own learning.
 - C. their use of brainstorming will help them understand new information.
 - D. they can study a familiar subject if specific learning goals are identified.
7. A middle school teacher wants to use cooperative, heterogeneous groups for work on a special project. The teacher can most effectively foster cooperation among members within each group by:
- A. promoting competition among groups by rewarding the one that produces the best work.
 - B. reminding high-achieving students that they should help peers who are having difficulty.
 - C. giving each member a specific role or task that contributes to the group's overall effort.
 - D. encouraging all group members to work efficiently by spending their time on task.

8. A teacher regularly uses rubrics for evaluating student performance on class activities and projects. Before students begin work on an activity or project, the teacher gives them a copy of the rubric for that task and discusses it with them. Which of the following is a primary advantage of using this approach to evaluation over most other methods of assessment?
- A. The results can be communicated more easily to parents and guardians.
 - B. The amount of time the teacher needs to devote to correcting student work is significantly reduced.
 - C. Specific gaps in knowledge or skills can be identified more readily.
 - D. Students have a better understanding in advance of the standards by which their work will be evaluated.
9. The teachers at a middle school take many steps to involve parents and guardians as active partners in their children's learning. This strategy is likely to have which of the following benefits?
- A. Students will receive support and more consistent messages from both home and school.
 - B. Teachers will have less responsibility for the success or failure of individual students.
 - C. Parents and guardians will be able to take over instruction of some topics to their children.
 - D. The school will have more volunteers available to assist in a variety of capacities.

10. Use the excerpt below from a teacher's journal to answer the question that follows.

Sept. 25

Assigning students to cooperative groups worked much better than allowing them to pick their own groups like last time. There was some moaning at first, but once they got going, most of the groups worked well together. Next time, though, I think I'll give any handouts for an activity to students as they are moving into their groups rather than at the start of class - several students seemed distracted by them, so they didn't pay very close attention to my instructions and had a lot of questions later.

This journal entry best illustrates which of the following points?

- A. Teachers often learn as much from students as students learn from teachers.
- B. Self-reflection is an effective way to make improvements in one's teaching practice.
- C. Young adolescents need a great deal of structure in the classroom to function effectively.
- D. The way information is presented is more significant to student learning than the information itself.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	D	Understand the characteristics of the developmental period of early adolescence and the needs of young adolescents.
2.	A	Understand the significance of human diversity for the development and learning of young adolescents.
3.	B	Understand the philosophy and foundations of the middle school concept.
4.	A	Understand the use of flexible grouping and scheduling at the middle level.
5.	D	Understand how to create and implement a curriculum in the middle school.
6.	A	Understand how to use student voice in the planning of curriculum and learning activities.
7.	C	Understand the purpose and use of various grouping strategies in the middle level classroom.
8.	D	Understand multiple strategies for the evaluation and assessment of development and learning.
9.	A	Understand the importance of and strategies for collaborating with families, resource persons, and community groups.
10.	B	Understand methods and resources for advancing one's professional knowledge and practice.