

# NYSTCE 201 - Educating All Students (EAS) Practice Exam (Sample)

## Study Guide



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**SAMPLE**

## **Questions**

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- 1. How can teachers support students with disabilities?**
  - A. By providing individualized accommodations and modifications**
  - B. By giving extra homework**
  - C. By lowering academic standards**
  - D. By segregating them from other students**
- 2. What is a major disadvantage of standardized testing?**
  - A. It accurately measures all student abilities**
  - B. It can create undue stress or anxiety**
  - C. It encourages competitive learning environments**
  - D. It is cost-effective for schools**
- 3. What is one way to help reduce the stress associated with standardized testing?**
  - A. By increasing the frequency of testing**
  - B. By providing test-taking strategies and support**
  - C. By making tests more difficult each year**
  - D. By eliminating all assessments**
- 4. What term best describes a person's sense of self-worth in an educational context?**
  - A. Peer pressure.**
  - B. Self-esteem.**
  - C. Blind confidence.**
  - D. External validation.**
- 5. What is the significance of interdisciplinary teaching?**
  - A. It makes subjects isolated and less connected**
  - B. It fosters deeper understanding by connecting different subjects**
  - C. It focuses solely on academic performance**
  - D. It hinders student engagement in learning**

- 6. What is the concept of "universal design for learning" (UDL)?**
- A. A framework for standardized testing practices**
  - B. A framework for designing educational environments for equal opportunities to learn**
  - C. A method for teaching students with disabilities exclusively**
  - D. A guideline for creating traditional lecture formats**
- 7. Active learning is best characterized by what type of curriculum?**
- A. Teacher-centered and directive**
  - B. Curriculum guided by the teacher's preferences**
  - C. Curriculum that is guided by the children**
  - D. Fixed curriculum that does not adapt to student needs**
- 8. According to Vyogtsky's Zone of Proximal Development, who do people learn best from?**
- A. People who are experts in their field**
  - B. People who are just a little ahead of them**
  - C. People who are far ahead of them**
  - D. People who have the same level of understanding**
- 9. Which of the following actions is an example of extinction?**
- A. Rewarding a child for good grades**
  - B. Ignoring a behavior that was previously reinforced**
  - C. Giving a child a time-out for misbehavior**
  - D. Verbally praising a student for participation**
- 10. How can teachers promote a growth mindset culture?**
- A. By praising innate talent only**
  - B. By discouraging mistakes**
  - C. By encouraging effort and perseverance**
  - D. By limiting student freedom in projects**

## **Answers**

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- 1. A**
- 2. B**
- 3. B**
- 4. B**
- 5. B**
- 6. B**
- 7. C**
- 8. B**
- 9. B**
- 10. C**

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## **Explanations**

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## 1. How can teachers support students with disabilities?

- A. By providing individualized accommodations and modifications**
- B. By giving extra homework**
- C. By lowering academic standards**
- D. By segregating them from other students**

Supporting students with disabilities effectively involves providing individualized accommodations and modifications, making the correct answer informative and relevant. This approach acknowledges the unique needs of each student, ensuring they have access to the same educational opportunities as their peers. Individual accommodations might include adjustments to teaching strategies, assessment methods, or classroom settings, while modifications could involve altering the curriculum or lesson expectations to match the student's abilities. Individualized accommodations and modifications are grounded in the principles of inclusive education and the understanding that students with disabilities may require different supports to thrive. This strategy not only helps in meeting legal requirements under laws like the Individuals with Disabilities Education Act (IDEA) but also promotes an equitable learning environment that respects diverse learning styles and needs. Other methods, such as assigning extra homework, may not necessarily cater to a student's individual needs and can add undue stress to students who may already struggle with keeping up in class. Lowering academic standards can unintentionally undermine a student's potential and diminish their opportunities for growth. Segregating students from their peers can lead to isolation, limiting their social interactions and not fostering an inclusive school environment. Thus, providing individualized accommodations and modifications stands out as the most comprehensive and effective method for supporting students with disabilities.

## 2. What is a major disadvantage of standardized testing?

- A. It accurately measures all student abilities**
- B. It can create undue stress or anxiety**
- C. It encourages competitive learning environments**
- D. It is cost-effective for schools**

Standardized testing is often criticized for the undue stress or anxiety it can cause among students. This is primarily because these assessments usually carry significant consequences for both learners and educational institutions, including implications for graduation and school funding. The high stakes associated with these tests can lead to pressure, as students feel the need to perform well to achieve the desired outcomes. This environment can be particularly challenging for students who may already struggle with test-taking or have anxiety-related issues, potentially leading to a negative impact on their performance and overall educational experience. In contrast, standardized tests are designed to assess a specific set of skills and knowledge; however, they do not capture the full range of student abilities, creativity, or individual learning styles, which can also contribute to stress and anxiety in test scenarios.

**3. What is one way to help reduce the stress associated with standardized testing?**

- A. By increasing the frequency of testing**
- B. By providing test-taking strategies and support**
- C. By making tests more difficult each year**
- D. By eliminating all assessments**

Providing test-taking strategies and support is an effective way to reduce the stress associated with standardized testing because it equips students with the tools they need to approach the test with confidence. When students are taught techniques for managing their time, understanding the types of questions they may encounter, and practicing relaxation methods, they are more prepared to handle the pressure that comes with testing situations. This support not only enhances their test-taking abilities but also helps to alleviate anxiety by creating a sense of preparedness. In contrast, increasing the frequency of testing could lead to more stress and anxiety, as students might feel overwhelmed by the continuous evaluation. Making tests more difficult each year in an attempt to challenge students may increase their stress levels rather than reduce them, as they may feel less capable of meeting rising expectations. Eliminating all assessments would not be a feasible solution, as it could deprive students of valuable feedback on their learning and growth. Therefore, the focus on providing support and strategies is the most constructive approach to mitigating stress.

**4. What term best describes a person's sense of self-worth in an educational context?**

- A. Peer pressure.**
- B. Self-esteem.**
- C. Blind confidence.**
- D. External validation.**

Self-esteem is a term that encapsulates an individual's sense of self-worth within an educational context. It refers to how a person values themselves, influences their motivation, attitude towards learning, and overall engagement in educational settings. A student with a healthy level of self-esteem is likely to persevere through challenges, believe in their capabilities, and approach new tasks with a positive mindset. Such self-perception is crucial for academic success and emotional well-being. This concept is distinct from peer pressure, which involves influences from peers that may impact behavior; blind confidence, which suggests an unmerited or unwarranted self-assurance; and external validation, which relies on the opinions or acceptance from others rather than an internal sense of worth. Thus, self-esteem stands out as a foundational element in fostering a supportive and effective learning environment.

**5. What is the significance of interdisciplinary teaching?**

- A. It makes subjects isolated and less connected
- B. It fosters deeper understanding by connecting different subjects**
- C. It focuses solely on academic performance
- D. It hinders student engagement in learning

Interdisciplinary teaching is significant because it fosters a deeper understanding by connecting different subjects. This approach encourages students to see relationships between various fields of study, allowing them to apply knowledge and skills from one discipline to another. For instance, a project that combines science and art can enhance a student's grasp of both subjects as they explore scientific concepts through creative expression. This interconnectedness promotes critical thinking, enabling students to make meaningful connections and understand how different areas of knowledge influence and enhance one another. Ultimately, this method prepares students for real-world problem-solving, where multiple disciplines often intersect.

**6. What is the concept of "universal design for learning" (UDL)?**

- A. A framework for standardized testing practices
- B. A framework for designing educational environments for equal opportunities to learn**
- C. A method for teaching students with disabilities exclusively
- D. A guideline for creating traditional lecture formats

The concept of "universal design for learning" (UDL) revolves around creating educational environments that provide all students with equal opportunities to learn. UDL emphasizes the importance of flexibility in teaching methods, materials, and assessments to cater to the diverse needs of learners. This framework recognizes that each student has unique learning preferences, strengths, and challenges, and aims to incorporate multiple means of engagement, representation, and action and expression in the learning process. By focusing on inclusivity and accessibility, UDL helps to break down barriers that can prevent some students from succeeding in traditional educational settings. This approach encourages educators to design curricula that are adaptable and responsive, ultimately fostering a more equitable learning experience for every student, regardless of their background or abilities.

**7. Active learning is best characterized by what type of curriculum?**

- A. Teacher-centered and directive**
- B. Curriculum guided by the teacher's preferences**
- C. Curriculum that is guided by the children**
- D. Fixed curriculum that does not adapt to student needs**

Active learning is most effectively characterized by a curriculum that is guided by the children. This approach emphasizes student engagement, autonomy, and participation in the learning process. When the curriculum is child-centered, it allows students to take an active role in their education, fostering critical thinking and problem-solving skills. This method encourages curiosity and exploration, as students are more invested in learning when they have a say in the topics and activities that interest them. In a child-guided curriculum, educators facilitate learning by providing resources, support, and structure while allowing students the freedom to pursue their own interests and inquiries. This interactive environment contrasts sharply with the other options, which emphasize more traditional, teacher-directed methods that limit student agency and adaptability in learning.

**8. According to Vyogtsky's Zone of Proximal Development, who do people learn best from?**

- A. People who are experts in their field**
- B. People who are just a little ahead of them**
- C. People who are far ahead of them**
- D. People who have the same level of understanding**

Vyogtsky's Zone of Proximal Development (ZPD) posits that optimal learning occurs when individuals are guided by someone who is just slightly more knowledgeable or skilled than they are. This person, often referred to as a "more knowledgeable other," is capable of providing support that challenges the learner's current understanding without overwhelming them. This relationship is significant because it fosters a learning environment where the individual can stretch their abilities, grasp new concepts, and eventually achieve greater independence. When learners engage with someone who is a little ahead of them, they are more likely to receive appropriate scaffolding—targeted assistance that helps them develop skills and concepts just beyond their current capabilities. This promotes cognitive development in a supportive and relatable context, making the learning experience more effective and engaging. Learning from peers or mentors who are close in ability allows for collaborative problem-solving and the exchange of ideas, which further enhances understanding.

**9. Which of the following actions is an example of extinction?**

- A. Rewarding a child for good grades**
- B. Ignoring a behavior that was previously reinforced**
- C. Giving a child a time-out for misbehavior**
- D. Verbally praising a student for participation**

B is the correct choice because extinction refers to the process of reducing or eliminating a behavior by no longer providing the reinforcement that previously maintained it. In this case, by ignoring a behavior that was previously reinforced, the individual is effectively withdrawing the reward or attention that reinforced that behavior, leading to its decline over time. In the context of behavior modification, when an action that was once rewarded no longer receives reinforcement, the likelihood of that action occurring again diminishes. This aligns perfectly with the definition of extinction. The other actions illustrate different methods of behavior management. Rewarding a child for good grades (the first option) involves providing positive reinforcement, which encourages the child to continue striving for academic success. Giving a child a time-out for misbehavior (the third option) serves as a form of punishment intended to decrease unwanted behavior, rather than eliminating it through lack of reinforcement. Verbally praising a student for participation (the fourth option) also acts as reinforcement, promoting further participation rather than leading to extinction of any behavior. Thus, none of these alternatives fit the concept of extinction as closely as ignoring the previously reinforced behavior does.

**10. How can teachers promote a growth mindset culture?**

- A. By praising innate talent only**
- B. By discouraging mistakes**
- C. By encouraging effort and perseverance**
- D. By limiting student freedom in projects**

Promoting a growth mindset culture in the classroom is fundamentally about encouraging students to develop their abilities through effort, practice, and persistence. When teachers focus on praising effort and perseverance, they help students understand that intelligence and skills can be cultivated over time. This approach reinforces the idea that challenges and setbacks are opportunities for learning and growth rather than signs of failure. By emphasizing effort, educators instill resilience in their students, motivating them to take on challenges and persist through difficulties. This fosters a learning environment where mistakes are viewed as a natural part of the learning process, leading to greater engagement and a willingness to try new things. In contrast to the correct answer, options that involve praising innate talent, discouraging mistakes, or limiting student freedom could create an atmosphere where students fear failure and are not encouraged to take risks, thus stifling their potential for growth and learning.