

# TeachME Professional Development

## How Important is Class Size?

**1. What do researchers say is the optimal class size?**

- A. 13
  - B. 21
  - C. 18
  - D. 38
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**2. For which grades are the benefits of small class sizes most 'worth it'?**

- A. K-3rd
  - B. 4th-6th
  - C. 7th-9th
  - D. 10th-12th
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**3. Which of these is NOT a commonly associated benefit of small class sizes?**

- A. Increased student-student interactions
  - B. Increased student-teacher interactions
  - C. Enhanced small group instruction
  - D. Enhanced math skills across all age groups
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**4. Which population of students might NOT necessarily benefit from smaller class sizes?**

- A. Outliers in performance when compared to other students
  - B. Seniors in high school who wish to specialize in a niche subject
  - C. Students going through undue emotional stress or through social challenges at school?
  - D. Students who have shown that they will require extra support in order to meet their academic challenges
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**5. Which of the following is NOT one of the recommendations for mimicking the effects of class reduction?**

- A. Searching for new, innovative outside professionals who can bring a fresh take to academics, rather than expecting the veterans to assume even more responsibilities
  - B. Increasing teacher's salaries, providing opportunities for ongoing education, and making other allowances and investments in happy, relaxed, high-quality teaching
  - C. Hiring teachers with terminal degrees, with extensive experience, or with extracurricular accomplishments in order to attract students to your school
  - D. Encouraging schools to invest in their own infrastructure and resources
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**6. Which of the following is an accurate statement about the Project Star research study?**

- A. Project STAR sought to delve into the impact of smaller class sizes for students third through six grade
  - B. The project design was a cohort study where groups of students were observed and their reactions and responses were recorded
  - C. The initial analyses of the data showed that students in the smaller class sizes outperformed the students who studied in the larger 'regular' class sizes
  - D. Study results revealed that when the teacher had extra support or a designated aide, there was a substantial effect on the performances of the students.
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**7. What is the Hawthorne effect?**

- A. The way in which researcher bias impacts results
  - B. Knowing that you're being watched influences how you perform in a study
  - C. Study responses are impacted by the participant's need to be accepted or liked
  - D. Moderators and respondents have a tendency to see something or someone in a certain light because of a single, positive attribute.
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**8. When looking at Project STAR forty years later, each of the following are important takeaways EXCEPT:**

- A. Since data analysis has been perfected over the years, the results may look different in today's circumstances
  - B. If the study were conducted today, the difference between correlation and causation be be more significantly considered
  - C. Specifically, researchers would evaluate whether the smaller class sizes actually cause the heightened performance factors, or did some unknown factor drive that increase and simply make it look like class size was the key issue
  - D. Since the study evaluated the impact of school size as well as class size, more in-depth study results should have reflected how larger schools fared compared to smaller ones
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**9. What was NOT one of the negative effects that accompanied California's attempt to replicate Project STAR?**

- A. California ended its practice of mixing grades within one class, even those students in these classrooms had shown positive effects with social-emotional development
  - B. Almost a billion dollars in increased education costs
  - C. The state had to hire primarily inexperienced teachers who didn't know how to help their students
  - D. The resulting underachievement drove deeper the gap between the low and middle classes
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**10. Which of the following is NOT one of the ways in which the general equilibrium effect enhanced school and student performance?**

- A. Having more affluent students around can make a school seem more successful
  - B. Having higher-ability children around can influence all children to perform better
  - C. Not only were public schools attracting higher-scorers from private schools for standardized tests, the new students seemed to be helping to improve the scores of all of the students by association
  - D. Having students in public schools who previously attended private school helped the overall school climate improve because those parents set the example for the other parents to become involved with their children
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**11. Which of these might constitute a reason that Project STAR might not apply to a modern classroom?**

- A. The demographics of students have changed wildly
  - B. Teacher shortages prevent a mandate for class-size reduction
  - C. We cannot study academics on that scale anymore due to privacy concerns
  - D. The advent of 1:1 computing, project-based learning, and other innovative teaching techniques
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**12. One study by the OECD found that the cost to decrease class size by one student, on average, is about:**

- A. 300 USD
  - B. 600 USD
  - C. 20 USD
  - D. 1000 USD
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**13. Which of these isn't a factor that contributes towards the determination of a teacher's salary?**

- A. Instructional time
  - B. Their letters of recommendation
  - C. Experience
  - D. Class size
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**14. Which is NOT an attribute of a teacher that could, by itself, increase matriculation in a school?**

- A. Communication skills with students, parents, and school staff
  - B. Contributions to their field
  - C. Terminal degrees
  - D. Experience teaching
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**15. The OECD recommends designing the efficiency of your school's community (with incentives, if needed) that prioritizes:**

- A. Student safety, diversity, voices, and values

- B. The needs of specific students in their specific environments
  - C. Inclusive strategies that help create multiple pathways for students to experience and celebrate successes
  - D. A climate and culture that supports innovation
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**16. What is NOT a benefit of larger classrooms?**

- A. Increased teacher salary because less teachers are needed
  - B. More feasible to maintain in rural or underdeveloped areas
  - C. Students are able to learn better collaboration skills as well as flexibility and initiative
  - D. Students tend to do well in scientific subjects
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**17. Why are complex, challenging classroom activities important for student-student interaction?**

- A. They create opportunities for students to rely on each other, creating bonds
  - B. They enable students to develop rules and guidelines
  - C. They encourage autonomy
  - D. Students have to practice learner-content interaction in order to be effective classmates
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**18. What is a good way to reduce common complaints relating to group projects?**

- A. Keep your students in moderately-sized groups, of 6-8, so they can learn how to most effectively work together
  - B. Allow the students to create the group rules and hold them accountable
  - C. Teach practical group communication skills prior to assigning group work
  - D. Keep your students in smaller groups of four to five
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**19. In larger classes, each of the following strategies are recommended for teachers to boost their interactions and relationships with students EXCEPT:**

- A. Invest in rapport-building skills while also offering generalized support to the group
  - B. Consider mentoring an after-school club or interest group
  - C. Share personal stories and struggles while also maintaining appropriate boundaries
  - D. Respect, encourage, and praise your students
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**20. When implementing an open-door policy with students, take time to listen to their presenting problems and brainstorm solutions with them that are:**

- A. Relaxed and informal
  - B. Non-judgmental and flexible
  - C. Creative and practical
  - D. Positive and meaningful
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