

# TeachME Professional Development

## The Impact of Poverty on Education

**1. What are the factors most important in the two-generation solution to breaking the cycle of poverty?**

- A. Ensuring parental and child education
  - B. Understanding and regulating risk and protective factors
  - C. Creating positive change through successful employment and fiscal responsibility
  - D. Strengthening and maintaining state and community programs to combat poverty
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**2. Children who experience poverty may enter their school years with factors and experiences that could compromise their education. These factors will most likely include:**

- A. Higher stressors, social-emotional issues, and potential health conditions
  - B. A lack of interest in extracurricular activities
  - C. Congenital or developmental deficiencies
  - D. Lower self-esteem, an inability to focus and increased introversion
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**3. It's estimated that childhood poverty costs America about \$700 billion dollars per annum due to lost productivity, health crises, and:**

- A. Negative impacts on cognitive and social growth
  - B. Homelessness
  - C. Increased crime rates that are associated with children living in poverty
  - D. Harmful effects on the environment
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**4. The poorest age group in America is represented by:**

- A. Minimum wage earners
  - B. Those aged 80+
  - C. Young adults just after college
  - D. Children
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**5. Social oppression causes many higher-income people to wish to distance themselves from the poor if at all possible, and this results in systematic exclusion, mistreatment, and:**

- A. Internal oppression
  - B. Exploitation
  - C. Prolonged distress
  - D. Lack of identity
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**6. In addition to social oppression, each of the following are factors that perpetuate poverty EXCEPT:**

- A. Unregulated capitalism
  - B. Institutional racism
  - C. Overcrowding in large cities
  - D. Hoarding of resources
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**7. Which of these is NOT a protective parental benefit that can shield children from the effects of poverty?**

- A. Epigenetics
  - B. Formation of a larger vocabulary
  - C. Assistance with academic problems
  - D. Achievement-fostering practices in the home
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**8. Which of these is NOT a challenge that children from a low socioeconomic community naturally faces when first attending school?**

- A. Lack of preparation for school
  - B. Lack of access to medical care
  - C. Lack of a stable home environment
  - D. Lack of willingness to attend school
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**9. Schools that have a high number of impoverished students often expect less of those students, spend less on those students, and have:**

- A. Poor parental involvement
  - B. Less experienced and effective teachers
  - C. Non-stimulating classrooms and school environments
  - D. Non-existent community support
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**10. Which of these is NOT a non-financial contributor to a high-quality education?**

- A. School autonomy
  - B. Course rigor
  - C. Teacher quality
  - D. Student accountability
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**11. The adverse effects associated with chronic stress do not typically include the following set of effects:**

- A. Musculoskeletal
- B. Respiratory

- C. Cardiovascular
  - D. Epithelial
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**12. Studies have shown that the more adverse childhood experiences (ACEs) that children undergo as they develop, the more likely they are as adults to have:**

- A. Education and employment difficulties
  - B. Unstable relationships
  - C. Economic and health problems
  - D. Experiences with high risk behaviors
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**13. What is a child's hippocampus responsible for?**

- A. Regulating emotional responses
  - B. Language development
  - C. Motor skills
  - D. Learning and retention of memories
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**14. The Food Action and Resource Center reported that the following effect is NOT a downstream repercussion of familial food insecurity:**

- A. Asthma
  - B. Depression and apathy
  - C. Low birth weight
  - D. Increased likelihood of birth defects
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**15. Which hormone regulates chronic (and even toxic) stress in impoverished children?**

- A. Cortisol
  - B. Progesterone
  - C. Adrenaline
  - D. Oxytocin
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**16. Which of these is NOT a typical issue that an under-resourced school might struggle with?**

- A. Teacher issues
  - B. Lack of funding
  - C. Lack of student interest
  - D. Lack of student readiness
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**17. Which of the following is an accurate statement about the achievement gap between students in low-income schools and high-income schools?**

- A. The achievement gap, or the metrics that show just how much better high-income students tend to perform when compared to low-income students is becoming more narrow than in the past
  - B. As this achievement gap narrows, experts predict that it will be much easier to allocate resources for the students who will be most in need of help
  - C. One metric used to target these resources for low-income students is measuring the body of students who are eligible for free or low-priced lunch options
  - D. Within the subset of students that qualify for reduced-price meals, there is little variation in test scores, which makes this metric a valuable one in addressing the needs of low-income students
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**18. The first step in taking actionable change to break the cycle of poverty is to:**

- A. Help individuals change their decisions and actions related to finances
  - B. Learn how to leverage individual resources for the common good
  - C. Make sure that individuals and the community as a whole are educated on the reality of financial situations
  - D. Help individuals make personal and monetary investments that will help in the short and long term
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**19. What is NOT a good step to help children in your classroom thrive?**

- A. Teach your children emotional coping skills
  - B. Leave them alone as a way to empower them in the classroom and beyond
  - C. Develop relationships with them and their families
  - D. Show them worlds outside your classroom
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**20. When is the best time for teachers to establish connections with the parents of their students?**

- A. A few weeks after the school year begins, so that the teacher will have a little time to establish routines and to get to know the students
  - B. When the student is exhibiting academic or behavioral concerns
  - C. At the end of the quarter or semester, or whenever grades are finalized
  - D. Immediately, at the beginning of the semester, regardless of any struggles
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