

CHAPTER 2

IDENTIFYING THE PROGRAM'S CORE VALUES, DEVELOPING ITS VISION AND MISSION STATEMENTS, AND PLANNING FOR PROGRAM EVALUATION

TEST ITEMS

MULTIPLE CHOICE

1. A program's vision statement is created after first identifying the program's:
 - a. Enrollment numbers
 - b. Mission statement
 - c. Evaluation plan
 - d. Core values

2. The NAEYC *Code of Ethical Conduct* provides a foundation for developing the program's core values and includes all of the following *except*:
 - a. Respect diversity in children, families, and colleagues.
 - b. Appreciate and support the bond between the child and family.
 - c. Base our work on knowledge of how children develop and learn.
 - d. Recognize that relationships are not as important as the curriculum.

3. The *core values* of a program should:
 - a. Respond to the needs and values of the community.
 - b. Change periodically.
 - c. Serve as a guide to reach the program's goals.
 - d. Be created after a mission statement is established.

4. Developing a statement of the program's core values:
 - a. Takes place during one focused meeting
 - b. Should be led by the program director
 - c. Begins with a committee writing a program vision statement
 - d. Should be spread over a long period of time

5. Although the field of Early Childhood is not in complete agreement regarding the research and theories that most accurately describe the nature of development and learning, the field is unified in the understanding that practice should be informed by:
 - a. Child development theory.
 - b. The maturationist view.
 - c. Behaviorist and constructivist theories.
 - d. Vygostkian or Piagetian theories.

6. Which of the following would NOT be considered a program stakeholder?
 - a. Nearby businesses
 - b. Staff members
 - c. Young children and their families
 - d. Government officials

7. High quality early childhood programs have all of the following in common *except*:
 - a. Large playgrounds.
 - b. Adherence to appropriate licensing regulations
 - c. Carefully planned curriculum.
 - d. Planned evaluation of program.

8. The program *vision statement* is:
 - a. Created to evaluate the success of the program.
 - b. A roadmap to program implementation.
 - c. A specific description of what the program is striving to achieve in the future.
 - d. Synonymous with the program mission.

9. Each of the following is considered a component of a vision statement *except*:
 - a. Who the program serves
 - b. What it will the program achieve in the future
 - c. When the program will be evaluated
 - d. Why the program exists

10. Who should develop the vision statement?
 - a. The board of directors
 - b. The program director and assistant director
 - c. A committee of staff members
 - d. A committee of various stakeholders, which might include the program's sponsor, parents, staff members, board of directors, and the director

11. The program *mission statement* is:
 - a. A beautifully written description of the program's core values.
 - b. A specific job description of each position in the program.
 - c. To be used only in the short term until a program philosophy is developed.
 - d. A clear description of its purpose and whom it serves.

12. The program mission statement should be:
 - a. Posted prominently throughout the center.
 - b. Used to develop its core values.
 - c. Kept confidential and only shared with program staff.
 - d. Shared with program stakeholders once a year.

13. When creating a mission statement, the writers should:
 - a. Make sure it is detailed and extensive
 - b. Use terms that are common among early childhood professionals
 - c. Aim for two to three sentences
 - d. Aim for a minimum of five sentences

14. The main purpose of program evaluation is to:
- Show that the program is high quality.
 - Determine the program's success reaching its short- and long-term goals.
 - Convince potential investors to contribute to the program.
 - Attract media attention for marketing purposes.
15. All of the following are examples of informal assessment *except*:
- Anecdotal notes
 - Portfolios
 - Standardized test
 - Checklist
16. *Developmental screenings* are used to:
- Identify children who may be high ability.
 - Assess the progress of a program's development in reaching its goals.
 - Evaluate a child's mastery of the standards.
 - Identify children who may have developmental delays.
17. *Formative* evaluation is used to:
- Identify the effectiveness of the forms used by the program.
 - Make changes to the program mission statement.
 - Determine the effectiveness of the program while program changes are still being made.
 - Determine the effectiveness of the overall program at some ending point.
18. *Summative* evaluation is used to:
- Identify the effectiveness of the summer program.
 - Generate new ways of operating the program based on observations.
 - Determine the on-going effectiveness of the program.
 - Provide information to program funders and families about the effectiveness of the overall program.
19. Which type of assessment of child outcomes is recognized as the most appropriate way to evaluate what children have learned and how they are developing?
- Formal
 - Informal
 - Norm-referenced
 - Criterion-referenced
20. All of the following are program outcomes that are measured during evaluation *except*:
- Children's cognitive development
 - Children's experiences while in care
 - The program's impact on parents' knowledge of child development
 - Children's emotional development

SHORT-ANSWER

1. Describe the ecological context that a child experiences and that affects his or her development according to Bronfenbrenner.
2. What is the view of today's educational leaders about the purpose of education?
3. What does it mean for a program to be *culturally competent*?
4. List the three questions a program's vision statement should answer.
5. Identify differences between formal and informal evaluation.
6. Describe the difference between evaluating program inputs and program outcomes.

ESSAY

1. Describe how the statement of core values of a program preparing children to be citizens for democratic society would differ from that preparing them for a totalitarian society.
2. Explain the major characteristics of program evaluation when it is used to guide program improvement.
3. Describe the process of program planning. What are the essential elements that must be planned for and who should be involved in each.

Compare and contrast the theories of cognitive development. **CHAPTER 2**

MULTIPLE CHOICE

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|------|-------|-------|
| 1. d | 8. c | 15. c |
| 2. d | 9. c | 16. d |
| 3. a | 10. d | 17. c |
| 4. b | 11. d | 18. d |
| 5. a | 12. a | 19. b |
| 6. d | 13. c | 20. b |
| 7. a | 14. b | |

SHORT ANSWER

1. See discussion under the heading: *Theories of Social and Emotional Development*.
2. See discussion under the heading: *Philosophical Views About the Purpose of Education*.
3. See discussion under the heading: *Considering the Values of Your Community*.
4. See discussion under the heading: *Developing a Vision Statement: Identifying Where Your Program is Headed*.
5. See discussion under the heading: *Assessing Program Outcomes*.

6. See discussion under the heading: ***Planning for Program Evaluation.***

ESSAY

1. Student answers will vary. Answers should reflect knowledge of issues discussed under the heading: ***Developing a Statement of Your Program's Core Values.***
2. Student answers will vary. Answers should reflect knowledge of issues discussed under the heading: ***Planning for Program Evaluation.***
3. Student answers will vary. Answers should reflect knowledge of issues discussed throughout the chapter and summarized at the conclusion of the chapter.
4. Student answers will vary. Answers should reflect knowledge of issues discussed under the heading: ***A Brief Review Of Developmental Theories That Have Influenced Early Childhood Education.***