TRUE/FALSE

1. ANS: T
2. ANS: F
3. ANS: F
4. ANS: F
5. ANS: F
6. ANS: F
7. ANS: T
8. ANS: F
9. ANS: F
10. ANS: F
11. ANS: T
12. ANS: T
13. ANS: T
14. ANS: F
15. ANS: T
16. ANS: T

MULTIPLE CHOICE

17. ANS: D
18. ANS: A
19. ANS: E
20. ANS: A
21. ANS: B
22. ANS: C
23. ANS: E
24. ANS: B
25. ANS: C
26. ANS: E
27. ANS: D

COMPLETION

28. ANS: care, enrichment programs, educating parents, activity arena for children, academic instruction
29. ANS: teacher/child ratio, size of group, education and experience of staff
30. ANS: knowledge about child development and learning; knowledge about each individual child; a knowledge of the child's social and cultural context.
31. ANS: the first longitudinal study of preschoolers, the first to suggest an economic impact of early intervention
32. ANS: lack of social interaction, lack of self-expression, lack of language development, and lack
of gross-motor emphasis
33. ANS: more intense, more physical, more personal
34. ANS: lower absenteeism, improved recruitment and retention of employees, higher employee morale

SHORT ANSWER

35. ANS:
The curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the community and the world. Relationships among teachers and families are based on a partnership to ensure high-quality care and education. Parents feel supported and welcomed as observers and contributors to the program. The program is staffed by adults who are trained in child and family development and who recognize and meet the developmental and learning needs of children and families. They recognize that the quality and competence of the staff are the most important determinants of the quality of an early childhood program. The indoor and outdoor physical environment is designed to promote optimal growth and development through opportunities for exploration and learning. The quality of physical space and materials affects the levels of involvement of the children and the quality of interaction between adults and children. Ongoing and systematic evaluation is essential to improve and maintain the quality of an early childhood program. Evaluation should focus on the program's effectiveness in meeting the needs of children, families, and staff.

36. ANS:
The distinction between day care (stressing the protective, custodial services) and early education (emphasizing schooling) has appropriately blurred. Today, child care professionals recognize the concept of child care inherent in all programs for young children and the concept of education as an integral part of caring for young children. Routines, such as eating, resting, and toileting, are treated as part of the curriculum, not just tasks for the teacher to accomplish. Caregivers and teachers incorporate clean up times and transitions into their planning so that they are learning times for children.

37. ANS:
It's comprehensive nature that views the child as a whole, requiring medical, dental, and nutritional assessment, as well as intellectual growth. Extensive health, education, and social services were offered to children and their families from the inception of Head Start and continue today to provide health and medical screening and treatment for thousands of youngsters. Head Start redefined the role of parents by expecting them to serve as active participants. Parents are involved in the program at all levels: in the classroom as teacher aides, on governing boards making decisions about the program, and as bus drivers and cooks. Head Start promoted community collaboration. Interest and support from the local community helped Head Start respond to the needs of the children and families it served. Since its inception, Head Start has sought to provide a curriculum that reflects the culture, language, and values of the children in the program. Head Start pioneered the inclusion of children with special needs and disabilities in its classrooms.

38. ANS:
Montessori materials are unique. They have great tactile appeal to help children learn through the senses, are self-correcting, and sequenced. Many of them relate to real-life tasks.
The "prepared environment" is a Montessori trait. Low, child-size furniture and an orderly display of presentation is used to encourage children's selections of materials and activities. The Montessori teacher has a prescribed role of observing children and allows children to play with little intervention beyond giving clear directions for using the materials. There is no group instruction.

39. **ANS:**
   Successful out-of-school-time programs have the following components:
   - Flexible hours and schedules that match school calendars
   - Reasonable fees
   - Clear lines of communications with parents
   - Utilization of community resources such as libraries, swimming pools, parks
   - Supplemental to and supportive of regular school programs rather than extend the school day
   - Teaching staff is trained in operating extended programs for children
   - Homey, relaxed atmosphere
   - Large blocks of free play time
   - Children are self-directed, self-paced
   - Many opportunities for creative expression
   - Cooperation is stressed rather than competition
   - The program needs its own permanent space

40. **ANS:**
   - What is known about child development and learning?
   - What is known about the strengths, interests, and needs of each individual child?
   - Knowledge of the social and cultural contexts in which children live

41. **ANS:**
   - The ability to go beyond one's own socio-cultural background to ensure equal and fair teaching and learning experiences for all children. Includes an adult's ability to develop a multiethnic perspective