**Common Philosophy & Purpose**

**Pre/Post-Assessment**

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| **District:** |  | **School:** |  |

The pre- and post-test provided with this module can be used to measure the gains made in participants knowledge of the training content. They can also be used to guide the trainer in knowing which concepts were well taught and which concepts need additional time and/or revision in delivery.

**Directions: Circle the correct answer.**

1. Which of the following are issues that schools face today when educating students?
   1. changing home structures
   2. stringent academic accountability
   3. increased exposure to violence
   4. all of the above
2. Beliefs are the underlying sentiments, assertions, or assumptions that inform the customs or practices of a group.
   1. True
   2. False
3. Discipline focuses exclusively on punitive punishments and what students are not to do.
   1. True
   2. False
4. When developing a philosophy of discipline, schools should examine which of the following:
   1. beliefs
   2. mission
   3. vision
   4. all of the above
5. A \_\_\_\_\_ statement represents the reason that the school and/or district exists, and is usually a short statement.
   1. vision
   2. mission
   3. beliefs
   4. none of the above
6. A \_\_\_\_\_\_ is a clearly articulated, results-oriented picture of the future you intend to create.
   1. vision
   2. mission
   3. beliefs
   4. none of the above

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**Pre/Post-Assessment KEY**

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| **District:** |  | **School:** |  |

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**Directions: Circle the correct answer.**

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| **Question** | **Rationale** |
| Which of the following are issues that schools face today when educating students?   1. changing home structures 2. stringent academic accountability 3. increased exposure to violence 4. all of the above | Schools today are facing intense scrutiny and are under tremendous pressure for improvement compounded by major issues that place significant demands on our schools. Some of the issues include: increasing diversity of student demographics, changing home structures, growing student alienation, increased exposure to violence, dropout crisis, students with special needs, and stringent academic accountability. |
| Beliefs are the underlying sentiments, assertions, or assumptions that inform the customs or practices of a group.   1. True 2. False | Beliefs are the underlying sentiments, assertions, or assumptions that inform the customs or practices of a group. Time spent examining what staff truly believe about student discipline and creating a shared philosophy is a wise investment in lasting change. |
| Discipline focuses exclusively on punitive punishments and what students are not to do.   1. True 2. False | Discipline is defined as instruction that corrects, molds or perfects character and develops self-control. |
| When developing a philosophy of discipline, schools should examine which of the following:   1. beliefs 2. mission 3. vision 4. all of the above | Effective schools commit their philosophy of discipline to writing through their beliefs, mission and vision. |
| A \_\_\_\_\_ statement represents the reason that the school and/or district exists, and is usually a short statement.   1. vision 2. mission 3. beliefs 4. none of the above | A mission statement is a brief statement representing the reason that the school and/or district exists. |
| A \_\_\_\_\_\_ is a clearly articulated, results-oriented picture of the future you intend to create.   1. vision 2. mission 3. beliefs 4. none of the above | A vision is a clearly articulated, results-oriented picture of the future you intend to create. |