

San Francisco State University
Inventory of Department Assessment Activities

Department: Child and Adolescent Development

College: Health and Human Services

Date: December 7, 2010

Department Mission: The Department of Child and Adolescent Development (CAD) prepares students to be competent professionals in their work with children, youth and families. CAD values teaching and experiential learning that incorporates a diversity of background and experiences, current and relevant research, and high quality instruction. To this end, students are prepared to: 1) Apply theory and knowledge in varied contexts; 2) Understand the issues underlying equity and social justice and respect their complex impact on the lives of children, youth, and families in our society; and 3) Use guiding theoretical frameworks to understand children, youth and families

Assessment Process: The assessment was conducted in May 2010 by supervising teachers at both the Children’s Campus and the ASI ECE Center on campus. The majority of interns in the Young Child and Family concentration who are enrolled in CAD 601, Internship in CAD, complete their required minimum of 120 hours at these two sites. The total number of interns who were assessed by their supervising teachers was 26. The following competency was used in this assessment: APPLIED DEVELOPMENT and our goal was to determine if the intern applied developmental knowledge and theory in her interactions with children. We used 17 measurable outcomes to determine if the competency was met.

Measurable learning outcomes	Place in curriculum where outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
<p>Competency: APPLIED DEVELOPMENT: Did the intern apply developmental knowledge and theory in her/his interactions with children?</p> <p>Learning outcomes for the competency, Applied Development are:</p> <p>1. Regularly practices gestures, sign language or other non-verbal cues in communications and interactions with children.</p>	<ul style="list-style-type: none"> • Course prerequisites: CAD 360; and to a lesser extent in CFS 320 and PSY 330 or their community college equivalents • CAD core curriculum: CAD 300, 310, 400, 410, 600 	<p>Spring 2010</p>	<p>Internship supervisors (teachers) from Children’s Campus and ASI ECE Center assessed interns at end of the 120 hour internship based upon their observations of the intern in the classroom.</p> <p>Scale of responses: 1=Not Met 2=Need to Improve 3=Satisfactory Progress 4=Significant Progress 5=Mastered</p>	<p>Summary: The competency, APPLIED DEVELOPMENT, was met, according to the data summarized below and according to each of the means per measurable learning outcome, also below.</p> <ul style="list-style-type: none"> • The mean of means = 3.97, indicating that interns were very close to “Significant Progress” on learning outcomes. 	<p>This assessment is conducted at the end of the semester and is based upon guidelines developed and practiced at both campus children’s centers.</p> <p>The lowest mean of 3.62 on the item <i>Helps children manage and understand emotions</i> is appropriate, as this skill comes with practice working directly with children and understanding more clearly one’s own emotional management. It is key to</p>

<ol style="list-style-type: none"> 2. Regularly uses narrative speech, reflective listening, and I messages to communicate with children and help children cope with difficult situations. 3. Allows children to lead and direct play while supporting their play without interfering or distracting. 4. Shows awareness of prosocial interactions and supports child(ren) by using narrative speech, encouragement to scaffold peer interactions and learning. 5. Gets down to child's level while interacting with children. 6. Uses child's name as designated by parent and avoids creating nicknames for the child. 7. Attempts to consider the apparent needs and intentions expressed in children's behavior before taking action. 8. Responds with appropriate promptness to children's needs. 9. Explains own behavior, movements, and intentions to child while performing caregiving routines. 10. Allows child adequate time to comprehend and comply with adult 			<p>Scale of responses: 1=Not Met 2=Need to Improve 3=Satisfactory Progress 4=Significant Progress 5=Mastered</p>	<ul style="list-style-type: none"> • The means on the learning outcomes ranged from a low 3.62 on <i>Helps children manage and understand emotions</i> to a high of 4.65 for <i>Uses child's name as designated by parent and avoids creating nicknames for the child</i>. The lowest mean of 3.62 however, still meant that interns made Satisfactory Progress on the learning outcome, while the highest mean of 4.65 indicated interns made Significant Progress. • Interns rated Significant Progress on 6 of 17 learning outcomes (35%) and Satisfactory Progress on 11 of 17 learning outcomes (65%). • Not one student received a rating of Not Met, on any of the learning outcomes. • Students received a total of 112 ratings at Mastery level across the learning outcomes 	<p>know theory of emotional development, however, moving from theory to practice may be quite challenging for interns in their efforts to support emotional regulation and awareness in developing humans (young children). To this end, both in CAD 600 seminar discussions and in meetings between teachers and interns, the topic of emotional responsiveness and supporting children in their regulation is very common. We will continue this practice.</p> <p>The interns' practical experiences prior to internship range from never having worked in a group care setting with young children to years of experience as a teacher or teacher assistant. This fact may explain the 35% of students who were rated as progressing in a significant manner and 65% of interns who were progressing at a satisfactory level. Experiential knowledge is key to deepening one's skill set and interactions as a teacher of young children. CAD will continue to that require student internships</p>
---	--	--	---	---	--

<p>responses.</p> <ol style="list-style-type: none"> 11. Assists children with separations and/or transitions. 12. Sends consistent messages by matching voice tone, facial expression, body language and appropriate words to the situation. 13. Helps children manage and understand emotions. 14. Uses words and actions to support & extend children's efforts to problem solve and resolve conflicts instead of taking over. 15. Makes eye contact with children when interacting, making requests, and stating limits. 16. Uses a normal tone and calm voice while stating limits simply and directly to the child(ren). Then makes sure to follow-up with that child or children. 17. Regularly uses specific, descriptive language, rather than subjective judgments, to affirm children's intentions and efforts. 			<p>Scale of responses: 1=Not Met 2=Need to Improve 3=Satisfactory Progress 4=Significant Progress 5=Mastered</p>	<p>Means for each learning outcome:</p> <ol style="list-style-type: none"> 1. Regularly practices gestures = 3.89 Satisfactory Progress 2. Regularly uses narrative speech = 3.85 Satisfactory Progress 3. Allows children to lead and direct play = 3.92 Satisfactory Progress 4. Shows awareness of prosocial interactions = 3.70 Satisfactory Progress 5. Gets down to child's level = 4.58 Significant Progress 6. Uses child's name as designated by parent = 4.65 Significant Progress 7. Attempts to consider the apparent needs = 3.88 Satisfactory Progress 8. Responds with appropriate promptness = 4.15 Significant Progress 9. Explains own behavior = 3.84 Satisfactory Progress 10. Allows child adequate time = 4.04 Significant Progress 11. Assists children with separations = 3.74 Satisfactory Progress 	<p>take place at licensed group care settings such as the two on campus, with highly skilled teachers.</p> <p>Students who present with a higher skill level at the beginning of the internship may score less significantly on that specific learning outcome because they are already practicing the skill appropriately as defined by the guidelines for interacting with children used within the internship (ceiling effect).</p> <p>CAD will continue to emphasize the outcomes in courses in the major and in particular, the applied courses in the Young Child concentration. Significant progress on items such as <i>Down at child's level</i> (4.58), <i>Uses child's name</i> (4.65), <i>Responds with appropriate promptness</i> (4.15), and <i>Allows child adequate time to respond</i> (4.04), is important, as these outcomes are key relational skills that are supported and modeled by the teachers. They form the foundation of relational care which is prominent in the two centers' philosophies. The focus on this type of one-</p>
---	--	--	---	---	---

			<p>Scale of responses: 1=Not Met 2=Need to Improve 3=Satisfactory Progress 4=Significant Progress 5=Mastered</p>	<p>12. Sends consistent messages = 3.77 Satisfactory Progress 13. Helps children manage = 3.62 Satisfactory Progress 14. Uses words and actions = 3.77 Satisfactory Progress 15. Makes eye contact = 4.15 Significant Progress 16. Uses a normal tone = 3.81 Satisfactory Progress 17. Regularly uses specific = 4.12 Significant Progress</p>	<p>to-one interaction and respect for the child may not be a prominent focus at centers with high ratios or under skilled and understaffed centers. CAD interns see best practices when they intern at the on campus centers. CAD will continue to place interns primarily at these two centers.</p>
--	--	--	---	---	--