

Bachelor of Science in Family & Consumer Sciences
 Concentration in Child Development

Learning Outcome	Data Collection and Analysis	Results of Evaluation	
<p>Identify and assess the stages of human development from conception through adolescence in areas of physical/motor, social, and emotional growth.</p>	<p>Lab evaluations: Using an evaluation form, students are evaluated by child development teachers on their ability to recognize and apply developmentally appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement</p> <p>Development and implementation of toolkits: Students develop toolkits, including lesson plans and developmentally appropriate materials, to teach children specific concepts; Students</p>	<p>Based on lab evaluations, of the last 30 graduating students with child development majors, there were 3 (10%) who had to repeat courses because of their inability to apply developmentally appropriate practices for children when working with them. Students who had difficulty applying their knowledge in working with children were given specific remedies to improve such as:</p> <ol style="list-style-type: none"> 1. Communicate more effectively with children by talking on their language level; 2. Use positive communication or redirection, rather than saying, "no" or "stop." <p>The majority of students were successful in creating developmentally appropriate toolkits that demonstrated their knowledge of the stages of development; A few of the original toolkits prepared by students, however, included lesson plans that lacked specificity and were poorly written; Evaluations were discussed with students to provide feedback for improvement of materials.</p> <p>Results of examinations over the past three years demonstrate that at least 90% of the students are meeting desired content knowledge thresholds.</p>	<p>Lat mo in e thro of s the the det thro Thi for Stu at r infc end bel</p> <p>Rei whi suc dev pra fee lear tea Rec and rev The help wri</p>

are evaluated according to specific guidelines identified by the instructor and the Parents Place Coordinator (Appendix 2). Additionally, toolkits are taken to area childcare centers by students and used with children. They are able to determine from this application exercise, if their lesson plans and activities are clearly written and developmentally appropriate.

Objective examinations:
Students are given exams to determine their content knowledge concerning the stages of human development. These exams determine the students' basic knowledge of child development. If they do not have at least 70% knowledge of the material they will not be able to effectively apply the knowledge with children. The students are

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	<p>required to repeat the course until content and application portions of the course are mastered.</p>	
<p>Plan and implement activities and administer programs for children that incorporate early childhood principles and are based on developmental needs and characteristics of children.</p>	<p>Lab evaluations: Using a Likert-type evaluation form, students are evaluated by child development teachers on their ability to recognize and apply developmentally appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement; This model has been successful for several years.</p> <p>Development and implementation of developmentally appropriate projects and</p>	<p>According to lab evaluations, students needed more classroom instruction on the development of age appropriate activities. Lab evaluation findings further indicated that students were not getting enough opportunities to participate in and/or implement activities and programs for children that they had developed in the classroom.</p> <p>Results of faculty evaluations indicated that 20% of the child development students were able to develop their activities without instructor assistance; 60% of the students required activity review by the instructor one or two times before it was satisfactory; 20% required three or more instructor reviews before their projects/activities were satisfactory.</p>

activities:

In order to demonstrate that child development students understand and can apply developmentally appropriate practices to the projects and activities that they create and use with young children, students' activities are reviewed by child development teachers and peers to determine the level of appropriateness of activities. Child development faculty also indicate the amount of assistance required by the students in the development of such activities and lesson plans. Students must revise their plans until they receive at least a satisfactory instructor evaluation before the activity is implemented with children.

Internship Evaluations:

During their capstone internship experience, students spend 200-400 hours in an

98% of the students in the past three years have achieved at least an acceptable rating in their internship experience. Students who failed to meet expectations were required to repeat until acceptable performance was achieved.

Two areas cited as weaknesses on internship evaluations related to dependability and independence.

Based on findings over time from the internship evaluations, the following recommendations were made and changes implemented accordingly:

1. Reduce amount of academic load in the term.
2. Provide detailed instruction on expectations of the internship site and supervisor.
3. In the area of dependability, students need to understand the importance of their consistency in working with children and employers.
4. Students need to work with less supervision during their internship experiences.

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	<p>early childhood classroom setting. The students observe, interact, teach, and perform all other requirements expected of a teacher. The student is evaluated by the supervising teacher at midterm and end of the term. The supervising teacher completes a Likert-type evaluation form when the student teaches a unit of instruction. An Internship Evaluation form is utilized to evaluate the student's performance (Appendix 3). The internship academic supervisor collects the evaluations from the supervising teachers. These forms are filed in the office of the internship supervisor for future reference. At midterm the evaluations are used to give feedback to the student in areas that need improvement. The internship supervisor meets</p>	<p>spe add The dep gro A p stud dev teac teac the ind hel sup teac of i allc</p>
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	<p>with the individual students to review their progress. At the end of the term the internship supervisor assigns a grade according to the performance of the student.</p> <p>Students are given copies of the evaluations and reviewed one on one with the internship supervisor. Recommendations for improvement are made to help improve students' ability to work with children.</p>	
<p>Communicate well, in both verbal and written language, with individuals, children, and families.</p>	<p>Parent Newsletter: Students learn to effectively communicate with parents in a written format by working in a group to develop an informational newsletter. Parenting tips are</p>	<p>Based on instructor feedback, 25% of the students were unsatisfactory in their written communications in the newsletter. The instructor provided substantial feedback to improve written material.</p>

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	<p>presented as well as other pertinent information, such as important dates and events.</p> <p>Students present newsletters orally to class; instructor evaluates newsletters using an objective grading sheet, and provides written feedback (Appendix 4).</p> <p>Lab evaluations: Using a Likert-type evaluation form, students are evaluated by child development teachers on their ability to interact with children and staff. Students are further evaluated on their ability to communicate with children of different temperaments. Evaluations are reviewed by faculty to determine areas for improvement. This model has been successful for several years.</p> <p>Internship Evaluations: During their capstone internship experience, students spend 200-</p>	<p>Based on findings of the evaluations, a large majority of students communicate well with children of all types. The majority of the students are also evaluated as having satisfactory ability to communicate well with other individuals and with staff.</p> <p>Students are given feedback from teachers and instructors on better ways to communicate with children according to their developmental level. When implicated, remedies for improvement are introduced.</p> <p>Based on findings of the evaluations, a large majority of students communicate well with children of all types. The majority of the students are also evaluated as having satisfactory ability to communicate well with other individuals and with staff.</p> <p>Students are given feedback from teachers and instructors on better ways to communicate with children according to their developmental level.</p>	<p>Stu car hov con faci The dis con teac</p> <p>Fee stud opp par</p>
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	<p>400 hours in an early childhood classroom setting. The students observe, interact, teach, and perform all other requirements expected of a teacher. The student is evaluated by the supervising teacher at midterm and end of term by completion of a Likert-type evaluation form (Appendix 3). The internship academic supervisor shares the evaluation results with the student and informs the student of areas for improvement.</p>	

Taylor Appendix 1

Student Evaluation

Student's Name _____

Ratings

- | | |
|-----------------------|------------------------|
| 5-Superior | 2- Unsatisfactory |
| 4-Satisfactory | 1- Very Unsatisfactory |
| 3- Minimum Acceptable | 0- No Opportunity |

Criteria

Criteria	Ratings
General Behavior:	
Student Arrived on Time	
Student Dressed Appropriately	
Instruction:	
Student Was Prepared for Instruction	
Materials/Activities Were Organized	
Activities Were Developmentally Appropriate	
Student Participated Fully In Presentation of Material	
Student Interacted Well With All Children	
Professional:	
Student Worked Well With Other Group Members	
Student Demonstrated Positive Attitude	
Student Cooperated With Classroom Teacher	

Signature _____

Date _____

Turned in Lesson Plan

Date _____

Turned In Reflection Piece

Date _____

Signature of Supervisor _____

DELTA STATE UNIVERSITY
 DIVISION OF FAMILY AND CONSUMER SCIENCES
 INTERNSHIP EVALUATION FORM

Student Intern: _____ Date: _____

Agency Supervisor: _____

Personal and Professional Qualities of Student Intern: Rating Scale:					
1. Below Average		4. Excellent			
2. Average		5. No Opportunity to Observe			
3. Above average					
PERSONAL CHARACTERISTICS:	1	2	3	4	5
Friendliness					
Social Maturity					
Emotional Maturity					
Grooming & Appearance					
Poise & Self-confidence					
Sense of Humor					
Enthusiasm					
Dependability and Promptness					
Resourcefulness					
Cooperation					
Accepts Constructive Criticism					
Tolerant and Considerate					
Tactful and Courteous					
Sensitive to Feelings of Others					
JOB PERFORMANCE:					
Regular in Attendance					
Maintains High Standards of Professional Ethics in Regard to Children, Parents, and					

Is Comfortable with and Performs Teaching Duties Well					
JOB PERFORMANCE CONT.:					
Seems Able to Attend to Individual Needs and Group Needs Simultaneously					
Is Able to Balance Time and Energy in the Performance of Some Basic Duties					
COMMUNICATION ABILITY:					
Acceptable Oral Language Usage					
Acceptable Written Language Usage					

ADDITIONAL COMMENTS:

STRENGTHS:

AREAS THAT NEED TO BE STRENGTHENED:

SIGNATURE OF SUPERVISOR

Taylor Appendix 4

NEWSLETTER PROJECT
FCS 476
Spring 2004

As a member of a group you will collectively work to produce a parent newsletter. The group will design a cover page. Create a letter from the director to include in the newsletter. Create a letter from each teacher (infant, toddler, twos, threes, and fours). Add at least one pertinent article (preferably one page) which will be of interest to parents and appropriate for the time of year. You may choose the month you want to do a newsletter for. (article example would be "How to Shop For Toys" would be appropriate for December issue). You may also include quotes, cartoons, brief ideas or helpful hints, fingerplays, recipes, or anything you feel would be informative for the parents.

Each student should be responsible for part of the newsletter. As a group you will decide the format of the newsletter and work together to assemble the newsletter before turning it in to the director.

Grading:

Originality and creativity	5	
Informative and entertaining	10	
Good variety	5	
Completed by due date	10	
Worked cooperatively as a group	10	
Organized, neat, attractive	10	x 2=
TOTAL		100 points

Appendix 5

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Name _____
 Appraisal

Internship

PERFORMANCE TRAITS

4 = Excellent 3 = Above Average 2 = Average 1 = Below Average NA = Not Applicable

<u>ATTRIBUTES</u>	<u>CUSTOMER SERVICE</u>
_____ Attendance	_____ Prompt approach
_____ Assertiveness	_____ Determines needs

<input type="checkbox"/> Cooperation <input type="checkbox"/> Decision-making <input type="checkbox"/> Enthusiasm <input type="checkbox"/> Flexibility <input type="checkbox"/> Initiative <input type="checkbox"/> Leadership <input type="checkbox"/> Maturity <input type="checkbox"/> Problem-solving <input type="checkbox"/> Punctuality <input type="checkbox"/> Reliability <input type="checkbox"/> Self-insight <input type="checkbox"/> Tactfulness <p style="text-align: center;"><u>ATTITUDE</u></p> <input type="checkbox"/> Ability to accept criticism <input type="checkbox"/> Adherence to company policies <input type="checkbox"/> Willingness to do tasks assigned <p style="text-align: center;"><u>APPEARANCE/MANNER</u></p> <input type="checkbox"/> Well groomed with respect to store and/or department standards <input type="checkbox"/> Courteous to customers and other employees <input type="checkbox"/> Sincere in dealing with customers and other employees <input type="checkbox"/> Voice, poise, dignity	<input type="checkbox"/> Solves problems <input type="checkbox"/> Meets objectives <input type="checkbox"/> Courteous close <input type="checkbox"/> Suggestive selling <input type="checkbox"/> Professional manner <input type="checkbox"/> Product knowledge <input type="checkbox"/> Sales productivity <p style="text-align: center;"><u>QUALITY OF WORK</u></p> <input type="checkbox"/> Ability to learn new tasks quickly <input type="checkbox"/> Adaptability to new tasks <input type="checkbox"/> Ability to carry out tasks on time <input type="checkbox"/> Dependability on follow through <input type="checkbox"/> Attention to details <input type="checkbox"/> Consistency in quality of work <input type="checkbox"/> Consistency in quantity of work <input type="checkbox"/> Knowledge of systems and procedures <input type="checkbox"/> Ability to handle extra tasks <input type="checkbox"/> Ability to work under pressure <p style="text-align: center;"><u>INTERPERSONAL RELATIONS</u></p> <input type="checkbox"/> Ability to inspire confidence <input type="checkbox"/> Relationship with supervisors <input type="checkbox"/> Relationship with co-workers <input type="checkbox"/> Relationship with customers
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SUMMARY RATING

My overall self performance rating is:

- () Excellent () Above Average () Average () Below Average

