

Assessment Report of Student Learning Outcomes

Department/Program: Family and Child Studies

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Mission Statement

The heart of the Family and Child Studies' bilingual undergraduate program is preparing our deaf and hard-of-hearing FCS majors to work effectively with young children in group settings. Using critical thinking, decision-making, and communication skills in American Sign Language and English, our graduates apply developmentally appropriate practices in early childhood programs that support the strengths and needs of young children and their families.

Student Learning Outcomes at the Program Level

FCS majors specialize in Child Development, demonstrating competence in six areas that are standard components in high quality early childhood programs. Each of the six areas listed below address all five of the University Learning Outcomes.

1. ***Early Child Development and Growth***
FCS majors apply knowledge of child development and growth to facilitate individual and developmentally appropriate interactions with young children, their families, and early childhood environments.
2. ***Children's Family and Community Relationships***
FCS majors apply knowledge of how the diversity of families and the community impacts the development of young children's strengths and needs.
3. ***Health, Nutrition, and Safety***
FCS majors demonstrate an understanding of procedures needed to promote and maintain health, nutrition, and safety in early childhood programs.
4. ***Observation, Assessment, and Documentation***
FCS majors demonstrate the ability to observe, assess, and record information regarding children's development for use in an early childhood environment.
5. ***Methods and Materials***
FCS majors apply knowledge of effective and developmentally appropriate methods and materials to develop and implement curricula that promote young children's development and learning.
6. ***Professional Expectations and Standards***
FCS majors apply knowledge of appropriate professional behaviors, standards, and ethics in early childhood programs.

**Table 1: Assessed Student Learning Outcome,
Department of Family and Child Studies, Fall 2007**

Methods and Materials (Program Level Student Learning Outcome #5)

FCS majors apply knowledge of effective and developmentally appropriate methods and materials to develop and implement curricula that promote young children's development and learning.

Table 2: Student Learning Opportunities Linked to Assessed Student Learning Outcome, Department of Family and Child Studies, Fall 2007

Assessed Student Learning Outcome	Student Learning Opportunities
<p><i>Methods and Materials:</i> FCS majors apply knowledge of effective and developmentally appropriate methods and materials to develop and implement curricula that promote young children's development and learning.</p>	<p><i>At the end of the semester in FCS 450, Field Experience II:</i></p> <ol style="list-style-type: none"> 1. The FCS intern received one-on-one feedback on her “Dispositions”, selected from a list of 140 positive and negative traits. The feedback was based on the FCS Field Experience Coordinator’s comparison of the dispositions the intern self-identified before the internship began (Attachment A) and the dispositions the intern self-identified after the internship ended (Attachment B). 2. The FCS intern received additional one-on-one feedback on her “Dispositions” (see #1, above), based on the FCS Field Experience Coordinator’s comparison of the traits the intern self-identified after the internship ended (Attachment B) with the intern’s traits identified after the internship by the Site Supervisor (Attachment C). 3. The FCS intern received one-on-one feedback on her internship “Performance”. Using 12 performance measures on a rubric (Attachment D), the FCS Field Experience Coordinator compared the intern’s self-evaluation of performance with the Site Supervisor’s evaluation of the intern’s performance using the same rubric. 4. The FCS intern received additional feedback on her “Dispositions” and “Performance” following the intern’s PowerPoint presentation about her internship to the entire FCS faculty. Working with a presentation rubric (Attachment E), the faculty’s feedback focused on the intern’s description of previous feedback opportunities (see #1, #2, and #3, above) and of the insights she gained by reflecting on the feedback and her internship experiences.

**Table 3: Analysis and Use of Assessment Results,
Department of Family and Child Studies, Fall 2007**

Assessed Student Learning Outcome	Direct/Indirect Assessment Measures	Analysis of Assessment Results	Use of Assessment Results to Improve Teaching and Learning
<p><i>Methods and Materials:</i> FCS majors apply knowledge of effective and developmentally appropriate methods and materials to develop and implement curricula that promote young children's development and learning.</p>	<p><i>See separate section in Table 4, titled, "Direct/Indirect Assessment Measures". This table is found on pages 4 and 5.</i></p>	<p><i>See separate section in Table 5, titled, "Analysis of Assessment Results". This table is found on pages 6 through 8.</i></p>	<p><i>See separate section in Table 6, titled, "Use of Assessment Results to Improve Teaching and Learning". This table is found on pages 9 through 11.</i></p>

**Table 4: Direct/Indirect Assessment Measures,
Department of Family and Child Studies, Fall 2007**

<p align="center">Student Learning Outcome Assessed</p>	<p align="center">Direct/Indirect Assessment Measures</p>
<p>Methods and Materials: FCS majors apply knowledge of effective and developmentally appropriate methods and materials to develop and implement curricula that promote young children's development and learning.</p>	<p>1. "Dispositions", a multi-step assessment of FCS interns' dispositions, using a list of 140 positive and negative traits:</p> <ul style="list-style-type: none"> • Step 1: At the beginning of the semester, FCS interns completed a pre-internship self-assessment of typical traits (Attachment A). The FCS Field Experience Coordinator collected the self-assessments and held them for use at the end of the semester. • Step 2: At the end of the semester, the FCS interns completed a post-internship self-assessment of typical traits during the internship (Attachment B). • Step 3. At the end of the semester, Site Supervisors evaluated interns' dispositions (Attachment C). • Step 4. In one-on-one sessions with FCS interns, the FCS Field Coordinator revealed the results of the Site Supervisors' evaluations of the interns' dispositions. These results were then compared to the FCS interns' self-assessment of dispositions that they completed following their internships. • Step 5. As a part of their individual PowerPoint presentations to the entire FCS faculty at the end of the semester, each FCS intern contrasted these disposition measures: <ul style="list-style-type: none"> a. First, the dispositions she identified about herself in the pre-internship self-assessment versus her post-internship dispositions self-assessment b. Second, the dispositions she identified about herself in her post-internship self-assessment versus the assessment of her dispositions completed by her Site Supervisor. <p><i>Continued on the next page...</i></p>

<p style="text-align: center;">Student Learning Outcome Assessed</p>	<p style="text-align: center;">Direct/Indirect Assessment Measures</p>
	<p><i>Continued from the previous page...</i></p> <p>2. "Performance", a multi-step assessment held at the end of the semester to assess FCS interns' performance using a rubric with 12 performance measures (Attachment D):</p> <ul style="list-style-type: none"> • Step 1: Following the completion of their internships, FCS interns completed a self-assessment using the performance rubric. • Step 2: The FCS interns' Site Supervisors evaluated the interns using the same performance rubric. • Step 3: In one-on-one sessions with FCS interns, the FCS Field Experience Coordinator revealed the results of the Site Supervisors' performance evaluations. These results were then compared to the FCS interns' self-assessments of their performance. • Step 4: As a part of their individual PowerPoint presentations to the entire FCS faculty at the end of the semester, each FCS intern contrasted her self-assessed internship performance versus the performance evaluation of her that was completed by her site supervisor.

**Table 5: Analysis of Assessment Results,
Department of Family and Child Studies, Fall 2007**

Student Learning Outcomes Assessed	Analysis of Assessment Results
<p>Methods and Materials: FCS majors apply knowledge of effective and developmentally appropriate methods and materials to develop and implement curricula that promote young children's development and learning.</p>	<ol style="list-style-type: none"> 1. Dispositions of FCS Interns, based on analysis of Site Supervisors evaluation of FCS interns on 140 positive and negative dispositions, included 57 positive dispositions and 2 negative dispositions (Attachment G): <ol style="list-style-type: none"> a. 100% of FCS interns were assessed by their Site Supervisors as having these five positive dispositions: cooperative, flexible, interested, kind, and responsible. b. 66% of FCS interns were assessed by their Site Supervisors as having these 17 positive dispositions: adaptable, calm, caring, creative, gentle, happy, helpful, nice, organized, punctual, respectful, self-motivated, serious, supportive, team-player, thoughtful, and well groomed. c. 66% of FCS interns were assessed by their Site Supervisors as having this negative disposition: nervous. d. 33% of FCS interns were assessed by their Site Supervisors as having this negative disposition: hesitant. 2. FCS Interns' Performance, based on Site Supervisors' rubric evaluation of FCS interns on 12 performance measures (Attachment H and Attachment I) <ol style="list-style-type: none"> a. 100% of FCS interns were rated by their Site Supervisors as "Commendable" (4 points on a 4 points scale) on four (33.3%) of the 12 rubric performance measures: <ul style="list-style-type: none"> • Attendance, Punctuality and/or Dependability • Grooming, Clothing and/or Appearance • Desire to Learn New Things and/or Improve Skills • Attitude <p align="center"><i>Continued on the next page...</i></p>

Student Learning Outcomes Assessed	Analysis of Assessment Results
	<p><i>Continued from the previous page...</i></p> <ul style="list-style-type: none"> b. 100% of FCS interns were rated by their Site Supervisors as “Competent” (3 points on a 4 point scale) or “Commendable” (4 points on a 4 point scale) on two (16.6%) of the 12 rubric performance measures: <ul style="list-style-type: none"> • Ability to Follow Directions and/or Rules • Overall Level of Skills and Maturity c. 66% of FCS interns were rated by their Site Supervisors as “Commendable” (4 points on a 4 point scale) or “Competent” (3 points on a 4 point scale) on five (41.7%) on the 12 rubric performance measures: <ul style="list-style-type: none"> • Communication skills and/or strategies • Ability to Work Effectively with Staff and/or Parents • Ability to Work Effectively with Children • Ability to Solve Problems • Ability to Handle Pressure and/or Remain Calm in a Crisis d. 66% of FCS interns were rated as “Developing” (2 on a 4 point scale) on 1 (8.3%) of the 12 rubric performance measures: <ul style="list-style-type: none"> • Ability to Lead Activities with Children e. No FCS interns were rated by their site supervisors at the “beginning” level (1 point on a 4 point scale) or the lowest level, “no success” level (0 points on a 4 point scale) on any of the 12 rubric performance measures. <p>3. Results indicate that:</p> <ul style="list-style-type: none"> a. FCS interns received the highest possible ratings on several professionalism behaviors, such as attendance and punctuality, dependability, grooming and attire, communication skills and strategies, attitude, and desire to learn new things and/or improve skills.

Student Learning Outcomes Assessed	Analysis of Assessment Results
	<p><i>Continued on the next page...</i></p> <p><i>Continued from the previous page...</i></p> <ul style="list-style-type: none"> b. On half of the twelve performance measures, 100% of FCS interns received the top two possible ratings (Competent or Commendable). c. The performance measure where the majority of FCS interns showed a weakness was Ability to Lead Activities with Children, with two-thirds receiving a “Developing” rating. d. Additionally, one FCS intern was rated as “Developing” on half of the performance ratings, including “c” (above). e. By chance, the number of FCS interns in FCS 450 during Fall 2007 was smaller than usual. With only three interns, assessment of any one of the interns strongly impacted the overall FCS intern performance. As additional data is collected on FCS interns during Spring 2008, we will have greater confidence that the overall data accurately represents our majors.

**Table 6: Use of Assessment Results to Improve Teaching and Learning,
Department of Family and Child Studies, Fall 2007**

Student Learning Outcomes Assessed	Use of Assessment Results to Improve Teaching and Learning
<p><i>Methods and Materials:</i> FCS majors apply knowledge of effective and develop-mentally appropriate methods and materials to develop and implement curricula that promote young children's development and learning.</p>	<p>By Fall 2008, the following modifications will be implemented to improve teaching and learning:</p> <ol style="list-style-type: none"> 1. Improve the “Dispositions” assessment to improve clarity, to refine the data collected, and to improve the quality of the data: <ol style="list-style-type: none"> a. Revise directions for dispositions assessment. To be revised: <ul style="list-style-type: none"> • Attachment A: My Dispositions, Intern Self-Evaluation at the Beginning Of the Semester • Attachment B: My Dispositions, Intern Self-Evaluation At The End Of The Semester • Attachment C: Site Supervisor’s Assessment Of Intern’s Dispositions b. Develop an ASL video of disposition definitions and post the video on the FCS webpage. c. Revise Attachment E: Rubric for Interns’ End-of-Semester PowerPoint Presentations to emphasize critical thinking and reflection on dispositions assessments and feedback. d. Revise Attachment F: PowerPoint Presentation Directions for Interns’ End-of-Semester PowerPoint Presentations to emphasize critical thinking and reflection in the section devoted to dispositions. e. Use the “Dispositions” assessment to improve the FCS program by increasing our emphasis on the importance of dispositions in FCS courses. <p><i>Continued on the next page...</i></p>

Student Learning Outcomes Assessed	Use of Assessment Results to Improve Teaching and Learning
	<p><i>Continued from the previous page...</i></p> <ol style="list-style-type: none"> 2. Improve the “Performance” assessment rubric: <ol style="list-style-type: none"> a. Ask selected site supervisors for feedback on the performance measures. b. Collect FCS faculty feedback on the performance measures. c. Revise Attachment D: Intern Performance Rubric, based on feedback received in “a” and “b”, above. d. Revise Attachment E: Rubric for Interns’ End-of-Semester PowerPoint Presentations to emphasize critical thinking and reflection on performance assessments and feedback. e. Revise Attachment F: PowerPoint Presentation Directions for Interns’ End-of-Semester PowerPoint Presentations to critical thinking and reflection in the section devoted to performance. 3. Use the “Performance” assessment data to: <ol style="list-style-type: none"> a. Develop and maintain an action log of FCS assessment actions. b. Collect more baseline data on FCS interns’ performance. c. Establish definitions for program success. <p><i>Continued on the next page...</i></p>

Student Learning Outcomes Assessed	Use of Assessment Results to Improve Teaching and Learning
	<p><i>Continued from the previous page...</i></p> <ul style="list-style-type: none"> d. Use results of FCS intern’s performance to improve the FCS curriculum by: <ul style="list-style-type: none"> i. mapping where the performance measures are covered in the FCS curriculum ii. targeting courses that will address performance weaknesses iii. collecting printed resources related to successful implementation of each of the performance measures and posting them on the FCS webpage iv. identifying new learning opportunities to help FCS majors develop more competence in the performance area with the lowest ratings from Site Supervisors during Fall 2007: ability to lead activities with children. v. In support of “iv” (above), begin exploring the feasibility of developing and maintaining an FCS Early Care and Education Lab so that FCS courses can incorporate more hands-on-activities related to leading activities with groups of young children. It is critical that our FCS majors develop more competence in this performance area. Increasing hands-on-learning opportunities will also address the two negative intern dispositions identified by Site Supervisors, “hesitant” and “nervous.” When interns feel better prepared to lead activities rather than to simply follow the plans of others, it is likely the interns will also be more confident and decisive.

Sharing Assessment Results, Department of Family and Child Studies, Fall 2007

FCS will share these results with:

1. MSCHE, to provide evidence of FCS Department's progress in assessment.
2. The Dean of CLAST, to provide evidence of FCS Department's progress in assessment and to support our assertion that FCS needs additional resources for:
 - a. Developing and implementing a FCS Early Care and Education lab.
 - b. Hiring additional faculty to support and expand our Child Development curriculum.
3. Gallaudet's Development Office, to explore the feasibility of identifying and contacting potential donors who might be able and willing to provide funds and/or in-kind donations of furniture and materials to support the creation of a FCS Early Care and Education lab.
4. FCS faculty, to maintain and improve a high-quality program.

Closing Reflections

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

1. Did you have a positive or negative experience with assessment? Please elaborate.

The faculty in the Department of Family and Child Studies collaborated to implement our Fall 2007 assessment. This is one time that having a small number of faculty worked to our advantage because we were able to work collectively and now we share "a big picture" of what we are supposed to do with our assessment.

On the whole, our experience with assessment was very positive. This is despite the fact that the assessment process was confusing at times, required many hours of work, and sometimes felt like an up-hill struggle. With our small number of department faculty, we could not give anyone release time to work on assessment. There was a tension about where our priorities should be in allocating time between competing demands; should our time focus on meeting the needs of our current students, or should our time focus on the department's need to assess the program. So, the fact that our overall attitudes about the process and the results are

positive is saying quite a lot. While none of us can say we “enjoyed” the assessment process, we are unanimous in believing it was a meaningful experience, that our department is better for having done it, and we are excited about our results.

2. Do you think that this kind of University-wide focus on assessment has the potential to improve teaching and learning? Please elaborate.

Definitely, yes! Compared to our previous experience with program reviews, another type of University-wide assessment, we are confident our hard work will not simply end up as a report sitting on a shelf. We feel that this work has helped our FCS department become stronger. As faculty, we are already much more focused in our courses, have a better sense of what we want our majors to accomplish, and know much better "who" we are as a department, where we as a department are going, and how to communicate this to others, including our majors.

Establishing our Mission Statement and our department Learning Outcomes was accomplished through the interactive work of 100% of our department faculty, and the process led to much productive brainstorming and discussion. At the same time, we realize the circular nature of assessment will always be a "work in progress". In summary, we believe our commitment to the focus on assessment has improved and will continue to improve teaching and learning in the Department of Family and Child Studies.

3. What would you change about the assessment process?

Initially the reporting requirements were confusing. Additionally, initial efforts trying to fit text into the reporting charts resulted in a report that was visually difficult to read and track. However, the number and nature of things that need to be revised are acceptable given that this was the first-time experience for this type of University-wide assessment and that the Family and Child Studies Department is learning what needs to be done.

**Supplemental Evidence of
Academic Rigor, Effective Pedagogy and Student Learning
Department of Family and Child Studies, Fall 2007**

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, a few (2 – 4) samples of student work, rubrics, etc.

- The Department of Family and Child Studies Student Learning Outcomes were developed from National Association of Educators of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, Initial Licensure Programs. These standards were approved by the NAEYC Governing Board, July 2001 and by NCATE, October 2001 and can be found at on the NAEYC webpage at <http://www.naeyc.org/faculty/pdf/2001.pdf> .
- **Attachment A: My Dispositions, Intern Self-Evaluation at the Beginning Of the Semester,**
- **Attachment B: My Dispositions, Intern Self-Evaluation At The End Of The Semester**
- **Attachment C: Site Supervisor's Assessment Of Intern's Dispositions**
- **Attachment D: Intern Performance Rubric**
- **Attachment E: Rubric for Interns' End-of-Semester PowerPoint Presentations**
- **Attachment F: PowerPoint Presentation Directions for Interns' End-of-Semester PowerPoint Presentations**
- **Attachment G: Summary of Site Supervisors' Evaluations Of Interns' Dispositions**
- **Attachment H: Results of the Supervisors' Evaluation of Interns' Performance on the Performance Rubric**
- **Attachment I: Summary of Site Supervisors' Evaluations Of Interns On The Performance Rubric**

ATTACHMENTS

ATTACHMENT A: MY DISPOSITIONS, INTERN SELF-EVALUATION AT THE BEGINNING OF THE SEMESTER, DEPARTMENT OF FAMILY AND CHILD STUDIES, FALL 2007

Please underline any of the characteristics below that describe your usual traits:

Active	Erratic	Late	Resourceful
Adaptable	Even tempered	Lazy	Respectful
Alert	Extroverted	Mature	Responsible
Ambitious	Fair	Moody	Rude
Analytical	Fascinated	Neat/clean	Secure
Argumentative	Flexible	Negative	Self-motivated
Assertive	Focused	Nice	Self-starter
Attentive	Friendly	Nervous	Serious
Blunt	Fun	Nurturing	Shows initiative
Bored	Gentle	Objective	Shows integrity
Bossy	Goal-oriented	Observant	Shy
Calm	Good judgment	Open-minded	Sincere
Careless	Good natured	Opinionated	Skilled
Caring	Happy	Optimistic	Slow
Cheerful	Hard working	Organized	Sociable
Commanding	Harsh	Original	Spontaneous
Complaining	Helpful	Outgoing	Steady
Confident	Hesitant	Outspoken	Strong
Conscientious	Honest	Passive	Supportive
Considerate	Humorous	Patient	Tactful
Cooperative	Imaginative	Perfectionist	Team-player
Courteous	Inattentive	Persistent	Tense
Creative	Independent	Persuasive	Tentative
Decisive	Inexperienced	Personable	Thoughtful
Dedicated	Inflexible	Poised	Tired
Demanding	Inquisitive	Positive	Trustworthy
Dependable	Insecure	Prejudiced	Understanding
Determined	Inspiring	Prepared	Undependable
Difficult	Intelligent	Productive	Unhappy
Dishonest	Interested	Prompt	Unimpressive
Disrespectful	Intuitive	Punctual	Uninterested
Efficient	Inventive	Pushy	Unmotivated
Empathetic	Involved	Quick	Unsure
Energetic	Irritating	Relaxed	Well groomed
Enthusiastic	Kind	Reserved	Withdrawn

**ATTACHMENT B: MY DISPOSITIONS, INTERN SELF-EVALUATION
AT THE END OF THE SEMESTER, DEPARTMENT OF FAMILY AND
CHILD STUDIES, FALL 2007**

Please select any of the characteristics below that usually described you during this semester's field experience. Please return them to Dr. Krichbaum by 9:00, Monday morning, December 10, 2007.

Active	Erratic	Late	Resourceful
Adaptable	Even tempered	Lazy	Respectful
Alert	Extroverted	Mature	Responsible
Ambitious	Fair	Moody	Rude
Analytical	Fascinated	Neat/clean	Secure
Argumentative	Flexible	Negative	Self-motivated
Assertive	Focused	Nice	Self-starter
Attentive	Friendly	Nervous	Serious
Blunt	Fun	Nurturing	Shows initiative
Bored	Gentle	Objective	Shows integrity
Bossy	Goal-oriented	Observant	Shy
Calm	Good judgment	Open-minded	Sincere
Careless	Good natured	Opinionated	Skilled
Caring	Happy	Optimistic	Slow
Cheerful	Hard working	Organized	Sociable
Commanding	Harsh	Original	Spontaneous
Complaining	Helpful	Outgoing	Steady
Confident	Hesitant	Outspoken	Strong
Conscientious	Honest	Passive	Supportive
Considerate	Humorous	Patient	Tactful
Cooperative	Imaginative	Perfectionist	Team-player
Courteous	Inattentive	Persistent	Tense
Creative	Independent	Persuasive	Tentative
Decisive	Inexperienced	Personable	Thoughtful
Dedicated	Inflexible	Poised	Tired
Demanding	Inquisitive	Positive	Trustworthy
Dependable	Insecure	Prejudiced	Understanding
Determined	Inspiring	Prepared	Undependable
Difficult	Intelligent	Productive	Unhappy
Dishonest	Interested	Prompt	Unimpressive
Disrespectful	Intuitive	Punctual	Uninterested
Efficient	Inventive	Pushy	Unmotivated
Empathetic	Involved	Quick	Unsure
Energetic	Irritating	Relaxed	Well groomed
Enthusiastic	Kind	Reserved	Withdrawn

**ATTACHMENT C: SITE SUPERVISOR'S ASSESSMENT OF
INTERN'S DISPOSITIONS, DEPARTMENT OF FAMILY AND CHILD
STUDIES, FALL 2007**

_____ was an intern with you this semester. Please choose the words in the list below that remind you of _____ usual traits. Indicate your word choices in any way you prefer (bolding, underlining, italics, etc.) and return them by fax (202.448-6987) or by email (deborah.krichbaum@galladuet.edu) by Monday, December 10, 2007.

Active	Erratic	Late	Resourceful
Adaptable	Even tempered	Lazy	Respectful
Alert	Extroverted	Mature	Responsible
Ambitious	Fair	Moody	Rude
Analytical	Fascinated	Neat/clean	Secure
Argumentative	Flexible	Negative	Self-motivated
Assertive	Focused	Nice	Self-starter
Attentive	Friendly	Nervous	Serious
Blunt	Fun	Nurturing	Shows initiative
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Confident	Hesitant	Outspoken	Strong
Conscientious	Honest	Passive	Supportive
Considerate	Humorous	Patient	Tactful
Cooperative	Imaginative	Perfectionist	Team-player
Courteous	Inattentive	Persistent	Tense
Creative	Independent	Persuasive	Tentative
Decisive	Inexperienced	Personable	Thoughtful
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Demanding	Inquisitive	Positive	Trustworthy
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Difficult	Intelligent	Productive	Unhappy
Dishonest	Interested	Prompt	Unimpressive
Disrespectful	Intuitive	Punctual	Uninterested
Efficient	Inventive	Pushy	Unmotivated
Empathetic	Involved	Quick	Unsure
Energetic	Irritating	Relaxed	Well groomed
Enthusiastic	Kind	Reserved	Withdrawn

**ATTACHMENT D: INTERN PERFORMANCE RUBRIC,
DEPARTMENT OF FAMILY AND CHILD STUDIES, FALL 2007**

What Is Being Evaluated?	No Success 0 Points	Beginning 1 Point	Developing 2 Points	Competent 3 Points	Commendable 4 Points
#1 Attendance, Punctuality and/or Dependability	Attendance, punctuality, and /or dependability was unacceptable	Attendance was inconsistent, absences were not professional, often arrived late, or left early	Attendance was not perfect but absences were professional; usually arrived and left on time	Worked all days as expected; late arrivals and/or leaving early were rare	Attendance, punctuality, and dependability exceeded expectations
#2 Grooming, Clothing and/or Appearance	Grooming, clothing, and/or appearance were inappropriate	Grooming, clothing, and/or appearance were often inappropriate	Grooming, clothing, and/or appearance were usually appropriate	Grooming, clothing, and/or appearance were almost always appropriate	Grooming, clothing, and/or appearance exceeded expectations
#3 Communication Skills and/or Strategies	Communication skills and/or strategies failed or were unacceptable	Communication skills and/or strategies were often unsuccessful	Communication skills and/or strategies were usually successful	Communication skills and/or strategies were almost always successful	Communication skills and/or strategies exceeded expectations
#4 Attitude	Attitude was unacceptable	Attitude was often unacceptable	Attitude was usually acceptable	Attitude was almost always acceptable	Attitude exceeded expectations

What Is Being Evaluated?	No Success 0 Points	Beginning 1 Point	Developing 2 Points	Competent 3 Points	Commendable 4 Points
#5 Ability to Follow Directions and/or Rules	Ability to follow directions and/or rules was unacceptable	Ability to follow directions and/or rules was often unacceptable	Ability to follow directions and/or rules was usually acceptable	Ability to follow directions and/or rules was almost always acceptable	Ability to follow directions and/or rules exceeded expectations
#6 Desire to Learn New Things and/or Improve Skills	Showed unacceptable interest in learning new things and/or improving skills	Showed little or inconsistent interest in learning new things and/or Improving skills	Showed some interest in leaning new things and/or improving skills	Almost always showed acceptable interest in learning new things and/or improving skills	Interest in learning new things or improving skills exceed expectations
#7 Ability to Solve Problems	Ability to solve problems was unacceptable	Showed few problem solving skills	Showed some problem solving skills	Almost always showed acceptable problem solving skills	Problem solving skills exceeded expectations
#8 Ability to Handle Pressure and/or to Remain Calm in a Crisis	Ability to handle pressure and/or remain calm in a crisis was unacceptable	Ability to handle pressure and/or remain calm in a crisis was often unacceptable	Ability to handle pressure and/or remain calm in a crisis was usually acceptable	Ability to handle pressure and/or remain clam in a crisis was almost always acceptable	Ability to handle pressure and/or remain clam in a crisis exceeded expectations

What Is Being Evaluated?	No Success 0 Points	Beginning 1 Point	Developing 2 Points	Competent 3 Points	Commendable 4 Points
#9 Ability to Work Effectively with Children	Ability to work effectively with children was unacceptable	Ability to work effectively with children was often unacceptable	Ability to work effectively with children was usually acceptable	Ability to work effectively with children was always acceptable	Ability to work effectively with children exceeded expectations
#10 Ability to Lead Activities with Children	Ability to lead activities with children was unacceptable	Ability to lead activities with children was often unacceptable	Ability to lead activities with children was usually acceptable	Ability to lead activities with children was almost always acceptable	Ability to lead activities with children exceeded expectations
#11 Ability to Work Effectively With Staff and/or Parents	Ability to work effectively with staff and/or parents was unacceptable	Ability to work effectively with staff and/or parents was often unacceptable	Ability to work effectively with staff and/or parents was usually acceptable	Ability to work effectively with staff and/or parents was almost always acceptable	Ability to work effectively with staff and or parents exceeded expectations
#12 Overall Level of Skills and Maturity	Overall level of skills and maturity were unacceptable	Overall level of skills and maturity were often unacceptable	Overall level of skills and maturity were usually acceptable	Overall level of skills and maturity were almost always acceptable	Overall level of skills and maturity exceeded expectations

**ATTACHMENT E: RUBRIC FOR INTERNS' END-OF-
SEMESTER POWERPOINT PRESENTATIONS, DEPARTMENT
OF FAMILY AND CHILD STUDIES, FALL 2007**

	0 No Evidence/Unacceptable	1 Emerging, Acceptable	2 Competent, Good
Opening/ Introduction	no introduction or opening information; lacks information necessary to understand the rest of the presentation	introduction or opening is awkward, sketchy or unclear	confident and clear introduction or opening, but could be more complete or polished
Content	Incoherent; audience lost interest and could not determine the point of comments	Some related information but went off topic and lost the audience; mostly presented facts with little insight	Sufficient information; many good points made but there is insufficient insight
Clarity/ Organization	Presentation is choppy and disjointed; does not flow, no apparent logical order of presentation	Concept and ideas are loosely connected; lacks clear transitions; flow and organization need improvement	Most information presented in logical sequence; generally very well organized but needs better transitions from idea to idea
Topic Coverage	very incomplete, significant gaps; obvious cover up of personal challenges and exaggeration of skills	thorough but with obvious effort to cover up problems or exaggerate successes; or incomplete coverage but with balanced treatment of personal successes and challenges	generally thorough and balanced treatment of personal successes and challenges, but awkward, needs more evidence or better sequencing
Creativity/ Style	Repetitive with little or no variety; development and/or use of PowerPoint is insufficient or poor	Minimal variation; information presented with little originality; captures but does not hold audience attention throughout; development and/or use of PowerPoint is awkward	Some originality apparent; captures and generally holds audience attention throughout, development and/or use of PowerPoint is not distracting
Presentation Skills	No eye contact; ASL is unreadable; rate too slow/fast; no expression	Little eye contact or excludes some; ASL sometimes unreadable and often an inappropriate register; uneven rate; little or no expression	Eye contact generally maintained, ASL usually readable and usually the appropriate register, appropriate expressions

**ATTACHMENT F: POWERPOINT PRESENTATION DIRECTIONS FOR
INTERNS' END-OF-SEMESTER POWERPOINT PRESENTATIONS,
DEPARTMENT OF FAMILY AND CHILD STUDIES, FALL 2007**

The topics listed below should be addressed in your Field Experience PowerPoint. You do not have to follow this order, nor will each of these topics need to be on separate slides. Please use your skill and creativity in designing your presentation.

1. Your name, course number (either FCS 350 or FCS 450), semester and year.
2. Name and description of your internship site. Why did you choose this site and this semester for your internship?
3. Describe the children you worked with (ages, numbers, hearing, etc.)
4. Describe the staff you worked with (how many, men or women, background—if you know it, did they sign, etc.)
5. How did you feel when you first began your internship?
6. Think back to before you began your internship: what did you expect it to be like? Explain if your expectations were accurate or inaccurate.
7. What was your biggest surprise?
8. What was your biggest success?
9. What was your biggest challenge?
10. Everyone makes mistakes. The important thing is to learn from those mistakes. What were your mistakes and what did you learn?
11. Were you able to see/make/experience connections between your classroom work and your internship?
12. All FCS internships follow the same learning outcomes (see the attached form). Looking at these, evaluate and describe how prepared you were for each.
13. What communication strategies did you use? Were they effective or not?
14. How did you feel when your internship ended?
15. This internship is graded “pass” or “no pass”. Suppose that it was graded with letter grades (F, D, D+, C, C+, B, B+, OR A). What letter grade do you believe you would deserve?
16. After this field experience, do you still see yourself working with young children in groups? Did this field experience have any impact on your future goals/or plans?
17. Explain whether you would or would not recommend this site for other FCS majors.
18. You completed a pre-assessment and post-assessment of intern dispositions (attached). What did you learn when you compared these? What did you learn when you compared your post-assessment of intern dispositions to the one completed by your site?
19. You completed a rubric, evaluating your work habits and skills (attached). What did you learn when you compared your self-evaluation to the one completed by your site?

ATTACHMENT G: SUMMARY OF SITE SUPERVISORS' EVALUATIONS OF INTERNS' DISPOSITIONS, FAMILY AND CHILD STUDIES, FALL 2007

100% of FCS Interns Were Assessed by Their Site Supervisors as Having These Positive Dispositions		
<ul style="list-style-type: none"> • Cooperative • Flexible 	<ul style="list-style-type: none"> • Interested • Kind 	<ul style="list-style-type: none"> • Responsible
66% of FCS Interns Were Assessed by Their Site Supervisors as Having These Positive Dispositions		
<ul style="list-style-type: none"> • Adaptable • Calm • Caring • Creative • Gentle • Happy 	<ul style="list-style-type: none"> • Helpful • Nice • Organized • Punctual • Respectful • Self-motivated 	<ul style="list-style-type: none"> • Serious • Supportive • Team-player • Thoughtful • Well groomed
33% of FCS Interns Were Assessed by Their Site Supervisors as Having These Positive Dispositions		
<ul style="list-style-type: none"> • Alert • Attentive • Cheerful • Confident • Considerate • Courteous • Decisive • Dedicated • Dependable • Determined • Empathetic • Enthusiastic 	<ul style="list-style-type: none"> • Fair • Fascinated • Hard working • Honest • Humorous • Imaginative • Insecure • Intelligent • Involved • Mature • Neat/clean • Nurturing 	<ul style="list-style-type: none"> • Observant • Open-minded • Optimistic • Patient • Personable • Poised • Positive • Prepared • Relaxed • Reserved • Sociable
66% of FCS Interns Were Assessed by Their Site Supervisors as Having This Negative Disposition		
<ul style="list-style-type: none"> • Nervous 		
33% of FCS Interns Were Assessed by Their Site Supervisors as Having This Negative Disposition		
<ul style="list-style-type: none"> • Hesitant 		

**ATTACHMENT H: RESULTS OF THE SUPERVISORS' EVALUATION OF
INTERNS' PERFORMANCE ON THE PERFORMANCE RUBRIC,
DEPARTMENT OF FAMILY AND CHILD STUDIES, FALL 2007**

What Is Being Evaluated?	No Success 0 Points	Beginning 1 Point	Developing 2 Points	Competent 3 Points
#1 Attendance, Punctuality and/or Dependability	Attendance, punctuality, and /or dependability was unacceptable	Attendance was inconsistent, absences were not professional, often arrived late, or left early	Attendance was not perfect but absences were professional; usually arrived and left on time	Worked all days as expected; late arrivals and/or leaving early were rare
#2 Grooming, Clothing and/or Appearance	Grooming, clothing, and/or appearance were inappropriate	Grooming, clothing, and/or appearance were often inappropriate	Grooming, clothing, and/or appearance were usually appropriate	Grooming, clothing, and/or appearance were almost always appropriate
#3 Communication Skills and/or Strategies	Communication skills and/or strategies failed or were unacceptable	Communication skills and/or strategies were often unsuccessful	Communication skills and/or strategies were usually successful 33%	Communication skills and/or strategies were almost always successful
#4 Attitude	Attitude was unacceptable	Attitude was often unacceptable	Attitude was usually acceptable	Attitude was almost always acceptable
#5 Ability to Follow Directions and/or Rules	Ability to follow directions and/or rules was unacceptable	Ability to follow directions and/or rules was often unacceptable	Ability to follow directions and/or rules was usually acceptable	Ability to follow directions and/or rules was almost always acceptable 33%

What Is Being Evaluated?	No Success 0 Points	Beginning 1 Point	Developing 2 Points	Competent 3 Points
#6 Desire to Learn New Things and/or Improve Skills	Showed unacceptable interest in learning new things and/or improving skills	Showed little or inconsistent interest in learning new things and/or Improving skills	Showed some interest in leaning new things and/or improving skills	Almost always showed acceptable interest in learning new things and/or improving skills
#7 Ability to Solve Problems	Ability to solve problems was unacceptable	Showed few problem solving skills	Showed some problem solving skills 33%	Almost always showed acceptable problem solving skills 33%
#8 Ability to Handle Pressure and/or to Remain Calm in a Crisis	Ability to handle pressure and/or remain calm in a crisis was unacceptable	Ability to handle pressure and/or remain calm in a crisis was often unacceptable	Ability to handle pressure and/or remain calm in a crisis was usually Acceptable 33%	Ability to handle pressure and/or remain clam in a crisis was almost always acceptable
#9 Ability to Work Effectively with Children	Ability to work effectively with children was unacceptable	Ability to work effectively with children was often unacceptable	Ability to work effectively with children was usually acceptable 33%	Ability to work effectively with children was always acceptable 33%
#10 Ability to Lead Activities with Children	Ability to lead activities with children was unacceptable	Ability to lead activities with children was often unacceptable	Ability to lead activities with children was usually acceptable 66%	Ability to lead activities with children was almost always acceptable

What Is Being Evaluated?	No Success 0 Points	Beginning 1 Point	Developing 2 Points	Competent 3 Points
#11 Ability to Work Effectively With Staff and/or Parents	Ability to work effectively with staff and/or parents was unacceptable	Ability to work effectively with staff and/or parents was often unacceptable	Ability to work effectively with staff and/or parents was usually acceptable 33%	Ability to work effectively with staff and/or parents was almost always acceptable
#12 Overall Level of Skills and Maturity	Overall level of skills and maturity were unacceptable	Overall level of skills and maturity were often unacceptable	Overall level of skills and maturity were usually acceptable 33%	Overall level of skills and maturity were almost always acceptable

ATTACHMENT I: SUMMARY OF SITE SUPERVISORS' EVALUATIONS OF INTERNS ON THE PERFORMANCE RUBRIC, FAMILY AND CHILD STUDIES, FALL 2007

No Success 0 Points	Beginning 1 Point	Developing 2 Points	Competent 3 Points	Commendable 4 Points 100%
<p>100% of FCS interns were rated “Commendable” on:</p> <ul style="list-style-type: none"> • Attendance, Punctuality and/or Dependability • Grooming, Clothing and/or Appearance • Communication Skills and/or Strategies • Desire to Learn New Things and/or Improve Skills • Attitude 				
No Success 0 Points	Beginning 1 Point	Developing 2 Points	Competent 3 Points 33%	Commendable 4 Points 66%
<p>100% of FCS interns were rated “Competent” or “Commendable” on:</p> <ul style="list-style-type: none"> • Ability to Follow Directions and/or Rules • Overall Level of Skills and Maturity 				
No Success 0 Points	Beginning 1 Point	Developing 2 Points 33%	Competent 3 Points	Commendable 4 Points 66%
<p>66% of FCS interns were rated “Commendable” and 33% were rated “Developing” on:</p> <ul style="list-style-type: none"> • Ability to Follow Directions and/or Rules • Overall Level of Skills and Maturity • Ability to Work Effectively With Staff and/or Parents • Ability to Handle Pressure and/or Remain Calm in a Crisis 				
No Success 0 Points	Beginning 1 Point	Developing 2 Points 33%	Competent 3 Points 33%	Commendable 4 Points 33%
<p>33% of FCS interns were rated “Commendable”, 33% were rated “Competent”, and 33% were rated “Developing” on:</p> <ul style="list-style-type: none"> • Ability to Work Effectively with Children • Ability to Lead Activities with Children • Ability to Solve Problems 				
No Success 0 Points 0%	Beginning 1 Point 0%	Developing 2 Points	Competent 3 Points	Commendable 4 Points
<p>No FCS interns were rated “Beginning” or “No Success” on any performance measure.</p>				

