



## SLO Assessment Cycle for C D 67

*Supervision and Administration of Child Development Programs (Adult Supervision)* SLO Modified: [04/06/2011]

### Li Wei Sun's Team Members:

1. [Juanita Cordero](#) (x8894) C D
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### Additional Team members not on list/notes about team:

Julie Weatherston,

### Additional Notes:

### Outcomes:

**Outcome 1: Statement** Modified: []

Develop a comprehensive understanding of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in the Early Childhood programs.

### Assessment Cycle Records:

**Outcome 1: Assessment Planning** Modified: [05/05/2011]

#### Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Christina Lopez Morgan

Assessment Tools: Exams • Papers/Essays • Written Reports

**Outcome 1: Reflect & Enhance** Modified: [05/05/2011]

**Number of people involved in Phase III: 1**

#### Changes:

#### Methods:

Essay on final exam that all students must answer: You are the director of a program that includes Head Start and State Preschool programs. All of the families in your program are eligible because of their low socioeconomic status. Some of the children you server are referred by Protective Services because of abuse, domestic violence or incarceration of a parent. Six months ago you hired a teacher for the Head Start Program who came with a BA degree from SJSU and three years experience. You have been mentoring her for the past 6 months y doing regular observations, providing supportive feedback on her performance. Today you went in to observe her creative arts activity as you had planned and discussed with her. You were surprised when you entered the classroom to hear her shouting at one of the children named Miguel. He was referred by protective services 4 weeks ago because his foster family was having a difficult time with his angry behavior.

In a loud voice, the teacher was saying that if he didn't start behaving himself she was going to have to talk to the director about eliminating him from the program. When she looked up and saw you she turned and went to set up her art activity.

The teacher assistant in the classroom went to Miguel and talked to him in Spanish convincing him to come and pound on some clay with her. You approached the teacher and asked if she was alright. She said, "These people – I just don't know what to do. The children have no respect for adults, they don't even speak English so how are you expected to work with them?" You said that perhaps this wasn't the right time to talk about this and she agreed. You moved to her art activity and you observed the painting activity she had set up for children. During the activity you found her to be warm and responsive to the children. She encouraged exploration and discovery. When interacting with the children she asked open-ended questions and used children's comments and behaviors to determine her responses. After an hour you left. You are scheduled to meet with her tomorrow. USING THE CLINICAL SUPERVISORY APPROACH – that we discussed and practiced in class plan how you will conduct the supervisory conference. 1. What will be your goal for the conference? What should be the focus of your discussion? 2. What questions do you need to ask to gain a full understanding of the creative arts activity and the informal observation of Miguel? 3. How will you create a dialogue

that is mutual and collaborative? 4. Create a plan that includes how you will organize and script your discussion

**Summary:**

In analyzing the responses to students answers to this question on the final exam, 16 student out of 38 gave excellent responses (42%) and 10 students gave good responses (26%) for a total success rate of 69%.

**Enhancement (Part I):**

I was disappointed with the final results on this SLO. Students are not grasping this concept so that they can effectively apply it to actual situations. Clinical Supervision is a five step process, and clearly we need to discuss and practice it more in class if students are going to gain real skills to realistically use this process. I get many students in this class who are taking it primarily as a graduation requirement who have never supervised adults. I have to continue to look for concrete ways for them to practice these skills. I also will rewrite the essay questions to see if there is a way to make it simpler and clearer on the next final exam.

**Enhancement (Part II):**

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[ Number of Outcomes for C D 67: 1 ]