

# 2015-2016 Assessment Final Report

## Hilltop Child Development Center

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### Part Time Aide Assessment

#### Introduction

##### Assessment Project Description

The KU students that utilize Hilltop Child Development Center as a part time Teacher's Aide will engage in critical components for KDHE licensing and NAEYC accreditation standards. They will be actively engaged in classroom functionality; including, but not limited to: supervision, fulfilling ratio requirements, cleaning procedures, small and large group activities, children learning activities, and events. The KU students will be working closely with children ranging in age from 1 years old- 12 years old; while simultaneously learning from professionals in the early childhood education field and working collectively with peers. The part time Teacher's Aides will undergo observation and evaluation of their performance during the fall and spring semesters employed at Hilltop Child Development Center. The survey information will provide us with their knowledge gained and an assessment of if their skills are being utilized while employed at Hilltop Child Development Center.

##### Service/Program Student Learning Outcome(s)

Students participating at Hilltop Child Development Center will be able to...

- Develop and demonstrate skills (i.e. organization, collaboration with workplace peers, classroom management, knowledge and implementation of KDHE/NAEYC requirements, etc.) that will enable them to be effective child care professionals at KU and beyond (Practical Competence).

##### Population/Sample:

Each student who works at Hilltop Child Development Center during the academic calendar year.

##### Assessment Method(s):

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Short self-assessment survey of skills and knowledge of the part time student aide. This will be conducted at the end of each semester to then use and compare growth with past surveys from that student.

### Summary of Key Findings/Results

Information gathered provided Hilltop Child Development Center administrators with critical information to impact responsibilities of part time staff, development of staff, trainings, and learning outcomes. We now have statistical data to compare from the Fall 2015 and Spring 2016 student employees. We saw key areas to improve on and include further discussion and training during New Employee Orientation: Ratios and Classroom Management. We also saw key areas in which to develop student employee trainings to help them while still at Hilltop and in the future: Lesson planning, curriculum trainings, and additional teaching opportunities.

Teacher’s Aides were asked to provide Hilltop staff with insight into knowledge gained and skills being utilized. The following table presents results for Fall 2015 and Spring 2016. As displayed, there were no significant differences between the semesters—with the majority of respondents indicating their confidence in classroom management skills and knowledge of licensing rules for classroom ratios:

	Fall 2015 (n = 40)	Spring 2016 (n = 30)
When a teacher is absent, I feel I can successfully run a classroom activity.	3.50	3.50
I feel I know the licensing rules for classroom ratios.	3.55	3.60

Respondents were also asked to list at least one skill they have learned or developed while working at Hilltop that will enable them to be effective in future positions/careers. Key response themes included:

- **Fall 2015**
  - Understanding and implementing developmentally appropriate practices for children of several different age groups and educational levels.
  - Leadership

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- Conflict Resolution
- Motivating and finding ways to get students' attention in a productive way.
- **Spring 2016:**
  - Patience
  - Promoting child independence
  - Communication
  - Adapting to new environments

### Conclusions

#### Impact of Assessment

Hilltop has already adjusted to include Ratio and Classroom Management during New Employee Orientation. We are in the beginning phases of creating short PowerPoint trainings for lesson planning, curriculum trainings, advanced classroom management, how to handle children with special needs, developmentally appropriate practice, etc. Once these are created we will offer them to the aides. We will also be including them in full time staff meetings where outside support staff are brought in for training hours.

#### Lessons Learned

We received very informative and full responses from the student employees; which provided us with great data to utilize moving forward. We had about a 40% survey response from the total amount sent out. This hindered our ability to gain a full perspective of the student's growth, and needs. We also had turnover of staff that initially responded and then did not have the ability to respond to the second survey; creating a discrepancy in comparative data. Next time, we would like to send the survey earlier in the semester (this year's survey was sent during Finals Week), and we hope by sending it about a month before Finals Week we will see a higher response rate.