

ECED 1125
Assessment of Children and Evaluation of Programs 1
ECED 1125.501
CRN 70124
UNM-Valencia
Fall 2020
August 17-December 5

Instructor: Teresa Goodhue, MA Education
Class Time: Online and Scheduled Zoom
Cell Phone: (505) 331-2609
Office Phone: (505) 925-8904
Email: tgoodhue@unm.edu
Office: A142D
Office Hours: Monday through Thursday 2:00-4:00 or by appointment

Textbook Required

Gronlund, G., & James, M. (2013). *Focused Observations: How to observe young children for assessment and curriculum planning*. St. Paul, MN: Redleaf Press.

Course Description

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals and families in the process.

Course Competencies

This course is part of the articulated universal Catalogue of Courses for Early Childhood education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's common Core competencies for early childhood professionals (see Common core Content manual). Upon completions of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making. F.1
- Demonstrate knowledge of maintain appropriate records of children's development and behavior that safeguard confidentially and privacy. F.2
- Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual Family Service Plans (IFSP) and Individual Education Plans (IEP). F.3

- Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. F.4
- Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.5
- Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., screening, diagnostic assessment, standardized testing, accountability assessment) F.6
- Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7
- Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development and/or intervention planning. F.9
- Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.10
- Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. F.11
- Use both self and collaborative evaluations as part of ongoing program evaluations. F.12

Online Participation

The Discussion Board is very much like a classroom discussion. There will be 1 discussion board per week. Students are expected to log onto Blackboard Learn at least four times per week to participate on the Discussion Boards. At minimum, students are expected to post their own comment and reply to at least one other student's post per discussion. For the best grade, reply to 3 other students' threads by the following Tuesday at 11:59 pm. **Note:** *You cannot work at your own pace in this class. The discussion boards are timed to open and close according to this schedule. Also, it is helpful to compose and save your comments in a Word document that you can copy and paste to the Discussion Board.*

Student/Instructor Communication

Please check your UNM email regularly. While I read your comments on the Discussion Board, I do not comment. Instead I write comments when grading. Email is the best way to communicate with me; I reply promptly and within 24 hours. You can email 2 ways: Directly from Blackboard Learn or from Lobomail. **If you email me, you must use Lobomail. All other emails go to my junk email.** I check my email at least once a day except for Sundays. I encourage you to email me with any questions you might have. If you need to speak with me please call my cell phone, 331-2609 during my office hours. I will hold a Zoom session each week. It is not required that you participate, but participation will help you with discussion board assignments.

Assignments and Due Dates

Discussion Boards: There will be 1 discussion board per week. The first discussion of the week will appear on Sunday at 12:00 midnight and close a week from Tuesday; the topic of the discussion is based upon the reading assignment and can be found at the end of the syllabus in the course outline. The second discussion will be student generated; each student will write their own topic of discussion based upon the topic of the week. Students need to create 1 thread and post at least 1 time on another person's thread. For the best grade, see the rubric on the Welcome page. **Note: Try staying on a Sunday through Sunday schedule. Use that final due date of Tuesday for emergencies.**

3 Revised/Expanded Posts: You will choose 3 of your posts to revise and expand. These will be resubmitted as assignments on the following dates:

Sept 15: Choose between Discussion Boards 1,2 or 3

October 20: Choose between Discussion Boards 4. 5. 6. 7 or 8

November 24: Choose between discussion Boards 9, 10, 11 or 13

Observation Practice: You will complete 9 video observations over the course of the semester. The video CD-ROM contents can be found in your book and they will also be available on Blackboard Learn. You will view these on your own over the course of the semester. Refer to pp. 221-233 in your textbook for accompany assignments. **Due on 12/5**

Students with Disabilities and Special Learning Needs

Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910.

Academic Support

Student tutors are available for online tutoring appointments though tutor@unm.edu.

Grading

Discussion Board Posts	20%
3 Revised/Expanded Posts	30%
Observation Practice	30%

Final Paper **OR** Presentation:

Program Assessment 20%

Compare and Contrast Montessori, Emilio Reggio and Waldorf

Total 100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77	C+	69-66	D+	
96-93 A	86-83 B	76-73	C	65-62	D	
92-90 A-	82-80 B-	72-70	C-	61-59	D-	58-0 F

Dishonesty in Academic Matters

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

**ECED 1125
Course Outline**

Week One

8/17-8/23

Introductions, Expectations and Getting to Know Each Other!

Week Two

8/24-8/30

Why Observe Children?

Discussion Board 1 (DB1) due 9/1

Week Three

8/31-9/6

How Do Observations and Documentation Work with Early Learning Guidelines?

Discussion Board 2 (DB2) due 9/8

Week Four

9/7-9/13

How Do You Do Observation and Documentation Well?

Discussion Board 3 (DB3) due 9/15

Week Five

9/14-9/20

How Do You Fit In Observation and Documentation?

Discussion Board 4 (DB4) due 9/22

Week Six

6/21-9/27

How Do You Observe and Document for Assessment?

Discussion Board 5 (DB5) due 9/29

Week Seven

9/28-10/4

How Do You Share Observation and Documentation with Families?

Discussion Board 6 (DB6) due 10/6

Week Eight

10/5-10/11

How Do You Use Observation and Documentation for Curriculum Planning?

Discussion Board 7 (DB7) due 10/13

Week Nine

10/12-10/18

How Do You Build a Case about a Child?

Discussion Board 8 (DB8) due 10/20

Week Ten

10/19-10/25

How Do You Continue to Grow as an Observer?

Discussion Board 9(DB9) due 10/27

Week Eleven

10/26-11/1

Observation Anecdotes for Review and Practice

Discussion Board 10 (DB10) due 11/3

Week Twelve

11/2-11/8

Forms and Formats

Discussion Board 11 (DB11) due 11/10

Week Thirteen

11/9-11/15

Additional Resources on Assessment in Early Childhood

Discussion Board 12 (DB12) due 11/17

Week Fourteen

11/16-11/22

Observation Review

Discussion Board 13 (DB13) due 11/24

Week Fifteen

11/23-11/29

Documentation Review

Discussion Board 14 (DB14) due 12/1

Week Sixteen

11/30-12/5 Course Reflection

Final Discussion board due 12/6