

ECME 220
Assessment of Children and Evaluation of Programs 1
ECME 220.501
CRN 23662
UNM-Valencia
Summer 2017

Instructor: Teresa Goodhue, MA Education
Class Time: Mondays and Wednesdays 3:00-5:45
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Office Hours: Mondays and Wednesdays 3:15-4:15

Textbook Required

Gronlund, G., & Engel, B. (2001). *Focused Portfolios: A Complete Assessment for the Young Child*. 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 confidentiality 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

Attendance

Attendance is part of your final grade. Lack of attendance will affect your final grade. Further, the instructor can drop a student after four (2) absences. Two absences in the summer semester is equivalent to 4 absences during a 16 week semester.

Due Dates and Late Assignments

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 5 points will be deducted for every day that it is late.

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. If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

Attendance/Participation	20%
Documentation Presentation	30%
Reading Reflection Journal	25%
Observation Reflection Journal	25%

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

As stated in 2014-2016 UNM-Valencia Catalog:

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 (11)

Sexual Harassment

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/ga-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

ECME 220
Course Outline

Complete Reading Assignments before the next class meeting. Complete Reflection Journals entries before the due date.

Week One

- 6/5 Syllabus, Introductions and Expectations
Homework: Read Chapter 1. (RJ) Describe "authentic assessment," the Focused Portfolio Process, and how to collect documentation.
- 6/7 Individualized Family Service Plan (IFSP)
Homework: Read Chapter 2. (RJ) What is important about capturing a record of the child's "favorites?" What information can be gathered from recording interactions with other children? What strategies can one employ to involve family's that don't have time to participate in portfolio collection?

Week Two

- 6/12 Documenting Developmental Milestones
Homework: Read Chapter 3.
- 6/14 Observation as the Key Method in Assessment (Bring Textbook)
Homework: Read Chapter 4. (RJ) Briefly describe the two ways to approach documentation. What is the difference between factual and interpretive anecdotes?

Week Three

- 6/19 The Documentation Process
Homework: Read Chapter 5.
- 6/21 Managing the Documentation Process (Bring Textbook)
Homework: Read Chapter 6. (RJ) Use a Developmental Milestones Collection Form (appendix) to check off the areas of development that apply to "Sierra' Collection" p.151-153.

Week Four

- 6/26 Connecting Anecdotes with Developmental Milestones
Homework: Read Chapter 7. (RJ) Briefly Describe spontaneous curriculum planning, ongoing review and periodically reflecting on portfolio items.
- 6/28 Extending Interests and Offering Challenges **Due: Reflection Journals**
Homework: Read Chapter 8. (RJ) Use steps 1-7 on p.200-205 to design your presentation.

Week Five

- 7/3 Workshop: Differentiating between objective and subjective language
- 7/5 Preparing for Family Conferences
Homework: Read Chapter 9. (RJ) How can a teacher create a warm, friendly and respectful tone for conferencing?

Week Six

7/10 Family Conferences

Homework: Read Chapter 10. (RJ) What are the steps in documenting progress?

7/12 Documenting Progress and Writing Center Presentation

Homework: Go to Reading Supplements on Blackboard Learn. Read "Formal Assessment 1."

Week Seven

7/17 Formal Assessment

7/19 Presentations

Week Eight

7/24 Presentations

7/26 Presentations **Due: Reflection Journals Due**