

**Assess Children Evaluation Programs**  
**ECED 1125-501**  
**CRN 70471**  
**UNM-Valencia/Face to Face**  
**Fall 2022**  
**Aug 22 - Dec 17**

Instructor: Gabriela Peterson, Ph.D.  
Class Time: 4:30PM-5:45PM  
Classroom: A124  
Email: [gpeterson22@unm.edu](mailto:gpeterson22@unm.edu)  
Office: TBA  
Office Hours: TBA

**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 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

### **In-Class Discussion**

There will be one in-class discussion per week. Students are expected to complete a Think-Pair-Share activity every week. This activity is a great way to motivate students, promotes higher-level thinking, and is a great way to obtain feedback about the topic being studied. The Think-Pair-Share activity will be completed every Tuesday.

### **Observation Practice**

There will be one observation practice per week. Students are expected to complete an observation practice every week. Observation practices consist of watching video clips of children, documenting what is seen, and sharing it with the whole class. Observation practices will be completed every Thursday.

### **Observation Style Paper**

Students are expected to complete a paper to discuss their unique observation style. Students must utilize the ideas, tips, and strategies learned throughout the course to complete this assignment. The Observation style paper will be completed a week before the end of the semester.

### **Required Reading**

Throughout the course, you will be provided with required reading assignments. You are expected to complete all necessary reading assignments and integrate what you have read into your course assignments and in-class discussions.

### **Etiquette Policy**

Your participation is expected to be collegial, academic, and constructive. Please recognize that each of us may have a different point of view. It is acceptable to debate a topic using facts and citations to support your stance or viewpoint. Inquiry is highly encouraged.

### **Student/Instructor Communication**

Email is the best way to communicate with me; I reply promptly and within 24 hours. On the weekends, I check my email at least once a day. I encourage you to email me with any questions you might have. **Please, email using your UNM account only.** [gpeter22@unm.edu](mailto:gpeter22@unm.edu)

### **Due Dates and 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. Please contact them and they will provide me with a letter of modifications. The Equal Access Office number is 925-8910.

### **Academic Support**

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

### **Grading**

<b>Assignment</b>	<b>Percentage</b>
In-Class Discussions	30%
Observation Practice Presentations	30%
Observation Style Paper	40%
<b>Total</b>	100%

### **Percentages and Grade Equivalent**

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

### **Dishonesty in Academic Matters**

As stated in 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.

## **Course Outline**

### **Week 1 (8/22-8/28)**

Introductions, Expectations and Getting to Know Each Other

Read Chapter 1: Why Observe Children?

In-Class Discussions #1

### **Week 2 (8/29-9/04)**

Review Chapter 1: Why Observe Children?

In-Class Discussions #2

Observation Practice #1 and #2: What Can you Learn by Observing a Child?

### **Week 3 (9/5-9/11)**

Read Chapter 2: How Do Observations and Documentation Work with Early Learning Guidelines and Calls for Accountability?

In-Class Discussions #3

Observation Practice #3: Relating Infant/Toddler Guidelines to Observation and Documentation

### **Week 4 (9/12-9/18)**

Review Chapter 2: How Do Observations and Documentation Work with Early Learning Guidelines and Calls for Accountability?

In-Class Discussion #4

Observation Practice #4: Relating Preschool Early Learning Guidelines to Observation and Documentation

### **Week 5 (9/19-9/25)**

Read Chapter 3:

In-Class Discussion #5

Observation Practice #5: Factual versus Interpretive Anecdotes

### **Week 6 (9/26-10/02)**

Review Chapter 3: How Do You Do Observation and Documentation Well?

Observation Practice #6: Considering the Lenses through Which We View Children

Observation Practice #7: Using Facts/Interpretation From

**Week 7 (10/03-10/09)**

Read Chapter 4: How Do You Fit In Observation and Documentation?

In-Class Discussion #6

Observation Practice #8: Running Record

**Week 8 (10/10-10/16)**

Review Chapter 4: How Do You Fit In Observation and Documentation?

Observation Practice #9: Summative Anecdote

Observation Practice #10: Making a List

**Week 9 (10/24-10/30)**

Review Chapter 4: How Do You Fit In Observation and Documentation?

Observation Practice #11: Using the Quick Check Recording Sheet

Observation Practice #12: Documenting observations of a Group of Children

**Week 10 (10/31-11/06)**

Read Chapter 5: How Do you Observe and Document for Assessment?

In Class Discussion #7

Observation Practice #13: Observing for Developmental Capacities

Observation Practice #14: Observing for Developmental Capacities

**Week 11 (11/07-11/13)**

Read Chapter 6: How Do you Share Observation, Documentation, and assessment Information with Families?

In Class Discussion #8

Observation Practice #15: Using Observation and Documentation Information to Plan a Family Conference

**Week 12 (11/14-11/20)**

Read Chapter 7: How Do you Use Observation and Documentation for Curriculum Planning?

In Class Discussion #9

Observation Practice #16: Determining the Best Curricular Approaches for a Child

**Week 13 (11/21-11/27)**

Review Chapter 7: How Do you Use Observation and Documentation for Curriculum Planning?

Observation Practice #17: Encouraging and Extending a Child's Interest

**Week 14 (11/28-12/04)**

Read Chapter 8: How Do you Build a Case about a Child?

In Class Discussion #10

Observation Practice #18: Building a Case about a Child

**Week 15 (12/05-12/11)**

Read Chapter 9: How Do You Continue To Grow as An Observer?

In-Class Discussion #11

Observation Practice #19: Celebrating Children and Being in the Moment

**Week 16 (12/12-12/16)**

Course Reflection

Observation Style Paper