

**ECED 1125.550 CRN 70124**  
**Assessment of Children and Evaluation of Programs 1**  
**Dual Credit-Belen High School**  
**UNM-Valencia Online**  
**Spring 2023**

Instructor: Karen Walter, MA Education  
Class Time: Weekly Online-Wednesdays from 5:00- 6:30 PM, and Face to Face as needed  
*This is a three credit-hour course delivered in an entirely online modality over 16 weeks during the Spring 2023 semester. Please plan for a minimum of 18 hours per week to learn course materials and complete assignments*

Email: walterk63@unm.edu  
Online Office Hours: Wednesdays 2:00-4:00 or by appointment  
Zoom: Meeting ID; 942 4316 9975 Passcode; 093904

**Textbook Not 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.

**Online Participation/Classroom Discussions**

The Discussion Board is very much like a classroom discussion. Discussion boards will be announced the week before the discussion, and the topic will be information already covered in class. During the week of the discussion, students are expected to log onto Canvas often to post and respond. 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' posts by midnight on Sunday by midnight (11:59 p.m.)

**Note:** You *cannot* work at your own pace. The discussion boards are timed to open and close. Also, *do not* wait until the last day to post your thread and comment on other posts. Post your thread early and go back on different days to see what other students are writing.

**Students/Instructor Communication**

Please check your UNM email and course messages regularly. You don't have to reply with text to the emails unless you have questions, but a thumbs up or other emoji would be appreciated so I know you got it. Email is the best way to communicate with me; I reply promptly and within 24 hours. I check my email and course messages at least once a day except for Sundays. I encourage you to email me with any questions you have. If you need to speak with me, please visit my office hours. You may also schedule an appointment to meet with me anytime.

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**ATTENDANCE**

Attendance is required in both the online class and the high school class. Attendance is a significant part of your grade (see grading on pg. 3). If you are not able to attend, please let your instructor/teacher know prior to missing class.

**Due Dates/Late Assignments**

Students are expected to turn in work on or before the date that it is due. If there is an expectation that the assignment will be late, please communicate this to your instructor and teacher including the anticipated date the assignment will be turned in. Lack of communication on late assignments will affect your overall grade. Late assignments will be accepted; however, future assignments build on previous assignments. Students are required to post assignments to Canvas. If this option is unavailable for some reason, please communicate this to instructor/teacher and an alternative option can be discussed.

**Grading**

**Attendance and Communication 30%**  
**Assignments/Discussions/Engagement 40%**  
**End of Semester Review 15%**  
**Final Presentation 15%**  
**Total 100%**



**Percentages and Grade Equivalent**

|           |          |         |                    |
|-----------|----------|---------|--------------------|
| 100-97 A+ | 89-87 B+ | C+79-77 | D+ 69-67           |
| 96-93 A   | 86-83 B  | C 76-73 | D65-62 D           |
| 92-90 A-  | 82-80 B- | C-72-70 | C- 61-59 D- 58-0 F |

**DUAL CREDIT-**

Dual Credit is a program which provides public high school students the opportunity to receive credit for both a high school course and a college course by taking a single qualifying course. For more information, please see the UNM-Valencia 2014-2016 Course Catalog (4).

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**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

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**Learning Outcomes**

1. Use authentic observation as the foundation for assessment and growth and development.
2. Identify and describe age, culturally, and linguistically appropriate assessment tools for young children.
3. Identify IFSP and IEP procedures and the roles of multidisciplinary teams in serving children in the process of evaluation.
4. Describe the effects of cultural and socio-economic factors on evaluation and key legal and ethical issues in assessment.

**ECED 1125- Course Outline** (weekly topics are subject to change and students will be notified of those changes)

**Week One**

Jan.17- **Introductions, Expectations, Syllabus and Getting to Know Each Other!**

**Week Two**

Jan. 24 Why Observe Children? What we can learn from observing children.

**Week Three**

Jan. 31 The difference between observing for assessment or curriculum.

**Week Four**

Feb. 6 Forms and Formats

**Week Five**

Feb. 13 Documentation Style. Identifying significant information to include

**Week Six**

Feb. 20 Building a case about a child Sharing information with families

**Week Seven**

Feb. 27 Sharing information with families

**Week Eight**

Mar.6 Observation anecdotes for review and practice

**Week Nine**

Mar. 13 SPRING BREAK

**Week Ten**

Mar. 20 Curriculum Planning

**Week Eleven**

Mar. 27 Observation Anecdotes for Review and Practice

**Week Twelve**

Apr. 3 Forms and Formats

**Week Thirteen**

Apr. 10 Regional Resources on Assessment in Early Childhood

**Week Fourteen**

Apr. 17 Observation Review

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**Week Fifteen**

Apr. 24          Review of Class

**Week Sixteen**

May 1            Finals Week

**Technical Requirements**

Computer

- A high-speed Internet connection is highly recommended.
- Supported browsers include: Detailed Supported Browsers and Operating Systems
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance.
- For the best experience when using the Kaltura Media Tools inside UNM Canvas, be sure to use a supported browser on a desktop.
- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page)
- Please update your contact information in LoboWeb: MyUNM Login. When you log into MyUNM, Enter LoboWeb. Click on the Personal Information link to make sure your contact information is up to date.

Web-Conferencing-Web conferencing will be used in this course

- high-speed internet connection is highly recommended for these sessions. A wireless Internet connection may be used if successfully tested for audio quality prior to web conferencing.
- You should also dress as you would when attending an in-person class, even if you do not turn on your video camera.
- **We will meet via Web Conferencing once a week. The dates and times will be available online as soon as the school schedule has been determined.**

**Netiquette- See Netiquette document in Canvas Course "Introduction"**

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**Submitting Assignments**

When you submit an assignment via Canvas. You will receive an email receipt of your submission. Save this email as confirmation of your submission

**UNM POLICIES-** For more on UNM Policies please visit: The Pathfinder; UNM's Student Handbook

<https://pathfinder.unm.edu/>

UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see or the UNM Course Catalog for information on UNM services and policies. **Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.**

**COVID- fall 2022**

COVID-19 Health and Awareness. UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's Administrative Mandate on Required COVID-19 vaccination. If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you do need to stay home, please communicate with me at [walterk63@unm.edu ]; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let us know that you need support so that we can connect you to the right resources and please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Support: Student Health and Counseling (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC. Lobo RESPECT Advocacy Center (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience

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