

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

Spring 2024

SP2024 - Course Credit hours-3/Online

Instructor: Karen Walter

Walterk63@unm.edu/505.925.8500

Office/Office Hours: Tuesdays and Thursdays from 1-3 PM / Place TBD

Please schedule Zoom appointments with professor

Land Acknowledgement: *Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.*

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.

Textbook - Not Required (all materials will be provided)

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

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).

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 about information already covered in class. During the week of the discussion, students are expected to log onto

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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 (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.

Netiquette- See **Netiquette document** in Canvas Course "Introduction" [Netiquette document](#)

Student/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.

Attendance/Communication

Attendance/Communication – This is an important piece of your final grade. It is critical that you inform the UNM Instructor and the Dual Credit Teacher of your absence and return date. Instructor/teacher will provide you with information missed and an opportunity to make up assignments. Class is comprehensive and therefore it is important complete all make up work as quickly as possible.

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.

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Grading

Attendance and Communication 25%

Reflections 20%

Assignments 15%

In Class and Canvas Discussions 20%

Final Exam 20%

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	D- 61-59
58-0 F			

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

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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

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

Week 1

Jan.16- Introductions, Expectations, Syllabus and Getting to Know Each Other!

Week 2-3

Jan. 23 Why Observe Children? Observation and documentation; The Key to Intentional Teaching. What we can learn from observing children.

Week 4

Feb. 5 The Purpose, Process and Practice of Monitoring, Screening and Evaluating

Week 5

Feb. 12 The difference between observing and assessing.

Week 4

Feb. 19 The difference between observing for assessment and observing for Curriculum Planning. Planning Effective and Meaningful Curriculum

Week 5

Feb. 26 Observing AND Documentation – How to do it well

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Week 6-7

Mar 4 & Mar 18 Documentation - Forms, Format, and Style (Taking Notes)

March 11-15 Spring Break

Week 8

March 25 Observing and Documenting for Assessment

Week 9

April 1 Observing and Documenting for Curriculum Planning

Week 10

April 8 How to build a case about a child, the WHOLE child (reading the documentation)

Week 11

April 15

Week 12

April 22 Using Documentation and Assessment to Communicate with Families

Week 13

April 29 Quality Counts

Week 14

Video Practice

Week 15-16

Review and Final Exam (specific schedule to be announced)

Instructor Response Time

I routinely check the course for postings or emails, Monday (8 am) – Friday (12 pm) and sometimes in the evenings and on weekends. You can anticipate a 24-hour response time during the week and a 48-hour response on the weekends.

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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

TECHNOLOGY-

Access to UNM Canvas is Imperative!!! All other technology necessary will be determined on a student by student basis.

Technical Requirements Con't.

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

This is asynchronous class and Web conferencing will not be used in this course. You will be informed well in advance if changes to this are necessary In the event of an online sessions, you will need:

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Respectful and Responsible Learning: We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own

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work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (<https://pathfinder.unm.edu>) and the Faculty Handbook (<https://handbook.unm.edu>).

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Academic Integrity

UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

Support: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and are other resources are available through PASOS (Pathways to Articulation and Sustainable Opportunities for Students), TRIO Student Support Services, and Student Learning Support at the Center for Teaching and Learning.

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including opportunities to get involved, mental health resources, academic support including tutoring, resource centers for people like you, free food at Valencia Campus Food Pantry, and jobs on campus. Your advisor, staff at the resource

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centers and Academic Affairs Office, and I can help you find the right opportunities for you.

Copyright Issues

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

[The UNM Copyright Guide](#) has additional helpful information on this topic.

Accessibility and Accommodations

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact:

- [UNM-Valencia Student Services](#) if you are a Valencia campus student. The phone number is 505-925-8560
- [UNM Accessibility Resource Center](#) in 2021 Mesa Vista Hall if you are a main campus student. The phone number is 505-277-3506.

Information about your disability is confidential and your instructor cannot refer you for accommodations. Be aware that you will need to provide documentation. If you need assistance in obtaining documentation, the offices above can assist you.

Drop Policy:

[This section states your departmental policy for dropping students – edit or include your own statement.]

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. The Pathfinder; UNM's Student Handbook can be located here:

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

COVID-19 Health and Awareness. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need to stay home, please communicate with me at []; I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to

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the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

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