

**ECME 220**  
**Assessment of Children and Evaluation of Programs 1**  
**ECME 220.501**  
**CRN 23662**  
**UNM-Valencia**  
**Summer 2019**

Instructor: Teresa Goodhue, MA Education  
Class Time: Mondays and Wednesdays 4:30-7:15  
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Office Hours: Mondays and Wednesdays 3:15-4:15

**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

### **Attendance**

Attendance is part of your final grade. Lack of attendance will affect your final grade. Further, the instructor can drop a student after two (2) absences. Two absences in the summer semester is equivalent to 4 absences during a 16 week semester. Please be on time. Arriving late to class 4 times is equal to one absence.

### **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.

### **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 Portfolio 30%

Reflection Journal 1 15%  
 Reflection Journal 2 15%

Final Paper: Program Assessment 20%  
 Compare and Contrast Montessori, Emilio Reggio and Waldorf

**Percentages and Grade Equivalent**

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

**Dishonesty in Academic Matters**

As stated in 2018-2019 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.

**ECME 220**  
**Course Outline**

*Complete Reading Assignments before the next class meeting. Complete Reflection Journals (RJ) before the due date.*

**Week One**

6/3 Syllabus, Introductions and Expectations

6/5 The Portfolio Process for Assessment

*Homework: Read Chapter 1 on Blackboard Learn under Reading Supplements. (RJ) Describe "authentic assessment," the Focused Portfolio Process, and how to collect documentation.*

**Week Two**

6/10 Authentic Assessment

6/12 Observation as the Key Method in Assessment

*Homework: Read Chapter 2 on Blackboard Learn under Reading Supplements.(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 Three**

6/17 The Documentation Process

6/19 Managing the Documentation Process

*Homework: Read Chapter 3 on Blackboard Learn under Reading Supplements.(RJ) Look through the collection of forms for Linsey. Take note of the way the forms are filled out. Read the anecdotes and look at the photos. Use this chapter as an example for the portfolio you will compile.*

**Week Four**

6/24 Connecting Anecdotes with Developmental Milestones

*Homework: Read Chapter 1 in our text book. (RJ) Complete "Finding Your Observation Style" on p. 17.*

6/26 Extending Interests and Offering Challenges

**Due: Reflection Journal 1 (Ch. 1-3 from Blackboard Learn)**

*Homework: Read Chapter 2 in our text book. (RJ) Complete "Finding Your Observation Style" on p. 29.*

**Week Five**

7/1 Scaffolding

*Homework: Read Chapter 3 in our text book. (RJ) Complete "Finding Your Observation Style" on p. 55.*

7/3 Scaffolding continued

*Homework: Read Chapter 4 in our text book. (RJ) Complete "Finding Your Observation Style" on p. 78.*

**Week Six**

7/8 Curriculum Planning

*Homework: Read Chapter 7 in our text book. (RJ) Complete "Finding Your Observation Style" on p.159.*

7/10 Curriculum Planning continued

*Homework: Read Chapter 8 in our text book. (RJ) Complete "Reflection" on pp. 175-176.*

**Week Seven**

7/15 Preparing for Family Conferences

*Homework: Read Chapter 5. (RJ) Complete "Finding your Observation Style" on p. 106.*

7/17 Family Conferences

*Homework: Read Chapter 6. (RJ) Complete "Finding Your Observation Style" on p. 128.*

**Week Eight**

7/22 Presentations

7/24 Presentations **Due: Reflection Journal 2 (Ch. 7-10)**