

# ECED 1125: Assessment of Children and Evaluation Programs

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University of New Mexico-Valencia Campus

Summer 2023 Semester: Jun 5, 2023 – Aug 1, 2023

**Instructor:** Gabriela Peterson, M. Ed, Ph.D.

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**Office Hours:** Mondays 11:00 am -12:00 pm (Via Zoom)

**Course:** ECED 1125-501

**Credit Hours:** 3

**Delivery method:** Online

## Required Text

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

## Course Overview

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 completion 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 to obtain valid, useful information to inform practice and decision-making. F.1
- Demonstrate knowledge of maintaining appropriate children's development and behavior records 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 the 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 and 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 Learning Outcomes

In this course, students will:

- Use authentic observation as the foundation for assessment, growth, and development.
- Identify and describe age, culturally, and linguistically appropriate assessment tools for young children.
- 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.

### Credit-Hour Statement

This is a three-credit-hour course delivered online over 9 weeks during the Summer 2023 semester. Please plan for a minimum of 15 hours per week to learn course materials and complete assignments.

### Course Webpage on Canvas ([canvas.unm.edu](https://canvas.unm.edu))

Course information, including this syllabus and grades, will be available via [canvas.unm.edu](https://canvas.unm.edu). This course will appear in your Canvas course listing. I will also send out emails to the class periodically. Students should check their email at least every couple of days if not every day.

### Attendance Policy

As the class is asynchronous online, there is no attendance to be taken. However, assignments must be completed each week by Sunday at midnight to be accepted. You have all week at your

convenience to read or watch the material and complete the assignment, so there are no late assignments except for extreme circumstances. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what is an extreme circumstance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

### Required Reading

Throughout the course, you will be provided with required reading assignments. The assignments are located in Weekly Assignments on the course menu. You are expected to complete all required reading assignments and integrate what you have read into your course assignments and online discussions.

### Due Dates Policy

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 every day it is late. No late postings on the Discussion Board are permitted. See “Late Work and Exemptions” below.

### Late Work Exemptions

You can miss three discussion boards over the course of the semester and recover the grades by writing an expanded post. Requirements: 1) 1 page typewritten and double-spaced, 12 pt. font, default margins. 2) Email as an attachment within 1 week of the original due date. See “Due Dates Policy” above.

### Netiquette

Netiquette is a set of rules for behaving politely online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics of communicating online:

1. Be sensitive to classmates coming from different cultural and linguistic backgrounds and holding different political and religious beliefs. Plus, they will have other differences.
2. Use good taste when composing your responses in Discussion Forums. Swearing and using profanity are often insensitive to your classmates, so they should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
3. Don't use all capital letters when composing your responses, as this is considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
4. Be respectful of others' views and opinions. Avoid “flaming” (publicly attacking or insulting) them, as this can cause hurt feelings and decrease the chances of learning from different points of view.

5. Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put it in parentheses afterward, such as Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
6. Use good grammar and spelling, and avoid using text-messaging shortcuts.

### Course Schedule

<b>Week</b>	<b>Topic</b>	<b>Activity</b>
Week 1 (Jun 5-Jun 9)	Chapter 1: Why Observe Children?	Observation Practice (p.15): What can you learn by observing a child? / Discussion Board #1
Week 2 (Jun 12-Jun 16)	Chapter 2: How Do Observations and Documentation Work with Early Learning Guidelines and Calls for Accountability?	Observation Practice (p.27): Relating Infant/Toddler Guidelines to Observation and Documentation / Discussion Board #2
Week 3 (Jun 19-Jun 23)	Chapter 3: How Do You Do Observation and Documentation Well?	Observation Practice (p.53): Using the Facts/Interpretation Form/ Discussion Board #3
Week 4 (Jun 26-Jun 30)	Chapter 4: How Do You Fit in Observation and Documentation?	Observation Practice (p.76): Making a List / Discussion Board #4
Week 5 (Jul 3-Jul 7)	Chapter 5: How Do You Observe and Document for Assessment?	Observation Practice (p.105): Observing for Developmental Capabilities / Discussion Board #5
Week 6 (Jul 10-Jul 14)	Chapter 6: How Do You Share Observation, Documentation, and Assessment Information with Families?	Observation Practice (p.127): Using Observation and Documentation Information to Plan a Family Conference/ Discussion Board #6
Week 7 (Jul 17-Jul 21)	Chapter 7: How Do You Use Observation and Documentation for Curriculum Planning?	Observation Practice (p.158): Determining the Best Curricular Approaches for a Child/ Discussion Board #7
Week 8 (Jul 24-Jul 28)	Chapter 8: How Do You Build a Case about a Child?	Observation Practice (p.175): Building a Case about a Child / Discussion Board #8
Week 9 (Jul 31-Aug 2)	Chapter 9: How Do You Continue to Grow as an Observer?	Course Reflection: Observation Style Paper

### Assignments and Grading

See Canvas for full assignment descriptions and due dates.

<b>Category</b>	<b>Description</b>	<b>Weight</b>
Online Discussion Boards	Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be complete and have at least five lines of text. No maximum number of words is required, but please use good	30%

	judgment. Use references to websites or readings to support your comments whenever possible. You must get your initial discussion postings up early in the week, so others can read them and share their thoughts and experiences. We will build on one another's ideas by interacting fluidly throughout the week. Therefore, post your initial response to the discussion forum no later than Wednesday and reply to three classmates no later than Friday. Discussion boards open on Sunday at midnight.	
Observation Practice Assignments	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 reflecting on your learning. Observation practices will be completed every Sunday.	30%
Observation Style Paper (Final project)	Students are expected to complete a paper to discuss their unique observation style. Students must complete this assignment by utilizing the ideas, tips, and strategies learned throughout the course. The Observation style paper will be completed a week before the end of the semester.	40%
Total		100%

*Note: Grades in the course are assigned using Fractional Grading*

### Grading Scale

Grade	Percentage
A+	97%+
A	94% – 96%
A-	90% – 93%
B+	87% – 89%
B	84% – 86%
B-	80% – 83%
C+	77% – 79%
C	74% – 76%
C-	70% – 73%
D+	67% – 69%
D	64% – 66%
D-	60% – 63%
F	0% – 59%

### Academic Dishonesty (from the UNM Catalog)

"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; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

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, up to and including dismissal, against any student who is found guilty of academic dishonesty or

who otherwise fails to meet the expected standards. Any student 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.

### Respectful and Responsible Learning

We are all responsible for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your 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. A student code of conduct violation can lead to a disciplinary procedure.

Please ask me for help finding the resources you need to succeed 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 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>).

### 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 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 need to stay home, please get in touch with me via CANVAS; 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 me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

### Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

### Learning Commons: Tutoring Services

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email [tutor@unm.edu](mailto:tutor@unm.edu). You'll get answers during business hours, Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

### Title IX

Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, or harassment, if 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>.

### 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 emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

### Land Acknowledgement

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