



Course Name: ECED 1125 Assessment of Children & Evaluation of Programs

Semester Taught: Fall 2019

Credit Hours: 3

Time, and Place:

Instructor Information:

Instructor:	Communication Information:	Office Hours:
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Required Text: Bohart, H. & Procopio, R. (2018). *Spotlight on young children. Observations and assessment.* Washington, DC: NAEYC.

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: 3 credit hours equal 45 contact hours.

Catalog 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 the 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. (3, 3T+0L).

Course Objectives:

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.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It



includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8. F.9. F.10. F.11, F.12.**

COE’s Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

- 3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- 5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
- 7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Skills-

- 2. Utilization of Planning and Assessment tools

Dispositions-

- 2. A belief that all students can learn

NNMC Student Learning Outcomes

- 2. Ability to think critically through analytical, inventive and creative means

Assignment Descriptions/ Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO		Point Value
Chapter Readings and Reflection	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12 Objectives 1, 2, 3, 4	K3, K5, K7, S2, D2	2	15 @2 pts	30 pts
Interview two early childhood teachers. One pre-K and one K-3 teacher. What assessment tools do they use? How do they assess students? How do they evaluate students? How do they evaluate the effectiveness of their program. How do they incorporate families? Use oral presentation rubric- see attached.	F1, 3, 4, 5, 10 Objectives 1, 2, 3, 4	K3, K5, K7, S2, D2	2	1 @20 pts	20 pts



Review a minimum of two assessment tools for infant/ toddlers, preschoolers and critique where they are developmentally and culturally appropriate for your community. Use oral presentation rubric-see attached	F1, 4, 8, Objectives 2, 4	K3, K5, K7, S2, D2	2	1 @ 15 pts	15 pts
Practice using the ITERS-R and ECERS-R to assess one preschool classroom environment. Write you findings as an observational report.	F1, 2, 6 Objectives 1	K3, K5, K7, S2, D2	2	1 @ 15pts	15pts
Final project-Read and critique the following NAEYC position paper (www.naeyc.org) Early Childhood Curriculum, assessment, and Program Focus on program evaluation. Develop a program evaluation plan. Must include your position, support, critique	F1, 8, 9, 10 Objectives 1, 2, 3, 4	K3, K5, K7, S2, D2	2	1 @ 20pts	20 pts
TOTAL POINTS					100 pts

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1	Overview of Assessment	Introduction
WEEK 2	Overview of Assessment	Chapter Reading and Reflection
WEEK 3	Defining Assessment	Chapter Reading and Reflection
WEEK 4	Defining Assessment	Interview Two ECE Teachers- Assessment- presentation
WEEK 5	Family Partnerships	Chapter Reading and Reflection
WEEK 6	Observation as a tool	Chapter Reading and Reflection
WEEK 7	Basic Measurement Concepts	Chapter Reading and Reflection
WEEK 8	Basic Measurement Concepts	Chapter Reading and Reflection
WEEK 9	Choosing Assessments	Review a minimum of two assessment tools for infant/ toddlers, preschoolers- Assessment- presentation
WEEK 10	Choosing Assessments	Chapter Reading and Reflection
WEEK 11	Interventions	Chapter Reading and Reflection
WEEK 12	Interventions	Chapter Reading and Reflection
WEEK 13	Interventions	Observational report- the ITERS-R and ECERS-R to assess one preschool classroom environment- Assessment
WEEK 14	Communication and Reporting	Chapter Reading and Reflection
WEEK 15	Communication and Reporting	Chapter Reading and Reflection
WEEK 16	Communication and Reporting	Final project- program evaluation- Assessment



Grading:

A+ 100 - 97
B+ 89 - 87
C+ 79 - 77
D+ 69 - 67
F 59 - 0

A 96 - 93
B 86 - 83
C 76 - 73
D 66 - 63

A- 92 - 90
B- 82 - 80
C- 72 - 70
D- 62 - 60

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nnmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

