**Course number:**PRDV 72027

**Meeting Dates & Times**:       Spring 2023

**Title:**Intentional Teaching for Preschoolers & Kindergarteners:

Following Our Children’s Lead

**Credit:**                                      1

**Location:**                                 Online

**Visiting Instructor:**                 Katherine Kaczynski, M.Ed

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(Note: When contacting me by email or text, please state the course name in the subject area.**)**

**Course Overview**

**Course Description:**

This course is designed for educators, specialist, or any professional who works in the PreK-Kindergarten learning environment.  Through *Special Topics*, this course explores the connection between the developing brain, a body in motion and readiness to learn.

**Participation Requirements:**

* Participants will explore the resources cited in each of the weekly assignments.
* Complete all weekly Required Readings/Viewings, prior to the online discussions.
* Participants will come prepared for in depth discussions and ready to participate actively in the online discussion board, from the start to the completion of each week.
* A final project is required.

**Course Content:**

Participants will learn about the impact that physical activity has on the developing brain, and readiness to actively learn in the classroom.

Week & Module 1 - What Does Intentional Teaching Look Like?

Week & Module 2: Intentional Teaching Support Practices

Week  & Module 3: Reflecting and Assessing: Child Initiated, Adult Guided

Week & Module 4: Guiding Children to Develop Intentionality

**Student Outcomes**

Participants will be able to:

* Identify and discuss the Guidelines for Preschool and Kindergarten Learning Experiences, as written by the Massachusetts Department of Education.
* Examine what it means to be an intentional teacher.
* Examine the differences between how we think we teach versus the principles of intentional teaching.
* Examine and discuss the connections between children’s natural curiosity and intentional teaching.
* Describe and discuss the practices that supports intentionality in teaching.
* Examine and discuss how the principles of intentional teaching connects the classroom to families.

**Grading Components:**

40 points = Discussion Board Posts the readings (tied to the number, and quality of posts (Rubric for discussion board)

40 points = Assignments

20 points = Final Project: PowerPoint, Prezi, Podcast, Adobe Spark or Research Paper (APA)

**100 points**

**Grading/Grade Points**

A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways.  Work and discussion posts exceed expectations. B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the course work has met the requirements and was judged acceptable. Work and discussion posts meet expectations. C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) indicates that the level of work did not adequately meet the requirements.  D+ 69-67 D 66-63 D- 62-60 F 59-0

**Final Project – Check the due date in Assignments/TBA**

Participants are required to create a Final Project.  The Final Project should address how the course content has influenced their thinking. The Final Project can be a tool to be used by you for professional purposes, a presentation, or an activity. It should be short, for example, no more than 20 slides, concise, and cite from the course content. DO NOT provide an overview of the course content.

\*Format choices:

1.PowerPoint (Visual & Audio) might be useful if the intent is to share the information.

2. A Prezi (instead of a PowerPoint)

3. A Podcast may be useful to create a report, much like a newscast \*\*

4. Writing a 10-page double-spaced APA-style paper.

5. Or any other application that you choose to create your Final Project.

\*\*Note:  If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines, is required.

**My commitment to cultivating an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work.

Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone’s potential.

**College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7 at:*[*http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf* Links to an external site.](http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf)**.**

**Research**

Additional supporting information can be researched at the Framingham State University Online Library. Just logon to you FSU My Campus account and go to the tab that says Library.

**Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: https://www.framingham.edu/academics/center-for-academicsuccess-and-advising/or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu.

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