

**Course number:** PRDV 72027  
**Meeting Dates & Times:** Fall 2020  
**Title:** Intentional Teaching for Preschoolers & Kindergarteners:  
Following Our Children's Lead  
**Credit:** 1  
**Location:** Online  
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(Note: When contacting me by email, 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 1:

Module 1 - What Does Intentional Teaching Look Like?

Week 2:

Module 2: Intentional Teaching Support Practices

Week 3:

Reflecting and Assessing: Child Initiated, Adult Guided

Week 4:

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 what 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

**Each week will have an assignment.**

**Weekly Assignment - Levels of Achievement**

**\*Criteria**

**\*Proficient:** 9 -10 Points - The Post fully addresses the Guiding Question (GQ). The post demonstrates a proficient understanding of the content. Three or more quotes from reading or videos are used to support your statements.

**\*Competent:** 7 - 8 Points - The Post addresses the Guiding Question (GQ). The post demonstrates above average or competent understanding of the content. Two quotes from readings or videos are used to support your statements.

**\*Adequate:** 5 - 6 Points - The Post addresses the Guiding Question (GQ) and demonstrates an adequate understanding of the content. One quote from readings or videos is used to support your statements.

**\*Unacceptable:** 1 – 4 Points - The Post does not clearly address the Guiding Question (GQ) and does not appear to be tied to the topic. Quotes from readings or videos are not used to support statements. The post is found unacceptable.

Module 1: *What Does Intentional Teaching Look Like?*

Module 2: *Intentional Teaching Support Practices*

Module 3: *Reflecting and Assessing: Child Initiated, Adult Guided*

Module 4: Guiding Children to Develop Intentionality

### **Discussion Board Rubric for Asynchronous Discussion Participation**

#### **A Quality of Postings Indicator**

Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to.

Post your thoughts and provide supporting evidence using the readings, viewings, and audios (RVA). DO NOT just give the facts. Posts MUST reflect how the RVAs have impacted upon your thinking and the work that you do.

Participants will use the following feedback to improve the quality of their discussion contributions.

#### **Grading Discussion Board Posts**

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

Participation in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on 3 different days; there may actually be 5-6 postings, but participation only occurred 3 times during the week.

#### **Discussion Board Rubric**

There are five criteria, the Initial Post, Additional Posts, Details in Each Post, The Quality of Information in Response to Other's Posts, and The Frequency of Weekly Discussion Posts. The highest amount of points that can be earned in one week, for a score of excellent, is a score of 20 points.

#### **First Criteria**

First criteria, the initial post, respond to one of the Guiding Question or GQ. This is your response to the question following the completion of readings. The initial post fully addresses the Guiding Question. The post demonstrates a proficient understanding, and the score would be 2 points.

### **Second Criteria**

The second criteria, additional posts, addresses the need for posts following the Initial Post. Additional posts occur throughout the weekly discussions: Additional postings focus on your response to others while you are reading, and or following the completion of weekly readings or videos. The additional posts build on other's posts and comment analytically. The additional posts quote directly from other's posts, and the score would be 2 points.

### **Third Criteria**

Third criteria focus on details in each post and address the requirement for highly detailed and correct posts. Posts throughout the week would possess three or more quotes from readings, podcasts or videos to support your statements and the score would be 2 points.

### **Fourth Criteria**

Fourth criteria refer to the quality of the information in response to other posts. The posts responsible for referring to what others have written and provide details from information gathered within the course and encouraged new ideas, and the score would be 2 points.

### **Fifth criteria**

Fifth criteria refer to the frequency of weekly discussion posts. To have a dynamic class, each participant is encouraged to share their voice, opinions, and reactions to the content and how the new content has impacted their thinking and classroom practices. Posts are essential and are equal to class participation. Being present often ensures that your voice is heard. Posting at least 7-8 times throughout the week is essential, and the score would be 2 points.

Perfect score for each weekly discussion board posts equals 10 points.

Participants will review readings/viewings, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the readings/viewings.

What to Consider when posting:

- Guiding Questions (GQ)
- Initial posting
- Refer to at least two specific points, from the article or reading.
- Conveying new information
- Contrasting earlier information learned in the course of new information (after week1).
- Convey information from the read, watch, listen to information gathering, to personal experiences.
- Consider the importance of the final post to the Discussion board
- Discussion at a \*critical level is not just facts from information gathering, but rather provides supporting evidence (see below).
- Discussion at a critical level means discussing, for example, the following:
  - Opinion of the facts gathered or facts mentioned by others in the discussion group
  - Why the opinion is held

- What is wrong with the fact/s mentioned
- Are the points, facts, opinions, consistent and or inconsistent with the material presented so far
- What are the implications for the future, consistencies, and or inconsistencies within the readings or videos?

Note: Participants will review readings/viewings, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the readings/viewings.

### **Final Project – Due on or before the last day of class**

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 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. One page of the paper may include a Wordle.
- 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.

### **Rubric for the Final Project**

Five criteria for the final project are as follows: Question, Information, Quotes and Encourages new ideas.

#### **First criteria, the question**

If the question directly relates to the course topics and the work that you do, this question earns a score of 4 points.

If the question is somewhat related to the course topics, and the work that you do, this question earns a score of 3 points.

If the question indirectly relates to the course topics, and the work that you do, this question earns a score of 2 points.

If the question does not directly relate to the course topics, and or the work that you do, this question earns a score of 1 to 0 points.

### **Second criteria, the information**

If the information is highly detailed and correct, you earn a score of 4 points.

If the information is somewhat detailed and correct, you earn a score of 3 points.

If the information has some detail and somewhat correct you earn a score of 2 points.

If the information lacks detail, and or is not correct, you earn a score of 1 to 0 points.

### **Third criteria, how analytical is it**

If the information is analytical and demonstrates a proficient understanding, you earn a score of 4 points.

If the Information is analytical and demonstrates above average understanding, you earn a score of 3 points.

If the Information is analytical and demonstrates an acceptable level of understanding, you earn a score of 2 points.

If the Information is not analytical and or demonstrates a poor understanding, you earn a score of 1 to 0 points.

### **Fourth criteria, using quotes**

If 4 quotes or more are used to support statements/assertions you earn a score of 4 points.

If 3 quotes or more are used to support statements/assertions you earn a score of 3 points.

If 2 quotes or more are used to support statements/assertions you earn a score of 2 points.

If quotes are not used, or 1 quotes are used to support statements/assertions you earn a score of 1-0 points.

### **Fifth criteria, encouraging new ideas or new thinking**

If the final project responds to the final project question and responds to misconception, new ideas or new thinking you earn a score of 4 points.

If the final project responds to the final project question and responds somewhat to misconception, new ideas or new thinking you earn a score of 3 points.

If the final project responds the final project question and responds to misconception yet does little to encourage new ideas or new thinking you earn a score of 2 points.

If the final project does or does not respond to the final project question, and does or does not responds to misconception, or new ideas or new thinking you earn a score of 1 to 0 points.

### **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>.

### **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](mailto:lbridges@framingham.edu).

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