

Course number: PRDV 72027
Meeting Dates & Times: Fall 2021
Title: Intentional Teaching for Preschoolers & Kindergarteners:
Following Our Children's Lead
Credit: 1
Location: Online
Visiting Instructor: Katherine Kaczynski
kkaczynski@framingham.edu
Cell: 508-574-9485

(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.

Topics:

Week 1: - What Does Intentional Teaching Look Like?

Week 2: - Intentional Teaching Support Practices

Week 3: - Reflecting and Assessing: Child Initiated, Adult Guided

Week 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 principle 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

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.

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.

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 number of points that can be earned in one week, for a score of excellent, is a score of 20 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 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?

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

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-academic-success-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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