



**Your  
Education  
Ally.**

By Teachers,  
*For Teachers.*

# Course Syllabus

**Name:**

**Date:**

## Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



**Current University Partners** (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

### Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

#### Spring Term

Registrations Accepted  
July 16-March 15  
Coursework Due\*  
April 15

#### Summer Term

Registrations Accepted  
December 16-July 15  
Coursework Due\*  
August 15

#### Fall Term

Registrations Accepted  
March 16-October 22  
Coursework Due\*  
November 15

\*Or first business day after the 15th if due date falls on a weekend.

## Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

### Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



### Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.



<b>Course Name</b>	A Moving Body, A Thinking Brain
<b>Course Number</b>	OL 5853
<b>Course Credits</b>	3 or Flex Credit

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

### **Course Description:**

Educators will gain an in-depth understanding of the critical roles movement and play make in the healthy development of children from birth to 2<sup>nd</sup> grade and will grow in their understanding about the importance of play in early childhood. Teachers will learn through research based real-life examples, action-filled ideas, and best practices, all designed to ensure students learn and grow to their full potential. Learn how *a moving child is a learning child* in this colorfully captivating course.

### **Goals and Objectives:**

As a result of participation in this course, participants will:

1. Use provided prompts specific to the connection between movement and learning, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design lesson plans that acknowledge the critical necessity of movement and play in learning and healthy development.
3. Prepare an activity to collaborate with colleagues on increasing movement in school curriculum.
4. Implement a communication tool about how movement impacts learning.
5. Develop an action plan to challenge the status quo related to using movement to teach concepts and skills.

### **Required Text/Articles:**

Text(s): Connell, G. (2014). *A Moving Child is a Learning Child: How the body teaches the brain to think*. Minneapolis, MN. Free Spirit.

All readings and resources are linked within their respective assignments.

### **Knowledge Base:**

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Berk, L. (2019). *Child development. 10<sup>th</sup> edition*. New York, NY. Pearson.

Clements, R. and Schneider, S. (2017). *Moving with words & actions: Physically literate learning for preschool and primary aged children ages 3 to 8, 1<sup>st</sup> edition*. New York, NY. Bantam Books.

Christakis, E. (2017). *The importance of being little: What young children really need from grownups*. New York, NY. Penguin Books.

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Murphy, L. (2019). *Lisa Murphy on being child-centered*. Minneapolis, MN: Red Leaf Press.

Pack, B. (2019). *Movement and play: Teaching strategies*. Independently Published.

Packer, M. (2017). *Child development: Understanding a cultural perspective*. Thousand Oaks, CA.

Siegel, D. J. (2019). *Yes brain: How to cultivate courage, curiosity, and resilience in your child*. New York, NY: Bantam Books.

Swift, T. (2017). *Learning through active movement and play in the early years: A practical resource for professionals and teachers*. Philadelphia, PA: Jessica Kingsley Publishers.

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## Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Statement of Intention and Awareness</b>	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
<b>Investigation: Read and Respond</b>	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

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Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Connection to Statement of Intention and Awareness</b>	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Summary of Learning</b>	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
<b>Description of Positive Influence or Transformation</b>	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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## Module 1

### 1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

### 2. Statement of Intention and Awareness

At Teaching Channel, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material.

Using the guidelines below, develop your Statement of Intention and Awareness. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end.

Your evaluator will only review your Statement of Intention and Awareness for a response to each prompt. If you do not respond to each prompt, the Statement will be returned to you for resubmission. Your Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.

Please be certain to address the following when developing your Statement of Intention and Awareness in a total of two paragraphs, or more:

- Describe your motivation for learning about movement and learning.
- Summarize your previous knowledge about and/or experience teaching with movement.
- List two learning goals you have for the course.

### 3. Investigation: Read and Respond

After reviewing the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- A. In Chapter 1, the authors bluntly and boldly state "without automated movement a child will not be able to think." Take this statement into consideration and consider what you see at the preschool and kindergarten levels, then summarize if this basic developmental need for movement is being honored, or disregarded.

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- B. Safety seats, swings, saucers, strollers, are intended to keep kids safe, yet they also confine and prevent them from moving. Share your thoughts on “containerized kids” from Chapter 2.
- C. In your own words, explain the key to developing automaticity.
- D. In Chapter 6, the authors relate how sensory integration is the most important feature in the formation of individuality. Relate your understanding of sensory integration and its role in the formation of individuality.
- E. Comment on Gil’s Notebook: “A Screen is No Substitute for You.” As educators, how can we “compete” with our students’ enthusiasm for screens?
- F. Study the Kinetic Scale in Chapter 17. How does this scale increase your understanding of child development, and how will the scale influence the lessons and activities you design for the students with whom you work?
- G. It is important for students to move through the “Zone of Uncertainty” in order to push their physical boundaries and to promote emotional and intellectual growth. Explain how you create a balance between safety and risk for your students.
- H. Technology has affected the amount of movement students get. After reading the article, "The Power of Play: How Kids Benefit from Game-Based Learning" from Tynker, share your thoughts about the effects of technology on movement.

## Module 2

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application: Innovative Design

Throughout the textbook are “Motorvator” segments which contain ideas teachers can use to help their students master a skill.

To meet this requirement:

- Select one of the Motorvator strategies from the text
- Design a lesson plan which incorporates the strategy
- Include enough information in the lesson plan so a colleague could teach the lesson in your absence
- Include enough information for a 15-30 minute lesson

### 3. Application: Implement

The course textbook is loaded with information which benefits both educators and families. To meet this requirement, please create a communication tool which you can implement to communicate with the families of students.

All coursework is to be completed in the Teaching Channel online environment.

The intent of the tool is to benefit students' families. The tool you create should help families gain a deeper understanding of your classroom, and to help them be more fully vested in their child's education, growth, and development.

Please complete one of the following options:

Option 1: Create an electronic communication tool, such as a webpage, blog, or e-newsletter. When submitting this option, please include a screenshot of the webpage, blog, or e-newsletter with your coursework. Include 3 or more things you have learned in the course or from the course textbook about movement and learning.

Option 2: Create a paper communication tool, such as a newsletter, hand-out, or brochure. When submitting this option, please include a .PDF of the newsletter, hand-out, or brochure. Include 3 or more things you have learned in the course or from the course textbook about movement and learning.

OPTIONAL: If you would like to incorporate any of the charts from the course textbook to include with your communication tool, please read below:

- When creating your communication tool, you can incorporate information from one or more of the forms/charts from the Free Spirit website into the tool you create
- The forms from the textbook may be downloaded from [www.freespirit.com/moving-forms](http://www.freespirit.com/moving-forms). Use the password: 2grow
- Click on "Download Digital Content" to view the reproducible forms.

#### 4. Application: Collaborate

How can you collaborate with colleagues to ensure movement is a part of your school's curriculum? The good news is, there are many types of movement and play that can be implemented into lessons! Part 5 of the course textbook covers different types of play and the corresponding benefits:

Role-Play	Water Play
Ball Play	Wheel Play
Jumping-Hopping-Leaping & Skipping	Creation Play
Dance	Avatar Play
Outdoor Play	Storytime

After reviewing Part 5 of the course textbook, it's time to create an activity!

All coursework is to be completed in the Teaching Channel online environment.

To meet this requirement, include the following with your submission:

- Describe one way you could work collaboratively to create additional movement/play activities to encourage movement into your school's curriculum, and into teacher lesson plans
- Design an activity that uses one of the forms of movement/play listed above, or in Part 5 of the course textbook
- Include the goals and objectives of the activity
- Include enough information so a colleague could facilitate the activity with students in your absence

### 5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

## Module 3

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application: Challenge the Status Quo

Active learning with lots of movement certainly may challenge the status quo. We know learning

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can be noisy and active! Watch as three teachers show how they integrate rhythm, movement, and the senses into the K-2 Language Arts Curriculum:

Now read the following articles for more movement inspiration!

- "More Than a Dozen Ways to Build Movement Into Learning," by Stephen Merrill and Sarah Gonser
- "To Boost Learning, Just Add Movement," by Jennifer Gonzalez

For this requirement, please complete one of the options, below.

#### Option A: Intrinsic Look

Consider the amount of movement your students experience in your classroom then, in two paragraphs or more, summarize one idea you have for updating a lesson to involve movement to teach a concept or skill.

If you are not currently teaching or do not have access to students, in two paragraphs or more, summarize one movement idea you would be excited to implement with students to teach a concept or skill.

#### Option B: Extrinsic Influence

Observe another teacher's classroom and note how often movement is used to teach a concept or skill.

In two paragraphs or more, summarize your findings and provide your recommendations regarding how the teacher could infuse movement into the lesson to teach a concept or skill.

### 3. Application: The Importance of Play

First, watch the video on the importance of play:

Next, please read the following articles/blogs:

- Article, "Don't Forget to Play!" by Andrew Miller, Edutopia discusses the importance of play for students
- Article, "Summer Professional Development: Play!" by Elena Aguilar, Edutopia reminds us about the importance of play for teachers

After viewing the video and reading the articles/blogs, set up a 15-minute or longer face-to-face or virtual conversation with a colleague. In your collegial conversation, discuss:

- The importance of play for students
- The importance of play for teachers
- Ideas for incorporating play into your curriculum and/or classroom routines

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When submitting your work for this module, include the notes from your 15-minute conversation. No need to submit a recording of the conversation.

#### 4. Application: Sensory Integration and Brilliant Butterflies

Please review the resources below and respond to the questions that follow.

- "Sensory Strategies and Supports for the Classroom," from Griffin Occupational Therapy
- "Sensory Classroom Ideas for All Students," from Your Therapy Source

Now that you've gained a better understanding of sensory integration, in one paragraph or more, summarize your understanding of sensory integration, and how it is crucial to healthy development. Include how the information you've learned about sensory integration will make you a better educator.

#### 5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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