



The Intentional Teacher

Choosing the Best Strategies for
Young Children's Learning

Ann S. Epstein

Revised Edition

The Intentional Teacher

**Teaching Strategies, Gryphon
House, Delmar Thomson Learning**



The Intentional Teacher

The Intentional Teacher Ann S. Epstein, 2014 Young children and teachers both have active roles in the learning process. How do preschoolers learn and develop? What are the best ways to support learning in the early years? This revised edition of *The Intentional Teacher* guides teachers to balance both child-guided and adult-guided learning experiences that build on children's interests and focus on what they need to learn to be successful in school and in life. This edition offers new chapters on science, social studies, and approaches to learning. Also included is updated, expanded information on social and emotional development, physical development, and health, language, and literacy, mathematics, and the creative arts. In each chapter are many practical teaching strategies that are illustrated with classroom-based anecdotes. *The Intentional Teacher* encourages readers to reflect on their principles and practices, broaden their thinking about appropriate early curriculum content, and instructional methods. Discover specific ideas and teaching strategies for interacting with children in key subject areas. Intentional teaching does not happen by chance. This book will help teachers apply their knowledge of children and of content to make thoughtful, intentional use of both child-guided and adult-guided experiences.

The Intentional Teacher Peter Gow, 2009-06 Peter Gow's *The Intentional Teacher* mines decades of the author's classroom experience to help teachers succeed and forge fulfilling careers. Covering classroom management, planning, getting to know students, and a wealth of other topics, *The Intentional Teacher* is a comprehensive guide to reaching students of all ages in independent schools.

Creative Curriculum Teaching Strategies, Gryphon House, Delmar Thomson Learning, 1988-01-01 The *Creative Curriculum* comes alive. This videotape winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival demonstrates how teachers set the stage for learning by creating a dynamic, well-organized environment. It shows children involved in seven of the interest areas in the *The Creative Curriculum* and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explaining appropriate practice.

Promoting Intentional Teaching Julie K. Kidd, M. Susan Burns, Ilham Nasser, 2018-09 Intentional teaching is an active, evidence-based approach to providing learning opportunities to meet the needs, interests, and prior knowledge of all children. This book offers a field-tested professional development model designed to help teachers master intentional teaching and enhance their effectiveness in the classroom.

Intentional Teaching Anne Houghton, 2013 This book helps educators in all settings to understand the principles of intentional teaching and highlights how intentional teaching practices can support learning outcomes for children. The book includes shared understandings of intentional teaching through conversation and reflection with many educators. Its purpose is to portray real and meaningful stories to highlight the ways in which educators have been intentional when planning for education and care with children. Discussion explores the confusion that seems to exist among some educators. They

misinterpret it and either think there is no need for intentional teaching think it is formal instruction in a play based curriculum or are unsure of what it looks like in practice Through a shared conversation the author presents practical strategies with insight humour and common sense which will resonate with educators of all levels Intentional Interruption Steven Katz,Lisa Ain Dack,2012-10-03 Break down the barriers that keep professional learning from sticking Real professional learning takes place when there is a permanent change in practice This book outlines what it means to intentionally interrupt the status quo in order to overcome barriers to learning that impede permanent change The authors explain the psychological processes involved in learning and which biases get in the way of making professional learning stick Staff developers will find tools and strategies for Moving professional learning beyond activities to deepen conceptual change Enabling new learning by building three key capacities a learning focus collaborative inquiry and instructional leadership Embedding and sustaining a true learning culture in schools *Intentional Moves* Elisa B.

MacDonald,2022-08-02 For maximum impact let intention drive your actions Leading a team means more than running meetings It s leading collaborative learning for continuous improvement Like effective teachers in the classroom skillful team leaders decide what they are aiming to achieve and make small intentional moves to produce powerful learning outcomes for teachers and students In this long awaited follow up to her best selling book *The Skillful Team Leader* acclaimed educator Elisa MacDonald presents nearly 150 effective moves organized by intention for any educator who leads a team In this book you ll find strategies to lead with purpose and direction including how to foster an inclusive environment and strengthen team trust interrupt bias and cultivate diverse perspectives navigate resistance and manage conflict facilitate data analysis lead peer observation assess your team s collaboration and so much more Written in a practitioner friendly format with a light tone and relatable stories this is a must have book for all team leaders and those who support them in your school

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated) Naeyc,2021-08 The long awaited new edition of NAEYC s book *Developmentally Appropriate Practice in Early Childhood Programs* is here fully revised and updated Since the first edition in 1987 it has been an essential resource for the early childhood education field Early childhood educators have a professional responsibility to plan and implement intentional developmentally appropriate learning experiences that promote the social and emotional development physical development and health cognitive development and general learning competencies of each child served But what is developmentally appropriate practice DAP DAP is a framework designed to promote young children s optimal learning and development through a strengths based approach to joyful engaged learning As educators make decisions to support each child s learning and development they consider what they know about 1 commonality in children s development and learning 2 each child as an individual within the context of their family and community and 3 everything discernible about the social and cultural contexts for each child each educator and the program as a whole This

latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in child development and learning including new research about implicit bias and teachers own context and consideration of advances in neuroscience Educators implement developmentally appropriate practice by recognizing the many assets all young children bring to the early learning program as individuals and as members of families and communities They also develop an awareness of their own context Building on each child s strengths educators design and implement learning settings to help each child achieve their full potential across all domains of development and across all content areas **Intentional Tech** Derek Bruff,2019 Introduction Times for telling Practice and feedback Thin slices of learning Knowledge organizations Multimodal assignments Learning communities Authentic audiences Conclusion *The Intentional Teacher* Amy Schmidtke,2025-07-22 Seminal Text Updated and Revised Teachers of young children have turned to this book again and again for guidance on how to intentionally engage young children in meaningful learning across domains and content areas Updated by subject matter experts and based on current thinking in each content area this third edition provides invaluable advice to help teachers make thoughtful intentional use of both child guided and adult guided learning experiences that build on children s interests and focus on what they need to learn to be successful in school and in life Highlights of the new edition include Practical equitable teaching strategies that support each child s learning Ways to integrate the social cultural and linguistic contexts of children and families into classroom curriculum and learning experiences Considerations for children with disabilities or delays and for dual language learners Plus new features provide Learning objectives in each chapter Updated classroom based examples including illustrations of culturally responsive strategies Connections to developmentally appropriate practice With this new edition beginning and experienced teachers alike will find timeless and timely approaches to knowing when to step in and when to step back **From Play to Practice** Marcia L. Nell,Walter F. Drew,Deborah E. Bush,2013 Describes play workshop experiences that give educators a deeper understanding of play based learning and illustrate the power of play **Teach Students How to Learn** Sandra Yancy McGuire,2023-07-03 Co published with and Miriam a freshman Calculus student at Louisiana State University made 37 5% on her first exam but 83% and 93% on the next two Matt a first year General Chemistry student at the University of Utah scored 65% and 55% on his first two exams and 95% on his third These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book What is preventing your students from performing according to expectations Sandra McGuire offers a simple but profound answer If you teach students how to learn and give them simple straightforward strategies to use they can significantly increase their learning and performance For over a decade Sandra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success This book encapsulates the model and ideas she has developed in the past fifteen years ideas that are being adopted by an increasing

number of faculty with considerable effect The methods she proposes do not require restructuring courses or an inordinate amount of time to teach They can often be accomplished in a single session transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning Sandra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement First she demonstrates how introducing students to metacognition and Bloom s Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth Next she presents a specific study system that can quickly empower students to maximize their learning Then she addresses the importance of dealing with emotion attitudes and motivation by suggesting ways to change students mindsets about ability and by providing a range of strategies to boost motivation and learning finally she offers guidance to faculty on partnering with campus learning centers She pays particular attention to academically unprepared students noting that the strategies she offers for this particular population are equally beneficial for all students While stressing that there are many ways to teach effectively and that readers can be flexible in picking and choosing among the strategies she presents Sandra McGuire offers the reader a step by step process for delivering the key messages of the book to students in as little as 50 minutes Free online supplements provide three slide sets and a sample video lecture This book is written primarily for faculty but will be equally useful for TAs tutors and learning center professionals For readers with no background in education or cognitive psychology the book avoids jargon and esoteric theory

The Intentional Teacher Robert J. Menges,1976 **Complementary Curriculum Approach** Lisa Porter Kuh,Iris Chin Ponte,2022-02 [Powerful Interactions](#) Amy Laura Dombro,Judy Jablon,Charlotte Stetson,2020-10-06 Make your everyday interactions with children intentional and purposeful with these steps Be Present Connect and Extend Learning *Teacher Education in the 21st Century* Maria Jose Hernández-Serrano,2021-06-16 In the face of unprecedented disruption from the COVID 19 pandemic and the rapid acceleration of digital technologies it is necessary to rethink the competences required by teachers for meeting new and flexible learning demands Teacher training is an area constantly evolving along with emerging social challenges that are transforming educational institutions and agents This book provides teachers with skills innovative solutions cutting edge studies and methodologies to meet education and training system demands In our changing world preparing teachers worldwide for the challenges and shifts of this era involves the opportunity to exchange theories practices and experiences such as those contained in this book **Transforming History** Mary Jo Festle,2020-04-14 Teaching history well is not just a matter of knowing history it is a set of skills that can be developed and honed through practice In this theoretically informed but eminently practical volume Mary Jo Festle examines the recent explosion of research on the teaching and learning of history Illuminated by her own work Festle applies the concept of backward design as an organizing framework to the history classroom She provides concrete strategies for setting up an environment that is inclusive and welcoming but still

challenging and engaging Instructors will improve their own conceptual understandings of teaching and learning issues as well as receive guidance on designing courses and implementing pedagogies consistent with what research tells us about how students learn The book offers practical illustrations of assignments goals questions grading rubrics unit plans and formats for peer observation that are adaptable for courses on any subject and of any size Transforming History is a critical guide for higher and secondary education faculty neophytes and longtime professionals alike working to improve student learning Transforming Teaching Marie Masterson,2021-03 Child centered lesson planning provides a system to strengthen teaching Great lesson planning helps teachers to choose a range of strategies that match what children are learning and doing from directed mini lessons to facilitated group activities *Intentional Teaching in Early Childhood* Sandra Heidemann,Beth Menninga,Claire Chang,2020-08-03 Guides early childhood teachers on a journey of self discovery and self determination to take charge of their own professional development This essential professional development resource provides advice for early childhood teachers who are navigating demands and changes in their careers helping them see these challenges as growth opportunities Through in depth self assessment and reflection educators reexamine their teaching philosophy integrate new knowledge and strategies into their practice and strengthen the impact of their teaching on students In the midst of a constantly changing education landscape teachers will become more intentional in their practice and rediscover their unique purpose and passion for teaching young children Digital content includes customizable forms from the book **Intentional Talk** Elham Kazemi,Allison Hintz,2023-10-10 Math teachers know the first step to meaningful mathematics discussions is to ask students to share how they solved a problem and make their thinking visible however knowing where to go next can be a daunting task In Intentional Talk How to Structure and Lead Productive Mathematical Discussions authors Elham Kazemi and Allison Hintz provide teachers with a framework for planning and facilitating purposeful math talks that move group discussions to the next level while achieving a mathematical goal Through detailed vignettes from both primary and upper elementary classrooms the authors provide a window into how teachers lead discussions and make important pedagogical decisions along the way By creating equitable opportunities to share ideas teachers can orient students to one another while enforcing that all students are sense makers and their ideas are valued They examine students roles as both listeners and talkers offering numerous strategies for improving student participation Intentional Talk includes a collection of lesson planning templates in the appendix to help teachers apply the right structure to discussions in their own classrooms

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The Intentional Teacher Introduction

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