

EDUC 301 – Strategies in the Elementary School

Fall 2025

2 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Brittany Hagen

How to address your instructor: I prefer to be called either Dr. Hagen or Brittany

Contact Information: Office 116M, 701-788-4828, brittany.hagen.2@mayvillestate.edu

Hours of Availability: Email for availability to meet via phone or Zoom

Instructional Mode: Distance - synchronous

Course Dates: 8/25/2025 - 10/19/2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: Tuesdays, 5:00 – 6:30 p.m., connect remotely via Zoom

Final Exam Time and Location: Final project is due on the last day of class, 10/19/2025

Zoom Link: [EDUC 301 Zoom Link](#)

Course Materials and Technologies

REQUIRED:

- [MSU Technology Requirements](#)
- Marzano, R. J. (2017). *The new art and science of teaching*: Alexandria, VA: ASCD.
- Denton, P., & Kriete, R. (2015). *The First Six Weeks of School (2nd ed)*. Turners Falls, MA: Center for Responsive Schools.
- Liability insurance for coverage in the elementary classroom
- Cleared background check and/or North Dakota Substitute Teaching license

RECOMMENDED:

- 3 ring binder used to house handouts you print and important course information

Use of Artificial Intelligence in this Course

AI tools can serve as collaborative partners in your learning journey. In this course, you are permitted to use them for brainstorming, generating outlines, or exploring alternative perspectives. As with any source, you must critically evaluate the information provided and verify its accuracy. When AI has contributed to your work, include a citation specifying the tool used and its role in your process (e.g., 'Initial concept exploration assisted by CoPilot').

Course Description

This methods course is designed to prepare early childhood and elementary teacher candidates to effectively implement research-based instructional and assessment strategies. The course focuses on developing and teaching engaging lesson plans, creating inclusive learning environments, and applying classroom management strategies. Teacher candidates will explore how to be confident and flexible teachers who are ready to meet the diverse needs of their elementary students.

Pre-requisites: EDUC 250

Co-requisite: EDUC 352 and EDUC 318

Purpose of the Course

This course aims to provide opportunities for teacher candidates to develop and model research-based instructional strategies. Learning activities and readings will provide opportunities for pre-service teachers to develop a repertoire of classroom management strategies and philosophies, facilitate collaboration and cooperative learning opportunities, and learn to create effective lesson plans including standards, objectives, and assessment. This course also supports the development of professional, reflective educators with a thorough understanding of theory and practice. These applications of theory and practice are based on [InTASC standards](#) (beginning on page 8).

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood (EC) and Elementary Education (ELED) Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)), [InTASC](#) standards, and Model Code of Ethics for Educator ([MCEE](#)) Principles:

#	Learning Objective	Bloom's Level	Standards Alignment	Course Assignments
1	Identify research-based instructional and assessment strategies appropriate for elementary learners.	Remember	EC 3b, 4c ELED 3a, 3b, 4a InTASC 6k, 8k, 8l MCEE II.A.1, II.B.4	<ul style="list-style-type: none"> Exit Slips Weekly Prep Choice Board Morning Meeting Resource File
2	Explain Morning Meeting structures and their role in building classroom community and supporting student learning.	Understand	EC 1c, 4a ELED 1a, 3e, 3f InTASC 3a, 3k MCEE III.A.2, III.B.3	<ul style="list-style-type: none"> Exit Slips Weekly Prep Morning Meeting Resource File
3	Apply effective and professional communication skills through verbal, nonverbal, and electronic means.	Apply	EC 2b, 6c ELED 1c, 4e, 5a InTASC 3f, 8m, 10g MCEE III.A.3, IV.A.1, V.A.1	<ul style="list-style-type: none"> Exit Slips Weekly Prep Student Led Presentations Final: Effective Educator Project
4	Demonstrate responsibility for oneself as a professional and commit to high standards of professional practice.	Apply	EC 6b, 6d, 6e ELED 5b, 5c InTASC 9a, 9l, 9o MCEE I.A.3, II.A.5, II.A.6	<ul style="list-style-type: none"> Weekly Prep Student Led Presentation
5	Analyze various classroom management strategies and their impact on creating supportive, collaborative learning environments.	Analyze	EC 1c, 4a ELED 1a, 1b, 3e InTASC 3i, 3j, 3k MCEE III.A.2, III.B.3, IV.B.4	<ul style="list-style-type: none"> Exit Slips Weekly Prep Student Led Presentations Morning Meeting Resource File
6	Justify the selection of specific instructional strategies and technology tools based on their effectiveness in promoting student engagement.	Evaluate	EC 1d, 4b, 4c ELED 1a, 3f, 4b InTASC 1d, 3i, 8o, 8k MCEE II.B.4, II.C.1, V.D.3	<ul style="list-style-type: none"> Choice Board Morning Meeting Resource File
7	Design comprehensive lesson plans that align standards, objectives, activities, and assessments while addressing diverse students' needs.	Create	EC 1d, 3a, 5c ELED 3c, 3d, 4b InTASC 2a, 7a, 7b, 7c MCEE II.A.1, II.C.1, III.B.2	<ul style="list-style-type: none"> Weekly Prep
8	Create a choice board to assess learners' understanding of content knowledge through a variety of modalities.	Create	EC 1b, 3b, 3c ELED 1b, 3a, 3d InTASC 2a, 6e, 6k MCEE II.B.2, II.C.1, III.B.2	<ul style="list-style-type: none"> Choice Board

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs: SLO 1: The Learner & Learning, SLO 2: Content, SLO 3: Instructional Practice, and SLO 4: Professional

Responsibility. The MSU EPP Key Assessments addressed in this course include Disposition, InTASC/STOT, and Lesson Plan Evaluations. The Disposition Evaluation is designated as a key assessment in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. The InTASC/STOT evaluation measures proficiency of teaching skills, it is aligned to InTASC Standards, addresses target scores, and is assessed using a validated rubric. The Lesson Plan Evaluation is a common key assessment used to evaluate teacher candidates' lesson plan writing abilities. Detailed directions and each rubric are included in the Key Assessment section within TaskStream.

- **Disposition Acceptable Target:** 2.0 or higher
- **STOT Acceptable Target:** 2.5 or higher
- **Lesson Plan Acceptable Target:** 1.5 or higher

Course Expectations

Active participation throughout all learning experiences demonstrates your interest, engagement, and dedication to the teaching profession. Your willingness to interact positively with peers and the instructor reflects well on your professional disposition. Below, you will find several guidelines to help create successful learning experiences:

- **Instructor/Student Communication:** Students are accountable for all academic communications sent to their Mayville State University email address. Please email me at brittany.hagen.2@mayvillestate.edu with questions or to schedule meetings. I typically respond within 24-48 hours on weekdays.
- **Attend ALL classes and be prepared.** EDUC 301 is highly interactive which means you must be present and engaged in all eight class sessions. If you are unable to attend a class, please notify me via email but please know that missing any course sessions will negatively impact your learning experience and overall grade. For class, come prepared with assignments completed and discussion topics ready. As a pre-service teacher, your preparation demonstrates dedication to the profession and upholds expected teacher candidate dispositions.
- **Be flexible, take risks, and ask questions!** Teaching at any level requires flexibility and responsiveness to student needs. The same is expected of you in this course.
- **Use technology appropriately.** Cell phones, tablets, and other devices should not be used during class unless they are used for interactive class activities. It is important to stay focused on class discussions and activities!
- **Adhere to the code of student conduct** found in the [MSU Student Handbook](#). This includes academic honesty—properly cite and reference others' work, including the use of artificial intelligence. When in doubt, give credit and cite. Contact me with any academic honesty questions.
- **Disability Support Services.** Contact Disability Support Services (788-4675) as soon as possible if you need accommodations. Refer to the student handbook for available services and support policies.

Evaluation and Grading

Evaluation in this course will consist of both formative and summative assessments. Rubrics and checklists will be used to grade most assignments. Numeric and written feedback will be provided by the instructor through the Blackboard gradebook. Assignment feedback is typically given within 1 week of the assignment due date (2 weeks for larger assignments). All feedback is provided via Blackboard. It is the learner's responsibility to meet assignment deadline dates as outlined in the syllabus. Adhering to deadlines demonstrates the learner's ability to display dispositions required for the teaching profession. This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

To successfully complete this course, your attendance and active participation is required and reflects positively on your disposition as an educator. Participation in group project demonstrations and class discussions will result in stronger connections to theory and practice, adding to the quality of your learning experience and the effective learning of your current and future students. Assignments not submitted by the due date and time will earn a zero in the Blackboard gradebook. Teacher candidates may submit missing assignments up to the last day of class (Week 8) and must notify the instructor via email that assignments have been submitted. Points are deducted for late submissions as outlined in assignment grading checklists per assignment. Assignment resubmission requests may be suggested by the instructor via the gradebook or initiated by the student. There will be no extra credit offered for this course. [Starfish](#) will be used to report unsuccessful submission of course assignments and kudos to those who are meeting and exceeding expectations. Please pay attention to those updates!

Activity	Points	Due Date
Exit Slips (8 classes x 3.75 points)	30	Weeks 1, 2, 3, 4, 5, 6, 7, 8
Weekly Prep Assignments (7 classes x 10 points each)	70	Weeks 1, 2, 3, 4, 5, 6, 7, 8
Choice Board	50	Week 6
Student Led Presentations	50	Week 7
Morning Meeting Resource File	50	Week 8
Final: Effective Educator Project	50	Week 8
Total	300	

The percentage to point conversion table for all assignments in EDUC 301 can be found below:

A= 94 – 100% (281 – 300 points)

B= 87 – 93% (260 – 280 points)

C= 80 – 86% (239 – 259 points)

D= 70 – 79% (210 – 238 points)

F= < 70% (0 – 209 points)

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity (Syllabus Quiz) by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Other Competencies Addressed in this Course

- (7k) Outlines a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- (8k) Discusses how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (8l) Explains when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- (0c) Contextualize teaching.
- (0g) Evaluate the effectiveness of specific pedagogical strategies and behaviors across different categories of students.
- (2a) Design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.
- (2c) Design instruction to build on learners' prior knowledge and experiences.
- (4b) Engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- (4d) Stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- (5a) Develop and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills
- (8a) Use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- (0h) Asks questions and probes responses of all students of different abilities
- (4o) Realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving.
- (4p) Appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of perspectives.

- (7q) Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule*

This is a tentative schedule and may be changed if needed. Weekly readings, assignments, and other preparation materials will be posted in Blackboard.

Week	Date	Topic	Preparation/Due:
1	August 26	Introductions - Teacher test Review syllabus/assignments Lesson Planning: Context and Standards	<ul style="list-style-type: none"> ○ Review syllabus on Blackboard
2	September 2	Lesson Planning: Objectives and Assessment Responsive Classroom/Morning Meeting	<ul style="list-style-type: none"> ○ Complete Week 2 Prep
3	September 9	Lesson Planning: Hook and Hold, Procedures, Closure PLT Strategies	<ul style="list-style-type: none"> ○ Complete Week 3 Prep
4	September 16	Lesson Planning: Student Exceptionalities, Technology Purpose, Materials and Resources Implementing Rules and Procedures	<ul style="list-style-type: none"> ○ Complete Week 4 Prep
5	September 23	Effective Instructional Strategies Strategies for All Types of Lessons	<ul style="list-style-type: none"> ○ Complete Week 5 Prep
6	September 30	Building Relationships Model Code of Ethics for Educators	<ul style="list-style-type: none"> ○ Complete Week 6 Prep ○ Choice Board
7	October 7	Student Led Presentations	<ul style="list-style-type: none"> ○ Complete Week 7 Prep ○ Student Led Presentations
8	October 14	Guest Speaker	<ul style="list-style-type: none"> ○ Morning Meeting Resource File ○ Effective Educator Project ○ Submit all assignments by October 14 ○ Check Blackboard gradebook

* Syllabus subject to change at instructor's discretion