



## Course Syllabus:

# Strategies for Reaching At-Risk Students

## **Strategies for Reaching At-Risk Students**

### **45 Hours or 3 Graduate Credits**

**Course Access:** Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), or call 425-788-7275 extension 104.

### **Course Description**

The goal of this course is to provide participants with the necessary skill set to identify, diagnose, and meet the needs of at-risk students. The first half of the course focuses on establishing a definition of what it means to be at-risk, identifying the causes and manifestations of those risks, and empathizing with the needs of at-risk students. In the second half of the course, participants will explore a variety of classroom-, district-, and community-based strategies and programs for students at risk. Throughout the course, participants will also be asked to reflect on their prior experience with at-risk students and apply the concepts and skills they learn to improve current practices.

In the final project, participants will put the knowledge and skills gained throughout the course to use in order to create a holistic at-risk student plan. The student plan will demonstrate the participant's knowledge of the various strategies explored throughout the course in order to effectively address the needs of a specific at-risk student.

### **Objectives**

As a result of this course, participants will:

- Examine the factors and needs-deficiencies that put students at-risk.
- Assess the impact of various risk factors on the at-risk student and the overall classroom environment.
- Apply effective strategies for addressing the needs of at-risk students in their classrooms.
- Explore a variety of district- and community-based programs designed to meet the needs of at-risk students.
- Create a plan for the effective implementation of various classroom-, district-, and community-based strategies to address the unique needs of an at-risk student.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

### **Primary Standards**

Domain 1: Planning and Preparation

- 1b Demonstrating Knowledge of Students

- 1d Demonstrating Knowledge of Resources

#### Domain 2: Classroom Environment

- 2b Establishing a Culture for Learning

#### Domain 3: Instruction

- 3c Engaging Students in Learning

#### Domain 4: Professional Responsibilities

- 4e Growing and Developing Professionally

### **Additional Standards**

#### Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior

#### Domain 3: Instruction

- 3e Demonstrating Flexibility and Responsiveness

#### Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4c Communicating with Families

### **Course Components**

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

### **Course Outline**

#### **Module 1: Defining “At-Risk”**

- What Does “At-Risk” Mean?
  - Discussion Board: A New Definition
- Identifying Risk Factors
- Assessing Risk
  - Discussion Board: Calculating Student Risk

#### **Module 2: Maslow’s Hierarchy and At-Risk Students**

- Introduction to Maslow’s Hierarchy of Needs

- Risks vs. Needs
  - Discussion Board: Identifying Needs
- What You Can (and Can't) Control
  - Discussion Board: Addressing Needs to Mitigate Risks
- Authentic Task #1: At-Risk Student Profile

### **Module 3: Manifestations of Risk Factors**

- The At-Risk Student
  - Discussion Board: At-Risk Students in the Classroom
- Impact on Classmates
- Impact on the Teacher/School
  - Discussion Board: Impact of At-Risk Behavior on Others

### **Module 4: Classroom Strategies**

- The Role of the Teacher
  - Discussion Board: Student Scenarios
- Strategies for Individual Students
- Strategies for the Whole Classroom
  - Discussion Board: Classroom Policy

### **Module 5: District Strategies and Programs**

- Traditional and "Built-In" Strategies
  - Discussion Board: Current District Programs and Support
- Reactive Strategies & Programs
- Proactive Strategies & Programs
  - Discussion Board: District Program Exploration
- Authentic Task #2: Student Advocacy

### **Module 6: Community Programs**

- The Community and At-Risk Students
- Traditional Programs
  - Discussion Board: Current Community Programs
- Towards the Future
  - Discussion Board: Community Program Exploration

### **Final Project: Student Plan**

Participants will create a holistic at-risk student plan. Based on an at-risk student profile, participants will assess the potential risks factors and needs of the student, diagnose expected manifestations of those factors in the classroom, and prescribe a variety of classroom-, district-, and community-based programs that would benefit the unique needs of the student. The project concludes with an analysis of the overall plan and a general reflection on how best to address the needs of at-risk students..

### **Grading Policy**

<b>Course Component</b>	<b>Percentage of Final Grade</b>
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

### **Compliance with and Commitment to the American Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

### **Academic Integrity Policy**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.