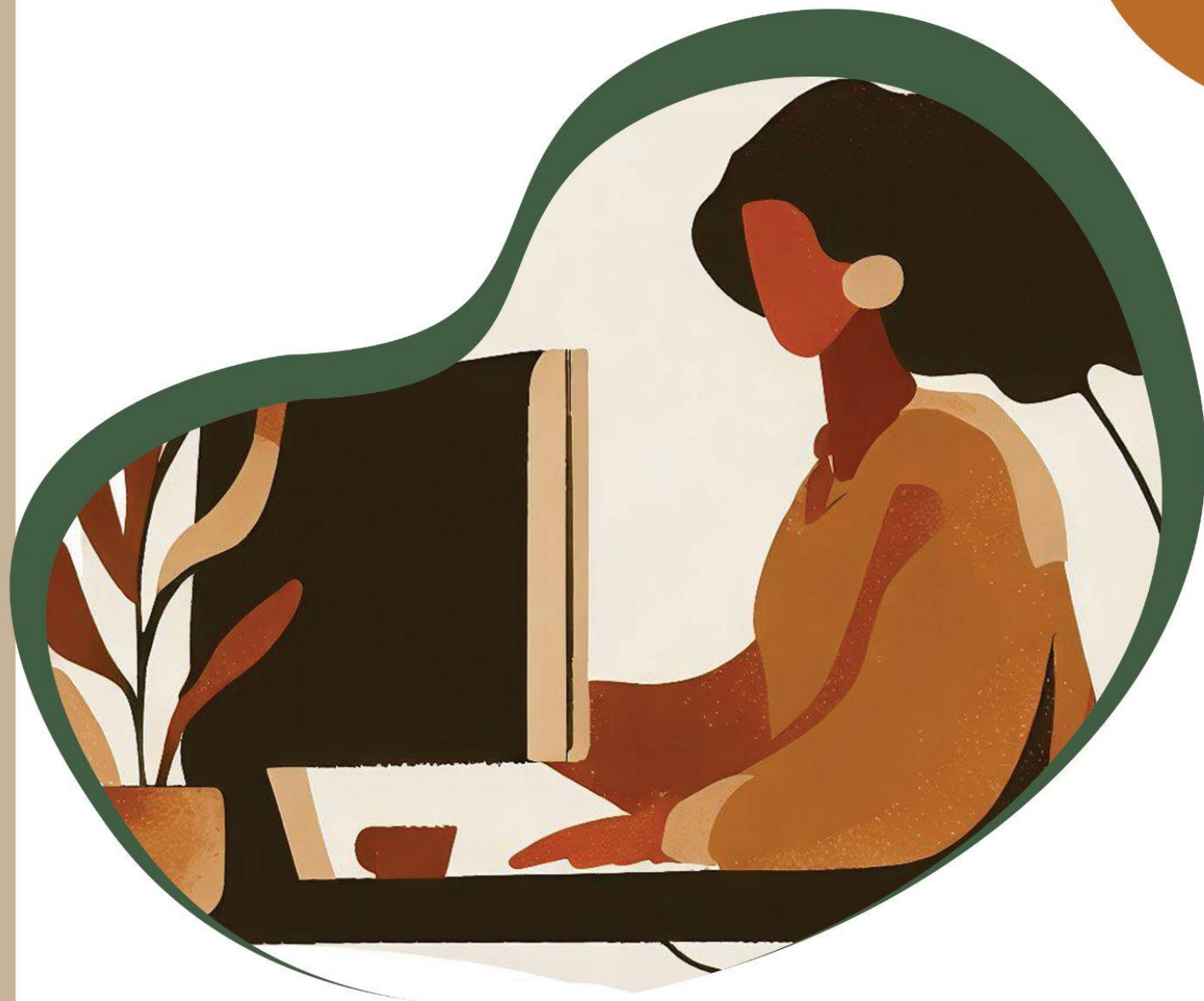




Course Syllabus

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, or call 425-788-7275 extension 104.

Course Description

The goal of this course is to provide participants with the necessary skills 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.

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

[Learning Management System Sign In](#)
support@cecreditsonline.org
www.cecreditsonline.org

- 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

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
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 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.