



Reaching At-Risk Students and Underachievers Online Participant Syllabus

Course Description

Participants in this course will learn how to build academic success for at-risk students by developing student resilience, designing active learning experiences, motivating underachievers, and fostering social emotional skills. Participants will explore strategies for reaching students of poverty and students with ADHD, and learn how to work effectively with at-risk students and their parents.

Course Prerequisites

Participants enrolled in this course are required to hold a baccalaureate degree. This course is recommended for K-12 educators and administrators. No prerequisites are required for this course.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

Text Books/Supplemental Reading

There is no textbook required for this course. Refer to the reading assignments and supplemental resources within each Milestone to support course content.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Develop resilience, grit, and self-directedness in at-risk students.
2. Design kinesthetic and active learning experiences that engage at-risk students.
3. Design activities that develop social emotional skills and benefit at-risk underachievers.
4. Analyze the risk factors, challenges, and/or deficits that denote an at-risk student of poverty.
5. Implement strategies for involving the parents/guardians of at-risk students.

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Milestone 1: Students At Risk

- 1.1 Complete an introduction to the course and online environment.
- 1.2 Identify the dimensions and risk factors that comprise students at risk.
- 1.3 Examine the characteristics of at-risk students.
- 1.4 Explore the needs of at-risk students and how to enhance student success.
- 1.5 Evaluate alternative and support programs for at-risk students.

Milestone 2: Student Resilience

- 2.1 Investigate the attributes of resilience and grit.
- 2.2 Make correlations between resilience and grit and at-risk students.
- 2.3 Explore strategies that build student resilience.
- 2.4 Analyze the dispositions of self-directed learners.
- 2.5 Utilize strategies that foster resilience, grit, and self-directedness in at-risk students.

Milestone 3: The At-Risk Kinesthetic Learner

- 3.1 Compare and contrast the visual, auditory, and kinesthetic learning styles.
- 3.2 Investigate the characteristics of the kinesthetic learner.
- 3.3 Discuss correlations between at-risk students and the kinesthetic learning style.
- 3.4 Explore kinesthetic activities and instructional strategies that support the kinesthetic learner.

Milestone 4: ADHD and Active Learning

- 4.1 Investigate the signs and symptoms of students with ADHD.
- 4.2 Analyze the myths and facts of students with ADHD.
- 4.3 Distinguish between kinesthetic learners and students with ADHD.
- 4.4 Explore active learning experiences that engage and support students with ADHD and at-risk kinesthetic learners.
- 4.5 Design multi-sensory active learning experiences.

Milestone 5: The Underachievers

- 5.1 Investigate the characteristics and underlying causes of underachievement.
- 5.2 Distinguish among the various types of underachievers.
- 5.3 Discuss how attribution theory and self-efficacy correlate to underachievers.
- 5.4 Explore interventions, strategies, and courses of action to motivate underachievers.

Milestone 6: Social Emotional Learning

- 6.1 Investigate the core competencies of social and emotional learning.

- 6.2 Discuss the importance of social emotional learning for at-risk students.
- 6.3 Explore strategies for teaching social emotional skills.
- 6.4 Design social emotional activities that support at-risk students and underachievers.

Milestone 7: At-Risk Students in Poverty

- 7.1 Investigate the major risk factors for students in poverty.
- 7.2 Discuss the effects of poverty on teaching and learning.
- 7.3 Explore strategies for teaching with poverty in mind.
- 7.4 Develop an action plan for reaching students in poverty.

Milestone 8: Reaching At-Risk Students and Their Families

- 8.1 Investigate strategies for working with challenging students.
- 8.2 Investigate strategies for work with challenging parents.
- 8.3 Investigate strategies for involving families of at-risk students.
- 8.4 Evaluate one's own approach to involving the parents/guardians of at-risk students and suggest improvements.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

- 1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
- 2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
- 3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
- 4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
- 5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, self-evaluations, instructor feedback, and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the

course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

Topics Agenda

Milestone One: Students At Risk

Investigate the dimensions of at-risk students (sociological, educational, and physical/psychological,); examine the characteristics of at-risk students and why students drop out; examine ways to identify at-risk students; examine student's needs in the school and classroom (problems to address, qualities of effective teachers, and school culture); explore courses of action to reach at-risk students; compare and contrast alternative and support programs for at-risk students

Milestone Two: Student Resilience

Define resilience and grit; investigate the roots of resilience in students; explore the dimensions of resilient learners (competence, belonging, usefulness, potency, and optimism); explore the dispositions of self-directed learners (self-motivation, self-management, self-modification, and self-monitoring); make correlations between resilience and grit and at-risk students; make correlations between self-directed learning and student resilience; design and utilize strategies that build resilience, grit, and self-directedness in at-risk students

Milestone Three: The At-Risk Kinesthetic Learner

Compare and contrast the visual, auditory, and kinesthetic learning styles; evaluate the importance of kinesthetic learning; investigate the characteristics of kinesthetic learners; explore strategies that support kinesthetic learning; discuss correlations between at-risk students and the kinesthetic learning style; integrate kinesthetic activities into teaching and learning

Milestone Four: ADHD and Active Learning

Investigate the signs and symptoms of students with ADHD; discuss the myths and facts of students with ADHD; distinguish between kinesthetic learners and students with ADHD; discuss the misdiagnosis of students with ADHD; define active learning and make comparisons to the kinesthetic learning style; make correlations between active learning and at-risk students; examine active learning strategies in the classroom; integrate active learning experiences that engage at-risk students.

Milestone Five: The Underachievers

Investigate the underlying causes of underachievement; discuss correlations to at-risk students; distinguish among the various types of underachievers (distant, passive, dependent, defiant, coasting, anxious, gifted, etc.); discuss how attribution theory (situational and personal) correlates to underachievers; discuss the importance of high

self-efficacy; explore ways to develop positive attributions in students; evaluate strategies, interventions, and courses of action for underachievers; integrate select strategies into teaching and learning to motivate underachievers

Milestone Six: Social Emotional Learning

Define social emotional learning; investigate social and emotional learning core competencies (self-management, self-awareness, social awareness, relationship skills, and responsible decision-making); discuss the importance and benefits of social emotional learning for at-risk students; make social and emotional correlations to student resilience and underachievers; explore strategies and programs that develop social emotional skills and discuss ways to integrate them into instruction; design social emotional activities that support at-risk students and underachievers

Milestone Seven: At-Risk Students in Poverty

Investigate the risk factors and challenges for students in poverty; discuss the effects of poverty on diversity, the achievement gap, motivation, and readiness to learn; investigate how poverty affects classroom engagement; explore strategies for teaching with poverty in mind; identify students who have at-risk poverty factors; develop an action plan for reaching students in poverty and enhancing their achievement and success

Milestone Eight: Reaching At-Risk Students and Their Families

Investigate strategies for working with challenging students; investigate strategies for working with challenging parents; make correlations to at-risk students and their families; investigate strategies for reaching out to the families of at-risk students and involving them in the school and classroom; evaluate one's own approach to involving the parents/guardians of at-risk students and suggest improvements.

Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants complete readings and tasks as outlined in the Task List. Forum Post Reflections are also required. However, participants will be exempt from completing the Formative and Summative Assessments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

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| Participation and Reflection | 30% |
| Formative Assessments | 30% |

Summative Assessments 40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

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 perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.