ED 500

Strategies for Reaching At-Risk Students

Course Format: Online

Grade Type: Pass/Fail (Grade B equivalent, ≥80% mandatory for Pass)

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Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

Additional Course Description:
This course will explore what it means to be "at-risk" and the strategies, programs, and services that exist to support at-risk students. Participants will define the term at≠risk†, identify strategies from motivating and encouraging at-risk students in the classroom, research available community programs and services, and create a detailed individual student profile and plan.

Required Text(s) and Other Materials: None.

Course Objectives:

- Characterize the at-risk student.
- Incorporate effective strategies for at-risk students into classroom procedures and policies.
- Explore district and community programs for at-risk students.
- Develop a comprehensive, individualized plan for an at-risk student.

STUDENT LEARNING OUTCOMES (SLOs):
This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:
1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in	2

		teaching.	

5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Topic 1: Re-defining "At-Risk"	Definitions of At-Risk Situations that put youth at-risk Calculating risk (4 hours)	What is "At-Risk"? (3 hours)	Manifestations of Risk Factors (4 hours)	11
Topic 2: Classroom Strategies	*What Students Really Need to Hear* Recognizing and motivating at-risk students (4 hours)	Student Scenarios (3 hours)	Classroom Policy (4 hours)	11
Topic 3: Programs and Support	Case Studies Characteristics of successful support programs (4 hours)	Current Programs and Support (3 hours)	Program Exploration (4 hours)	11
Topic 4: Student Plan	Research student plans Review weeks 1-3 (2 hours)	Student Profile (3 hours)	Student Plan Reflection (7 hours)	12
			Total	45

Grading:

Grading Breakdown:

Discussion (4 @ 10 pts/each)	**40 points**
Manifestations of Risk Factors	**20 points**
Classroom Policy	**20 points**
Program Exploration	**20 points**
Student Plan	**20 points**
Reflection	**20 points**
Total	**140 points**

Grading Scale:

98-140 pts	Satisfactory
<98 pts	Unsatisfactory

Rubrics:

Discussions (10 points/each):

Criteria	Emerging	Competent	Proficient
Initial Post (5 pts)	Initial post fails to address all of the required prompts. 0-2 points	Initial post addresses all of the required prompts. Application of course content is sufficient. 3-4 points	Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 5 points
Responses (5 pts)	Responses to classmates are missing or insufficient. 0-2 points	Responses to classmates are sufficient. 3-4 point	Responses to classmates seek to further the discussion in meaningful ways. 5 points

Manifestations of Risk Factors (20 points):

Criteria	Emerging	Competent	Proficient
Contributing Factors (6 pts)	Identifies fewer than two contributing factors. 0-2 points	Identifies two contributing factors 4 points	Identifies at least three contributing factors for at risk students. 6 points
Effects (6 pts)	Clearly describes the effects of fewer than two contributing factors on student behavior, attitudes, and/or ability to learn. AND/OR Fails to draw clear connections between contributing factors and their effect on the student. 0-2 points	Clearly describes the effects of two contributing factors on student behavior, attitudes, and/or ability to learn. Draws a clear connection between each contributing factor and its effect on the student. 3-4 points	Draws a clear connection between each contributing factor and its effect on the student. Draws a clear connection between each contributing factor and its effect on the student. 5-6 points
Impact on Others (6 pts)	Fails to adequately address the potential impact of at risk students on their classmates. 0-2 points	Reflects on the potential impact of at risk students on their classmates, but response is vague or over-generalized. 3-4 points	Thoughtfully reflects on the potential impact of at risk students on their classmates, providing clear and specific examples. 5-6 points
Formatting (2 pts)	Grammatical and spelling errors detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Classroom Policy (20 points):

Criteria	Emerging	Competent	Proficient
Policy Introduction (5 pts)	Introduction may be missing or insufficient. 0-2 points	Policy is introduced but its purpose is not made clear. 3-4 points	Introduction clearly articulates the scope and purpose of the policy. 5 points

Rules (5 pts)	Policy includes fewer than 3 expectations. AND/OR Expectations are insufficient or inadequate. 0-2 points	Policy includes 3-5 expectations, but some overlap, gaps, or confusion may exist between them. 3-4 points	Policy includes 3-5 expectations that adequately address the needs of all students in an inclusive classroom. 5 points
Consequences (5 pts)	Consequences are missing, in appropriate, or unclear. 0-2 points	Consequences are sufficient, but could be more clearly outlined. 3-4 points	Consequences are clearly communicated and appropriate for the expectations outlined in the policy. 5 points
Reflection (3 pts)	Reflection is missing or fails to demonstrate sufficient understanding of policy implications. 0-1 point	Reflection adequately addresses the most pressing policy issues. 2 points	Reflection is thoughtful and demonstrates a thorough grasp of policy implications. 3 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Program Exploration (20 points)

Criteria	Emerging	Competent	Proficient
Program (3 pts)	Fails to identify a single program, AND/OR fails to provide a link to additional information. 0-1 point	Identifies a single program, but additional information may be lacking. 2 points	Clearly identifies a single program and includes at least one link to an information source. 3 points
Description (5 pts)	Fails to adequately describe the program, AND/OR fails to identify the at-risk population(s) for whom the program is intended. 0-2 points	Generally describes the program, but may lack sufficient detail. Identifies the at-risk population(s) for whom the program is intended. 3-4 points	Clearly describes the program for readers who may not be familiar with it. Identifies the at-risk population(s) for whom the program is intended. 5 points

Application (5 pts)	Fails to adequately describe the potential benefits of the program. 0-2 points	Provides a general explanation of how the program would benefit students in their district. 3-4 points	Provides a thoughtful explanation of how the program would benefit specific at-risk populations in their district. 5 points
Barriers (5 pts)	Fails to identify barriers and/or solutions to program implementation. 0-2 points	Identifies general barriers and solutions for program implementation. 3-4 points	Identifies specific barriers and solutions for program implementation. 5 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Student Plan (20 points)

Criteria	Emerging	Competent	Proficient
Student Profile (3 pts)	Profile is missing or incomplete. 0-1 point	Profile gives the reader and adequate picture of the student. 2 points	Profile is detailed and complete, including all necessary information. 3 points
Classroom Strategies (5 pts)	Fewer than two strategies are presented, AND/OR fails to provide explanation/example of how each will benefit the student. 0-2 points	At least two strategies are presented with a clear explanation/example of how each will benefit the student based on his or her risk factors. 3-4 points	At least three strategies are presented with a clear explanation/example of how each will benefit the student based on his or her risk factors. 5 points
Program or Service (5 pts)	Fails to identify a program or service that will benefit the student. 0-2 points	Identifies a program or service and basic explanation of how it will benefit the student. 3-4 points	Identifies a program or service and provides a clear explanation of how it will benefit the student based on his or her risk factors. 5 points
Reflection	Reflection is missing or fails to demonstrate sufficient understanding.	Reflection adequately addresses the prompt.	Reflection is thoughtful and demonstrates a thorough grasp of

Criteria			
(5 pts)	0-2 points	3-4 points	potential benefits/implications. 5 points

Reflection (20 points)

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order. 3 or more errors in formatting 0-5 points	Reflection is smooth and placed in order. 1-2 errors 6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria. No errors 9-10 points
Question Responses (10 pts)	Minimal response to question criteria. 0-5 points	Criteria covered. 6-8 points	Descriptive detail justifying the response to all questions. 9-10 points

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at https://www.csupueblo.edu/student-affairs/student-conduct/index.html. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized

assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonest, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).