



**Your Education Ally.**  
By Teachers, *For Teachers.*

# **Fast-Track** **Course Syllabus**

**Name:**

**Date:**



## Today is a Great Day to Learn Something New!

*Professional learning to meet your needs.*

Engaging and applicable, **ELEVATE** courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



### **University Partners** *(See a current list of academic partners on our website)*

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, and WSCUC) partners. Many also hold CAEP accreditation. All partners review syllabi, content, and coursework expectations.

#### **Spring Term**

Registrations Accepted  
January 2 - May 15  
Coursework Due\*  
May 30

#### **Summer Term**

Registrations Accepted  
May 16 - August 15  
Coursework Due\*  
August 30

#### **Fall Term**

Registrations Accepted  
August 16 - November 25  
Coursework Due\*  
December 9

\*Or first business day after the 15th if due date falls on a weekend.

# Professional Learning Model

We design our courses to elevate professional growth and impact, which are the heart of our framework. Teaching Channel recognizes the learning process as an ongoing cycle characterized by the following key phases:





# ELEVATE Your Impact

Embark on a transformative learning experience where reflection, exploration, and innovation intersect to shape your professional practice.

ELEVATE courses provide a dynamic balance of knowledge-building and skill-building opportunities, followed by practical application and integration into your professional practice. Each self-paced course features research-based materials, video clips, and interactive elements to enhance and support learning.

- Activate prior knowledge in order to establish new learning goals
- Access research-based resources and materials to deepen your understanding and broaden your skillset.
- Participate in a variety of assignments that encourage the implementation of new learning in your classroom or school setting.
- Research solutions to challenges, answer lingering questions, or explore additional topics that spark your curiosity.
- Assess professional growth, and consider the potential impact of newfound knowledge and skills.
- Engage in student-to-student interaction in a discussion forum as well as teacher-to-student individual feedback.

## Continuous Improvement

Each course is reviewed annually, informed by participant feedback, current research available on the topic, insights from our University Partners, and new opportunities to show learning through implementation.

## Course Development and Evaluation

ELEVATE courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12 education. Course evaluators provide personalized, specific feedback for submitted assignments and rubric-based grading aligned with best practices in professional education.

**\*\*Per standard practice in the field, each course credit carries the equivalent of fifteen hours of content and coursework. To receive credit, participants must complete all requirements according to expectations outlined in the course rubrics.**



# Addressing Chronic Absenteeism with Creative Collaboration

Course Number: 5418 | 3 Credits

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*This document is an outline of the course requirements and is subject to change.*

## Course Description

Chronic absenteeism is America's "hidden educational crisis." In the wake of the COVID-19 pandemic, chronic absenteeism, defined as missing 10% of school days, has nearly doubled nationwide. Effects of chronic absenteeism include lower grades and achievement, increased risk of high school dropout, and poorer health and economic outcomes throughout life. The good news is when schools, communities, and families work together, they have the power to make a positive difference! Learn how to shift the conversation from punishment to partnership in this actionable course. Begin by investigating the data and impact of chronic absenteeism, and explore the underlying causes and systemic barriers preventing students from coming to school. Then, learn about foundational supports for all students, and specific research-backed, tiered interventions that get results, such as family engagement, home visits, and integrated school supports, and develop an action plan. This course will provide educators, support staff, and school and district leaders with a road map to address this critical issue and rebuild consistent attendance habits in your school community.

## Course Objectives

1. Explain what chronic absenteeism is and its impact on students' social and academic progress.
2. Summarize the data on chronic absenteeism and its causes, including systemic barriers to regular attendance.
3. Describe research-backed approaches to addressing chronic absenteeism, including tiered systems of support.
4. Develop a data-supported plan, aligned to your role's sphere of influence, to enact strategies to address chronic absenteeism in your district, school, or classroom community.
5. Reflect on professional growth and articulate how learning from this course focused on chronic absenteeism will impact students and the broader educational community.

## Course Materials

This course does not use a textbook. All required articles and resources are linked within the course modules.

**Important!** Courses are completed 100% online within the learning management system. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses.

## Course Delivery

All coursework will be completed and submitted online within the learning management system. Log-in to your account at [www.teachingchannel.com](http://www.teachingchannel.com) to access your online course and view additional details of each assignment.

- Explore a variety of educational resources, videos, and additional tools necessary for successful course completion.
- Complete modules including journaling, progress check assessments, and written response, that facilitate opportunities to apply strategies and reflect on new learning.
- Participate in our discussion forum to share insights and learn from peers.
- All modules and activities within the courses are required. You will complete and submit (if applicable) each module separately for evaluation in the online course.
- Your course evaluator will review your work using the criteria outlined in the rubric.

Need help getting started with your online course? Watch this [Quick Start Tutorial](#) video.

## Grading & Feedback

Fast Track courses include formative Progress Check Assessments at the conclusion of Modules 1 and 2. A passing grade of 80% or higher is required, however, you are provided multiple attempts, if needed.

For Module 3, you will submit comprehensive written responses. We use a rubric-based grading system to provide detailed feedback and ensure fair assessment. Once you've submitted your Module 3 coursework, your evaluator will review your work and provide personalized, written feedback within 7 days of submission. Each assignment within the module is evaluated based on the detailed holistic rubric criteria defined below. Your grade for the module is determined as follows:

- **A Grade:** If the majority of assignments within a module meet the "Above Target Expectations" criteria, demonstrating exceptional understanding and application of the concepts, you will earn an "A" for that module.
- **B Grade:** If the majority of assignments within a module meet the "At Target Expectations" criteria, showcasing a solid understanding and application of the concepts, you will earn a "B" for that module.
  - **Example:** If a module has 5 graded assignments, you would need at least 3 to meet the "Above Target Expectations" criteria to earn an 'A' for the module.
- **Resubmission:** If any assignment is missing required components or doesn't meet minimum expectations, it will be marked "Below Target Expectations." You'll receive detailed feedback and have the opportunity to revise and resubmit for full credit.
- **Re-grading:** Once a module grade has been issued, coursework will not be re-evaluated.
- **Final Course Grade:** Each module must be completed to enable a final grade to post. For Modules 1 and 2, a Progress Check grade of 80% or higher must be recorded. These grades are not factored into the final course grade. Your final course grade will be earned by your written submission for Module 3.

## Detailed Holistic Rubric

| Criteria for All Assignments          | A Grade:<br>Above Target Expectations  | B Grade:<br>At Target Expectations  | Resubmission Required:<br>Below Target Expectations   |
|---------------------------------------|--|---|---|
| Understanding and Application         | Demonstrates a thorough understanding of the content; integrates theory with practice seamlessly, using detailed examples or applications that extend beyond the course materials. | Shows a solid understanding of the material; provides appropriate examples or applications that link theory to practice.  | Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |
| Critical Thinking and Analysis        | Exhibits a high level of critical thinking and innovative analysis; makes insightful connections and distinctions that reveal deep comprehension.                                  | Demonstrates adequate critical thinking; analysis is correct but lacks depth, with few connections made that are not explicitly discussed in course materials.                  |   |
| Clarity and Organization              | Assignment is well-organized and clear; ideas are articulated clearly and logically, enhancing the reader's understanding.   | Assignment is organized and clear; ideas are generally well-expressed but may lack occasional clarity or logical flow.  |   |
| Integration of Content and Reflection | Integrates multiple ideas from course resources and activities; incorporates reflective insights that demonstrate personal growth and professional application.                    | Integrates few ideas from course resources and activities; reflection is present but may be somewhat superficial or less detailed about personal and professional implications. |   |



|                                    |  |   |  |
|------------------------------------|--|---|--|
| Adherence to Assignment Guidelines | Fully adheres to all assignment instructions and format guidelines; exceeds basic requirements by enriching the assignment with additional relevant content or innovative ideas. | Meets basic assignment instructions and guidelines; fulfills the requirements satisfactorily without significant additional elements or creativity. |  |
|------------------------------------|--|---|--|

## Collaboration

Collaboration is a key component of the learning experience, designed to promote a supportive and inclusive learning environment where diverse perspectives are valued and respected. Teaching Channel asks learners to interact with their peers through discussions, participate with colleagues in collaborative assignments, and engage with embedded tech tools. Additionally, learners interact with the credentialed course evaluator who provides personalized feedback on assignments.

## Academic Integrity

While collaboration is encouraged, each learner must complete their own assignments and assessments individually, ensuring the integrity and originality of their work. Any instances of academic dishonesty, including plagiarism or unauthorized sharing of work, will be addressed in accordance with Teaching Channel's [Collaboration and Plagiarism Policy](#).

## Artificial Intelligence

We recognize that artificial intelligence (AI) is an emerging and evolving technology that is embedded into many aspects of our personal and professional lives. Just as with other emerging technologies, we embrace the benefits it can provide for teachers, such as enhancing efficiencies for teacher planning, designing differentiated materials, and assisting as a thought partner. However, we encourage the educator community to stay mindful that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.

Please use the following guidelines if completing your work with the assistance of AI:

- Consider AI as a collaborator and use your preferred tool(s) to generate ideas that enhance your learning and creativity.
- Modify any AI generated output to make it your own (e.g. applicable to your audience, differentiated for unique student needs, relevant to your educational environment) and to meet course requirements.
- To the best of your ability, verify the AI generated coursework you are submitting is accurate and without bias.

## Course Outline

### Module 1

Identify your motivations and goals for the course, then assess prior knowledge and experiences you bring with you. Review foundational resources to better understand how chronic absenteeism impacts teaching and learning, and ways in which it can be mitigated with creative collaboration.

### Outcomes:

Participants will be able to:

1. Define chronic absenteeism and differentiate it from truancy and average daily attendance.
2. Explain the origins and significance of the shift in focus from truancy to chronic absenteeism as an accountability metric.
3. Analyze the impact of the Every Student Succeeds Act (ESSA) on chronic absenteeism data collection and reporting.
4. Identify the disproportionate impact of chronic absenteeism on specific student populations, including historically marginalized communities, students living in poverty, and multilingual learners.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

## Assignments

- 1.1 Activate Your Learning
- 1.2 History of Chronic Absenteeism
- 1.3 Post-Pandemic Chronic Absenteeism
- 1.4 Effects of Chronic Absenteeism
- 1.5 Root Causes of Chronic Absenteeism
- 1.6 Keep-Stop-Start

## Module 2

This module emphasizes the importance of tiered intervention systems and collaborative partnerships between students, families, schools, and communities to improve school attendance. It highlights the use of data analysis to identify causes of absenteeism and how to implement tiered supports. The module provides resources and strategies for creating positive learning environments, encouraging family engagement, and implementing home visits and integrated student support systems.

### Outcomes:

Participants will be able to:

1. Explain the importance of collaborative partnerships among families, schools, and communities in addressing chronic absenteeism.
2. Collect and analyze attendance data to identify trends, at-risk student groups, and potential root causes of absenteeism.
3. Identify and evaluate research-based interventions at Tier 1, 2, and 3 levels, including foundational supports, early interventions, and intensive interventions.
4. Select appropriate interventions and strategies to include in a comprehensive plan to address chronic absenteeism in your specific context.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

## Assignments

- 2.1 Tiered Approaches and Positive Partnerships
- 2.2 Collecting and Analyzing Attendance Data
- 2.3 Tier 1: Foundational Supports and Universal Prevention
- 2.4 Tier 2: Early Intervention and Tier 3: Intensive Intervention
- 2.5 Keep-Stop-Start
- Optional Discussion

## Module 3

This module requires learners to synthesize their understanding of chronic absenteeism by creating a comprehensive, role-specific action plan. The plan includes analyzing school attendance data, selecting research-based interventions, and outlining implementation and assessment strategies to effectively reduce absenteeism.

### Outcomes:

Participants will be able to:

1. Analyze attendance data to identify patterns, contributing factors, and specific student populations affected by chronic absenteeism.
2. Develop a multi-tiered intervention plan incorporating research-backed approaches and addressing individual, classroom, school-wide, and community levels.
3. Justify the selection of interventions based on their potential impact and alignment with research and best practices.
4. Develop an assessment system to monitor and evaluate the effectiveness of the plan using measurable indicators and data collection tools.
5. Evaluate teaching strategies and routines by finalizing the Keep-Stop-Start document, justifying your choices with detailed explanations.

## Assignments



- 3.1 Tell Us About Yourself
- 3.2 Culminating Project
- 3.3 Keep-Stop-Start
- 3.4 Reflect on Your Growth and Impact
- Optional Discussion

## Module 3 Rubric

| Criteria              | Ratings   |   |   |
|-----------------------|---|---|---|
| <b>Assignment 3.1</b> | Prompt Addressed  | Prompt Partially Addressed  | Prompt Not Addressed  |
| <b>Assignment 3.2</b> | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |
| <b>Assignment 3.3</b> | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |
| <b>Assignment 3.4</b> | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |

Module grade is based on the level to which the participant meets rubric criteria. The Module 3 grade will also be recorded as the final course grade.

## Knowledge Base:

This course draws on research from the following sources:

- Attendance Works. (2018). Attendance Works: Home. Retrieved January 10, 2024, from <https://www.attendanceworks.org/>
- Chang, H. N., Osher, D., Schanfield, M., Sundius, J., & Bauer, L. (2019). Using Chronic Absence Data to Improve Conditions for Learning. Attendance Works and American Institutes for Research (AIR).
- Dee, T. S. (2023). Higher Chronic Absenteeism Threatens Academic Recovery from the COVID-19 Pandemic. <https://doi.org/10.31219/osf.io/bfg3p>
- Gottfried, M.A. & Hutt, E.L. (Eds.) (2019). Absent from school: Understanding and addressing student absenteeism. Harvard Education Press.
- Naff, D., Khawaji, F., Meadowes, Dupre, K., Sahin Ilkorkor, Z., Flynn, J., Samuel, J., Tillery, C., & Sheriff, M. (2023). Strategies for addressing chronic absenteeism in the post-pandemic era. Metropolitan Educational Research Consortium.
- Johnson, S. B., A. Edwards, T. Cheng, K. J. Kelleher, J. Kaminski, and E. G. Fox. (2023). Vital Signs for Pediatric Health: Chronic Absenteeism. NAM Perspectives. Discussion Paper, National Academy of Medicine, Washington, DC. <https://doi.org/10.31478/202306c>.
- Jordan, P., (2023). Attendance Playbook: Smart Strategies for Reducing Absenteeism Post-Pandemic. Future Ed. <https://www.future-ed.org/attendance-playbook/>
- Liu, J., and Lee, M. (2022). Beyond Chronic Absenteeism: The Dynamics and Disparities of Class Absences in Secondary School. (EdWorkingPaper: 22-562). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/z1fp-0b98>
- Mapp, K. L., Cuevas, S., Henderson, A. T., Franco, M. C., & Ewert, S. (2022). Everyone Wins! The Evidence for Family-School Partnerships and Implications for Practice. Scholastic Professional Books.
- Sprick, J., Sprick, R. S., & Sprick, R. (2019). School Leader's Guide to Tackling Attendance Challenges. ASCD.
- Sprick, J., & Berg, T. (2019). Teacher's Guide to Tackling Attendance Challenges. Association for Supervision & Curriculum Development.
- Wikel, Kristin and Markelz, Andrew M. (2023) "Chronic Health Conditions, School Attendance, and Socioeconomic Factors: A Literature Review," The Journal of Special Education Apprenticeship: Vol. 12: No. 2, Article 9. DOI: <https://doi.org/10.58729/2167-3454.1173> Available at: <https://scholarworks.lib.csusb.edu/josea/vol12/iss2/9>

## Course Wrap-Up

### Final Course Grade

Each module must be completed to enable a final grade to post. For Modules 1 and 2, a Progress Check grade of 80% or higher must be recorded. These grades are not factored into the final course grade. Your final course grade will be earned by your written submission for Module 3. Participants may earn a final grade of either an "A" or "B".

Once your final grade has posted in the course, that grade will be visible in your Account within 24 hours only if:

- [Grade release date](#) has passed
- All payments are complete if you are a part of a group registration, or used a purchase order payment

### Transcripts

Visit our website for more details on how to [request your transcript](#) from the university partner selected upon registration.

## We Are Here to Help!

**Our Customer Support Team**  
is available to help you with:

- Registration Information
- Textbooks
- Shipping Information
- User Login/Password Questions
- Coursework Extensions
- Final Grade Questions
- Updating Your Customer Records

**Phone:** 952-469-3454

**Email:** [Support@teachingchannel.com](mailto:Support@teachingchannel.com)

[Live Chat](#)

**Our Course Instructor Team**  
is available to help you with:

- Completion of Course Requirements  
(including content-specific questions,  
accommodations, and modifications)
- Course Recommendations
- Module Grade Questions

**Phone:** 952-469-3454

**Email:** [Instructor@teachingchannel.com](mailto:Instructor@teachingchannel.com)

[Instructor Help Form](#)

