Student Persistence: Part Two

FIRST LITERACY
LYNN
DECEMBER 13, 2019
# Today’s Agenda

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Today’s Objectives

- Identify ways to increase student agency in learning.
- Explain the role of classroom stability in student persistence.
- Identify at least two ways to support collaborative learning in the classroom.
- Name strategies for increasing classroom community.
- Breakout Group: Identify areas of program strengths and weaknesses in promoting learner persistence.
1. Recap of Learning
1. With a partner or in small groups, take turns asking and answering the questions together.

2. If you don’t know the answer, put the question aside.

3. We will discuss the questions as a group in eight minutes.
Persistent students believe...

A

I belong here.

B

This work has value for me.

C

My ability grows with my effort.

D

I can succeed at this.

Camille A. Farrington et. al. (2012), *Teaching Adolescents to Become Learners*
What classroom activities do you remember mentioned in the last session? Write a list.

Now sort the activities into these categories:

1) Develop goal setting skills.
2) Learn effective study skills.
3) Self-monitor learning.
What did you try out?
How did it go?
How would you tweak it?
Persistent learners . . .

1. Set goals.
2. Use effective study skills and strategies.
3. Monitor their progress and needs.
4. Advocate for themselves.
5. Connect to their learning community.
Today’s Agenda

1. Recap of Learning
2. Student Agency
3. Community
4. Wrap Up
2. Student Agency

SYSTEMS • LEARNING ROUTINES • SELF ADVOCACY
My ability grows with my effort.

I can succeed at this.
STUDENT FOLDERS
Maine

Ana (plug) out the plug
What the meter
I thing something is burning

matter
think
burning
STUDENT FOLDERS:

Stapled to the Folder Itself:
- List of attendance
- List of assignments completed/quiz scores
- Student goals

In & Out of the Folder
- Work student wants teacher to review
- Work teacher wants student to do
What information would you want your students to log in the folder?

How does the folder system foster agency?
Classrooms today
Agency in a Classroom

What expectations do our students have of a classroom?
How is this different from what they encounter?
Hey guys, how's the water today?

What the heck is 'water'!??
Cognitive Load:
The amount of information a human is trying to process in working memory at any one time.

Cognitive Limit:
5 items +/- 2
Use learning routines students can learn and manage on their own.
What’s a good learning routine?

Useful

Used often

Not teacher dependent
Spelling Activities

**Cover & Write**

1. Student covers the word.
2. Students writes the word.
3. Student uncovers the word to check for errors.

**Homonyms**

1. Teacher gives students words and their definitions that sound the same but have different meanings.
2. Students complete a teacher generated gap fill worksheet using the correct homonyms.
3. Class reviews the answers.
How do you teach a learning routine?

1. Name it.
2. Use it often.
3. Write it into your class agenda.
4. Recap after using it.
5. Mention it as a homework strategy.
Colors

Review homework
Conversation Pairs

Circle - Review

What time is ______?

Numbers 1-59
Student dictation
Conversation

Investigation
What are your routines?

1. Choose one component you teach.
2. Make a short list of the routines you use to teach that component.

Reading
Vocabulary
Pronunciation
Grammar
Paragraph writing
Spelling
Groups

1. Talk about the routines you use to teach the language component.

2. Evaluate the routines
   - Useful
   - Used often
   - Not teacher dependent

3. Write a common list of routines to share with everyone.
I do this too!

What a great idea!

I need clarification.
Class Agenda

1. What is the value of an agenda?
2. Do you use one?
3. What do you write in your agenda?
4. What routines do you use when you mention the agenda?
What have we discussed so far?

What is one idea you want to explore more?
Self-Advocacy Skills

Never do for others what they can do for themselves.

Saul Alinsky’s “Iron Rule”
Fostering Self-Advocacy

1. Question Asking
2. Understanding Program Resources
3. Identifying Independent Study Resources
Question Asking Skill Development

1. Classroom Questions
2. Ask me a question!
3. Mark the Margins
Classroom Questions

1. Provide question models.
2. Chorally practice the questions.
3. Assign each student one question per class.
What are questions students need to ask in your classroom?
“Doing More with Google”

- What
- Where
- When
- How
- Who
Mark the Margins

For homework assignments and reviewing class notes:

✔️ - I understand

❓ - I don’t understand
What are three ways to get students to ask more questions?
3 Build Community

COLLABORATION & RESPONSIBILITY
BUILD COMMUNITY

I belong here.
BUILD COMMUNITY

Know Names
Promote Collaboration
Promote Responsibility
A place where everybody knows your name

How do your students learn each other’s names?
BUILD COMMUNITY

Know Names ✓
Promote Collaboration
“Research shows that the more students speak in class, the more they learn. This finding has been demonstrated over and over again by education researchers over the last few decades (Lotan, 2012; Holthuis, 2012; Michaels, 2008; Bianchini, 1997; Cohen, 1997; Leechor, 1989; Vygotsky, 1978).”

Hattie, 2012
75

Hattie, 2012
CLASSROOM COMMUNICATION: IRE

Initiate.

Respond.

Evaluate.
What is the Impact of IRE?

1. Limits length of student response.

2. Only one student is responding. Teacher doesn’t find out what others know.

3. Curtails reasons for students to listen to one another.

Hattie (2012)
BUILD COMMUNITY

Know Names ✓
Promote Collaboration
What are the challenges of group work in the ESOL classroom?
“Get into pairs.”

Who am I working with?

Do I bring my book?  My bag?

Do I move or does my partner move here?
a. Discuss the questions and generate ideas for improving classroom groupwork.

b. Write 2-3 tips or ideas in the first square of your paper.

c. You will be sharing these tips and ideas with another group.
a. You will share 2-3 ideas with another group.

b. Form a group with people holding a yellow, purple, white, and blue paper.

c. Share your ideas. Take notes the other ideas in the other squares.

d. Review all the ideas. Write two ideas you want to try in the rhombus.
Tips for Group Work

- Get Student Buy In ✔
- Logistics of Space and Noise ✔
- Language Support ✔
- Effective Tasks and Roles ✔
- Provide Feedback
BUILD COMMUNITY

Know Names ✓
Promote Collaboration ✓
Promote Responsibility
Promote Responsibility

Students’ Rules

Student Responsibilities
Classroom Ground Rules

- What are yours?
- How do students participate in setting the rules?
- How do students participate in enforcing the rules?
Student Jobs

- What are possible roles students can take on?
  - Tech assistant
  - Welcoming Committee
  - Learning Buddies
1. What is one takeaway from today?
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Evaluations
Thank you!

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I understand

I don’t understand

I want to do this one.
Read the __________

🌟 Draw a star next to any you’d like to adapt to your context.

❓ Write question mark next to anything that is not clear to you.
“Departure from a program is often not a failure, but a temporary situation in which students intend to return when they are able.”

Belzer
Stopping Out, Not Dropping Out Out 1998
Remember these letters.

BMI – LSE – ACI – SAU

IBM -- ESL – CIA – USA