



Student Persistence

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FIRST LITERACY

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Today's Agenda

1. Defining the Challenge
2. Skill Building: Goal Setting
3. Lesson Planning: Staying Relevant
4. Skill Building: Study Skills
5. Skill Building: Metacognitive Skills
6. Your Implementation

Objectives

By the end of this session, you will be able to:

- ▶ Define persistence.
- ▶ Identify obstacles and supports to learner persistence.
- ▶ Explain the role of metacognitive skills in learner persistence.
- ▶ Name and explain classroom activities/tools that strengthen students' goal setting skills.
- ▶ Name and explain classroom activities/tools that strengthen students' study skills.
- ▶ Plan action steps to strengthen learner persistence in your class or program.

K

What I know about persistence:

W

A question I have about student persistence:

L

A summary of what I learned:



Defining Persistence

WHAT IS IT? WHAT DOES IT LOOK LIKE?

“As adults *staying* in programs for as *long* as they can, engaging in *self-directed* study or distance education when they must *stop attending* program services, and *returning* to program services as soon as the *demands* of their lives allow.”

Helping Adults Persist: Four Supports by John Comings,
Andrea Parrella, and Lisa Soricone Focus on Basics,
Vol. 4, Issue A, March 2000, pp. 1, 3-7

COMPLETE
THE DEFINITION

“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 1998

Key Word Reteil

Why does persistence matter?

- ▶ An average adult literacy learner participates in a program for about 70 hours in a 12-month period.
- ▶ An average adult literacy learner needs 100 to 150 hours of participation to improve literacy by one grade level.

- ▶ Why do our students miss classes?
 - ▶ situational barriers
 - ▶ program barriers
 - ▶ dispositional barriers
- ▶ Why do our students drop out?

BRAINSTORM



MEMO

(GUILLERMO PIÑEDA MORALES, SR.)

- ▶ Think of a couple of your students who have persisted.
- ▶ What are the traits of your persistent learners? Make a list.

Pass the Paper



We had this.



We wish we had this.



We don't know this.

We need clarification.

Pass the Paper

Persistent students believe...

I belong here.

A

This work has value for me.

B

My ability grows with my effort.

C

I can succeed at this.

D

Persistent learners . . .

- ▶ Set goals.
- ▶ Use effective study skills and strategies.
- ▶ Monitor their progress and needs.
- ▶ Connect to their learning community.
- ▶ Navigate systems.

Goal Setting



“The first support to persistence is to establish the student’s goal.”

John P. Comings



*“You got to be careful if you don't
know where you're going,
because you might not get there.”*

Yogi Berra

What are the challenges of
goal setting with our students?



SMART Goals

▶ S

▶ M

▶ A

▶ R

▶ T

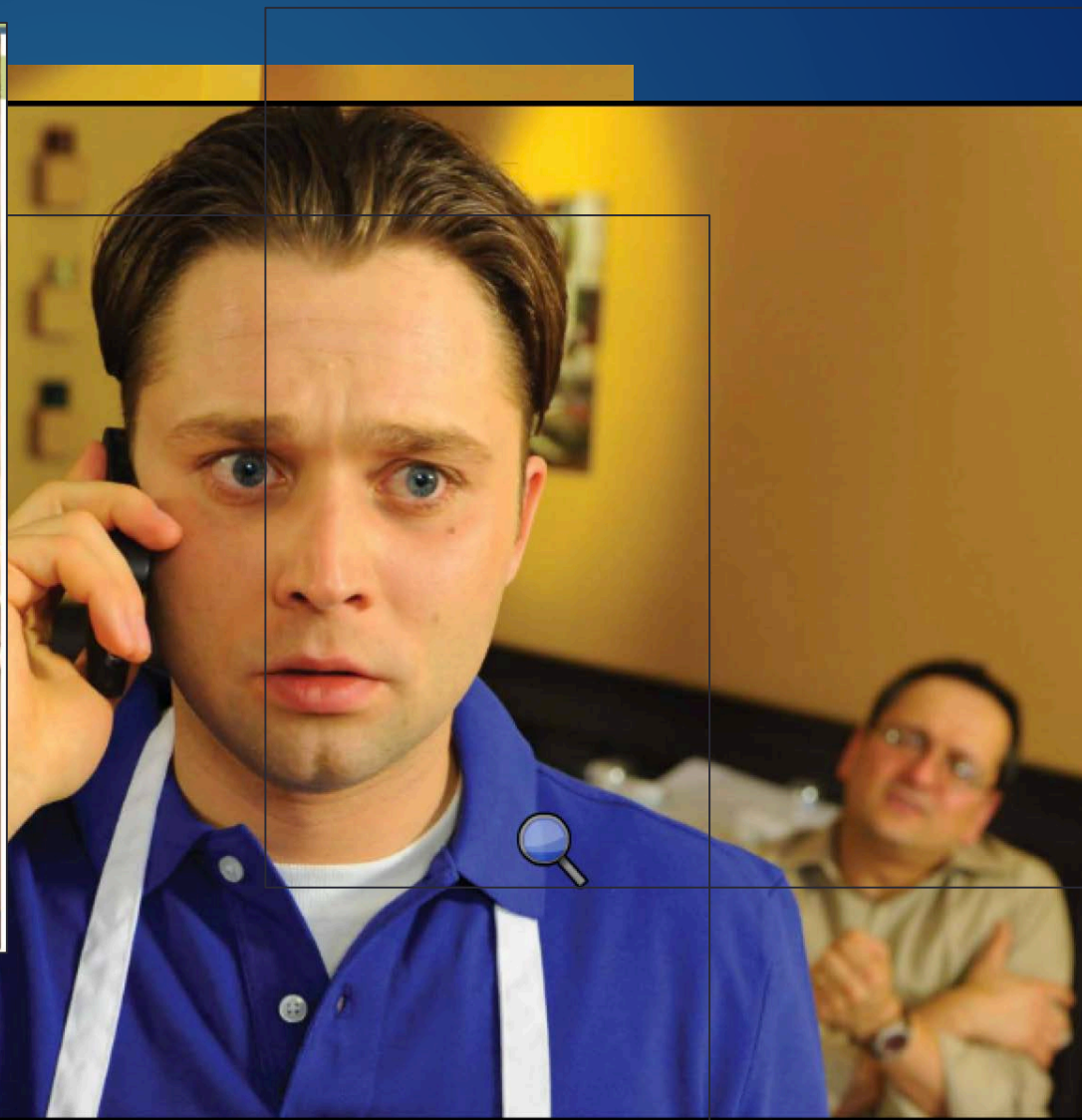
Basic Goal-Setting Activities

1. Pictures & Contract
2. Unit by Unit
3. Class by Class

Basic: Pictures and a Contract

1. Name photos.
2. Place photos and titles around the room.
3. Students stand by their chosen photo.
4. Students write their goals in a contract.

Pictures



A Contract

I want to learn English so I can _____.

I want to learn English so I can _____.

I want to learn English so I can _____.

Student Signature _____ Date: __ / __ / __

Teacher Signature _____ Date: __ / __ / __

Identify Goals: Unit by Unit

1. Identify the unit goals.
2. Ask: *What's most important to you in this unit? Why?*
3. Have students tell the class their #1 goal for the new unit.



The screenshot shows a lesson page with a yellow header containing the number '9' and the title 'Luka Helps Out'. Below the header is a photograph of a man in a blue polo shirt and white apron talking on a mobile phone. To the right of the photo is a 'MY GOALS' section with a checklist of items to learn about, each preceded by an unchecked checkbox. At the bottom right, there is a small profile box for 'Luka Petrov' with a small photo and a short bio.

9 Luka Helps Out

MY GOALS

Learn About:

- The weather
- Apologizing for being late
- Offering to help
- Preparing for emergencies
- Calling 911
- Signs in a hospital
- Leaving a voicemail message
- Activities

Go to [MyEnglishLab](#) for more practice after each lesson.

Luka Petrov
Today
I care about my coworkers. I'm always ready to help.

117



Identify Goals: Class by Class

Learning objectives:

Questions: (Pre & Post)

- ▶ What are three barriers to student persistence?
- ▶ What are SMART goals?

Statements:

- ▶ You will be able to _____ so you can _____.
- ▶ Fist to five.



Identify Goals: Class by Class

- ▶ Write an agenda for each class.
- ▶ Identify the beginning and end of activities.
- ▶ Review the agenda with the class in order to plan next class.

Goal-Setting Activities: Advanced

1. Obstacles: Problem solving
2. Pyramid of goals

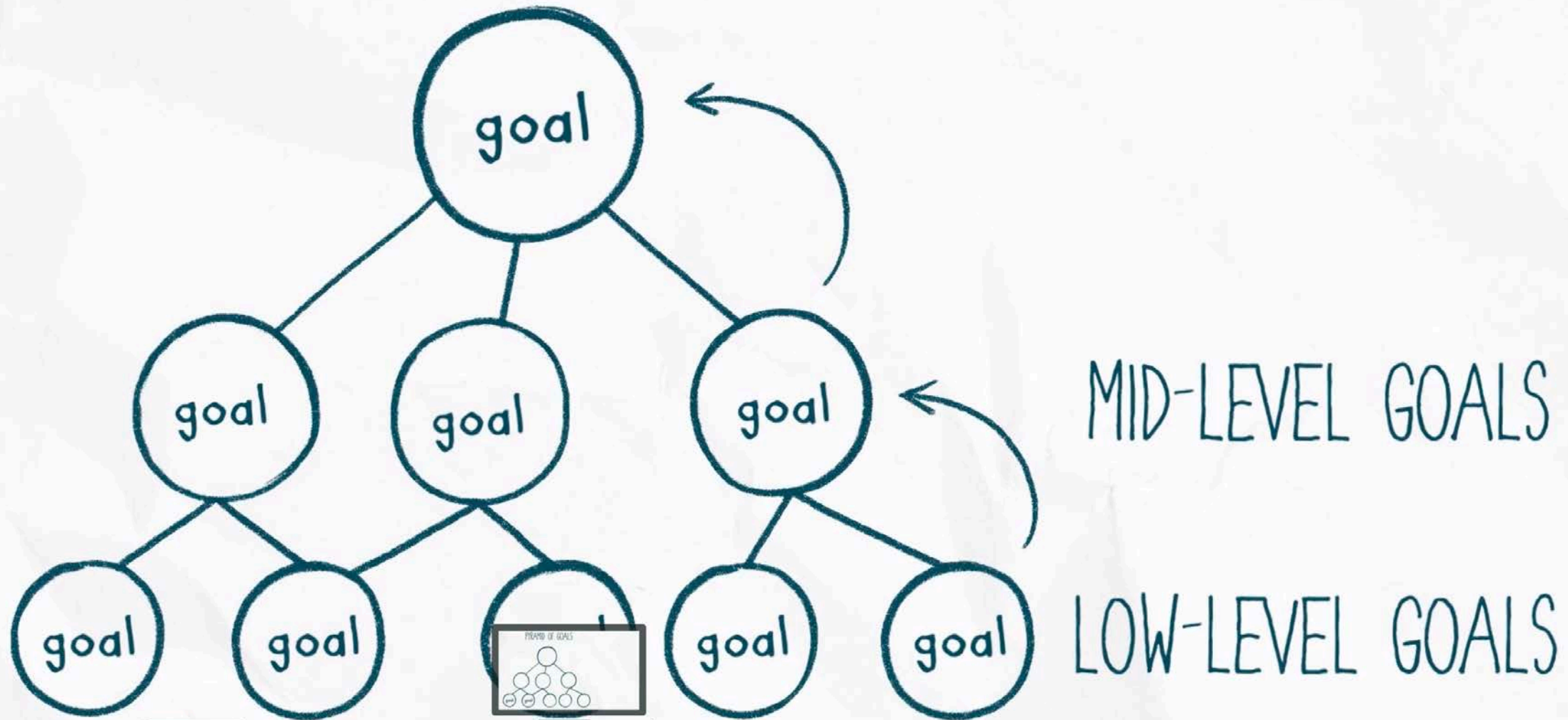
“If students are made aware of the forces that help and hinder their persistence, they can take action to manage them and thereby increase the chances of staying in school and of attaining their educational goals”

Comings, Perella, and Soricone
Helping Adults Persist: Four Supports 1999

Networking: Problem Solving

- ▶ Student brainstorm challenges.
- ▶ Teacher selects a few for more conversation.
- ▶ Student network with others with common concerns.
- ▶ They share one solution.

PYRAMID OF GOALS



00:31 00:37



Goal Setting Skills

*Whatever you do in life,
do it with a porpoise.*

Mark Twain

Mark the Margins



I understand



I don't understand



I want to do this one.



Keeping it Real

PLANNING RELEVANT CURRICULUM



*I have never let my schooling
interfere with my education.*

Mark Twain

The Value of Relevance

A study by Christopher Hulleman at the University of Maryland

After each class . . .

Group A wrote a summary of the day's learning.

Group B identified how the day's learning related to their lives.

Which group showed more robust learning?

Think about your Curriculum Choices

Why is this material important to my students?

How will my students use this knowledge outside of class?

Ask Students to Make the Connections

Why are we doing this?

***When and where
will you use this
outside of class?***

Ask Students to Give Examples

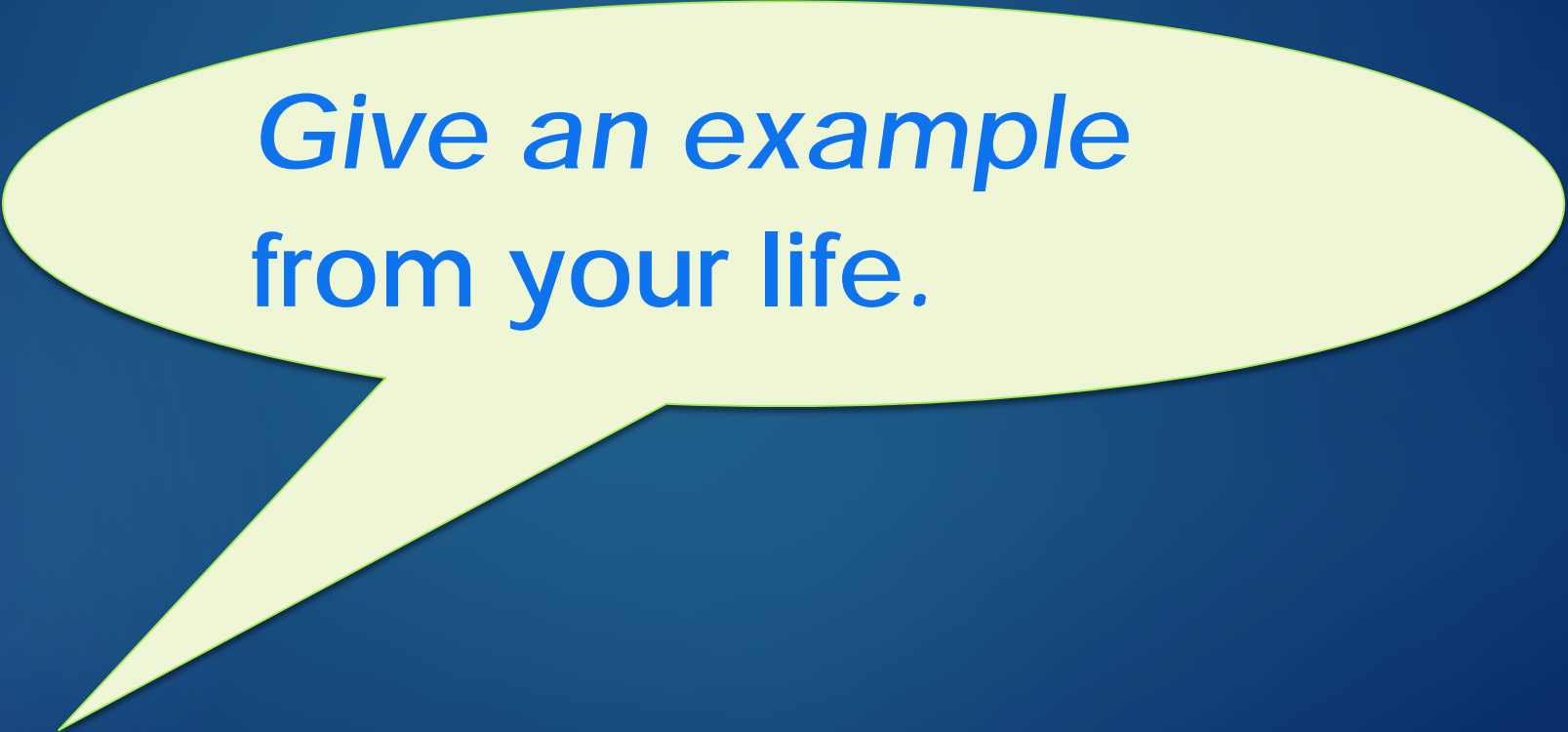
Statistics Course: the concept of variability

Group A: traditionally taught

Group B: Students generated examples of activities in their own lives that had either high or low variability & drew graphs to illustrate

Group B outperformed Group A **two to one**.

Ask for examples from students



*Give an example
from your life.*

- ▶ What have we talked about so far?
- ▶ What is most significant to you?

RECAP & REFLECT



Learning Skills

HOW TO STUDY MORE EFFECTIVELY

Learning Skills

Give a person a fish ...

What is the most effective way to study?



- 3 ► Reread the text and your notes.
- 1 ► Close books and write what you remember.
- 2 ► Write a summary from your notes.

Review vs. Retrieval

Group A read a passage and then recalled their learning by writing on a blank piece of paper.

Group B spent the same amount of time studying the passage.

How much did they remember?

	A	B
5 minutes later:	75%	81%
7 days later:	56%	42%

Roediger and Karpicke (2006)



Reviewing vs. Retrieval

- ▶ When you **review** material, you are recognizing material that looks familiar.
- ▶ When you **retrieve** information, you are **remembering** it. You are bringing the information together in your mind.



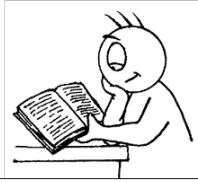
Retrieval Activities

SELF-DIRECTED ASSESSMENT

Retrieval Activities

- ▶ Total Recall
- ▶ Question Cards
- ▶ Flashcards
- ▶ Key Word Retell
- ▶ Exit Ticket

Remember your Learning!



1. Read.



2. Read again.



3. Close the book.



4. Write what you remember.



5. Open the book.



6. Check your work

TOTAL RECALL

Question Cards

- ▶ When planning class think about the questions students are learning to answer. For example:
 - *What skills do students need to persist?*
 - *What are two goals setting activities you can do in class?*
 - *What does persistence mean?*
- ▶ Write 1 question per card. Use the cards for students to test each other in pairs or groups.





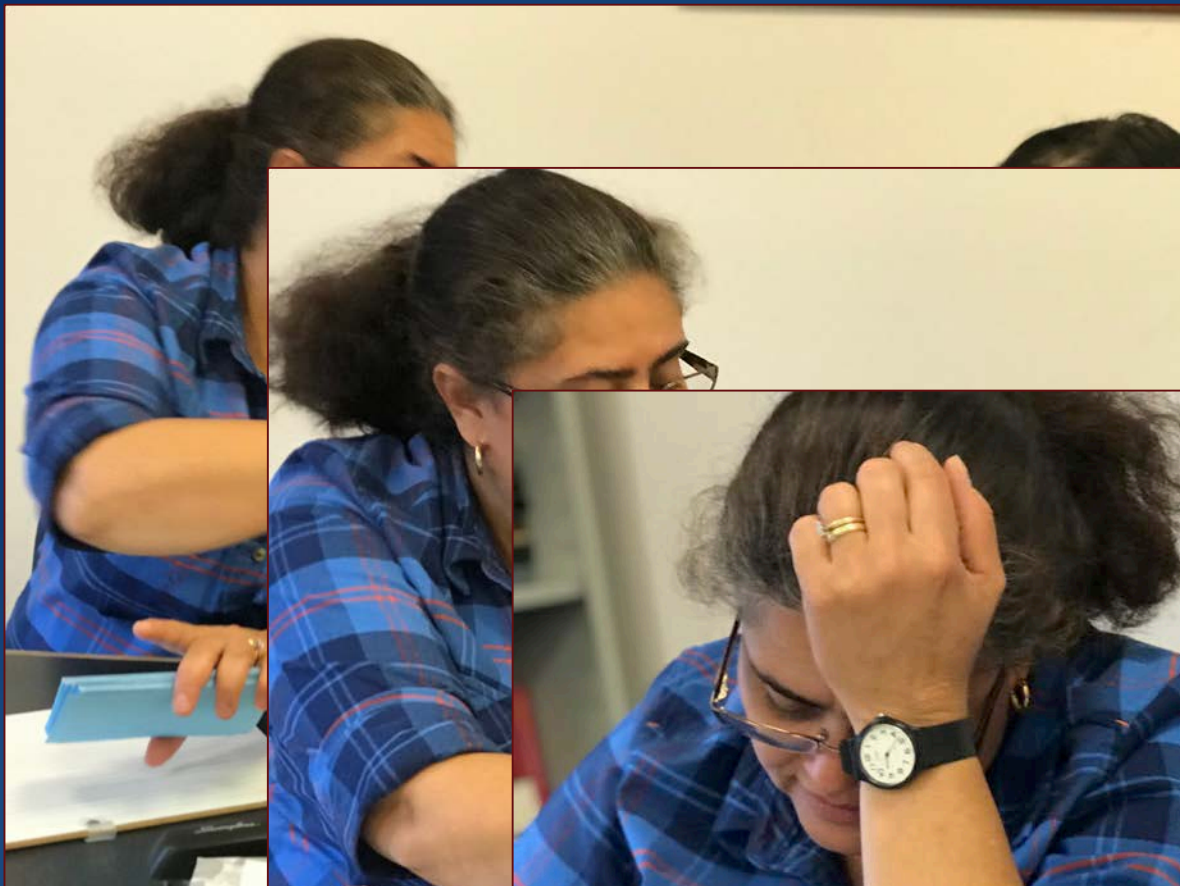
Vocabulary Flashcards

Students sort cards according to categories.

**How do you
spell [word]?**

**Which words
relate to [topic]?**

**Which words are
verbs? nouns? both?**



Retell with Key Words

1. Students identify key words in text or in a learning point.
2. In pairs they take turns explaining using the key words.
3. Teacher can test student comprehension of key words at end of class.

Exit Ticket

At end of class, students write down a response to a teacher prompt. They hand it to the teacher as they exit room.

*What are three new words
you learned today?*

What did you learn today?

*What is the order of
operations?*


- ▶ Choose an activity you want to think more about.
- ▶ How would you use it in your class?

NETWORK



Self-Reflective Activities

MONITORING LEARNING



*The road to success
is always under construction.*

LILY TOMLIN

SELF-REFLECTION ACTIVITIES

- ▶ Mark the Margins
- ▶ Recap and Reflection

MARK THE MARGINS

For homework assignments and reviewing class notes:

- ✓ - I understand
- ? - I don't understand

CLASS RECAP & REFLECTION

Today in class we did:

- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____

I liked _____.

I want to practice more _____.

CLASS RECAP & REFLECTION:

Literacy Level

Today we did:

reading

grammar

spelling

journals

vocabulary

I liked the _____.

I want more _____ practice.

Study Skills

PART 1

Strengthening Study Skills

- ▶ Discuss how people study.
- ▶ Use goal implementation to plan study time.
- ▶ Discuss the characteristics of a good student.

The Talk

- ▶ What?
- ▶ When?
- ▶ How?
- ▶ How long?
- ▶ How often?
- ▶ With whom?

A Study Plan: Goal Implementation

- ▶ When will I study?
- ▶ Where will I study?
- ▶ What will I study?
- ▶ How long will I study?

I might have this problem: _____.

If it happens, I will _____.

What does a good student do?

- ▶ When she doesn't understand something . . .
- ▶ When he can't come to class . . .
- ▶ When he lost the book . . .
- ▶ When she forgets to bring the book to class . . .

Welcome to Class Letter

- ▶ Student write a letter to new students or next class, giving their tips for learning.

- ▶ Choose an activity you want to think more about.
- ▶ How would you use it in your class?

NETWORK

1. Review the activities in your handout.
2. Review your notes.
3. Do the goal implementation sheet.

GOAL
IMPLEMENTATION

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K

What I know about persistence:

W

What I want to learn about persistence:

L

Summary of what I learned:



Evaluations

& A SUMMARY OF WHAT YOU LEARNED.



Thank you!

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Essential Question

- ▶ What we can we do in our classes and programs to help our students persist?