

Student Persistence: Part Two

FIRST LITERACY

LYNN

DECEMBER 13, 2019

Today's Agenda

Main Group	Breakout Group
Recap of Learning	
Student Agency	Discuss Assessment Tool
Community	Discuss Assessment Tool
Wrap Up	

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

Question Cards

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...



I belong here.

A



This work has value for me.

B



My ability grows with my effort.

C



I can succeed at this.

D

6

Brainstorm & Sorting

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.

Your Implementation

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

STUDENT AGENCY

A purple speech bubble with a white outline, pointing to the left.

My ability grows with my effort.

A red speech bubble with a white outline, pointing to the right.

I can succeed at this.

STUDENT FOLDERS



Three calendar pages for October, November, and December 2019. The October page shows a circled 1st and 2nd. The November page shows a circled 1st. The December page shows a circled 1st.

Financial influences: _____

My e-mail address: _____

Student		Score		Date	
Date:	Score:	Date:	Score:	Date:	Score:
Date:	Score:	Date:	Score:	Date:	Score:
Date:	Score:	Date:	Score:	Date:	Score:
Date:	Score:	Date:	Score:	Date:	Score:

Class presentation (1)
Paragraph 1 (1/3/1)
Job Description: Craft 5 (1) Draft 2 (1)
Job Instructions: (1) Draft 2 (1)

- Poster Presentation ☐
- Paragraph 2 ☐
- Final ☐
- Final ☐

Have

Anna ^{pull} Plug out the plug
What the meter
I thing something is bromming

matter
think
burning

Marie Luce

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?

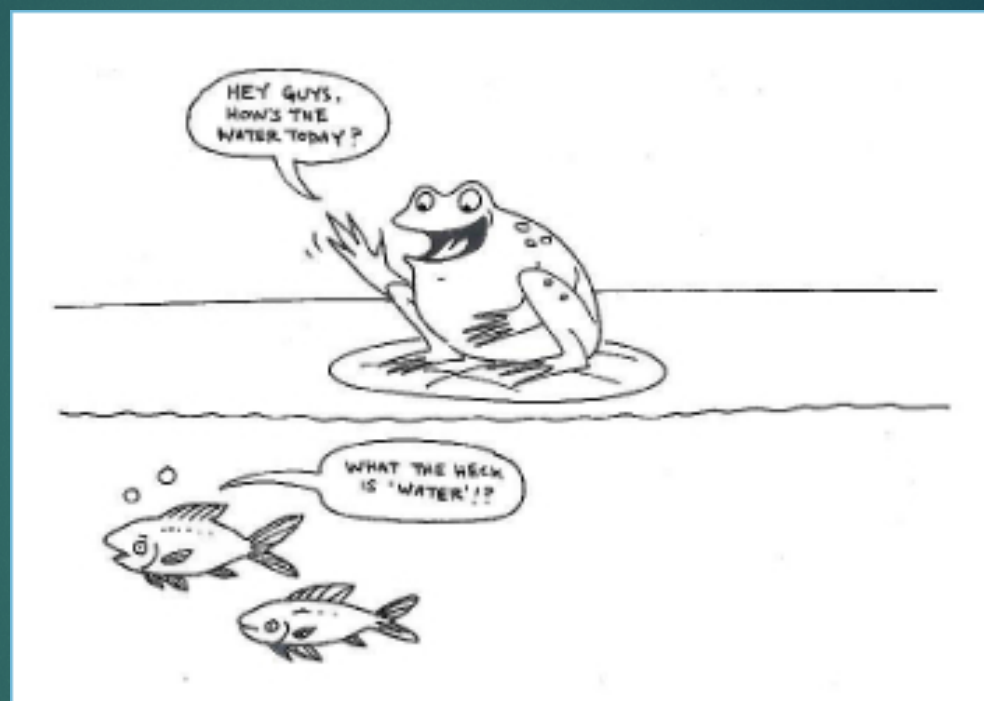
Classrooms today



Agency in a Classroom

What expectations do
our students have of a
classroom?

How is this different
from what they
encounter?



Cognitive Load:

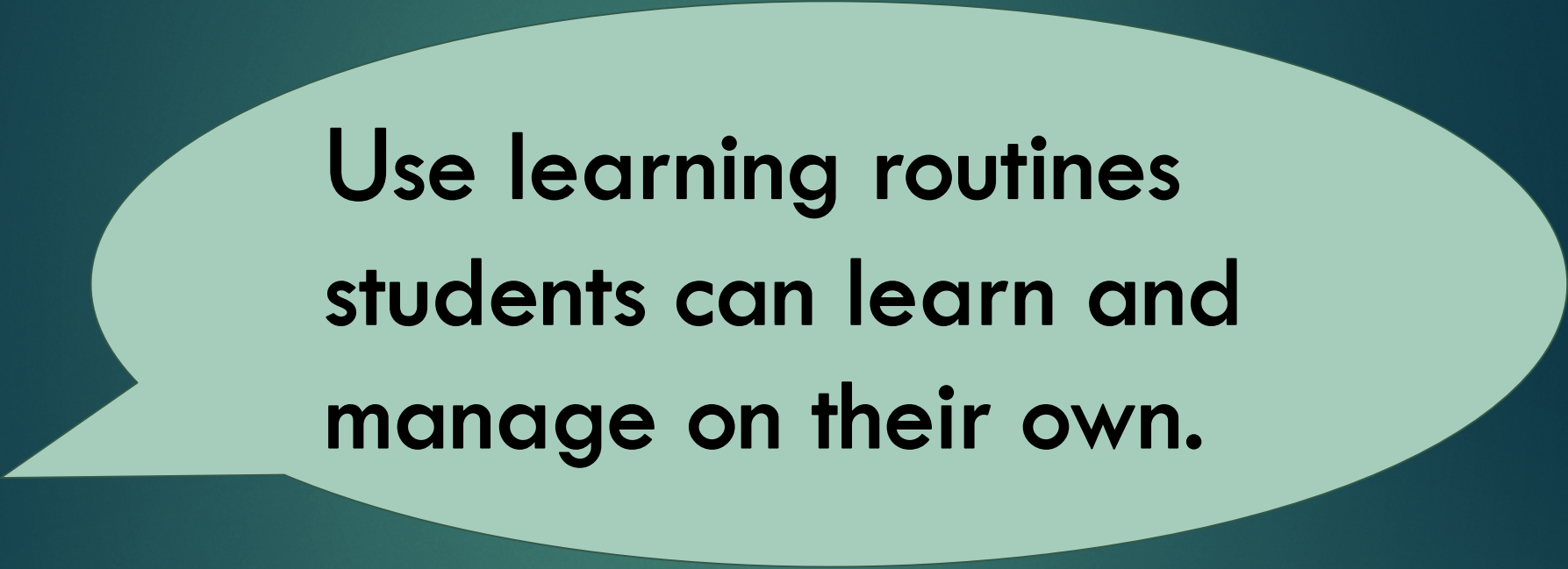
The amount of information a human is trying to process in working memory at any one time.

Cognitive Limit:

5 items \pm 2



ROUTINES



**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

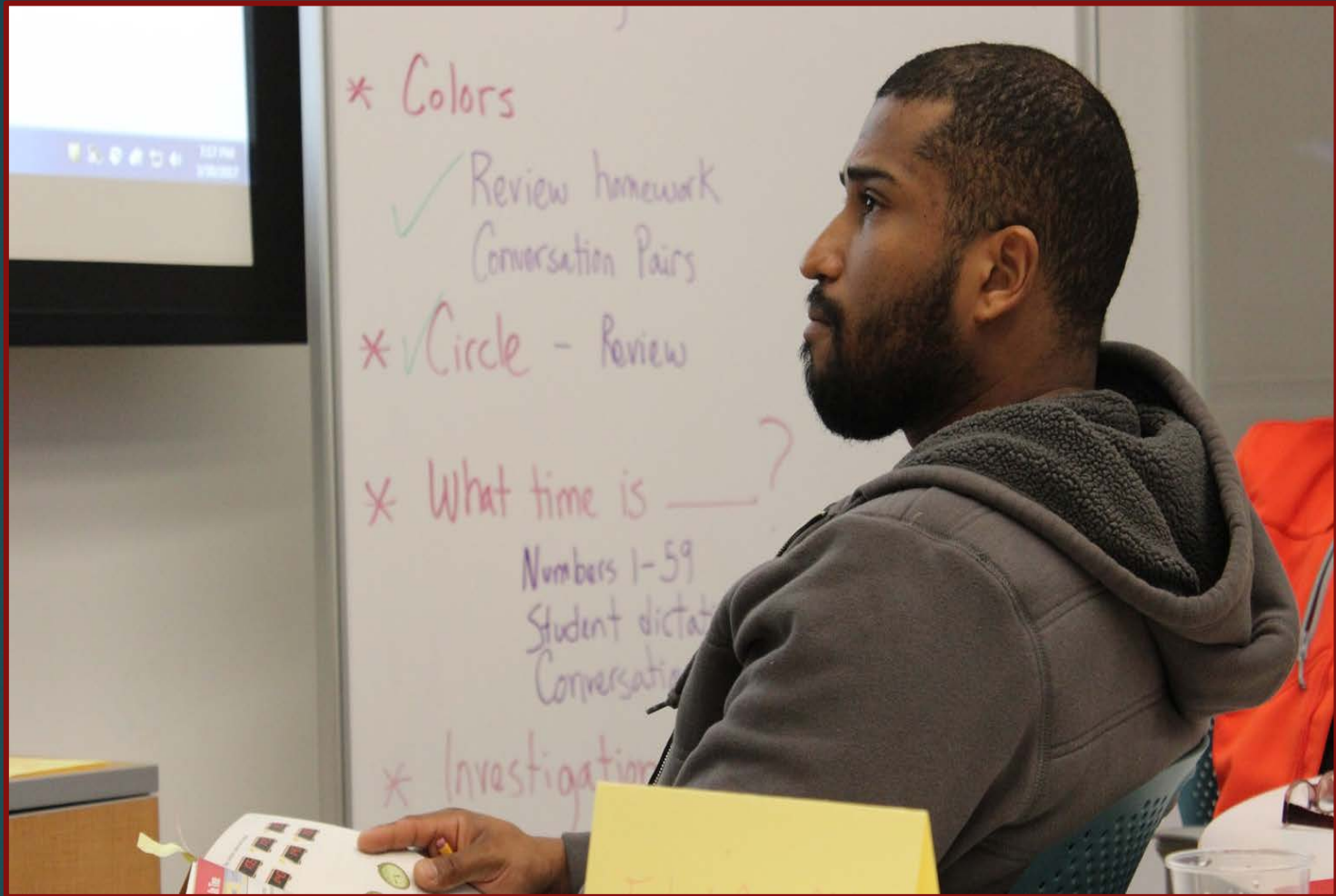
1. Student covers the word.
2. Students writes the word.
3. Student uncovers the word to check for errors.

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.



What are your routines?

Reading

Vocabulary

Pronunciation

Grammar

Paragraph writing

Spelling

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

Learning Routines

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.

Gallery Walk



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?

Reflection

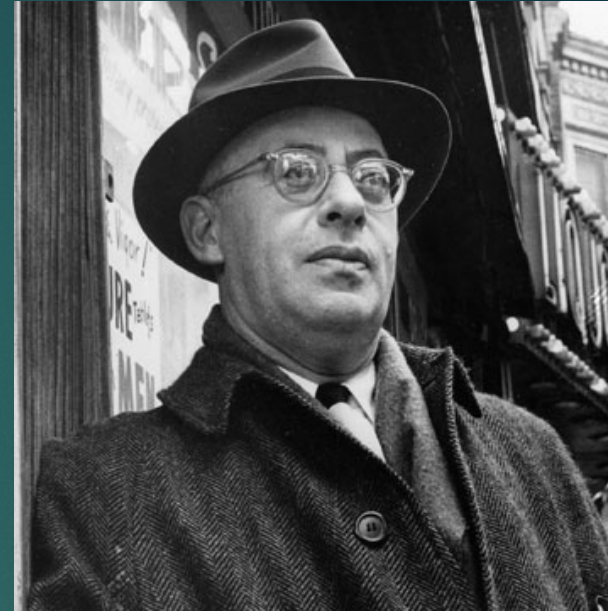
What have we discussed so far?

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?

Brainstorm

Ask Me a Question!

"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?

Recap

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


Brainstorm

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?

Problem Solving

- 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.

Five Square

- 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 take way from today?

WRAP UP

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Evaluations

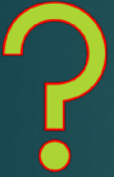
Thank you!

SARAHLYNN41@GMAIL.COM

MARK THE MARGINS



I understand



I don't understand



I want to do this one.

Mark The Margins

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.

Key Word Retell

“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

Remember these letters.

BMI – LSE – ACI – SAU

IBM -- ESL – CIA – USA