

# Moving Beyond Student Persistence to Student Success

WORKSHOP PRESENTER:

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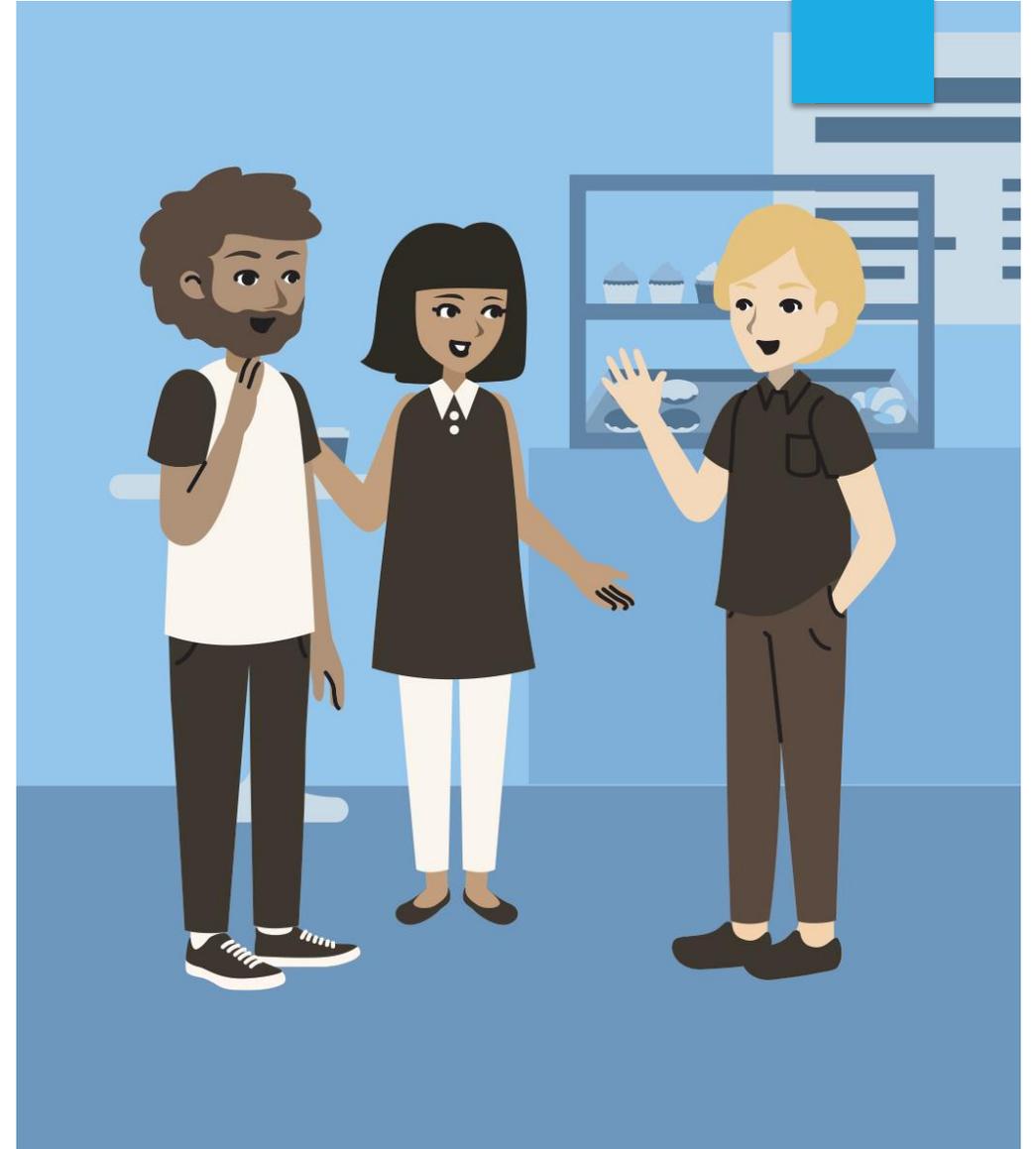
CHARLESTOWN, MA



**Fri, Feb 11<sup>th</sup>, 1-2:30pm**  
**Wed, Feb 16<sup>th</sup>, 1-2:30pm**

# Introductions & Check In

- ▶ A word about me
- ▶ In pairs, spend 5 minutes “checking in”: how are you feeling right now? What would you like to share with this other person?
- ▶ Debrief



Proud



Sad



ELL's

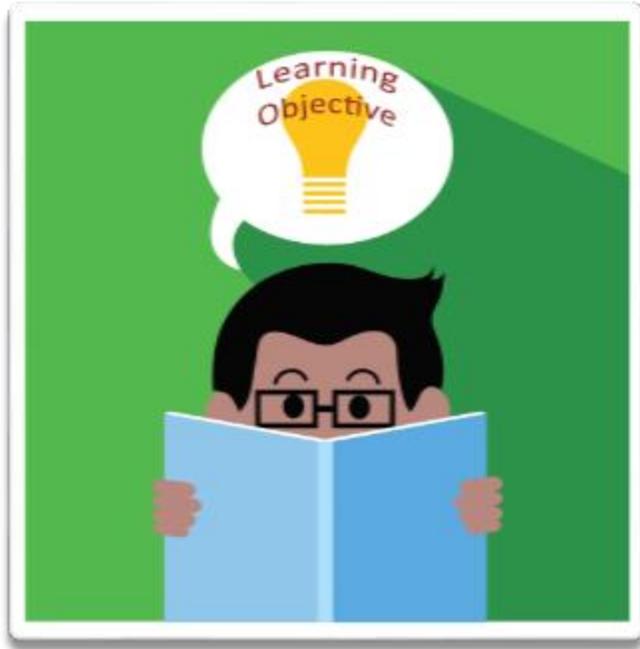
Surprised



Worried



# Learning Objectives



After this workshop series, you should be able to:

- ▶ Define persistence & six drivers of persistence
- ▶ Describe ways to develop persistence in adult learners
- ▶ Articulate challenges and benefits of online learning
- ▶ Define resilience & grit
- ▶ Articulate ways to develop resilience and grit
- ▶ Articulate ways to manage learners' resistance

***Agreed? Anything else you want to do with this time?***

As of right now, my students are primarily:

ELL  
students

high school  
to college  
aged

adult  
learners

I am not  
teaching  
currently

other

# As of right now, I am spending most of my time teaching:

one on one  
virtually

in a virtual  
classroom, i.e.  
Zoom with  
multiple students

in a physical  
classroom with  
multiple students

in a hybrid online  
and physical  
classroom with  
multiple students

I am not teaching  
at the moment

**In a word, what is your greatest worry as an educator right now?**

# What's our Current Reality?

## *Where are our students at right now?*

- ▶ Covid:
  - ▶ disproportionately affected BIPOCs: infection rates, mortality rates, lack of access to healthcare, vaccines
  - ▶ Lack of socialization
  - ▶ Financial/employment/childcare concerns
  - ▶ Food insecurity
  - ▶ Loss of family and friends
- ▶ adult learners juggling multiple priorities
- ▶ have tried and perhaps failed before

# Student Persistence

**The New England Adult Learner Persistence Project:** <http://nelrc.org/persist/report09.pdf>

**What is it?** 2009: 18 New England institutions studied their context-specific interventions to improve persistence

**Why?** “The underlying assumption of the Project is that **persistence** is the underpinning for academic progress that results in positive outcomes and an improved quality of life for adult learners. When low-income adults’ life circumstances improve, their children do better in school, their health improves, the tax base increases, the pool of qualified workers increases, and our communities become stronger. **None of this is possible** if we do not become better at supporting adults to complete their education and meet their goals.”

**Definition of persistence:** “Adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to a program as soon as the demands of their lives allow.”

# Student Persistence

## *Six Drivers of Persistence, per NELRC:*

### **1. Sense of Belonging and Community:**

- ▶ group and team learning, cohort designs, virtual study spaces, relationships with cohort, advisors, educators

### **2. Clarity of Purpose:**

- ▶ setting goals-both instrumental goals (short term) and aspirational goals (long term, big picture), review of goals, assessment of goals

### **3. Agency:**

- ▶ Bandura's social cognitive theory: adults learn in a social context and are self-developing, so give them choices and options

# Student Persistence

## 4. Competence/Self-Efficacy:

- ▶ a person's belief in their ability to learn or perform a particular task, to show mastery or competence; metacognition-knowing about knowing, study skills, learning how to learn, scaffolded learning, computer and Zoom skills

## 5. Relevance:

- ▶ learning needs to feel authentic, examples, images, etc grounded in their experience, culture, interests. Does the learning have meaning and emotion to the learner?

## 6. Stability:

- ▶ moving through a curriculum in an intentional and deliberate way; create psychologically safe space to learn; factors that mitigate against stability: unemployment, lack of childcare, poverty, food insecurity, : diversity question

# Student Persistence

1. **Sense of Belonging and Community**
2. **Clarity of Purpose**
3. **Agency**
4. **Competence/Self-Efficacy**
5. **Relevance**
6. **Stability**



***Learner Persistence Program Self Assessment by Drivers of Persistence:***  
**<https://nelrc.org/persist/pdfs/Self-assessment%20by%20driver.pdf>**

# Developing Persistence

1. **Sense of Belonging and Community**
2. **Clarity of Purpose**
3. **Agency**
4. **Competence/Self-Efficacy**
5. **Relevance**
6. **Stability**



***Small Groups Breakout Rooms:***

***6 groups will each be assigned a driver based on group number. What practices have you found helpful in developing that driver of student persistence?***

***15 minutes, then we'll report out***

# Looking Ahead...

Wednesday, Feb 16<sup>th</sup> at 1pm



We will cover:

- ▶ Resilience
- ▶ Grit
- ▶ Strategies to develop resilience and grit
- ▶ How to challenge students' negative self talk
- ▶ How to take care of ourselves

**What else would you like to cover *if we can* with your time?**

# How are you feeling right now?

# Moving Beyond Student Persistence to Student Success

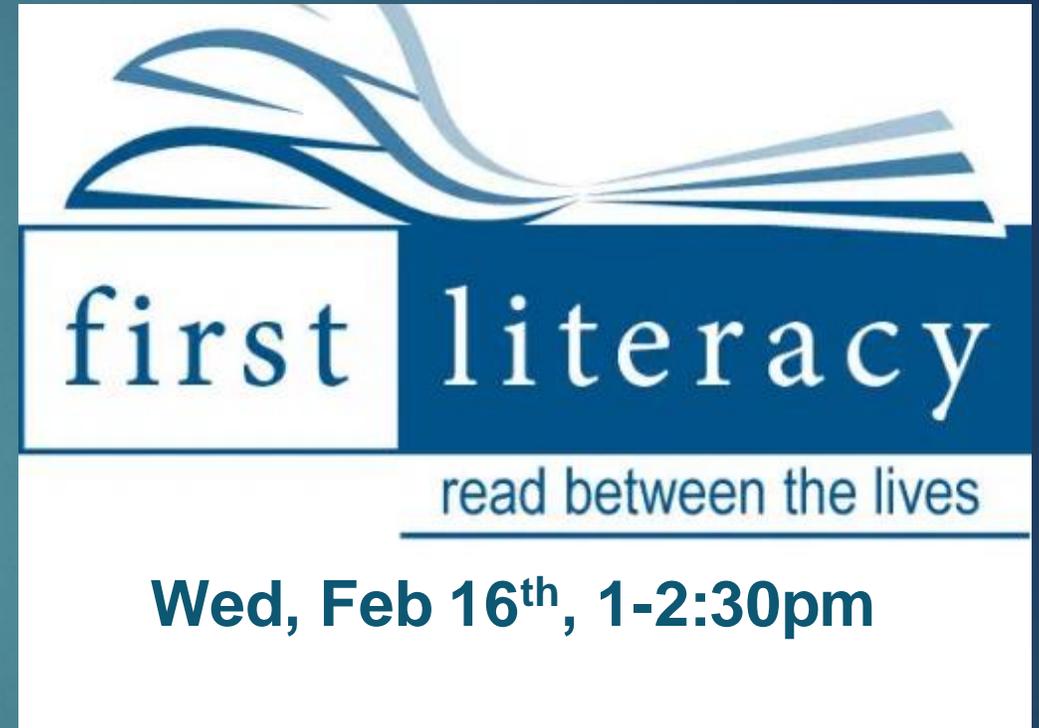
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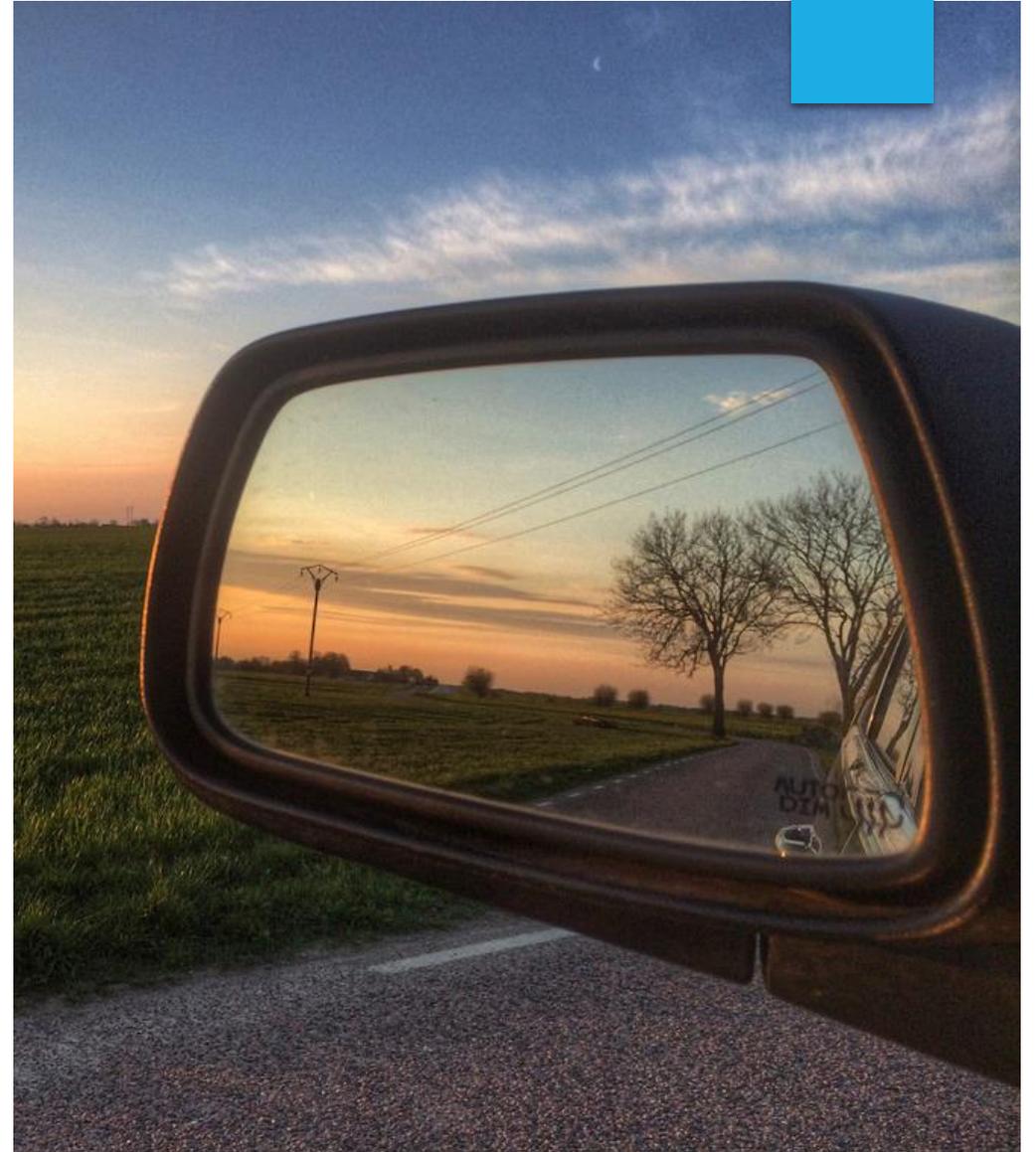
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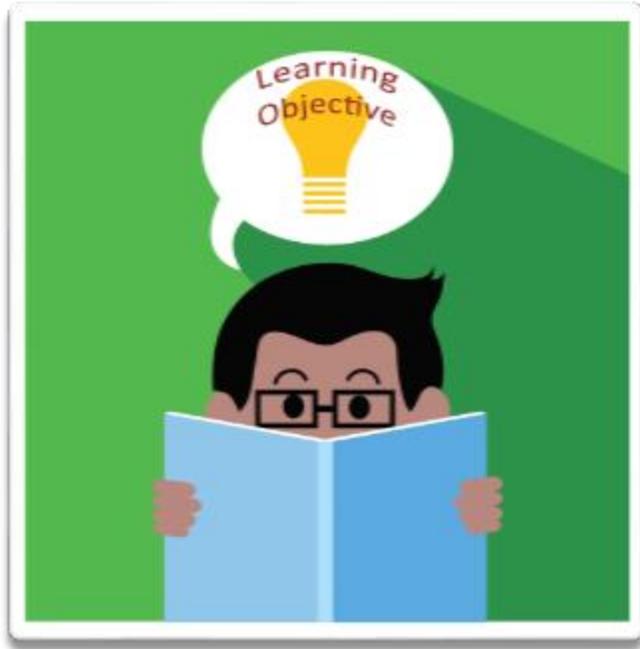
# Looking Back...

We discussed:

- ▶ Where we and our students are at right now
- ▶ Persistence
- ▶ New England Adult Learner Persistence Project (<http://nelrc.org/persist/report09.pdf>)
- ▶ Six Drivers of Student Persistence:
  1. Sense of Belonging and Community
  2. Clarity of Purpose
  3. Agency (having choice)
  4. Competence/Self-Efficacy (being able to accomplish a task)
  5. Relevance
  6. Stability



# Today, we'll discuss:

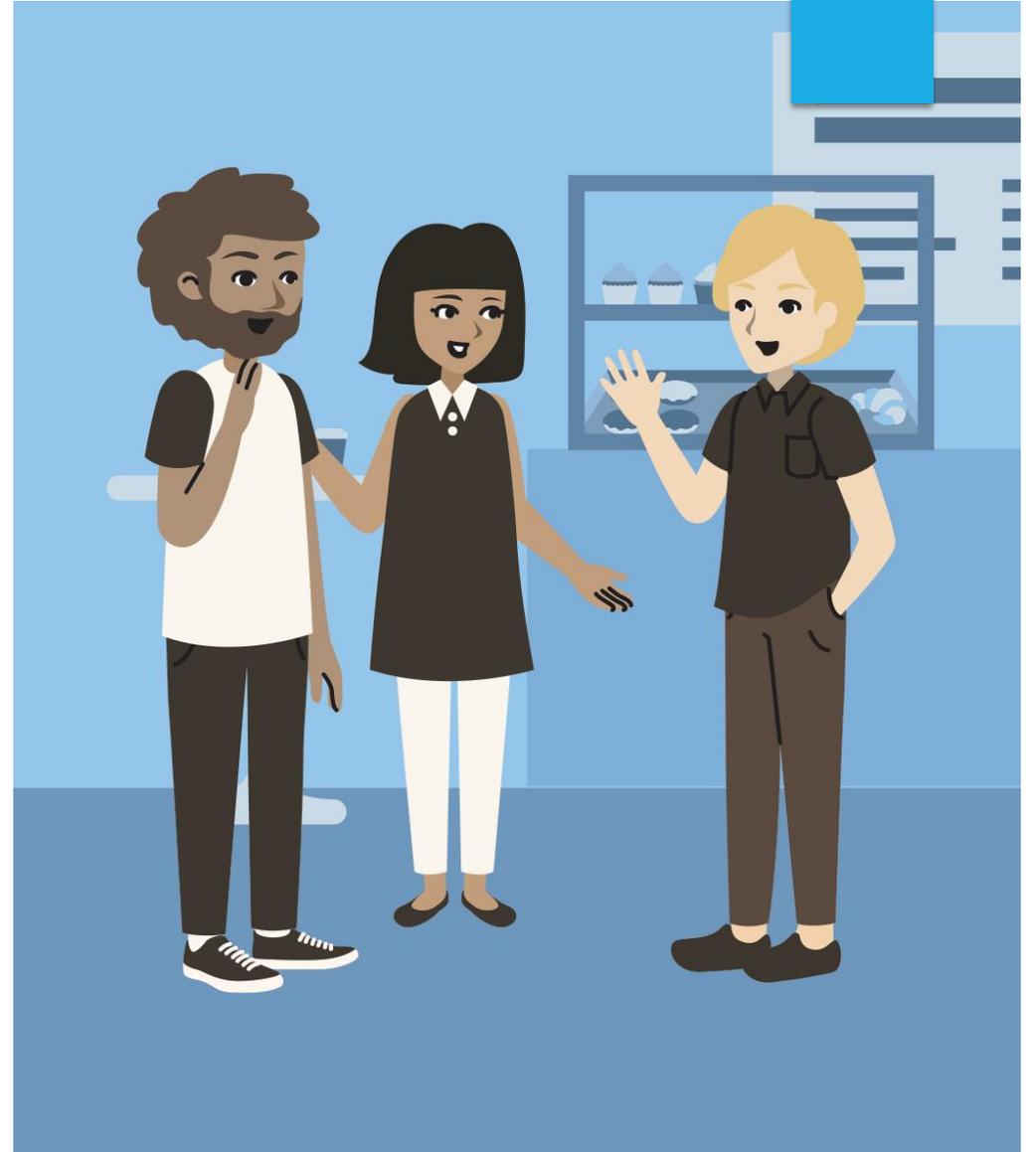


- ▶ Articulate challenges and benefits of online learning
- ▶ Define resilience & grit
- ▶ Articulate ways to develop resilience and grit
- ▶ Challenging students' negative self talk

***Agreed? Anything else you want to do with this time?***

# Check In

In pairs, spend 5 minutes “checking in”: how are you feeling right now? What would you like to share with this other person?



# Online Learning: Benefits and Challenges

## Benefits:

- ▶ Convenience
- ▶ Participation
- ▶ Hybrid formats
- ▶ Cost effectiveness

Anything else  
to add?

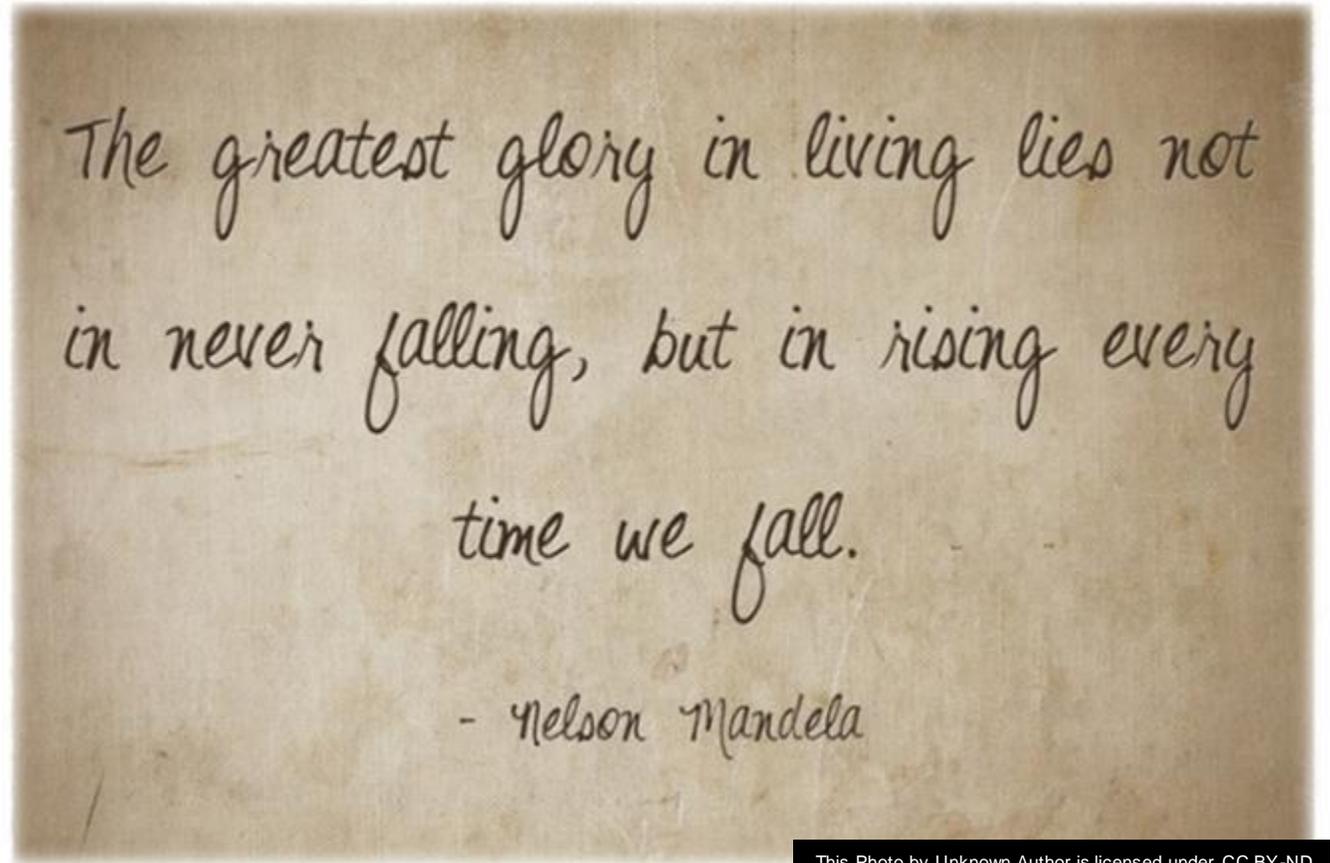
## Challenges:

- ▶ Computer and Zoom literacy
- ▶ Time management
- ▶ Distractions
- ▶ Access
- ▶ Course design and implementation
- ▶ Lack of face-to face-time: **connection**
- ▶ Learning curve for educators

# Resilience

the ability to:

- ▶ withstand
- ▶ adapt
- ▶ rebound from adversity



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# Resilience

## Characteristics of Resilient Students:

- ▶ **Social Competence and Pro-Social Values**
- ▶ **Optimism**
- ▶ **Purpose**
- ▶ **Sense of Belonging**
- ▶ **Problem-Solving Skills**
- ▶ **Effective Coping Style**
- ▶ **Positive Self-Image**
- ▶ **(Humor)**

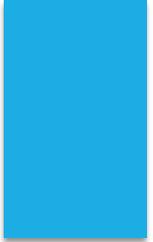
## Drivers of Student Persistence:

- ▶ **Sense of Belonging and Community**
- ▶ **Clarity of Purpose**
- ▶ **Agency**
- ▶ **Competence/Self-Efficacy**
- ▶ **Relevance**
- ▶ **Stability**

# Grit

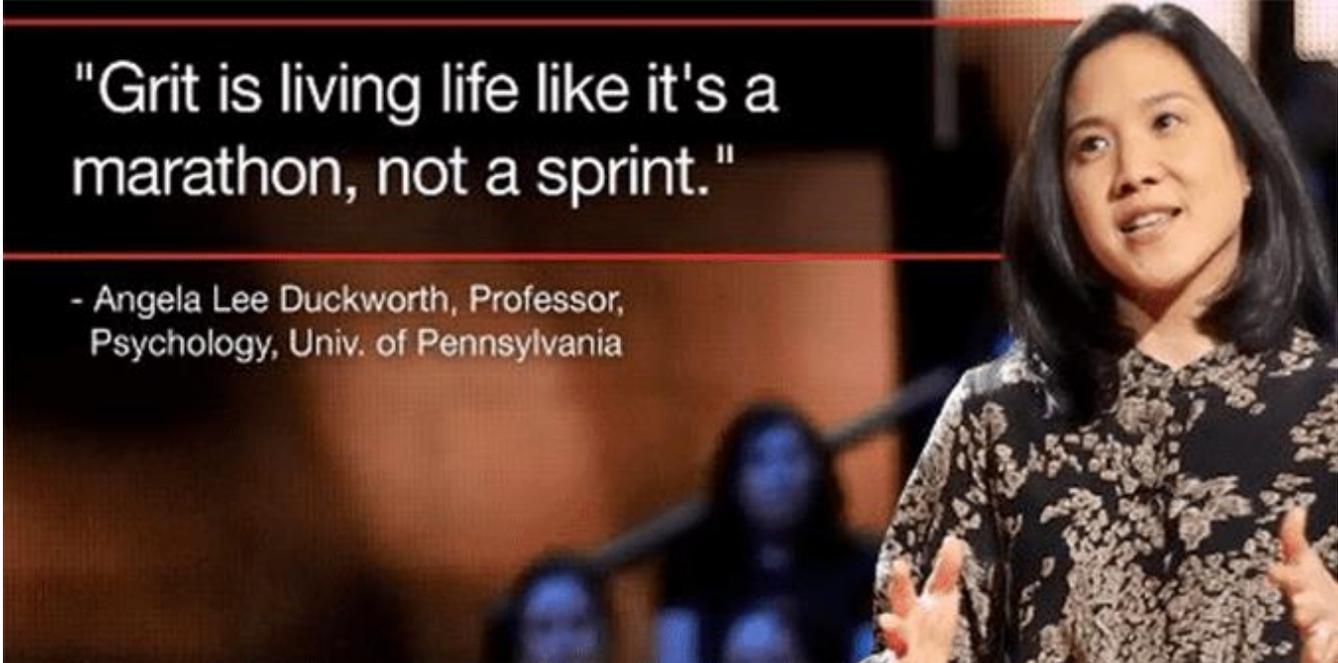
Passion and perseverance for very long term and meaningful goals.

Relies on growth mindset: failure as *opportunity* to grow, because failure is not immutable



"Grit is living life like it's a marathon, not a sprint."

- Angela Lee Duckworth, Professor,  
Psychology, Univ. of Pennsylvania



# Developing Resilience & Grit

- ▶ Screenshots of success-what were you doing in this moment? What were you thinking? Feeling?
- ▶ Celebrate success/Success Journals
- ▶ Partner with partners/support network
- ▶ Customize instruction to student strengths
- ▶ Provide culturally relevant models of resilience
- ▶ Notice students' struggles and successes/accept them where they are
- ▶ Predictable routines and reactions
- ▶ Model how to deal with mistakes from a growth mindset
- ▶ Create a plan to address a situation a student may be currently facing
- ▶ Create a learning space that is safe to deal with struggles & trauma

# Developing Resilience & Grit



**DISCUSS:** In small groups, what teaching practices have you found to be effective in developing resilience and grit among your students?



## Managing Our Own Negative Self Talk

Recognize the signs of negative self-talk in yourself and other educators:

- ▶ Lack of patience in the classroom
- ▶ More stressed
- ▶ Sleep issues
- ▶ Lack of boundaries, taking work home
- ▶ Lack of creativity



# Self Care

Physician, heal thyself:

- ▶ Physical wellness: nutrition, sleep, exercise
- ▶ Intellectual wellness: new knowledge
- ▶ Emotional wellness: spirituality, mindfulness, support, self reflection
- ▶ Social wellness: connections, work life balance

What else do you use for your own self care?

## SELF-CARE WHEEL







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