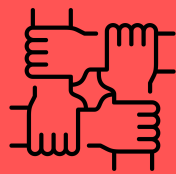




Supporting Student Persistence: Classroom Strategies



For OSSE AFE and UDC Mini PD Institute, June 6–8, 2022



Hello! I'm...

Cynthia Peters
World Education,
Editor of *The Change Agent*



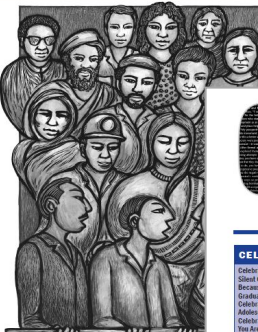
Issue 42 changeagent.nelrc.org March 2016

THE CHANGE AGENT

Adult Education for Social Justice: News, Issues, and Ideas

TALKING ABOUT RACE

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Student-generated, relevant content in print and audio

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ng Freedom on Juneteenth

On June 19, 1865, Union general Gordon Granger arrived in Galveston, Texas, to announce the end of slavery. The date is now known as Juneteenth, the oldest continuously observed celebration of the end of slavery in the United States.

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Student-generated, relevant content in print and audio of various levels of complexity
Designed to teach basic skills & transform & inspire adult learners.

A MAGAZINE & WEBSITE: CHANGEAGENT.NELRC.ORG

Issue 52 changeagent.nelrc.org March 2021

THE CHANGE AGENT

Adult Education for Social Justice: News, Issues, and Ideas



MENTAL HEALTH: Learning, Coping, Healing

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AN ENGAGING, EMPOWERING, AND READY-TO-USE MAGAZINE & WEBSITE
Student-generated, multi-level, relevant content. Designed to teach basic skills & transform & inspire adult learners.



Agenda for the next hour..

1

6 Drivers of Persistence

2

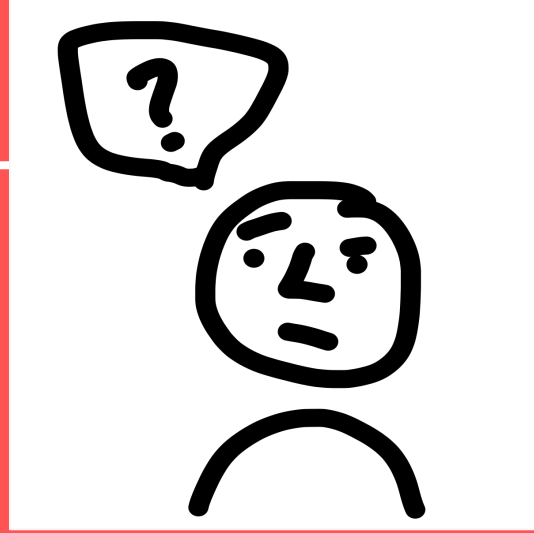
Classroom Materials

3

Classroom Practices

4

Closing



**What helps you
persist?**

What helps you persist?

Thought of the outcome that I wish to achieve

Encouragement and support to keep going

My solving challenges and achieving goals skills

Having a set goal and knowing that I will achieve that goal.

Culminating events like mock interviews, graduation ceremonies, obtaining credentials, etc.

Having something I want to do and having hope that it's achievable

A commitment to achieving my goals

Faith

Purpose

Positive Environment

The tenacity of my students when despite the challenge.

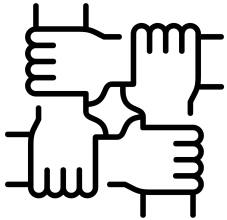
A commitment to lifelong learning and desire to be the best version of myself

A clear goal!

1

An Introduction to 6 Drivers of Persistence

<https://nelrc.org/persist/drivers.html>



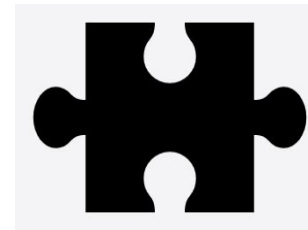
1. Sense of community



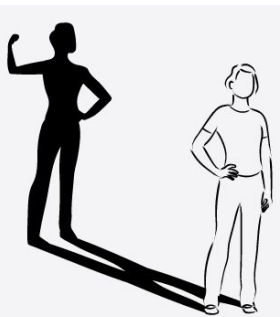
4. Competence



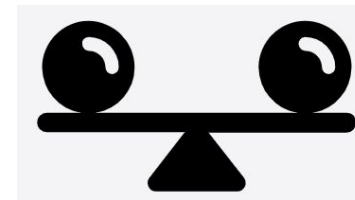
2. Clarity of purpose



5. Relevance



3. Agency



6. Stability

Classroom Materials -- *Take a field trip!*

Agency. Relevance. Competence.

Pandemic Haircut -- slides
<https://bit.ly/pandemichaircut>

Moving from Anguish
to Power -- slides
<https://bit.ly/anguishtopower>



Report back

Agency

Students able to take control of their lives in a challenging situation.

Action as antidote to despair!

Relevance

During Covid period we all experienced.

Comparison activity with an Alicia Keyes song and incorporates vocabulary. (use of the word "matter" in different contexts)

How acting on her tenant rights helped with her mental health. Positive outcome on many levels!

Competence

Students shared how they took control and triumphed.

Pandemic Haircut – Slide 14 – Students are experts in SO many things. Share a skill you have learned. Have students shine and share their expertise!

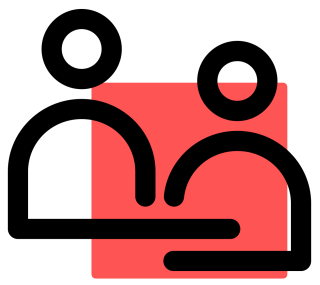
3

Classroom Practices

Agency. Community. Stability.

- Practices/rituals for getting to know each other
- Giving and getting feedback
- Engage students in naming problems and taking action together to resolve them





Getting to Know Each Other

Daily Rituals

Share a “rose and a thorn” -- something going well and something that is challenging.

Go around the circle and share something you did. The next person in the circle asks a question about it.

Share a photo or an object

Bring something special to class or share it on zoom. It could be a photo or an object or a poem. Say why it matters to you.



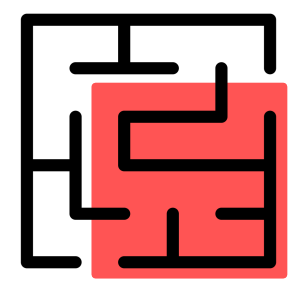
Giving and Getting Feedback -- a learned skill that we have to practice!

To each other...

- Ask questions about another student's writing.
- Offer editorial suggestions.
- Incorporate rubrics to evaluate oral presentations. Make them interactive, so students can participate.

To the teacher...

- Invite **regular** feedback about your lessons -- everyday? once a week?
- Give students a chance to practice being agents of their own learning by identifying what works for them and what doesn't.
- Incorporate feedback so students see you are taking them seriously.



Problem posing/Taking action

What gets in the way of coming to school?

Notes:

Covid concerns

Child care

Finances

Dropping kids off to daycare/school

Transportation

Work schedules

Experiencing homelessness/housing instability

Notes:

Substance abuse

Food insecurity

Domestic violence

Care for extended family members

Domestic Responsibilities - cook, clean

Ideas for Taking Action

See each other, show compassion, give support

Share information about how to access resources

Invite community leaders to speak to class re. relevant topic/problem

Create "Special Seminars" on a topic/problem

Visit mayor and/or city council

Share stories of people taking action at work.

It's No "Breeze" Students share how to qualify for the half-fare MARTA Card

Reading Class at Literacy Action, Atlanta, GA

Did you ever wonder, "How can I get one of those half-fare subway cards?" Our reading class at Literacy Action in Atlanta did some research and found out just what conditions and disabilities qualify for the half-fare MARTA (Metropolitan Atlanta Rapid Transit Authority) card.

First, if you are 65 or older, you qualify for the half-fare card. You have to present a valid photo identification along with a birth certificate or a Medicare red, white and blue card.

You can't just walk into the MARTA office with borrowed crutches and think you will walk out with the card.

Also, if you have a physical or mental disability, you may qualify for the half-fare card. You have to have medical proof of your disability, such as written documentation from your doctor. You can't just walk into the MARTA office at Five Points or the Lindbergh Station with borrowed crutches and think you will walk out with the card.

"I went to Grady Behavioral Center for mental illness on March 16, 2016," says Bianca Gaskins, a Literacy Action student who has already passed

one of her GED tests. "I was diagnosed with schizophrenia, and I am being treated for it." The doctor told her that she qualified for a half-fare MARTA



Make your Voice Count A Story of Student Leadership

Matias Rodriguez

BEFORE YOU READ: Find pre-reading activities on our website, as well as a version of this article adapted for intermediate readers.

We Noticed a Student Missing in Class

As I continue my second year in AmeriCorps and as a student leader in my ABE program, I have learned about the importance of "paying it forward" so that others in my program can have more opportunities to better their lives.

Here's a story of how students from the morning and evening Student Leadership Council at the El Rio Learning Center are paying it forward. Classes at night run from 5:30 pm until 8:30 pm. The majority of the students attend classes at night because of their busy work schedules. One evening, a student leader named Francine Raymond was in her math class working out equations and all that fun stuff, when she noticed a fellow student was not coming to class as often.

We Found Out What was Wrong

When her classmate returned a few weeks later, Francine asked if everything was okay. The student explained that she got in a bike accident on her way home

The student explained that she got in a bike accident on her way home from school.

(She has to ride her bike because the last bus leaves before her class is over.) She was hit by a car, and she got a head injury. She had to spend a few nights in the



"Of course," she replied.

At the next Student Leadership Council (SLC) meeting, everyone was devastated to hear what had happened to the student, and they felt empathy for her. The members shared different ideas about how to make it safe for students to travel from school to home. During this brainstorming, two other students came forward with other safety concerns. One of them stated that on that same bus route, the bus stop across from the El Rio Center had no shelter. While waiting for the bus, people have no protection from the sun or rain. (If you've never been in Tucson, you can only imagine the 100-plus degree heat in the summer and the torrential rains in the rainy season.) Another student came forward with her concern that there was no lighting at another stop. It made her feel unsafe when she waited for the bus.

The members shared different ideas about how to make it safe for students to travel.

Issue 43, pp. 30-31 & 40

4

Closing

What is a word or phrase that describes something you are taking with you from this workshop...





Thank **you!**

Questions? Comments?

cynthia_peters@worlded.org

<https://changeagent.nelrc.org/>



Resources.

NELRC's [research on persistence](#), including information about the [6 drivers](#) and a [self-assessment tool](#), which lists specific strategies you can try.

[The Change Agent](#) is an online magazine (in [PDF](#), [audio](#), and sometimes Google slides, written by and for adult learners. It focuses on relevant materials that support learners to see themselves as agents of change -- in their own lives and in families, communities, and workplaces.

Credits: Presentation Template: [SlidesMania](#); Images: [Unsplash](#)