

Kentucky Skills U Student Persistence/Retention Framework



KENTUCKY SKILLS U INSTRUCTIONAL FRAMEWORK SERIES INTRODUCTION

IMPETUS FOR FRAMEWORKS

The Kentucky Skills U Instructional Framework Series was designed to provide a common instructional foundation for all of Kentucky’s adult education providers. Local adult educators (who intuitively aligned instruction with college and career readiness standards, student assessment criteria, and program performance metrics) provided the impetus for this project. (In an effort to acknowledge those who inspired this work, contributions of individual Kentucky Adult Educators are signified with a pink highlight throughout the entire framework series.)

Building upon the work done by local providers, a state-level team designed the KY Skills U Instructional Framework Series to align all instruction statewide with the LINCS Professional Development Center State Leadership Self-Assessment Tool, the LINCS Adult Education Teacher Competencies, the Data Recognition Corporation TABE 11/12 Blueprints, and the GED® Testing Service High Impact Indicators (HIIs). The result is a four-framework series comprised of:

- **The Student Persistence/Retention Framework** – Research and strategies targeted to adult student retention and persistence, aligned with LINCS AE Teacher Competencies
- **The Mathematics Instructional Framework** – Instructional resources aligned with TABE 11/12 levels and GED® HIIs
- **The Reasoning Through Language Arts Instructional Framework** – Instructional resources aligned with TABE 11/12 levels and GED® HIIs
- **The Instructional Technology Framework** – Instructional resources, accompanied by detailed screenshot and video tutorials, aligned with LINCS AE Teacher Competencies

INTENDED USES OF FRAMEWORKS

The KY Skills U Instructional Framework Series **provides comprehensive, assessment-aligned instructional support to adult educators**. The frameworks serve as the basis for intensive, ongoing, job-embedded professional learning in the form of provider-based professional learning communities and targeted, framework-aligned, online professional learning elective courses. The four frameworks also:

- Arm instructional leaders with research-based instructional coaching resources
- Equip providers with relevant instructional technology and distance learning tools to support instruction
- Orient providers with best practice strategies for understanding, recruiting, and retaining adult students
- Prepare volunteer tutors with high-quality instructional resources to support learners

INFORMATION FOR NAVIGATING FRAMEWORKS SUCCESSFULLY

To ensure quick and easy access to resources featured in the frameworks, resources have been color coded, as shown below:

KY Skills U Lesson Bank Lesson (yellow highlight)

Network Resources Open College & Career (NROC) Playlist (light grey highlight)

Open Educational Resource (OER) (no highlight)

Kentucky Skills U Educator Model Lesson Segment (pink highlight)

Videos

***Must download for optimal quality**

Kentucky Skills U Student Persistence/Retention Framework

Adult education students often face barriers that, if left unaddressed, can impede their ability to persist and succeed. Helping students build persistence is possible – but it requires mindfulness and effort from all staff members, from the person who answers the phone to the person who provides instruction – and all contacts in between. The correlation of this framework’s resources to *LINCS Adult Education Teacher Competencies* helps connect the dots between student persistence and best instructional and program administration practices, thus ensuring that persistence efforts are seamlessly blended into the everyday operations, instruction and culture of local Skills U programs.

The following is an index of the resources (programmatic materials, instructional examples, and supporting research and readings) cited in the framework and their corresponding *LINCS Adult Education Teacher Competencies*.

PERSISTENCE/RETENTION RESOURCE (Alphabetical Order)	TEACHER COMPETENCY
11 Tips to Engage and Inspire Adult Learners E-Learning	2.4.3
A Framework for Understanding Poverty PPT Payne	2.1.1
A Relationship Bank Account that Pays Dividends Pugliese/Magen	3.1.1, 3.4.3
Active Learning Strategies Berkeley	2.3.4
Advanced ELA Group Work- Looking for Evidence LINCS	2.3.4
Analyzing and Interpreting Test Results: What's Appropriate and What's Not Appropriate Mass. Dept. of Ed	1.1.3, 1.3.3
AOKY	1.2.3
Barrier Busters KY Skills U Materials	1.1.1
Brain Stem Learning Wesson	2.1.1, 2.3.1, 2.4.3
Building Community-Speed Dating Activity Video	2.3.4
CareerOneStop	1.2.3
Career Pathway Plan KY Skills U Student Materials	1.1.2
CAT's: Effective Feedback Vanderbilt Edu	2.3.5
Classroom Instruction Videos and Sample Observation & Feedback Calibration Activities Mass. Dept. of Ed (RLA, Math, Science, Social Studies)	1.3.2, 1.3.4, 2.1.2
College and Career Readiness KY Skills U	1.2.3
Communicating in a Math Classroom, Hinds Video	2.3.1, 3.1.2
Contextualized Instruction: Real World Problems and Tasks Instructional Design Services	2.3.1, 2.3.4, 2.5.3
Coordinate Plan MATH, Collaborative Learning Video	2.5.3
Coordinates, MATH/Technology Video	2.4.3
Creating Conversation-Speed Dating Activity ESL Video	2.3.4, 3.4.1
Creating Learning Targets Pt 1 Video GaDOE	1.4.2, 1.4.3
Creating Learning Targets Pt 2 Video GaDOE	1.4.2, 1.4.3
Decimals MATH Video	2.5.1
Diversity and Inclusive Teaching Vanderbilt Edu	3.4.1, 3.4.3
Don't Let Cost Be Your Goal Buster: Ways to Pay for Higher Education	3.1.1
Dr. Marzano: Formative Assessment Video	1.3.1, 1.4.1
Ease Into PBL with 6 Easy Steps Lesson Planet News	2.4.3, 2.5.1, 2.5.3
Effective Adult Learning UofWA	1.2.2, 2.3.1, 2.3.4, 2.3.5
ELA Group Work-Claims and Evidence LINCS	2.3.4
Employability Standards Guide KY Skills U	1.3.4
Engaging Adults Learners with Technology St. Mary's University of Minn.	2.4.3

PERSISTENCE/RETENTION RESOURCE (Alphabetical Order)	TEACHER COMPETENCY
Establishing Purpose for You and Your Students Fisher and Frey	2.3.5, 3.1.1, 3.1.2
Flipping the Classroom Brame	2.1.1, 2.1.3, 3.4.1
Four Ways to Give Good Feedback Murphy	1.3.2, 2.3.5, 3.1.3
GED Testimonials for Motivation KY Skills U Materials	1.2.1
Getting and Keeping Your Groove: Building Resilience in Adults Robertson/Zarba, p. 53, Achievement	1.2.3
GRIT: The Power of Passion and Perseverance Duckworth, Video	1.2.2, 2.1.1, 2.3.1
Higher Order Question Stems (Printable)	2.5.1
How Adults Learn Video	2.3.1
How Do I Learn Best? KY Skills U Materials	1.1.1
How the Tough Get Going in Kentucky Bill Gates w/Video	2.1.1
How Thinking Works Video	2.1.3, 2.3.1
How Trauma Affects the Brain of the Adult Learner Schiffmann	1.1.1
Increasing Inclusivity in the Classroom Greer	3.4.1, 3.4.3
Intake-Orientation Recommendations KY Skills U Materials	1.1.1
Intake Orientation Student Planning Sheet KY Skills U Materials	1.1.2
Integrating Career Awareness into the ABE & ESOL Classroom Curriculum Guide and Modifiable Handouts	1.2.2, 1.2.3, 2.1.1
It's Not About the Nail Video	3.1.2
Learning Through Reflection Costa and Kallick	1.3.4
Lesson Bank Career Clusters Communicating Across Cultures	3.4.1
Lesson Bank Career Clusters Lesson 1: Professional Assessments	1.3.1
Lesson Bank Career Clusters Lesson 3: Organizational Communication	2.1.2
Lesson Bank Career Clusters Resolving Conflict	2.3.1
Lesson Bank Career Clusters Team Exercise	3.4.3
Lesson Bank Career Clusters Team Presentations	3.4.3
Lesson Bank Career Clusters Understanding Employers' Expectations	2.4.3
Lesson Bank Career Clusters, RLA Welding Terminology, Joint and Weld Types, Diagrams and Symbols	2.1.1
Lesson Bank Math Learning to Manage Money to Achieve Your Goals	2.3.4
Lesson Bank RLA Don't Let Cost Be Your Goal Buster: Ways to Pay for Higher Education	2.5.3
Lesson Bank RLA Digital Fluency and Final Test	2.4.3
Lesson Bank RLA Don't Let Cost Be Your Goal Buster: Ways to Pay for Higher Education	2.5.3
Lesson Bank RLA Educate, Respect, and Protect Yourself	2.4.3
Lesson Bank RLA GED Success Stories and Steps to Higher Education	3.1.1
Lesson Bank RLA Listening and Speaking Skills: The Wisdom of a Third Grade Dropout	2.5.1
Lesson Bank RLA Gifted: Finding Your Multiple Intelligences	3.1.3
Lesson Bank RLA Part 1 of Essay on a Goal Achiever	3.1.2
Lesson Bank RLA Part 2 of Essay on a Goal Achiever: Writing the First Draft	2.3.5
Lesson Bank RLA Netiquette	2.4.3
Lesson Bank RLA The Vocabulary of Saving and Investing Money	2.3.1
Lesson Bank RLA What Dream Picked You?	2.3.1
Lesson Bank RLA What is Your Why?	2.1.1
Make Your Classroom Safe for Trauma Impacted Adult Learners Schiffman	1.3.1
Managing Stress to Improve Learning , WorldEd	1.1.1, 2.1.2
Metacognition Chick	2.1.3, 2.5.1
Metacognitive Processes TEAL	2.1.3

Motivating Adult Learners Video	3.1.3
PERSISTENCE/RETENTION RESOURCE (Alphabetical Order)	TEACHER COMPETENCY
Motivating Adult Learners to Persist NAP.edu	3.1.3
Motivational Video for Success in Life and Study Video	3.1.1, 3.1.3
My Learning Plan KY Skills U Materials	1.2.1, 1.2.2
Orientation and Intake KY Skills U Materials	1.1.1
Orientation Student Survey KY Skills U Materials	1.1.2
Persistence: Helping Adult Education Students Reach Their Goals Comings, p.29-30	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.3, 1.3.4, 2.1.2
Problem Based Learning and Adult Education Video	2.4.3, 2.5.1, 2.5.3
Reflection on Practice and Growth Video for Instructors	1.1.4
Resiliency in Action , Quiz and Resources	1.2.3, 2.1.2
Resisting the Temptation to Be Too Helpful, Hinds Video	2.5.1
Respecting Diversity Diaz, Video	3.4.3
Respecting Diversity Diaz, Poem and Remarks 2016 GEDTS Conference Document to Accompany Video	3.4.3
Rethinking the Lesson Plan Martin	1.2.2
Scaffolding Adult Numeracy Lessons, Hinds Video	2.3.5
Self-Confidence: How to Strengthen the "I'm Possible" Skill Simpson	3.1.3
Seven Keys to Effective Feedback Wiggins	1.3.1, 1.3.2, 2.3.5, 3.1.3
Six Reasons Why Adult Learners Like Constructivist Instructors Edouard	1.4.3, 2.1.1
SMART Goal-Setting KY Skills U Materials	1.1.2, 1.2.2
Stress and ACEs Video	1.1.1
Stress Target Color Wheel Community Resilience Initiative	1.1.1
Student Assessments in Teaching and Learning Fisher	1.3.3, 1.4.1, 1.4.2
Suggestions for Talking with Students about Assessment Results Mass. Dept. of Ed	1.1.3, 1.4.2
Teaching Social Science Within the Context of Diversity One Global	3.4.1
The Change Agent Adult Ed Magazine	3.4.3
The Effects of Continuing Goal Setting on Persistence in a Math Classroom Meader	1.2.1
The Power of Cliques, Friendships, and Social Networks in Strengthening ABE Student Persistence and Retention Zacharakis, p. 545	1.2.3, 2.1.2
The Road to Resilience APAv	2.1.2
Think About Thinking: It's Metacognition Video	2.1.3, 2.3.1
Trauma-Informed Practices for Postsecondary Education: A Guide Davidson	1.1.1
Understanding Adverse Childhood Experiences (ACEs)	1.1.1
Understanding ACEs Scores Video	1.1.1
What Is Formative Assessment? TEAL	1.3.1, 1.4.1
WIN Resources	1.2.3

Kentucky Skills U Student Persistence/Retention Framework

AE Teacher Competency Domain 1: Monitors and manages student learning and performance through data.

Teacher Competency 1.1: Monitors and manages student learning and performance through data.

A B E

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
1.1.1. Collects and reviews information on learners' content knowledge; prior learning experiences; and learning needs from school transcripts, questionnaires, and learner interviews.	1.1.1. On the first day of class, the teacher of a multilevel ESL class identifies learners' needs and proficiency levels by asking learners to do quickwrites to describe themselves. The students can use pictures, words, sentences, and/or paragraphs. These quickwrites, coupled with short student surveys about their learning backgrounds, are placed in student portfolios and will be used in future student-teacher interviews.	Orientation and Intake KY Skills U Intake-Orientation Recommendations KY Skills U How Do I Learn Best? KY Skills U Barrier Busters KY Skills U Stress and ACEs Video Understanding ACEs Scores Video Stress Target Color Wheel Community Resilience Initiative	Persistence: Helping Adult Education Students Reach Their Goals Comings, p.29-30 Understanding Adverse Childhood Experiences (ACEs) How Trauma Affects the Brain of the Adult Learner Schiffmann Trauma-Informed Practices for Postsecondary Education: A Guide Davidson How Poverty Changes the Brain Mathewson Managing Stress to Improve Learning
1.1.2. Collects and updates information on learners' goals through interviews and/or questionnaires.	1.1.2. A teacher administers learner self-assessments at the beginning, middle, and end of the semester. The teacher also collects work samples and helps the learners organize the information into portfolios, which are reviewed during progress conferences and with learners who are feeling frustrated with their progress.	Orientation Student Survey KY Skills U Career Pathway Plan KY Skills U Student Goal-Setting Sheet KY Skills U SMART Goal-Setting (RLA)	Persistence: Helping Adult Education Students Reach Their Goals Comings, p.34-36
1.1.3. Reviews the results of program-created and required standardized assessments such as the TABE, CASAS, and other assessments.	1.1.3. A math instructor supplements the results of the program's math assessment by developing an assessment that incorporates math content from the GED and also from a local college placement exam. By reviewing results from both exams, the instructor is able to identify learners who would benefit from a college prep math course, show them why they would benefit from it, and guide decisions about its content.	GEDTS Educator Handbook	Analyzing and Interpreting Test Results: What's Appropriate and What's Not Appropriate Mass. Dept. of Ed Suggestions for Talking with Students about Assessment Results Mass. Dept. of Ed

AE Teacher Competency Domain 1: Monitors and manages student learning and performance through data.

Teacher Competency 1.2: Sets learning goals and a course of study.

A **B** **C** **E** **F**

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
1.2.1. Refers to assessments of students' learning needs and strengths, incoming content knowledge, and prior learning experiences to design courses of study and align learning goals.	1.2.1. A reading teacher finds that current learners had previously answered basic comprehension questions from books written for adult emerging readers. The teacher designs a series of activities that deepen learners' reading comprehension of slightly more challenging texts. The first activity asks learners to write letters to a character in the book, advising that character about how to solve a problem he or she is facing.	Reflection on Practice and Growth Video for Instructors My Learning Plan KY Skills U GED Testimonials for Motivation KY Skills U	Persistence: Helping Adult Education Students Reach Their Goals Comings, p.34-36 The Effects of Continuing Goal Setting on Persistence in a Math Classroom Meader
1.2.2. Designs courses of study that link course content to learners' interests and goals and expose learners to new ideas and experiences that may help them to refine or change their goals over time.	1.2.2. The teacher of a low-level ESL class supplies a diagram of possible student pathways upon completion of this class. Learners are asked to identify where they are in the diagram and where they would like to go. They then make similar diagrams of the school systems in their native countries and share the diagrams with the class.	My Learning Plan KY Skills U GRIT: The Power of Passion and Perseverance Duckworth, Video Integrating Career Awareness Curriculum Guide and Modifiable Handouts	Rethinking the Lesson Plan Martin Persistence: Helping Adult Education Students Reach Their Goals Comings, p.41-43 Effective Adult Learning UofWA GRIT: The Power of Passion and Perseverance Duckworth
1.2.3. Supports students' continued learning and college and career goals by providing access to advisors and counselors or planning tools.	1.2.3. The teacher of an intermediate ESL class invites a college and career counselor to visit the class. Before the visit, the teacher presents a lesson on types of questions this counselor might be able to answer. Each learner identifies three questions to ask. The teacher collects the questions and supplies the 10 most common questions ahead of time to the counselor. At the end of the presentation, the counselor sets up one-on-one appointments so learners can ask personal questions.	SMART Goal-Setting KY Skills U College and Career Readiness KY Skills U WIN Resources (KESC, KCRC) CareerOneStop Connecting Industry Professionals to Every Classroom NEPRIS Career Exploration Videos KET/PBS Learning Media Integrating Career Awareness Curriculum Guide and Modifiable Handouts	Persistence: Helping Adult Education Students Reach Their Goals Comings, p.34-36 The Power of Cliques, Friendships, and Social Networks in Strengthening ABE Student Persistence and Retention Zacharakis, p. 545 Getting and Keeping Your Groove: Building Resilience in Adults Robertson/Zarba, p. 53, Achievement Resiliency in Action

AE Teacher Competency Domain 1: Monitors and manages student learning and performance through data.

Teacher Competency 1.3: Monitors learning through summative and formative assessment.

D **C**

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
1.3.1. Uses a variety of formative assessment tools such as classroom observations, lesson closure discussions, portfolios, quizzes, and student error logs to monitor learning and adjust instruction.	1.3.1. At the end of each day's lesson, an instructor asks learners to write individual responses to one or two brief prompts relating to that day's key lesson objectives. The instructor combines this snapshot of student understanding with other formative assessments in planning for the next lesson.	Dr. Marzano: Formative Assessment Video Lesson 1: Professional Assessments	What Is Formative Assessment? TEAL Seven Keys to Effective Feedback Wiggins, "Ongoing" Make Your Classroom Safe for Trauma Impacted Adult Learners Schiffman
1.3.2. Provides regular, detailed feedback to learners on the progress of their learning.	1.3.2. After 3 weeks of instruction, an instructor holds a conference with each learner, which provides learners with an early opportunity to discuss areas of strength and concern.	Classroom Instruction Videos and Sample Observation & Feedback Calibration Activities Mass. Dept. of Ed (RLA, Math, Science, Social Studies) RLA (Inferring) Eliciting Student Feedback Video @37m	Seven Keys to Effective Feedback Wiggins Four Ways to Give Good Feedback Murphy
1.3.3. Uses required summative assessments to measure student progress toward learning goals over a specific instructional period and to make decisions about placement and goal-setting in a subsequent instructional period.	1.3.3. A team of ESL instructors reviews the results and diagnostic information from the program's standardized language skills assessment at the end of a cycle and uses a shared rubric to decide which students will advance to the next level. In addition to appropriately placing learners, the collaboration strengthens teachers' abilities to evaluate student writing.	FY 2019 Kentucky Skills U Implementation Guidelines	Analyzing and Interpreting Test Results: What's Appropriate and What's Not Appropriate Mass. Dept. of Ed Student Assessments in Teaching and Learning Fisher Persistence: Helping Adult Education Students Reach Their Goals Comings, pp.34-36
1.3.4. Assists learners in reflecting on their own performance.	1.3.4. At the beginning of a semester, a teacher administers a learning goal assessment. At the end of a unit, a teacher-developed formative assessment is administered. The teacher shares the results with learners and works with them to tie the results to their learning goals, not just global skill improvements.	Classroom Instruction Videos and Sample Observation & Feedback Calibration Activities Mass. Dept. of Ed (RLA, Math, Science, Social Studies) Employability Standards Guide KY Skills U Obstacles to Learning Self-Assessment Burgunder	Learning Through Reflection Costa and Kallick Learning through reflection: the critical role of reflection in work-based learning (WBL) (Teaching Reflective Skills), Helyer

AE Teacher Competency Domain 1: Monitors and manages student learning and performance through data.

Teacher Competency 1.4: Adapts instruction based on formative and summative student assessment data.

D C

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
1.4.1. Uses formative assessment data to plan a range of supplemental activities for use with learners who struggle to achieve the lesson objectives or who would benefit from an extra challenge.	1.4.1. An intermediate-level ESL teacher collects two writing samples— a personal story and a summary of a short newspaper article—from students in the first 3 weeks of class. The teacher analyzes the samples for learner strengths and weaknesses in idea development, grammar and usage, and vocabulary use. The teacher then plans a series of learning stations so that students can work independently, in small groups, or with the teacher to practice specific language skills.	Dr. Marzano: Formative Assessment Video	What Is Formative Assessment? TEAL Student Assessments in Teaching and Learning Fisher
1.4.2. Uses diagnostic information from required summative assessments to adapt instruction to reach learners who have difficulty with a particular approach and to deepen learner understanding more generally.	1.4.2. In an RLA class, the teacher, after reviewing a midterm standardized assessment, notes that two students are having similar difficulties in independently evaluating information about reading passages. The teacher finds a reading passage or text of interest to both of them and asks them to work together to analyze the reading passage and put it into a classification chart.	Creating Learning Targets Pt 1 Video GaDOE Creating Learning Targets Pt 2 Video GaDOE	Suggestions for Talking with Students about Assessment Results Mass. Dept. of Ed Student Assessments in Teaching and Learning Fisher
1.4.3. Uses student performance data to make judgments about when and how to diverge from a lesson plan in response to learning needs as they emerge.	1.4.3. An instructor is conducting a lesson on persuasive writing. Students are reading a text that includes data, presented in a graph, which appear to support the writer’s point of view. The instructor observes that the students are unable to discern how the scale of the graph affects the appearance of the data. The instructor decides to interrupt the lesson and asks students to use different scales to graph the same data. Through this impromptu work, students gain the ability to manipulate the appearance of a graph and to identify this manipulation in graphs created by others.	Creating Learning Targets Pt 1 Video GaDOE Creating Learning Targets Pt 2 Video GaDOE	Six Reasons Why Adult Learners Like Constructivist Instructors Edouard

Kentucky Skills U Student Persistence/Retention Framework

AE Teacher Competency Domain 2: Plans and delivers high-quality, evidence-based instruction.

Teacher Competency 2.1: Designs learner-centered instruction and classroom environments.

C D F E

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
2.1.1. Presents content that connects to learners' goals and interests and is applicable to their lives.	2.1.1. Based on a needs assessment, an advanced ESL teacher finds that several learners in class want to work in health fields and a few other students were health workers in their home countries. The teacher integrates units on health themes with language learning activities. Learners practice oral communication skills by giving 5-minute presentations on health topics of their choice.	GRIT: The Power of Passion and Perseverance Duckworth, Video What is Your Why? RLA Andragogy: Adult Learning Theory TEAL A Framework for Understanding Poverty PPT Payne Drive: The Surprising Truth About What Motivates Us Video Welding Terminology, Joint and Weld Types, Diagrams & Symbols Integrating Career Awareness Curriculum Guide, Handouts	Flipping the Classroom Brame Brain STEM Learning Wesson Six Reasons Why Adult Learners Like Constructivist Instructors Edouard How the Tough Get Going in Kentucky Bill Gates w/Video GRIT: The Power of Passion and Perseverance Duckworth
2.1.2. Establishes a community of practice among learners to encourage peer-to-peer learning and a rapport with other students so that they feel encouraged to voice ideas and opinions without fear of negative consequences.	2.1.2. A literacy-level teacher works with learners to generate and agree on a set of norms for engaging in respectful classroom discussions. The instructor asks students to do a shared writing activity to print the norms on a poster board. The poster is displayed prominently in the classroom, which allows the teacher and learners to refer to the norms when needed.	Classroom Instruction Videos and Sample Observation & Feedback Calibration Activities Mass. Dept. of Ed (RLA, Math, Science, Social Studies) RLA (Inferring) Eliciting Student Feedback @37m Lesson 3: Organizational Communication Coordinate Plane MATH, Collaborative Learning (39m-55m)	Persistence: Helping AE Students Reach Their Goals Comings, p.34-36 The Power of Cliques, Friendships, and Social Networks in Strengthening ABE Student Persistence and Retention Zacharakis, p545 The Road to Resilience APA Resiliency in Action Managing Stress to Improve Learning
2.1.3. Encourages learner self-regulation and meta-cognition through a variety of skill-building activities to improve learning and overcome difficulties.	2.1.3. A beginning ESL instructor teaches students the kind of language needed to analyze and share feedback and express emotions about their own learning experience, recording their responses. Midway through the semester, these recordings are shown, and instructor invites the class to share ideas in response to the prompt: "Before we __, but now we ____."	How Thinking Works Video Think About Thinking: It's Metacognition Video	Metacognitive Processes TEAL Metacognition Chick Flipping the Classroom Brame

AE Teacher Competency Domain 2: Plans and delivers high-quality, evidence-based instruction.

Teacher Competency 2.3: Uses instructional techniques that are effective with adult learners.

C D F E

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
2.3.1. Engages students actively in their own learning through relevant, thought-provoking questions; problems; and tasks that stimulate interest.	2.3.1. An ABE mathematics teacher gives learners tracing paper that they use to compare the angles formed when a transversal crosses a pair of parallel angles. After making comparisons, the learners share their observations and develop a general rule that will be true for all angles formed in these instances.	How Adults Learn Video Think About Thinking: It's Metacognition Video How Thinking Works Video Communicating in a Math Classroom, Hinds Video The Six Learning Principles of Adult Learning Video The Vocabulary of Saving and Investing Money RLA What Dream Picked You? RLA Resolving Conflict	Effective Adult Learning UofWA Contextualized Instruction: Real World Problems and Tasks Instructional Design Services Brain STEM Learning Wesson PP GRIT: The Power of Passion and Perseverance Duckworth
2.3.4. Provides various opportunities for classroom interaction, where learners are grouped with others with a range of same-to-different needs, interests, and abilities, as well as opportunities for individual work, when appropriate.	2.3.4. Learners in a multilevel ESL classroom are first grouped in like ability teams, where they engage in level-appropriate activities to build vocabulary necessary in job interviews. Then, groups are changed to include individuals from different levels; they make lists of good interview behaviors and briefly practice them to ensure lower-level students understand.	Creating Conversation-Speed Dating Activity ESL Video Building Community-Speed Dating Activity Video Advanced ELA Group Work- Looking for Evidence LINCS ELA Group Work-Claims and Evidence LINCS Learning to Manage Money to Achieve Your Goals MATH	Effective Adult Learning UofWA Contextualized Instruction: Real World Problems and Tasks Instructional Design Services Active Learning Strategies Berkeley
2.3.5. Uses explicit instruction in instructional design to set a purpose for learning that is clear to the learner, breaks down content into smaller parts that follow a logical sequence, includes modeling, and provides immediate feedback to learners.	2.3.5. A writing teacher introduces peer review techniques by showing a short video of two learners engaged in a peer review session. The students and the teacher discuss the session. The teacher then introduces language expressions and strategies used in peer review, and the learners practice in role-playing situations. The teacher observes the role-play, makes note of common challenges, and addresses those challenges in a subsequent lesson.	Scaffolding Adult Numeracy Lessons, Hinds Video Part 2 of Essay on a Goal Achiever: Writing the First Draft	Effective Adult Learning UofWA Establishing Purpose... Fisher and Frey Seven Keys to Effective Feedback Wiggins Four Ways to Give Good Feedback Murphy CATs: Effective Feedback Vanderbilt Edu

AE Teacher Competency Domain 2: Plans and delivers high-quality, evidence-based instruction.

Teacher Competency 2.4: Designs instruction to build learners' technology and digital media literacy skills.

C

F

E

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
2.4.3. Provides tasks and projects within course content that require technology for research, presentation, data management, and other skills.	2.4.3. In an advanced writing course, the teacher provides the topic of “Good and Bad Dieting,” with specific instruction on how to research information using search engines on the Internet. Learners are asked to use the information they find to complete mind maps and then organize the information into three main categories, which will be used in a later lesson on essay writing.	<p>Engaging Adults Learners with Technology St. Mary’s University of Minn.</p> <p>11 Tips to Engage and Inspire Adult Learners E-Learning</p> <p>Problem Based Learning and Adult Education Video</p> <p>Coordinates, MATH/Technology Video</p> <p>Northstar Digital Literacy</p> <p>Google: Applied Digital Skills</p> <p>Google: Applied Digital Skills Curriculum Highlights</p> <p>Educate, Respect, and Protect Yourself RLA</p> <p>Netiquette RLA</p> <p>Digital Fluency and Final Test RLA</p> <p>Understanding Employers' Expectations</p>	<p>Problem Based Learning (PBL) and Adult Education Ramroot</p> <p>Ease Into PBL with 6 Easy Steps Lesson Planet News</p> <p>Brain STEM Learning Wesson PP</p>

AE Teacher Competency Domain 2: Plans and delivers high-quality, evidence-based instruction.

Teacher Competency 2.5: Designs instruction to build learners' higher-order thinking, communication, and problem-solving skills.

C **D** **F** **E**

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
2.5.1. Provides activities that require suspending judgment, coming to consensus, discussing alternatives, prioritizing, negotiating, problem-solving, evaluating, and other skills.	2.5.1. After high-level ABE learners independently read the beginning of an article rating the best places to live in the United States, the teacher leads a discussion about what learners believe are the characteristics of a good city (e.g., safety, entertainment, size, commerce, and other criteria). Then, in groups, learners are asked to decide by consensus which characteristics they deem most important and to rank them. Finally, learners are asked to read the rest of the article and report if they agree with the author's conclusions, based on their groups' priorities.	Problem Based Learning and Adult Education Video Resisting the Temptation to Be Too Helpful, Hinds Video Decimals MATH Video w/P Components Higher Order Question Stems (Printable) Using Wait Time and Think Time in the Classroom ERIC Digests Listening and Speaking Skills: The Wisdom of a Third Grade Dropout RLA	Problem Based Learning (PBL) and Adult Education Ramroot Ease Into PBL with 6 Easy Steps Lesson Planet News Metacognition Chick
2.5.3. Provides learners opportunities to apply their knowledge, skills, and new learning to identify obstacles and solutions to real-life and classroom projects through independent and collaborative problem-solving activities.	2.5.3. A math teacher presents learners interested in manufacturing with a design problem within a unit on measurement. The learners are given a certain number of wall sections of a certain height and width so that they can create a variety of rectangular, prism-shaped toolshed designs. Learners sketch the possibilities and determine the measurements that will maximize the floor area and capacity of the shed. After the students submit their designs, the class members move to the program's computer lab, where they search common shed fabrication designs and are given the opportunity to revise their original designs.	Problem Based Learning and Adult Education Video Coordinate Plane MATH, Collaborative Learning Video (39m-55m) Don't Let Cost Be Your Goal Buster: Ways to Pay for Higher Education RLA	Problem Based Learning (PBL) and Adult Education Ramroot Ease Into PBL with 6 Easy Steps Lesson Planet News Contextualized Instruction: Real World Problems and Tasks Instructional Design Services

Kentucky Skills U Student Persistence/Retention Framework

AE Teacher Competency Domain 3: Effectively communicates to motivate and engage learners.

Teacher Competency 3.1: Communicates high expectations of learners and motivates them to persist and meet their goals.

C D F E

Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
3.1.1. Communicates learning goals and explains to learners in clear language how day-to-day instruction, assignments, and projects support them in achieving those goals.	3.1.1. An advanced ESL teacher begins each class with a review of the day's agenda, including the learning objectives for the day's lesson. At the end of each lesson, the teacher reviews what the intended objectives for the lesson were and what was actually accomplished. The teacher also indicates what will be covered in the next class	Motivational Video for Success in Life and Study Video GED Success Stories and Steps to Higher Education RLA	Establishing Purpose for You and Your Students Fisher and Frey A Relationship Bank Account that Pays Dividends Pugliese/Magen
3.1.2. Encourages learners to ask questions and seek out help when they are experiencing difficulty.	3.1.2. A teacher demonstrates, through daily interactions, that trying out ideas, being uncertain, and struggling are a normal part of the learning process. The teacher regularly gives praise for effort and resilience and emphasizes how much can be learned from both errors and correct responses.	Communicating in a Math Classroom, Hinds Video It's Not About the Nail Video Part 1 of Essay on a Goal Achiever RLA	Establishing Purpose for You and Your Students Fisher and Frey
3.1.3. Builds learner confidence by providing feedback on progress in relationship to learning goals and encouragement and clear feedback about the steps needed to continue moving toward goal attainment.	3.1.3. A literacy-level teacher schedules one-on-one meetings with students to discuss progress in relationship to their learning goals (while other students are engaged in small group collaborative work). A learner who had come to the program with the goal of obtaining a GED expresses frustration with his perceived level of progress. The teacher acknowledges that a GED is a long-term goal and describes the short-term and midterm goals that were established earlier on toward that goal. The teacher then reviews the current progress the learner is making in relationship to immediate goals for the semester.	Motivating Adult Learners Video Motivational Video for Success in Life and Study Video Self-Confidence: How to Strengthen the "I'm Possible" Skill Simpson Gifted: Finding Your Multiple Intelligences RLA	Seven Keys to Effective Feedback Wiggins Four Ways to Give Good Feedback Murphy Motivating Adult Learners to Persist NAP.edu

Kentucky Skills U Student Persistence/Retention Framework

AE Teacher Competency Domain 3: Effectively communicates to motivate and engage learners.

Teacher Competency 3.4: Models an understanding of diversity.

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Performance Indicator	LINCS –Based Sample Illustrations	Programmatic Materials and Instructional Examples	Supporting Research and Readings
3.4.1. Uses diversity of learners’ home languages, cultures, and prior language/literacy experiences as a resource for learning and building a classroom.	3.4.1. A literacy-level teacher invites learners to create a class calendar of different holidays and festivals celebrated by learners in the class. The teacher uses the calendar to reinforce the spelling of days of the week and months of the year. In addition, the class votes for those holidays they will celebrate in class. The teacher invites learners to share cultural practices they’d like others to know about. For example, learners of Muslim faith may fast during Ramadan and may refuse food at break time.	Teaching Social Science Within the Context of Diversity One Global Creating Conversation-Speed Dating Activity ESL Video Communicating Across Cultures	Increasing Inclusivity in the Classroom Greer Diversity and Inclusive Teaching Vanderbilt Edu Flipping the Classroom Brame
3.4.3. Uses language and chooses classroom material that respect learners’ identities as individuals.	3.4.3. A teacher reviews mathematics texts, looking for problems that can be used in class. The teacher discovers a few problems that are mathematically rich but that contain gender and other cultural stereotypes. The teacher recognizes that the problems, as written, would offend some learners, would create a classroom atmosphere that undermined trust, and would distract from the content of the lesson. The teacher rewrites the problems to remove those references	Respecting Diversity Diaz, Video Respecting Diversity Diaz, Poem and Remarks 2016 GEDTS Conference Document to Accompany Video Team Exercise Team Presentations	Increasing Inclusivity in the Classroom Greer Diversity and Inclusive Teaching Vanderbilt Edu A Relationship Bank Account that Pays Dividends Pugliese/Magen The Change Agent Adult Ed Magazine

Learner Persistence Program Self-Evaluation

Inspired by the New England Learner Persistence Project



Learner Persistence Program Self-Evaluation

A. Student Intake and Orientation

Program self-evaluation scale:

1-Requires Attention 2-Needs Improvement 3-Seeks Refinement 4-Meets Expectations

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
1) Provide a professional space for intake and orientation that is not intimidating for potential students, but inviting and comfortable.		
2) Assure there is clear, current, and informative signage.		
3) Create an immediate positive rapport by having a caring and respectful person on staff to greet and welcome people who enter the premises.		
4) Train intake staff regarding student ACEs (Adverse Childhood Experiences), trauma, and stress in order to help ensure those impacted by these conditions are treated appropriately and feel comfortable while seeking information and enrolling.		
5) Assist students in making informed decisions by providing precise and accessible information.		
6) Clarify expectations for students, instructors, and the program regarding mutual commitment and participation in classroom activities.		
7) Train staff on effective ways to discuss assessment scores with students.		
8) Assess students' skill levels and screen them for learning disabilities or other special needs, and make the appropriate referrals.		
9) Provide potential students with enough information for them to make a serious commitment to enroll based on a realistic assessment of skill levels, as well as the time and effort required to achieve their goals.		

Program self-evaluation scale:*Student Intake and Orientation, cont.***1-Requires Attention 2-Needs Improvement 3-Seeks Refinement 4-Meets Expectations**

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
10) Help students to manage the positive and negative forces that will support or hinder their participation by identifying their internal and external support systems, counseling them in addressing critical barriers to participation before placement in instructional services, and referring them to agencies/services for assistance with non-academic needs.		
11) Guide students in developing their long- and short-term goals and constructing a learning plan that addresses instructional and support services that move them toward their goals.		
12) Engage students in considering opportunities and reasons for pursuing postsecondary education/training.		
13) Inform students about the requirements and benefits of participating in the sector-based AOKY or other IET programs.		
14) Involve current students in orienting new learners to the program, answering their questions and providing peer guidance.		
Other Best Practices:		

Learner Persistence Program Self-Evaluation

B. Program Design and Management

Program self-evaluation scale:

1-Requires Attention 2-Needs Improvement 3-Seeks Refinement 4-Meets Expectations

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
1) Create a comfortable and safe learning environment that is inclusive to all students, where students and staff feel respected for their differences and are allowed to take risks without prejudice.		
2) Promote an awareness of ACEs (Adverse Childhood Experiences) and develop resilience strategies and approaches that lessen the impact of stress and trauma during the students' educational experience.		
3) Provide opportunities for instructors to build and implement persistence strategies, including meeting regularly to share successes and concerns, and include instructors in overall program improvement planning.		
4) Use student feedback and input to make improvements in instruction, counseling, and program structures and processes.		
5) Review program data to analyze patterns of persistence and to drive program improvement.		
6) Institute managed enrollment, when possible, to reduce student turbulence and promote classroom stability and continuity, and create a sense of community and mutual support amongst students.		
7) Offer learning options to address diverse student needs, such as distance learning, computerized instruction, drop-in instruction or activities, conversation or book clubs, peer learning groups, sector-based instruction, and enrichment classes.		
8) Create learning communities where students participate together in program activities (study groups, goal-related workshops, classes).		

Program self-evaluation scale:*Program Design and Management, cont.***1-Requires Attention 2-Needs Improvement 3-Seeks Refinement 4-Meets Expectations**

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
9) Provide opportunities for students to begin integrating learning goals immediately even if waiting for classes to begin by placing students in a monitored learning lab.		
10) Develop organized curriculum that addresses the needs and goals of adult students, is consistent with adult learning principles, and incorporates differentiated and contextualized sector-based instruction when appropriate.		
11) Create and coordinate partnerships with external agencies and service providers to align policies and procedures in ways that will help learners persist along cross-program learning pathways.		
12) Monitor the integration of basic skills instruction with work readiness, job training, and/or college courses.		
13) Develop an attendance policy that is clear and fair, and that emphasizes the importance of individual attendance on learning and on the program.		
Other Best Practices:		

Learner Persistence Program Self-Evaluation

C. Instruction

Program self-evaluation scale:

1-Requires Attention 2-Needs Improvement 3-Seeks Refinement 4-Meets Expectations

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
1) Build community with a sense of belonging and inclusiveness among students in the classroom by creating a buddy system or accountability partnerships.		
2) Incorporate resilience strategies and approaches that lessen the impact of stress and trauma during the students' educational experience.		
3) Know and build explicitly on the skills, knowledge, and experiences that students bring with them to reach their goals established in their learning plans.		
4) Use real-world instructional activities that are relevant and meaningful to adult students, and prepare them to apply their new skills outside the classroom, especially in regard to college and career readiness.		
5) Implement activities that incorporate collaborative and active learning, problem based learning (PBL), and projects that advance learning objectives with clear benchmarks for measuring progress and successful completion.		
6) Utilize differentiated instruction for individuals that addresses multiple skill levels, intelligences, learning preferences, and abilities.		
7) Engage students in an ongoing dialogue about their learning progress.		
8) Involve students in decision making about their learning, including lesson content and organization, and about other matters that affect their learning.		

Program self-evaluation scale:*Instruction, cont.***1-Requires Attention 2-Needs Improvement 3-Seeks Refinement 4-Meets Expectations**

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
9) Promote the development of self-efficacy through such activities as providing mastery experiences using positive and honest feedback and conclude with self-reflection, and by inviting graduates and peers to share their success stories.		
10) Contextualize group and individualized instruction into lessons that promote workplace learning and help develop skill and confidence for working and learning in groups.		
11) Encourage metacognition by teaching study skills while recognizing learning strategies students already have.		
12) Manage the integration of new students without compromising the learning experience of the others.		
13) Integrate technology into instruction using real-world applications and websites as much as possible.		
Other Best Practices:		

Learner Persistence Program Self-Evaluation

D. Measuring Student Progress

Program self-evaluation scale:

1-Requires Attention **2-Needs Improvement** **3-Seeks Refinement** **4-Meets Expectations**

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
1) Utilize effective formative and summative assessments throughout the assigned class period.		
2) Develop a non-threatening approach for initial student assessment and placement, progress evaluation, and the sharing of information and results with students.		
3) Provide ongoing positive feedback on student learning and progress.		
4) Provide students the opportunity to reflect and self-assess their progress.		
5) Help students learn to identify signs of progress and to develop strategies to replicate success and monitor their learning.		
6) Guide students in setting achievable short-term goals and benchmarks toward long-term goals in order to see progress and build self-efficacy.		
7) Revisit goals with students, individually and in groups, and encourage the establishment of new goals and possibilities.		
8) Recognize student achievements, both academic and non-academic, and celebrate students who accomplish their goals.		
9) Facilitate student-developed goals for the class that are monitored and acknowledged throughout the course.		
Other Best Practices:		

Learner Persistence Program Self-Evaluation

E. Counseling and Support

Program self-evaluation scale:

1-Requires Attention 2-Needs Improvement 3-Seeks Refinement 4-Meets Expectations

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
1) Create an environment where students can speak openly and safely about personal issues and concerns.		
2) Utilize effective resilience-building strategies in the classroom that ease or eliminate the effects of stress and trauma.		
3) Have a process for identifying student needs for support services, deciding which needs the program is equipped to address and which ones should be referred to agency partners. Those needs could include learning difficulties, vision and hearing screening, trauma, addiction, and other mental health issues.		
4) Document counseling activities and referrals, and follow up on each case.		
5) Maintain an internal support network made up of staff, volunteers, and/or peer mentors who make personal connections with specific students on a regular basis.		
6) Have discussions with students about persistence, learning, and aspirations by exploring long and short-term goals and maintaining a learning plan that addresses instructional and support services that move them toward their goals.		
7) Establish learning plans for students who plan to (or must) stop out, and help them to find ways to reengage in learning until they reach their goals, which should include distance learning.		

Program self-evaluation scale:

1-Requires Attention **2**-Needs Improvement **3**-Seeks Refinement **4**-Meets Expectations

Counseling and Support, cont.

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
8) Have a system that connects to students who stop out or have problems attending on a regular basis that also includes admission policies that allow the student an easy and timely reentry to classroom instruction.		
9) Schedule workshops, special sessions, and support and study groups on topics of concern to students, such as health and nutrition, immigration policy, current events, financial literacy, college prep, violence and trauma, and stress management.		
10) Include students' families and friends in program activities.		
11) Advocate, when possible, for student transportation to and from the program by helping students connect with local resources that can assist with transportation costs or arrangements.		
12) Help students develop career aspirations and make informed choices about careers and further education and training.		
13) Connect with local business and industry to develop a pipeline and source for employment information, requirements, and expectations.		
Other Best Practices:		

Learner Persistence Program Self-Evaluation

F. Student Engagement

Program self-evaluation scale:

1-Requires Attention 2-Needs Improvement 3-Seeks Refinement 4-Meets Expectations

Best Practices for Learner Persistence	Score	Evidence, questions, or comments
1) Engage students in taking ownership in the development and maintenance of their learning plans, including post-secondary training and career opportunities.		
2) Provide students with the opportunity to be involved with leadership in areas such as program events, new student orientations, program and curriculum development and evaluations, as well as building connections to community partnerships.		
3) Hire former students as tutors, support staff, and even teachers.		
4) Involve students in internships with local businesses to enhance their opportunities for employment and career exploration and development.		
5) Engage students to arrive at solutions to common student barriers, such as the lack of adequate transportation, access to daycare, funding for education, and gaining financial literacy.		
6) Provide students a safe place to connect with others who suffer from stress and trauma or other results from ACEs.		
Other Best Practices:		

Possible Program Action Items:

(Write the item numbers in each category to help your program identify areas needing attention, improvement, or refinement)

A. Student Intake and Orientation	NOTES:
B. Program Design and Management	
C. Instruction	
D. Measuring Student Progress	
E. Counseling and Support	
F. Student Engagement	