

Foundations of Adult Education Tutoring

Core Module 1

Overview of Minnesota Adult Education and Program Accountability



Foundations of Adult Education Tutoring

Training Module 1 Overview of Minnesota Adult Education and Program Accountability

Training Module 2: Understanding Adult Learners

Training Module 3: Instructional Best Practices: Working with Students

Training Module 4: Instructional Best Practices: Working with Materials

Overview of Training

- Overview of Adult Education in Minnesota
- Adult Education Content Standards
- Program Accountability
- Motivations, Barriers and Persistence

Warm Up Activity:

- What questions do you have about the **structure and funding** of adult education in Minnesota?
- What questions do you have about required **testing** of learners?
- What helps adult students **persist** when they face barriers?





Overview of Adult Education in Minnesota

Adult Education Structure in MN

US Department of Education

Minnesota Department of Education

Adult Basic Education

School-Based
Programs

Community-Based
Programs (CBOs)

Types of Classes

ELL (English Language Learners)

Advanced

Intermediate

Beginning

Beginning Literacy (Pre-Beginning)

AE (Adult Education)

Transitions / Bridge

High School Equivalency (GED)

Intermediate AE/Pre-GED

Beginning AE

Learner Eligibility in Minnesota Adult Education

- Age 17 or older and not enrolled in or required to be enrolled in any school in the K-12 system
- **And**, must meet one or both of the following criteria:
 - Lack a secondary (high school) credential
- And / or**
- Function below the 12th grade level in any of the basic academic areas, including reading, math, and the ability to read, write, speak and understand English



Learners in Minnesota Adult Education

Number of learners served:



Learners in Minnesota Adult Education: Statistics



Number of learners served:
61,822

English Language Learners:
47%

Unemployed: 24%

No Prior Schooling: 9%

In Corrections: 16%



MN Adult Education Content Standards

MN Adult Education Content Standards

Instruction should be...

- rigorously academic
- geared towards future employment

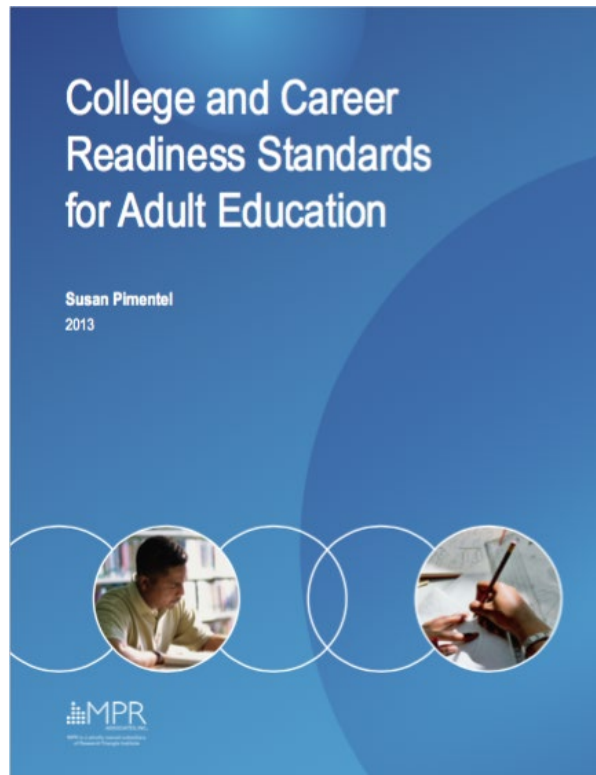
1. CCRS (College & Career Readiness Standards)
2. Northstar Digital Literacy
3. TIF (Transitions Integration Framework)

College and Career Readiness (CCRS)

Standards for Adult Education
adapted from K-12 standards:

- Reading
- Writing
- Language
- Speaking and Listening
- Math

[CCRS standards sample text](#)



CCR Anchor R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

CCR Anchor R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

Reading

CCR Anchor R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

CCR Anchor R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

CCR Anchor R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

CCR Anchor R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

CCR Anchor R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

CCR Anchor R6: Assess how point of view or purpose shapes the content and style of a text.*

CCR Anchor R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCR Anchor R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*

CCR Anchor R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

CCR Anchor R10: Read and comprehend complex literary and informational texts independently and proficiently.

Northstar Digital Literacy

Standards for Essential Computer Skills

- Basic Computer Skills
- Internet Basics
- Windows
- Mac OS
- Microsoft Word, Excel, PowerPoint
- Social Media
- Information Literacy
- Career Search Skills



[Northstar Digital Literacy standards sample](#)

Northstar Digital Literacy standards

1. Distinguish between different types of devices (tablets, desktop and laptop computers).
2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).
3. Log on to and shut down a computer.
4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).
5. Identify types of mice: mouse and touchpad.

Basic Computer Skills

1. Distinguish between different types of devices (tablets, desktop and laptop computers).
2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).
3. Log on to and shut down a computer.
4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).
5. Identify types of mice: mouse and touchpad.
6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)).
7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).
8. Drag and drop.
9. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).
10. Access and control audio output features (volume, mute, speakers and headphones).
11. Identify icons on desktop.
12. Demonstrate ability to trash and retrieve items using the trash or recycle bin.
13. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity, and changing screen resolution on a monitor).
14. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers.
15. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage).
16. Identify whether or not a computer is connected to the internet.
17. Identify and locate camera and mic on laptops, tablets.
18. Turn computer and monitor on and off.

Transitions Integration Framework (TIF)

Professional / Soft Skills

- Effective Communication
- Learning Strategies
- Critical Thinking
- Self Management
- Developing a Future Pathway
- Navigating Systems



[TIF standards sample](#)

Self-Management (SM): Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.

Skill 1: SWBAT... Set realistic goals and work independently to achieve them

Sub Skills:

- a. Identify steps to achieve a goal
- b. Identify potential obstacles
- c. Use strategies and resources to overcome obstacles

Self-Management (SM): Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.	
Skill 1:	SWBAT... Set realistic goals and work independently to achieve them
Sub Skills:	
<input type="checkbox"/>	a. Identify steps to achieve a goal
<input type="checkbox"/>	b. Identify potential obstacles
<input type="checkbox"/>	c. Use strategies and resources to overcome obstacles
<input type="checkbox"/>	d. Monitor progress in achieving one's goal and make adjustments as needed
<input type="checkbox"/>	e. Persevere and stick with a task until completion
<input type="checkbox"/>	f. Evaluate the quality of the outcome or product of a task
Skill 2:	SWBAT... Manage information and materials for one's own learning and goals
Sub Skills:	
<input type="checkbox"/>	a. Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)
<input type="checkbox"/>	b. Select and use appropriate organizational tool for given task (personal planner, online calendar)
<input type="checkbox"/>	c. Evaluate effectiveness of organization strategy
Skill 3:	SWBAT... Manage time effectively to complete tasks
Sub Skills:	
<input type="checkbox"/>	a. Identify time demands
<input type="checkbox"/>	b. Utilize tools for time management (planner, calendar)
<input type="checkbox"/>	c. Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence
<input type="checkbox"/>	d. Estimate time needed to complete tasks
<input type="checkbox"/>	e. Set deadlines
<input type="checkbox"/>	f. Evaluate progress and adjust accordingly



Program Accountability

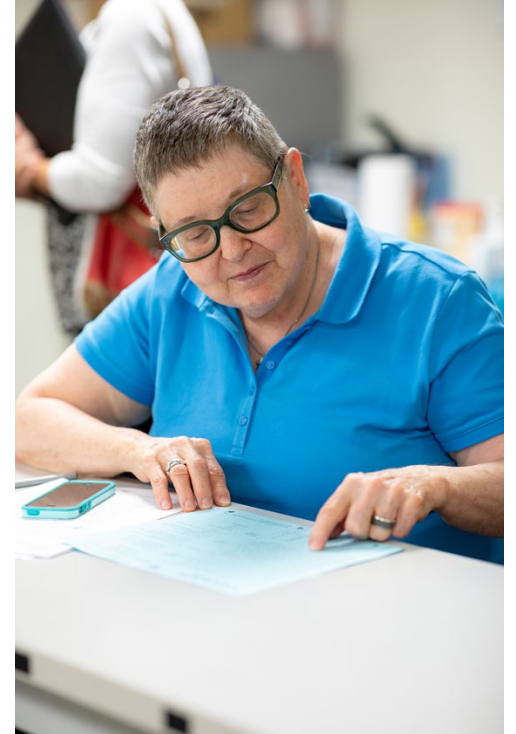
Contact Hours

Programs are reimbursed for every hour a learner meets with a teacher or tutor.

\$0.75 (Federal)

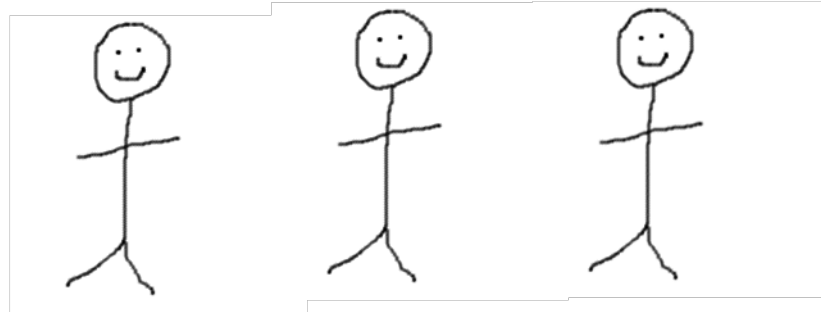
\$7.84 (State)

\$8.59 (Total)





= \$8.59



= \$51.54

Contact hours in 2018-2019



Number of learners served:
61,822

Contact hours: 4,929,613

Testing

All learners are assessed when entering the programs and are assessed at regular intervals to measure progress.

- **CASAS:** English Language Learners
- **TABE:** Advanced English Language Learners to High School Equivalency Level (5th grade and up)

The logo for CASAS, consisting of the word "CASAS" in a bold, dark blue, stylized sans-serif font. The letters are thick and have a slightly irregular, hand-drawn appearance. The background is white with a light blue and orange decorative border on the left and top edges.

CASAS

CASAS sample questions



TESTS OF ADULT BASIC EDUCATION

[TABE sample questions](#)

Accountability and You

- Keep track of hours and help with attendance
- Become aware of your program's testing process
- Recognize the connection between curriculum and assessment
- Share with students the importance of attendance, testing, exit interviews, etc.





Motivations, Barriers and Persistence



Overview of Motivations, Barriers & Persistence

- Reflect on **your experience** learning a new skill
- Hear about and list possible **learner goals**
- List **barriers** learners face in reaching goals
- Learn about **drivers of persistence**
- List **strategies we can use to utilize drivers of persistence** to overcome barriers

Your experience learning a new skill

- Think of a **skill** you learned recently.
- What **motivated** you to learn the skill?
- What **barriers** did you come up against?
- What helped you to **persist** when you came up against the barriers? If you didn't persist, what might have helped you to do so?

Your experience learning a new skill: Example

- Think of a **skill** you learned recently: **InDesign software**
- What **motivated** you to learn the skill? **required by my job**
- What **barriers** did you come up against? **intimidation, self-doubt**
- What helped you to **persist** when you came up against the barriers? **knew that I had to; resources for help; knew I could do it, if I tried**

Your experience learning a new skill: Your Turn

- Think of a **skill** you learned recently.
- What **motivated** you to learn the skill?
- What **barriers** did you come up against?
- What helped you to **persist** when you came up against the barriers?



Keep your experience as a learner in mind as we discuss learner motivations, barriers and persistence in this section. Draw on that experience to inform this discussion.

- Activate your prior knowledge
- Relate your personal experience to the content
- Keep empathy front-of-mind



What motivations do these learners have?





What other goals or motivations might bring adult learners to class?

Barriers



What are some **barriers** that prevent learners from reaching their goals, despite their motivation?

Barriers that...

1. made it difficult to access quality education or classes in **their home country or in a US high school**
2. occur in the **classroom**
3. keep people from continuing over the **long term**

Drivers of Persistence

- Sense of Belonging and Community
- Clarity of Purpose
- Agency
- Competence
- Relevance
- Stability



What are specific things we can do as tutors or teachers to employ drivers of persistence?

Classroom Strategies for a **Sense of Belonging and Community**

- Learn names and how to pronounce them
- Provide mingle and small group activities to help develop student-to-student relationships
- Play games and have fun
- Learn about learners' lives outside of class through informal conversations

Classroom Strategies for a **Clarity of Purpose**

- One-on-one meetings for goal setting, where possible
- Talk about goal-setting as a class
- Track progress together
- Celebrate successes

Classroom Strategies for **Agency**

- Give choices of activities
- Let student vote on the next topic
- Provide good scaffolding so that learners can eventually take the reins
- Practice decision-making and problem-solving as a class

Classroom Strategies for **Competence**

- Provide activities that are the right level of challenge so learners don't become frustrated, but engage in productive struggle
- When you miss the mark, acknowledge it
- Vary the activities so that everyone gets a chance to play on their strengths
- Review

Classroom Strategies for **Relevance**

- Know your learners' goals so that you can make class / tutoring session relevant
- Share learning objectives and have learners talk about how they relate to their goals
- Seek out materials designed for adults

Classroom Strategies for **Stability**

- Post or share an agenda
- Use routines
- Create a weekly schedule and post or share it
- Use the same activities repeatedly, change the content

Complete Your Reflection Form

Look at the bottom of your reflection form for instructions on how to submit it.



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TRANSLATE



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Literacy Minnesota Educator Resources

Thank you for completing the evaluation!

[Link to the survey evaluation](#)

Look for an email with slides and resources. Questions?

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