# Literacy Minnesota logoFoundations of Adult Tutoring, Core Module 1:

# Overview of MN Adult Education and Program Accountability

# Reflection Form

## Warm-up

### 1. Answer one or all of the following

What questions do you have about any of the following: the structure or funding of adult education in Minnesota, required testing of learners and learner persistence?

Click here to enter text.

## Structure and Funding of Adult Education in Minnesota

### 2. School-based vs Community-based programs

Which role can volunteers do in community-based programs that they cannot do in school-based programs?

Click here to enter text.

### 3. Learners in MN Adult Education

The number of adult education learners served in the pre-COVID 2018-2019 school year:

* Guess: Click here to enter text.
* Actual: Click here to enter text.

Which MN adult education student statistic surprised you the most and why?

Click here to enter text.

### 4. MN Adult Education Content Standards

Use the links to the content standards documents below to list one standard from each:

1. [College and Career Readiness (CCRS)](https://docs.google.com/document/d/1GrcSOc4rdWPOKSgQRGMr_oOWuFzflW9i8_OVXjfZVWk/edit) Click here to enter text.

2. [Northstar Digital Literacy](https://assets.digitalliteracyassessment.org/static/main_website/docs/NDLA-standards-2018-11-18.pdf) Click here to enter text.

3. [Transitions Integration Framework (TIF)](https://atlasabe.org/wp-content/uploads/2019/03/TIF_at_a_Glance-REV071916.pdf) Click here to enter text.

According to the video, why do volunteers need to know about the standards?

Click here to enter text.

### 5. Program Accountability

* What is something related to funding that you learned from the program accountability section of the video?

Click here to enter text.

* Using the links below, look at one of the following sets of test sample items, depending on the type of class you are / will be working in. What is one observation you have after reviewing the sample items?
* English Language Learners: [CASAS](https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-reading)
* Adult (Basic) Education Learners: [TABE (Reading, Language or Math)](https://tabetest.com/resources-2/testing-information/tabe-1112-practice/)

Click here to enter text.

## Motivations, Barriers and Persistence

### 6. Warm Up: Self-Reflection

* What is a skill you learned recently?

Click here to enter text.

* What motivated you to learn that skill?

Click here to enter text.

* What barriers did you come up against?

Click here to enter text.

* What helped you to persist when you came up against the barriers?

Click here to enter text.

### **7. What other goals or motivations might bring learners to class? List two additional motivations not listed in the video.** Click here to enter text.

### **8. List two additional barriers not listed in the video.** Click here to enter text.

### 9. For any three of the following six drivers of persistence, list one additional classroom strategy *not* found in the video.

1. Sense of Belonging and Community Click here to enter text.
2. Clarity of Purpose Click here to enter text.
3. Agency Click here to enter text.
4. Competence Click here to enter text.
5. Relevance Click here to enter text.
6. Stability Click here to enter text.

## Wrap-up



**Email this completed form to your volunteer coordinator and Meghan Boyle at** [**mboyle@literacymn.org**](mailto:mboyle@literacymn.org) **to receive completion credit.**

**Please follow this link to complete a survey to evaluate this training:** <https://www.surveymonkey.com/r/SBT2NNZ>.