Learner Persistence Program Self-Assessment of Instructional Strategies

This compilation of promising practices in learner persistence draws from the New England Learner Persistence Project, research by the National Center for the Study of Adult Learning and Literacy (Comings, Parrella & Soricone, 1999) and the NCSALL Learner Persistence Study Circle Guide (2005), Equipped for the Future, the *Stick With It* projec*t* of the National Research and Development Centre in the United Kingdom, and others.   The evidence for the promising practices comes from research and professional wisdom. Practices in some categories necessarily overlap, such as goal-setting upon entrance and during participation.

We hope that doing the self-assessment is a fruitful experience for you. For more information, please contact the New England Learner Persistence Project Director, Andy Nash at anash@worlded.org

Program self-assessment scale: 1 – Top priority need to address 2 - We should work on this at some point 3 – We're already working on this but could do it better 4 – We do this adequately 5 – We do this well		
Promising Practices in Learner Persistence	**Self-Assmt**	**Comments, Questions to Explore, Evidence for the Score**
Instruction		
a. Build explicitly on the skills, knowledge, and experiences that students bring to their learning.		
b. Use authentic materials and real-world instructional activities that are relevant and meaningful to adult students' life contexts and prepare them to apply their new skills outside the classroom.		
c. Implement instructional activities that promote active learning, problem-solving and projects that advance learning objectives and have clear benchmarks for progress and successful completion.		
d. Implement differentiated instruction that accommodates individual learning needs by addressing multiple skill levels, intelligences, learning preferences and abilities.		
e. Continually build community and sense of belonging in the class among students.		
f. Involve students in decision-making about their learning, including making choices about lesson content and organization (timing, sequencing, etc.) and about other matters that affect their learning.		
g. Engage students in an ongoing dialogue about their learning progress.		

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h. Promote the development of students' self-efficacy (i.e. beliefs about their ability to be successful students) by providing mastery experiences early on, inviting graduates or peers to share their strategies for success, etc.		
i. Structure learning experiences as a mix of group and individual instruction that promotes peer learning, and help learners develop the skills and confidence for working and learning in groups.		
j. Teach study skills while recognizing learning strategies students already have.		
k. In open enrollment classrooms, manage the integration of new students without compromising the learning experience of the others.		
l. Integrate the use of computers and the Internet in instruction, using real world applications and websites as much as possible.		
m. Introduce relaxation and self-care techniques into classroom practice.		