

## Follow-up Discussion

Professional Development Monthly Advisor and Planner (PDMAP)

# ***Structuring Adult Education Program Services***

February 2014

### Discussion Questions:

1. The Fieldnotes article by Kate Hyzer describes the process by which their adult ed program decided to move from open enrollment to managed. Describe your program's enrollment practice in terms of managed or open enrollment. What factors were considered at your program in deciding what type of enrollment practice to use? What process was used?
2. Some people think that enrollment (managed or open) is solely a registration/intake strategy. Using the articles you read in the PD MAP, describe ways in which managed enrollment impacts program structure, classroom instruction, and student learning.
3. What are the reasons described by articles in the PD MAP in support of managed enrollment? What are the benefits to teachers? For learners? For the program?
4. The Strucker article focuses on group instruction as the most effective structure for delivering reading instruction. What are the benefits he mentions?
5. The Connecticut Adult Education article identifies three levels of intensity: Low Intensity (learners typically attend fewer than five hours of instruction per week), Medium Intensity (5-9 hours of attendance weekly), and High Intensity (more than nine hours of attendance weekly). What level of intensity is offered at your program for ABE, ASE and ESL learners? What level of intensity is typically achieved by your ABE, ASE and ESL learners?
6. How does your program determine its instructional schedule? That is, what process is used to determine on which days of the week and during which hours of the day instruction will be offered for the levels of ABE, ASE, and ESL?
7. The Drago-Severson/NCSALL article describes cohorts (group instruction) as learning environments that serve three key purposes of 1) promoting students' academic learning, 2) offering emotional and psychological support, and 3) challenging learners to broaden their perspectives. In thinking about learners in your group instruction, how have you observed these three phenomena?

8. The "Getting Into Groups" and "Conversation with FOB" articles describe how the author-teachers gradually moved from an individualized study lab into group instruction. Some results of the move were an increase in student interaction, increased energy and enthusiasm in the students, peer teaching, peer bonding, improvement in critical thinking skills, greater commitment, and greater hours of participation (retention). Which of these learner behaviors have you noticed in your group instruction? What additional impacts have you observed?
  
9. The "Conversation with FOB" authors describe actions they take to make group instruction successful. What tips and strategies do you use to help learners adjust to group instruction and make class successful?