

## Follow-up Discussion

Professional Development Monthly Advisor and Planner (PDMAP)

# ***College and Career Readiness: Instructional Strategies for Transitioning Adult Learners***

November 2013

### Discussion Questions:

1. How do you identify learners with a postsecondary education (PSE) goal? Do your ESL students understand the PSE goal? Are they sufficiently informed about PSE to know if it could be a goal for them?
2. Which of the results included in the Crossing the Bridge, Year 1 Report surprised you? How can these results inform the work you do at the adult ed center – either at the classroom level or the program level?
3. How can an adult education program resolve the following dilemma? We know that many adult learners have had difficulty with the institutional practices and culture of the public school system. So, on the front end, we try to “lure” these students into adult ed and help them continue their education by making our institutional practices and cultures radically different than those they have experienced before. We offer great flexibility and leniency. This results in the warm fuzzy that Beder mentions (Transitions Symposium Proceedings page 15, last PP). On the back end, however, if our goal is to prepare the learners for a successful transition to PSE, we must adopt many of the institutional practices and culture of the public school system which our learners rejected when they dropped out because those are the practices they’ll encounter at PSE or the workplace.
4. Which strategies to facilitate reading comprehension (from the DiTommaso article) have you tried with ABE/ASE learners or would you like to try?
5. What are you currently doing at the ESL SPL5-6 level that leads toward academic skills? Consider vocabulary development, writing, subject/content knowledge, note-taking, critical thinking, extensive reading, language accuracy (grammar), and math as mentioned in the articles by Parrish/Johnson, Rance-Roney, Mathews-Aydinli and others? Which of the skills we read about are new to you and ones you’d like to try in your instruction?
6. Several articles suggested incorporating into adult ed instruction strategies we typically associate with college – such as using syllabi, portfolios. Have you had any experience with these? What are the benefits?
7. Several articles describe ways to help adult learners obtain “college knowledge”. What have you or your program done to familiarize ABE/ASE/ESL learners with the college experience?