Integrating Learning Domains: Productive Persistence and Academic Rigor in LaGuardia’s Bridge to College and Careers Program

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How do teachers embed productive persistence tools into classroom instruction?
Bridge to College and Careers Program
at
LaGuardia Community College

Bridge to Healthcare Careers
Bridge to Business Careers
Bridge to Science Careers

1000+ students served since 2007

www.laguardia.edu/pcap
Who is a Bridge Student?

Race/Ethnicity

- Hispanic/Latino: 50%
- African American: 35%
- Other: 15%

Reading Grade Level Equivalent T.A.B.E.

- 8th grade: 25%
- 9th grade: 16%
- 10th grade+: 34%
- 7th grade: 25%

- 38% employed
- 53% receive public assistance
- 67% female
- Average age: 26
Teaching Developmental Students

- High percentage of developmental needs
- Strategies vs. capabilities
- What are your students’ academic needs in the classroom?
What Is Productive Persistence?

Tools and Strategies for Learning

Student Persistence
- Math
- Reading/Writing
- Transition
One doohickey weighs as much as 3 widgets. 2 widgets weigh as much as 5 thingamabobs. 3 thingamabobs weigh as much as 2 contraptions.

If one contraption weighs 60 pounds, how much does a doohickey weigh?

Adapted from http://www.stenhouse.com/assets/pdfs/0790.pdf
What was your approach for solving this problem?
What our students say/do…

• “I don’t know where to begin….”

• “I don’t understand the problem…”

• Students randomly perform operations on numbers in word problems

• Students don’t understand the underlying logic of what they are doing

• Students get frustrated and shutdown
How to Teach Productive Persistence

1. Naming
2. Routines
3. Reflection
1. Allow students to discover strategies and **name** them

Relate the problem to a real life situation
Organize important information
Draw a picture

Write an equation

- Doohickey = D
  \[ D = 3w \]
- Widgets = W
  \[ 2w = 5t \]
- Thingamabob = T
  \[ 3t = 2c \]
- Contraptions = C
  \[ 10 = 60 \]

\[
\begin{align*}
60 \times 2 & \div 3 \times 5 \div 2 \times 3 = D \\
120 & \div 3 \times 5 \div 2 \times 3 = D \\
40 & \times 5 \div 2 \times 3 = D \\
200 & \div 2 \times 3 = D \\
\end{align*}
\]
2. Use and maintain strategies, making them part of students’ **routine**.
3. **Reflect** on approaches to problems, tools used, and difficulties and success in the process.
Instructional Practices for Reading

- Making reading strategies meaningful
- Modeling
- Scaffolded instruction
- Moving students toward independence
- Corrective and positive feedback
Reading Routines

Applying close reading strategies
Using writing to help reading comprehension
Reading Routines

Please take a look at the questions at the end of the essay before you begin to read it. As you read the essay keep these questions in mind and be sure to use mark-ups in the margin. Think about connections, important points, interesting parts and predictions.

Follow Your Passion
by Johnnetta B. Cole

1. As far back as I can remember, whenever someone asked what I wanted to be when I grow up, I would always say: “A baby doctor.”

2. Why? Well, I didn’t think I wanted to go into my father’s insurance company, headquartered in my hometown of Jacksonville, Florida. Plus, I knew that wanting to be a doctor impressed grown-ups. It was also the case that when I was a child, specialists like neurosurgery and cardiology were regarded as men’s work, and not the sort of career a young girl should seek. And I definitely liked babies.

3. When I was fifteen I enrolled at Fisk University in an early entrance program, and when after a year I transferred to Oberlin College, my answer to the question “What do you want to be?” remained the same (only now I knew enough to say “pediatrician”). It was the same until I fell

4. Anthropology! I hadn’t a clue what it was until I found myself in the course Introduction to Cultural Anthropology. On the very first day of class my curiosity was tickled. My interest ignited by Professor George E. Simpson, who at one point began moving most rhythmically to some music unlike anything I’d ever before heard. He explained, all the while in motion, that we were listening to the music of a Jamaican religious group, and he talked about how black culture in the Caribbean and throughout the Americas carried echoes of African culture. Back in the 1950s, this was indeed a great revelation.

5. And this, Professor Simpson said, is what anthropologists do: study other cultures and find connections among different kinds of people. Professor Simpson made anthropology sound so wonderful that I knew then and there it was the work I wanted to do for the rest of my life.

6. When I returned home for the Christmas holidays, I got a kick out of telling folks that I was majoring in anthropology.
Reading Routines

Using graphic organizers to establish connections between ideas.
Building Productive Persistence into Transition Planning

• Naming
  • SMART goals
  • Developing long-term and short-term academic and professional goals

• Routines
  • Model persistence
  • Highlight students’ skillsets, drawing on class work

• Reflection
  • Identify support systems and potential challenges.
Resources

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Print Resources


Web Resources

Carnegie Foundation on Productive Persistence
http://www.carnegiefoundation.org/productive-persistence

Cognitive Strategy Instruction

Promoting Strategic Math Performance Among Studies with Learning Disabilities

Conceptualizing and Using Routines of Practice in Mathematics Teaching to Advance Professional Education
http://sitemaker.umich.edu/tp/files/tdg_practice_08.pdf

Number Sense Routines
http://www.stenhouse.com/assets/pdfs/0790.pdf

Math Puzzles and Word Problems
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