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INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Engaging Adult Education Through IET-Centered Instruction


## (Post Workshop Session)

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This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

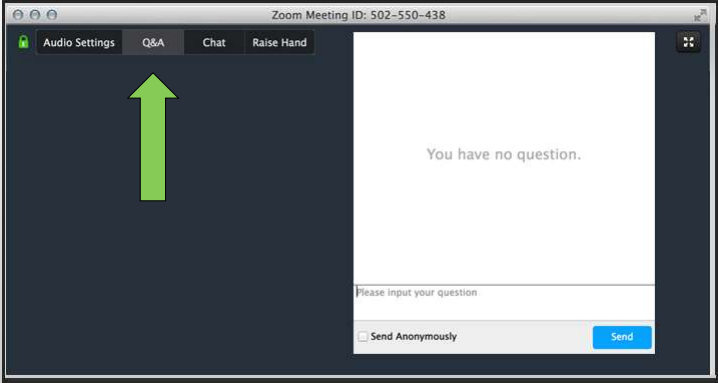
1

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Webinar Things to Remember

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

2



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Webinar Facilitator




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3



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Recap

I. IET Overview

II. Implementation Models

III. Contextualized Instruction

IV. Career Clusters

V. Aligning Academic Content


VI. Developing Contextualized Tasks

VII. GRASPS Concept Wheel

VIII. Single Set of Learning Objectives

IX. Career-Focused Content

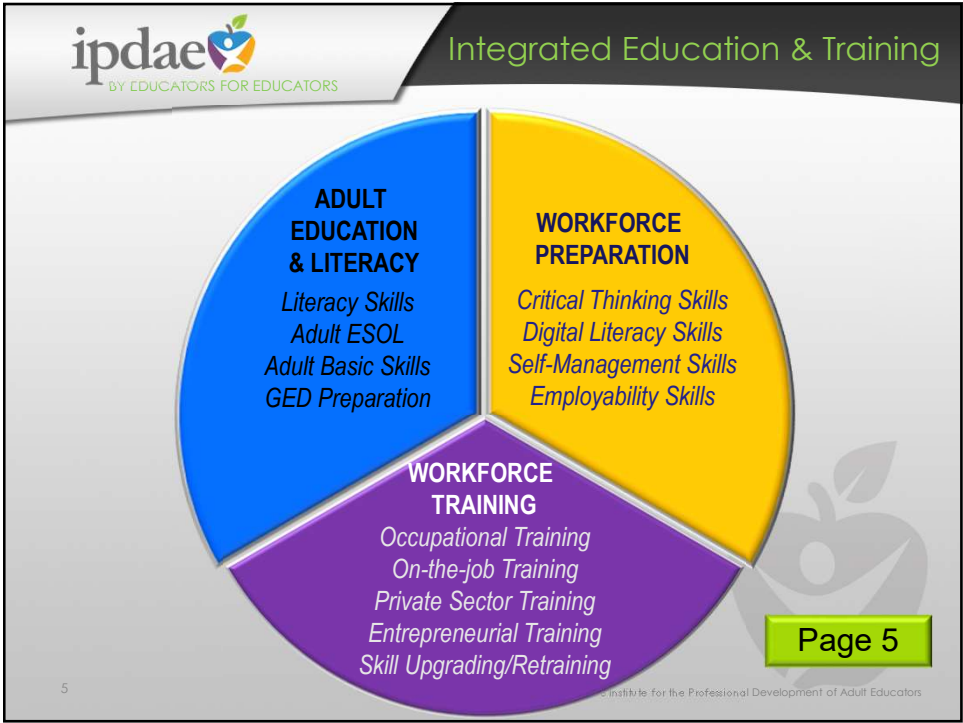
X. IPDAE Resources



4

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5

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**IET and Andragogy**


Both IET and non-IET teachers will benefit in this workshop and the instructional model/practice because:

**Integrated Education and Training (IET) is built upon the principles of Andragogy.**

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Principles of Andragogy

1. **Need-to-Know:** Adults need to know the reason they are being asked to learn (WIIFM).

2. **Experience:** Adult learners come with experience. This experience should provide the basis for much of the learning activities.

3. **Self-Concept:** Adults have a need to be responsible for their learning decisions. They thrive on self-direction.

4. **Readiness:** Adults learn best when the training can help them solve an immediate, real-life problem.


5. **Problem-Orientation:** Adults want to learn specific knowledge, skills and/or abilities that solve a problem rather than some generic content.

6. **Intrinsic Motivation:** Adults learn best when the motivation come internally rather externally.

7

Knowles, M. (1984). The Adult Learner: A Neglected Species (3rd Ed.). Houston: Gulf Publishing.

7



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IET Implementation Models

Fully Integrated Instruction

Partially Integrated Instruction

One Instructor

Employer/Community Partners

8

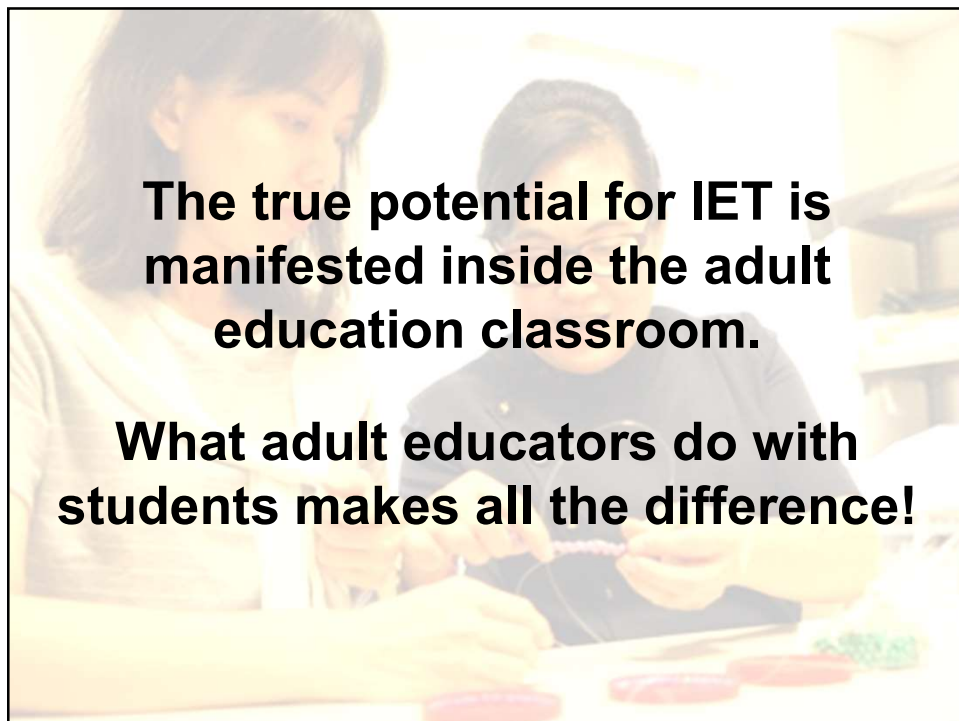
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**Integrated Education and  
Training (IET) is more than just  
organized student co-enrollment.**


9



**The true potential for IET is  
manifested inside the adult  
education classroom.**

**What adult educators do with  
students makes all the difference!**

10



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Integrated Education & Training

ADULT EDUCATION & LITERACY

Literacy Skills

Adult ESOL

Adult Basic Skills

GED Preparation

WORKFORCE PREPARATION

Critical Thinking Skills

Digital Literacy Skills

Self-Management Skills

Employability Skills

WORKFORCE TRAINING

Occupational Training

On-the-job Training

Private Sector Training

Entrepreneurial Training


Skill Upgrading/Retraining

- Are each of sufficient intensity & quality
- Occur simultaneously
- Use occupationally relevant instructional materials
- Has single set of learning objectives (SSLO)
- Is part of a career pathway

11

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Integrated Education & Training

• Use occupationally relevant instructional materials



HAZARD AWARENESS CHART

HAZARD CLASSIFICATIONS

HAZARD INDEX

PERSONAL PROTECTION PICTOGRAMS

HAZARD SYMBOLS

Tracking

Customer Experience

Price

Service Level

Customised Services

VEHICLE INSPECTION REPORT

DRY WEIGHTS

LIQUID CONVERSIONS

LIQUID VOLUMES


Medical & Emergency Information Form

12

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Integrated Education & Training

• Has single set of learning objectives (SSLO)

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Preparation Activity	Resources and Activities
<p>Learning Objective(s):      Students will create or use data analytics to elaborate on a company's vision statement and describe product/service management.</p> <p>Students will explain orally or summarize in writing how companies used their vision statement to inform strategy or solve problems.</p>				
1	11.01 Plan product/service management strategies.  13.05 Explain the role of technology in order processing, tracking, and customer research.  14.01 Explain basic management concepts.  14.04 Apply sound decision-making strategies	RLA: R.9 & R.7 Analyze how two or more texts address similar themes or topics  Math: MP.2. Abstracting Problems  Q.6 Interpret and create data displays  Social Studies: SSP.6 Integrate Content Presented in Different Ways  SSP.10 Read and Interpret Graphs, Charts and Other Data Representation  Science: SP.4 Evaluating Conclusions with Evidence	<ul style="list-style-type: none"><li>Communicate clearly, effectively and with reason.</li><li>Critical thinking</li><li>Using information</li></ul>	Look at different dials (visual), mini-lesson on parts of sphygmomanometer  Identifying prefixes and suffixes in nursing  <a href="#">Essential Medical Terminologies</a>  Act out mock scenarios of vital sign conversation with patient  <a href="#">Recording vital signs on a Vital Signs Flow Sheet</a>

13

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IET and Adult Student Goals

Integrated Education and Training (IET) accelerates achievement of adult student goals.



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15

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Contextualized Instruction


Contextualized Instruction is defined as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student"

(Mazzeo, 2008, p. 3; see also Medrich, Calderon, & Hoachlander, 2003).

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Why Contextualize?

Many people learn better and faster, and retain information longer, when they are taught concepts in context.

- Makes it relevant
- Engages and motivates hard-to-reach students
- Increases learner confidence & enthusiasm
- Enhances interest in long-term goals & education




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Center for Student Success, Research & Planning Group. Basic Skills as a Foundation for Student Success in CA Community Colleges, p. 58.

17

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Why Contextualize?

Contextualization enhances motivation, skills transfer, and career knowledge and readiness for lower-skilled adults.

**Here are some examples of the evidence:**


- **Persistence**  
Students given integrated contextualized instruction were more likely to persist in college level training, earn credits toward a certificate or degree, and show gains in overall basic skills (Jenkins et al., 2009).
- **Progression**  
Students in contextual developmental math courses progressed at much higher rates (86 percent vs. 59 percent) than students in traditional developmental education (Wiseley, 2009).

Bernhard et al., 2013. Contextualizing Adult Education Instruction to Career Pathways. Job for the Future, Literacywork International, and the Career Ladders Project. Boston, MA

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Why Contextualize?

- Motivation**


Contextualized instruction enhances student motivation and can reduce attrition rates in job training programs (Strawn & Martinson, 2000).
- Engagement**

Teaching academic applications in a career context is an effective way to engage hard-to-reach students and motivates them in the areas of math, written and oral communication, critical thinking skills, and problem solving (Carrigan, 2008).

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Why Contextualize?

- Student Success**


A research involving over 17,000 student records from 10 colleges found that students in the CTL course were:

  - 3 times more likely to pass
  - 4 times more likely to pass degree applicable coursework in same semester
  - 4 times more likely to pass transfer level work in same semester
  - 1.7 times more likely to pass degree applicable coursework in subsequent semester

Bernhard et al., 2013. Contextualizing Adult Education Instruction to Career Pathways. Job for the Future, Literacywork International, and the Career Ladders Project. Boston, MA

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Theoretical Bases

Motivation Theory

Problem-Centered Learning

Social Learning Theory

Learning Styles

Brain Research

Most people learn best in a concrete manner that includes personal participation, hands-on activities, and opportunities for personal discovery.

Learning is enhanced when concepts are presented in a context that is familiar to the learner.

Most learners relate better to concrete examples rather than abstract conceptual models.


Most students learn best when they have an opportunity to interact with other students.

Rote memorization of isolated skills is relatively inefficient and ineffective for most students.

Kalchik, Stephanie; Oertle, Kathleen Marie (2010). The Theory and Application of Contextualized Teaching and Learning in Relation to Programs of Study and Career Pathways. Transition Highlights, Issue 2. Office of Community College Research and Leadership..Champaign, IL.

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REACT Strategy

R

Relating

Linking the concept to be learned with something the student already knows.

E

Experiencing

Hands-on activities and teacher explanation allow students to discover new knowledge.

A

Applying

Students apply their knowledge to real-world situations.

C

Cooperating

Students solve problems as a team to reinforce knowledge and develop collaborative skills.

T

Transferring

Students take what they have learned and apply it to new situations and contexts.


Center for Occupational Research and Development (2016). Contextual Teaching and Learning Toolkit.Waco, TX. <http://cordonline.net/CTLtoolkit/how-we-teach.php>

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## Contextualized Instruction


Characteristics of learner engagement with the REACT strategy:

- **Relating** - Learning in the context of one's life experiences or pre-existing knowledge.
- **Experiencing** - Learning by doing, through exploration, discovery, and invention.
- **Applying** - Learning by putting skills to use.
- **Cooperating** - Learning through sharing, responding, and interacting with others.
- **Transferring** - Using knowledge in a new context or novel situation.

Center for Occupational Research and Development (2016). Contextual Teaching and Learning Toolkit. Waco, TX. <http://cordonline.net/CTLtoolkit/how-we-teach.php>

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## Focused vs. Infused

- **Career-Infused** – academic content is often contextualized to career exploration. Students are introduced to the eighteen career clusters and learn math and reading skills through the context of career-related activities.
- **Career-Focused** – instructors narrow the focus and target a particular career cluster or high demand occupation. Adult Education courses are linked to the skills and knowledge students need to be successful in postsecondary occupational courses. Instructors use one or more sources to determine the career-related skills that need to be integrated into instruction. Some work with their peers teaching occupational courses while others rely on career information websites such as O\*NET and Career OneStop. Others work directly with employers to identify work-related competencies.


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### Determining Your Career Focus



1. Agriculture, Food & Natural Resources

2. Architecture & Construction

3. Arts, A/V Technology & Communication

4. Business, Management & Administration

5. Education & Training

6. Energy

7. Engineering & Technology Education

8. Finance

9. Government & Public Administration

10. Health Science

11. Hospitality & Tourism

12. Human Services

13. Information Technology

14. Law, Public Safety & Security

15. Manufacturing


16. Marketing, Sales & Service

17. Transportation, Distribution & Logistics

25

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Adult Ed. Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Subject Area: \_\_\_\_\_

Level(s): \_\_\_\_\_

**Contextualized Lesson Plan**

Lesson Topic:			
Objective(s):			
Length			
Contextualized Framework: <input type="checkbox"/> Career-Infused <input type="checkbox"/> Career-Focused (Non-IET)			
Occupation/Cluster	Health Science: Basic Healthcare Worker		
IET Single Set of Learning Objective/Contextual Task			
Basic Skills Competencies	Workforce Training Competencies	Workplace Preparation Activity	
		Critical Thinking	
		Teamwork	
		Employment	
		Self-Management	
		Utilize Resources	
		Use Information	
		Understand Systems	
Contextualized Method: <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product			

26

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Adult Ed. Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
Subject Area: \_\_\_\_\_ Level(s): \_\_\_\_\_

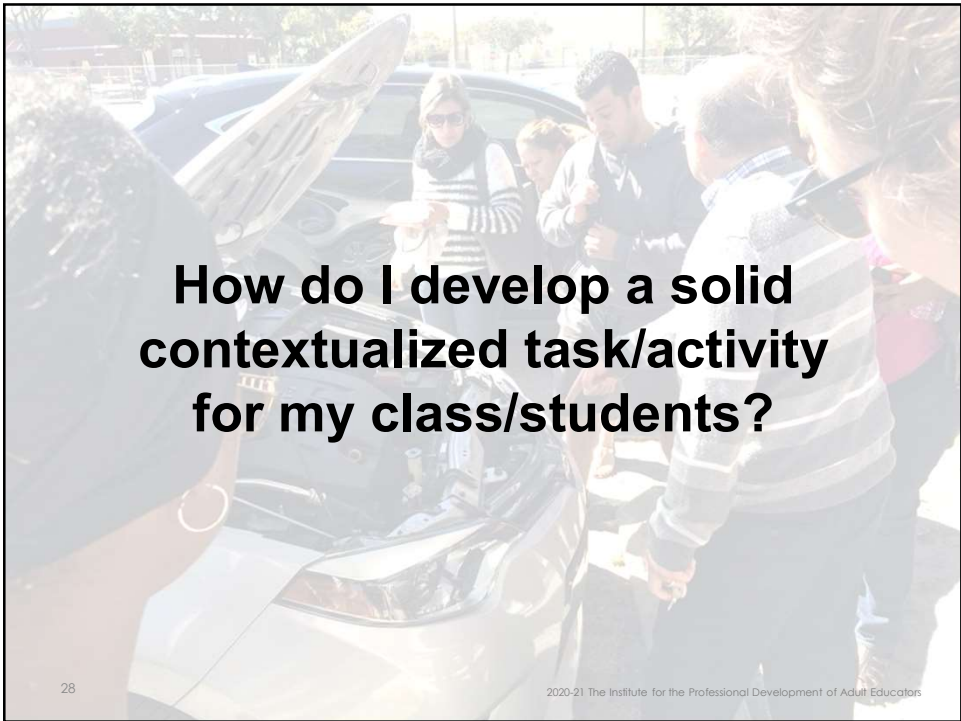
Contextualized Task: \_\_\_\_\_

Lesson	RLA and Math Standards, Concepts or Skills	CTE Standards, Concepts or Competencies
Objectives		
Length		
Contextualized Task	<input type="checkbox"/> Career-Infused <input type="checkbox"/> Career-Focused (Non-IET)	
Occupation/Cluster		
IET Single Set Learning Objectives		
Contextual Task		

Basic Skills Competencies	Workforce Training Competencies	Workplace Preparation Activity
		Critical Thinking
Vocabulary, Technical Meanings, Comprehending Informational Texts	02.0 Develop an awareness of microprocessors, digital computers and operating systems.	Teamwork
Number Systems, Conversion of Units, Organizing and Interpreting Data, Geometric Figures, Logical Reasoning		Employment
		Self-Management
		Utilize Resources
		Use Information
		Understand Systems

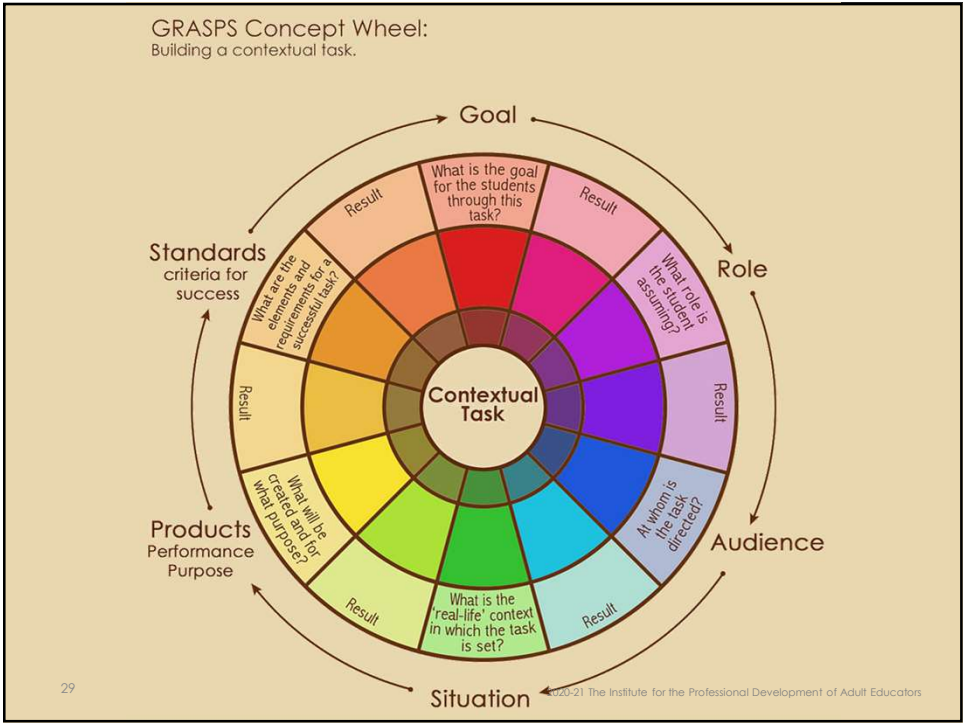
Contextualized Method: ☐ Content ☐ Process ☐ Product

27

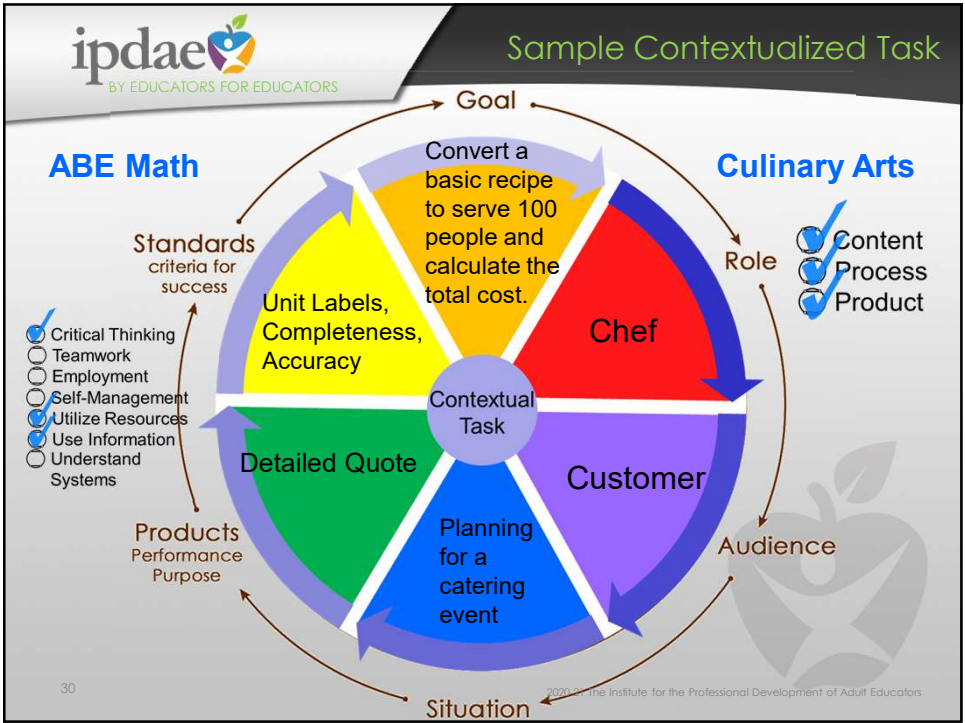


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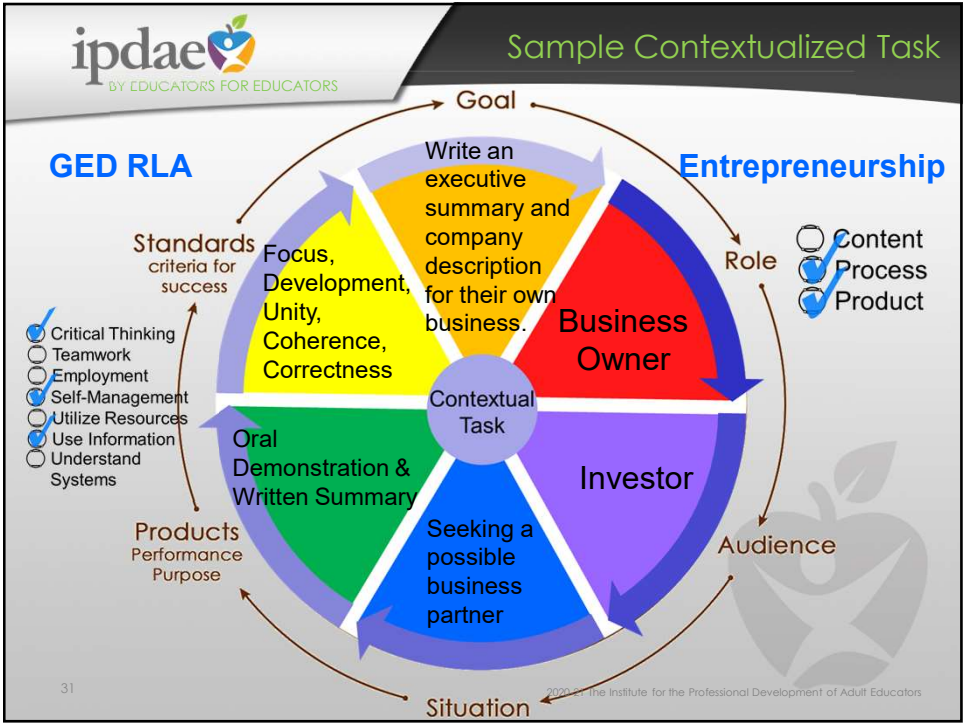




29



30



31

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**CONTENT ALIGNMENT**

Career Technical Standards/Competencies	Reading and Language Arts Concepts/Skills	Mathematics Concepts and Skills
11.1 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.	Vocabulary, Technical, Concise, and Figurative Meaning; Word Choice; Point of View; Claims, Arguments, Evidence and Reasoning; Text Structure	Basic Operations; Problem Solving; Proportions; Logical Reasoning; Independent and Dependent Variables
12.1 Develop an awareness of microprocessors, digital computers and operating systems.	Vocabulary, Technical Meanings; Comprehending Informational Texts	Number Systems; Conversion of Units; Organizing and Interpreting Data; Geometric Figures, Logical Reasoning
13.1 Effectiveness of communication skills utilizing electronic mail word processing and presentation applications.	Accuracy, Technical, Concise, and Figurative Meaning; Word Choice; Grammar Mechanics; Main Idea; Text Style and Themes; Author's Purpose; Persuasive Writing	Measurement in graphs, coordinate geometry; Area, Symmetry and Congruence; Geometric Transformations
13.2 Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.	Integrate and evaluate information from various media and formats; Present information; Findings and supporting evidence	Basic Operations & Properties; Decimals; Organizing and Interpreting Data; Measurement and Estimation; Writing Equations; Graphing Equations
13.3 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.	Vocabulary, Technical, Concise, and Figurative Meaning; Word Choice; Main Idea; Point of View; Claims, Arguments, Evidence and Supporting Details; Narrative Writing	Basic Operations; Problem Solving; Proportions; Logical Reasoning; Independent and Dependent Variables; Measures of Central Tendency; Sampling & Probabilities; Drawing Inferences

**Adult Ed. Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Subject Area:** \_\_\_\_\_ **Level(s):** \_\_\_\_\_

**GRASPS Contextual Task/Activity**

**Lesson Topic:** \_\_\_\_\_

**Objective(s):** \_\_\_\_\_

**Length:** \_\_\_\_\_

**Occupation/Cluster:** \_\_\_\_\_

**Standards criteria for success**

**Contextual Task**

**Goal**

**Role**

**Audience**


**Situation**

**Products Performance Purpose**

**Content**  
**Process**  
**Product**

**Critical Thinking**  
**Teamwork**  
**Employment**  
**Self-Management**  
**Utilize Resources**  
**Use Information**  
**Understand Systems**

32



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Single Set of Learning Objectives


### Single Set of Learning Objectives

A statement that summarizes what students should be able to accomplish by the end of the lesson, demonstrating the three components of IET: **adult education** (and literacy activities), **workforce preparation activities** and **workforce training**; and describes how these components are **organized** and/or how they **function together**.

33

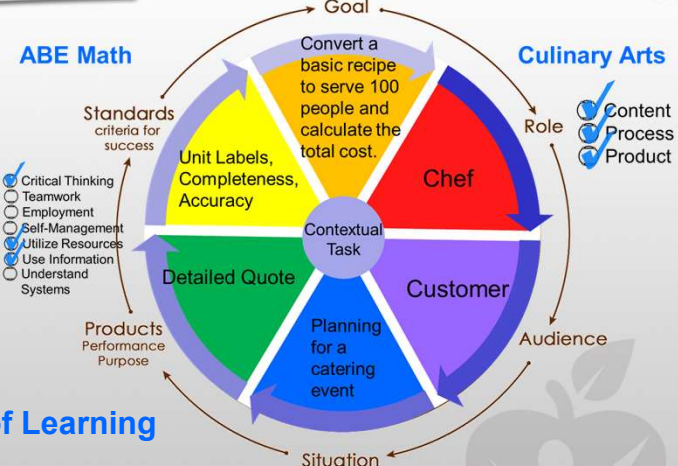
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Sample Contextualized Task




**Single Set of Learning Objective:**

Use proportional reasoning to increase the number of servings of a basic recipe and prepare a detailed quote for a catering order.

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Sample Contextualized Task

ABE RLA

Standards  
criteria for success

☒ Critical Thinking

☐ Teamwork

☐ Employment

☒ Self-Management

☐ Utilize Resources

☐ Use Information

☐ Understand Systems

Focus, Development, Unity, Coherence, Correctness

Products  
Performance  
Purpose

Contextual Task

Write an executive summary and company description for their own business.

Business Owner

Investor

Seeking a possible business partner

Oral Demonstration & Written Summary

Entrepreneurship

Role

☒ Content

☒ Process

☒ Product

Audience

Goal

Situation


Single Set of Learning Objective:

Demonstrate command of the conventions of standard English grammar and usage and elements of good writing to develop an executive summary and company description.

35

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Obtaining Career-Focused Content


- Career pathway textbooks or other authentic occupational training materials
- Periodic faculty collaboration
- Gather information from career and technical faculty, perhaps through an interview
- Employers and other industry partners can offer typical manuals or other job-related materials from the workplace or profession, as well as tips about needs for their own specific workplaces
- Web-based materials and other resources – consult with CTE faculty or employers

36

Bernhard et al., 2013. Contextualizing Adult Education Instruction to Career Pathways. Job for the Future, Literacywork International, and the Career Ladders Project. Boston, MA

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Determining Essential Career Content


- Ask CTE instructor what the most important or core skills are for the course
- Compare materials to the course outline or syllabus and discuss your plans with the CTE instructor
- Examine tests, project assignments, and other assessments in the CTE course
- Ask a key employer in the career and technical field to prioritize skills needed and authentic materials to be used in curriculum/lesson development
- Ask former students about the skills they have found most useful now that they have advanced to higher level training or work
- Ask individual students to identify workplace problems they are experiencing or have observed and build these into the skills development process

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Contextualized Curriculum Faculty Interview Guide

1. What reading requirements are needed for this course?
2. What math concepts do students need in this course and in this career pathway?  
Can you give an example of a math calculation the students might be required to do in this course or job in his career pathway?
3. What are the writing requirements for this course? Is a research paper required?
4. Does the course require any oral presentations? If so, what type of presentation?
5. Does the course require the use of Blackboard or Moodle? Could it be shared?
6. Is there any other information you can share that would help students be successful in this class/career pathway?



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38





39

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Beef

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Garlic

Onion

Institute for

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Students can practice basic skills by reading a standardiz involving measurement and estimation of intervals of time information provided in the recipe.

**Problem 1:** Chef Callahan placed the turkey inside the ov standardized recipe at about what time should he use the temperature of the turkey has reached 135°F?

**Solution:** Students might take think that the answer to this problem is asking for "what time," not "how long." In this c 11:15 a.m. (the estimated time it takes for the internal tem

Use an analog clock web app to help students practice es time: <https://www.visiona.com/demos/clock>

Start at 11:15 a.m. + 30 minutes

Sometimes, certain recipes have multiple steps that have perform multiple operations based on the standardized re operations on mass and volumes based on a recipe.

Culinary arts students must also learn how to monitor, rec complete the sample invoice below by indicating the sub: the invoice.

INVOICE

Meats 'R Us

Subperson

Delivery Date

Quantity

Description

Unit Price

Amount

Subtotal

Tax

Shipping Cost

TOTAL

Answer:

INVOICE

Meats 'R Us

Subperson

Delivery Date

Quantity

Description

Unit Price

Amount

Subtotal

Tax

Shipping Cost

TOTAL

In this case a restaurant ordered 20 lbs. of beef tenderloin and 20 lbs. of leg of lamb. A basic rule of thumb is most uncooked meat, regardless of cut, can be stored in the fridge for three to five days after the sell-by date. If the sell-by date of the products in the invoice is July 17, 2021, complete the food label below and indicate the last day the meats can be stored in the fridge.

Item: Beef Tenderloin

Date: 7/13/2021

Use by:

Initials:

40






41



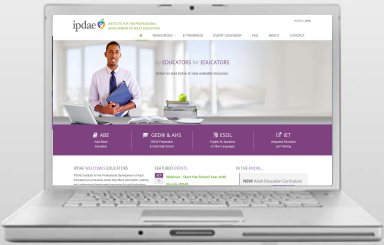
42



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Digital Training Resources

- PowerPoint Slides
- Workbook
- Lesson Plan Template
- GRASPS Contextualized Activity Template
- Sample IET Resource Activities



43

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More Information on IET?

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PORTAL LOGIN

RESOURCES E-TRAININGS EVENT CALENDAR AE-TOOLBOX FAQs ABOUT CONTACT

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Select an area below to view available resources.



ABE

Adult Basic Education

GED® & AHS

GED® Preparation & Adult High School

ESOL

English for Speakers of Other Languages

AACP

Adult Education Career Pathways

44

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Draft Examples of SSLO



**GET THERE**

Florida's Workforce Education Initiative

Integrated Education and Training

Single Set of Learning Outcomes

Palm Beach County Public Schools



**GET THERE**

Florida's Workforce Education Initiative

Integrated Education and Training

Single Set of Learning Outcomes

Miami Dade College



**GET THERE**

Florida's Workforce Education Initiative

Integrated Education and Training

Single Set of Learning Outcomes

Osceola County Public Schools

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More Resources

- IPDAE Career Pathways Institute (May 4 to 5, 2022)
- Community of Practice
- Additional Resources (AECF Channel)
- IET Resource Activities



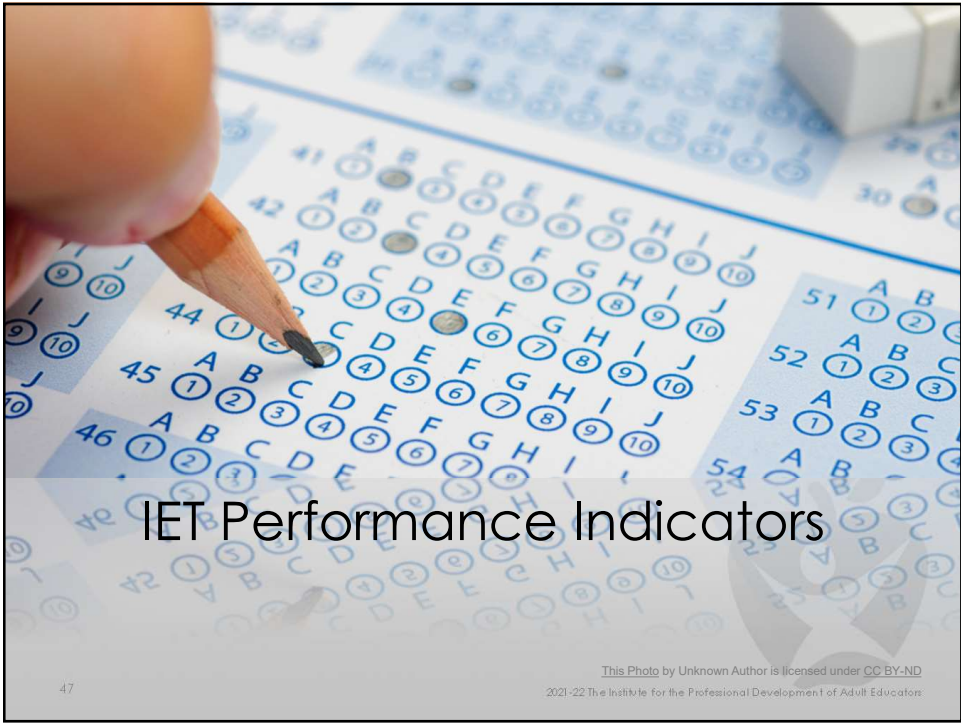
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IET Performance Indicators

1. **Gain in Educational Functioning Level (EFL) – Literacy Completion Point (LCP)**

2. **Secondary School Diploma or Equivalent**

3. **Secondary Transcript / Report Card or Postsecondary Transcript / Report Card**

4. **Training Milestone** – completion of on-the-job training (OJT), completion of one year of an apprenticeship training program, or similar

5. **Skills Progression** – Documented passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks or Occupational Completion Point (OCP).

6. **Gainful Employment**

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Career-Focused or Career-Infused Instruction




CASAS Competencies


The context for which CASAS Life and Work Reading/Listening Series and CASAS Goals Standards are assessed:

- Basic Communication
- Community Resources
- Consumer Economics
- Health
- Employment
- Government and Law
- Math
- Learning and Thinking Skills
- Independent Living


49



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Career-Focused or Career-Infused Instruction



CASAS Standards


CASAS Life and Work Listening:

- Vocabulary
- Grammar
- Informational Discourse
- Strategy and Critical Thinking

CASAS Life and Work Reading:


- Vocabulary
- Text in format
- Reference materials
- Reading
- Reading and thinking skills
- Academic-oriented skills

50





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CASAS Assessment Types & Tasks



Career-Focused or Career-Infused Instruction



CASAS Listening Item Types:

- Type 1 - Picture Prompt
- Type 2 - Comprehension question
- Type 3 - Predict next line of dialogue
- Type 4 - Identify true statement based on prompt


CASAS Reading Tasks:

- Task 1 - Forms
- Task 2 - Charts, maps, consumer billings, matrices, graphs, tables
- Task 3 - Articles, paragraphs, sentences, directions, manuals
- Task 4 - Signs, price tags, advertisements, product labels
- Task 5 - Measurement scales, diagrams

51


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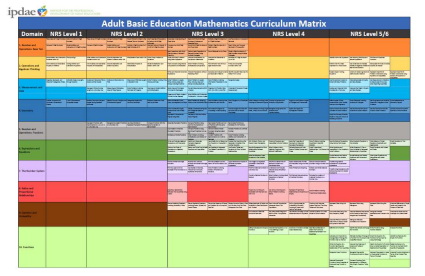
TABE and GED Assessments



TESTS OF ADULT BASIC EDUCATION

Career-Focused or Career-Infused Instruction





52

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TABE and GED Assessments

Career-Focused or Career-Infused Instruction

FLORIDA STANDARDS

EMPLOYABILITY SKILLS

WORKFORCE CONTEXT

• Persistence

• Progression

• Motivation

• Engagement

• Student Success

GED

TESTING SERVICE®

TABE

TESTS OF ADULT BASIC EDUCATION

CASAS

53


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Questions



A magnifying glass with a black handle and silver rim is positioned over a word cloud. The word 'QUESTIONS' is prominently displayed in large, bold, green capital letters in the center of the lens. Surrounding it are various question words in different sizes and orientations, including 'why', 'when', 'who', 'where', 'what', 'how', and 'whenever'. The background is white.

54


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54

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27



Evaluation

**IPDAE would like to know what you think!**

**Please complete this quick survey.**



55



Thank You



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**Thank you for your participation!**



56