

# Engaging Adult Education Through IET-Centered Instruction

---

Post Workshop Session



**Workbook**

Institute for the Professional Development of Adult Educators  
2022

POST WORKSHOP SESSION

## Engaging Adult Education Through IET-Centered Instruction

---

Henry Mack, Chancellor

Division of Career, Technical, and Adult Education, Department of Education

Ashley Yopp, Adult Education Bureau Chief

Division of Career, Technical, and Adult Education, Department of Education

Rachel Ludwig, Director of Professional Development and Provider Performance

Division of Career, Technical, and Adult Education, Department of Education

June Rall, Director of IPDAE

### **Resources Developed and Designed By**

Ronald Cruz, National Consultant for Florida IPDAE



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.

Institute for the Professional Development of Adult Educators  
3209 Virginia Avenue - Fort Pierce, FL 34981  
Phone 772-462-7409 • E-mail [info@floridaipdae.org](mailto:info@floridaipdae.org)

---

# Table of Contents

Guiding Questions .....	2
What is Integrated Education and Training (IET)?.....	2
Principles of Andragogy .....	4
IET Implementation Models .....	6
Contextualized Instruction.....	8
R.E.A.C.T. Strategy .....	11
Career-Infused and Career-Focused Instruction .....	11
Career Clusters.....	12
GRASPS Concept Wheel .....	13
Single Set of Learning Objectives .....	17
Obtaining Career-Focused Content .....	18
Determining Essential Career Content.....	18
Measurable Skill Gains .....	20
Sample IET Lesson Plan .....	23
Contextualized Lesson Plan Template.....	25
GRASPS Contextualized Task Template.....	26
Links to Workshop Resources .....	27

## Guiding Questions

Slide(s)	Guiding Questions	My Thoughts
5-6	What is IET?	
7	What are 6 principles of andragogy?	
16	What is contextualized instruction?	
17-21	Why is contextualized instruction important?	
33	What are single set of learning objectives?	

## What is Integrated Education and Training (IET)?

Integrated education and training is defined as adult education and literacy activities, workforce preparation activities and workforce training, each of sufficient intensity and quality, based on the most rigorous research available, especially with respect to improving reading, writing, mathematics and English proficiency of eligible individuals,

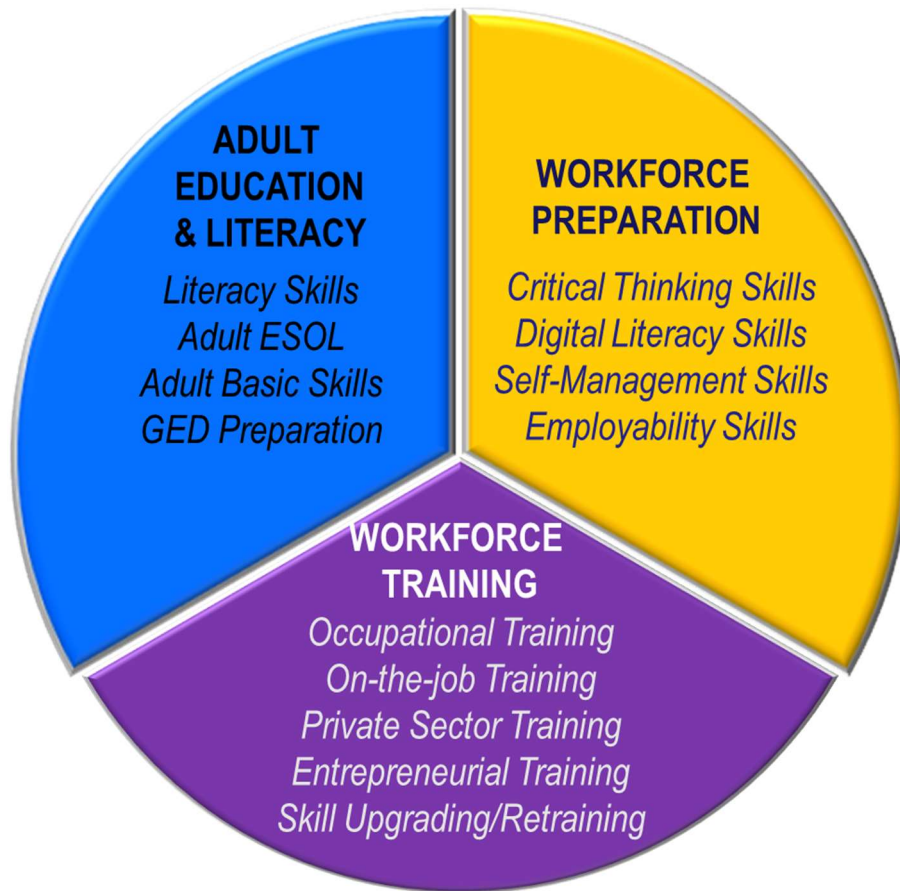
occurs simultaneously and uses occupationally relevant instructional materials. The integrated education and training program is organized to function cooperatively with a single set of learning outcomes. (34 CFR §463.37).

IET represents a wide spectrum of services to build foundational, employability and occupational skills. The integrated education and training program may be offered by:

- An institution of higher education; another type of organization, such as a nonprofit education and training provider; or
- Two or more organizations working in partnership, so long as the program equips individuals to attain basic skills and training in a specific occupation or industry.

An Integrated Education and Training (IET) program blends a range of education and training services to build learners' foundational, employability and occupational skills. IET programs provide adult education and literacy activities concurrently and contextually with workforce training for a specific occupation. This allows IET programs to contextualized basic skills instruction, offer simultaneous, not sequential skill gains, accelerate outcomes, offer work-based learning opportunities and work experience, put students on a career pathway leading to family sustaining wages.

The phrase "for purposes of educational and career advancement," identified in 34 CFR §463.35, means the adult education component of the program is aligned with the state's content standards for adult education as described in Florida's WIOA Unified Plan and is an integral part of a career pathway. Section VIII, the Adult Education section of the state plan, is available for further information on career pathways. Career pathways are an integrated service delivery model across education and workforce development that allow local programs an opportunity to design solution leveraging the strengths of workforce development and education across the spectrum. IET is the instructional strategy for career pathways with IET elements of concurrent activity and contextualization as acceleration strategies.



## Principles of Andragogy

Andragogy found its leading spokesperson in Malcolm Knowles, who develops its principles with progressive modifications between the Seventies and the Nineties, ending up with the six ones we know today.

### 1. Need to Know

To adults, it is crucial to know why it is necessary for him to learn something. Be aware of the advantages of learning, in fact, seems to be a highly motivating factor, both when those reasons are related to an improvement in the quality of life and when they lead to better work performances.

### 2. Experience

Compared to younger learners, adults have more experience, and, in most cases, they gather their own identity from this background. This implies, on one side that adults training can reach better results if lies on previous knowledge and competences, with programs customized in terms of strategies and modalities. On the other hand,

experience can lead to mental rigidity: therefore, adapting programs to real needs of learners becomes even more important.

### 3. Self-concept

Growing up, learners acquired more self-awareness and move from being dependent – typical of children – to more and more autonomy. In training settings, then, it is crucial for the adult to perceive this independence, being able to make choices in relation to the learning process.

### 4. Readiness

Adult learning need to be related to contingent needs: motivation thrives from being aware that acquired information are useful to solve daily problems, both in the personal and work life.

### 5. Problem Orientation

Adults' training should not be focused on content itself, but rather on its practical uses. About this, it is fundamental to present competences, knowledge and abilities in this perspective, so that an adult is more willing to learn.

### 6. Intrinsic Motivation

The last principle is about motivation to learn. Specifically talking about adults, in fact, it is proved that intrinsic motivations are in any case stronger than external ones, such as prizes and incentives. This is related to self-determination (Deci and Ryan, 1985): according to this theory, people are led to change and grow by innate needs, competence autonomy and relatedness. Exploiting these mechanisms, the instructor can therefore act as a facilitator and let the student motivate himself.

### SOURCE/REFERENCES:

UNESCO XIX Conference (1976). Recommendation on the development of adult education

Deci, E.L. and Ryan, R.M. (1985a). The General Causality Orientation Scale: Self-determination in personality. *Journal of Research in Personality*, 19, 109- 134.

Deci, E.L. and Ryan, R. M. (1985b). *Intrinsic motivation and self-determination in human behavior*. Plenum Press, New York.

Quiddis Team (2020). ELearning in adults training: six principles of Andragogy. <https://www.quiddis.com/en/elearning-adults-training-six-principles-andragogy/>

# IET Implementation Models

## Florida IET Model Descriptions

### Fully Integrated Instruction/Co-Teaching Model

Student is enrolled in an adult education course that delivers the adult education basic skills through contextualized instruction and learning activities aligned with a specific occupation(s) or postsecondary career technical education program. The fully integrated instruction pairs an occupational instructor with an adult education basic skills instructor within the classroom to provide a cohesive presentation of both the basic skills and occupational content. In addition to classroom instruction, students must be provided with a range of educational supports that enhance the likelihood of success such as counseling, advising, financial aid, case management and other types of classroom supports. Instruction must be based on a single set of learning objectives and occur simultaneously.

Key components:

- Adult basic education instructor to provide supplemental basic skills instruction within the workforce skills content
- Technical course materials with integrated adult education basic skills
- Provide workforce preparation activities
- Instructors align content through joint planning and/or co-teaching
- One teacher must be certified in the specific occupational program area

### Partially Integrated Instruction Model

In this model, an adult education teacher and other qualified individual providing specific skills training occurs at different times. This model allows for greater flexibility in scheduling between occupational skills training and adult education instructors. Students are given the opportunity to learn basic skills that are applicable, contextualized and aligned to the specific occupational program area. Instruction must be based on a single set of learning objectives and occur simultaneously.

Key components:

- Adult basic education content aligned to the workforce training content
- Instructors work together to identify basic skills needed for adult education students to master workforce skills covered
- Provide workforce preparation activities



### **One Instructor Model**

The three components – adult education basic skills instruction, workforce preparation activities and workforce training are provided by one instructor. The instructor has expertise in basic skills instruction as well as the occupational area. Instruction must be based on a single set of learning objectives.

Key components:

- One instructor to provide basic skills instruction and workforce training
- Technical course materials with integrated adult education basic skills
- Provide workforce preparation activities
- Teacher must be certified in the specific occupational program area

### **Employer/Community Partners**

Participants are with a community partner in local or regional workforce development area. Instruction must be based on a single set of learning objectives.

Key components:

- Student is on a training site provided by an outside agency to receive workforce training
- Student receives workforce training on a specific occupation, along with on-site basic skills instruction
- Adult education basic skills component (aligned with state adult education content standards) is integrated within the training program
- Provide workforce preparation activities
- Workforce training and basic skills development are occurring simultaneously

Integrated Education and Training is defined as a service approach that combines adult education (and literacy activities), workforce preparation activities and workforce training instruction organized to function cooperatively through a single set of learning outcomes.

IET instructional components are:

- applied with sufficient intensity and quality,

- based on the most rigorous research available (in reading, writing, mathematics, and English proficiency),
- occurs simultaneously,
- and uses occupationally relevant instructional materials.

## Contextualized Instruction

Contextualized Teaching and Learning (CTL), also known as 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).

### **Why is it important to 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

### **What evidence does research provide in terms of the benefits of Contextualized Instruction?**

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).

## **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).

## **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

## **Are there theoretical bases for Contextualized Teaching and Learning?**

Successful CTL engages teachers and students in active classroom activities, insuring that learning is student-centered and engaging. Thus, CTL is based on a constructivist educational theory, which is “a conceptual framework that asserts that learners are constantly updating their memory based on ongoing experience” (Baker et al., 2009, p. 8). Constructivism relies on the notion that students create their own meaning of concepts when they learn through experience, which furthers an innate motivation and desire to learn. Supporters of CTL assert that it can motivate many students more effectively than traditional classroom pedagogy (Baker et al., 2009; Perin & Hare, 2010).

Baker et al. (2009) outline several other psychological and educational theories and research that have implications for CTL:

**Motivation Theory.** Motivation theory focuses on students’ perceived value of the mode of instruction and development of self-efficacy, which is a key component of CTL. Students are encouraged to reflect on their own ideas and the experiences in which the

instruction and materials are imbedded. Predmore (2005) shows that thinking about content within real-world experience is important in CTL because “once [students] can see the real-world relevance of what they’re learning, they become interested and motivated” (Putting it Into Context, The Success, para. 6).

**Problem-Centered Learning.** This style of learning activity requires students to work in teams to progress through a network of interconnected problems that lead to a relevant conclusion. This CTL approach helps students to see the usefulness of certain skills because they are connected to a real-life problem-solving situation.

**Social Learning Theory.** Social learning theory emphasizes a shift away from solitary studying and passive listening and toward collaboration with peers. Students are encouraged to create and understand their own learning within a social situation associated with CTL. The social context of collaborative learning also often emulates what students can expect in a future work environment.

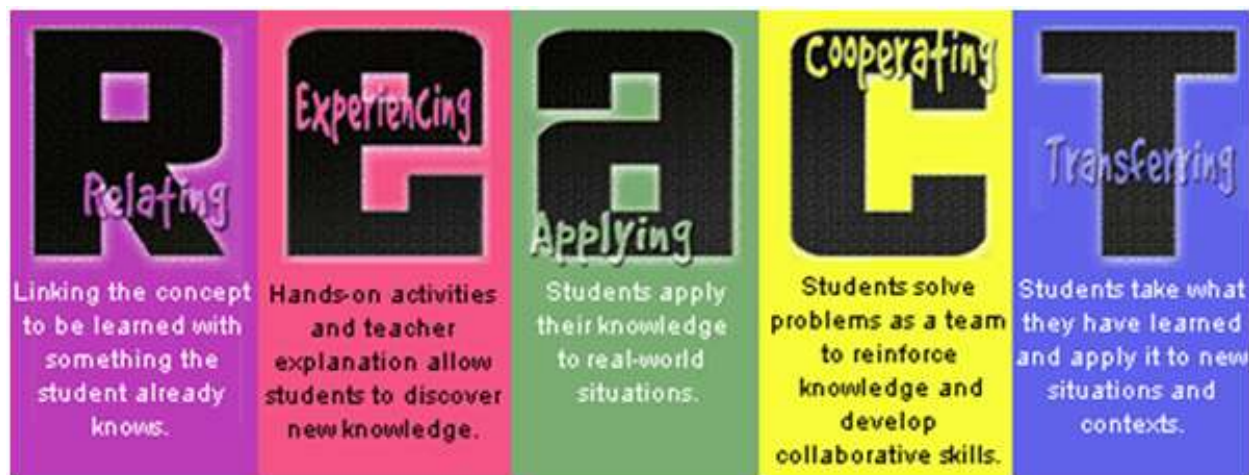
**Learning Styles.** Students have different prior knowledge and experience, motivational factors, and personalities. These elements affect the ways in which students learn most effectively. CTL reaches a variety of learning styles in the classroom because the instructor can use different approaches within the experiential context, such as hands-on learning and collaborative learning.

**Brain Research.** Emotion, practice, experience, and the environment can shape learning because “the human brain is highly responsive to association and sensory experience” (Baker et al., 2009, p. 15). Brain research is important to CTL because it demonstrates that the brain can develop through connections between experience, sensory information and learning new concepts.

- 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.

## R.E.A.C.T. Strategy



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.

## Career-Infused and Career-Focused Instruction

**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.

# Career Clusters

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

## **Career Certificate Program List**

<https://www.fldoe.org/core/fileparse.php/19937/urlt/2021-2022-secondary-program-list.rtf>

## **AS/AAS/CCC/ATD Program List**

<https://www.fldoe.org/core/fileparse.php/19937/urlt/2021-22-CC-program-list.rtf>

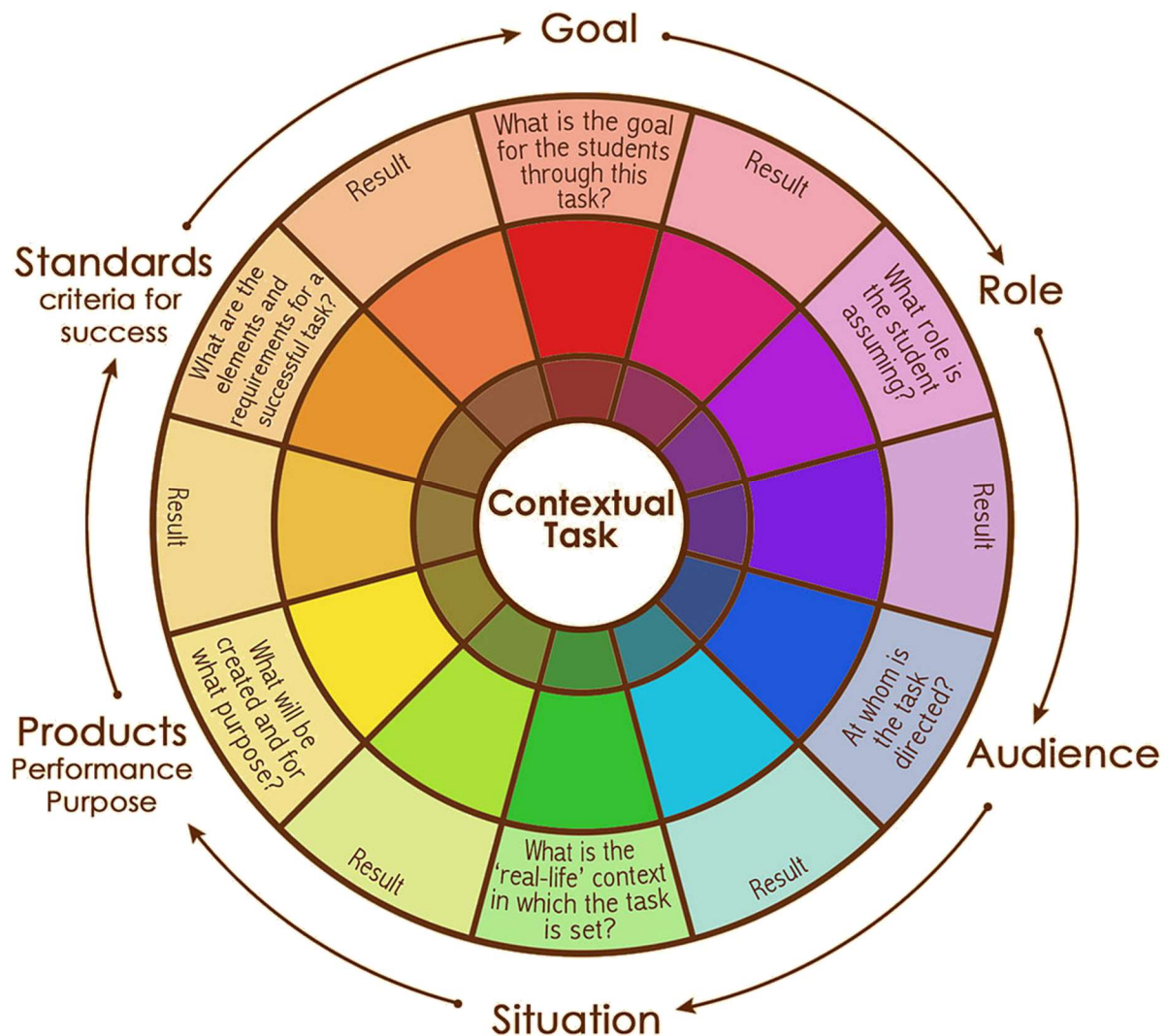
## Local Workforce Development Plans

<http://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans>

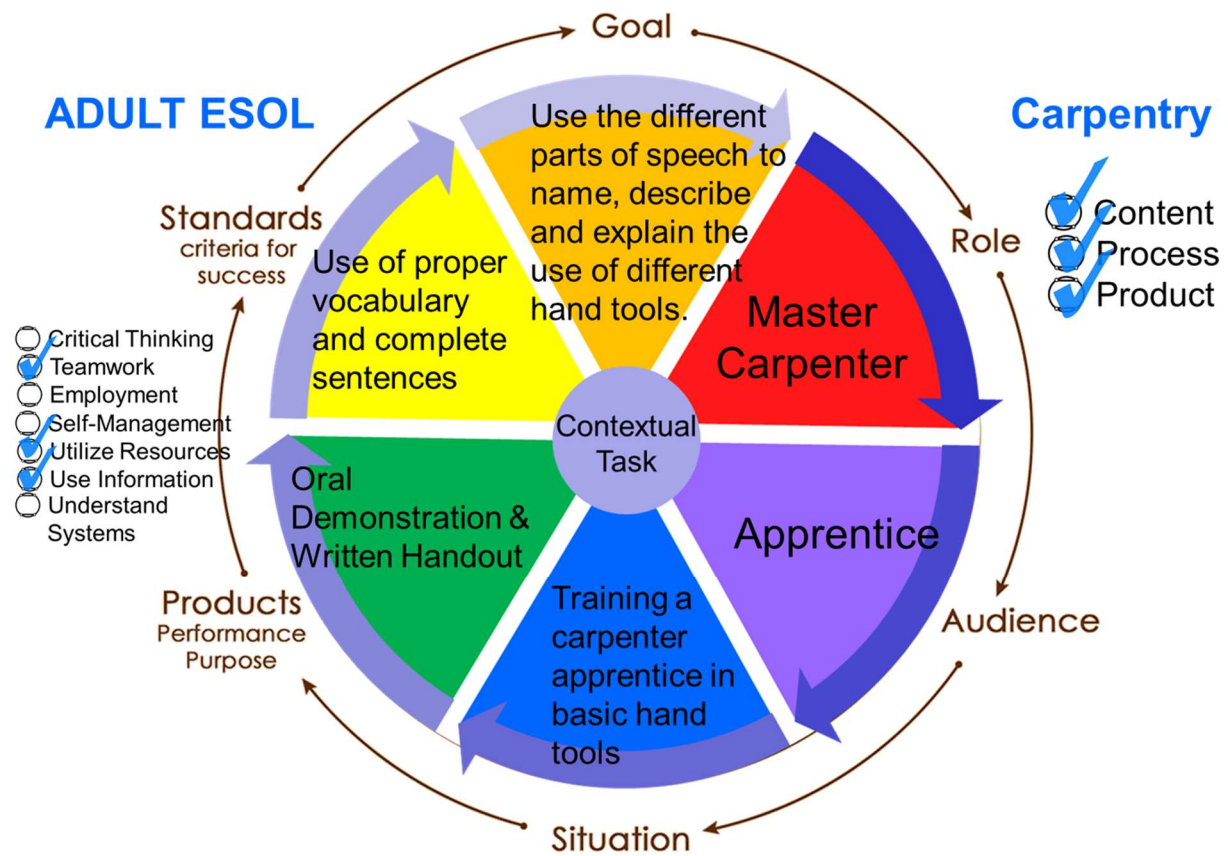
# GRASPS Concept Wheel

Single Set of Learning Outcomes are statements that summarize what students should be able to accomplish

Building a contextual task.

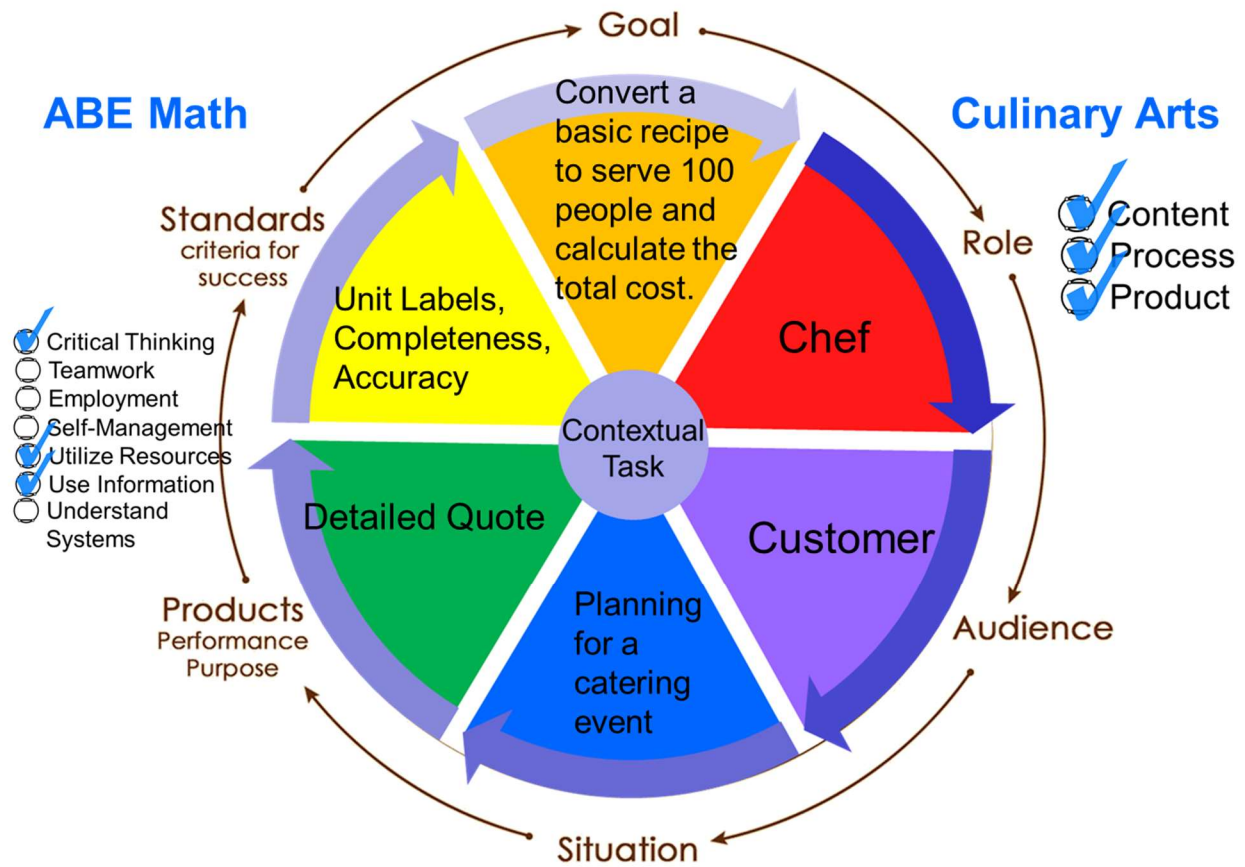


Sample A:

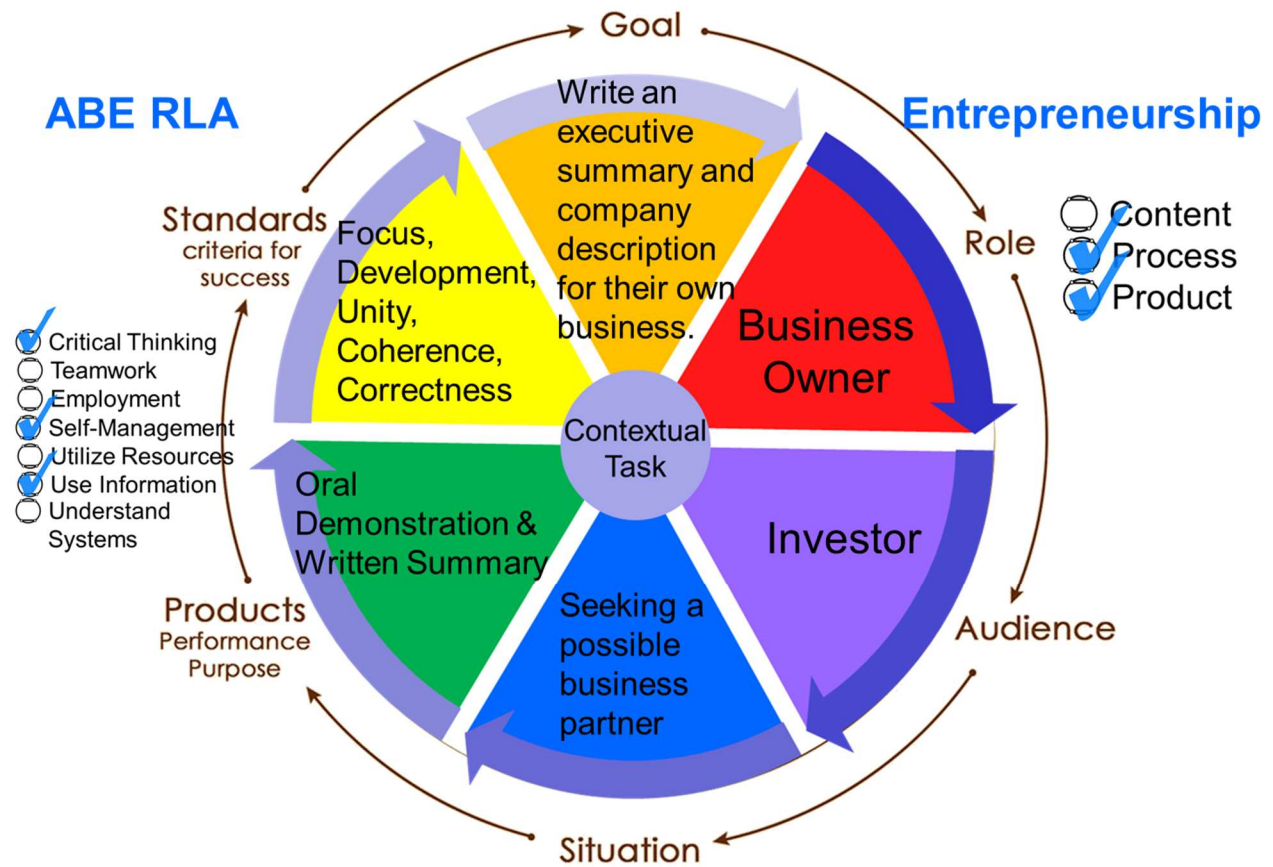




Sample B



## Sample C



# Single Set of Learning Objectives

Single Set of Learning Outcomes are statements that summarize what students should be able to accomplish by the end of the lesson/unit, 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.

## Examples:

### Practical Nursing and Adult ESOL

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Preparation Activity	Resources and Activities
<b>Learning Objective(s):</b>  <b>Students will be able to demonstrate the ability to read and effectively communicate accurate vital signs to patients, using proper medical terminology while paying attention to possible cultural differences, disabilities and/or barriers to communication.</b>				
1	04.01 Demonstrate ability to accurately measure, document, and report vital signs.	Reading: domain-specific or informational text, making logical inferences text; citing specific textual evidence, summarization, key ideas and details  Language Arts: interpreting and articulating vital sign readings, acronyms and abbreviations, describing vital signs in writing  Math: Measurement, reading measurement scales, writing measurements, compare numbers, customary and metric differences	<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  Recording vital signs on a <a href="#">Vital Signs Flow Sheet</a>
2	09.01 Identify characteristics of successful and unsuccessful communication including communication styles and barriers	Reading: medical vocabulary  Language Arts: medical acronyms and abbreviations, describing vital signs in writing  Math: reading numbers, and understanding place value	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Self-Management</li> <li>Understanding Systems</li> <li>Using information – ADA standards</li> </ul>	Mock exercise of both effective and ineffective communication (show videos and analyze)  Mini lesson on barriers to communication such as disability, limited English proficiency and environment.

## 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

## Determining Essential Career Content

Adult education instructors do not have to become career and technical subject matter experts to develop contextualized curricula, though often knowledge of the career content increases as you become more engaged in this work. There are several ways to determine where to start in terms of career-focused content.

- Ask CTE instructor what the most important or core skills are for this course. Do the students need to apply what they learn, present their understanding, or solve problems? What skills do the students need to perform the selected occupation in their career area well? (See Unit 3 | Tool 1 for a guide on conducting a faculty interview.)
- Compare material to the course outline or syllabus and discuss your plans with the career and technical course instructor. Select a few sample sets of texts (paragraphs in textbooks, charts and tables, instructions, illustrations, articles in magazines) that are fairly general and seem typical of the field and written at a level accessible to your students (i.e., slightly above their current proficiency level).
- Attend or observe an occupational training class to see what the CTE faculty does and the skills and vocabulary that are important. Note what students need to do in the class (listen to lecture, take notes, work in pairs, fill out forms, read textbook chapters, and answer questions.) Review textbooks and other study materials and note the types of underlying academic skills needed for different parts of these texts. Ask about the kind of technology students need to be familiar with and outline the digital literacy skills associated with these tasks.

- Examine tests, project assignments, and other assessments in the career and technical course.

Other strategies to help you prioritize the CTE content and the academic skills necessary to be successful include:

- Ask a key employer in the career and technical field to prioritize skills needed and authentic materials to be used in curriculum development. Contact a workplace (a company, factory, or shop) and ask to observe and ask questions. Collect document samples, but also pay attention to the kind of listening that workers need to do (listening to instructions or detailed explanations). Ask what tasks workers have to complete and note the basic skills involved (writing an incident report, calling a supplier, explaining a process to others, leaving a note for the next person on a shift; finding a item on a supply list. If you work with ESL students, also note the social interaction skills that are part of this work. Pay attention to skills that are part of workplace communication and note the kind of tasks carried out over the phone. Capture key vocabulary and common phrases. Ask about computer use at work and in the job application process, and note the skills needed for these processes.
- 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.

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

### **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?

# Measurable Skill Gains

The five (5) types of MSGs, their definitions and example documentation are included in the table below.

1	Educational Functioning Level (EFL)	<p>Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level.</p> <p><i>Example Documentation:</i> Comparing a participant's initial EFL as measured by a basic skills pre-test with the participant's EFL as measured by the same basic skills post-test; or,</p> <p>Enrollment in <a href="#">postsecondary education</a> or training after exit but during the same program year in which exit occurred.</p>
2	Secondary School Diploma or Equivalent	<p>The documented attainment of a secondary-school diploma or its recognized equivalent. A participant must be enrolled in basic education, secondary education, or an HSE preparatory course during the period of participation.</p> <p>Note: This MSG also may be counted toward the Credential Attainment Rate if the participant was enrolled in postsecondary education or employed in any of the four quarters following exit.</p> <p><i>Example Documentation:</i> Copy of the secondary school diploma.</p>
3	Secondary Transcript Report Card or Postsecondary Transcript Report Card	<p>A report card or transcript shows that a participant is achieving academic standards.</p> <p>Secondary (Grades 9-12): Transcript or report card (youth only) for one semester showing that the participant is achieving academic standards.</p> <p>Postsecondary: Completion of sufficient college or university academic credit hours as demonstrated by:</p> <ul style="list-style-type: none"> <li>• at least 12 hours in one semester during the program year, if full-time student; or</li> </ul>

		<ul style="list-style-type: none"> <li>at least 12 hours within the same 12-month period that ends in the program year, if part-time student.</li> </ul> <p><i>Example Documentation:</i> Transcript or report card for one semester showing that the participant demonstrating satisfactory achievement in all classes.</p>
4	Training Milestone	<p>Report from an employer or training provider documenting the participant's achievement of established milestones, such as completion of on-the-job training (OJT), completion of one year of an <a href="#">apprenticeship training</a> program, or similar milestones.</p> <p>Increases in rate of pay resulting from newly acquired skills or increased performance also can be used to document progress (this does not include greater pay from working additional hours).</p> <p>Note: LWDBs are granted flexibility to define progress for training milestones; however, LWDBs must define progress and define acceptable types of documentation for this type of MSG in their local policies.</p> <p><i>Example Documentation:</i> Satisfactory or better progress report from an employer or training provider that is providing training (e.g., training reports showing completed milestones, increases in pay resulting from new skills, or increased performance.)</p>
5	Skills Progression	<p>Documented passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks.</p> <p>Passage of an exam may include passing a component exam in a registered apprenticeship program or an employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a <a href="#">credential</a>.</p> <p>Note: Passing a test in an academic course by participants enrolled in a traditional secondary or postsecondary education program is not considered a gain for this MSG type.</p>

		<p>Note: The participant must have their high school diploma or equivalent reported in Employ Florida prior to reporting any postsecondary diploma credential to receive credit for the MSG.</p> <p><i>Example Documentation:</i> Copy of results of exam, test or assessment or copy of diploma or certificate.</p>
--	--	--

Florida Department of Economic Opportunity (2020). Measurable Skill Gains Resource Guide



# Sample IET Lesson Plan

Lesson Topic:	Using Reading and Math Skills in Dessert Catering				
Objective(s):	<ul style="list-style-type: none"><li>Evaluate food ingredients based on source, cost and nutritional value.</li><li>Read a banana bread recipe and follow instructions</li><li>Use proportions to convert a dessert recipe to a larger serving quantity</li></ul>				
Length:	3 hours				
Workforce Preparation and Skills					
Basic Workplace Skills		Workforce Preparation Activity		Basic Workplace Knowledge	
X	Uses Technology	X	Critical Thinking	X	Applies Health and Safety Concepts
X	Observes Critically		Teamwork	X	Understands Process and Product or Service
	Listens with Understanding		Employment	X	Demonstrates Quality Consciousness
	Speaks Clearly and Concisely	X	Self-Management	X	Understands Finances
	Writes Clearly and Concisely	X	Utilizing Resources		Works within Organization Structure and Culture
X	Reads with Understanding	X	Using Information		
X	Applies Mathematical Concepts and Operations		Understanding Systems		
Basic Skills Standards/Resource	Math	Reading	Writing	Language	
	Compare, simplify and perform operations on rational numbers.	Analyze structure, point of view or purpose of text in various formats.			
	Find unit rates and solve proportions.	Make logical inferences from text.			
Materials Needed	ABE	Rational numbers worksheet, unit rates and proportions worksheet, sample food labels, basic dessert recipe, recipe conversion tool.			
	CTE	Recipe ingredients, information on proper sources of supply, nutritional value materials, mixing bowl, baking pan, oven			
IET Single Set of Objective Being Met		Identify proper sources of supply by reading food labels and evaluate food products based on cost and nutritional value in preparation for a catering event.  Prepare dessert for a larger serving size than indicated in the recipe.			
Anticipatory Set		Read and compare various food labels based on source of supply, nutritional value and cost.			

Instructional Procedure	<ol style="list-style-type: none"> <li>1. Conduct mini lesson on how to read food labels.</li> <li>2. Review comparing, simplifying, and performing operations on rational numbers.</li> <li>3. Review how to find unit rates and solve proportions.</li> <li>4. Read banana bread recipe. Use proportion to convert banana bread recipe to a larger serving quantity.</li> <li>5. Evaluate and prepare ingredients for banana bread recipe.</li> <li>6. Follow banana bread recipe instructions.</li> <li>7. Review basic safety tips in baking.</li> <li>8. Bake banana bread.</li> </ol>
Guided Practice	<ul style="list-style-type: none"> <li>• Read food labels and evaluate source of supply, nutritional value and cost.</li> <li>• Rational numbers worksheet, unit rates and proportions worksheet</li> <li>• Use recipe conversion tool</li> <li>• Plan a banana bread catering event.</li> </ul>
Closure	<ol style="list-style-type: none"> <li>1. Eat banana bread while completing 3-2-1 Exit ticket.</li> <li>2. Homework: Head to the local supermarket and prepare a shopping list of ingredients for the banana bread catering event based on a budget of \$50.00.</li> </ol>

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

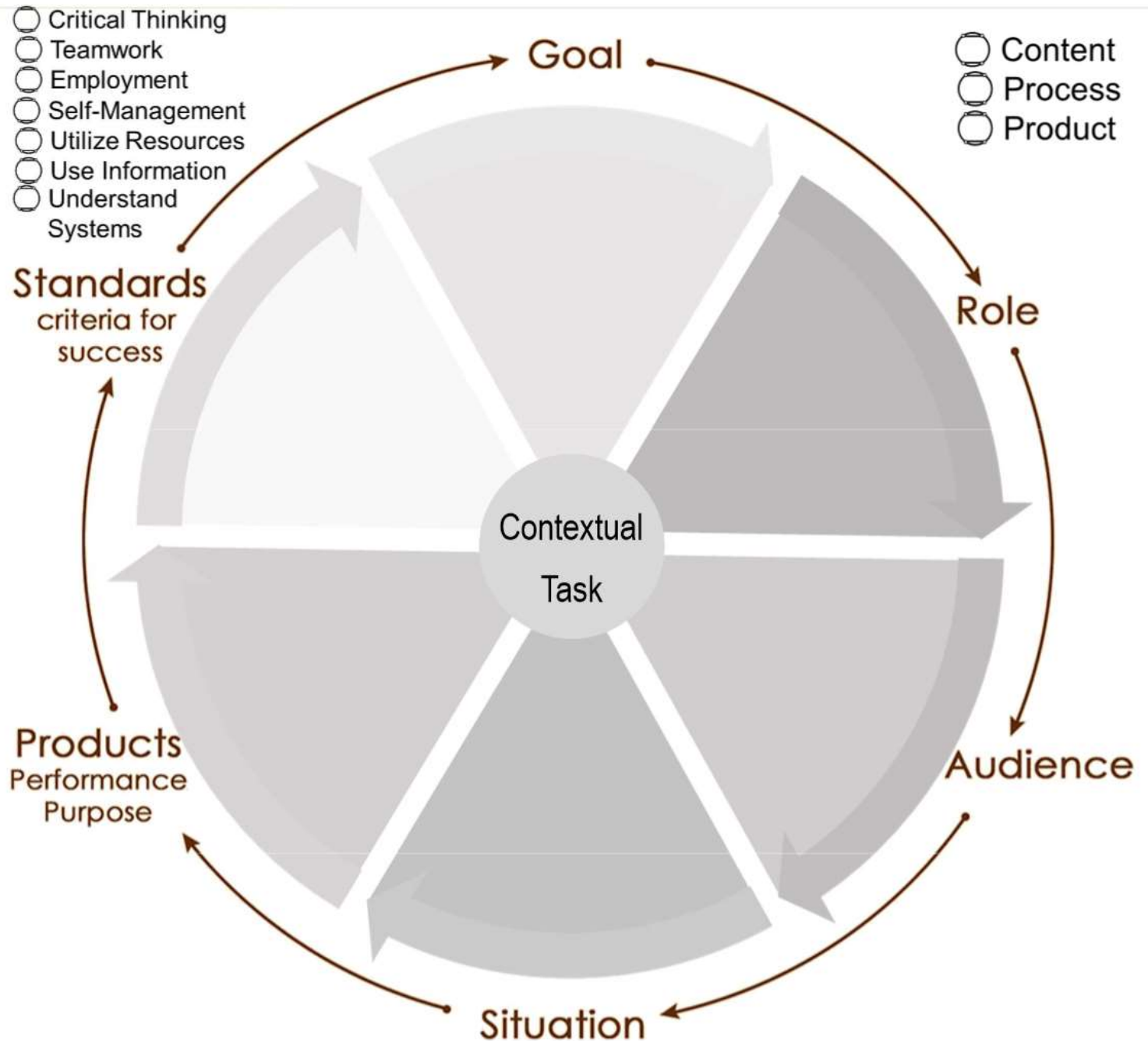
### Contextualized Lesson Plan

Lesson Topic:			
Objective(s):			
Length			
Contextualized Framework:	<input type="checkbox"/> Career-Infused	<input type="checkbox"/> Career-Focused (Non-IET)	
Occupation/ Cluster			
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
Co-Teach Model			
Materials Needed			
Anticipatory Set			
Instructional Procedure			
Guided Practice			
Closure			

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

### GRASPS Contextual Task/Activity

Lesson Topic:	
Single Set of Learning Objective(s):	
Length:	
Occupation/ Cluster:	



# Links to Workshop Resources

## **Contextualization Links:**

Contextual Learning Toolkit

<http://cordonline.net/CTLtoolkit/how-we-teach.php>

Active Learning: Creating Excitement in the Classroom. ERIC Digest.

<https://www.ericdigests.org/1992-4/active.htm>

Contextualization

<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=100031&scild=7246>

Facilitating Student Learning Through Contextualization

<https://ccrc.tc.columbia.edu/media/k2/attachments/facilitating-learning-contextualization-working-paper.pdf>

THE THEORY AND APPLICATION OF CONTEXTUALIZED TEACHING AND LEARNING IN RELATION TO PROGRAMS OF STUDY AND CAREER PATHWAYS

<https://files.eric.ed.gov/fulltext/ED513404.pdf>

Contextualized Teaching & Learning: A Promising Approach for Basic Skills Instruction

<https://files.eric.ed.gov/fulltext/ED521932.pdf>

Contextualized Teaching and Learning as a Key Strategy – Presentation

<https://www.careerladdersproject.org/wp-content/uploads/2011/05/Contextualized-Teaching-and-Learning-as-a-Key-Strategy.pdf>

## **Career Pathways**

Restaurant Career Paths

<https://www.nhlra.com/restaurant-career-pathways.html>

Nursing Career Pathway

<https://jobcenterofwisconsin.com/wisconomy/pub/toolkit>

Wisconsin Career Pathways

<https://lincs.ed.gov/publications/html/acp-newsletters/vol3issue4.html>

## **Integrated Education and Training (IET)**

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program by Penn State

[https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide\\_Revised3.16.18.pdf](https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf)

## **Foundation Skills Framework, Pennsylvania Adult Education Resources**

<https://www.paadulthoodresources.org/foundation-skills-framework/>

Foundation Skills Framework Resources Guide

<https://www.paadulthoodresources.org/wp-content/uploads/2016/05/Foundation-Skills-Resources-Guide.pdf>

## **Curricular Frameworks for CTE and Adult Education**

CTE Curricular Frameworks

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/>

Adult Education Curricular Frameworks

<http://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-frameworko.shtml>

[illegible]

[illegible]