



Implementing IET-Centered Instruction in Corrections

(Pre-Workshop Session)

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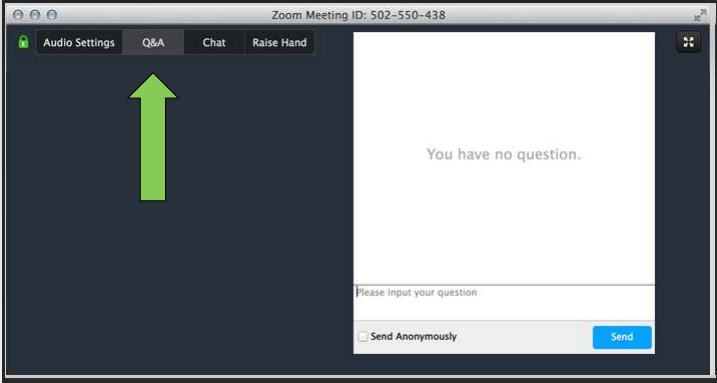


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Webinar Things to Remember


- 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.

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 **Facilitator**



Ronald Allan Cruz, M.Ed.
Coordinator
CARIBE Refugee Program
Hillsborough County Public Schools

IPDAE Statewide Trainer
National Trainer, GED®
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 **Objectives**


Agenda:

- I. Corrections Workshops
- II. Facilitators
- III. Strategic Priorities
- IV. Key Topics
- V. What to Expect
- VI. IPDAE Resources
- VII. Sneak Preview
- VIII. IPDAE's Key Initiatives
- IX. Q & A
- X. Evaluation

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Corrections Workshop Host Locations



- Region 4 - Friday, March 11, 2022 at Indian River State College
- Region 3 - Friday, March 25, 2022 at Learey Technical Center
- Region 2 - Friday, April 22, 2022 at ACE Adult & Community Education
- Region 1 - Friday, April 29, 2022 at Region 1 Training Center

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Team of Facilitators



Ronald Cruz
Hillsborough County




June Rall
IPDAE Director

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 Strategic Priorities

Priority 1:
Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

Priority 2:
Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees.

Priority 3:
Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.


Priority 4:
Incent, measure, and support enhanced program effectiveness.

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Key Topics

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Key Topics

- I. IET Overview
- II. Contextualizing Instruction
- III. Targeting Reading and Language Skills for IET
- IV. Targeting Mathematics Skills for IET
- V. Testing Strategies for Licensure Exams
- VI. GRASPS Concept Wheel
- VII. IET Lesson Planning
- VIII. Career-Focused Content from IPDAE
- IX. Evaluation

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Emerging IET's in Corrections

IET is a new program being implemented by several correctional institutions to support corrections education and accelerate achievement of credentials critical towards re-entry.

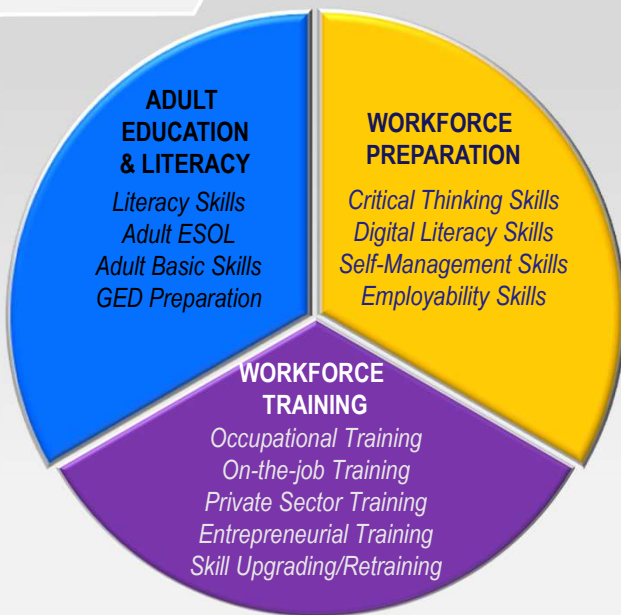


- Desoto CI – Brick and Block Masonry for ABE Students
- Sumter CI – Administrative Office Specialist for GED Students
- Wakula CI – Web Development for ABE/GED Students

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Integrated Education & Training



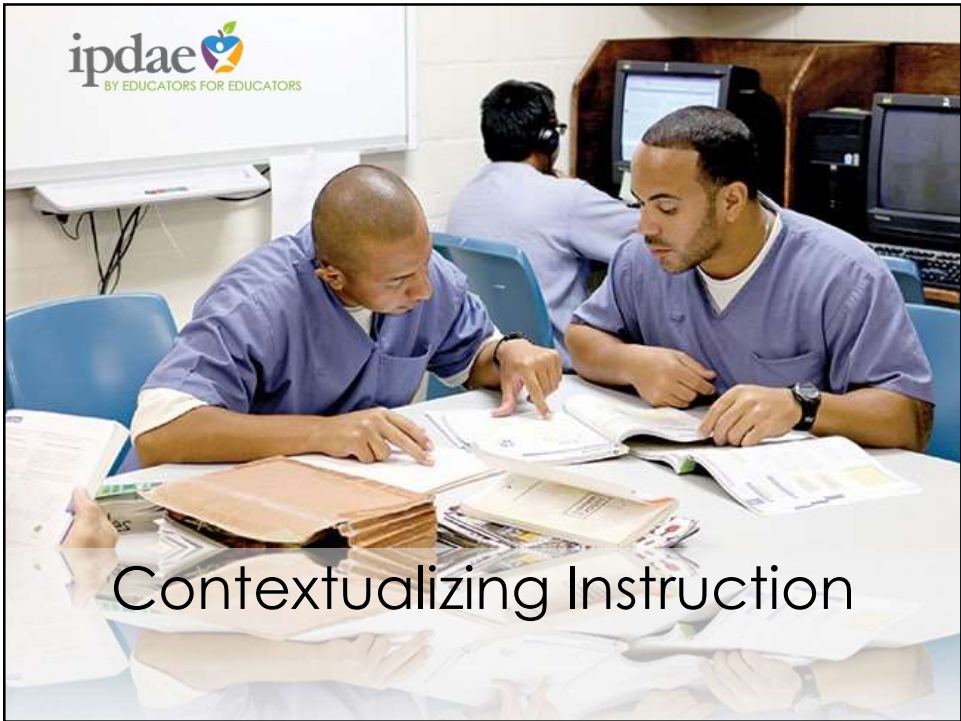
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WHAT TO EXPECT

- Overview
- Framework
- Requirements
- Implementation Models

Category	Skills/Programs
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

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WHAT TO EXPECT

- Rationale
- Framework
- Degrees of Implementation
- Examples
- Resources



The diagram is a circle divided into three equal segments. The top-left segment is blue and labeled 'FLORIDA STANDARDS'. The top-right segment is yellow and labeled 'EMPLOYABILITY SKILLS'. The bottom segment is purple and labeled 'WORKFORCE CONTEXT'.

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The photograph shows a classroom with several computer workstations. In the foreground, a woman in a white lab coat is seated at a desk, looking at a computer monitor. A woman in a dark shirt is leaning over her shoulder, pointing at the screen. In the background, other students are seated at desks, also working on computers. The ipdae logo is visible in the top left corner of the image.

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Career-Infused and Career-Focused Instruction

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2020-21 The Institute for the Professional Development of Adult Educators

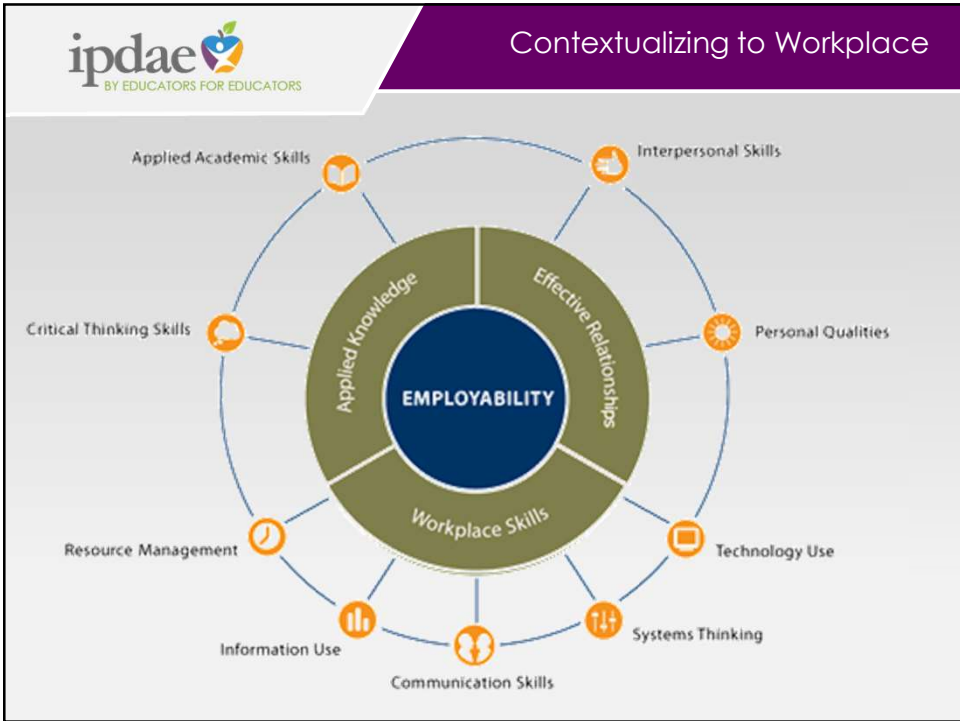
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Degrees of Implementation

<h4>Traditional Instruction</h4> <p>Career-Infused – academic content is often contextualized to career exploration.</p>	<h4>Integrated Education & Training</h4> <p>Career-Focused – Academic content and skills are narrowly focused a particular career cluster or occupation.</p>
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WHAT TO EXPECT

- Technical Vocabulary
- Visual Literacy
- Reading Workplace-Related Content (Forms, Manuals, Communications, Flowcharts, & Infographics)



GROWTH
LOREM IPSUM

TYPE A	25%
TYPE B	15%
TYPE C	15%
TYPE D	50%

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WHAT TO EXPECT

- GRASPS Concept Wheel
- Examples
- Single Set of Learning Objectives
- Finding Contextualized Content
- Engaging Employers



GRASPS Concept Wheel:
Building a contextual task.

Goal: What is the goal for the situation through this task?

Role: What role will the learner play in this situation?

Audience: Who is the audience for this task?

Situation: What is the real-life context in which the task is set?

Standards: What are the standards for success?

Products/Performance Purpose: What are the products or performance purposes of this task?

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Implementing IET-Centered Instruction in Corrections (Pre-Workshop)


Bonus Content



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

RESOURCES E-TRAININGS EVENT CALENDAR AE-TOOLBOX FAQs ABOUT

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Co-Teach Models for Fully Integrated IET



Presentation Date: 1/6/2022 at 3:00pm
Duration: 1 Hour

Description:
There are several ways to facilitate classroom instruction in an IET program implemented as a fully integrated model. This session will dive into the different facilitation models for fully integrated IET's. Participants will be able to understand when to use each model and decide which models are best for specific areas of focus.

Presentation Documents:
[Presentation \(PDF\)](#)



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Activity Resource

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Sample



Chef Ca

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

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

Solution: Students might think that the answer to this problem is asking for "what time," not "how long." In this case, 11:15 a.m. (the estimated time it takes for the internal temperature to reach 135°F).

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

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

Sometimes, certain recipes have multiple steps that have to be performed in a certain order. This activity involves performing multiple operations based on the standardized recipe information provided in the recipe.

Culinary arts students must also learn how to monitor, record, and complete the sample invoice below by indicating the subtotals and totals.

INVOICE

Meats 'R Us

Subcategory	Delivery Date	Terms	Due Date
Meats	6/13/2021		
Quantity	Description	Unit Price	Amount
20 lbs.	Beef Tenderloin	9.20	184.00
20 lbs.	Leg of Lamb	12.40	248.00
			Subtotal 432.00
			Tax 33.24
			Shipping Cost 0.00
			TOTAL 465.24

Payment is due within 15 days.

Answer:

INVOICE

Meats 'R Us

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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: _____

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Valuable Takeaways

Lesson Topic: Using Reading and Math Skills in Dessert Catering		
Objective(s):		
<ul style="list-style-type: none"> • Evaluate food ingredients based on source, cost and nutritional value. • Read a banana bread recipe and follow instructions • Use proportions to convert a dessert recipe to a larger serving quantity 		
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
X Listens with Understanding	Employment	X Demonstrates Quality Consciousness
X Speaks Clearly and Concisely	X Self-Management	X Understands Finances
X Writes Clearly and Concisely	X Utilizing Resources	X Works within Organization Structure and Culture
X Reads with Understanding	X Using Information	
X Applies Mathematical Concepts and Operations	X Understanding Systems	

Adult Ed. Teacher: _____ Date: _____

Subject Area: _____ Level(s): _____

GRASPS Contextual Task/Activity

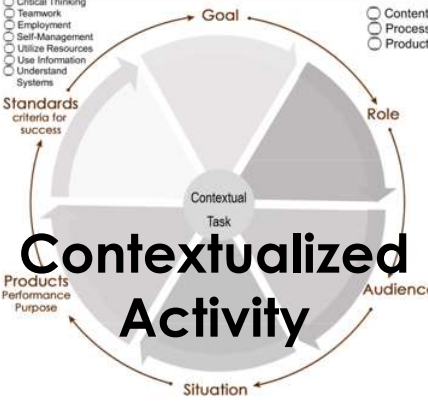
Lesson Topic: _____

Single Set of Learning Objective(s): _____

Length: _____


Occupation/Cluster: _____

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



Contextualized Activity

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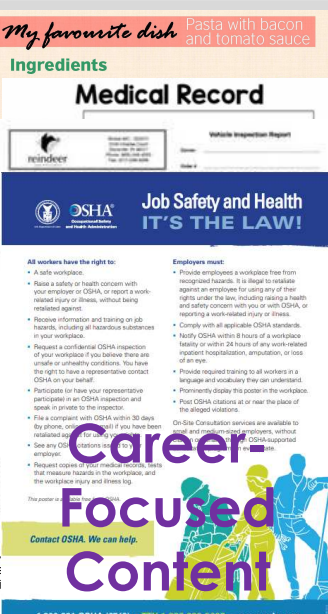


Valuable Takeaways

Practical Nursing and Adult ESOL

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Preparation Activity	Resources and Activities
Learning Objective(s):				
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.				
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 numbers, comparing numbers, customizing metric differences	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information 	Look at different dials (visual), mini-lesson on parts of sphygmomanometer Identifying prefixes and suffixes in nursing Essential Medical Terminologies Act out mock scenario vital sign conversation patient
2	09.01 Identify characteristics of communication including communication styles and barriers	Reading: medical vocabulary, acronyms and abbreviations, describing vital signs, and understanding place value	<ul style="list-style-type: none"> • Critical thinking • Self-Management • Understanding Systems • Using information – ADA standards 	Mock exercise of both effective and ineffective communication (role play) Mini lesson on barrier, communication such as: disability, limited English proficiency and environment.

Aligned Content with Single Set of Learning Objectives



My favourite dish Pasta with bacon and tomato sauce

Ingredients

Medical Record

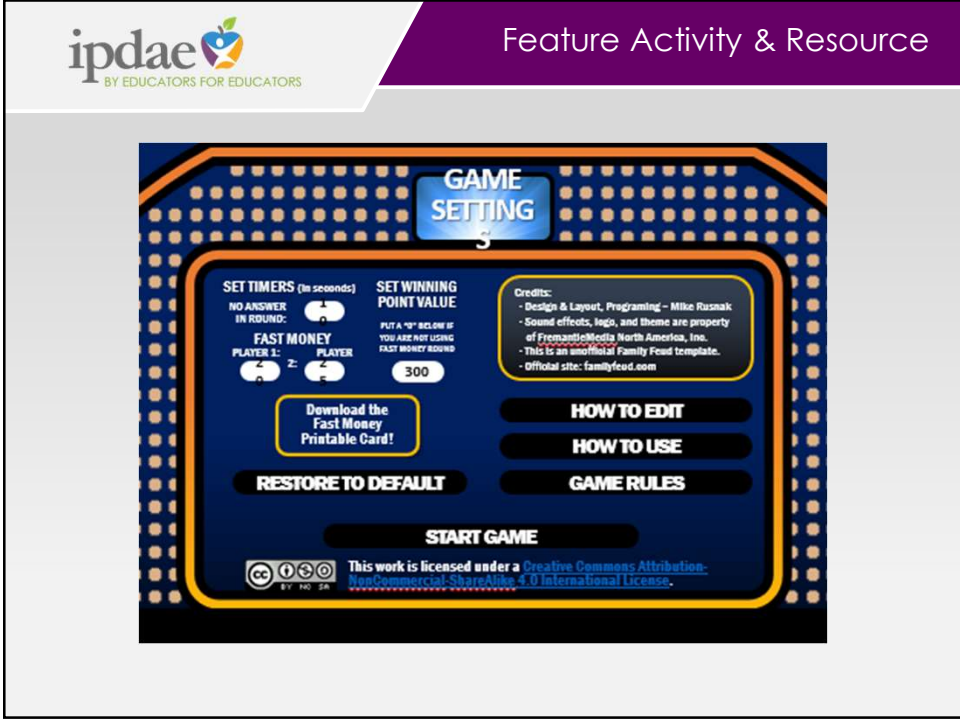
Job Safety and Health IT'S THE LAW!

career focused Content

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BACK TO SETTINGS **HOW TO EDIT** HOW TO USE GAME RULES OTHER GAMES

How To Edit

STEP 1: Duplicate the Round Slide for each and every question you plan on asking.

STEP 2: Replace answers, question, and score values. Leave score values at 0 for unused answers.

STEP 3: Change the score multiplier if you want the round to double or triple the score values.

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BACK TO SETTINGS **HOW TO EDIT** HOW TO USE **GAME RULES** OTHER GAMES

Game Rules

Quick Stats

- 1 host
- 1 PPT operator
- 2 Teams of 5
- 5 rounds
- 1 Fast Money Round
- The team with the most points wins and goes onto play Fast Money

Gameplay (Face-Off)

- One player from each team approaches the center, with one hand behind their backs and the other flat on the table, ready to buzz in.
- The question is read once and stops at the first buzz in. The question may be re-read after the first player to buzz in makes their guess.
- If the first player who buzzed in reveals an answer that isn't number 1, then the other player has a chance to guess an answer.
- First to buzz in and provide an answer that is revealed highest ranking on the board can choose for their team to pass, or play.
- If neither player is able to make any correct guesses during the face-off, then play goes to the second player of the team of the first player who buzzed in, and continues to alternate between teams until a correct answer is given.

Gameplay (Continued)

- After a team has chosen to pass or play, the playing team must guess the remaining answers on the board.
- Players on the team answer one at a time, with no help from their other teammates. If a player incorrectly guesses or doesn't provide a guess in time, the team receives a strike.
- When a team reaches 3 strikes, the opposing team has a chance to steal the board. The opposing team can work together to quickly come up with an answer.
- If the opposing team reveals one of the remaining answers on the board, the opposing team steals all the revealed points for that round.
- If the opposing team is unable to reveal an answer on the board, the playing team keeps the points they've earned and the round is over. The remaining answers are revealed.

Fast Money Round

- The winning team chooses two players to play Fast Money.
- Each player will answer the same 5 questions in hopes of getting the highest point value for each answer.
- The second player must leave the room and not be able to hear the first player's answers or questions.
- First player gets 20 seconds to answer, second player gets 25 seconds if they duplicate the first player's answers.
- If both players are able to get 200 points together, the team wins!

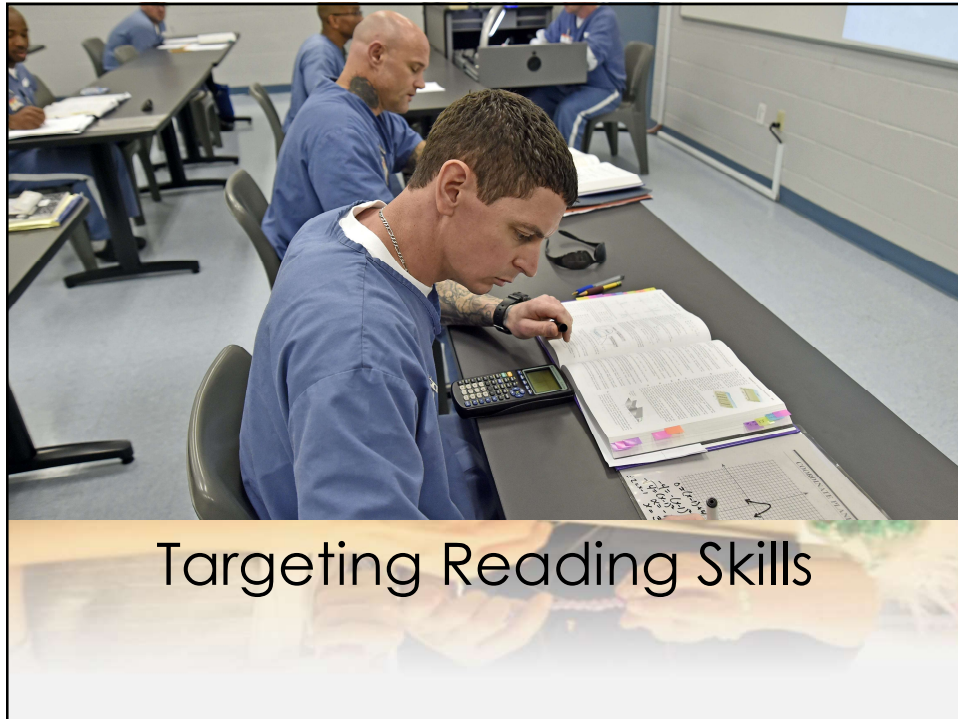
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 Targeting Reading Skills

1. Determine the meaning of words (vocabulary)
2. Draw Conclusions based on text
3. Identify the main idea
4. Analyze the relationship between individuals, events or ideas
5. Analyze text structure
6. Determine point of view
7. Evaluate texts in different formats
8. Evaluate arguments and specific claims

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Targeting Language Skills

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Targeting Language Skills

1. Conventions of standard English grammar and usage
2. Conventions of standard English capitalization, punctuation, and spelling
3. Language functions in different contexts
4. Context clues
5. Accurately use of a range of general academic and domain-specific words and phrases
6. Writing informative/explanatory and narrative texts
7. Using technology to produce and publish writing
8. Gathering relevant information from multiple sources

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 Targeting Mathematics Skills

1. Numbers and Operations
2. Problem Solving and Algebraic Thinking
3. Data and Measurement
4. Geometry
5. Fractions
6. The Number System
7. Expressions and Equations
8. Ratio and Proportional Reasoning
9. Statistics and Probability
10. Functions


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- IET E-Training Module**
 - Titled: **Integrated Education & Training Overview**
 - Now available in the IPDAE E-Training Catalog
 - Great starting point for understanding Integrated Education & Training (IET)
 - Earn a certificate of completion.



- IET – Single Set of Learning Objectives**
 - Example handout files available under the AECP channel on the IPDAE website.
- IET – Boot Camp Materials**
 - Learn how Integrated Education and Training (IET) programs provide educational opportunities and career pathways at your local school district or technical college.

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 **2022 Career Pathways Institute**

IPDAE's 2022 Career Pathways Institute


Scheduled: **May 5-6, 2022**

Face-To-Face Event in Workforce Advancement for Adult Education

What to Expect:

- Explore strategies to identify and build relationships with the key employers in their local area
- Identify key areas of quality IET models
- Assess early indicators of practice that lead to long-term success.
- Integrate and apply the new adult education curriculum frameworks.

Location:
Gaylord Palms Resort & Convention Center
6000 West Osceola Parkway
Kissimmee, FL 34746


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 **2020 Career Pathways Institute**

Session Topics:

- Overview of a Quality IET and Why it Matters
- Centering on Employers
- Developing Model Pathways
- Structuring Programs for IET Success: Maximizing Time, Talent, and Funding
- Defining Quality Instruction within the Pathways
- High Quality, Integrated Tasks
- Impact in Practice


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Q&A

A graphic featuring two speech bubbles. The left bubble is purple and contains a white letter 'Q'. The right bubble is green and contains a white letter 'A'. Both bubbles are set against a white rounded square background with a subtle drop shadow.

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Evaluation

**IPDAE would like to know what you think!
Please complete this quick survey.**

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Thank You



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**Thank you for your
participation!**

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