ipdae
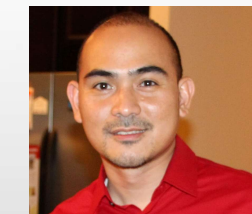
INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Strengthening ESL
Classrooms through IET

April 25, 2018

www.floridaipdae.org

---

ipdae
BY EDUCATORS FOR EDUCATORS

Ronald Allan Cruz, M.Ed.
Coordinator
CARIBE Refugee Program
Hillsborough County Public Schools
Adult Education
ronaldallan.cruz@sdhc.k12.fl.us

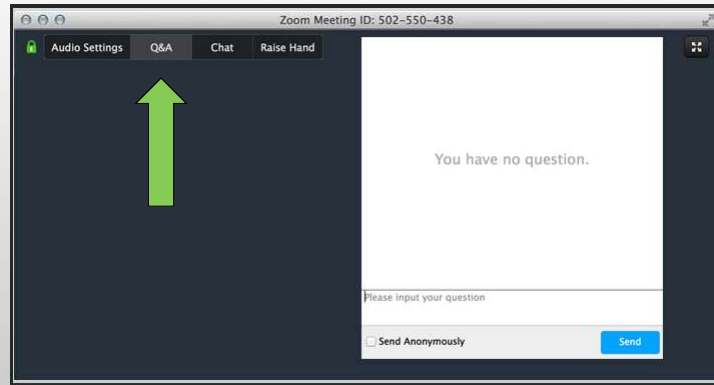Statewide Trainer/Facilitator
for ABE, GED & ESOL
Florida IPDAE
rcruz@floridaipdae.org
(772) 462-7409

- 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.

3

2017 The Institute for the Professional Development of Adult Educators

---

Agenda

I. Some Background Information

II. What is IET?

III. The CCR and ELP Standards Aligned to IET

IV. The ELP Standards: What It Looks Like in Practice in an IET Class

V. Using the Curriculum Frameworks in Developing Lessons that Promote IET

VI. The CARIBE Refugee Program and Its IET Model

VII. Evaluation

W – Workforce
I – Innovation and
O – Opportunity
A – Act

UNITED STATES
DEPARTMENT OF LABOR

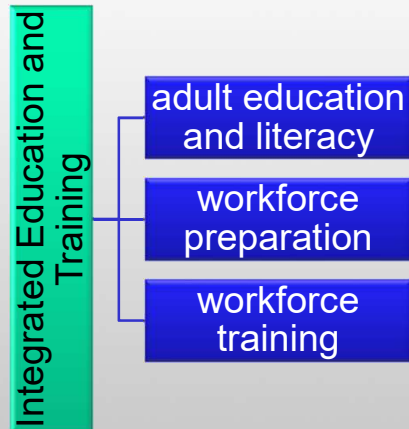**WIOA**
Workforce Innovation and Opportunity Act

It was released in July 2016 to help low-income and lower-skilled youth and adults achieve economic success. This law provides both assurance and incentives for adult education, workforce development, and postsecondary education partners to design and implement **a key strategy in career pathways**: Integrated Education and Training (IET).

Center for Law and Social Policy (2013). Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level. Washington, DC.

I – Integrated
E – Education and
T – Training

IET is a key strategy in career pathways based in adult learning theory. Through IET programs, participants seek goal-oriented, relevant, practical knowledge. The opportunity costs of education for individuals with family and work responsibilities can be offset by offering education that truly leads to educational and economic mobility.

Center for Law and Social Policy (2013). Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level. Washington, DC.

ipdae
BY EDUCATORS FOR EDUCATORS

adult education and literacy

workforce preparation

workforce training

Integrated Education and Training

IET is adult education and literacy, workforce preparation, and workforce training "each of sufficient intensity and quality, and **based on the most rigorous research available**, especially with respect to **improving reading, writing, mathematics, and English proficiency** of eligible individuals" that "occur simultaneously," "**use occupationally relevant instructional materials**," and are "organized to function cooperatively" with "a single set of learning outcomes."

Center for Law and Social Policy (2013). Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level. Washington, DC.
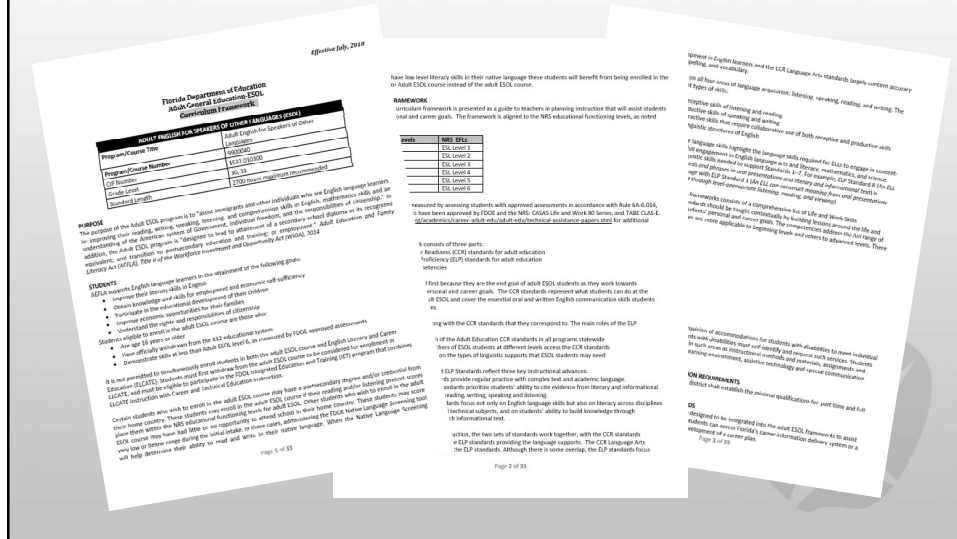
ipdae
BY EDUCATORS FOR EDUCATORS

The purpose of the College and Career Readiness Standards for Adult Education is to forge a stronger link among adult education, postsecondary education, and the world of work. It presents a starting point for raising awareness and understanding of the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21st century. These standards allow educators to understand where to focus their efforts and shape overall instruction.

College and Career Readiness Standards for Adult Education

Susan Pimentel
2013

MPR

ipdae
BY EDUCATORS FOR EDUCATORS
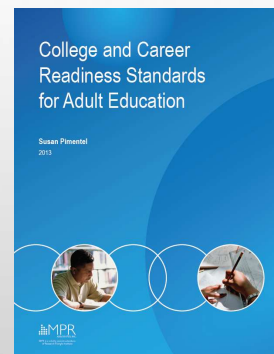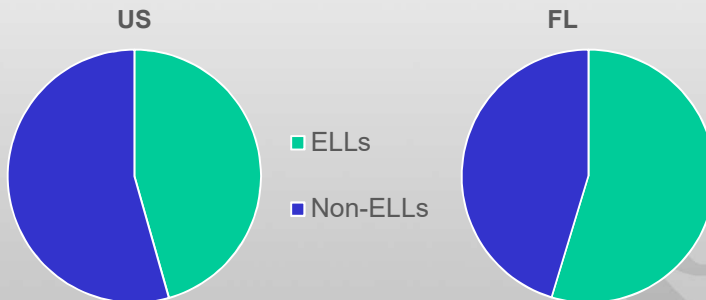
Adult ESOL Curriculum Frameworks

---

ipdae
BY EDUCATORS FOR EDUCATORS

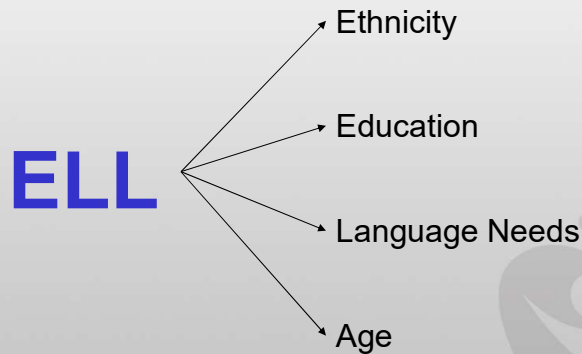# English Language Learners

ELL's currently make up more than 44% of AE students in the federally funded system and 55% in FL.

US   **FL**

■ ELLs
■ Non-ELLs

Diversity in English Language Learners

ELL
- Ethnicity
- Education
- Language Needs
- Age

ENGLISH LANGUAGE
PROFICIENCY
STANDARDS FOR
ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016

AIR

The English Language Proficiency (ELP) Standards for Adult Education (AE) are intended to address the urgent need for **educational equity**, **access**, and **rigor** for adult English language learners (ELLs) with the goal of ensuring that adult learners are **adequately prepared for careers and postsecondary education**.

This trend is in response to the **Workforce Innovation and Opportunity Act** (WIOA) mandate that requires states to "align content standards for adult education with **state-adopted challenging academic content standards**."

American Institutes for Research (2016). English Language Proficiency Standards for Adult Education. Washington, DC.

What It Looks Like in Practice

IET Class

Amani's IET class prepares non-native English speakers for careers in health care, specifically as certified nursing assistants (CNAs). As a registered nurse herself, the focus with her advanced group of adult ELLs this week is on taking vital signs. She tries to integrate language support into this course in addition to the practical skills they need. Amani wants to make sure that her students are prepared for the interactions and people skills required in caring for ill or elderly people.

Amani already has specific medical objectives in mind for today's lesson. Students will practice taking each other's pulse and blood pressure readings and record this information in a table. She would also like to integrate conversation practice into this lesson. She wants her students to be able to make requests of their patients, explain what they are doing, and build rapport.

Amani turns first to Table 3, which provides correspondences between the CCR English Language Arts and Literacy Standards and the ELP Standards for AE. She knows that she wants to focus on CCR Speaking and Listening Anchor Standard 1, which is: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.* She finds that this CCR standard corresponds to ELP Standard 2.

Amani next turns to **View Two** so as to better understand the language demands required to meet the rigorous CCR standard. As her students are very high-level speakers of English, she focuses on levels 4–5 of ELP Standard 2. ELP 2 is: *An ELL can participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.* She focuses in particular on these elements: *participate in conversations about a range of topics, build on the ideas of others,* and *express ideas clearly.*

Seeing these language standards helps her decide to add an activity to her pulse and blood pressure lesson. She plans an activity for students to brainstorm ice-breaker questions they might ask nursing home residents and also discusses topics to avoid. Amani also plans to have students practice the specific language needed to describe what they are doing to the patients in the process of taking their blood pressure. For example, *Please roll up your sleeve.* Students will focus on the quantity of speech they produce and their articulation when speaking.

ELPS p. 73

American Institutes for Research (2016). English Language Proficiency Standards for Adult Education. Washington, DC.

Topic: Taking Vital Signs
Language Focus:
- Make requests of their patients
- Explain what they are doing
- Build rapport

Modalities:
- Listening
- Speaking

CCR Standard:
- **Speaking and Listening Anchor Standard 1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

ipdae
BY EDUCATORS FOR EDUCATORS

2. Participate in oral exchanges of information, ideas and analyses in various social contexts responding to peer or audience (patient) comments and questions.

	ELP Standards for AE An ELL can…	Corresponding CCR English Language Arts and Literacy Standards for AE— Reading	Corresponding CCR English Language Arts and Literacy Standards for AE— Writing	Corresponding CCR English Language Arts and Literacy Standards for AE— Speaking and Listening	Corresponding CCR English Language Arts and Literacy Standards for AE— Language
1	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1, 2, 3, 7			
2	participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts responding to peer, audience, or reader comments and questions.		6	1	
3	speak and write about level-appropriate complex literary and informational texts and topics.		2, 3	4, 5	
4	construct level-appropriate oral and written claims and support them with reasoning and evidence.		1	4	
5	conduct research and evaluate and communicate findings to answer questions or solve problems.		7, 8, 9	4, 5	
6	analyze and critique the arguments of others orally and in writing.	8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing.		5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text.	4			4, 5
9	create clear and coherent level-appropriate speech and text.	1E, 2, 3, 4		4, 6	
10	demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				1, 3

ELPS p. 75

---

ipdae
BY EDUCATORS FOR EDUCATORS

ELP Standard 2	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can… participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	By the end of English language proficiency level 1, an ELL can… • actively listen to others • participate in short conversations and written exchanges about familiar topics and in familiar contexts • present simple information • respond to simple yes/no questions and some wh-questions.	By the end of English language proficiency level 2, an ELL can… • participate in short conversations and written exchanges about familiar topics and texts • present information and ideas • appropriately take turns in interactions with others • respond to simple questions and wh-questions.	By the end of English language proficiency level 3, an ELL can… • participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed • follow rules for discussion • ask questions to gain information or clarify understanding.	By the end of English language proficiency level 4, an ELL can… • participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas • clearly support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed.	By the end of English language proficiency level 5, an ELL can… • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.

when engaging in one or more of the following content-specific practices:

MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.	SP1. Ask questions and define problems. SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Writing
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening
CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

ipdae
BY EDUCATORS FOR EDUCATORS

Topic: Taking Vital Signs
Language Focus:
- Make requests of their patients
- Explain what they are doing
- Build rapport

Modalities:
- Speaking and Listening

CCR Standard:

Image taken from http://certifiednursingassistantin-blog.tumblr.com/

- **Speaking and Listening Anchor Standard 1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Lesson Activities:
- Brainstorm ice-breaker questions they might ask nursing home residents
- Discuss topics to avoid in asking ice-breaker questions
- Practice the specific language needed to describe what they are doing to the patients

Assessment Focus:
- Quantity of speech produces and articulation when speaking

---

ipdae
BY EDUCATORS FOR EDUCATORS

18

ipdae
BY EDUCATORS FOR EDUCATORS

Now that we learned about IET Programs, how can we prepare our students to enter these programs?

How can we use the IET model to add more rigor in the Adult ESOL Classroom?

---

ipdae
BY EDUCATORS FOR EDUCATORS

ELP Standard: An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
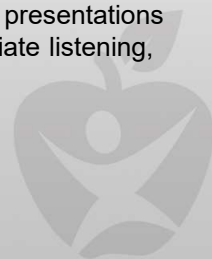
1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing..

ELP Standards for AE An ELL can…	Corresponding CCR English Language Arts and Literacy Standards for AE—Reading	Corresponding CCR English Language Arts and Literacy Standards for AE—Writing	Corresponding CCR English Language Arts and Literacy Standards for AE—Speaking and Listening	Corresponding CCR English Language Arts and Literacy Standards for AE—Language
1 construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1, 2, 3, 7		2	
2 participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts responding to peer, audience, or reader comments and questions.		6	1	
3 speak and write about level-appropriate complex literary and informational texts and topics.		2, 3	4, 5	
4 construct level-appropriate oral and written claims and support them with reasoning and evidence.		1	4	
5 conduct research and evaluate and communicate findings to answer questions or solve problems.		7, 8, 9	4, 5	
6 analyze and critique the arguments of others orally and in writing.	8	1	3	
7 adapt language choices to purpose, task, and audience when speaking and writing.		5	6	6
8 determine the meaning of words and phrases in oral presentations and literary and informational text.	4			4, 5
9 create clear and coherent level-appropriate speech and text.	1E, 2, 3, 4		4, 6	
10 demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				1, 3

ELPS p. 75

CCR Standards for Reading

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

ipdae
BY EDUCATORS FOR EDUCATORS

CCR Standards for Speaking and Listening

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

---

ipdae
BY EDUCATORS FOR EDUCATORS

LIFE AND WORK COMPETENCIES
AREAS
1 COMMUNICATION
2 EMPLOYMENT
3 COMMUNITY
4 CONSUMER ECONOMICS
5 HEALTH
6 CIVICS
7 ENVIRONMENT
8 MATHEMATICS
9 LEARNING AND THINKING

3 COMMUNITY
Ask for, give, follow, or clarify directions to a place or location, including reading signs
Identify/interpret signs related to public transportation
Identify/interpret different types of transportation in the community, and interpret traffic information
Identify/interpret maps relating to travel needs, including internet-based map systems
Interpret information about weather conditions (e.g., hurricanes, tornadoes, lightning)
Locate and utilize services of agencies that provide emergency help
Identify and access governmental social services (e.g., Social Security, Medicare, welfare programs)
Locate and interpret information related to classes and schedules
Interpret school-related registration and application forms
Interpret information about social issues

Topic: Local Community Resources During Severe Weather Conditions
Learning Focus:
- Identify various severe weather conditions (hurricane, tornado, thunderstorm, etc.)
- Read, watch or listen to weather information in various media
- Create and present a list of things to do in case of severe weather and agencies that provide emergency help
- Create an evacuation route from home to a place of shelter

Modalities:
- Reading, Writing, Speaking and Listening

Lesson Activities:
- Watch a severe weather forecast and summarize the information focusing on key details.
- Use the Internet to research common things to do in case of severe weather in Florida including agencies that provide emergency help in the local community.
- Create a presentation of information gathered from research including an evacuation route from their neighborhood to a place of shelter
- Present this information to the class.
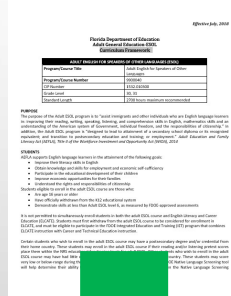
DIGITAL LITERACY STANDARDS

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated into the ESOL Frameworks.

DL.01	Develop basic keyboarding and numerical keypad skills.
DL.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.

WORKFORCE PREPARATION ACTIVITIES

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014). The following workforce preparation activities should be integrated into the classroom instruction.

1) **Critical Thinking:** All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
2) **Teamwork:** All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
3) **Employment:** All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
4) **Self-Management:** All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
5) **Utilizing Resources:** All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
6) **Using Information:** All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
7) **Understanding Systems:** All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Support the IET Program

- Discuss the role of an Emergency Medical Technician (EMT)
- Discuss the skills important to the work of an EMT
- Discuss how can students can become an EMT

- Discuss other fields of work essential during an emergency
- Discuss available CTE programs in a nearby Technical College specializing in emergency response

---

Our Students

Self-sufficiency through Adult Education

Our Mission

Our Services

- Adult ESOL Instruction
- Adult Basic Education
- High School Equivalency
- Integrated Education and Training
- Workplace Preparation
- Vocational Training

Hospitality Industry

- Focus on communication skills essential to the work of the housekeeping, engineering and custodial staff
- Use of informational text relevant to their work such as personnel orientation, personnel procedures manual, HR forms, and guidelines for quality customer service
- Encourage students to pursue ABE/GED/PSAV

Manufacturing Industry

- Focus on communication skills essential to their work such as interpreting and communicating work orders
- Use of informational text relevant to their work such as equipment manuals, personnel orientation, personnel procedures manual and HR forms
- Encourage students to pursue ABE/GED/PSAV

Health Industry

- Focus on communication skills essential to the work of health professionals
- Use of informational text relevant to their work such as patient records, prescriptions, medical labels, billing, and instructions from a medical supervisor
- Encourage students to pursue ABE/GED/PSAV

2017 The Institute for the Professional Development of Adult Educators