



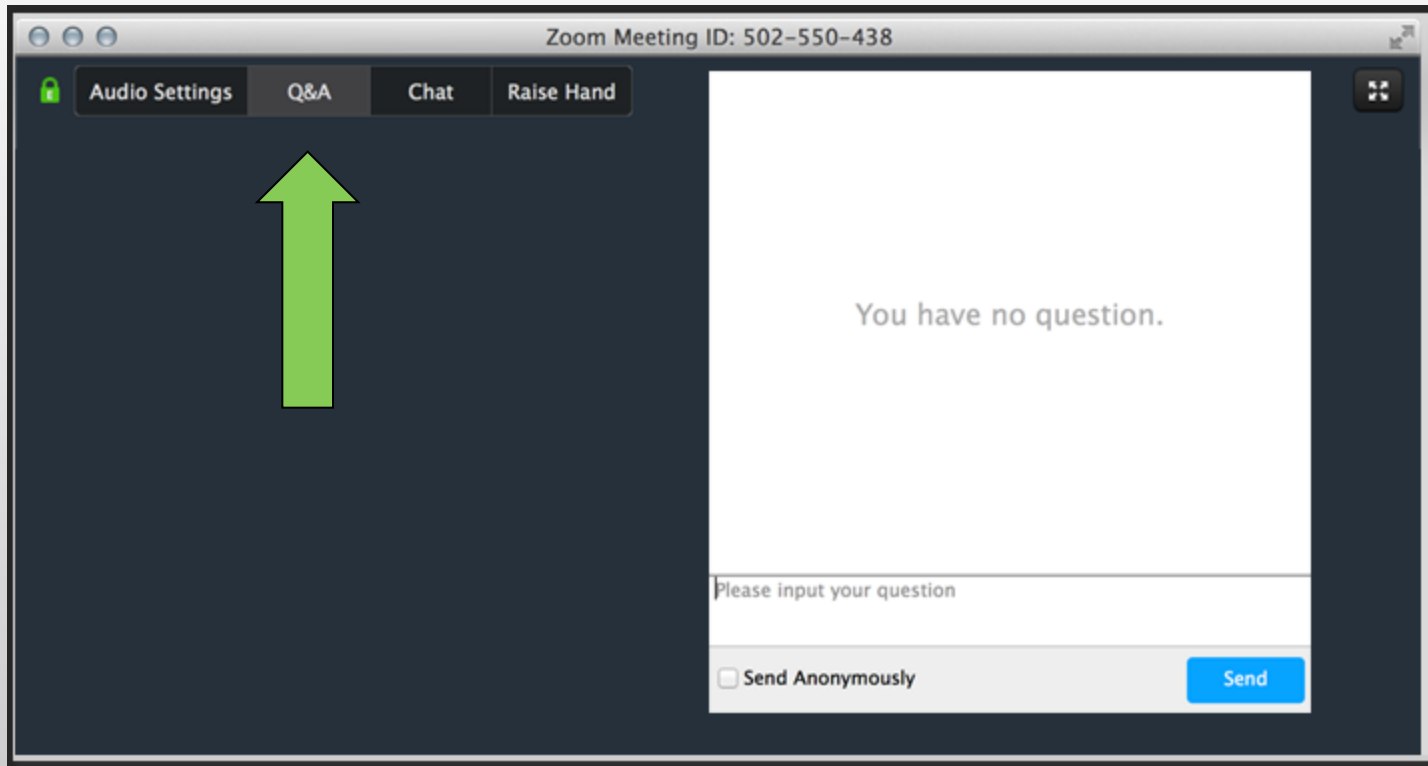
INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Designing Lessons for IET

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- 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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Agenda

- I. Review of What is IET?
- II. Lesson Plan Template
- III. Contextualized Activities
- IV. Resources
- V. Assessments



Integrated Education and Training is a service approach that provides adult education and literacy activities **concurrently and contextually** with workforce preparation activities and workforce training for a **specific occupational cluster** for the purpose of educational and career advancement (WIOA, Title II: AEFLA, 2014).



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Adult Education

Literacy Skills

Adult ESOL

Adult Basic Skills

GED Preparation

Workforce Training

Occupational Training

On-the-job training

Private sector training

Entrepreneurial Training

Skill Upgrading/
Retraining

Workforce Preparation

Critical Thinking Skills

Digital Literacy Skills

Self-Management Skills

Employability Skills

Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity
07.01 Identify proper sources of supply (i.e., organic, sustainability, farm-to-table, etc.).	Math: Compare rational numbers; estimation; simplify and perform operations on fractions; solve proportions; and unit rates	Using Information - Acquire, organize, interpret, and evaluate information needed to plan a small catering event. Utilizing Resources - identify, organize, plan, and allocate resources for a small dessert catering event.
07.02 Evaluate products.	ELA: Analyze structure, point of view or purpose of text; make logical inferences from text, evaluate content presented in various formats	
11.12 Prepare desserts.		

IET Single Set of Learning Objectives

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.

We did our SSLO, how do we move forward with developing lessons?

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**” (Mazzeo, 2008, p.3). Within IET our contextualized instruction will also link our **workforce preparation activities.**



Traditional Instruction

- Lesson (reading, writing, math, science, etc. taught in isolation)
- Assignment is targeted to a specific academic skill (e.g. solving equations)
- Assessment is targeted to a specific academic skill

Contextualized Instruction

- Lesson (real world applications— linking what they are learning to occupational content)
- Engaging, Effective, easier to Retain
- Can incorporate authentic work materials/activities
- Make connections of lessons to career goals

Agency/District/College/School:			
Area of Focus (career/occupational cluster, career pathway, workforce focus):			
Program Type:		Instructional Model:	

Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Preparation Activity	Resources and Activities	Required Assessments
Learning Objective(s):					
		Reading:			
		Language Arts:			
		Math:			
Learning Objective(s):					
		Reading:			
		Language Arts:			
		Math:			



Instructional Model



Basic Skills Content



Workforce Training Content



Workforce Preparation Activities

Single Set of Learning Objectives

Agency/District/College/School:	Hillsborough County Public Schools		
Area of Focus (career/occupational cluster, career pathway, workforce focus):	Medical Assisting (Program Number: H170515)		
Program Type:	Adult ESOL (Program Number: 9900040)	Instructional Model:	Partially Integrated

Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies:

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Preparation Activity	Resources and Activities
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Program information that should've already been established in your Program of Study or with your IET Planning Team.



Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Preparation Activity	Resources and Activities	Required Assessments
Learning Objective(s): <ul style="list-style-type: none"> Students will demonstrate knowledge of infection control procedures by enumerating the steps in chronological sequence: wearing personal protective equipment, surgical asepsis, and disposing biohazard waste. Students will clearly communicate safety precautions to a patient before performing care. 					
7	Recognize and practice infection control procedures.	<p>Reading: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Language Arts: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Act as a responsible and contributing citizen</p>	<p>Labeling – Students will label different Personal Protective Equipment</p> <p>Vocabulary List: asepsis, surgical asepsis, isolation, biohazardous materials</p> <p>Pronunciation Practice – Students will practice pronouncing Personal Protective Equipment names.</p> <p>Mock Conversations/Role-Play – Students will practice conversations communicating standard precautions to a patient.</p>	<p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p>

The SSLO are written first.



Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies		
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives
Learning Objective(s): <ul style="list-style-type: none"> Students will demonstrate knowledge of infection control procedures by enumerating the steps in chronological order. 		
7	Recognize and practice infection control procedures.	<p>Reading: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Language Arts: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Math: Count to 100 by ones and by tens.</p> <p>Identify and classify numeric symbols.</p> <p>Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Compare two numbers between 1 and 10 presented as written numerals.</p>

Workforce Preparation Activity

Chronological sequence: wearing

Resources and Activities

Required Assessments

Critical Thinking - make decisions and solve problems.

Teamwork - work cooperatively with diverse backgrounds and abilities.

Use Information - acquire, evaluate, and evaluate information.

Understand Systems - understand and improve complex systems.

Act as a responsible and cooperative member of a team and employee.

Small Group Discussion – Students will discuss in small groups how the following strategies reduce transmission of disease.

- Ensure appropriate patient placement.
- Use personal protective equipment (PPE) appropriately.
- Limit transport and movement of patients
- Use disposable or dedicated patient-care equipment.
- Prioritize cleaning and disinfection of the rooms.

Video Activity – Students will watch the video and create an outline of steps on [How to Dispose of Biohazard Waste](#).

- Teacher can meet with students to develop their goals and standards, such as with this [sample writing rubric](#).
- Together with students, teacher can set tangible, realistic improvement goals for future projects.
- Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist.

Portfolio Assessment:

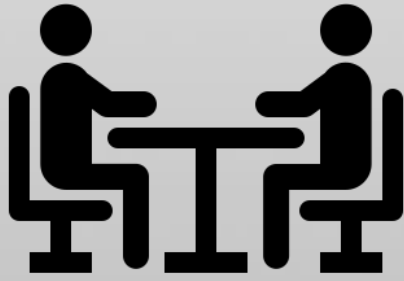
- Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions
- Drawings representing student content knowledge and proficiencies
- Tapes of oral work, such as role-playing, presentations, or an oral account of a trip

Single Set of Learning Objectives

R.2	Analyze how individuals, events, and ideas develop and interact over the course of a text.
R.2.a	Order sequences of events in texts.
R.2.b	Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
R.2.c	Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
R.2.d	Infer implicit cause and
R.2.e	Anal arly or informational texts.

ADULT EDUCATION

[2022-2023 Adult Education Curriculum Frameworks](#)





Research contextualized lessons already provided for free to gain resources



Find content, but collaborate with your CTE instructor/employer



Observe your program's classes to determine what academic activities you can use for your lessons



Collaborate with other instructors to see how they contextualize activities and lessons



Close Reading



Close Reading

1. **First Read:** Read to get the gist of the passage
2. **Second Read:** Re-read passage, number paragraphs, circle unknown words, annotate, put a star by the main idea and underline supporting details.
3. **Third Read:** Make inferences, make connections, use text evidence to answer questions.

Watch



Think







Pair



Write



W-T-P-W	
 Watch	Watch provided video.
 Think	Reflect on what you watched. Think about what you know and what you have learned. No writing.
 Pair	Find a partner to share your reflections and/or discoveries.
 Write	Write a summary of what you watched or answer a question posed by your instructor.

Jigsaw Method



- Each group can be assigned a specific section within an article.
- Groups can be assigned different math strategies.
- Groups become experts at their material/topic and teach or provide information to the class.

Gallery Walk: Exploring representations of student learning through displays.

Debates: Students can participate in debates about which sector within a career is the most vital and why.

I Have, Who Has: Students can identify vocabulary/terminology based on definitions and pictures.

PSA: Students can create public service announcements on a given topic.

Padlet: brainstorm and/or answer comprehension questions digitally about a given topic. www.padlet.com

Math Concepts: Students can read, and report on graphs, charts, and tables of various data/information they may see.

Oreo Method

O State your **opinion** or viewpoint.

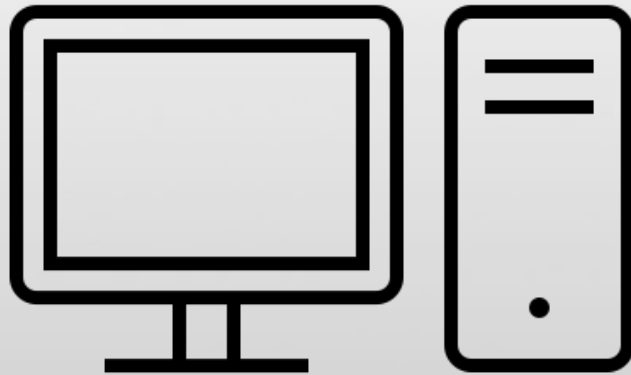
R State your **reason**. Why?

E Provide an **example** or details.

O Restate your **opinion** or viewpoint.



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Software: Add the lessons to your activities so you can correlate which lessons align with each learning objective.

There are some programs that can provide supplemental digital activities that may support IET. Please discuss with your admin staff what options may be available.

Readability Statistics

Counts

Words	30,069
Characters	199,669
Paragraphs	2,687
Sentences	1,293

Averages

Sentences per Paragraph	1
Words per Sentence	16.5
Characters per Word	5.7

Readability

Flesch Reading Ease	33.4
Flesch-Kincaid Grade Level	12.6
Passive Sentences	5.8%

Microsoft Word

OK

Flesch-Kincaid Calculator

Readability Checkers



For Florida Educators

PBS learning media offers a variety of videos for students to watch and can be filtered by subject and grade level. They have specific category called "career connections" where students can learn about targeted sectors within the industry. This resource is free!

Website: <https://florida.pbslearningmedia.org/collection/career-connections/>

CUNY Adult Literacy/HSE/ESL Program » The NYSED/CUNY CareerKit Project

The NYSED/CUNY CareerKit Project

The NYSED/CUNY CareerKit project is comprehensive resource guide for teachers targeted to specific industry sectors. It includes texts, vocabulary lessons, activities that are literacy based, activities on interpreting graphs, and writings essays. You will need to adapt the materials at times using local statistics as this is NYC based. These career kits are for upper ESOL levels.

Website: <https://www.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/adult-literacy/cuny-careerkit-for-hse-esl-learners/#healthcare>



Small Business Essentials

Understand the financial basics of managing a small business.

A free online program with various courses on money management topics such as Small Business Essentials (great for entrepreneurship).

Website: <https://suncoastcreditunion.everfi-next.net/student/dashboard/financialeducation/suncoastcreditunion-small-business-essentials>

Presentation Rubric and Group Rating Form

Written/Oral Quiz

Problem Set

Writing Rubric

Role Play Rubric

Comprehension Questions

Role Play Rubric		
Criteria	Possible Number of Points	Number of Points Awarded
Speech: Clear and appropriate use of oral language (including tone and volume).	5	
Preparation: Organization and a general understanding of the topic or role.	5	
Participation: Collaboration and willingness to work in a group setting.	5	
Creativity: Costumes and Props are used in an effective manner.	5	
Total Number of Points	20	

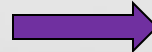
Performance-Based Assessments:

- Reading with partners
- Retelling stories, steps, or scenario
- Role playing
- Giving descriptions or instructions using visual or written prompts
- Oral reporting to the whole class
- Telling a story or scenario by using a sequence of three or more pictures
- Completing dialogue or conversation through written prompts
- Debating, either one-on-one or taking turns in small groups
- Brainstorming
- Completing incomplete stories
- Games

Portfolio Assessments:

- Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions
- Drawings representing student content knowledge and proficiencies
- Tapes of oral work, such as role-playing, presentations, or an oral account of a trip
- Teacher descriptions of student accomplishments, such as performance on oral tasks
- Formal test data, checklists, and rating sheets

Have about 6-10 activities and assessments per week. Include the **links** that you will need, or materials needed for your activity.



Resources and Activities

connections about ideas and the steps from positioning to communication.

Describe the Relationship:

Students will read informational text to describe the relationship between marketing and communication. Students will identify the text evidence that supports the description of the relationship.

Text: [Marketing and Communication](#)

Students will read to identify the steps in creating an [Integrated Marketing Strategy](#) and describe how one idea or event is related to another.

Main Ideas & Details: Students will read [15 Aspects of Communication and Marketing Every Beginner Should Know](#) to determine the main idea of the text and explain how it is supported by key details.
[Main Idea Graphic Organizer](#)

Summarizing: Students will read the Importance in [Communication & Marketing from LinkedIn](#) to determine the central idea and summarize the text.
[Graphic Organizer Sum](#)

- Include variations of some of your activities if students need more support.
- Always check in with your CTE instructor and/or employer for guidance.



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Feedback!

