

# DESIGNING LESSONS FOR IET

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Webinar



**Activity Book**

Institute for the Professional Development of Adult Educators

WEBINAR ACTIVITY BOOK

## Designing Lessons for IET

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# Table of Contents

Facilitator .....	<b>Error! Bookmark not defined.</b>
Review: What is IET? .....	<b>Error! Bookmark not defined.</b>
Review: What is IET? .....	2
Review: Alignment and SSLO .....	3
Contextualized Instruction .....	4
Traditional vs. Contextualized Instruction .....	4
Lesson Plan Template.....	5
Filling out your Lesson Plan Template.....	7
Adult Education Curriculum Frameworks .....	8
Finding Contextualized Activities .....	9
Close Reading.....	10
Watch, Think, Pair, Write.....	11
Jigsaw Method .....	12
Gallery Walk, Debates, I Have Who Has .....	12
PSA, Padlet, Math Activities .....	13
OREO .....	14
Readability Checker .....	14
Resources: PBS Learning Media .....	15
Resources: NYSED/CUD .....	15
Resources: Suncoast .....	15
Assessments.....	16
Role Play Rubric .....	17
Performance Based Assessments .....	18
Portfolio Assessments.....	19
Tips .....	20

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## Workshop Facilitators



Vanessa Nicholson  
Hillsborough County

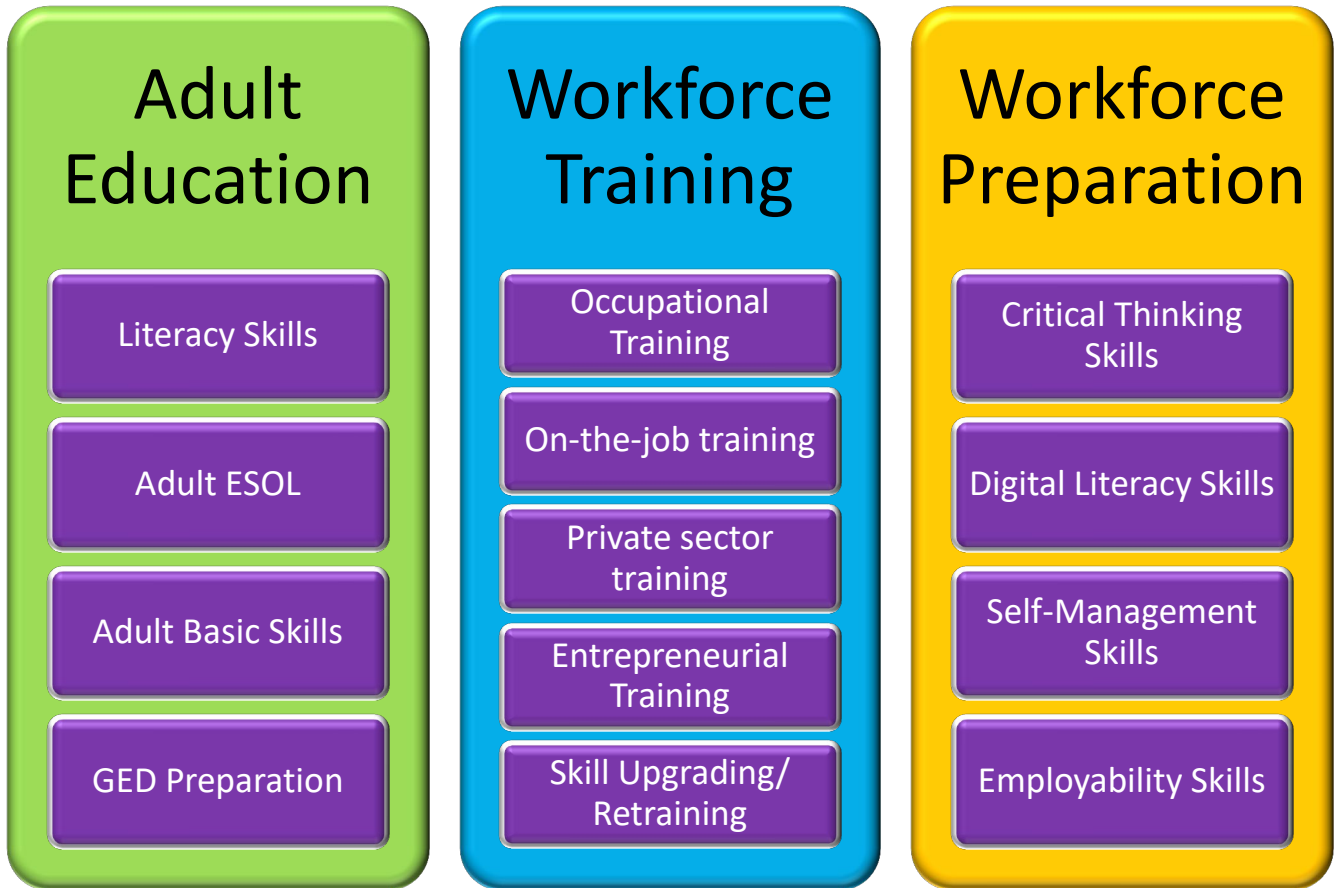
## Review: What is IET?

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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## Review: What is IET?



Integrated Education and Training program has a single set of learning objective that identifies specific adult education content, workforce preparation activities, and workforce training competencies where the program activities are organized to function seamlessly.

## Review: Alignment and SSLO

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

## Traditional vs. Contextualized Instruction

**Contextualized Instruction** is defined as a “diverse family of instructional strategies designed to more **seamlessly link the learning of foundational skills and academic or occupational content**” (Mazzeo, 2008, p.3). Within IET our contextualized instruction will also link our **workforce preparation activities**.

## Traditional vs. Contextualized Instruction

### **Traditional:**

- 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:**

- Lesson (real world applications– linking what they are learning to occupational content).
- Engaging, effective, and easier to retain.
- Can incorporate authentic work materials/activities.
- Make connections of lessons to career goals.



# Lesson Plan Template

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): <b>(From Step 3)</b>				
	Reading: <b>(From Step 2, if any)</b>	Reading: <b>(From Step 2, if any)</b>			
	Language Arts: <b>(From Step 2, if any)</b>	Language Arts: <b>(From Step 2, if any)</b>			
	Math: <b>(From Step 2, if any)</b>	Math: <b>(From Step 2, if any)</b>			
	Learning Objective(s):	Reading:			
		Language Arts:			
		Math:			
	Learning Objective(s):	Reading:			
		Language Arts:			
		Math:			
	Learning Objective(s):	Reading:			
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		Math:			
	Learning Objective(s):	Reading:			
		Language Arts:			
		Math:			
	Learning Objective(s):	Reading:			
		Language Arts:			
		Math:			
	Learning Objective(s):	Reading:			

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
<b>Learning Objective(s):</b>					
		Reading: Language Arts: Math:			
<b>Learning Objective(s):</b>					
		Reading: Language Arts: Math:			
<b>Learning Objective(s):</b>					
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<b>Learning Objective(s):</b>					
		Reading: Language Arts: Math:			
<b>Learning Objective(s):</b>					
		Reading: Language Arts: Math:			

## Filling out your Lesson Plan Template

To fill out the guided template you will need to have the following items: instructional model, basic skills content, workforce training content, and workforce training activities. You also should know your program length, have your Single Set of Learning Objectives (SSLO), and if students will be using any supplemental software to support your IET program. Most of this information should come from your Program of Study. If you have the Program of Study, you can use the corresponding steps provided to complete the Lesson Plan Template.

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	

# Adult Education Frameworks

In your Program of Study, you will most likely have the anchor standard listed, but it is also important to know the focus of instruction within that anchor standard when creating activities. You should use the Adult Education Curriculum Frameworks as a guide when creating the activities and assessments. For example, if your content anchor standard is R2 (bold text) and your Single Set of Learning Objectives (SSLO) involves reading and making connections using technical texts with appropriate handwashing techniques, you would need to know that technical texts involve tasks, directions, procedures, analyzing relationships, and sequencing. With the frameworks coupled with the SSLO and partnership from the CTE instructor or employer, you CAN create engaging, fun lessons and a variety of assessments.

<b>R.2</b>	<b>Analyze how individuals, events, and ideas develop and interact over the course of a text.</b>
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 relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).
R.2.e	Analyze the roles that details play in complex literary or informational texts.

**Website:** <https://www.fldoe.org/academics/career-adult-edu/adult-edu/2022-2023-adult-edu-curriculum-frameworko.shtml>

## Finding Contextualized Activities

- Research contextualized lessons already provided for free to gain resources.
- Once you find content, collaborate with your CTE instructor/employer.
- Ask your CTE instructor/employer for materials you can use in your classroom such as pamphlets, handouts, etc.
- 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

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

**Example Given for Entrepreneurship Using the W-T-P-W Model:** Students will watch and listen to a video about market segmentation, think and reflect about what they have watched (no writing) (how market segmentation relates to communication in marketing), discuss what they watched with classmates, and write to answer a question generated by the instructor about the video, summarize what they watched/ or pose new questions.

## 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.

**Example Given in Medical Assisting:** Small groups will discuss adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body.

## Gallery Walk

Exploring representations of student learning through displays.

**Example Given in a Healthcare Sector:** Students prepare representations of their learning on First Aid and post them around the room or otherwise display them. Students can either share out or move from station to station and write questions or comments, noting similarities and differences, and/or reflect on what they might do differently if they were to repeat the process.

## Debates

**Example Given Using Debates in a Healthcare Sector:** 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.

**Example Given in a Healthcare Sector:** Students will identify common medical instruments by explaining their functions and sterilization methods.

I have a blood pressure cuff. Who has an instrument that is used for listening to the action of someone's heart or breathing? I have a stethoscope. Who has an instrument for measuring and indicating temperature? I have a thermometer. Who has a process in which ozone, bleach, or hydrogen peroxide may be used? I have chemical sterilization.



## Public Service Announcements (PSA)

Students can create public service announcements on a given topic.

**Example Given for Multiple Sectors:** Students will conduct research to create a public service announcement about safety signs and symbols and the importance of them.

## Padlet

Students can brainstorm and/or answer comprehension questions digitally about a given topic.

[www.padlet.com](http://www.padlet.com)

## Math Concepts

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

## OREO Method

Oreo Method	
<b>O</b>	State your <b>opinion</b> or viewpoint.
<b>R</b>	State your <b>reason</b> . Why?
<b>E</b>	Provide an <b>example</b> or details.
<b>O</b>	Restate your <b>opinion</b> or viewpoint.

The OREO method is used with opinion or persuasive writing. This strategy helps students remember how to write an opinion paragraph. When using the Oreo strategy, students can "double stuff" their Oreo by writing multiple reasons and examples of why they have this opinion or viewpoint. In a contextualized activity, students can write about how they feel about specified topics such as the best way to advertise a product.

## Readability Checkers

You can use a Readability checker through Word or an online platform to determine the reading level of an article or passage if you're unsure of the level of the online article or passage you are using. This ensures that you are not providing reading materials that are below or above the level of your students.

## PBS Learning Media

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/>

## NYSED | CUNY

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. This resource is free!

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

## Suncoast Credit Union

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>

# Assessments

There are multiple types of assessments you can use to evaluate student progress and growth.

- Presentation Rubric and Group Rating Form
- Written/Oral Quiz
- Problem Set
- Writing Rubric
- Role Play Rubric
- Comprehension Questions

## Role Play Rubric

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

## Tips for Success

When finding the contextualized activities/resources online, hyperlink the activities so you do not have to search for them once you are ready to do your lesson.

It is also important to have about 6-10 activities/resources and assessments per week to provide variety and choices.

### 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 Summarizing](#)

Hyperlinked activities/resources

