


1

The slide has a header with the IPDAE logo on the left and the title "Webinar Things to Remember" on the right. Below the header is a bulleted list: "If you have a question, please type it into the Q&A option." Below the list is a screenshot of a Zoom meeting interface. The screenshot shows a dark blue sidebar with buttons for "Audio Settings", "Q&A", "Chat", and "Raise Hand". A green arrow points to the "Q&A" button. The main window shows a white area with the text "You have no question." and a text input field with the placeholder "Please input your question". Below the input field are checkboxes for "Send Anonymously" and a "Send" button. Below the screenshot is another bulleted list: "Attendee microphones will be muted. You will be in **listen only** mode." and "Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours."

2



Facilitator



**Ronald Allan Cruz, M.Ed.**  
Coordinator  
CARIBE Refugee Program  
Hillsborough County Public Schools  
  
IPDAE Statewide Trainer  
National Trainer, GED®  
[rcruz@floridaipdae.org](mailto:rcruz@floridaipdae.org)

3




Objectives

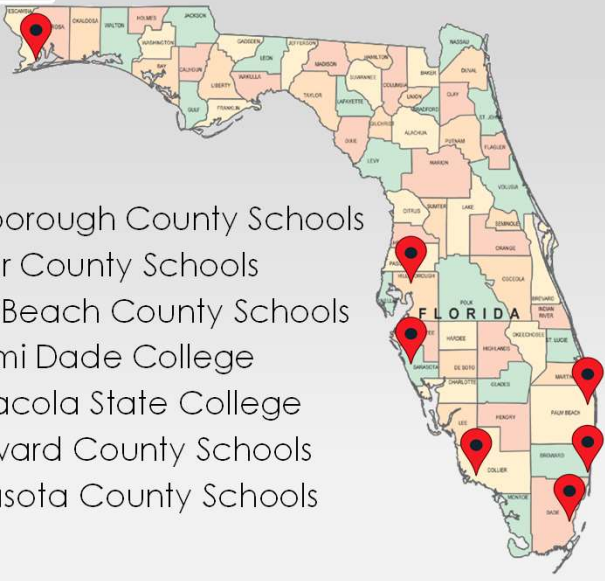
**Agenda:**

- Fall Regional Workshops & Facilitators
- Strategic Priorities
- What to Expect
- Bonus Content
- Sneak Preview
- IPDAE's Key Initiatives
- Q & A
- Evaluation

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### Regional Workshop Host Locations



- Oct. 22 - Hillsborough County Schools
- Nov. 1 - Collier County Schools
- Nov. 6 - Palm Beach County Schools
- Nov. 19 - Miami Dade College
- Dec. 3 - Pensacola State College
- Dec. 10 - Broward County Schools
- Dec. 11 - Sarasota County Schools

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- **Dec. 2, 2021**, 9:00 a.m. to 2:00 p.m.
- Register through [www.floridaipdae.org](http://www.floridaipdae.org)
- Interactive Activities
- Digital materials

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## Team of Esteemed Facilitators



Ronald Cruz  
Hillsborough County



Brian Bush  
Broward County



Vanessa Nicholson  
Hillsborough County



Ariel Pechokas  
Collier County

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# GET THERE

Florida's Workforce Education Initiative



BY EDUCATORS FOR EDUCATORS

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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.**

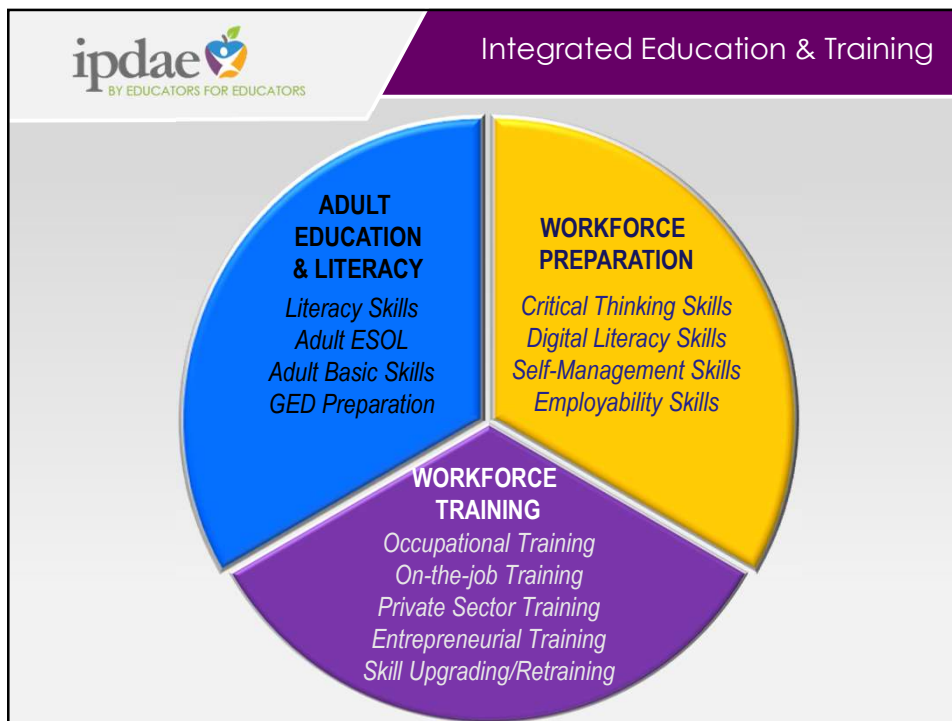
**Priority 3:**  
Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.

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

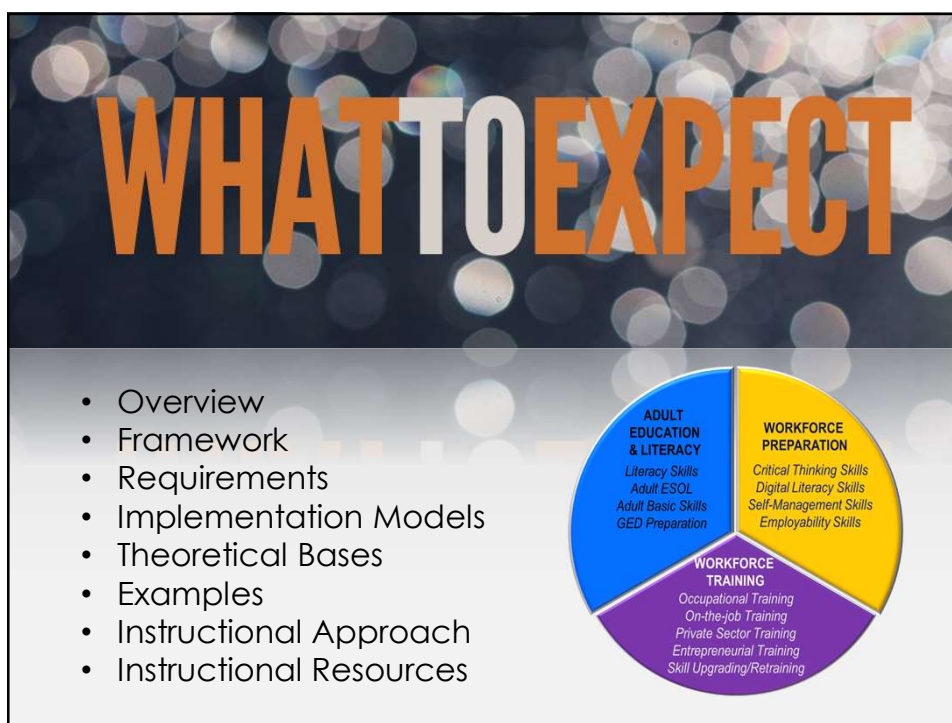
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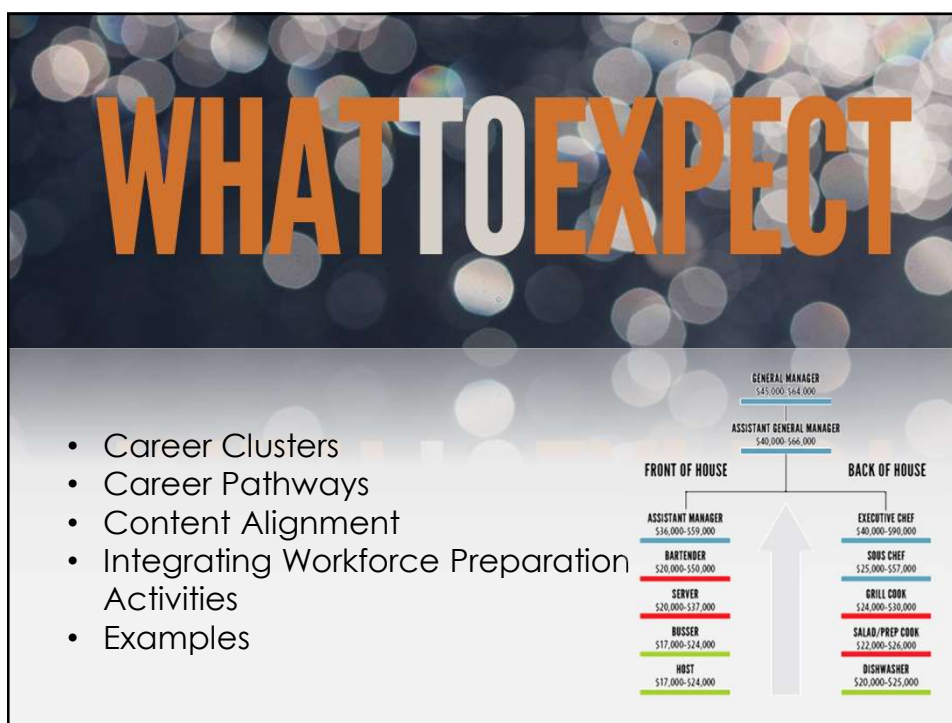
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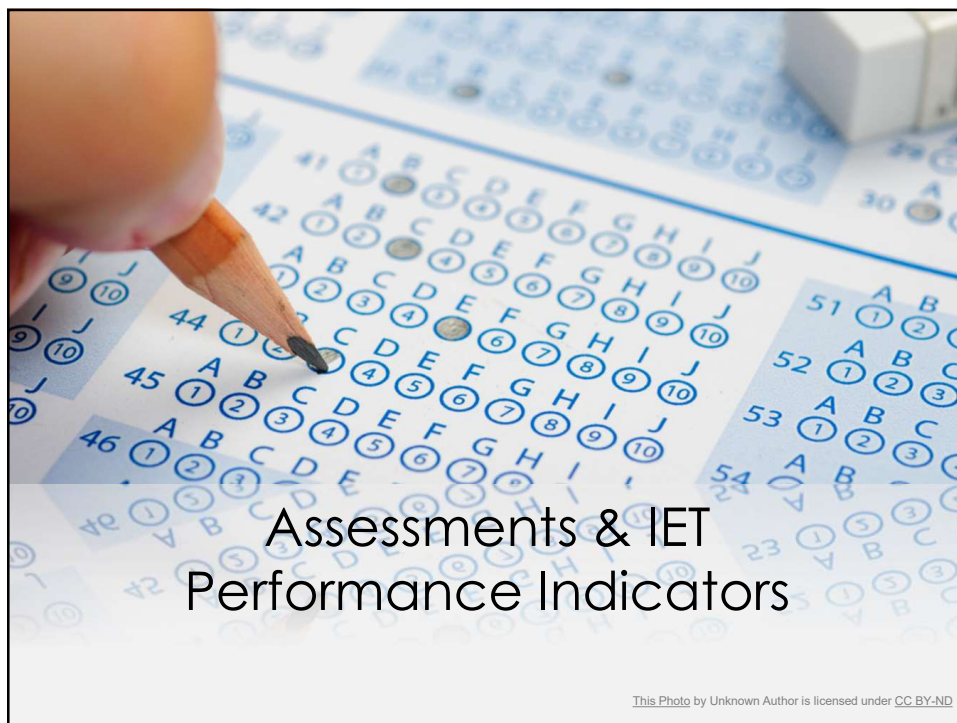
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# WHAT TO EXPECT

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

GRASPS Concept Wheel:  
Building a contextual task.

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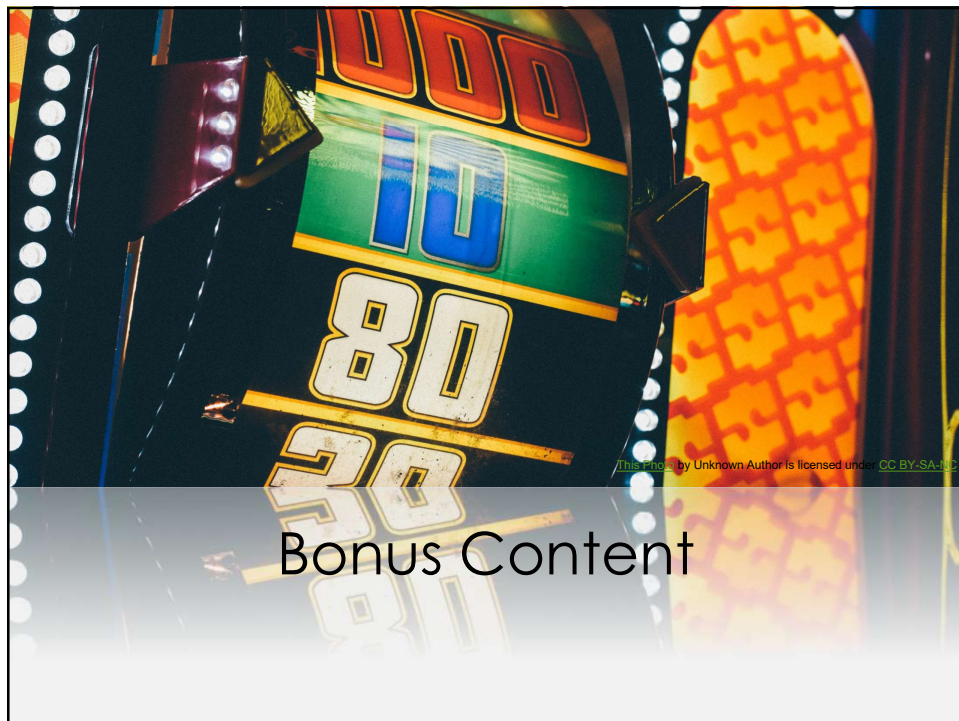


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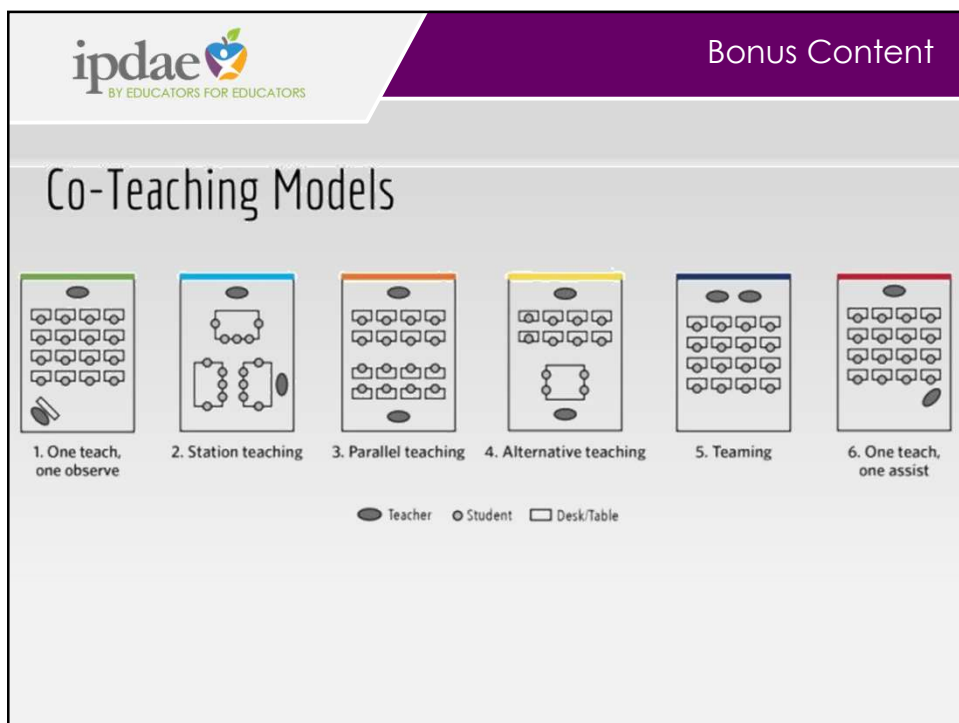
A graphic with a dark background and bokeh light effects. The title "WHAT TO EXPECT" is written in large, bold, orange and white letters. Below the title, a list of bullet points is displayed. To the right of the list are three logos: CASAS, TABE (Tests of Adult Basic Education), and GED (Testing Service).

- Measurable Skill Gains
- IET Performance Indicators
- CASAS Life & Work Reading
- CASAS Life & Work Listening
- TABE 11 & 12
- GED®

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## Engaging Adult Education Through IET-Centered Instruction (Pre-Workshop)



**ipd**



**ipdae** INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS



**ipdae** INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

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**Sample**

**Chef Ca**

Rice,  
gram

Turkey  
loaves

Check

Beans

Beans  
canned

Chili  
Canned  
Garlic  
Onions



Institute fo  
Supported

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

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

**Solution:** Students might take think that the answer to thi  
problem is asking for "what time," not "how long." In this ci  
11:15 a.m. (the estimated time it takes for the internal tem

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

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

Sometimes, certain recipes have multiple steps that have  
perform multiple operations based on the standardized re  
operations on mass and volumes based on a recipe.

Culinary arts students must also learn how to monitor, rec  
complete the sample invoice below by indicating the subit  
the invoice.

+1321

your@

**INVOICE**

Meats 'R Us

Subcategory	Delivery Date	Items	Unit Price	Amount
20 lbs.		Beef Tenderloin	\$12.50	\$250.00
20 lbs.		Leg of Lamb	\$12.50	\$250.00
			<b>Subtotal</b>	<b>425.00</b>
			<b>Taxes 7%</b>	<b>30.25</b>
			<b>Shipping Cost</b>	<b>0.00</b>
			<b>TOTAL</b>	<b>455.25</b>

Payment is due within 15 days

**Activity Resource**

**Answer:**

+1321

your@

**INVOICE**

Meats 'R Us

Subcategory	Delivery Date	Items	Unit Price	Amount
20 lbs.		Beef Tenderloin	\$12.50	\$250.00
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			<b>TOTAL</b>	<b>455.25</b>

Payment is due within 15 days

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:**

# IET Resource Activities


Institute fo  
Supported

Institute for the Professional Development of Adult Educators - [www.floridatpdae.org](http://www.floridatpdae.org)  
Supported by the Florida Department of Education

Institute for the Professional Development of Adult Educators - [www.floridatpdae.org](http://www.floridatpdae.org)  
Supported by the Florida Department of Education

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# Valuable Takeaways

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. Find unit rates and solve proportions.	Analyze structure, point of view or purpose of text in various formats. Make logical inferences from text.		
Mathematical Need	Rational numbers, fractions, decimals, percentages, ratios, proportions, recipe ingredients, information on proper sources, supply, nutritional value materials, mixing bowl, baking pan, oven			
IET Single Set of Objective Being met	Identify proper sources of supply based on food labels and evaluate food costs. 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.			

Adult Ed Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Subject Area: \_\_\_\_\_ Level(s): \_\_\_\_\_

GRASPS Contextual Task/Activity

Lesson Topic: \_\_\_\_\_

Single Set of Learning Objective(s): \_\_\_\_\_

Length: \_\_\_\_\_

Occupation/Qualifier: \_\_\_\_\_

☐ Critical Thinking

☐ Teamwork

☐ Employment

☐ Self-Management

☐ Utilize Resources

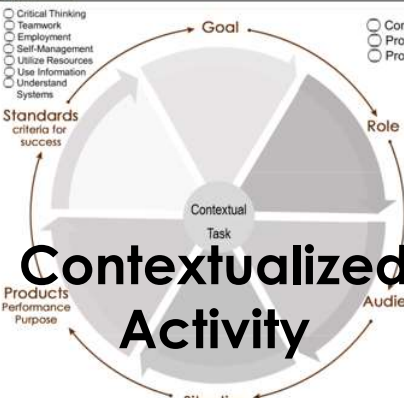
☐ Use Information Systems

☐ Understand

☐ Content

☐ Process


☐ Product



## Fully-Developed Lesson Plan

## 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 patient 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 measurements, compare numbers, estimate 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  Essential Medical Terminologies  Act out mock scenario vital sign conversation patient  Record vital signs  Mock exercise of both effective and ineffective communication (show how to do a good one)  Mini lesson on barrier communication such as disability, limited English proficiency and environment.
2	09.01 Identify characteristics of effective communication including communication styles and barriers	Reading: medical vocabulary, acronyms and abbreviations, describing vital signs, understanding place value	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Self-Management</li> <li>Using information – ADA standards</li> </ul>	Mock exercise of both effective and ineffective communication (show how to do a good one)  Mini lesson on barrier communication such as disability, limited English proficiency and environment.


*My favourite dish* Pasta with bacon and tomato sauce

**Ingredients**

**Medical Record**



**Job Safety and Health**  
IT'S THE LAW!



*All workers have the right to:*

- A safe workplace.
- Receive information and training on job hazards, including all hazardous substances in your workplace.
- Request a confidential OSHA inspection of your workplace if you believe there are unsafe or unhealthy conditions. You have the right to have a representative contact OSHA on your behalf.
- Participate or have your representative participate in an OSHA inspection and speak in private to the inspector.
- File a complaint with OSHA within 30 days by phone, online, or mail. If you have been retaliated against for exercising your OSHA rights, you can file a complaint with the EEOC.
- See any OSHA citations issued to your employer.
- Request copies of your representative's report that measures hazards in the workplace, and the workplace injury and illness log.

*Employers must:*

- Provide employees a workplace free from recognized hazards. It is illegal to retaliate against an employee for using any of their rights under the law, including raising a health and safety concern with you or with OSHA, or reporting a work-related injury or illness.
- Comply with all applicable OSHA standards.
- Notify OSHA within 8 hours of a workplace fatality or within 24 hours of any work-related incident hospitalization, amputation, or loss of an eye.
- Provide required training to all workers in a language and vocabulary they can understand.
- Post OSHA citations at or near the place of the alleged violations.

On-line OSHA services are available to small and medium-sized employers, without fee, and available to all OSHA-regulated employers.

Contact OSHA. We can help.

1-800-321-OSHA (6742) • TTY: 1-877-368-5627 • www.osha.gov

Aligned Content with  
Single Set of Learning  
Objectives

Career  
Focused  
Content

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Valuable Takeaways

Paramedic Kit

Culinary Kit

Automotive Kit

Electronics Kit







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How We Learn


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1. **Need-to-Know:** Adults need to know the reason they are being asked to learn (WIIFM).
2. **Experience:** Adult learners come with experience. This experience should provide the basis for much of the learning activities.
3. **Self-Concept:** Adults have a need to be responsible for their learning decisions. They thrive on self-direction.
4. **Readiness:** Adults learn best when the training can help them solve an immediate, real-life problem.
5. **Problem-Orientation:** Adults want to learn specific knowledge, skills and/or abilities that solve a problem rather than some generic content.
6. **Intrinsic Motivation:** Adults learn best when the motivation come internally rather externally.

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Contextualized Instruction

The contextual approach recognizes that:


- Learning is a complex, multi-faceted process that goes beyond drill-oriented, stimulus-and-response methodologies.
- Learning occurs when learners process new information in such a way that makes sense to them in their own frame of reference.
- The mind naturally seeks meaning in context, in relation to a person's environment, doing so by searching for relationships that make sense and appear useful.

**Why use contextual strategies?**

- Adult students don't want to learn in a vacuum.
- Understanding real-world connections to course content increases student engagement which often leads to increased persistence and successful transitions.

Center for Occupational Research and Development (2016). Contextual Teaching and Learning Toolkit. Waco, TX.  
<http://cordonline.net/CTLtoolkit/how-we-teach.php>

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Contextualized Instruction

**Contextual Classroom Environment**

A contextual approach supports best practices for reaching adult learners. A contextual approach:


- Encourages design of learning environments that use multiple teaching modalities and incorporate different forms of learning experiences.
- Allows learners to discover meaningful relationships between abstract ideas and real-world applications.
- Enables concepts to be internalized through discovery, reinforcement/modeling, and problem-solving.
- Provides ongoing feedback that promotes further learner interaction with content.
- Engages learners and motivates them to persist.

Center for Occupational Research and Development (2016). Contextual Teaching and Learning Toolkit. Waco, TX.  
<http://cordonline.net/CTLtoolkit/how-we-teach.php>

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## Integrated Curriculum

### Why Integrated Curriculum?

What is the best way to present content that is engaging and relevant? Presenting course content in an integrated manner promotes both depth and transfer of knowledge. Capitalizing on the natural relationships between subjects and disciplines provides for the reinforcement of knowledge and skills.


### Integrated Curriculum

An integrated approach recognizes that:

- Students don't want to learn in a vacuum.
- Students are motivated by "how is this course relevant to my future career?"
- Understanding real-world connections to course content increases student engagement.

Center for Occupational Research and Development (2016). Contextual Teaching and Learning Toolkit. Waco, TX.  
<http://cordonline.net/CTLtoolkit/how-we-teach.php>

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## Integrated Curriculum

### Benefits

- Integration of career and technical content and academic concepts.
- Technical context helps students connect academic concepts to real-world applications.
- Use of real-world scenarios and problem to catch students' attention and make content relevant.
- Fosters critical thinking, collaboration and other skills valued by employers.
- Encourages instructors to use active, authentic assessment techniques.

### Components of Integrated Curriculum

- **Academic Skills** - reading, writing, speaking, mathematics, etc.
- **Technical Skills** - industry-specific occupational skills
- **Employability Skills** - "soft" skills needed for getting and keeping a job


Center for Occupational Research and Development (2016). Contextual Teaching and Learning Toolkit. Waco, TX.  
<http://cordonline.net/CTLtoolkit/how-we-teach.php>

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Principles of Good Assessment

- Begin with the end in mind—your learning objectives for students (Wiggins and McTighe, Understanding by Design)
- Design instruction and evaluation at the same time—this is important when developing multi-activity lessons and projects
- Ask not only "What information will I get from this?" (i.e., grades for the gradebook; prediction of performance on standardized tests) but also "How will this provide a learning opportunity for students?"
- Design active assessments for active learning
- Be precise—no surprises
- Create a feedback loop—discuss expectations (and progress) regularly
- Communicate in writing (e.g. syllabus, learning contract, rubric with detailed performance measures)
- Provide opportunities for learners to reflect on and analyze their performance

Center for Occupational Research and Development (2016). Contextual Teaching and Learning Toolkit.Waco, TX.  
<http://cordonline.net/CTLtoolkit/how-we-teach.php>

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Integrated Curriculum

**Authentic Assessment**  
Authentic assessment aims to evaluate students' abilities in "real-world" contexts. In other words, students learn how to apply their skills to authentic tasks and projects. Authentic assessment does not encourage rote learning and passive test-taking. Instead, it focuses on students' analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; and written and oral expression skills. It values the learning process as much as the finished product.

**Rubrics**  
Rubrics are a valuable teaching and learning tool. Providing a rubric at the beginning of a learning experience enables learners to clearly understand performance expectations. As a result, learners are better able to take charge of, and responsibility for their learning.

Center for Occupational Research and Development (2016). Contextual Teaching and Learning Toolkit.Waco, TX.  
<http://cordonline.net/CTLtoolkit/how-we-teach.php>

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This slide features a purple header with the IPDAE logo (a stylized apple with a graduation cap) and the text "ipdae BY EDUCATORS FOR EDUCATORS" on the left, and "Key IET Initiatives" on the right. The main content area is light gray and contains the following text:

**Integrated Education & Training (IET)**  
Professional development support for IET is being made available in variety of ways that include:


**Fall Workshops**

- Titled: **Engaging Adult Education Through IET Centered Instruction**
- Scheduled: **October 2021 through December 2021** (Check the IPDAE Event Calendar for specific dates and locations.)

**Weekly Webinars**

- Starting mid **October 2021**
- Topics to Include:
  - **Using Data to Develop IET Programs**
  - **Engaging Adult Education Through IET Centered Instruction (Pre-Workshop Session)**
  - **Marketing and Student Recruitment for IET**


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PD (IET) Resources

### 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

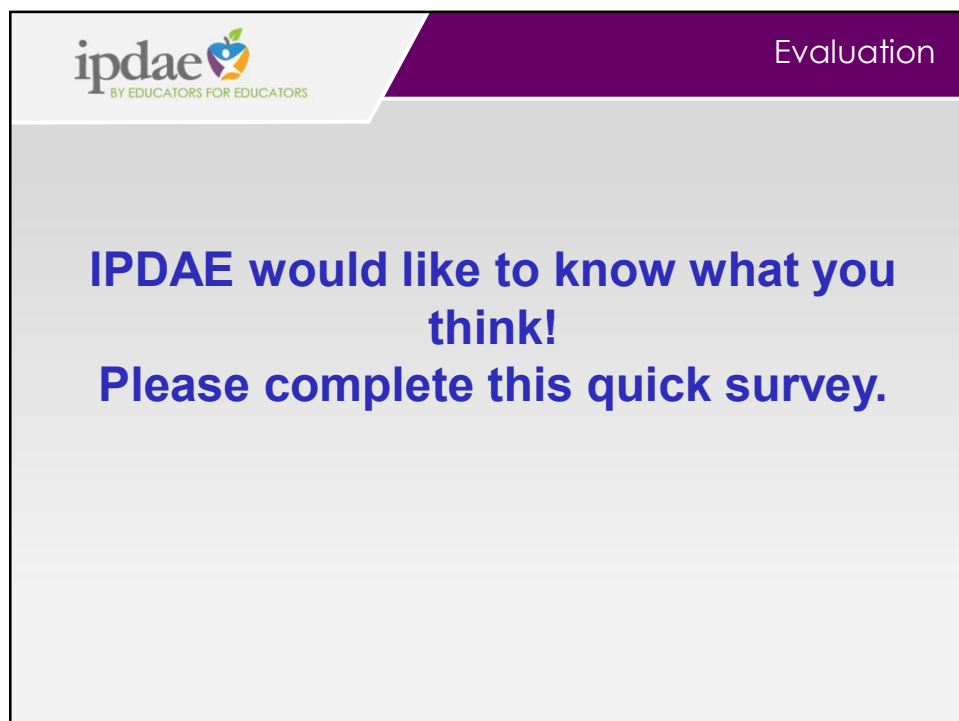
- Scheduled: **Spring of 2022**
- **Face-To-Face Event** in Workforce Advancement for Adult Education
- Key and impactful segments related to advancing career pathways for adult educators and topics related to IET



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