

# Engaging Adult Education Through IET-Centered Instruction

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Pre-Workshop Webinar



**Activity Book**

Institute for the Professional Development of Adult Educators

PRE-WORKSHOP WEBINAR ACTIVITY BOOK

# Engaging Adult Education Through IET-Centered Instruction

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# Agenda

- I. Fall Regional Workshops & Facilitators
- II. Strategic Priorities
- III. What to Expect
- IV. Bonus Content
- V. Sneak Preview
- VI. IPDAE's Key Initiatives
- VII. Q & A
- VIII. Evaluation

## Guiding Questions

Slide(s)	Guiding Questions	My Thoughts
9	What are Florida's strategic priorities?	
11	What are the 3 components of IET?	
29	What are the 6 principles of andragogy?	
31	Why is it important to contextualize instruction?	
32	Describe a contextualized classroom environment?	
35	What are the benefits of an integrated curriculum?	
37	Describe a well-developed assessment?	

## Fall Regional Workshops & Facilitators

### 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



- 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

### Workshop Facilitators



Ronald Cruz  
Hillsborough County



Brian Bush  
Broward County



Vanessa Nicholson  
Hillsborough County



Ariel Pechokas  
Collier County

## Florida's 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.

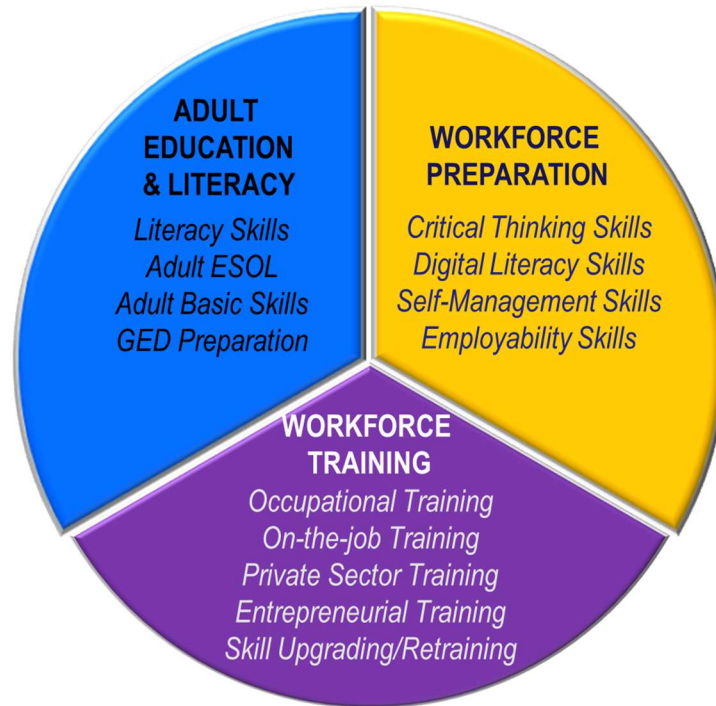
## Key Topics

### I. Integrated Education & Training (IET)

What to Expect:

- Overview
- Framework
- Requirements
- Implementation Models

- Theoretical Bases
- Examples
- Instructional Approach
- Instructional Resources



## II. Contextualized Teaching & Learning (CTL)

What to Expect:

- Rationale
- Framework
- Types
- Examples
- Resources

## III. Career-Infused and Career-Focused Instruction

What to Expect:

- Career Clusters



- Career Pathways
- Content Alignment
- Integrating Workforce Preparation Activities
- Examples

#### IV. Developing Contextualized Activities

What to Expect:

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

#### V. Assessments & IET Performance Indicators

What to Expect:

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

#### VI. Bonus Content

What to Expect:

- Co-Teaching Models
- IET Resource Activities

## Valuable Takeaways

- Fully-Developed Lesson Plan
- Carefully-Planned Contextualized Activity
- Aligned Content with Single Set of Learning Objectives
- Career-Focused Content
- Physical Instructional Tools for Career-Focused Instruction

## Principles of Andragogy

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.

Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd Ed.). Houston: Gulf Publishing.

## Contextualized Instruction

### **What is Contextual Learning?**

What is the best way to teach so that all students can use and retain information? How can a teacher communicate effectively with students who wonder about the relevance of what they study? These are the challenges teachers face every day—the challenges that a curriculum and an instructional approach based on contextual learning can help them successfully address.

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.

### **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.

# 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.

Students may not be to apply knowledge across different disciplines on their own. Instructors should be actively searching for opportunities to increase instructional interconnections to provide deeper and more meaningful instructional experiences. Integrated curriculum also provides for increased opportunities for individualization of content. Integrated topics provide more breadth of context, demonstrating to students a wider perspective of content relationships.

## Integrated Curriculum

The purpose of creating integrated curriculum is not to force academic content into technical courses or vice versa. Instead, instructors should look for opportunities to capitalize on concepts that are naturally embedded in course content. For example, a unit in which students draft plans for and build a structure, investigate its environmental impact, document the building process, and develop a budget would involve the use of skills and concepts drawn from courses in English, mathematics, construction trades, drafting and/or design, and biology.

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.

The benefits of integrated instruction include:

- 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.

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

## Assessments

### Principles of Good Assessment

Assessment is considered an integral and ongoing part of the teaching and learning process. Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment addresses the content, process, and product involved in meeting a standard.

### Good Assessment Design

- 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

### 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.

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

## **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.

For an instructor, rubrics clarify the relationship between the learning experience and the expected outcomes. A rubric specifies criteria along a continuum. It is intended as a guide for the student who can then monitor progress along this continuum in light of the criteria.

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

## **IPDAE's Broad Vision & Key Initiatives**

### **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

## **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.

## **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