

Reinforcing Contextualized Instruction

Post-Workshop Webinar



Activity Book

Institute for the Professional Development of Adult Educators

WEBINAR ACTIVITY BOOK

Gearing-up for Contextualized Instruction and Project-Based Learning

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Agenda

- I. Going Virtual
- II. Participating Districts and Colleges
- III. Workshop Agenda and Schedule
- IV. Theme
- V. Survey Results and Key Takeaways
- VI. Follow-up on IET
- VII. Steps to Setting-Up IET Program
- VIII. Steps After IET Curriculum Development
- IX. Transfer of Learning
- X. Curriculum Exemplar
- XI. Building a Lesson from IET Curriculum
- XII. Anticipating Challenges
- XIII. Follow-up on Entrepreneurship Skills Integration
- XIV. Support Materials and Follow-up Activities
- XV. Evaluation

Guiding Questions

Slide(s)	Guiding Questions	My Thoughts
8	Explain the theme of the regional workshop.	
10-18	Describe the difference before and after in comfort level for each component of the workshop: BEST Standards, IET, Project Based Learning, Entrepreneurship Skills and Contextualizing Instruction.	
10-18	What is the biggest takeaway for each component of the workshop: BEST Standards, IET, Project Based Learning, Entrepreneurship Skills and Contextualizing Instruction?	
22	What are the steps to setting-up an IET Program?	
23	What are the next steps after IET Curriculum development?	
26	What is the biggest takeaway from the Transfer of Learning Activity?	

General Workshop Information



- First ever regional workshop conducted virtually
- Participants were strategically selected
- Digital materials
- First ever pre- and post-workshop surveys

Participating Locations

- Pensacola State College
- Hillsborough County Schools
- Pinellas County Schools
- Orange and Osceola County Schools
- Collier County Schools

- Broward County Schools
- Miami Dade County Schools and Miami Dade College
- Seminole State College
- Indian River State College
- Palm Beach County Schools
- Volusia County Schools
- Highlands County Schools
- Baker County Schools

Workshop Facilitators



Anthenisia Jackson
Miami Dade County



Anne Morgan
Pinellas County



Brian Bush
Broward County



Christine Briggs
Collier County



Vanessa Nicholson
Orange County

Workshop Schedule and Agenda

Session 1 (Length: 2 hours)

- I. Florida's B.E.S.T. Standards for ELA and Mathematics
 - a. Key Shifts and Guiding Principles
 - b. Top Features
- II. Developing and Implementing Contextualized Basic Skills Curriculum for an IET

Transfer of Learning Assignment (Length: 2 hours)

Session 2 (Length: 2 hours)

- I. Planning and Implementing Project Based Learning in Adult Education
- II. Integrating Entrepreneurship Skills to Adult and Career/Technical Education Programs

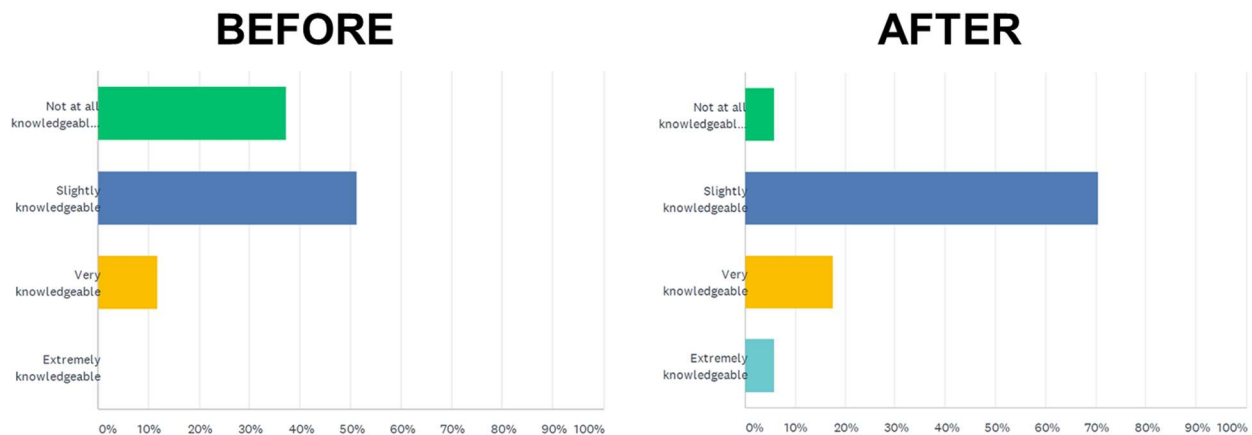
Workshop Theme



Learning the standards can be effectively contextualized, which will result to a more relevant instruction that will best serve adult students beyond adult education. Contextualized content can be used to promote Integrated Education and Training and Entrepreneurship Skills. Project Based Learning is a more concrete manifestation of contextualized instruction in a way that is more purposeful and problem-driven, producing a public product that is close to the heart of the students.

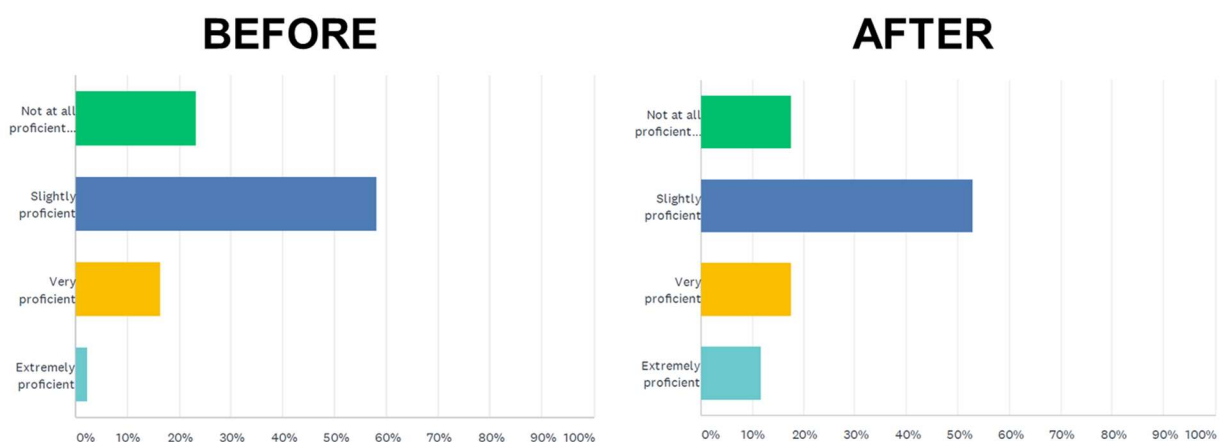
Workshop Survey Results and Key Takeaways

1. B.E.S.T Standards



- The Standards for Adult Education is about to change. It is best to stay ahead of this change to allow for a smooth transition.
- The Standards for Adult Education is in the process of being aligned to the B.E.S.T. Standards.
- Regional workshops will be conducted across the state to help adult understand the re-alignment and unpack the “new” standards.

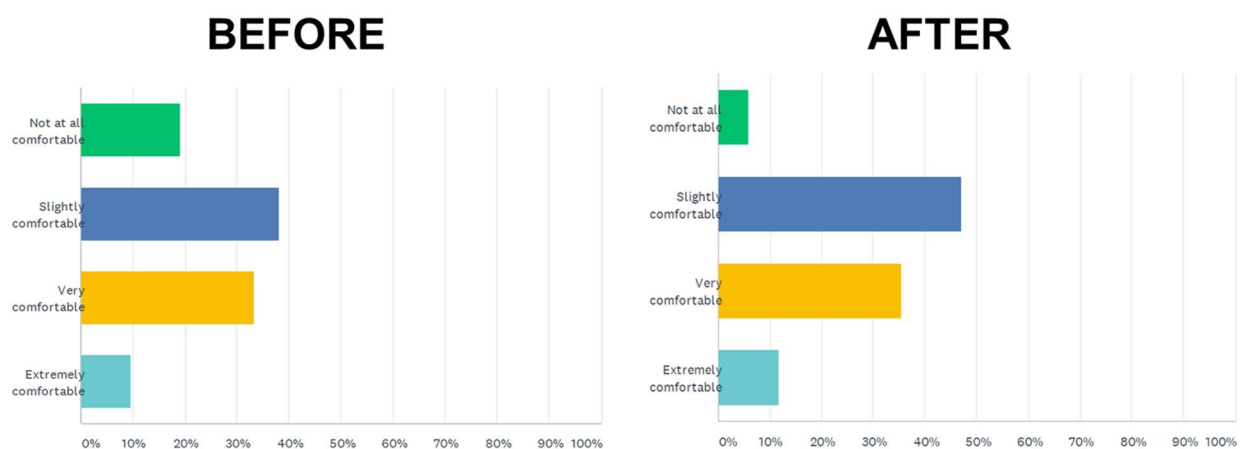
2. Integrated Education and Training (IET)



- IET sets the new path of adult education in the state.
- IET is an excellent model for helping adult student achieve their career goals.

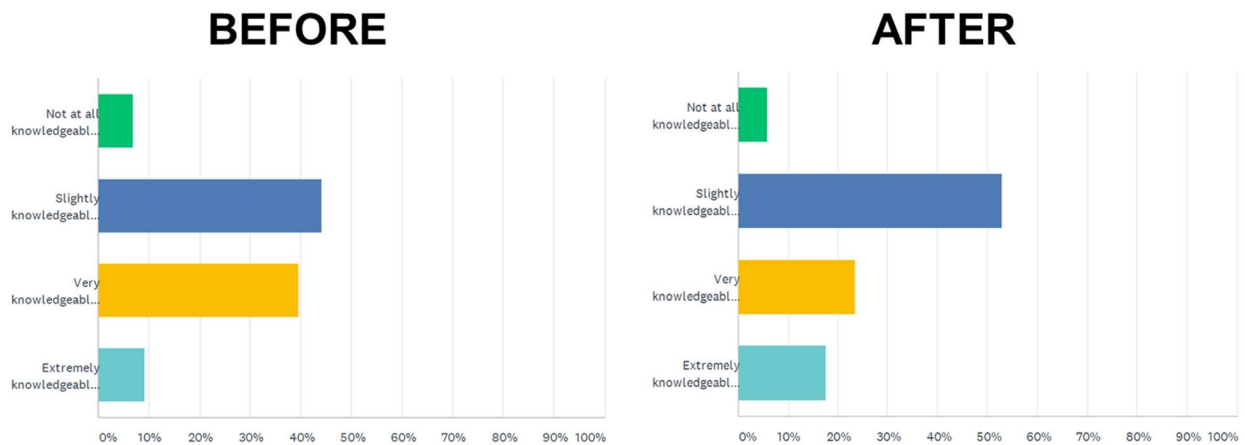
- IET requires commitment and collaboration between adult and career/technical education.
- The single set of learning objectives and IET curriculum will drive the work of adult and career/technical instructors in an IET program.
- Templates and tools are available to assist instructors in planning the IET Curriculum.
- IPDAE will continue to provide support to this initiative.

3. Entrepreneurship Skills



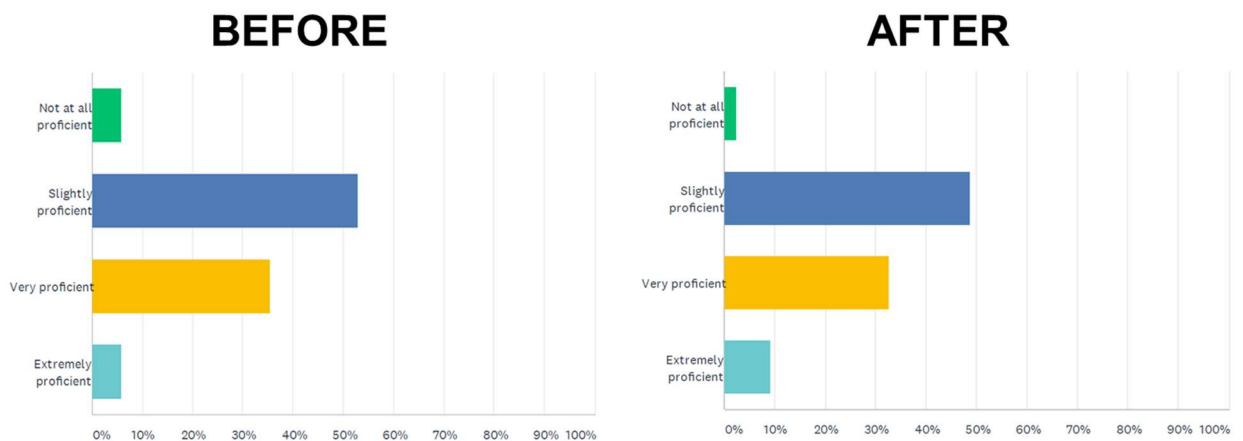
- Entrepreneurship skills can be seamlessly integrated into daily instruction with minimal effort and preparation.
- Entrepreneurship is an excellent mindset to promote in the classroom even if students do not plan on starting their own business.
- Entrepreneurship skills further expands opportunities for adult students.
- Encouraging entrepreneurial thinking and innovation will help the rebuild the local economy impacted by the Covid-19 pandemic.

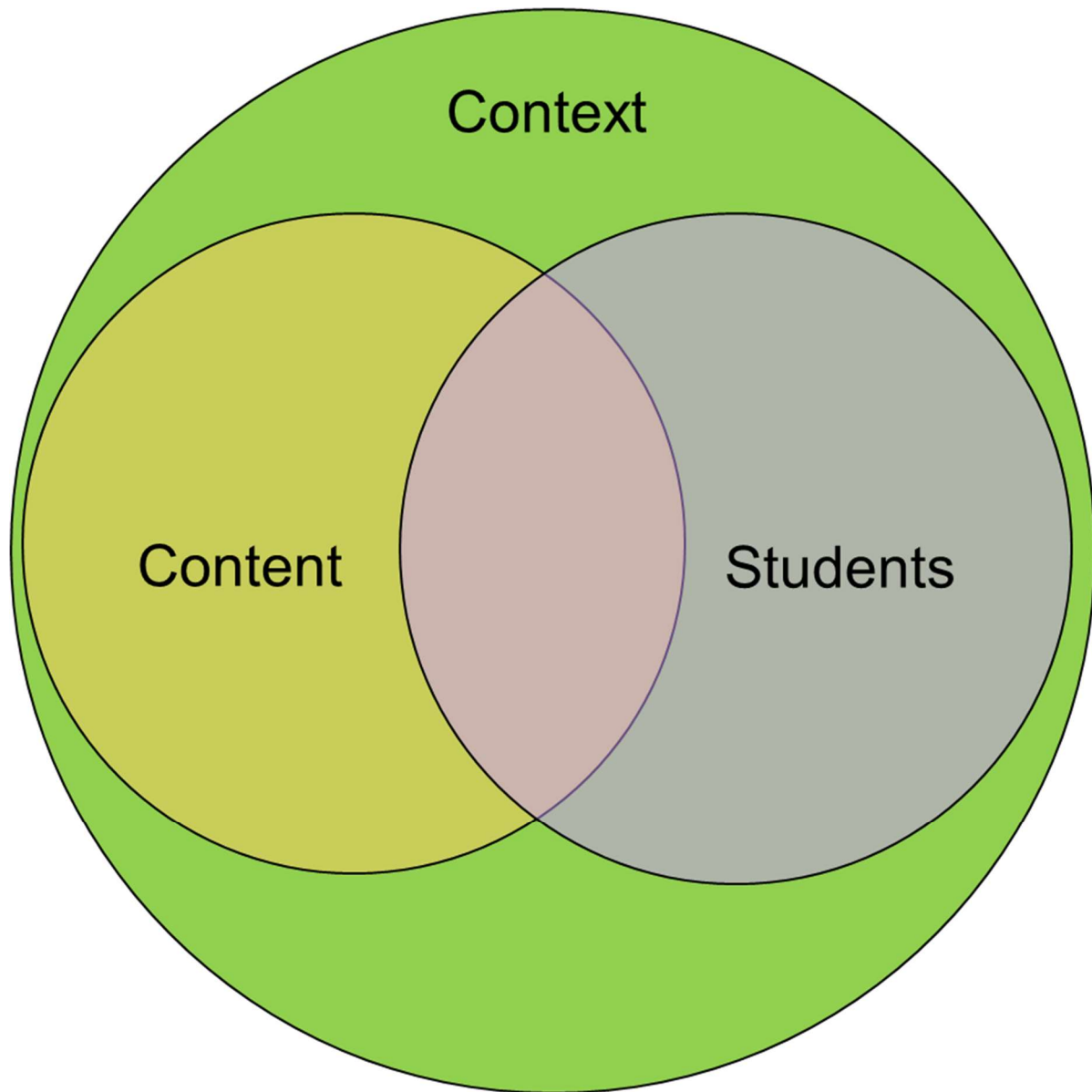
4. Project Based Learning



- Project Based Learning is an excellent application of contextualized instruction that incorporates contexts important to students and allows for student choice.
- Project Based Learning is different from projects traditionally done in class.
- Project Based Learning promotes problem solving and retention, an excellent alternative to traditional whole class instruction.
- Less teaching, more learning
- Start with simple project based learning activities and build upon them to increase learning outcomes.

5. Contextualizing Instruction





Integrated Education and Training



Steps to Setting-Up IET Program

1. Form your IET Team.
2. Identify the CTE Program.
3. Plan the IET Class Structure.
4. Identify key personnel who will build the aligned IET curriculum and create a timeline.
5. Develop the IET Curriculum with pacing guide.
6. Procure all materials indicated in the IET Curriculum.
7. Use IET curriculum to develop the Adult-CTE Collaboration Plan.

Steps After IET Curriculum Development

1. Develop sample lesson plans for CTE and adult teachers
2. Train teachers on how to implement IET Curriculum and build lessons
3. Start IET Program
4. Implement IET Curriculum while building lesson plans along the way
5. Track students and evaluate their performance in both CTE and Adult Education.
6. Revise IET curriculum as needed based on student performance.

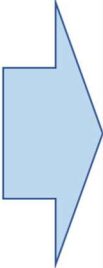
Transfer of Learning Activity Key Takeaways

- Participants had the opportunity to learn more about CTE/Adult practice.
- Established a network between CTE and Adult Ed. teachers
- Powerful conversations and collaborations on how to integrate career/technical skills to adult education
- Realization that CTE and Adult Education can work towards the same goal and complement each other
- Great examples of contextualized instruction, single set of learning objectives and draft IET lesson plans

IET Curriculum Exemplar

Practical Nursing IET Curriculum

Single Set of Learning Objective

IET Single Set of Learning Objectives:	Competencies
<p>Students will be able to demonstrate the ability to read and effectively communicate accurate vital signs to patients, using proper medical terminology while paying attention to possible cultural differences, disabilities and/or barriers to communication.</p> 	<ul style="list-style-type: none"> • Demonstrate ability to accurately measure, document, and report vital signs. • Identify characteristics of successful and unsuccessful communication including communication styles and barriers • Use approved medical terminology and abbreviations in both speaking and writing

OST Content & Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Basic Skills Resources and Activities	Basic Skills Assessments
<ul style="list-style-type: none"> • 04.01 Demonstrate ability to accurately measure, document, and report vital signs. 	<ul style="list-style-type: none"> • Math: Measurement, reading measurement scales, writing measurements, compare numbers, customary and metric differences • ELA: Interpreting and articulating vital sign readings, acronyms and abbreviations, describing vital signs in writing 	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason • Teamwork • Critical thinking • Utilizing information 	<ul style="list-style-type: none"> • Look at different dials (visual), mini-lesson on parts of sphygmomanometer • Identifying prefixes and suffixes in nursing https://aimseducation.edu/blog/all-essential-medical-terms • Act out mock scenarios of vital sign conversation with patient • Recording vital signs https://www.bestmedicalforms.com/vital-signs-flow-sheet.html 	<ul style="list-style-type: none"> • Scenario of readings and explain the medical situation of the patient and write recommendation • Review past history of vital signs • Demonstrate a scenario (with an intended error)
<ul style="list-style-type: none"> • 09.01 Identify characteristics of successful and unsuccessful communication including communication styles and barriers with patients 	<ul style="list-style-type: none"> • Math: reading numbers, and understanding place value • ELA: medical vocabulary acronyms and abbreviations, describing vital signs in writing; communication styles in various cultures and its impact 	<ul style="list-style-type: none"> • Critical thinking • Self-Management • Teamwork • Understanding Systems • Using information – ADA standards 	<ul style="list-style-type: none"> • Mini-lesson on common acronyms and abbreviations in the medical field • Mini-lesson on using adjectives to accurately describe vital signs to patient • Mini-lesson on place value using vital sign readings • Mock exercise of both effective and ineffective communication (show videos and analyze) • Mini-lesson on barriers to communication – disability 	<ul style="list-style-type: none"> • Watch videos and evaluate the effectiveness of communication • Read scenarios and write how they will approach the situation. • Comparing & contrasting two sentences as to which one is effective.

Anticipating Challenges

What problems or challenges have you encountered so far in the process of developing your IET Program or curriculum?

Solutions to common issues:

Problem	Solution
• Don't know where to start	• Form your IET Team, designate point person
• Common or joint planning time	• Decrease the frequency, use professional days
• Lack of resources	• Start small, consider resources when planning curriculum
• Issues forming student cohort	• Build a solid IET Program. Advertise to the community. Students will come.

Dedicated Consultation Sessions

1. Sign-up through IPDAE. Email jrall@irsc.edu
2. Form your IET Team who will attend the consultation.
3. Complete steps 1 through 4 of IET Planning.
4. Prepare your materials and submit your questions ahead of time.
5. Get ready to start developing your IET Program!

Entrepreneurship Skills Integration

What problems or challenges have you encountered so far in the process of integrating entrepreneurship skills into your daily classroom instruction?

Big Ides of Entrepreneurship

1. Entrepreneurial Life or Life as an Entrepreneur – Students must understand how being an entrepreneur will impact their life and the ones they love. Students must learn how to manage or cope with the ups and downs of entrepreneurship. – Great opportunity for integration in Reading (biographies or life stories of famous entrepreneurs).
2. Legal – Students must understand and learn the laws and regulations affecting their small business. This will significantly impact the cost, structure and operation of their business. – Great opportunity for integration in Reading.
3. Marketing and Sales – Students must learn how to reach their customers and generate revenue. – Great opportunity for integration in Language Arts (writing emails, creating posters/flyers/banners, posting on social media, creating a website, etc.)
4. Money – Students must understand how to manage business funds, profits or capital that will fuel the business. – Great opportunity for integration in Mathematics (Thanks to the BEST Standards, financial literacy is now required to be taught).
5. Planning and Strategy – Students must develop a plan on how to start the business, create systems or processes, and guide the future of their venture. – Great opportunity for integration in Language Arts and Mathematics
6. Talent and HR – Students must learn how to recruit/hire the right people and deal with people problems – Great opportunity for integration in Reading and Language Arts.

Upcoming Support Sessions/Webinars

- Entrepreneurship and Innovation Part 1 – Dec. 2
- Entrepreneurship and Innovation Part 2 – Dec. 9
- IET Consultation Meetings – Winter 2021
- The Beginner's Guide to IET - TBA
- Tacking the Logistical & Data Aspects of IET - March 2021
- Informal Assessments in AGE - TBA

Appendix A: IET Templates and Tools

Template 1: Identifying Basic Skills Content

Occupational Skills Training		Adult Basic Education/ESL
Unit/Lesson/Page	Content Knowledge Needed	Basic/ESL Skills Needed (All skill areas may not need to be addressed.)
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
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		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep:
		Math:
		ELA:
		Workforce Prep;





Template 1A - Identifying Basic Skills and Contextualized Content

Occupational Skills Training		Adult Basic Education/ESL	
Unit/Lesson/ Page	Content Knowledge Needed	Basic/ESL Skills Needed (All skill areas may not need to be addressed.)	Contextualized Activity
		Math:	
		ELA:	
		Workforce Prep:	
		Math:	
		ELA:	
		Workforce Prep:	
		Math:	
		ELA:	
		Workforce Prep:	
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		Math:	
		ELA:	
		Workforce Prep:	
		Math:	
		ELA:	
		Workforce Prep:	

Adult Education Teacher: _____ Occupational Skills Teacher: _____

Template 2: Determining the IET Single Set of Learning Objectives and Competencies

Week #	OST Content & Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Basic Skills Resources and Activities	Basic Skills Assessments
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•
•		•		•	•

IET Single Set of Learning Objectives:	Competencies
	
	
	
	

Adult Ed. Teacher: _____ CTE Teacher: _____

Template 3: IET Lesson Plan

Lesson Topic:				
Objective(s):				
Length:				
Workforce Preparation and Skills				
Basic Workplace Skills		Workforce Preparation Activity		Basic Workplace Knowledge
	Uses Technology		Critical Thinking	Applies Health and Safety Concepts
	Observes Critically		Teamwork	Understands Process and Product or Service
	Listens with Understanding		Employment	Demonstrates Quality Consciousness
	Speaks Clearly and Concisely		Self-Management	Understands Finances
	Writes Clearly and Concisely		Utilizing Resources	Works within Organization Structure and Culture
	Reads with Understanding		Using Information	
	Applies Mathematical Concepts and Operations		Understanding Systems	
Basic Skills Standards/Resource	Math	Reading	Writing	Language
Materials Needed	ABE			
	CTE			
IET Single Set of Objective Being Met				
Anticipatory Set				
Instructional Procedure				
Guided Practice				
Closure				

Adult Ed. Teacher: _____ CTE Teacher: _____

Tool 1: Examining the Targeted Course

OST Course/Career Pathway		
What jobs are associated with the OST?		
Certifications associated with training		
Are certifications employer recognized?		
Pre-Requisites	Basic Skills Threshold	
	Language Requirement	
	Experience in Field or Occupational Skill Threshold	
	Educational Credential	
Exit Criteria/ Competencies Required	Testing/Assessment (Final test, placement test score, etc.)	
	Performance Verification (Reading a blueprint, measuring a pipe, writing incident reports, etc.)	
	Credentialing Completed	

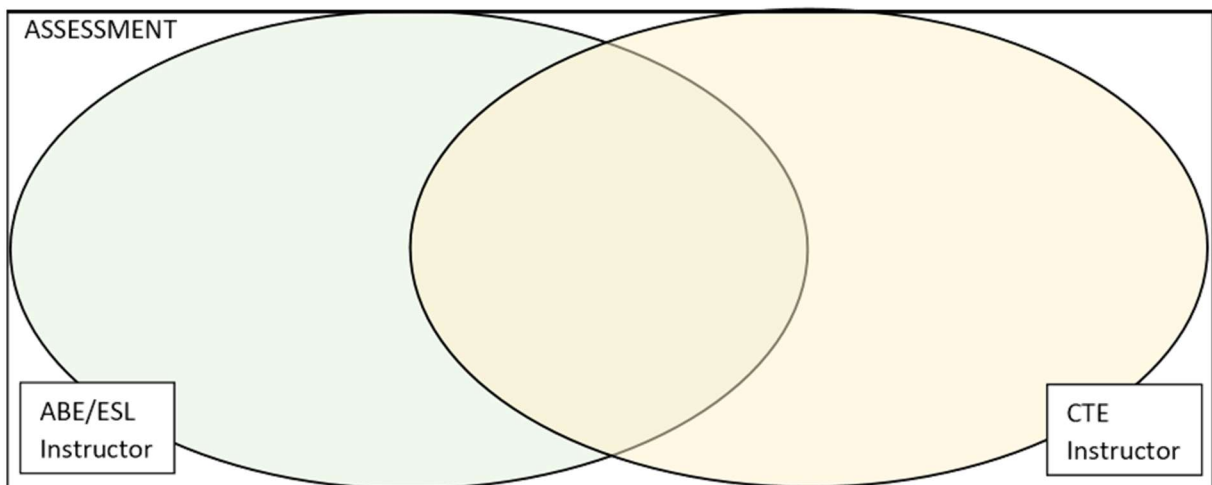
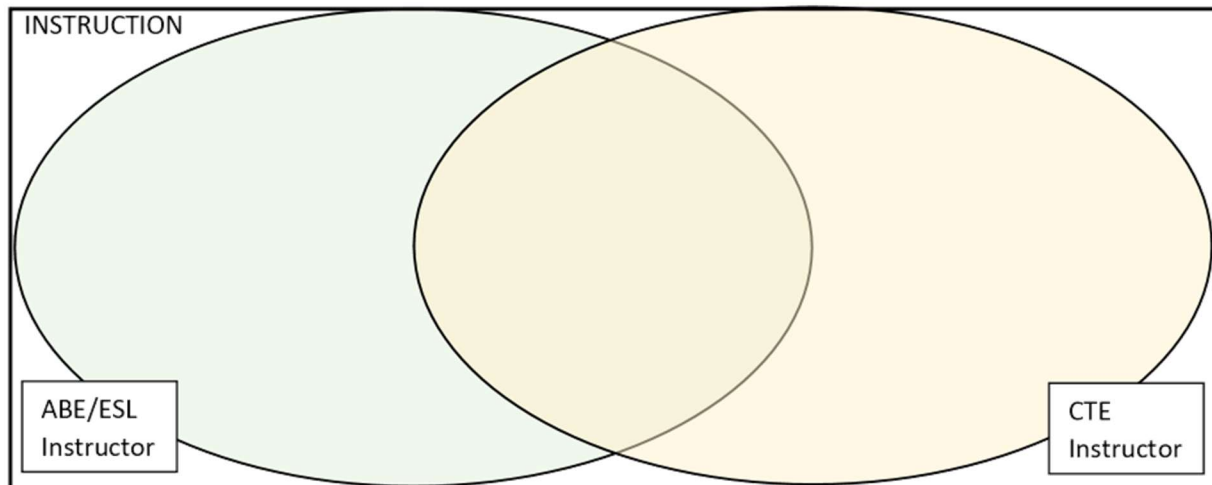
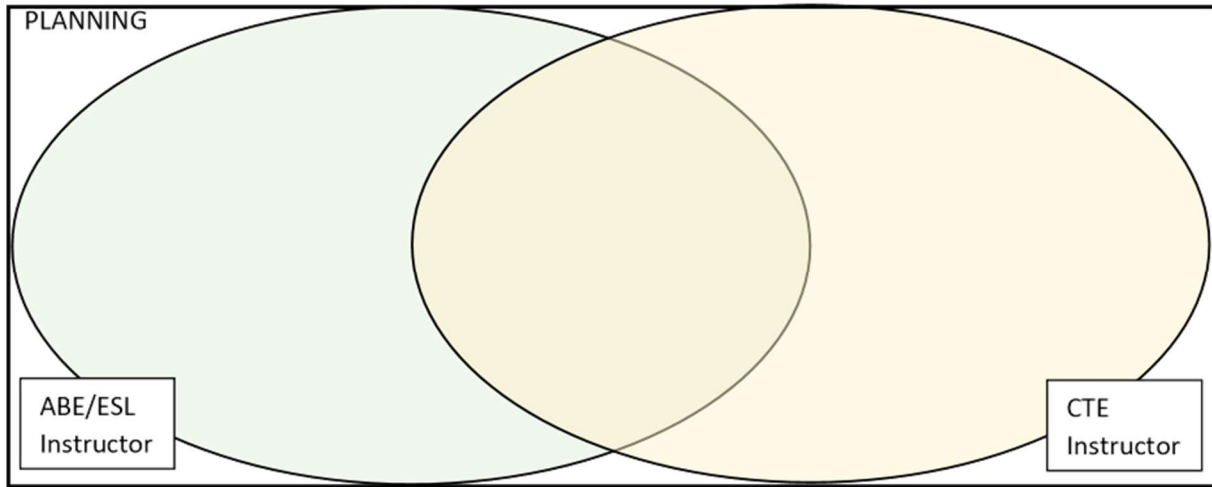
Assessing Course Appropriateness:				
Will the target population be able to successfully complete this course in the allotted time with basic skills support?		YES	NO	UNSURE
Rationale & Notes:				

Tool 2: Class Structure

	ABE/ESL	CTE
Length (6-week; 8-week; semester; etc.)		
Amount of Instructional Time		
Location of Instruction		
Instructor		
Number of Sessions per Week		
Number of Hours per Session		

Other notes (e.g., distance learning, support services)

Tool 3: Coordinating Instruction



Tool 4 - ABE Curriculum Development Timeline

IET Name:			
Start Date of IET:			
Task	Due Date	Persons Responsible	Comments