Down and Dirty: Contextualizing Instruction for Integrated Education and Training (IET)

COABE 2022
April 10—8:30 to 11:30
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Workshop Objectives

- Working collaboratively with occupational instructors and workforce partners to integrate instruction.
- Developing contextualized lessons.
- Creating a single set of learning objectives.
Introductions

- Your name, organization, role
- IET occupational area(s) of focus
WIOA Defined IET

- A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

- Three components offered concurrently are:
  - Adult education and literacy
  - Workforce preparation activities
  - Workforce training

- The program must be part of a career pathway and have a single set of learning objectives.
WIOA: IET BIG PICTURE

- Components have common objectives
- IET is part of a career pathway
- Single set of learning objectives
- Components integrated & occur simultaneously
- Adult ed
- Workforce prep
- Workforce training
- Local/State Plans
- Jobs
- Career Advancement

Adult ed
Workforce prep
Workforce training
Local/State Plans
Jobs
Career Advancement
Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program

What is contextualized instruction?
Contextualized Instruction Definition

WIOA Definition:
A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation and workforce training activities for a specific occupation or occupational cluster for the purpose of educational and career advancement.
“The contextualized approach to adult basic skills education seeks to make learning relevant to and integrated with academic topics and/or real-world interests of learners”.

Jurmo, Mortrude, 2020, p. 1
For IETs, contextualized instruction is using occupational subject matter and real-world examples to help students learn and apply the basic, language, or workforce preparation skills needed to successfully complete the occupational training.
Research indicates that contextualization can make material more relevant, comprehensible, and applicable, thereby increasing motivation, information comprehension and retention, and knowledge transfer.

(Grubb, 2013; Hamilton, 2013; Liebowitz & Taylor, 2004; Pearson et al., 2010; Perin, 2011).
Criteria for “Good” Contextualized Instruction

- Develops the **basic, language, or workforce preparation skills** that are needed to learn or use the **occupational content**
- Builds on **students’ past experiences and knowledge**
- Uses **authentic and occupationally relevant materials, examples, and assessments**
Criteria for “Good” Contextualized Instruction

- Allows learners to see the relevance of content and experience it
- Provides opportunities to apply or practice specific skills in real contexts of the occupation
- Includes problem solving, inquiry process, and varied learning strategies (e.g., hands on, discussion, interaction, project-based learning)
### Contextualized Curriculum Rating Worksheet

<table>
<thead>
<tr>
<th>Does the lesson:</th>
<th>Yes</th>
<th>No</th>
<th>Somewhat</th>
<th>Explain your answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the <strong>basic, language, or workforce preparation skills</strong> that are needed</td>
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<tr>
<td>to learn or use the occupational content?</td>
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<tr>
<td><strong>Build</strong> on students’ <strong>past experiences and knowledge</strong></td>
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<tr>
<td>Use <strong>authentic and occupationally relevant</strong> materials, examples, and assessments?</td>
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<tr>
<td>Allow learners to see the <strong>relevance of content and experience</strong> it?</td>
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<tr>
<td>Provide opportunities to <strong>apply or practice</strong> specific skills in real contexts</td>
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<td>of the occupation?</td>
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<tr>
<td>Include <strong>problem solving, inquiry process, and varied learning strategies</strong></td>
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<tr>
<td>(e.g., hands on, discussion, interaction, project-based learning)?</td>
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</tbody>
</table>
Group Activity

1. **REVIEW LESSON**: Spend the first 7-8 minutes reviewing the lesson plan while keeping the rating criteria in mind.

2. **RATE THE LESSON**: Use the contextualized curriculum rating sheet.

3. **IDENTIFY A PERSON** to report back what you found to the larger group.

**TIME: 15 minutes**
How did your group rate the lesson?
How would you improve it?
Break Time!!
IET Curriculum Development Process
Have a planning process and allow plenty of time...

What process do you have in place for planning and developing IET curriculum?
## IET Implementation and Communication Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>People Responsible</th>
<th>Estimated Completion Date</th>
<th>Completion Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
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<tr>
<td>Identify potential local occupational sectors with growing employment potential</td>
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<tr>
<td>Contact employers &amp; identify gaps in training needs &amp; services offered</td>
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<tr>
<td>Identify occupational courses/career pathways that might be considered for an IET</td>
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<tr>
<td>Identify the target population, determine if an IET is appropriate to meet this populations’ needs</td>
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<tr>
<td>Identify potential partners/funders</td>
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<tr>
<td>Meet with and discuss program with potential partners: Define partnership, common goals &amp; objectives, roles, responsibilities, resource &amp; work allocation, process for communication, progress updates &amp; evaluation</td>
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<td>Identify program personnel: occupational skills instructors, basic skills instructors, program and support staff</td>
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<td>Outline data collection process/tools for on-going program evaluation</td>
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<td><strong>Creating Curriculum</strong></td>
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<tr>
<td>Set specific expectations for basic skills, ESL &amp; occupational skills instructor collaboration over time</td>
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<tr>
<td>Determine objectives and content for occupational skills component of the IET</td>
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</table>
Characteristics of IET Curriculum

- Adult ed, workforce training, workforce prep activities are integrated, occur concurrently, and are contextualized
- Is of sufficient intensity and quality to support learning gains
- Occupationally relevant materials are used
- Set of learning objectives across the IET Components

*Does your state have any specific requirements? A syllabus or a proposal to submit, approval? Rules for set of objectives?*
# Identifying Content

<table>
<thead>
<tr>
<th>Unit/Lesson/Page</th>
<th>Content Knowledge Needed</th>
<th>Adult Basic Education/ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Skills Training</strong></td>
<td></td>
<td><strong>Basic Skills/ESL Needed</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>All 4 skill areas may not need to be addressed</em></td>
</tr>
<tr>
<td>Unit 1, lesson 1, page 4</td>
<td>Learning names/functions various tools</td>
<td>Math: units of measurement; basic fractions</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Finding key terms; learning vocabulary</td>
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<td></td>
<td></td>
<td>Writing: Writing notes</td>
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<tr>
<td></td>
<td></td>
<td>Workforce prep: OSHA safety with tools; how to follow directions</td>
</tr>
<tr>
<td>Unit 1, lesson 2, page 16</td>
<td>Measuring &amp; cutting pipe lengths</td>
<td>Math: units of measurement; basic fractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Reading directions; understanding process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: writing conventions for measurements</td>
</tr>
<tr>
<td></td>
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<td>Workforce prep: OSHA safety with cutting tools; working in teams</td>
</tr>
<tr>
<td>Unit 1, lesson 3, page 30</td>
<td>Assessment on lessons—demonstration of ability to measure &amp; cut pipe</td>
<td>Math:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workforce prep:</td>
</tr>
</tbody>
</table>
The Foundation Skills Framework

- Categorized as Basic Workplace Skills, Basic Workplace Knowledge, Basic Employability Skills, and Lifelong Learning Skills
- Identifies 18 skills, relevant competencies, and multiple indicators
  - provide building blocks for your program
  - a communication tool for partners
Let’s give it a try...
Identifying Content and Developing Contextualized Activities

- Review the lesson in your group
- Choose a person to report back to the larger group
- Complete Tool 4
- Time 30 minutes

**Step 1:** In the first two columns, note occupational content that requires basic skills, English language development, or workforce preparation to understand and learn the content. Then specify the basic skill, language, or workforce preparation skills that are needed to understand the content (column 3).

**Step 2:** Develop three contextualized activities to teach the basic, language, or workforce preparation skills in the third column.
Tell us about your curriculum and one activity you developed.
## Single Set of Learning Objectives

<table>
<thead>
<tr>
<th>Week #</th>
<th>OST Content &amp; Objectives</th>
<th>Basic Skills/ESL Content &amp; Objectives</th>
<th>Workforce Prep Activity</th>
<th>Basic Skills/ESL Resources &amp; Activities</th>
<th>Basic Skills/ESL Assessments</th>
</tr>
</thead>
</table>
| 1      | • Ability to identify tools needed for measuring pipe length  
      • Ability to correctly measure pipe length with 100% accuracy | • List pipe measurement tools, their definitions and state their uses  
      • Understand & use units of measurement | Exercise to compare which pipe cuttings had the most waste (FSF connection: Demonstrate quality consciousness) | • OST textbook pages for key vocabulary words—students write complete sentences describing new tools  
      • Pipe measuring activity worksheet | • Post-lesson assessment—quiz on vocabulary words  
      • Assessment on ability to measure pipe length with 100% accuracy |

### IET Single Set of Learning Objectives:

- **Demonstrate ability to select correct tool(s) to complete the required activity**
  - Read and correctly identify and name the tools needed for measuring pipe length
  - Properly select tool needed to complete a specific task
  - Read instructions and demonstrate proper and safe use of tools.

- **Demonstrate ability to accurately measure pipe length to reduce waste**
  - Read different measurement units on a blueprint
  - Use common fractions to correctly measure materials to reduce waste
  - Articulate the importance of reducing waste
### Unit 2 Learning Objective(s):

2) Given a scenario of a manufacturing workplace environment with multiple safety violations, learners will apply knowledge of safety protocols to identify safety violations and the appropriate actions to take to maintain a safe working environment with 80% accuracy.

<table>
<thead>
<tr>
<th>Workforce Training Skills and Competencies</th>
<th>Adult Education Content Standard(s)</th>
<th>Adult Education Literacy Skills and Competencies</th>
<th>Workforce Preparation Skills and Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand and apply shop safety practices</td>
<td>• Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (CCRS Reading 2 D)</td>
<td>• Read a safety manual and identify key safety practices</td>
<td>• Read with understanding</td>
</tr>
<tr>
<td>• Understand and apply machine safety practices</td>
<td>• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCRS Reading 3 D)</td>
<td>• Tell another student the directions for proper safety protocol</td>
<td>• Apply health and safety concepts</td>
</tr>
<tr>
<td>• Use lathe, mill, grinders, bandsaw, drills</td>
<td></td>
<td>• Sequence a written series of steps to follow in a safety emergency</td>
<td>• Locate and use resources</td>
</tr>
</tbody>
</table>

Troubleshooting...

What challenges do you have developing contextualized curriculum for IETs?

What have you done to address the challenges?
Resources

- Contextualizing Adult Education Instruction to Career Pathways: 
  https://tcall.tamu.edu/docs/ContextualizingAdultEdInstructionCareerPathways.pdf

- Perin, D. Facilitating Learning Through Contextualization:  
  https://ccrc.tc.columbia.edu/media/k2/attachments/facilitating-learning-contextualization-brief.pdf

- Implementing Integrated Education and Training in Diverse Contexts  
Resources

- Integrated Education and Training Design Toolkit

- IET Resource Library - https://ed.psu.edu/research-grants/centers-institutes/institute-study-adult-literacy/career-pathways-program

- Institute for the Study of Adult Literacy - https://ed.psu.edu/research-grants/centers-institutes/institute-study-adult-literacy

- Goodling Institute for Research in Family Literacy - https://ed.psu.edu/research-grants/centers-institutes/goodling-institute
Please remember to do the evaluation on the app!

For More Information:
Carol Clymer, cdc22@psu.edu

Have a good conference!!