



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

COABE 2022

April 10—8:30 to 11:30

Carol Clymer, Co-Director
Institute for the Study of Adult Literacy
& Goodling Institute for the
Research in Family Literacy,
Penn State University

Workshop Objectives

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



AGENDA

Introductions

Contextualized Curriculum Basics

Examples of Contextualized Lessons

IET Curriculum Development Process

Troubleshooting

Resources

Introductions

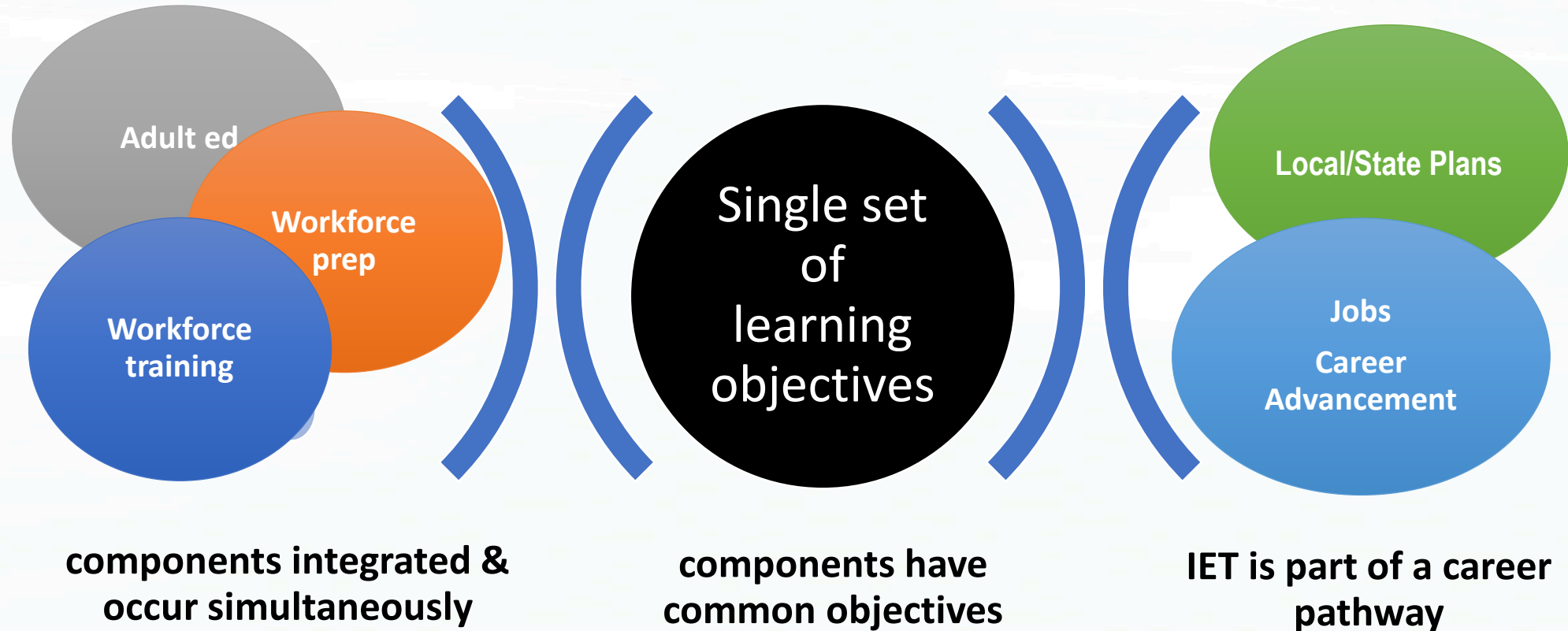
- **Your name, organization, role**
- **IET occupational area(s) of focus**




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





*Developing Basic Skills Curriculum
for an IET: A Guide for the Pathways
to Employment Program*



https://sites.psu.edu/pathwaystoemployment/files/2020/06/IET-Guide_Revised-9-19-19-1.pdf

*What is
contextualized
instruction?*





Contextualized
Instruction
Definition

WIOA Definition:

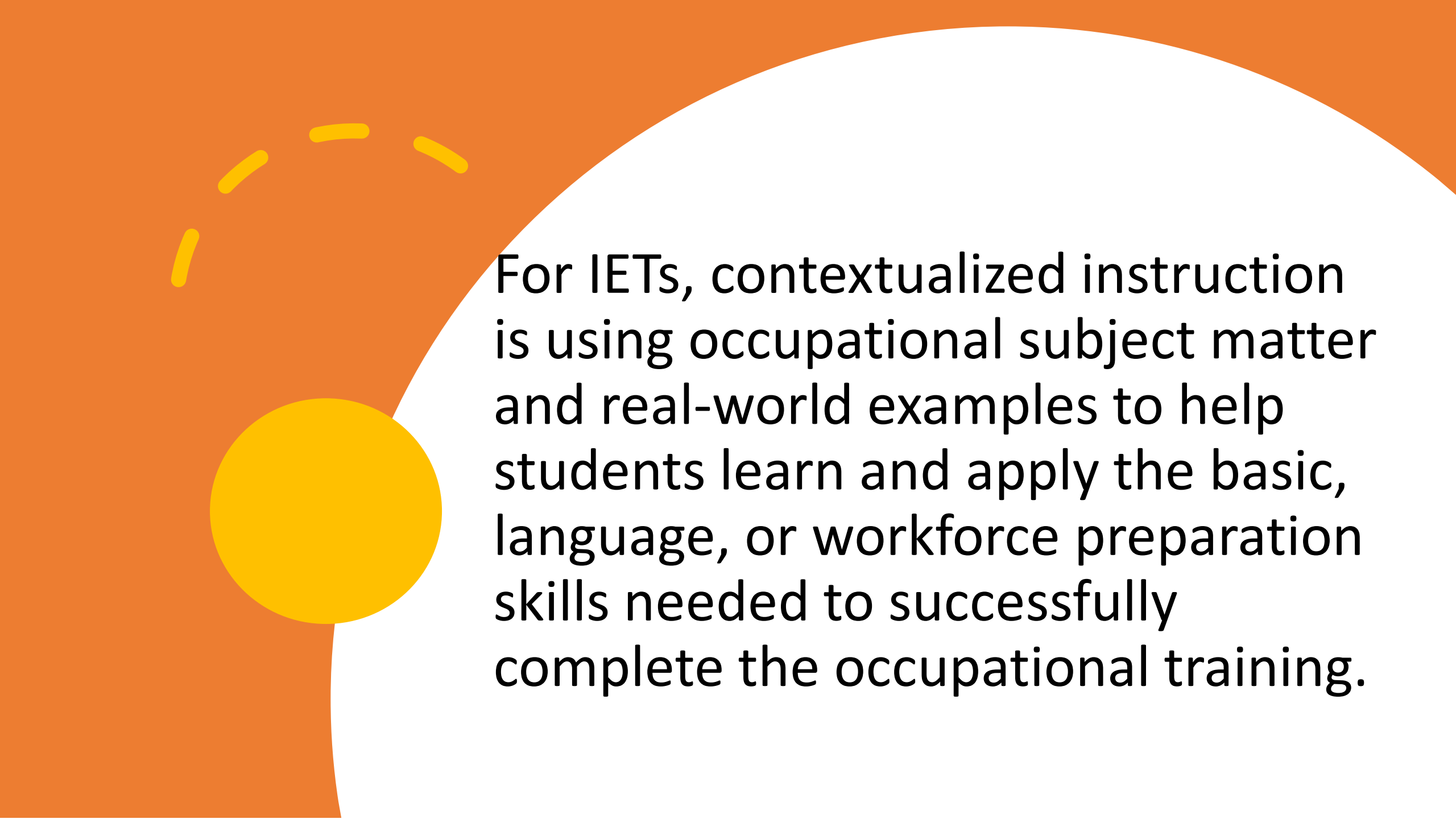
A service approach that ***provides adult education and literacy activities concurrently and contextually with workforce preparation and workforce training activities*** for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Contextualized Instruction Definition

“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

https://www.proliteracy.org/Portals/0/pdf/Research/Briefs/ProLiteracy-Research-Brief-04_Contextualizing-2020-09.pdf

The image features a solid orange background. On the left side, there is a stylized sun with a bright yellow circular center and several short, thick yellow dashes radiating from it. A large, white, semi-circular shape on the right side of the image serves as a speech bubble, containing the main text.

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.

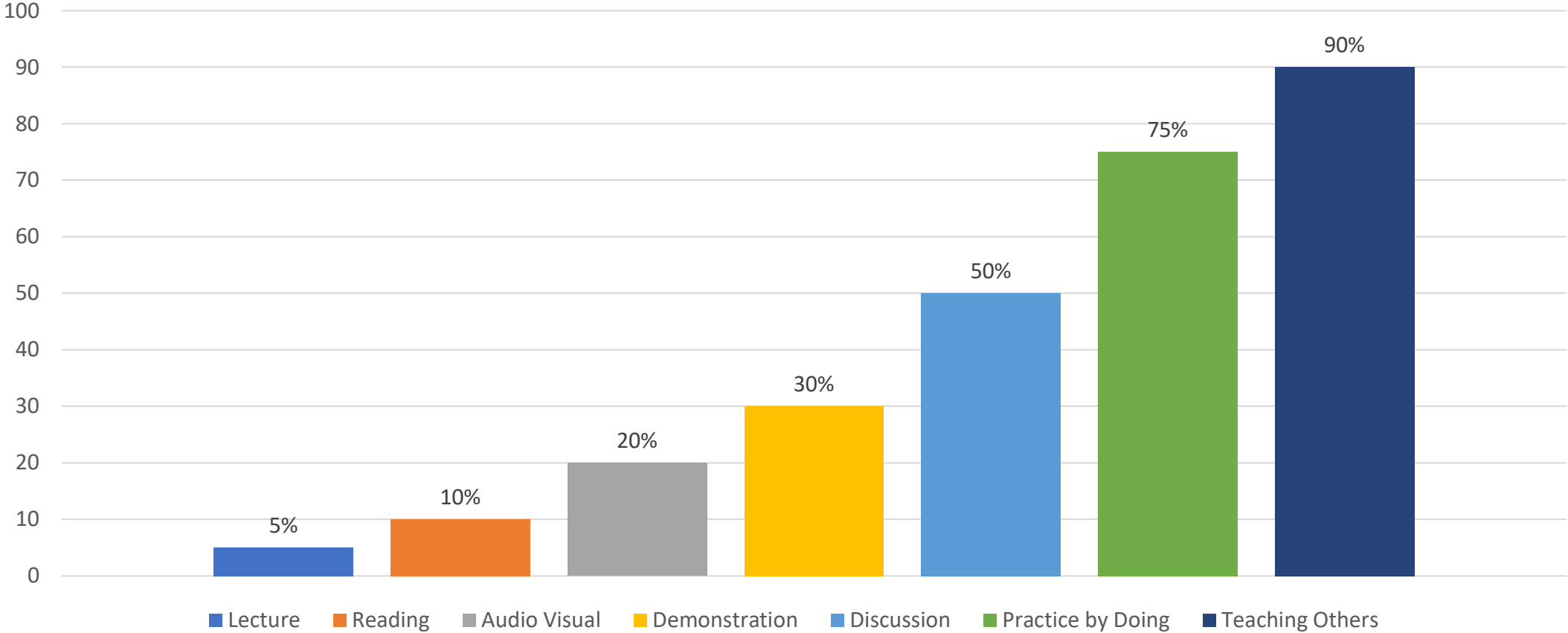
Contextualized Instruction: Why is it Important?

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).



Retention by Activity

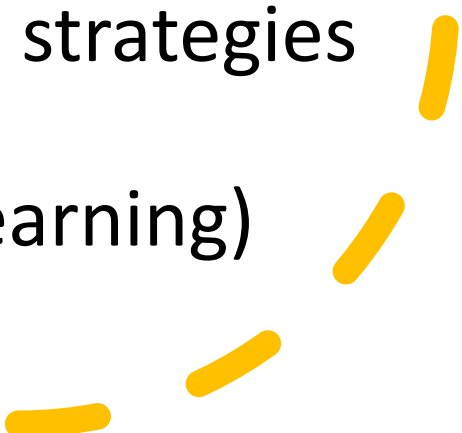




Criteria for “Good” Contextualized Instruction

- 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

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



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

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

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

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

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
- Foundation Skills Framework: <https://www.paadultedresources.org/wp-content/uploads/2016/05/Foundation-Skills-Resources-Guide.pdf>



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

Week #:	OST Content & Objectives	Basic Skills/ESL Content & Objectives	Workforce Prep Activity	Basic Skills/ESL Resources & Activities	Basic Skills/ESL Assessments
1	<ul style="list-style-type: none"> • Ability to identify tools needed for measuring pipe length • Ability to correctly measure pipe length with 100% accuracy 	<ul style="list-style-type: none"> • List pipe measurement tools, their definitions and state their uses • Understand & use units of measurement 	<p>Exercise to compare which pipe cuttings had the most waste (FSF connection: Demonstrate quality consciousness)</p>	<ul style="list-style-type: none"> • OST textbook pages for key vocabulary words—students write complete sentences describing new tools • Pipe measuring activity worksheet 	<ul style="list-style-type: none"> • Post-lesson assessment—quiz on vocabulary words • Assessment on ability to measure pipe length with 100% accuracy

IET Single Set of Learning Objectives:	Competencies
<p>Demonstrate ability to select correct tool(s) to complete the required activity </p>	<ul style="list-style-type: none"> • 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.
<p>Demonstrate ability to accurately measure pipe length to reduce waste </p>	<ul style="list-style-type: none"> • Read different measurement units on a blue print • 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.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
<ul style="list-style-type: none">• Understand and apply shop safety practices• Understand and apply machine safety practices• Use lathe, mill, grinders, bandsaw, drills	<ul style="list-style-type: none">• 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)• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCRS Reading 3 D)	<ul style="list-style-type: none">• Read a safety manual and identify key safety practices• Tell another student the directions for proper safety protocol• Sequence a written series of steps to follow in a safety emergency	<ul style="list-style-type: none">• Read with understanding• Apply health and safety concepts• Locate and use resources• Demonstrate self-management strategies• Work in a team



A stylized sun graphic on the left side of the slide. It features a solid yellow circle at the bottom left, with several yellow dashed lines of varying lengths radiating upwards and to the right, suggesting rays of light. The background is a solid orange color.

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
http://www.collegetransition.org/wp-content/uploads/2017/10/IET_Guide.pdf

Resources

- Integrated Education and Training Design Toolkit
[https://lincs.ed.gov/sites/default/files/2021-07/IET Toolkit Compressed 508.pdf](https://lincs.ed.gov/sites/default/files/2021-07/IET_Toolkit_Compressed_508.pdf)
- 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!!**



PennState
College of Education



INSTITUTE
FOR THE STUDY
OF ADULT
LITERACY