

Implementing IET in Adult Education

2021 ACE Conference Session



Workbook

Institute for the Professional Development of Adult Educators
2021

2021 ACE CONFERENCE SESSION

Implementing IET in Adult Education

Henry Mack, Chancellor for Career and Adult Education
Florida Department of Education

June Rall, Director of IPDAE

Tamara Serrano, Project Support Specialist for IPDAE

Resources Developed and Designed By

Ronald Cruz, National Consultant for Florida IPDAE



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Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

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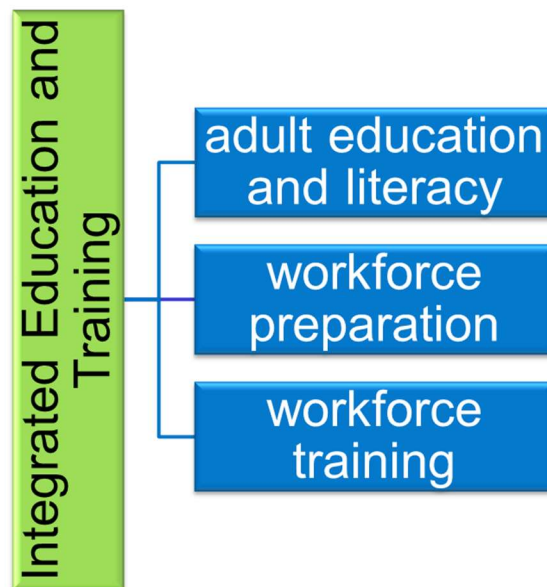
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Session Agenda

- Integrated Education and Training
 - Definition
 - Models
 - Single Set of Learning Objectives
 - Sample IET Alignment, Lesson Plan and Single Set of Learning Outcomes

What is IET?

IET is adult education and literacy, workforce preparation, and workforce training “each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals” that “occur simultaneously,” “use occupationally relevant instructional materials,” and are “organized to function cooperatively” with “a single set of learning outcomes.”



Center for Law and Social Policy (2013). Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level. Washington, DC.

Why is IET Important?

- Adult Education is not the end result
- Students need skills relevant to their desired goal which is to enter the workforce
- Students in career/technical programs lack basic skills to be successful
- IET accelerates students' career pathway

Workforce Preparation Activities

Florida Department of Education Curriculum Frameworks for Adult Education

In terms of workforce preparation activities, there are plenty of resources adult and CTE instructors can use. Workplace Preparation Activities are already incorporated in the adult education curricular frameworks.

Critical Thinking - All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

Teamwork - All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.

Employment - All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

Self-Management - All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Utilizing Resources – All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

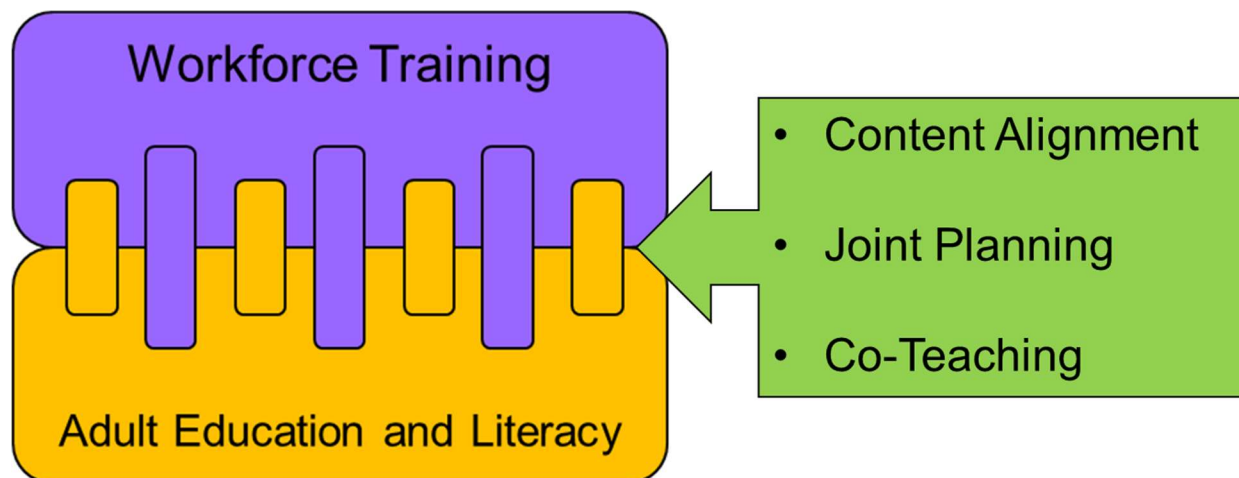
Using Information - All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Understanding Systems - All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Adult curricular frameworks can be downloaded from the Florida Department of Education website: <http://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-frameworko.stml>

IET Implementation Models

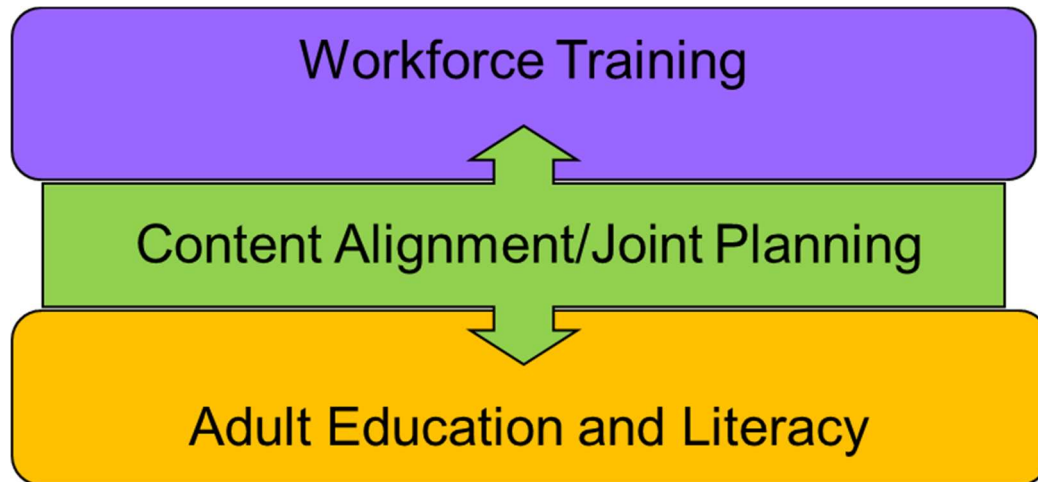
Fully-integrated instruction often pairs an occupational skills instructor with a basic skills instructor within the classroom in order to provide a cohesive presentation of both the basic skills and the occupational content.



While WIOA specifies that adult education and literacy activities exist in tandem with workforce preparation activities and workforce training, what this looks like in reality can vary from classroom to classroom, and program to program. Ideally, IET programs are able to either fully-integrate or partially-integrate the ABE curriculum with occupational skills training curriculum.

The first type of IET implementation is Fully-integrated instruction. Fully-integrated instruction often pairs an occupational skills instructor with a basic skills instructor within the classroom in order to provide a cohesive presentation of both the basic skills and the occupational content. One of the most well-known IET programs in the U.S. is Washington state's Integrated Basic Education and Skills Training (I-BEST) program. While some consider fully-integrated models to be the gold standard, they are costly and require extensive coordination and training.

Partially-integrated instruction allows for greater flexibility in scheduling and requires less coordination between occupational skills and ABE instructors. Although the content and skills instruction may not be as seamlessly integrated, students are still given the opportunity to learn basic skills that are applicable, contextualized, and aligned to the content course curriculum.



One Instructor Model - The adult education basic skills instruction, workforce preparation activities and workforce training are provided by one instructor who has expertise in basic skills instruction as well as the occupational area. Instruction must be based on a single set of learning objectives.

Employment/ Community Partners - Participants are with a community partner in local or regional workforce development area. Instruction must be based on a single set of learning objectives.

Instructional Strategy Review: Contextualizing Instruction



What is Contextualized Instruction?

Contextualized Teaching and Learning (CTL), also known as Contextualized Instruction, is defined as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student" (Mazzeo, 2008, p. 3; see also Medrich, Calderon, & Hoachlander, 2003).

Share an experience where you contextualized instruction for your students.

- What was your topic/objective?
- In what context did you teach this topic/objective?
- How did your students react or engage?
- How did you feel about implementing the strategy?

Why is Contextualized Instruction important?

- Some students learn more effectively when they are taught in a hands-on, real-world context rather than in an abstract manner.
- To make learning meaningful by engaging students in active learning
- Students experience the subject matter as connected and reinforcing, rather than separate and unrelated.
- It sets the student up to a career pathway.

Contextualized Instruction Activity

1. Pick an academic topic below.

Fractions	Main Idea	Adjectives	Scientific Method	Supply and Demand
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2. Pick a career/technical context below.

Culinary Arts	Welding	Barbering	Marketing and Sales	Your Choice of Field
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3. Briefly discuss how you would contextualize your instruction.

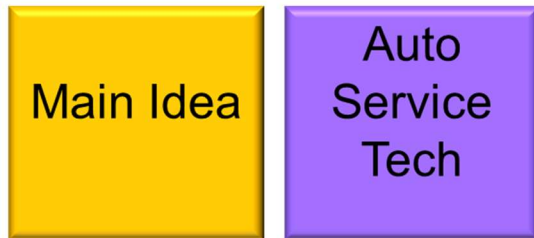
State the objective for your academic topic: _____

State the objective for your career/technical context: _____

Describe what activity you will use to implement/develop these objectives in your classroom.

Contextualized Content: Automotive Service Technician

Contextualized content are instructional materials or resources used by the teacher to help students apply foundational/academic skills in the workplace or a particular career.



What material/resource would you use for your contextualized activity?

- Worksheets or handouts
- Readings or articles
- Props, tools or equipment
- Guest speaker or career expert
- Facility or location



FULL CIRCLE SERVICE REPORT CARD

5796500

Customer Name: _____ Phone: _____ E-Mail: _____

Date: _____ License: _____ Year/Model: _____

VIN: _____ RO/Tag#: _____ Mileage: _____

INSPECTION RESULT - OK

WILL REQUIRE FURTHER ATTENTION

REQUIRES IMMEDIATE ATTENTION

Inspect Each Service

Declined Info. / Estimate

Check Tires/Measure Tire Tread Depth

<input type="checkbox"/>	<input type="checkbox"/>	Windshield washer fluid level	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Automatic transmission fluid level/condition	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Brake fluid level/condition	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Power steering fluid level/condition	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Coolant/recovery reservoir fluid level/condition	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Transaxle, transfer case, clutch reservoir fluid/condition (as equipped)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Engine oil level/condition	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Windshield for cracks, chips and pitting	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Wiper blades/inserts	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Horn, interior and exterior lights, washer spray and wiper operation	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Cooling system for visible leaks and damage	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Oil and/or fluid leaks (Specify _____)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Constant velocity (CV) drive axle boots (if equipped)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Exhaust system (leaks, visible damage, loose parts)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Drive belt(s)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Steering, steering linkages/wheel end play/bearings	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Suspension (shocks/struts for bounce/leaks/damage)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Brake lines, hoses, parking brake	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Clutch operation (if equipped)	<input type="checkbox"/>

Tire Pressure Set to Factory Recommendation

LF	<input type="checkbox"/>	RF	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
LR	<input type="checkbox"/>	RR	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	

Declined Tire ☐

50% or more remaining (Above 6/32")

20% - 50% remaining (4/32" - 6/32")

Less than 20% remaining (3/32" or less)

Measure Front / Rear Brake Linings

LF	<input type="checkbox"/>	RF	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
LR	<input type="checkbox"/>	RR	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	

Declined Brake ☐

Brake Measurements Not Taken This Service Visit

50% or more remaining (Above 5mm Disc / Above 2mm Drum)

20% - 50% remaining (3mm-5mm Disc / 1.01mm-2mm Drum)

Less than 20% remaining (Less than 3mm Disc / 1mm or less Drum)

Check Battery Performance

Condition of Terminals (clean if necessary)

State of Health

Actual Cold Cranking Amps and/or attach test results

Good ☐ Bad ☐

0% 100%

Declined Battery ☐

Recommended Additional Services

Declined

Y	N	Air Filter	<input type="checkbox"/>
Y	N	Cabin Air Filter	<input type="checkbox"/>
Y	N	Rotate Tires	<input type="checkbox"/>
Y	N	Tire Repair	<input type="checkbox"/>
Y	N	Brakes (Specify _____)	<input type="checkbox"/>
Y	N	Starting/Charging/Battery Check and Clean	<input type="checkbox"/>
Y	N	Full Factory Warranty in Effect	<input type="checkbox"/>
Y	N	Vehicle Service Contract/CPO Extension	<input type="checkbox"/>
Y	N	Other	<input type="checkbox"/>

Customer Signature: _____

Service Consultant: _____

Technician: _____



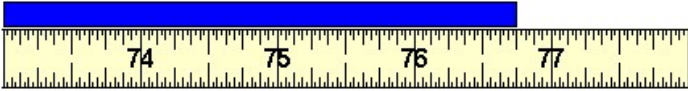



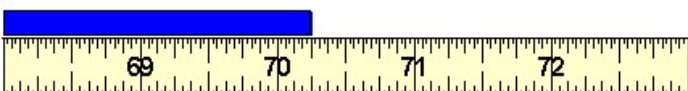
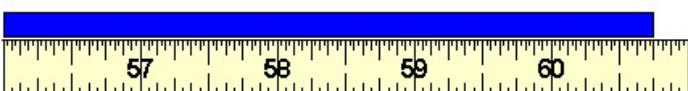
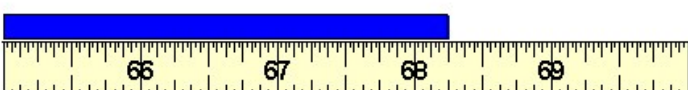
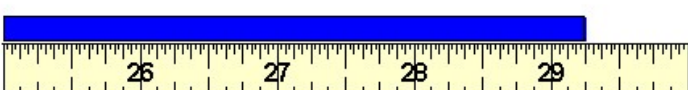
Sample Contextualized Content in Mathematics

The worksheet below is an examples of contextualized content that can be used in the Adult Education classroom to promote basic skills critical to the welding program (in this case many other programs). These worksheets teach students how to read measurements from different types of rulers. Measurement is an important skill in welding. These worksheets were taken from Math-Aids.com.

Name : _____ Score : _____
Teacher : _____ Date : _____

Reading a Standard Ruler

How many Inches ?

	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____


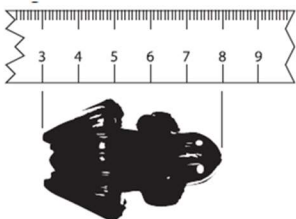

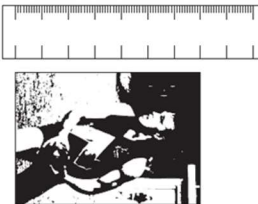
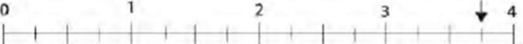
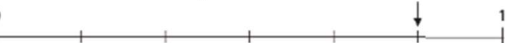
 Math-Aids.Com

<https://www.math-aids.com/Measurement/>


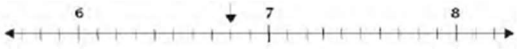
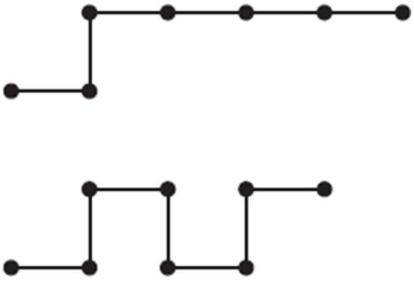

Broken Ruler Activity

In order for students to become effective welders, they need to understand the connection between fractions and measurement. The most powerful technique for students to understand the connection is to view the ruler as a number line (or vice versa). Both number lines and rulers are examples of scales and as such, they both have zero-points.

The activity below was taken from a research on the relationship between number lines and lengths conducted by developed by Mitchel, A. & Horne, M. in 2011.* Since we are interested in contextualized content involving fractions and measuring pipe lengths, this activity may help students see the relationship between the two when viewing a ruler as a number line.

Fraction Tasks	Measurement Tasks
<p>1. If this is half, point, where would one and a half be on this number line?</p> 	<p>1. This centimeter ruler is broken. It is measuring a chocolate frog. How long is the frog?</p> 
<p>2. Please mark where one quarter would go on this number line.</p> 	<p>2. This ruler measures in centimeters but there are no numbers on it. How long is the footy card?</p> 
<p>3. Point to arrow, what number or fraction is that point on the number line?</p> 	
<p>4. Point to arrow, what number or fraction is that point on the number line?</p> 	

*Mitchel, A. & Horne, M. (2011). Measurement Matters: Fraction Number Lines and Length Concepts are Related. The Australian Association of Mathematics Teachers

Fraction Tasks	Measurement Tasks
<p>5. Point to arrow, what number or fraction is that point on the number line?</p> 	<p>3. These are two pieces of wire that can be bent and straightened. Between the dots is the same length. If the wires were straight, would they be the same length, or would one be longer than the other? How did you work that out?</p>
<p>6. Point to arrow, what number or fraction is that point on the number line?</p> 	
<p>7. Point to arrow, what number or fraction is that point on the number line?</p> 	

*Mitchel, A.& Horne, M.(2011). Measurement Matters: Fraction Number Lines and Length Concepts are Related. The Australian Association of Mathematics Teachers

Sample Contextualized Content in English Language Arts

Below is an example of contextualized content in English Language Arts retrieved from <https://welderportal.com/welding-tools-and-their-uses/>.

Welding Tools and Their Uses

To get started with your welding, you must have a set of at least basic equipment and safety gear. However, before getting to welding, we would also recommend completing training, so you can learn how to properly weld and would know all the safety requirements. But here's a list of the basic welding tools and their uses.



Auto-Darkening Welding Helmet - An auto-darkening welding helmet is the most important part of the welding safety gear. The purpose of the helmet, first of all, is to protect your eyes from the flash of the arc. However, when the arc of the torch is not active, the helmet's lens maintains a light shade, so you can still see your work. This eliminates the need to take the helmet on and off each time before welds. Another purpose of the welding helmet is to protect your face and neck from welding radiation and sparks.

Jacket or a Welding Apron with a Long Sleeve Shirt - Welding usually involves sparks and molten metal shooting in all different directions. So, it's important to protect from them not only your face but also the rest of the body. So, you should wear either a heat-resistant leather jacket or if you find wearing one of them, you can opt for a welding apron and a long sleeve cotton shirt. It's important to remember, that the protective clothing should be made from natural fiber and not synthetic materials. You don't want it to burn and damage your skin.

Welding Shoes - You'll also need a good pair of work shoes to protect your feet during the welding process. Again, make sure that they are not made from synthetic materials, which can burn. The leather is the best choice.

Gloves - While welding, your hands will be in the closest proximity of the arc. So it's important to protect them as well. For example, you can get MIG gloves, which will comfortably sit on your hands.

Safety Glasses - You can also wear safety glasses under the helmet for extra protection. Make sure to wear them also when grinding metal. Choose glasses that will also give you some UV protection.

Ear Plugs - The welding process produces a lot of noise. If you'll be working long hours, this exposure can cause pain. so protect your ears by wearing earmuffs or earplugs.

A Mask or a Respirator - As welding produces a lot of fumes that can have dangerous outcomes if you breathe them in, also get a mask or a respirator.

Welding Tools

Measuring



The success of a project greatly depends on making proper prior measurements, so invest in measuring and marking devices. You will need a tape measure, calipers, metal T-squares and some sort of marking tool such as permanent markers.

Welding Clamps

This is an absolute must have welding tool. Welding clamps allow you to firmly set up your work piece, so the welding will produce a tight joint. Clamps come in many different sizes. It's best to have at least 10 clamps, so you'll always have one ready for the project at hand. Without metal clamps, the metal warpage produced by welding will throw your project out of square and create welding defects.



Welding Magnets

Another essential for welding projects is the magnet. Using them, you can set up your metal pieces to hold at a variety of angles, such as 45, 90 and other. They also come in different sizes, so you can get a few of them to always be available for different project needs.



Electrode

An electrode is a tip that is installed on the end of the tool and through which the electric current is passed from the welder to the material. For different applications, you'll need a certain type of electrode. Also, electrodes used for MIG and stick welding differ from those used for TIG welding. The electrodes for TIG welding are made from non-consumable tungsten. This means that unlike with MIG and stick welding, TIG electrodes don't need regular replacement.



Wire and Electrode Feed

Depending on the type of welding you'll be doing, you'll be using either a wire or electrode feed. TIG welding uses the wire feed since the electrode is non-consumable. MIG welding, even though it uses a consumable electrode, also uses the wire feed. Stick welding, however, uses the electrode.



Angle Grinder

An angle grinder is a useful tool to have for prepping and finishing welds. Before you start welding, you can use the angle grinder to remove rust, paint or dirt from the work piece. You can also use the welding tool after you finish welding to remove the slag that has built up. You can even cut metal with an angle grinder as it can easily chop through thin metal.



Metal Brush

If your welding process creates a lot of slag, you'll also need a metal brush. For example, if you're stick or flux-cored welding, there'll be a lot of slag left behind after the weld is completed. To reveal the final weld, you'll need to use the metal brush to scrape off that slag coating.



Teachers may use this contextualized content when teaching text structure and features. In addition, teachers may use vocabulary words taken from this text to teach to students.

Below are some questions you can ask students when reading and examining the text.

- What type of text is it?
- What features does this text present?
- What is the structure of this text?
- Identify five (5) vocabulary words in the text.
- What reading strategies would you use when reading this content?

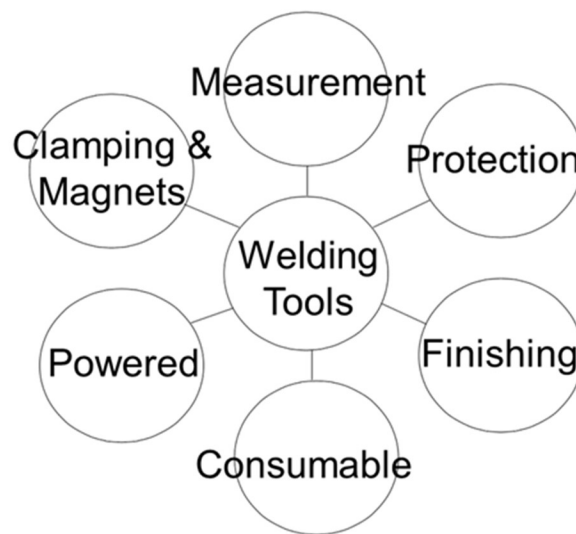
Strategies for Descriptive Text

Below are some strategies teachers and students can use with descriptive type texts:

- **Activating Prior Knowledge** - When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.
- **Graphic Organizers** - Graphic organizers provide visual representations of the concepts in expository text. Representing ideas and relationships graphically can help students understand and remember them.

- Visualization - Studies have shown that students who visualize while reading have better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.
- Questioning - Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.
- Summarizing - A summary briefly captures the main idea of the text and the key details that support the main idea. Students must understand the text in order to write a good summary that is more than a repetition of the text itself.
- Paraphrasing

Below are some sample graphic organizers for the contextualized content in welding.



Information retrieved from: <https://www.readnaturally.com/research/5-components-of-reading/comprehension>

Tools/Equipment	Use(s)
Auto-Darkening Welding Helmet	
Welding Apron	
Welding Shoes	
Gloves	
Safety Glasses	
Ear Plugs	
Mask or Respirator	
Welding Clamps	
Welding Magnets	
Electrode	
Electrode Feed	
Angle Grinder	
Metal Brush	

Protective Equipment	Measuring Tools	Welding Tools

Single Set of Learning Objectives

A statement that summarizes what students should be able to accomplish by the end of the lesson, demonstrating the three components of IET: adult education (and literacy activities), workforce preparation activities and workforce training; and describes how these components are organized and/or how they function together.

Side-by-Side Comparison of Learning Objectives

Traditional Adult Education Programs	IET Programs
<ul style="list-style-type: none">• Compare rational numbers• Solve word problems involving proportions• Identify the main idea of informational text• Identify structure and purpose of text• Write a formal cover letter to an employer	<ul style="list-style-type: none">• Use proportional reasoning to prepare dessert for a larger serving size than indicated in a recipe needed for a catering event.• Summarize and explain a catering plan to culinary staff and customer/buyer.• Write a formal cover letter expressing your interest in a chef position at a large scale 3-star restaurant chain.

Lesson Planning Template

To assist adult education teachers in planning lessons aligned to the IET curriculum, an IET lesson plan template has been developed to seamlessly integrate the basic components of a lesson plan and the necessary components for IET implementation. Please note that the Lesson Planning Template is also included in the Appendix Section of this workbook.

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			















Sample Lesson Plan: Culinary Arts

Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity
07.01 Identify proper sources of supply (i.e., organic, sustainability, farm-to-table, etc.).	Math: Compare rational numbers; estimation; simplify and perform operations on fractions; solve proportions; and unit rates	Using Information - Acquire, organize, interpret, and evaluate information needed to plan a small catering event.
07.02 Evaluate products.	ELA: Analyze structure, point of view or purpose of text; make logical inferences from text, evaluate content presented in various formats	Utilizing Resources - identify, organize, plan, and allocate resources for a small dessert catering event.
11.12 Prepare desserts.		

IET Single Set of Learning Objectives

Identify proper sources of supply by reading food labels and evaluate food products based on cost and nutritional value in preparation for a catering event.

Prepare dessert for a larger serving size than indicated in the recipe.

Lesson Topic:	Using Reading and Math Skills in Dessert Catering		
Objective(s):	<ul style="list-style-type: none">• Evaluate food ingredients based on source, cost, and nutritional value.• Read and follow instructions of a dessert recipe.• Use proportion to convert a dessert recipe to a larger serving quantity		
Length:	3 hours		
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
	Compare, simplify and perform operations on rational numbers.		Analyze structure, point of view or purpose of text in various formats.		
	Find unit rates and solve proportions.		Make logical inferences from text.		
Materials Needed	ABE	Rational numbers worksheet, unit rates and proportions worksheet, sample food labels, basic dessert recipe, recipe conversion tool.			
	CTE	Recipe ingredients, information on proper sources of supply, nutritional value materials, mixing bowl, baking pan, oven			
IET Single Set of Objective Being Met		Identify proper sources of supply by reading food labels and evaluate food products based on cost and nutritional value in preparation for a catering event.			

Anticipatory Set	Read and compare various food labels based on source of supply, nutritional value and cost.
Instructional Procedure	<ol style="list-style-type: none"> 1. Conduct mini lesson on how to read food labels. 2. Review comparing, simplifying, and performing operations on rational numbers. 3. Review how to find unit rates and solve proportions. 4. Read banana bread recipe. Use proportion to convert banana bread recipe to a larger serving quantity. 5. Evaluate and prepare ingredients for banana bread recipe. 6. Follow banana bread recipe instructions. 7. Review basic safety tips in baking. 8. Bake banana bread.
Guided Practice	<ul style="list-style-type: none"> • Read food labels and evaluate source of supply, nutritional value and cost. • Rational numbers worksheet, unit rates and proportions worksheet • Use recipe conversion tool • Plan a banana bread catering event.
Closure	<ol style="list-style-type: none"> 1. Eat banana bread while completing 3-2-1 Exit ticket. 2. Homework: Head to the local supermarket and prepare a shopping list of ingredients for the banana bread catering event based on a budget of \$50.00.

Sample Contextualized Content: Culinary Arts

NUTRITION: 350 calories, 12 g fat (4.5 g saturated), 27 g sugar

SERVES 4

YOU'LL NEED

4 very ripe bananas, peeled and mashed (about 2 cups)
1/2 cup Greek-style yogurt
4 Tbsp butter, melted
2 large eggs
1 tsp vanilla
2 cups flour
3/4 cup sugar
1/2 cup toasted walnuts, coarsely chopped
1 tsp baking soda
1 tsp baking powder
1/2 tsp ground cinnamon
1/2 tsp salt

HOW TO MAKE IT

1. Preheat the oven to 350°F. Butter a 9" x 5" x 3" loaf pan.
2. Combine the bananas, yogurt, butter, eggs, and vanilla in a large mixing bowl, stirring to blend. In a separate bowl, mix together the flour, sugar, walnuts, baking soda, baking powder, cinnamon, and salt. Gently fold the dry ingredients into the wet banana mixture, and stir until fully incorporated.
3. Scrape the batter into the prepared pan.
4. Bake on a low oven rack for about 50 minutes, until a toothpick inserted into the center of the bread comes out clean. Let cool for 5 minutes in the pan.
5. Eat warm or at room temperature.

Nutrition Facts

Serving Size 1 tube (64g)
Servings Per Container 8

Amount Per Serving	
Calories	70
Calories from Fat	5
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol less than 5mg	1%
Sodium 30mg	1%
Potassium 90mg	3%
Total Carbohydrate 13g	4%
Dietary Fiber 0g	0%
Sugars 10g	
Protein 2g	4%

Vitamin A 8%	Vitamin C 0%
Calcium 10%	Iron 0%
Vitamin D 10%	Riboflavin 4%
Phosphorus 6%	

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less Than	65g	80g
Sat Fat	Less Than	20g	25g
Cholesterol	Less Than	300mg	300mg
Sodium	Less Than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Protein		50g	65g

Burstin' Melon Berry Ingredients: Cultured Pasteurized Grade A Low Fat Milk; Sugar, Modified Corn Starch, Kosher Gelatin, Tricalcium Phosphate, Potassium Sorbate Added to Maintain Freshness, Carrageenan, Natural and Artificial Flavor, Red #40, Vitamin A Acetate, Blue #1, Vitamin D₃.


Cool Cotton Candy Ingredients: Cultured Pasteurized Grade A Low Fat Milk; Sugar, Modified Corn Starch, Kosher Gelatin, Tricalcium Phosphate, Potassium Sorbate Added to Maintain Freshness, Carrageenan, Natural and Artificial Flavor, Blue #1, Vitamin A Acetate, Red #40, Vitamin D₃.

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Kids under 5 years may have difficulty swallowing frozen Go-GURT® Lowfat Yogurt. Please be sure to thaw before serving.



**Meets National Yogurt Association Criteria for Live and Active Culture Yogurt

Whole Group Collaboration Activity

Develop Your Own IET Single Set of Learning Objectives

Step 1: Participants will be grouped in pairs.

Step 2: Pairs will complete the following tasks for a set of workforce training content and objectives in Human Services:

- Identify the basic skills content and objectives
- Select and identify appropriate Workforce Preparation Activities

Step 3: Write a Single Set of Learning Objectives based on workforce training and basic skills content/objectives and Workforce Preparation Activities.

Record your work using the Template below.

Develop Your Own IET Single Set of Learning Objectives Worksheet

Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity
<p>17.01 Prepare the client for service.</p> <p>17.02 Analyze and evaluate the hair's chemical composition and structure.</p> <p>17.03 Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client's needs.</p>	<p>Math:</p> <p>ELA</p> <p>Reading:</p> <p>Speaking:</p> <p>Listening:</p>	<p>___ Critical Thinking</p> <p>___ Teamwork</p> <p>___ Employment</p> <p>___ Self-Management</p> <p>___ Utilizing Resources</p> <p>___ Using Information</p> <p>___ Understanding Systems</p>

IET Single Set of Learning Objectives

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					

Implementing IET in Adult Education

Presenter(s):	Location:	Date:
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1. Did the presentation meet your expectations? If not, how could it be improved?

2. What was the most valuable part of the professional development to you? Why?

3. How will you apply what you have learned in this workshop to your job?

4.		Excellent	Average	Needs Improvement
	The presenter's knowledge about the topic			
	The quality and use of materials provided			

5. Do you have any suggestions for additional professional development activities?

Additional Comments: