

Making The Connections

Connecting AGE to CTE

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A Bit About Me



Ketsia Nortelus

- 20 years with Orange County Public Schools in the K-12 and Adult Education settings
- 6 years as a post-secondary AGE Instructor with Orange Technical College
- Various Roles:
 - Department Chair
 - IET Program Coordinator
 - Instructional Support Leader for AGE teachers

Learning Goal

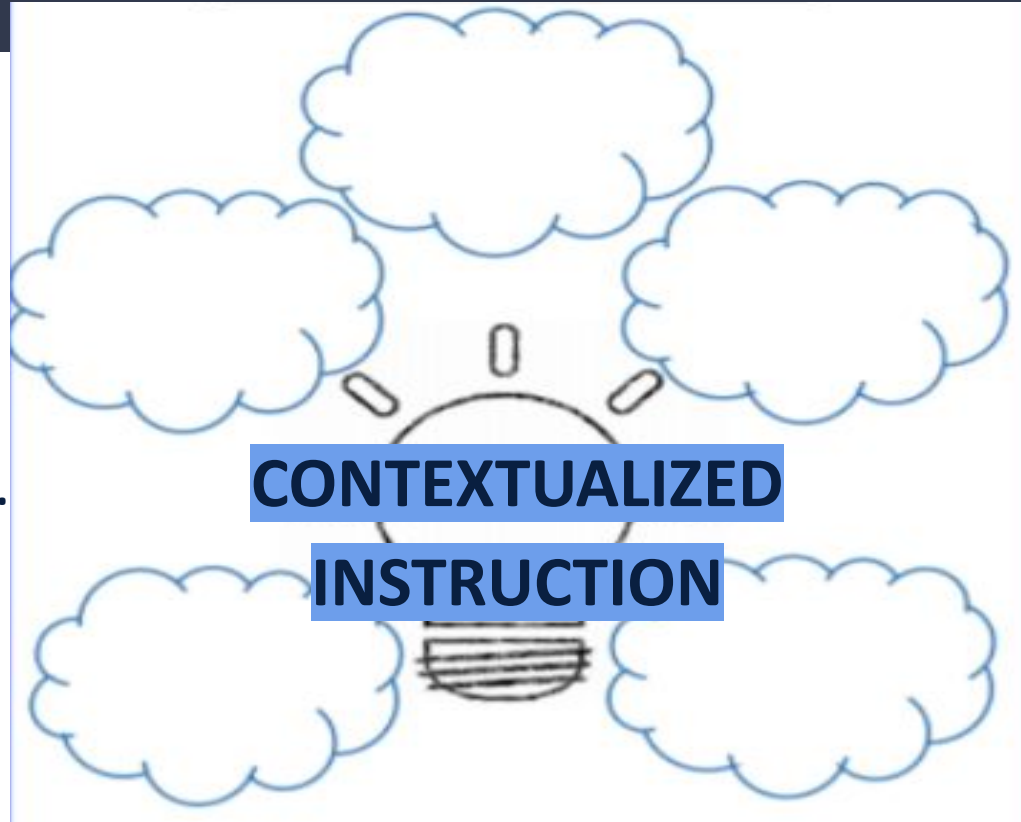
- Connect CTE content and AGE skills
- Analyze and experience a contextualized lesson
- Add ideas and resources to improve instructional approaches



Brainstorm

What is the first word
that come to mind
when you think of
words:

1. Write your response on a sticky note.
2. Share your:
 - a. Full Name
 - b. Name of Organization/School
 - c. Position
3. Share your response with the group.



Contextualized Instruction for Work and Career Pathways

- **Build CTE Content Knowledge**
Integrate
- **Reading and Writing Skills**
- **Math Skills**
- **Language Acquisition**
- **Central Skills** /essential skills /personal & workplace success skills

Where do I start?

- Florida Adult Education Curriculum Framework
- Career pathway textbooks
- Collaborate with CTE faculty



What challenges might you face with contextualizing a lesson?

The 20th Century Skills Learning Model

“If they have soft skills, we can teach them anything.”

Working together to reach a goal...putting talent, expertise and smarts to work

Looking at problems in a new way - Linking learning across subjects and disciplines.



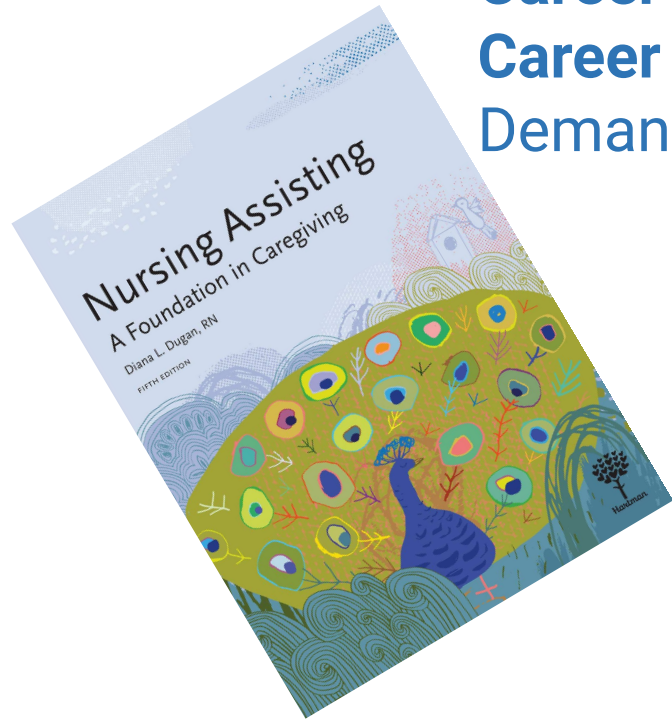
Sharing thoughts, questions, ideas, and solutions.

Trying new approaches to get things done equals innovation & invention

Something To Think About

Career -Infused: Career- Related Exploration

Career - Focused: Specific Career Cluster/High Demand Occupations



How could I contextualize my lesson for work and career pathways?

- Connect it to a workplace topic?
- Bring in authentic workplace or training materials and/or voices?
- Emphasize essential workplace and personal skills?

Contextualized Instruction

How can contextualizing lessons connect AGE to CTE? Why is this important?

Connect's To Students

- Career and Educational Goals
- Relevance
- Engagement
- Motivation
- Self-Awareness
- Social - Emotional
- AND SO MUCH MORE



-Handwashing Procedure-

Ketsia Nortelus

Health Science -ABBREVIATIONS- #6

Bell Work



You have five minutes to to match abbreviations to terminologies.

1. M.D.

5. min.

8. meds

2. NV

6. mL

9. NPO

3. NKA

7. N/C

10. NA

4. & ; ξ

Health Science

-ABBREVIATIONS- #6

medical doctor

M.D.

milliliter

mL

medications

meds

minute

min.

no known
allergies

NKA

nothing by
mouth

NPO

nausea and
vomiting

NV

nursing assistant

NA

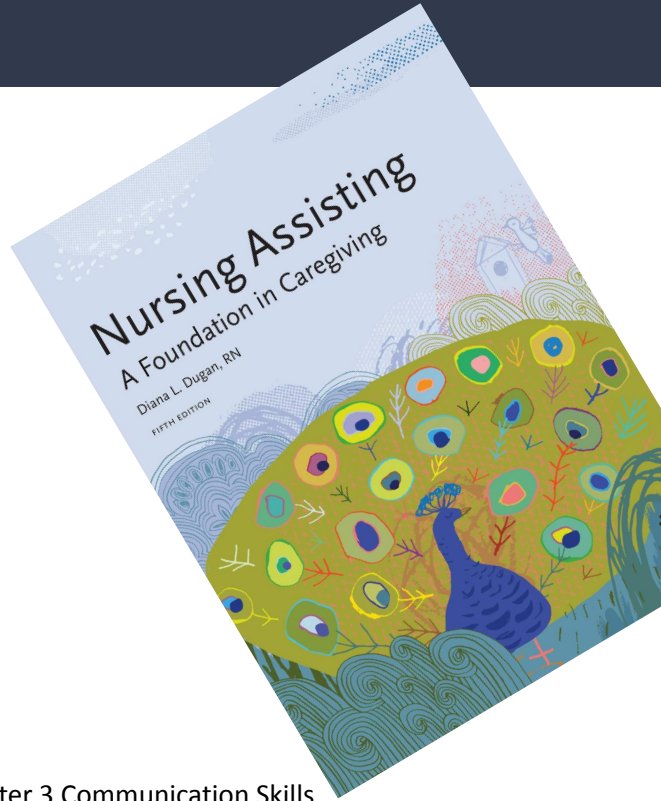
no complaints, no
call

N/C

and

&; &

*Choosing Text Excerpts for Close Reading



Abbreviations are another way to communicate more efficiently. For example, the abbreviation *prn* means *when necessary*. *Stat* means *immediately*. *BP* or *B/P* means *blood pressure*. Nursing assistants should learn the standard medical abbreviations their facility uses. They can use them to report information briefly and accurately. NAs may need to know these abbreviations to read assignments, care plans, or medical charts. If an abbreviation is unclear, an NA should always ask for clarification from a supervisor. A brief list of abbreviations follows. There is a more comprehensive list at the end of this textbook, but it is not a complete list. NAs should check with their facility about other abbreviations they must know.

Common Abbreviations

ADLs	activities of daily living
amb	ambulatory
BID, b.i.d.	two times a day



Chapter 3 Communication Skills

- Lesson 6. Understanding basic medical terminology and abbreviations

List of Abbreviations pg 504

Following Directions

You have two minutes to read and complete the instructions given to you.



What was hard about this exercise?

Following Directions

Why is it important to closely read and following directions?

ALL jobs, particularly those in the healthcare field, have specific directions that need to be followed.



Learning Objectives

Student will be able to :

- Describe the importance of hand washing for healthcare workers.
- Describe the importance of closely reading and following directions.
- Properly demonstrate an act while following directions.



LEARNING SCALE

#1

- 4 – I can explain the importance of hand-washing/following directions and teach the steps to someone else.
- 3 – I can describe and demonstrate the importance of hand-washing/following directions.
- 2 – I can describe or demonstrate the importance of hand-washing/following directions.
- 1– I cannot describe and demonstrate the importance of hand-washing/following directions.

Do you know how to wash your hands?

Remember

Norms, Roles, and Expectations



*Remember To Establish

Norms, Roles, and Expectations



Why is Cooperative Learning Strategies and Grouping Structure Important?

- Reinforces Collaboration and Self- efficacy
- Builds Confidence and Agency
- Relevant and current
- Responsibilities and Accountability

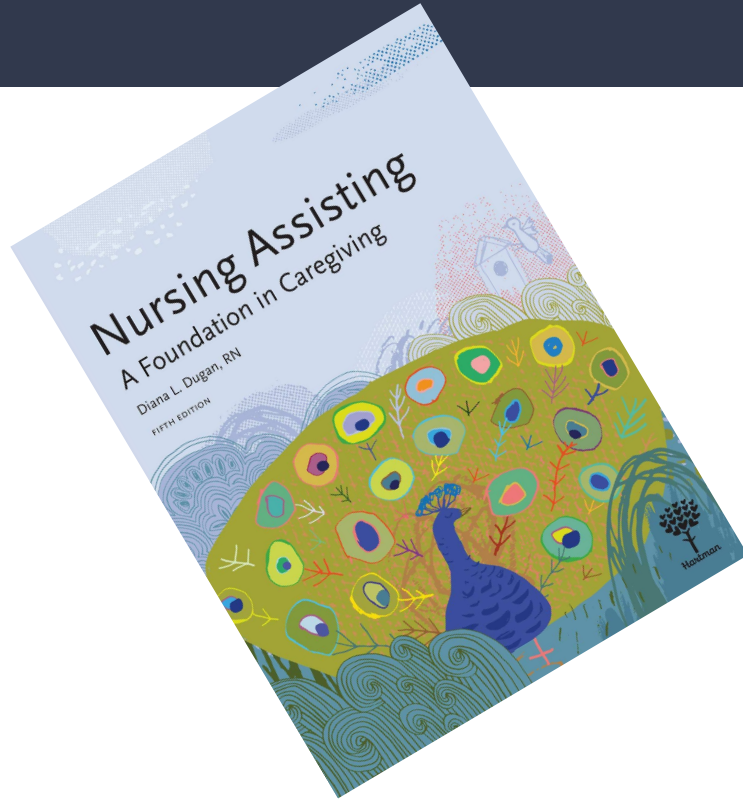
Why? When? How?

- Why do we wash our hands?
- When should we wash our hands?
- How should we wash our hands?

In your group, write down the steps to wash your hands.



*Choosing Text Excerpts for Close Reading



Chapter 6 Infection Prevention and Control

- Lesson 7. Define hand hygiene and identify when to wash hands

7. Define *hand hygiene* and identify when to wash hands

NAs use their hands constantly while they work. Microorganisms are on everything they touch. The single most common way for healthcare-associated infections (HAIs) to be spread is via the hands of healthcare workers. Handwashing is the most important thing NAs can do to prevent the spread of disease (Fig. 6-8).

The CDC has defined **hand hygiene** as washing hands with either plain or antiseptic soap and water or using alcohol-based hand rubs. Alcohol-based hand rubs (often referred to as a **hand rub** or *hand sanitizer*) include gels, rinses, and foams that do not require the use of water.

Dugan, D. (2020). *Nursing assisting: A*

Key Vocabulary in Context

Highlight the key vocabulary words in your text.

- **microorganisms**
- **hand hygiene**
- **hand rub**
- **antimicrobial agents**
- **pathogens**
- **contamination**
- **thoroughly**
- **lather**

Reading Infection Prevention and Control



Text-Dependent Questions: (Underline or circle the textual evidence)

- What is hand hygiene?
- Why should NAs avoid using artificial nails?
- Why is handwashing important for healthcare workers?
- *True or False Questions*

Tell Me Why

On a sticky note write down one reason:

**Why is it so important to follow
procedures step-by-step in healthcare?**

Share your answer with your peers at your table.



Watch and Do

Watch: Hand Washing Instruction Video - from CDC



Do: Take turns to ***simulate*** how to wash your hands according to the instructions.

LEARNING SCALE

#2

- 4 – I can explain the importance of hand-washing/following directions and teach the steps to someone else.
- 3 – I can describe and demonstrate the importance of hand-washing/following directions.
- 2 – I can describe or demonstrate the importance of hand-washing/following directions.
- 1 – I cannot describe and demonstrate the importance of hand-washing/following directions.

Other than it being a procedure in health science occupations, why is handwashing so important?

What's Next

Homework

- Complete the CDC Interactive Handwashing Course
- Share and practice handwashing procedures at home

Next Class

- Abbreviations - Review #6; Introduce #7
- Converting ounces (oz.) to milliliters (mL)
- *Donning* and *Doffing* PPE



*Instructional Materials and Resources

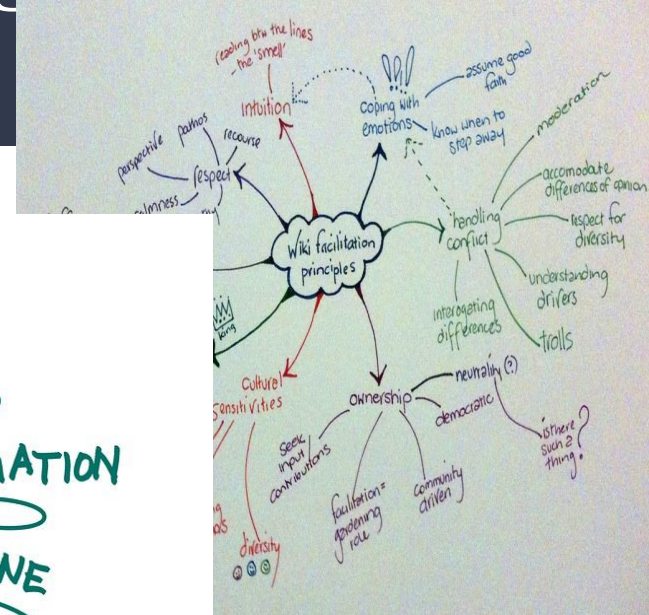
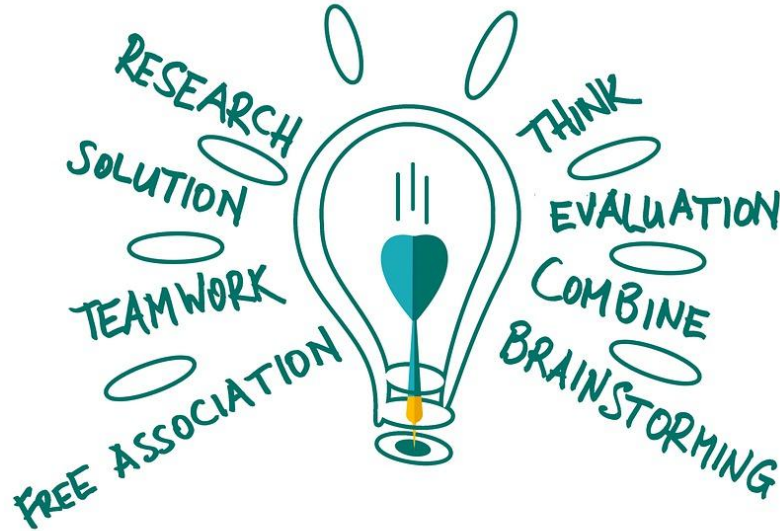
References/ Credits:

- [Florida's Integrated Education and Training \(IET\) Guide](#)
- [FLDOE Integrated Education & Training Resources](#)
- Reading Skills for Healthcare Workers
- Show Me the Science - Why Wash Your Hands? | Handwashing | CDC
- Healthcare Providers | Hand Hygiene | CDC
- [Kentucky Skills U Lesson Bank!](#)
- [6 Strategies for Differentiated Instruction in Project-Based Learning](#)
- Reading / Text Excerpt - Dugan, D. (2020). *Nursing assisting: A foundation in caregiving*. Hartman.
- [Glo Germ Gel for Hand Washing - General Public/Kid Friendly](#)

*Brainstorming Resource



1. [Spider Map](#)
2. [Frayer Model](#)
3. [KWL Chart / KWHL Chart](#)
4. [T-Chart Layout](#)
5. [Traditional Layout](#)



Brainstorming Tools: Graphic Organizers

<https://www.storyboardthat.com/articles/e/brainstorming-graphic-organizer>

*QUESTIONS / ANSWERS

*Thank you for
joining me!*



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