IET Design Camp

Phase 3: Develop and Implement

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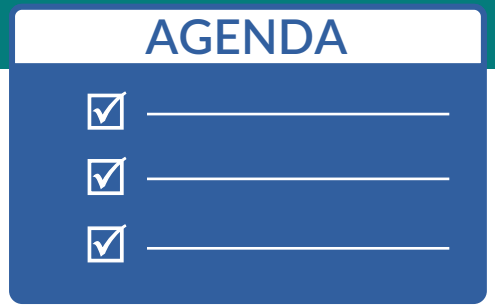
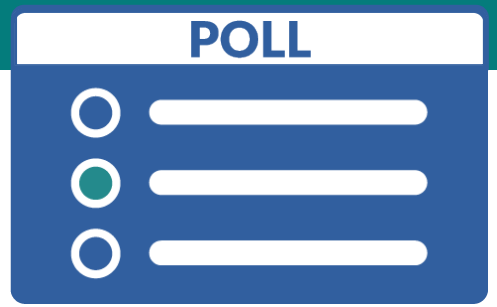
Agenda



- Introduction
  - Review Phase 2: Design and Plan
  - Key Tasks for Phase 3: Develop and Implement
- Develop the IET Curricula
  - Process Steps
  - Example
  - Breakout Group Activity
- Build Out Lesson Plans with Activities
  - Example
  - Breakout Group Activity
- Implement the IET Program and Collect Data
- Wrap-Up

Poll: IET Components



Rate your confidence level with describing each of the three IET components.

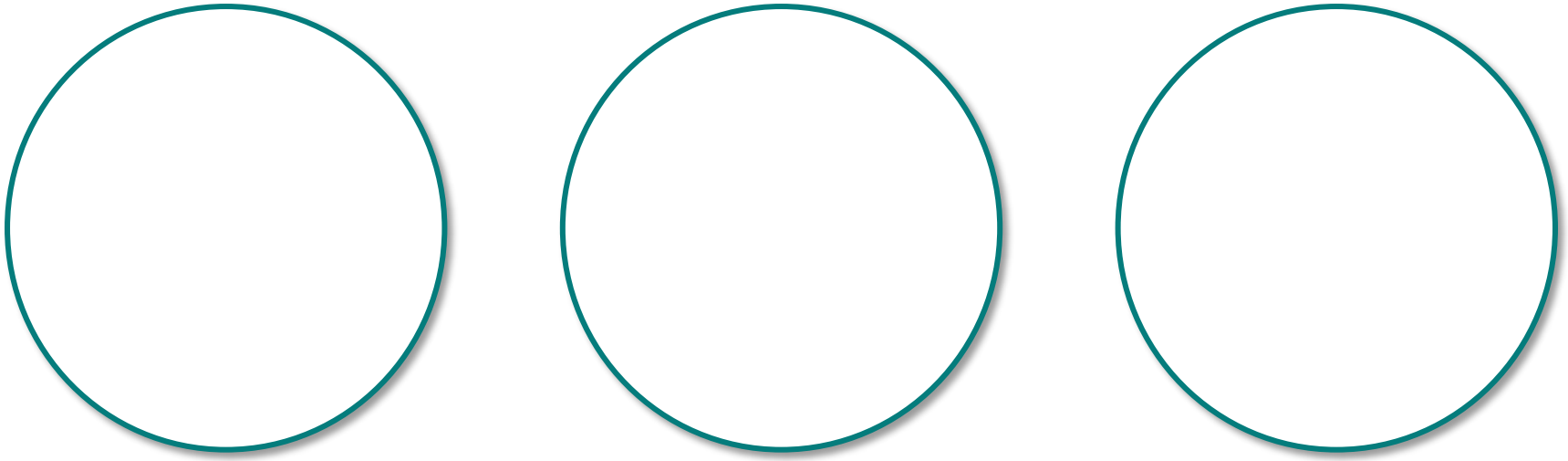
1 = I feel very confident I can describe all three.

2 = I feel somewhat confident I can describe all three.

3 = I am not very confident I can describe all three.

4 = I don’t remember what the three components are.

Today's Trainers



IET Design Camp

WE ARE HERE

WEEK 1	WEEKS 2 & 3	WEEKS 4 & 5	WEEKS 6 & 7	WEEKS 8 & 9
Orientation	**Phase 1: Research and Assess**	**Phase 2: Design and Plan**	**Phase 3: Develop and Implement**	**Phase 4: Evaluate and Improve**
MONDAY Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment
TUESDAY Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar
	WED – MON Team Activity	**WED – WED** Team Activity	**WED – WED** Team Activity	**WED – WED** Team Activity
	TUESDAY Cohort Discussion	**THURSDAY** Cohort Discussion	**THURSDAY** Cohort Discussion	**THURSDAY** Closing Session

Review of Phase 2: Design and Plan

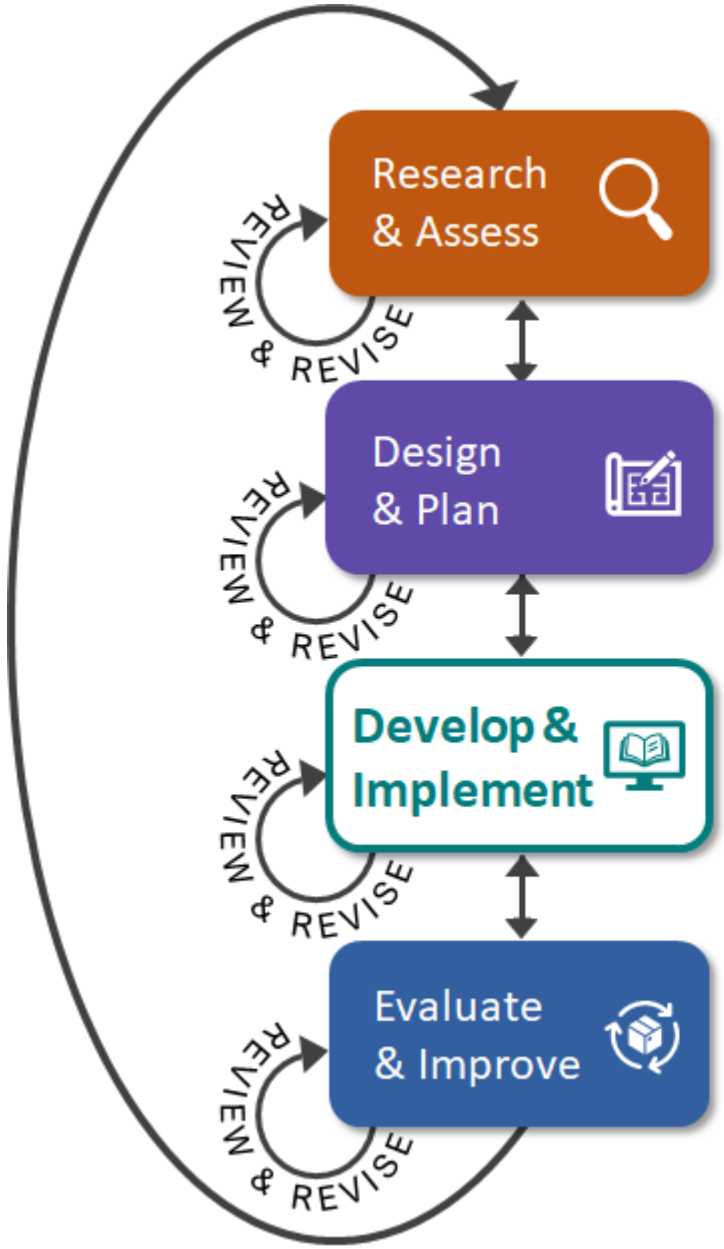
A strong design team positions the IET program to meet business and learner needs.

Considering the learner experience is an important step in designing an IET program that support learners.

The IET program structure should be flexible in adapting to changes in funding, staffing, and business and learner needs.

An evaluation plan lays out how you will monitor your program's progress and your program's continuous improvement process.

Key Tasks for Develop & Implement Phase



- ☑ Orient staff and stakeholders and provide professional development
- ☑ Develop the IET curricula with a single set of learning objectives
- ☑ Develop tools, procedures, and program materials
- ☑ Implement the IET program and collect data

Group Discussion:
Reflect on Your Reading

In reading the **Develop and Implement** phase section of the IET Toolkit, what stood out as new or interesting or potentially challenging to you?

Please share your thoughts with the group.

Develop the IET Curricula

Creating a Single Set of Learning Objectives (SSLO)

Using the SSLO Template

Developing Standards-Based IET Curricula with an SSLO

Breakout Room Activity: Practice Creating an Objective for the SSLO

Examples of Learning Objectives Forming the SSLO

Creating Integrated Learning Objectives to Form a Single Set of Learning Objectives (SSLO)

An integrated education and training program has a single **set** of learning objectives that identifies the specific:

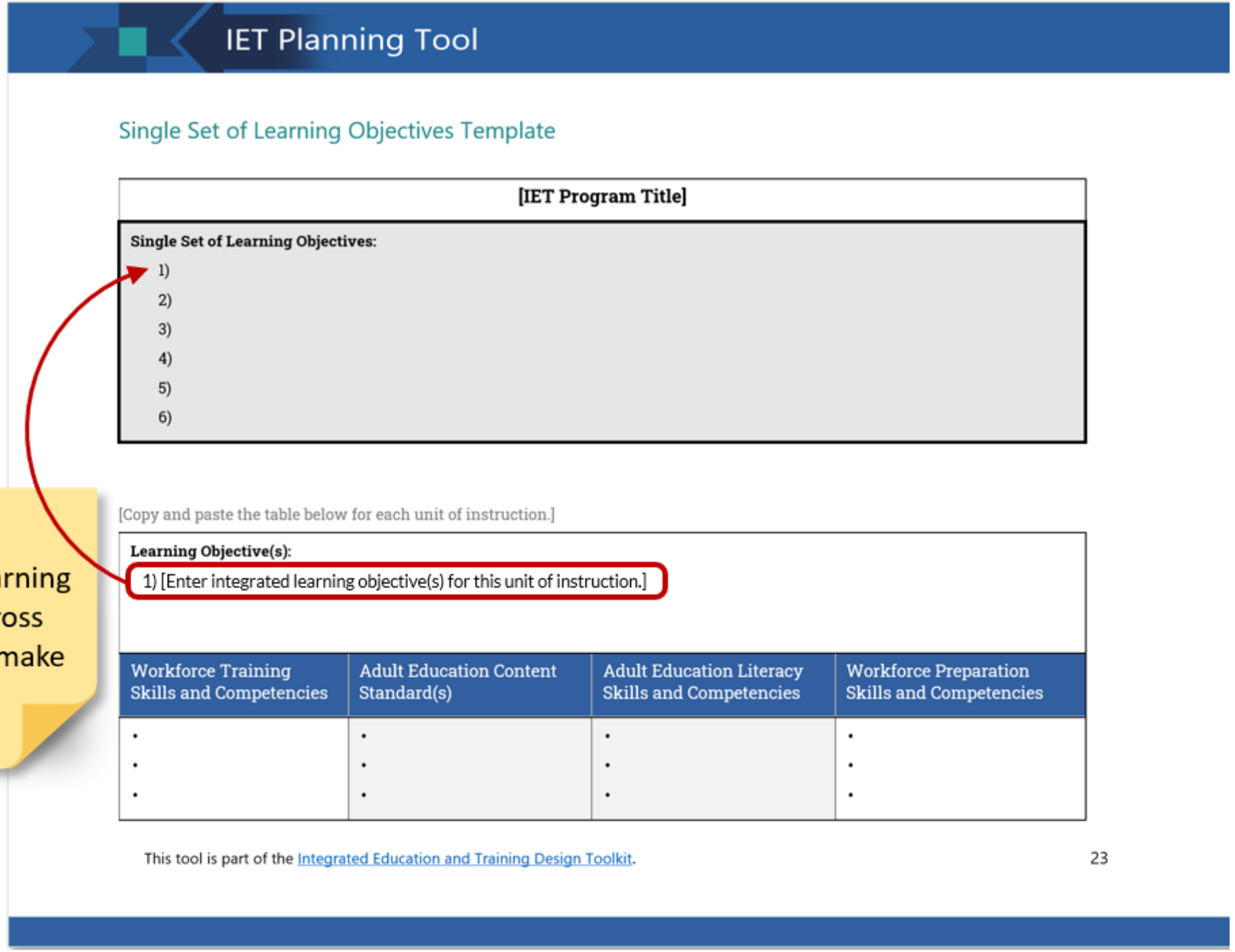
- Adult education content
- Workforce preparation activities
- Workforce training competencies

Program activities are organized to function cooperatively.

Together, the individual integrated learning objectives become the single **set** of learning objectives for the IET program.

SSLO Templa

Together the integrated learning objectives across the curricula make up the SSLO.



IET Planning Tool

Single Set of Learning Objectives Template

[IET Program Title]
Single Set of Learning Objectives: 1) 2) 3) 4) 5) 6)

[Copy and paste the table below for each unit of instruction.]

Learning Objective(s):

1) [Enter integrated learning objective(s) for this unit of instruction.]

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
• • •	• • •	• • •	• • •

This tool is part of the Integrated Education and Training Design Toolkit.

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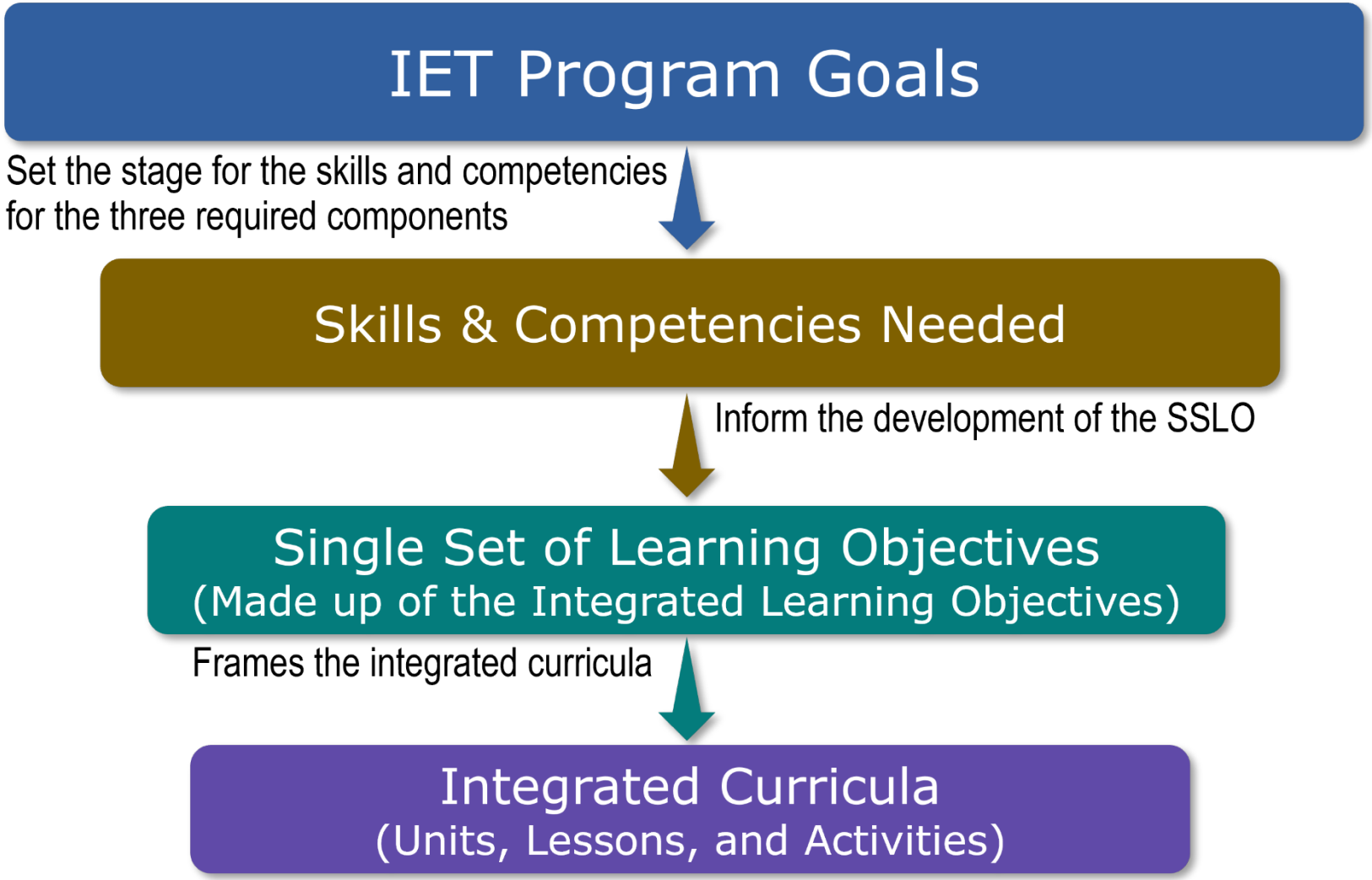
The Function of the SSLO:
Approach #1



Steps to Developing Standards-Based IET Curricula with a Single Set of Learning Objectives: **Approach #1**

STEP 01

Revisit the learner, program, and partner goals identified in the Design and Plan Phase

STEP 02

Identify workforce training skills and competencies

STEP 03

Identify state adult education standards and academic literacy skills

STEP 04

Identify workforce preparation skills and competencies

STEP 05

Develop learning objectives for the SSLO and confirm alignment with goals

STEP 06

Build out contextualized units, lessons and activities

STEP 01

Revisit the program-level goals identified in the Research and Assess phase

Take another careful look at the program-level goals you identified in Phase 2.

Are they still valid?

Do any need to be modified, added, or eliminated?

These will provide a foundation for the SSLO. You will align the integrated learning objectives in your SSLO to these program-level goals.

Continue to revisit your program-level goals to inform the development of your SSLO and curricula.

STEP
02

Identify workforce training skills and competencies.

Work with the occupational training partner to identify the workforce training skills and competencies needed to accomplish the program-level goals.

EXAMPLES:

Students will be able to:

1) Read a 6” scale
2) Read a micrometer
3) Read a simple blueprint

STEP 03

Identify adult education standards and align adult education literacy skills and competencies

- Analyze the occupational training curricular materials to identify the embedded adult education content standards that:
  - Support mastery of the training content.
  - Are transferable and apply in a variety of settings.
- Align the standards to adult education literacy skills that:
  - Build literacy skills for course completion.
  - Support transitions to employment and ongoing educational opportunities.

STEP 04

Identify workforce preparation skills and competencies

What are the related transferrable skills and competencies that adult learners can apply to a variety of contexts beyond the classroom?

STEP 04 CONT.

Identify workforce preparation skills and competencies

Resources for identifying workforce preparation skills include:

- The current occupational training curricula
- O*Net
- Local industry representatives or workforce development board/American Job Center staff
- Employability Skills Framework

STEP 05

Develop integrated learning objectives for the SSLO and confirm alignment with goals

What must learners be able to **do** upon completion of the major instructional units within the IET program to demonstrate competency?

These become the single set of learning objectives for your program. They must:

- Incorporate all three required components.
- Align closely with the program-level goals/outcomes.

Integrated Learning Objective Example:

Given a micrometer, a 6” scale, simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in decimals and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.

STEP 05 CONT.

Develop integrated learning objectives for the SSLO and confirm alignment with goals (cont.)

A Closer Look

Effective integrated learning objectives include three key elements:

1. **Conditions** under which the learner will demonstrate competency
2. **Behavior** the learner will perform (using action verbs)
3. **Criteria** by which competency will be measured

Please share your ideas.

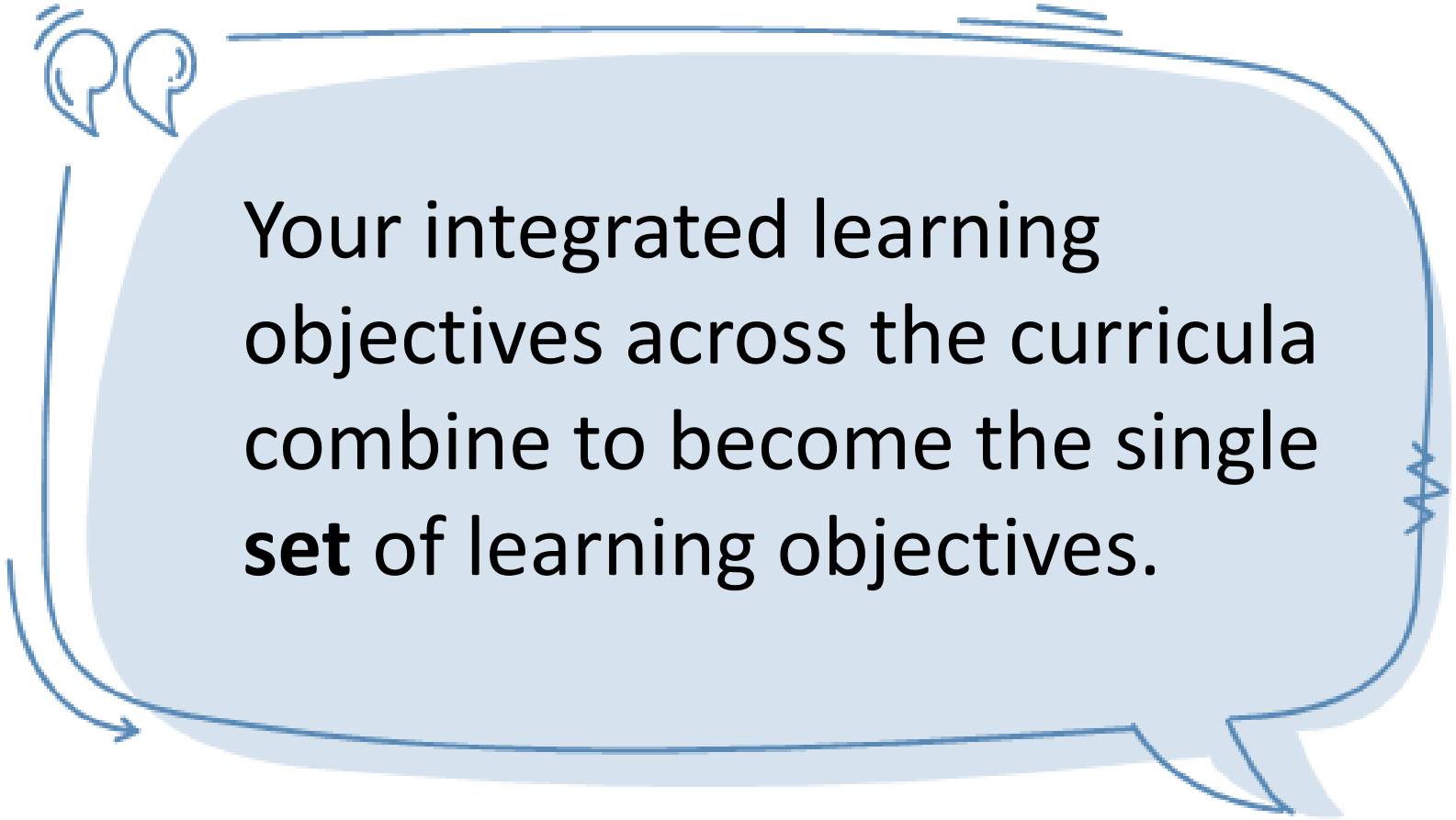
Integrated Learning Objective Example:

Given a micrometer, a 6” scale, simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in decimals and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.

STEP 05 CONT.

Develop integrated learning objectives for the SSLO and confirm alignment with goals (cont. 2)

Reminder



STEP 05 CONT.

Develop integrated learning objectives for the SSLO and confirm alignment with goals (cont. 3)

*Rubric developed for the IET Design Toolkit. 2021 (Hamilton & Toso)

CRITERIA	WEAK – 0 points	MEDIUM – 2 points	STRONG – 4 points
All three required IET components are evident in the SSLO. *Note: If this score is weak or medium, revisit the SSLO before proceeding. The three required IET components must be evident in the SSLO to meet the basic definition of an SSLO.*	0 – 1 component evident	2 components evident	All 3 components evident
There is a demonstrated relationship among the three components so that the adult basic literacy, workforce preparation, and occupational skills and knowledge are structured within the SSLO to function cooperatively (i.e., interrelated and contextualized).	No relationship is demonstrated among the three components.	Components are somewhat structured to function cooperatively: • Only two components are demonstrated to function cooperatively. • Does not demonstrate a cooperative relationship among all three components.	All three components are structured to function cooperatively so that: • There is a clear relationship between all three components. • Skills and knowledge are structured to function cooperatively.
Condition(s) under which the learner will demonstrate competency is/are clearly stated.	No condition is stated.	Condition(s) are somewhat stated, but not clearly.	Condition(s) are clearly stated.
Criteria by which competency will be measured are clearly stated and outcome is measurable.	Criteria are not stated and/or outcome is not measurable.	Criteria are clearly stated, but outcome is not measurable, or criteria are not clearly stated, but outcome is measurable.	Criteria are clearly stated. Performance outcome is measurable.
Expected behavior is clearly described using action verbs.	No behavior is stated and/or performance expectation is unclear.	Expected behavior is stated, but not stated using action verbs.	Expected behavior is clearly stated using action verbs.

STEP 05 CONT.

Develop integrated learning objectives for the SSLO and **confirm alignment with goals** (cont. 4)

Goal Alignment

Are all program-level goals and outcomes represented in the SSLO?

Map the SSLO to the appropriate learner, program, or partner goal(s).

>>

Identify any program-level goal(s)/outcome(s) **not** supported in the SSLO.

>>

If not supported in the SSLO, determine if the program-level goal is still appropriate.

>>

If the goal **is** still appropriate, revisit the SSLO to make sure it is represented. If not, eliminate it.

STEP 06

Build out the units, lessons, and activities

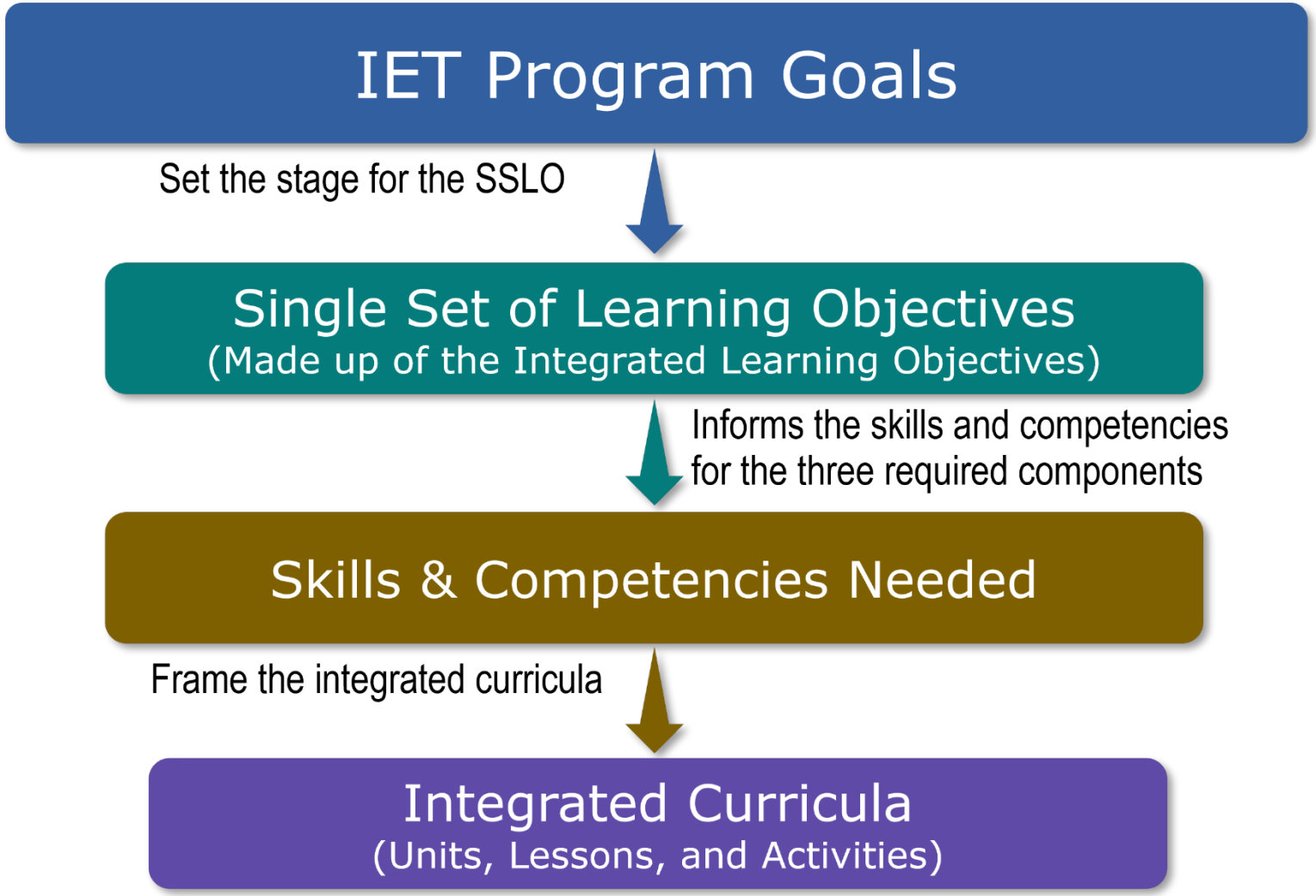
How will you organize your curricula into meaningful units of instruction?

How will you contextualize the instruction so that it:

- ☑ Integrates the three required components concurrently and with sufficient intensity and quality?
- ☑ Is based on the most rigorous research available?
- ☑ Uses occupationally relevant instructional materials?
- ☑ Incorporates college and career planning?

This is an iterative process that requires close collaboration among instructors.

The Function of the SSLO:
Approach #2



Steps to Developing Standards-Based IET Curricula with a Single Set of Learning Objectives: **Approach #2**

STEP 01

Revisit the learner, program, and partner goals identified in the Design and Plan Phase

STEP 02

Develop learning objectives for the SSLO and confirm alignment with goals

STEP 03

Identify workforce training skills and competencies

STEP 04

Identify state adult education standards and academic literacy skills

STEP 05

Identify workforce preparation skills and competencies

STEP 06

Build out contextualized units, lessons and activities

Example:* Integrated Learning Objective for an SSLO

MANUFACTURING IET PROGRAM

Integrated Learning Objective(s):

1.1 Given a micrometer, a 6” scale, a simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in both decimal and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
• Read a 6” scale • Read a micrometer • Read a simple blueprint	• Extend understanding of fraction equivalence and ordering (Mathematics 4.NF.1 – 4.NF.2) • Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. (Mathematics 4.NF.3 – 4.NF.4; 5.NF.1 - 5.NF.6) • Measure and estimate lengths in standard units (Mathematics 2.MD.2 - 2.MD.4)	• Convert measurements from inches to centimeters • Convert whole numbers to fractions • Add and subtract fractions	• Apply mathematical operations, concepts, and reasoning • Demonstrate quality consciousness • Demonstrate self-management strategies • Work within a team

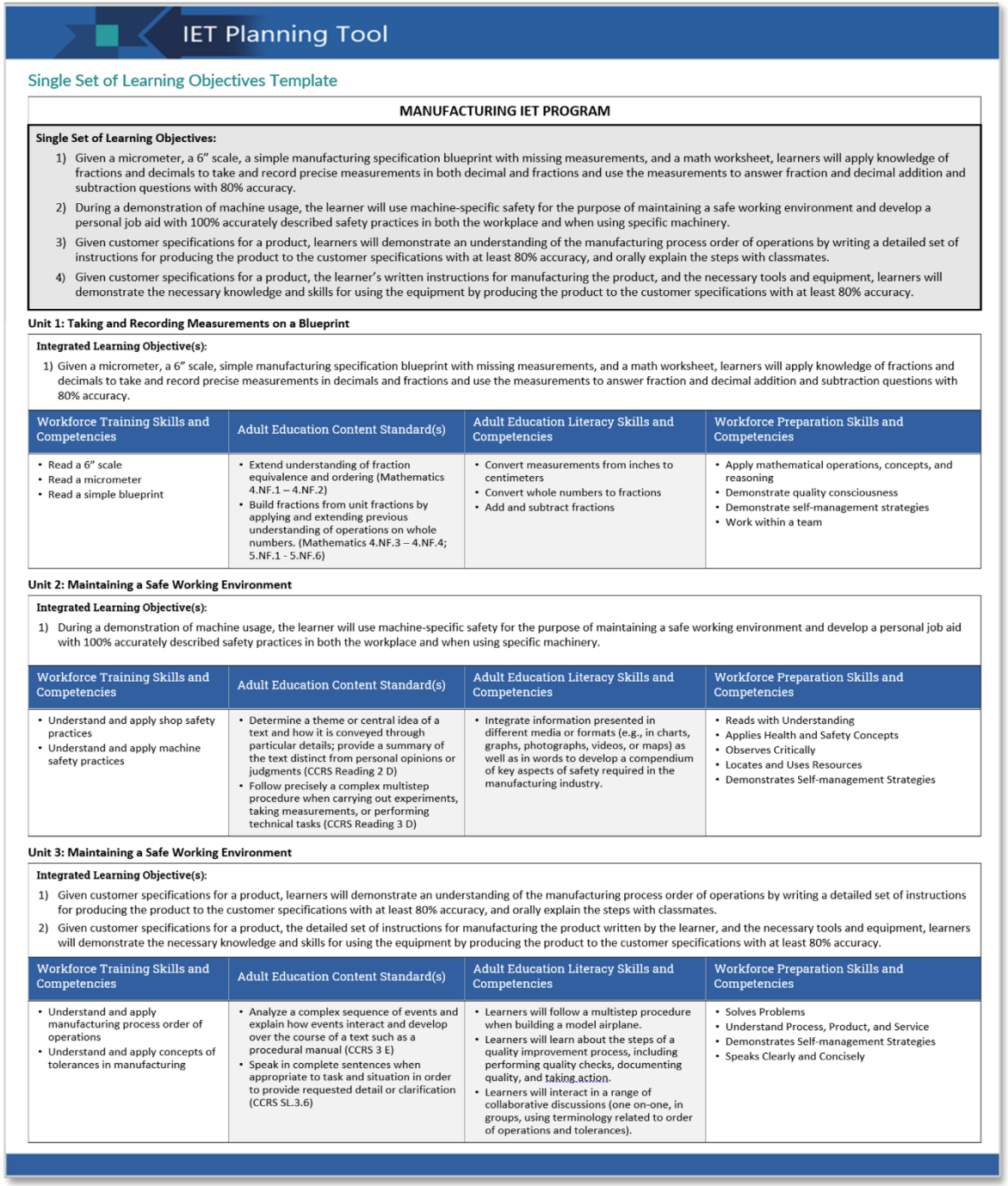
*Based on Seneca Highlands IU 9 IET program, used with permission.

Example: Learning Objectives Combine to Form the SSLO

Single Set of Learning Objectives Template

MANUFACTURING IET PROGRAM
Single Set of Learning Objectives: **1.1** Given a micrometer, a 6” scale, a simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in both decimal and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy. **2.1** During a demonstration of machine usage, the learner will use machine-specific safety for the purpose of maintaining a safe working environment and develop a personal job aid with 100% accurately described safety practices in both the workplace and when using specific machinery. **3.1** Given customer specifications for a product, learners will demonstrate an understanding of the manufacturing process order of operations by writing a detailed set of instructions for producing the product to the customer specifications with at least 80% accuracy, and orally explain the steps with classmates. **3.2** Given customer specifications for a product, the learner’s written instructions for manufacturing the product, and the necessary tools and equipment, learners will demonstrate the necessary knowledge and skills for using the equipment by producing the product to the customer specifications with at least 80% accuracy.

Example: Completed SSLO Template



IET Planning Tool

Single Set of Learning Objectives Template

MANUFACTURING IET PROGRAM

Single Set of Learning Objectives:

1) Given a micrometer, a 6" scale, a simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in both decimal and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.
2) During a demonstration of machine usage, the learner will use machine-specific safety for the purpose of maintaining a safe working environment and develop a personal job aid with 100% accurately described safety practices in both the workplace and when using specific machinery.
3) Given customer specifications for a product, learners will demonstrate an understanding of the manufacturing process order of operations by writing a detailed set of instructions for producing the product to the customer specifications with at least 80% accuracy, and orally explain the steps with classmates.
4) Given customer specifications for a product, the learner's written instructions for manufacturing the product, and the necessary tools and equipment, learners will demonstrate the necessary knowledge and skills for using the equipment by producing the product to the customer specifications with at least 80% accuracy.

Unit 1: Taking and Recording Measurements on a Blueprint

Integrated Learning Objective(s):

1) Given a micrometer, a 6" scale, simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in decimals and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
• Read a 6" scale • Read a micrometer • Read a simple blueprint	• Extend understanding of fraction equivalence and ordering (Mathematics 4.NF.1 – 4.NF.2) • Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. (Mathematics 4.NF.3 – 4.NF.4; 5.NF.1 - 5.NF.6)	• Convert measurements from inches to centimeters • Convert whole numbers to fractions • Add and subtract fractions	• Apply mathematical operations, concepts, and reasoning • Demonstrate quality consciousness • Demonstrate self-management strategies • Work within a team

Unit 2: Maintaining a Safe Working Environment

Integrated Learning Objective(s):

1) During a demonstration of machine usage, the learner will use machine-specific safety for the purpose of maintaining a safe working environment and develop a personal job aid with 100% accurately described safety practices in both the workplace and when using specific machinery.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
• Understand and apply shop safety practices • Understand and apply machine safety practices	• 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)	• Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a compendium of key aspects of safety required in the manufacturing industry.	• Reads with Understanding • Applies Health and Safety Concepts • Observes Critically • Locates and Uses Resources • Demonstrates Self-management Strategies

Unit 3: Maintaining a Safe Working Environment

Integrated Learning Objective(s):

1) Given customer specifications for a product, learners will demonstrate an understanding of the manufacturing process order of operations by writing a detailed set of instructions for producing the product to the customer specifications with at least 80% accuracy, and orally explain the steps with classmates.
2) Given customer specifications for a product, the detailed set of instructions for manufacturing the product written by the learner, and the necessary tools and equipment, learners will demonstrate the necessary knowledge and skills for using the equipment by producing the product to the customer specifications with at least 80% accuracy.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	Workforce Preparation Skills and Competencies
• Understand and apply manufacturing process order of operations • Understand and apply concepts of tolerances in manufacturing	• Analyze a complex sequence of events and explain how events interact and develop over the course of a text such as a procedural manual (CCRS 3 E) • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCRS SL.3.6)	• Learners will follow a multistep procedure when building a model airplane. • Learners will learn about the steps of a quality improvement process, including performing quality checks, documenting quality, and taking action. • Learners will interact in a range of collaborative discussions (one on-one, in groups, using terminology related to order of operations and tolerances).	• Solves Problems • Understand Process, Product, and Service • Demonstrates Self-management Strategies • Speaks Clearly and Concisely

Breakout Group Activity #1

Practice creating an integrated learning objective

15 min.

Using the identified skills and competencies for the three required components and the adult education standards for a sample IET program:

- Create at least one performance-based, integrated learning objective to include in the SSLO.
- Use the SSLO rubric to evaluate your objective and make any necessary adjustments.
- Be prepared to share your objective.

Build Out Contextualized Lesson Plans with Activities

Developing Contextualized Instructional Materials

Repurposing or Adapting Existing Curricular Materials

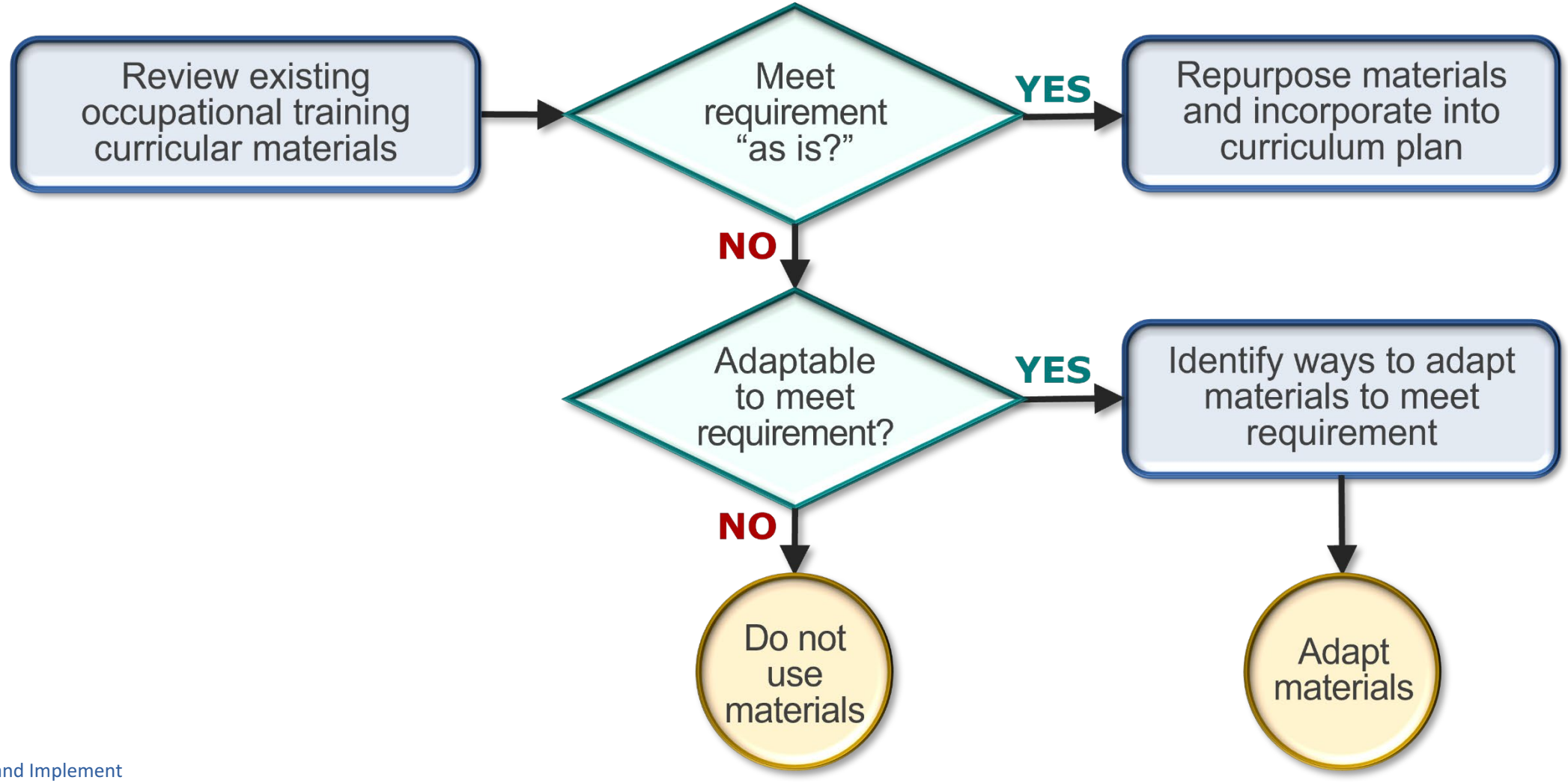
Developing Contextualized Activities and Occupationally Relevant Materials

Contextualized activities are relevant and directly applicable to the learners' career pathway goals and the content of the training curriculum.

Occupationally relevant activities and materials support learning content, basic literacy skills, and workforce preparation skills.

Work with your training provider or employer partners or draw on existing IET or contextualized adult basic education curricula to find ideas and resources.

Repurpose or Adapt Existing Curricular Materials for Contextualization and Relevance



Developing Contextualized Activities Worksheet

Questions to Answer	Yes/No	If yes, describe how	If no, how will you modify it?
Does the lesson/activity use authentic language, materials, and tasks that are aligned with industry standards and assessments?			
Is the lesson/activity contextualized to the target job or sector?			
Does the lesson/activity reflect real-world situations the participant will encounter “on the job?”			
Does the lesson/activity incorporate foundational basic skills content standards and technical standards to support learner comprehension and mastery?			
Does the lesson/activity align with the identified learning objectives, including the SSLO?			
Does the lesson/activity address the gaps in meeting all three IET components?			
Does the lesson/activity allow students to practice and demonstrate relevant acquired skills?			

Example:* Integrated Learning Objective for an SSLO (cont.)

MANUFACTURING IET PROGRAM			
Integrated Learning Objective(s): 1.1 Given a micrometer, a 6" scale, a simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in both decimal and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.			
Workforce Training Skills and Competencies	**Adult Education Content Standard(s)**	**Adult Education Literacy Skills and Competencies**	**Workforce Preparation Skills and Competencies**
• Read a 6" scale • Read a micrometer • Read a simple blueprint	• Extend understanding of fraction equivalence and ordering (Mathematics 4.NF.1 – 4.NF.2) • Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. (Mathematics 4.NF.3 – 4.NF.4; 5.NF.1 - 5.NF.6) • Measure and estimate lengths in standard units (Mathematics 2.MD.2 - 2.MD.4)	• Convert measurements from inches to centimeters • Convert whole numbers to fractions • Add and subtract fractions	• Apply mathematical operations, concepts, and reasoning • Apply mathematical operations, concepts, and reasoning • Demonstrate quality consciousness • Demonstrate self-management strategies • Work within a team

Contextualized Activities:

Materials: micrometer, simplified manufacturing specification blueprint (note: blueprint will need to have lengths that can be measured and meaningfully added together), recording sheet, problem sets, based on the blueprint, that require students to add and subtract fraction measurements.

- Using a simplified blueprint, students will measure lengths in inches, then in centimeters and identify the length in both decimal and fractions (e.g., 1.33, and 1-1/3). Measurements will be entered on the recording sheet.
- Students will pair up and verify each other's measurements.
- In pairs, students will label blueprints with verified fractions measures and complete the problem sheet.

*Based on Seneca Highlands IU 9 IET program, used with permission.

Breakout Group Activity #2

Brainstorm contextualized activities

15 min.

Using the integrated learning objective from a sample SSLO and the skills and competencies for the three required components:

- Brainstorm activities that contextualize adult education standards and literacy skills, and workforce preparation skills that support and align to the performance objective and workforce training content.
- Identify possible occupationally relevant materials.

Implement the IET Program and Collect Data

Launching the IET Program and Delivering Instructional Content

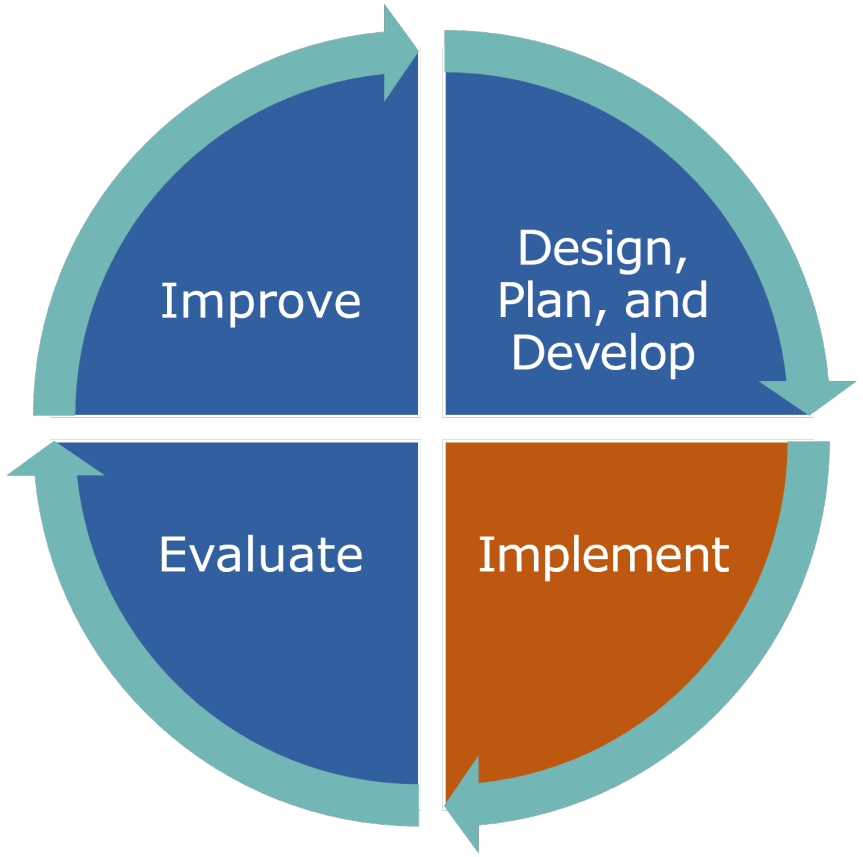
Collecting Data to Support and Inform Decisions

Launching the IET Program and Delivering Instructional Content

- Activate the plans you created in the Design and Plan phase to launch the IET program.
- Deliver the training using the curricular materials you created in the Develop and Implement phase.
- Monitor the implementation of the planned strategies to ensure fidelity.

Fidelity

The degree to which a program is implemented as planned.



Continuous Improvement Cycle

Collecting Data to Support and Inform Decisions

- Observe the implementation of the IET program at each stage of the learner experience and collect data according to your evaluation plan.
- Collect data that will help you answer the following types of questions:
  - How effective is our outreach in connecting with the target audience?
  - How effective is our orientation in providing learners with the information they need to successfully navigate the program?
  - To what extent are supportive services addressing initial learner barriers to success?
  - How effective is our partner communication plan?
  - To what extent are the intervention strategies being implemented as originally planned?
  - To what extent are learners able to access and use the technology that has been integrated into the curricula?
  - How effective is the classroom instruction in teaching workforce preparation and adult education basic skills in context with the workplace training activities?

What evidence do you have?

Session Wrap-Up

Key Takeaways

Reflections/Questions

Next Steps

5 Key Takeaways

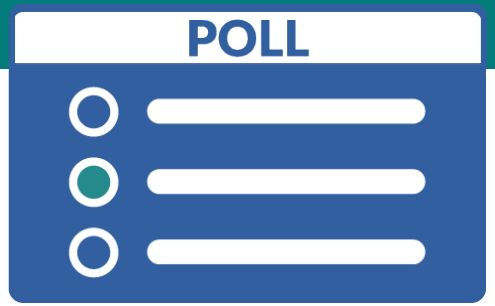
- An IET program has a single set of learning objectives that identify the specific adult education content, workforce preparation activities and workforce training competencies to ensure the IET program activities are organized to function cooperatively.
- An effective integrated learning objective has three components:
  1) **Conditions** under which the learner will demonstrate competency
  2) **Behavior** the learner will perform to demonstrate competency (action verbs)
  3) **Criteria** by which competency will be measured
- Together, the integrated learning objectives across the curricula become the SSLO.
- Building out the contextualized units, lessons, activities, and assessments is an iterative process that requires close collaboration.
- The IET program should first be implemented with fidelity (as it was designed) in order to accurately measure the impact of your planned intervention strategies and inform continuous improvement decisions.

Group Discussion

Reflect on today's topics.

- How might what you learned today inform the way you develop the curricula for your IET program?
- Are there any additional questions about the Develop and Implement Phase before we wrap up the session?

Poll: Confidence Level



How prepared are you to develop integrated learning objectives for an SSLO and build out contextualized curricula for an IET program?

Select 1:

A. I am very prepared.

B. I am somewhat prepared.

C. I may need more training/support first.

Next Steps

Phase 3: Develop and Implement

- Team Activity ([ENTER DAYS TO COMPLETE])

  Think about your SSLO and choose one of the following based on where you are in your development process:

  – If you already have an SSLO, use the SSLO rubric to evaluate the integrated learning objectives and identify opportunities to strengthen them.

  – If you're in an earlier planning state, brainstorm one or two integrated learning objectives that might be part of your program's SSLO, using either of the approaches discussed this week. Use the SSLO rubric to evaluate each objective and make necessary modifications.

  Be prepared to discuss your progress in the next cohort discussion.

- Cohort Discussions – [ENTER DATE AND TIME]

Next Steps (cont.)

Phase 4: Evaluate and Improve

- Individual Assignment (before next training session on [ENTER DATE AND TIME):
  - Read **Section 4.0 Evaluate and Improve** in the IET Toolkit.
  - Review all desk aids for the section.
  - Take notes and write down your questions about the **Evaluate and Improve Phase** in your Participant Guide**.**
- Next Training Session – [ENTER DATE AND TIME]