



Phase 3: Develop and Implement Case Study

Ashville Community College offers adult education programming and is in the process of offering their first IET program, which will prepare participants for HVAC Technician certification. The college leadership thought that it would be relatively easy to plan for the IET given that they could offer all three components of the IET in-house: adult education and literacy activities, workforce preparation, and workforce training. They are about halfway through the first iteration of the program, and the IET coordinator wants to know how the classes are going so that she can report to the leadership. The IET coordinator asks to meet with the lead instructor, who helped write the single set of learning objectives (SSLO) and the curriculum and also observes classes but does not teach in the IET program herself. The lead instructor agrees to meet and brings with her the data she collected recently while doing classroom observations.

The lead instructor shares that the adult ed instructor and the HVAC instructor meet two days per week and teach concurrently in the same space and that on Fridays the adult ed instructor teaches independently. The lead instructor observed that the HVAC instructor leads during the first half of class and the adult ed instructor leads during the second half. The adult ed instructor walks around giving support to the students while the HVAC instructor is leading, but when the adult ed instructor is leading, the HVAC instructor is grading papers, checking email, or doing other work. The class consists of high-level language learners, but when the HVAC instructor is teaching, the students seem confused, disengaged, and reluctant to answer questions. The adult ed instructor then spends most of her class time reviewing new vocabulary that came up during the HVAC instructor's section of the class. When the lead instructor asked the adult ed instructor why she isn't focusing on other skills besides vocabulary, the adult ed instructor says that she doesn't have time because the students need so much help understanding what happened in the HVAC instructor's half of the class.

The lead teacher decided to observe the Friday classes, when the adult ed teacher teaches independently, to see if there are more skills than just vocabulary being taught. The lesson was focused on textbooks from the adult education ESOL classes, and the students participated readily, answered questions, and worked in groups collaboratively. The lead teacher did not see any contextualized activities or references to the work they had been doing with the HVAC instructor in the classes earlier in the week. After class, the lead teacher asked how the students were responding to the workforce preparation content, and the adult ed teacher said that

they had already covered résumés, job interviewing, and job hunting and so had completed that content.

The leader teacher shared this information with the IET coordinator, who then asked how often the HVAC instructor and the adult ed teacher collaborated outside of class. The lead instructor said that they had met once before the program started to review the single set of learning objectives (SSLO) and the curriculum together and that they would stay after class for a few minutes each day to clean up and make small talk, but that was it. The IET coordinator said that the attendance was starting to drop off and is wondering what suggestions the lead instructor has for addressing this concern.

With your team, discuss the following:

- What is working that the team can build on?
- What are the challenges and problems in this scenario?
- In this phase of IET design, what actions or steps has the team missed?
- What can the team do address these issues?

