WELCOME!

IET Design Camp

Phase 3: Develop and Implement
Meeting Recording Notice

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Virtual Classroom Reminders

Make sure you are signed into the Zoom **desktop** client rather than through the browser version.

We recommend using your computer for audio to facilitate participation.

Please mute your microphone and turn on your camera.

During the webinar, chat the entire group for questions and comments related to the content.

If you experience problems during the webinar, message or email __________ at _____________________.

Remember to take notes in your Participant Guide!
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.
<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEKS 2 &amp; 3</th>
<th>WEEKS 4 &amp; 5</th>
<th>WEEKS 6 &amp; 7</th>
<th>WEEKS 8 &amp; 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td><strong>Phase 1: Research and Assess</strong></td>
<td><strong>Phase 2: Design and Plan</strong></td>
<td><strong>Phase 3: Develop and Implement</strong></td>
<td><strong>Phase 4: Evaluate and Improve</strong></td>
</tr>
<tr>
<td><strong>MONDAY</strong></td>
<td>Toolkit reading assignment</td>
<td>Toolkit reading assignment</td>
<td>Toolkit reading assignment</td>
<td>Toolkit reading assignment</td>
</tr>
<tr>
<td><strong>TUESDAY</strong></td>
<td>Training Webinar</td>
<td>Training Webinar</td>
<td>Training Webinar</td>
<td>Training Webinar</td>
</tr>
<tr>
<td><strong>WED – MON</strong></td>
<td>Team Activity</td>
<td>Team Activity</td>
<td>Team Activity</td>
<td>Team Activity</td>
</tr>
<tr>
<td><strong>TUESDAY</strong></td>
<td>Cohort Discussion</td>
<td><strong>THURSDAY</strong></td>
<td>Cohort Discussion</td>
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</table>
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

- Research & Assess
- Design & Plan
- Develop & Implement
- Evaluate & Improve

- 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

Phase 3: Develop and Implement
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.
### Single Set of Learning Objectives Template

<table>
<thead>
<tr>
<th>[IET Program Title]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single Set of Learning Objectives:</strong></td>
</tr>
<tr>
<td>1)</td>
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<tr>
<td>2)</td>
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<tr>
<td>3)</td>
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<tr>
<td>4)</td>
</tr>
<tr>
<td>5)</td>
</tr>
<tr>
<td>6)</td>
</tr>
</tbody>
</table>

**Learning Objective(s):**

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

<table>
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<tr>
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This tool is part of the Integrated Education and Training Design Toolkit.
The Function of the SSLO: Approach #1

IET Program Goals
Set the stage for the skills and competencies for the three required components

Skills & Competencies Needed
Inform the development of the SSLO

Single Set of Learning Objectives (Made up of the Integrated Learning Objectives)
Frames the integrated curricula

Integrated Curricula (Units, Lessons, and Activities)
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
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.
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
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.
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?
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
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.
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

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.

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

Reminder

Your integrated learning objectives across the curricula combine to become the single set of learning objectives.
## SSLO Rubric*

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEAK – 0 points</th>
<th>MEDIUM – 2 points</th>
<th>STRONG – 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All three required IET components are evident in the SSLO. <strong>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.</strong></td>
<td>0 – 1 component evident</td>
<td>2 components evident</td>
<td>All 3 components evident</td>
</tr>
</tbody>
</table>
| 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. |

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

Phase 3: Develop and Implement

IET Program Goals
Set the stage for the SSLO

Single Set of Learning Objectives
(Made up of the Integrated Learning Objectives)
Informs the skills and competencies for the three required components

Skills & Competencies Needed
Frame the integrated curricula

Integrated Curricula
(Units, Lessons, and Activities)
Steps to Developing Standards-Based IET Curricula with a Single Set of Learning Objectives: Approach #2

1. Revisit the learner, program, and partner goals identified in the Design and Plan Phase
2. Develop learning objectives for the SSLO and confirm alignment with goals
3. Identify workforce training skills and competencies
4. Identify state adult education standards and academic literacy skills
5. Identify workforce preparation skills and competencies
6. 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.

<table>
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<tbody>
<tr>
<td>• Read a 6” scale</td>
<td>• Extend understanding of fraction equivalence and ordering (Mathematics 4.NF.1 – 4.NF.2)</td>
<td>• Convert measurements from inches to centimeters</td>
<td>• Apply mathematical operations, concepts, and reasoning</td>
</tr>
<tr>
<td>• Read a micrometer</td>
<td>• 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)</td>
<td>• Convert whole numbers to fractions</td>
<td>• Demonstrate quality consciousness</td>
</tr>
<tr>
<td>• Read a simple blueprint</td>
<td>• Measure and estimate lengths in standard units (Mathematics 2.MD.2 - 2.MD.4)</td>
<td>• Add and subtract fractions</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Work within a team</td>
</tr>
</tbody>
</table>

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

**Single Set of Learning Objectives Template**

**Phase 3: Develop and Implement**

- **Integrated Learning Objectives**
  1. Given a micrometer, a 0-10 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 90% 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**

**Workforce Training Skills and Competencies**

<table>
<thead>
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<tbody>
<tr>
<td>Read a 0-10 scale</td>
<td>Read a micrometer</td>
<td>Read a simple blueprint</td>
</tr>
<tr>
<td>Read a micrometer</td>
<td>Read a simple blueprint</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 2: Maintaining a Safe Working Environment**

**Integrated Learning Objectives**

- 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**

<table>
<thead>
<tr>
<th>Adult Education Content Standard(s)</th>
<th>Adult Education Literacy Skills and Competencies</th>
<th>Workforce Preparation Skills and Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and apply shop safety practices</td>
<td>Understand and apply machine safety practices</td>
<td>Identify information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps)</td>
</tr>
<tr>
<td>Understand and apply machine safety practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit 3: Maintaining a Safe Working Environment**

**Integrated Learning Objectives**

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**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Understand and apply manufacturing process order of operations</td>
<td>Understand and apply concepts of tolerances in manufacturing</td>
<td>Solve problems</td>
</tr>
<tr>
<td>Understand and apply concepts of tolerances in manufacturing</td>
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</tbody>
</table>

**Example:** Completed SSLO Template
Breakout Group Activity #1
Practice creating an integrated learning objective

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

- Review existing occupational training curricular materials
- Meet requirement “as is?”
  - Yes: Repurpose materials and incorporate into curriculum plan
  - No: Adaptable to meet requirement?
    - Yes: Identify ways to adapt materials to meet requirement
    - No: Do not use materials
    - No: Adapt materials

Phase 3: Develop and Implement
# Developing Contextualized Activities Worksheet

<table>
<thead>
<tr>
<th>Questions to Answer</th>
<th>Yes/No</th>
<th>If yes, describe how</th>
<th>If no, how will you modify it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the lesson/activity use authentic language, materials, and tasks that are aligned with industry standards and assessments?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the lesson/activity contextualized to the target job or sector?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the lesson/activity reflect real-world situations the participant will encounter “on the job?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the lesson/activity incorporate foundational basic skills content standards and technical standards to support learner comprehension and mastery?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the lesson/activity align with the identified learning objectives, including the SSLO?</td>
<td></td>
<td></td>
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<tr>
<td>Does the lesson/activity address the gaps in meeting all three IET components?</td>
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</tr>
<tr>
<td>Does the lesson/activity allow students to practice and demonstrate relevant acquired skills?</td>
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Integrated Learning Objective(s):
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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.
Breakout Group Activity #2
Brainstorm contextualized activities

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.
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?
Session Wrap-Up

Key Takeaways
Reflections/Questions
Next Steps
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.
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]