

# Developing a Single Set of Learning Objectives for IELCE/IET ONLINE

Facilitated by  
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**Please:**

- 1. Type your full name and your agency into the chat box. Include the name(s) of anyone who is participating with you.*
- 2. If you wish to access the slides for this presentation, go to [www.casas.org](http://www.casas.org) > CA EL Civics > Civic Participation*

## What is your role at your agency?

EL Civics Teacher

CTE Teacher

Coordinator

Administrator

Other Staff Member

All staff members are crucial to the success of this program

Participated in CALPRO CASAS Single Set of Learning Objectives Webinar?

# Goal

Create and implement a single set of learning objectives for your agency's IELCE/IET program and 2020 IELCE plan

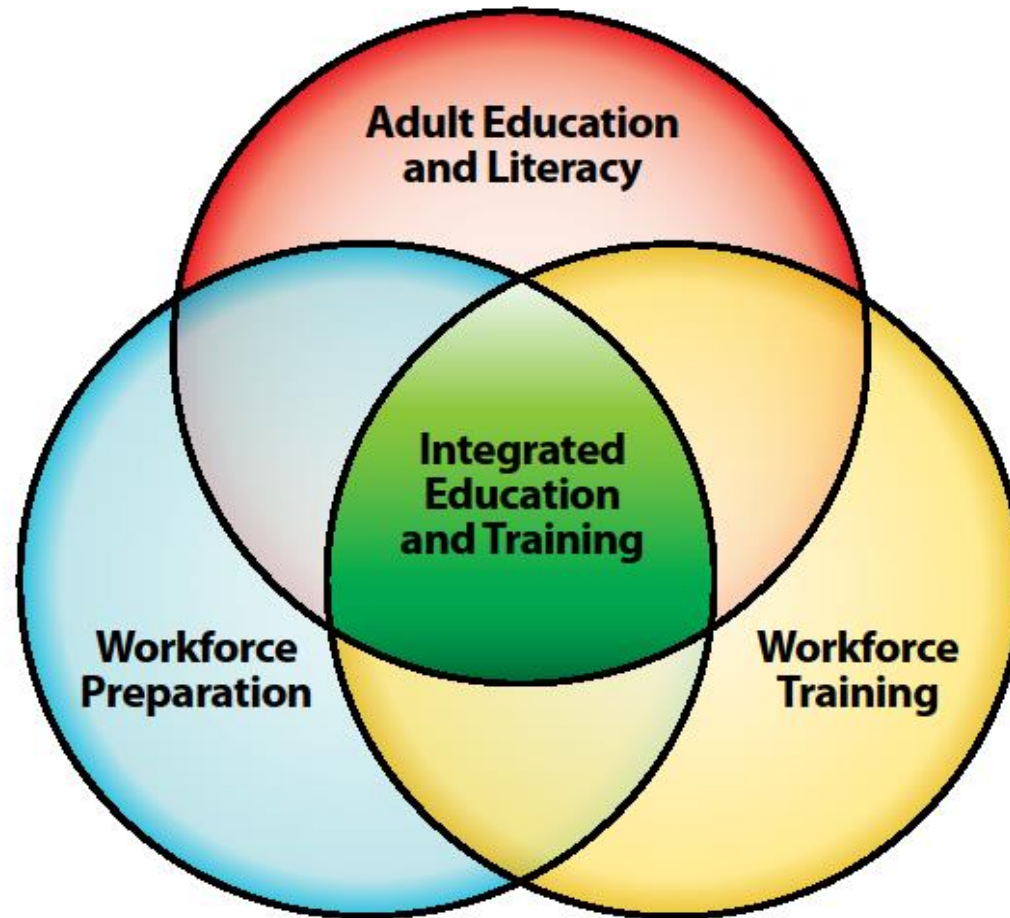
## Objectives for today

- ▶ Identify the importance of the collaboration of Administration, ESL, Career Technical Education (CTE) and Counseling Staff in developing an effective IELCE/IET program
- ▶ Define a single set of IELCE/IET learning objectives
- ▶ Identify appropriate IELCE/IET learning objectives
- ▶ Identify objectives for a single set of IELCE/IET learning objectives

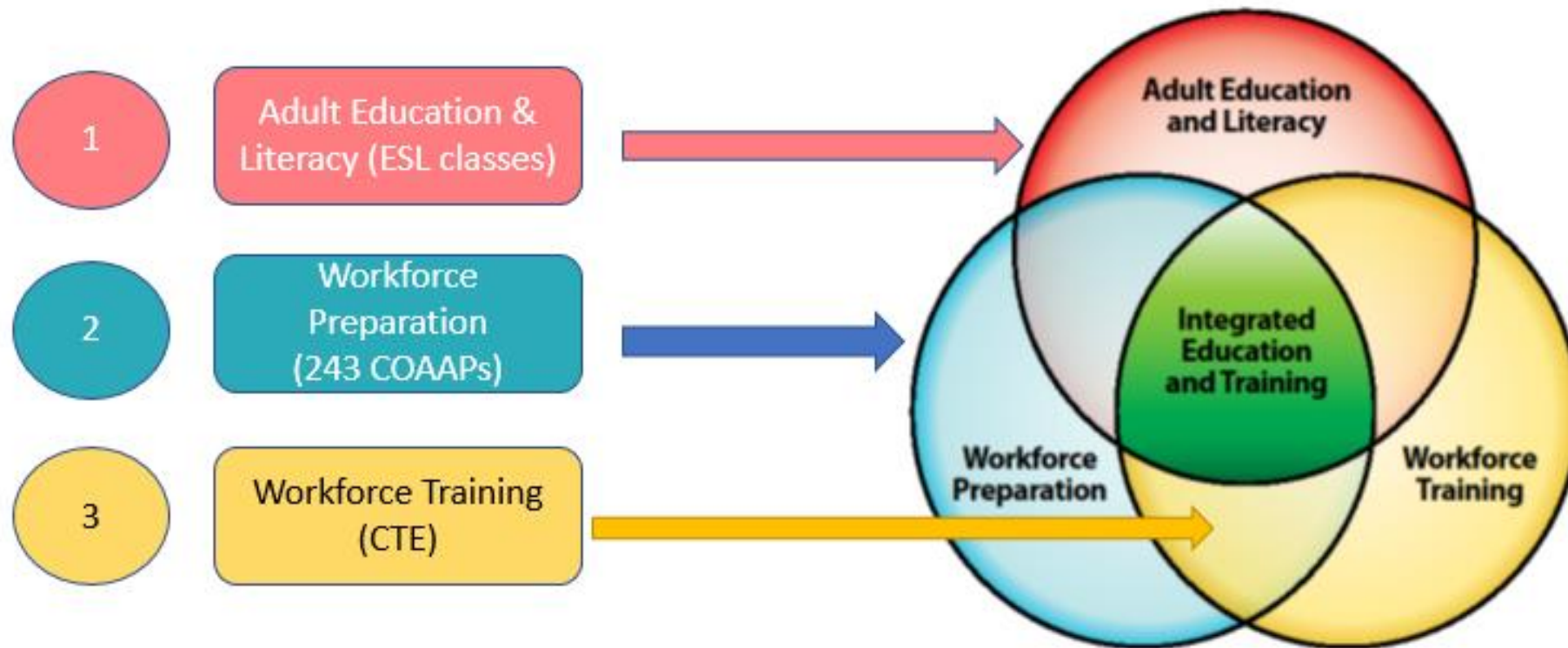
# Needs Assessment

- ▶ Write in the Chat box the answer to the 2 questions:
- ▶ Read at least 2 of your colleagues' chats.
  1. Where is your agency in the IELCE/IET implementation process?
  2. Has your agency collaboratively developed an effective single set of learning objectives?

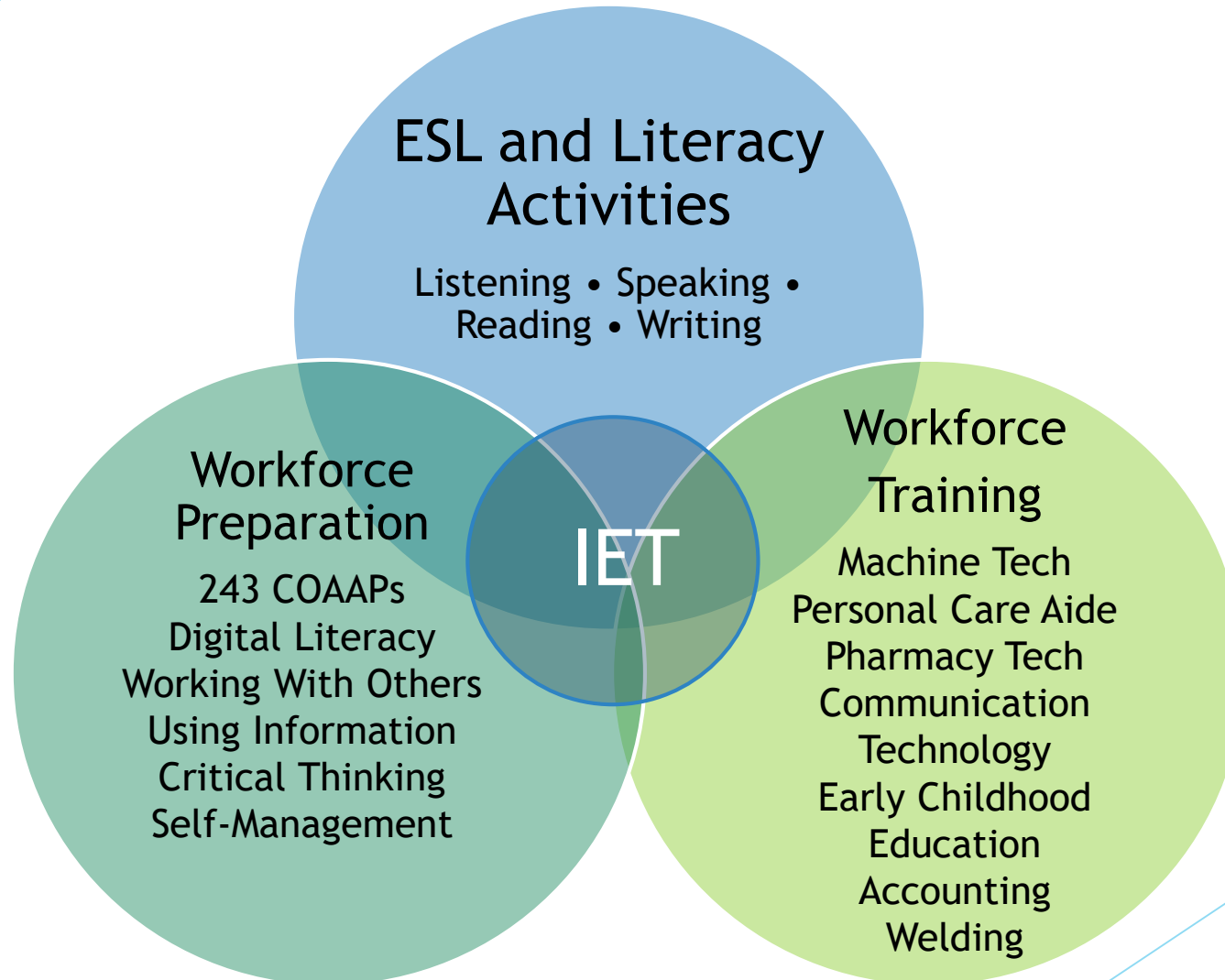
# What is IECLE/IET?



# What is IECLE/IET?



# IELCE/IET



# Alternating Teaching

## ESL and Literacy Activities

Listening • Speaking •  
Reading • Writing  
243 COAAPs

## Workforce Preparation

243 COAAPs  
Digital Literacy  
Working With Others  
Using Information  
Critical Thinking  
Self-Management  
Listening • Speaking  
• Reading • Writing

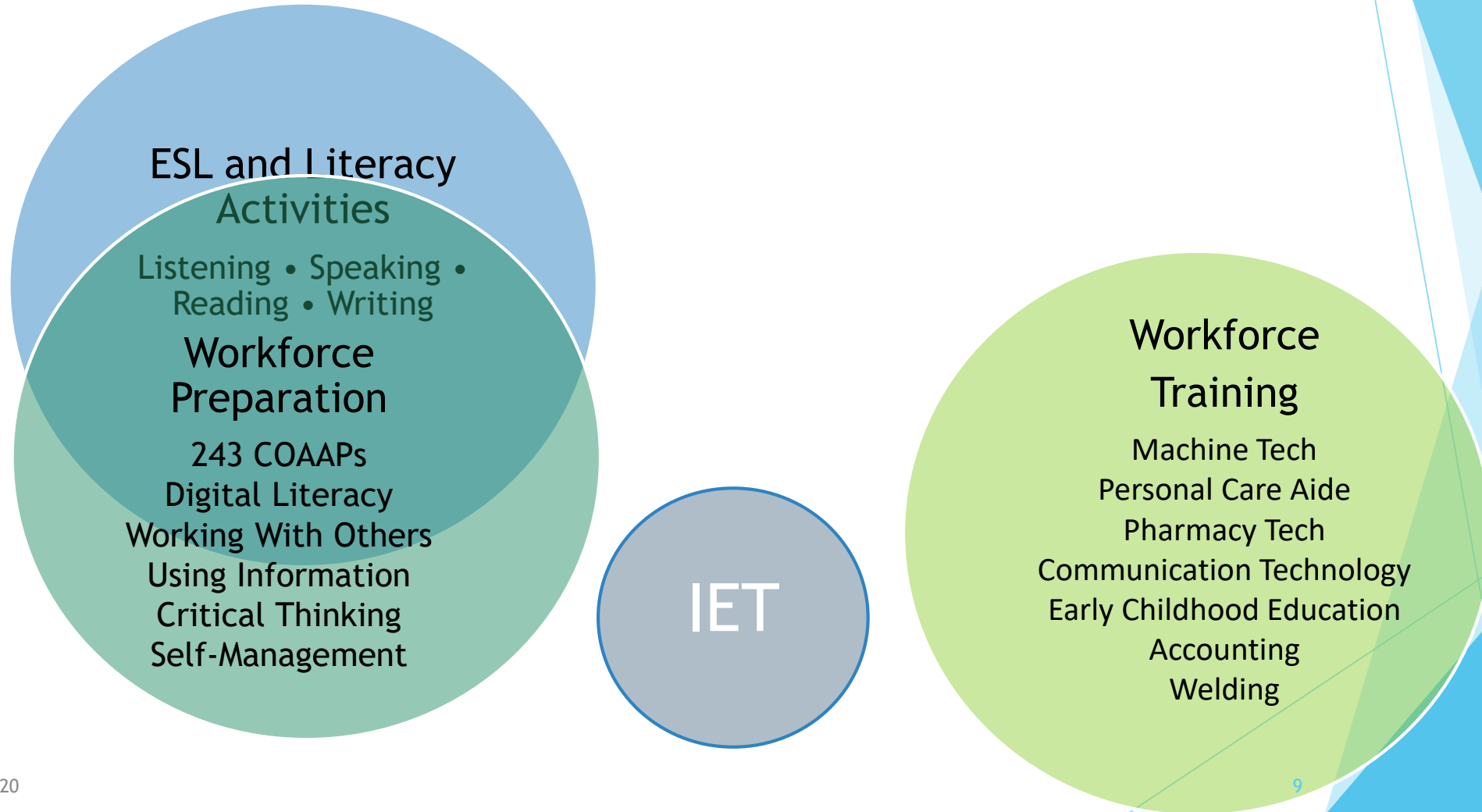
IET

## Workforce Training

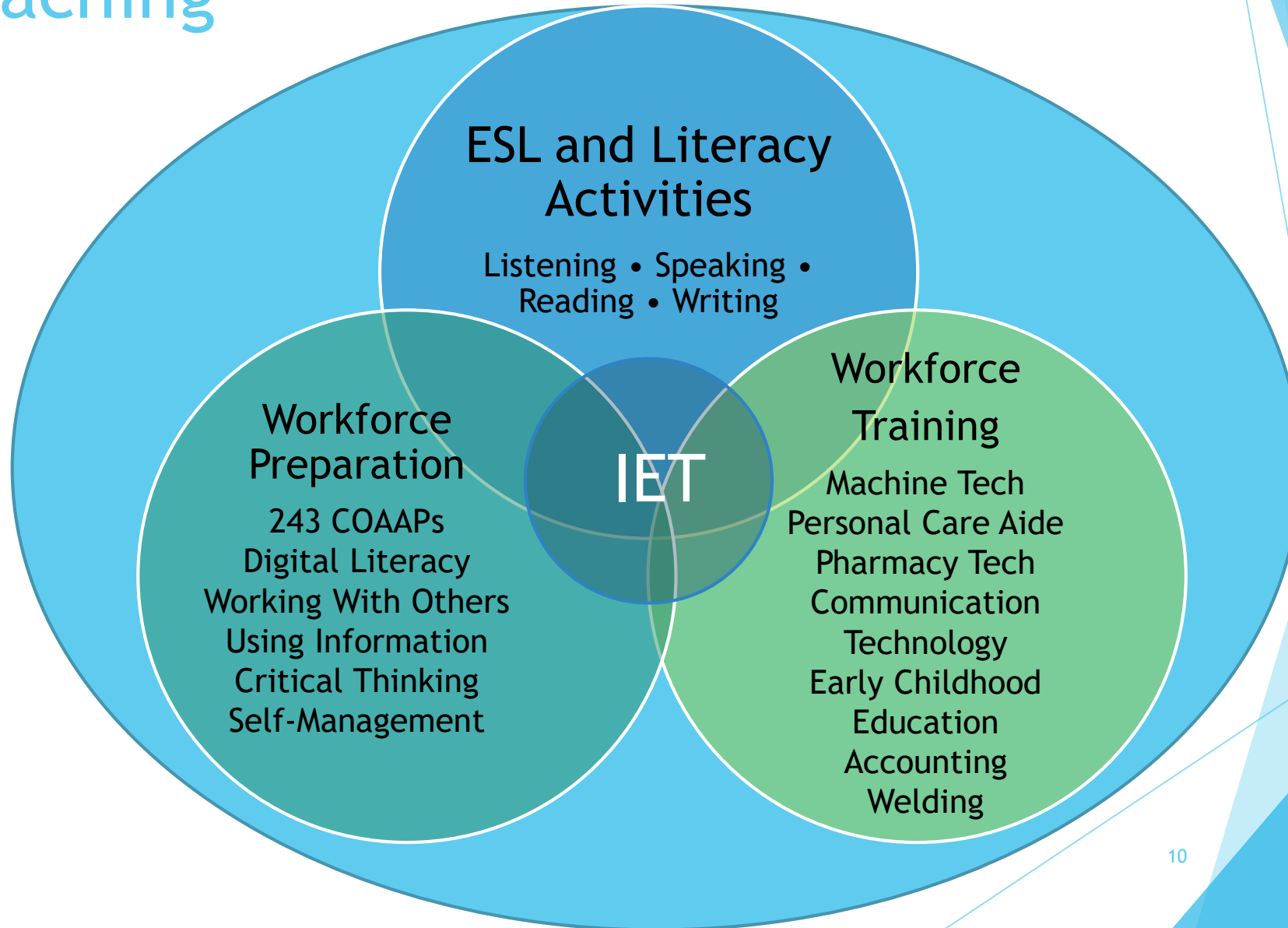
Machine Tech  
Personal Care Aide  
Pharmacy Tech  
Communication  
Technology  
Early Childhood  
Education  
Accounting  
Welding



# Alternating Teaching



# Co-Teaching



# A Single Set of Learning Objectives

- ▶ **What is a single set of learning objectives used in IELCE/IET Programs?**
  - ▶ A set of statements that identifies specific adult education content, workforce preparation activities, and workforce training competencies and indicates how they are organized to function cooperatively

# A Single Set of Learning Objectives

- ▶ What is a single set of IELCE learning objectives?
  - ▶ A set of objectives that delineate the **language** (English skills) and **content** (Workforce Training information) English language learners (ELLs) need to succeed in a specific workforce training course.
  - ▶ These same objectives will also be useful for ABE/ASE students

# IECLE/IET Learning Objectives

- ▶ What is a learning objective?
  - ▶ A statement that describes what the student **will be able to do** after instruction
- ▶ What are the elements of an IELCE/IET learning objective?
  - ▶ An active verb
    - ▶ measurable - **not** learn or understand
  - ▶ The language skills needed to “**do**”
  - ▶ The workforce training content

# Depth of Knowledge (DOK) Verbs

## Level 1 - Recall

Arrange	Measure
Calculate	Name
Cite	Perform
Define	Quote
Describe	Recall
Draw	Recite
Explain	Record
Give examples	Repeat
Identify	Report
Illustrate	Select
Label	State
Locate	Summarize
List	Tabulate
Match	

## Level 2 - Skill

Apply	Generalize
Calculate	Graph
Categorize	Identify patterns
Classify	Infer
Compare	Interpolate
Compute	Interpret
Construct	Modify
Convert	Observe
Describe	Organize
Determine	Predict
Distinguish	Relate
Estimate	Represent
Explain	Show
Extend	Simplify
Extrapolate	Solve
Find	Sort
Formulate	Use

# IECLE/IET Learning Objectives continued

- ▶ **Certified Nursing Assistant (CNA) Examples**
  - ▶ At the end of this lesson, learners will be able to:
    - ▶ Describe orally and in writing the legal and ethical implications in patient care.
    - ▶ Record patient contacts in writing in an accurate manner.

# IECLE/IET Learning Objectives continued

- ▶ **Certified Nursing Assistant (CNA) Examples**
  - ▶ At the end of this lesson, learners will be able to:
    - ▶ Describe orally and in writing the legal and ethical implications in patient care.
    - ▶ Record patient contacts in writing in an accurate manner.
- ▶ **What is the active verb?**
- ▶ **What are the ESL elements of these objectives?**
- ▶ **What are the Workforce Training Elements?**



# ESL and Workforce Training Elements of an Objective

- ▶ **What are the Workforce Training Elements?**
  - ▶ Describe orally and in writing **the legal and ethical implications in patient care.**
  - ▶ Record **patient contacts** in writing in an accurate manner.
- ▶ **What are the ESL elements of these objectives?**
  - ▶ Describe **orally and in writing** the legal and ethical implications in patient care.
  - ▶ Record patient contacts **in writing in an accurate manner.**
- ▶ **How would you measure “describe” or “record”**

# Identifying Appropriate IELCE Learning Objectives in an ONLINE Environment

- ▶ We are going to experience an online breakout room
- ▶ Find the information for the task in the chat
  - ▶ 3 criteria and the sample objectives in the chat
    - ▶ an active verb
    - ▶ specific language skills
    - ▶ specific workforce training content
- ▶ Go to Breakout Room to discuss the objectives with a partner or 2
  - ▶ Be sure to agree to join breakout room
- ▶ If you don't get to break out room, do the activity by yourself
- ▶ After 4 minutes, you will automatically rejoin the main room

# Your Turn

- ▶ **TASK 1 - Identifying Appropriate IELCE Learning Objectives**
- ▶ **Directions:** Work with a partner or alone. Review the learning objectives.
- ▶ On your own paper, note down if the objective has:
  - ▶ an active verb
  - ▶ specific language skills
  - ▶ specific workforce training content
- ▶ List inappropriateness, disagreements, questions, concerns in the comments.

	<b>Learning Objective</b>	<b>Active Verb</b>	<b>Lang. Skills</b>	<b>Specific Training Content</b>	<b>Comments</b>
1	Read and interpret basic safety instructions.	√	√		Too general

# Process Task 1

- ▶ What did you notice ?
- ▶ What questions do you have?
- ▶ Unmute yourself and take turns asking questions

# 4 Steps for Creating a Single Set of Learning Objectives

- ▶ Administrators create the environment, time and funding\* for ESL and Career Technical Education (CTE) teachers to **collaborate** on:
  1. Reviewing the goals and objectives of CTE course
  2. Discussing the language needs of the ELLs in the CTE Course
  3. Deciding what language and language skills are needed to accomplish the CTE Objectives
  4. Prioritizing the language skills and CTE Objectives that are most needed by ELLs to successfully participate in workforce training and succeed on the job

*\*Collaboration and periodic meetings should continue to take place throughout the development and training period.*

# Identify the language/language skills

## CTE Objective for Personal Care Assistant: **Take Vital Signs**

- ▶ Identify the language and literacy skills that support the CTE Objectives (including needed vocabulary, functions, grammar, etc.)
- ▶ Look at the Language:
  - ▶ Hi Mrs. Johnson. How are you today? I need to take your vital signs. First, I am going to take your temperature. Then, I'll check your blood pressure. Open your mouth, please....
- ▶ Language skills
  - ▶ Sequencing: first, then temperature/blood pressure      Writing: record
  - ▶ Grammar: infinitives, future progressive signs, temperature, blood pressure      Vocabulary: vital
  - ▶ Function: use polite forms of address/communication

# Your Turn

- ▶ **TASK 2A - Brainstorm Language Skills Related to Training Content**
- ▶ **Directions:** Work as a whole group on the WhiteBoard
  - ▶ Consider the CTE (Unit) Objective: Take Vital Signs
  - ▶ Brainstorm:
    - ▶ What are the specific language skills and workforce training content inherent in this objective?
      - ▶ For example: What do learners need to be able to do in order to take vital signs?

## What are the specific language skills and workforce training content inherent in this objective?

- ▶ What do learners need to be able to do in order to take vital signs?
  - ▶ Identify vocabulary/real objects related to taking vital signs
  - ▶ Demonstrate taking vital signs
  - ▶ Explain taking vital signs
  - ▶ Customer care skills



# Take Vital Signs - Lesson Objectives

- ▶ Identify the 3 vital signs
- ▶ Identify the medical equipment necessary to take vital signs
- ▶ Read a blood pressure gauge
- ▶ Read a thermometer
- ▶ Explain/Demonstrate how to take blood pressure
- ▶ Record a patient's blood pressure
- ▶ Explain/Demonstrate how to take a patient's pulse
- ▶ Record a patient's pulse
- ▶ Explain/Demonstrate how to take a patient's temperature
- ▶ Record a patient's temperature
- ▶ Communicate with a patient while taking vital signs including, explaining what you will be doing and giving instructions to the patient. Use appropriate customer care skills.

# Consider

- ▶ **What is the difference between an**
  - ▶ IELCE Lesson Objective and an
  - ▶ IELCE/IET Course (Unit) Objective to be used as part of “a Single Set of Learning Objectives”?

# Lesson Objectives vs Course Objectives

- ▶ **CTE Objective:** *Take Vital Signs*
- ▶ **Lesson Objective:**
  - ▶ *Identify the 3 vital signs*
- ▶ **IELCE Course (Unit) Objective part of Single Set:**
  - ▶ *Demonstrate how to take the vital signs of a patient while using customer care skills to give clear explanations and appropriate instructions.*

# Process Task 2

- ▶ What did you notice ?
- ▶ What questions do you have?

# Example of Course (Unit) Objectives from ELC Civic Objectives

## ▶ Accounting

- ▶ Identify and/or describe the main types of records used to collect payroll data per the Federal Labor Standards Act (FLSA).
- ▶ Identify and/or describe the steps and procedures used in a payroll accounting system.
- ▶ Read and interpret a payroll register in order to correctly record an employee's earnings.
- ▶ Identify and/or describe common payroll tax forms (e.g. forms W-2 and W-4) used to record payroll transactions.
- ▶ Explain basic federal rules regarding payroll tax.
- ▶ Explain the types of withholding allowances that employees may claim for income tax withholding.

# Optimal Use of a Single Set of Learning Objectives

- ▶ Optimally both ESL and CTE teachers would use the same learning objectives.
- ▶ The language skills in a CTE objective are inherently there but not always specific
- ▶ Making the language skills specific enhances the instruction for both Native Speaker and ELLs

# IELCE Plan 2020

## Single Set of Learning Objectives

- ▶ The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

# Review and Select Appropriate COAAPs

As you collaborate with ESL, Workforce Preparation and CTE Instructors to design/review your courses:

- ▶ Use the prioritized CTE Objectives and the language/language skills decided upon to:
  - ▶ Review and select existing COAAPs to see which have similar language and literacy objectives
- OR
- ▶ Revise or write a COAAP to match the identified language and literacy objectives\*

\* Go to [casas.org](https://casas.org) for a webinar on EL Civics COAAP Development



# Identify Appropriate Existing COAAP(s)

- ▶ Identify one COAAP that has language and literacy objectives similar to the workforce training objectives
  - ▶ **Workforce Training Program: Medical Assistant Course Objectives**
    - ▶ Apply principles of aseptic technique and infection control
    - ▶ Collect and process specimens
    - ▶ Obtain patient history and vital signs
    - ▶ Maintain medication and immunization records
    - ▶ Recognize and respond to emergencies
    - ▶ **Prepare and maintain examination and treatment areas**

# Match Training Objective to COAAP Objectives

**CTE Obj: Prepare and maintain examination and treatment areas includes safety**

▶ **COAAP 36.5 Identify work-related safety regulations, standards and procedures**

▶ **Language and Literacy Objectives:**

- ▶ \*Identify and interpret various safety related signs commonly found in the workplace.
- ▶ Read and interpret basic safety instructions.
- ▶ \*Identify or demonstrate safe work procedures and common safety equipment.
- ▶ \*Report unsafe working conditions.
- ▶ \*Respond to safety related warnings/signs found in a work environment.

▶ **Tasks**

- ▶ Identify safe and unsafe working conditions
- ▶ Report unsafe working conditions

# Revise COAAP Objectives to Relate to Specific Training

## COAAP 36.5 Safety Objectives: Dental Assisting

- ▶ 1. Identify and interpret various safety related signs commonly found in ~~the workplace~~ a Dental Office
- ▶ 3. Report unsafe working conditions in a Dental Office

# A Single Set of Learning Objectives for an IELCE Plan (1)

- ▶ A single set of learning objectives for an IELCE Plan gives a **representative** sample of objectives to be taught in the IELCE course which support workplace training

# A Single Set of IELCE/IET Objectives for Medical Assistant Training

- ▶ **IELCE/IET Course Objectives for Medical Assistants should relate to various aspects of training in order to prepare students to be successful**
  - ▶ **Safety**
    1. Identify and interpret various safety related signs commonly found in a medical setting.
    2. Read and interpret safety instructions for medical assistants.
  - ▶ **Emergencies**
    1. Identify medical emergencies and describe orally or in writing the appropriate steps to take in a medical emergency
    2. Use appropriate language to communicate with medical and emergency services staff about medical emergencies
  - ▶ **Obtain Patient History and Vital Signs**
    1. Ask questions of a patient to get their medical history
    2. Demonstrate how to take the vital signs of a patient while using customer care skills to give clear explanations and appropriate instructions.
  - ▶ **Customer Care**
    1. Identify, describe and utilize soft skills appropriate to a medical office
    2. Identify and describe appropriate and inappropriate work behavior in a medical setting.

# Single Set of Learning Objectives for IELCE Plan (2)

- ▶ All IELCE Objectives need to describe the language and literacy skills needed to support the specific training (**Units**)
- ▶ Some IELCE Objectives need to be related to COAAP objectives to demonstrate that the objectives for COAAP(s) were taught and assessed.

# IELCE Plan 2020

- ▶ Due April 30, 2020
- ▶ Same online plan as in 2019 with upgrades suggested by field
  - ▶ See slides for “Completing the IECLE Plan at [www.casas.org](http://www.casas.org)
  - ▶ See IELCE Plan Summary 2020 a [www.casas.org](http://www.casas.org)
- ▶ Review process will include more rigorous focus on
  - ▶ The single set of learning objectives
  - ▶ Program coordination and support

# Resources

- ▶ **Designing a Single Set of Learning Objectives Webinar**

A recording of the webinar held December 6, 2019 is posted in CALPRO's Online Video Library section "Additional IET-Related Professional Development Video Resources"

Find it at: <https://calpro-online.org/onlinevideolibrary/additional-iet-resources.asp>



# Goal

Create and implement a single set of learning objectives for the IELCE/IET program and 2020 IELCE plan

## Objectives for today

- ▶ Identify the importance of the collaboration of Administration, ESL, Career Technical Education (CTE) and Counseling Staff in developing an effective IELCE/IET program ✓
- ▶ Define a single set of IELCE/IET learning objectives ✓
- ▶ Identify appropriate IELCE/IET learning objectives ✓
- ▶ Identify objectives for a single set of IELCE/IET learning objectives ✓