

# Cohort Discussion #2 Facilitator Guide

## Phase 3: Develop and Implement

### Introduction

This guide is for facilitators who are facilitating the virtual or in-person cohort discussions for Phase 3: Develop and Implement in which participants will take a deeper dive into concepts covered in the IET Design Camp Phase 3 training session. This guide outlines everything you need to know to facilitate the discussion, including logistics, training materials, and high-level talking points for each slide or discussion topic. Training teams should a) review this guide and the corresponding training materials (see below) and b) make modifications that align with how you plan to conduct cohort discussions as part of your IET Design Camp.

### Logistics

**Meeting Date:** [ENTER DATE]

**Meeting Time:** [ENTER TIME AND TIME ZONE]

**Estimated Run Time:** 75 minutes [MODIFY TIME AS NEEDED]

**Technical Assistant:** [ENTER TECHNICAL ASSISTANT NAME, IF APPLICABLE]

**Moderator(s):** [ENTER MODERATOR NAME(S)]

### Overview

In their cohorts, participants will discuss the process of developing the single set of learning objectives (SSLO) and IET curricula and any progress they've made or challenges they've faced in working on their own SSLO.

### Related Material

**PowerPoint Deck** (For large group discussion only before moving to breakouts):

- *3.C2\_Develop\_Implement\_Cohort\_Intro\_PPT.pptx*

#### Toolkit Sections Covered in this Content Block

- Develop and Implement
  - 3.1 Getting Started
  - 3.2 Develop the IET Curricula
  - 3.3 Develop Program Materials, Tools, and Procedures
  - 3.4 Implement the Program and Collect Data
- Relevant Desk Aids
  - Desk Aid 5: Single Set of Learning Objectives Template, Rubric, and Example
  - Desk Aid 6: Analyze Existing Curricular Materials
  - Desk Aid 7: Develop Contextualized Instruction Materials
  - Desk Aid 8: Examples of Tech Tools
  - Desk Aid 9: College and Career Planning

### Assigned Team Activity from the Develop and Implement Training Session

Choose at least one of the following activities from the IET Planning Tool:

- Think about your SSLO.

- If you already have an SSLO, use the SSLO rubric in Appendix C of your Participant Guide to evaluate them and identify opportunities to strengthen them.
- If you're in an earlier planning state, brainstorm one or two learning objectives that might apply to your IET program, using the approach discussed this week.

## Cohort Meeting Agenda



75 minutes [MODIFY TIME AS NEEDED]

### I. Cohort #2 Introduction – All cohort participants (10 min.)

[ENTER MODERATOR NAME(S)]

- A. **Slide 1 – Welcome:** Welcome to the third cohort meeting for the IET Design Camp. Today we'll focus on sharing your experiences, lessons, and questions from the develop and implement activities you conducted since we met last.
- B. **Slide 2 [Virtual only] – Quick Reminders:** Before we get started, here are a few technical reminders to make the best use of our virtual meeting. We'll be using microphones and the chat feature during our discussion, but please keep your microphone muted until you speak to eliminate echoes and background noises while others are speaking. I encourage you to have your Participant Guide handy and to take notes and write down questions.
- C. **Slide 3 – Agenda: Now, on to our agenda for today.**
  - 1. We'll spend just about 5-10 minutes up front in this room together to give an overview of today's discussion topics and remind ourselves about the key takeaways from the Develop and Implement phase, including developing a single set of learning objectives.
  - 2. We'll also briefly discuss the activities you may have conducted to set the stage for today's discussion. After a brief reminder about the reading materials for our next training session, we'll break into our cohort rooms.
- D. **Slide 4 – We Are Here (optional):** A reminder of where we are in the Design Camp overall – today will close out our focus on Phase 3. That doesn't mean you have to, though. As we move through the next phases of IET Design, you may want to revisit some of the ideas from this phase.
- E. **Slide 5 – Key Tasks for Develop and Implement Phase:** In our last training session, we focused on the four key tasks of the Develop and Implement phase.
  - 1. Orient staff and stakeholders and provide professional development
  - 2. Develop the IET curricula with a single set of learning objectives
  - 3. Develop tools, procedures, and other program materials
  - 4. Implement the IET program and collect data
- F. **Slide 6 – Poll: Team Activity:** We'd like to hear which phase of IET development you are currently in.
  - 1. Research and Assess
  - 2. Design and Plan
  - 3. Develop and Implement
  - 4. Evaluate and Improve
  - 5. I'm not sure
  - 6. Other (please explain)
- G. **Slide 7 – Five Key Takeaways**

1. We discussed the importance of developing a single set of learning objectives to ensure that your IET program has integrated adult education content, workforce preparation activities, and training competencies and that they are organized to function cooperatively.
2. We walked through one approach to developing IET curricula around an SSLO but emphasized that there are multiple ways to approach this. Discover the method that works for you and your team.
3. A strong integrated learning objective is performance-based and has three components:
  - The **conditions** under which the learner will demonstrate competency
  - The **behavior** the learner will perform to demonstrate competency (using action verbs)
  - The **criteria** by which competency will be measured
4. Together, the integrated learning objectives that you create across the curricula become the SSLO for your program. These should align to your program-level goals.
5. We also talked about how developing a SSLO and building out the contextualized units, lessons, and activities is an iterative process that requires collaboration between the adult education instructor and training provider(s).
6. Finally, we discussed that the IET program should be implemented with fidelity (as it was designed) to the greatest extent possible in order to accurately measure the impact of your planned intervention strategies and to inform continuous improvement decisions.

#### H. Slide 8 – Example of an Integrated Learning Objective for an SSLO

1. In our last training session, we looked at a sample IET program in manufacturing and you worked in breakout group to develop an integrated learning objective and brainstormed some possible contextualized activities for a sample retail sales IET program.
2. The learning objective here is for Unit 1 and let's say it's the only performance-based, integrated learning objective for the unit.
3. Let's review the example showing how this objective gets combined with other learning objectives for a few more units to create the SSLO for the program and see what it looks like in the Single Set of Learning Objectives Template in the IET Planning Tool we looked at last time.

#### I. Slide 9 – Learning Objectives Combine to Create the SSLO

1. Here we see four learning objectives from three instructional units for our sample Retail Sales IET Program. You can see the first one is the one we just looked at for Unit 1.
2. Notice that Unit 3 has two objectives, and Units 1 and 3 have one.
3. Obviously, this example represents a small portion of the overall curricula, but you see how the integrated learning objectives combine to create the SSLO.
4. Do you have any questions before we move on?

- J. **Slide 10 – Where You've Been – Team Activity:** In preparation for today's discussion, we asked you to think about your SSLO. If you already have an SSLO, you were to use the SSLO rubric to evaluate your integrated learning objectives and identify opportunities to strengthen them. If you're in an earlier planning state, you were to brainstorm one or two integrated learning objectives that might be part of your program's SSLO, using either of the approaches discussed during the Develop and Implement phase. We'll talk more about these in the breakout groups.

- K. Slide 11 – Individual Assignment:** Quick reminder, which we'll share again in the breakout groups – our next training session is [ENTER DATE/TIME]. Before then, Phase review the Phase 4 section of the Toolkit, which focuses on evaluating and improving the implementation of your IET program.
- L. SLIDE 12 – Cohort Discussion #2, Develop and Implement Phase Introduction:** Explain that cohorts will break out and meet to discuss the Develop and Implement Phase.

As always, you can use this time together to discuss whatever you like. A few suggested topics are on the slide.

1. So, for example, which team activity did you choose to work on? Have you made progress on it? What challenges have you come up against?
2. Did you use the SSLO rubric to evaluate an existing SSLO and identify opportunities to strengthen them? Or did you brainstorm a new integrated learning objective that could apply to an IET program you are planning?
3. Thinking about your current approach to developing the curricula for your IET or other adult education program, how is the SSLO approach described in the IET Toolkit and our training similar to, or different from, your current approach.
4. This is your time to ask questions and share challenges and ideas.

FACILITATORS:

- [If virtual] Place yourself in the correct breakout room according to your training plan.
- There is no slide deck or separate instructions for this cohort discussion, but you may want to create one to guide the conversation on the topics and concepts you plan to discuss.

## II. Cohort Breakout Discussion #3, Develop and Implement (60-65 minutes)

- A. Welcome from cohort facilitator
- B. Confirm focus of today's cohort discussion in the Develop and Implement phase of the IET design process.
1. Suggested questions to get the conversation flowing:
    - Which team activity did you choose?
    - Were you able to make progress on it?
    - How is the SSLO approach described in the IET Toolkit and our training similar to, or different from, your current approach?
- C. Discussion
1. Address each of the topics/questions, drawing in peer contributions whenever possible.
  2. As appropriate, continue discussion of topics from Cohort Meeting #2, which focused on the Design and Plan phase. Remind participants that each phase is iterative, as is the entire design process, so as they go through the tasks for developing and implementing, they may find they need to go back to some tasks in the Design and Plan phase. Be sure to address any outstanding concerns/questions from the last cohort meeting.
  3. Additional discussion questions:
    - What are your biggest struggles with developing performance-based, integrated learning objectives for the SSLO?
    - How do you select your occupational training provider and how does that choice impact your collaboration on curriculum development?
    - How have you used technology in your IET programs?

- How have you integrated college and career planning in your IET or other adult education programs? What ideas do you have to strengthen that integration?

D. Close

1. Remind everyone about individual assignment for Phase 4: Evaluate and Improve.
  - 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.
2. Remind everyone of next call on [ENTER DATE AND TIME] – Phase 4: Evaluate and Improve.
3. Thank participants and end session (no need to return to the main room).