

# Making It Work: Planning an IET for Your English Language Learners

## Planning Questions and Resources

### Program Design

#### Imagining Your Partnership

- Who wants the project?
- Who do you intend to serve? Have you discussed any specifics about this?
- Who are your partners?
- How excited are they? Why are they motivated?
- Have you worked with these partners before?
- What do these partners know about adult education funding and non-negotiable requirements?
- Will your partnership be balanced equally or will certain partners have more authority?

#### How Does the Institution Work With Our Students?

- Who can you serve?
- What is required to complete this program?
- What is required to work in this field legally?
- How can students get admitted into the educational institution?
- Does your institution have a process for admitting students without a GED/high school diploma?
- Is it written down?
- What are the pros and cons of translating academic documents?
- How can students pay for classes?
- Does your institution offer any non-FAFSA student aid?
- How do they classify residency?
- Can you create workarounds?
- Who can help your students?
- Which languages do your students speak?
- Who speaks those languages in the offices?

#### Inside Adult Education

- What processes do you require for new students?
  - Intake
  - Orientation
  - Pre-testing

- Registration/other fees
- Which of these processes can/should be accomplished differently for this group of students?
- How will you still meet your grant obligations while providing the most effective student service?

### **It's All About the Details**

- Who will be eligible?
- How will students be recruited?
- What if students who don't qualify want to join?
- What is the benefit of the ESL course component for the student?
- Will the ESL component be optional or mandatory?
- What will be the attendance policy? Will it be different than your program policy?
- When will the ESL component be scheduled?
- How and when will students be post-tested?

### **Collaboration and Support**

- How is the ESL instructor supported?
- Who is responsible for non-teaching duties?
- Will there be overlap time?
- Will courses be taught outside of your standard schedule?
- Who is responsible to whom?
- Who solves which type of problem?
- How can you plan for continuity and stability in the IET for instructors?
- How can you plan for continuity and stability in the IET for administrators?

### **Options for Curriculum**

What are the pros and cons of each option?

- Use and adapt your existing ESL curriculum
- Purchase an IET-specific curriculum
- Create your own

Consider:

- How much time do you have to write or adapt?
- Are you able to pay an instructor for curriculum development?
- What is the relationship between the curriculum and the program assessments?
- What are you promising to students and stakeholders?

## Review Considerations for an IET-Specific Curriculum

- Is it flexible?
- Does it match the subject area courses?
- Is it comprehensive enough?
- Is it at the right level?
- Is it good quality?
- Does it work for your delivery model (in-person or online)?
- Does it match what you are marketing to students?
- What are they getting that they wouldn't get through independent study?
- Is the cost justified by the number of potential users?
- Is it standards-aligned?

## Showing Your Success

- What is your desired student outcome?
- How will you track student outcomes?
- How can you demonstrate outcomes for students without a SSN?
- How will students do on the NRS assessment if they have a specialized curriculum?
- How does that affect your curriculum decisions?
- How will you communicate outcomes to your partners, especially if their leadership is not directly involved?
- How can you promote outcomes to other stakeholders?

## Instruction

### Questions for the Subject Area Instructor

- What do you see students struggling with because of language?
- What would you teach your students if you had more time?
- What are some situations where employees in this field interact with customers?
- What are some situations where employees work or otherwise interact with co-workers?
- What are some situations where employees in this interact with supervisors?
- Are there any situations where employees interact with any other officials? What do those look like?
- What "soft skills" make someone good at this job?
- If you have supervised in this field, what was something you wished your employees knew how to do as soon as they were hired?
- Can you describe your teaching style or a typical class period?
- Will you share your syllabus and/or course materials?

### **What Should You Look for During Class Observation or Overlap Time?**

- What communication skills or activities are challenging the students?
- When are students most excited or engaged?
- What does this tell you about how they want to learn new material?

### **Observing and Listening to Students**

- What kind of professional experience do students previously have in this field?
- Can you find situations of comparison?
- How do you want to structure those as language learning activities?
- If these are also your students, who are your experts?
- How can they shine even if their language skills are low?
- Are students currently working in this field?

### **Content**

- What do you know about the key content in this career field?
- What can you learn about the key content in this career field?
- How can this content help you teach language skills?

### **Language Demands**

- What situations at this job require English?
- How do language skills fit into those situations?

### **Academic**

- Do students have to pass any type of exam in English to complete the program or get their credential?
- Is this a first academic step?
- What will they need after this?
- What support do they need with this?
- What are realistic academic outcomes within your context and timeframe?
- What institutional support can you show your students?

### **Cultural Norms**

- What systems do people have to navigate in this career?
- What differences will students likely encounter if they had this career in another country and are re-starting here?

## Getting the Job

- What happens at a job interview in this career field?
- Does this career or educational path require a resume?
- What does a successful resume look like for this specific career?

## Class Policies, Grades, and Assessment for Instructors

- Can/should you match policies with your co-instructor?
  - Attendance
  - Late policy
- How is the other course graded?
- What does that mean or imply for you?
- How will students be accountable for your course?
- What are the AE expectations regarding AE assessment?
- How will that take place?
- Have level gains been included in outcomes?
- Does it serve your students to model a workplace in your classroom?

## Additional Resources

### More Information About ADDIE

DeBell, A. (2020, January 6). *What is the ADDIE model of instructional design?* Water Bear Learning. <https://waterbearlearning.com/addie-model-instructional-design/>

### Additional Curriculum Sources

Minnesota State Advanced Manufacturing Center of Excellence  
<https://www.mnmfg.org/educators/teacher-guide/>

### Teach Construction

<https://teachconstruction.org/>

### Teaching the Skills That Matter

<https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education>