

C<sup>4</sup>

*Listen to the adjectives they use to describe  
C<sup>4</sup> as you watch the following video:*

# C<sup>4</sup> – Collectively Composing a Contextualized Curriculum: Making **1+ 1 = 1**

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# Contextualized Curriculum

- John Dewey wrote in “Democracy and Education,” “Education through occupations...combines within itself more of the factors conducive to learning than any other method” (1916, p. 361).
- Curriculum integration takes a variety of forms. Institutions may use different models and methods.
- Johnson, Charner, and White (2003) describe it as a series of strategies connecting academic and CTE content, so that, over time, one area becomes a “platform for instruction” in the other. In addition, it provides context and motivation for academic learning (Bailey, 1997; Brown, 1998, in Bailey & Matasuzuka, 2003).

# Contextualized Curriculum

- Common Basic Elements:
  - Shared purpose to increase student achievement
  - Content from two or more disciplines (GED and CTE)
  - Well-defined educational objectives
  - Real-world context and authentic problems that engage and challenge students.
- School-to-work system
- Designing new instruction: contextualized learning seeks to reconnect work and education, curriculum and instruction, different disciplines, and students of various levels and talents. (Swartz and Bolt, 1997).

# HCPS Examples and Experiences

- Planning: identification of stakeholders and conversation regarding roles and responsibilities. Troubleshooting any issues for program implementation.
- Introductions: Get to know one another – gain understanding, FICAPS overview, discussion of WIOA goals, brain storming ideas for support, reflection activity on personal teaching philosophy, identification of areas of support, scheduling of PLC and teacher planning.
- Set expectations: accountability process to illustrate and measure program success. What specifically is being asked from each person involved.
- Communication: identify lines of correspondence, facilitate sharing of information.
- Blow up barriers: avoid negativity and focus on how to best serve the student, keep a “make it work” attitude, facilitate team work.
- <http://ficaps.weebly.com/>

# C4 COMPONENTS

## STUDENTS

- \* COMMUNICATION
- \* RECEIVING RESOURCES
- \* STUDYING
- \* GIVING FEEDBACK

**HOW TO  
IGNITE YOUR  
PROGRAM!**

## TEACHERS

- \* CONTEXTUALIZED PLANNING
- \* SHARING LESSON PLANS
- \* REFLECTING ON LESSONS
- \* CONTEXTUALLY INTEGRATED PROFESSIONAL DEVELOPMENT
- \* COMMUNICATION



## ADMINISTRATION

- \* PLANNING
- \* COMMUNICATION
- \* REFLECTING
- \* CONDUCTING MEETINGS
- \* RESOURCE SCOUTING
- \* SUPPORT

## DISTRICT STAFF

- \* PLANNING
- \* CREATING CONTEXTUALLY INTEGRATED PD
- \* REFLECTING
- \* COORDINATING MEETINGS
- \* DISTRIBUTE RESOURCES
- \* COMMUNICATION

**COLLECTIVELY COMPOSTING A  
CONTEXTUALIZED CURRICULUM**

# Conceptualizing Contextualized Curriculum

*Using your Play-Doh create a visual representation for your understanding of  $C^4$  - collectively composing a contextualized curriculum (what you think about the process of planning a contextualized curriculum).*





# References

Bailey, T. R. (1997). *Integrating academic and industry skill standards*. Berkeley, CA: National Center for Research in Vocational Education.

Bailey, T. R., & Matasuzuka, Y. (2003). *Integration of vocational and academic curricula through the NSF Advanced Technology Education Program (ATE)*. New York: Teachers College, Columbia University.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: E. P. Dutton.

Johnson, A. B., Charner, I., & White, R. (2003). *Curriculum integration in context: An exploration of how structures and circumstances affect design and implementation*. Minneapolis: National Research Center for Career and Technical Education. Retrieved January 20, 2016 from <http://aer.sagepub.com/cgi/content/abstract/45/3/767>

National Institute for Literacy. (2010). *Integrating curriculum: Lessons for adult education from career and technical education*. Retrieved January 20, 2016 from <http://files.eric.ed.gov/fulltext/ED512295.pdf>

Swartz N., Bolt L. (1997). *Contextual Curriculum: Getting more meaning from education*. New Directions for Community Colleges. Jossey-Bass.