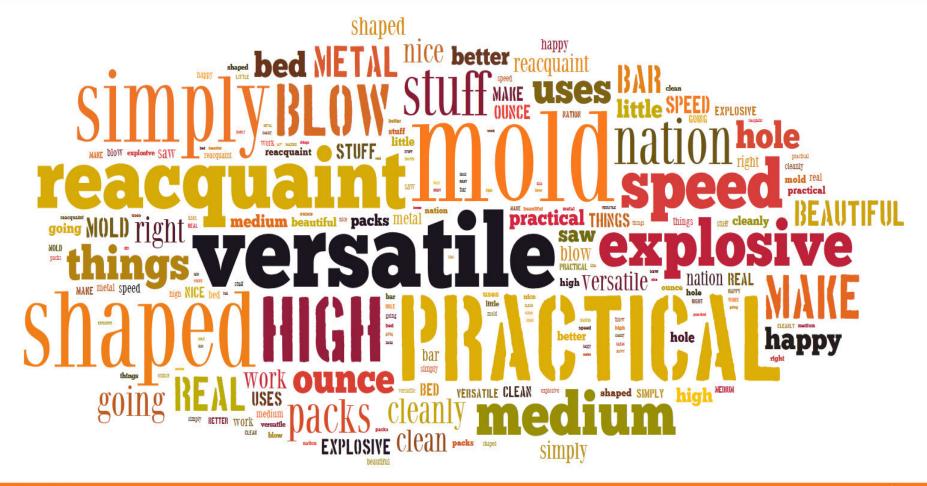
C<sup>4</sup>

Listen to the adjectives they use to describe  $C^4$  as you watch the following video:

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

- *Marc Hutek*, Director of Adult Education, Hillsborough County Public Schools (HCPS)
- James Goode, Principal, Learey Technical College
- Michelle Loango, Supervisor of Instruction, HCPS
- Julie Sauro, Coordinator of Farmworkers Grant, HCPS
- Katie Arndt, District Resource Teacher, HCPS



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### Contextualized Curriculum

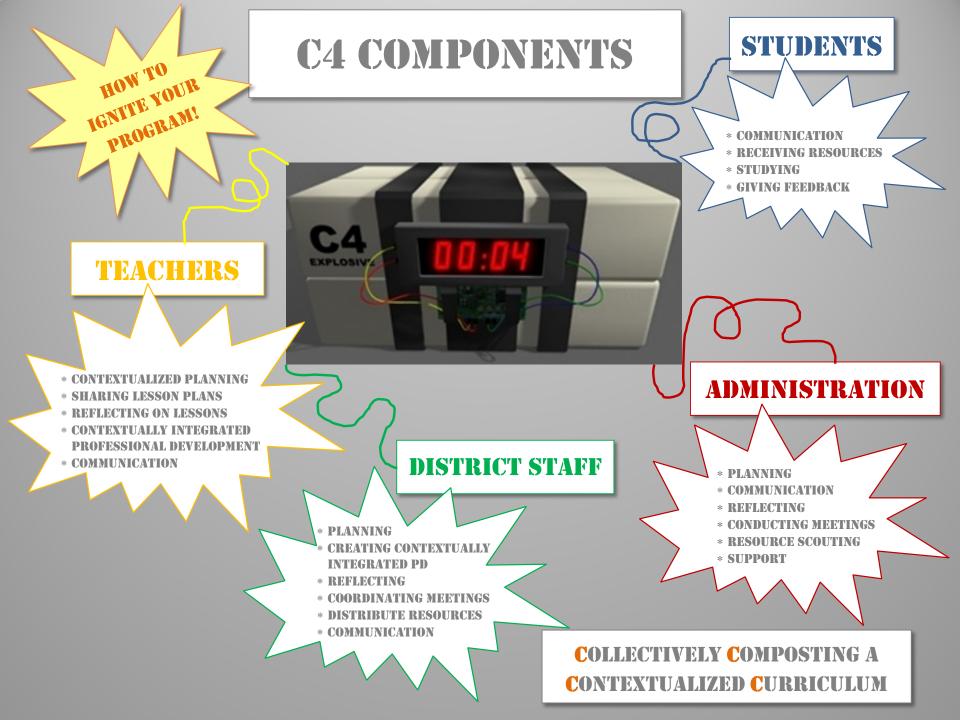
- John Dewey wrote in "Democracy and Education," "Education through occupations...combines within itself more of the factors conducive to learning than any other method" (1916, p. 361).
- Curriculum integration takes a variety of forms. Institutions may use different models and methods.
- Johnson, Charner, 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

- <u>Planning</u>: identification of stakeholders and conversation regarding roles and responsibilities. Troubleshooting any issues for program implementation.
- <u>Introductions</u>: 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.
- <u>Set expectations</u>: accountability process to illustrate and measure program success. What specifically is being asked from each person involved.
- <u>Communication</u>: identify lines of correspondence, facilitate sharing of information.
- <u>Blow up barriers</u>: avoid negativity and focus on how to best serve the student, keep a "make it work" attitude, facilitate team work.
- <u>http://ficaps.weebly.com/</u>



#### **Conceptualizing Contextualized Curriculum**

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



## References

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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 <u>http://aer.sagepub.com/cgi/content/abstract/45/3/767</u>

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

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