Creating Relevant, Contextualized Curriculum

A Water Career Pathways &

BAYWORK Project

WATER CAREER PATHWAYS

Your Future is Clear.

baywork

bay area water/wastewater workforce reliability

Contents

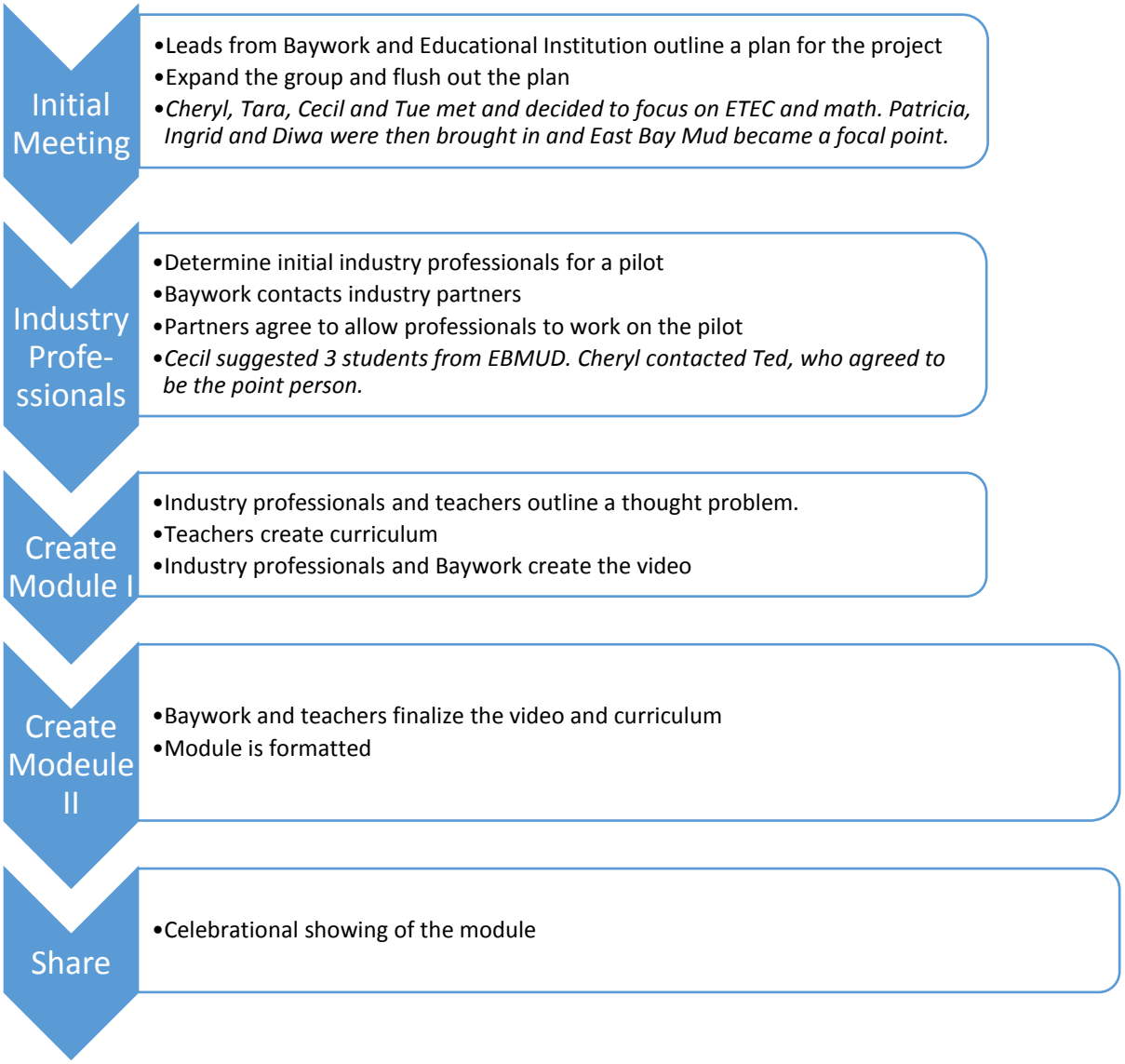
Welcome!

Students thank you for your intense passion for creating and supporting the creation of relevant, contextualized curriculum. This is an evolving subject because the bar defining “good” contextualized curriculum rises every day. This is a living document that serves as a foundation and template for future projects and, hopefully, continues to raise the bar.

The “Module Creation Process” section is part case study and part outline explaining how an education institution can replicate the entire process and support system for creating “bar raising” contextualized curriculum. As different institutions support the creation of new modules, this section will evolve to capture their work and suggestions. The ”Creation of the Module” details how to create the curriculum. As educators create more curricula, this section will evolve to capture their work and suggestions.

We are excited to see how this project evolves. There are many passionate educators who constantly strive to connect abstract academic concepts with students’ lives. Perhaps more important than the creation of future modules is the community and collaboration of amazing educators. As you connect with each other, please follow your collective passions! Your students will gladly follow.

Module Creation Process



Initial Meeting

The initial meeting is only with the lead teacher(s), the project funder, and the group in charge of videography. For us, it included math lead teacher, a CTE lead teacher, a manager from our college involved with CTE, and the manager involved with videography and overall coordination of the effort.

The meeting was two hours. We spent 30 minutes on introductions and visioning for what this could turn into. Then the math and CTE leads quickly created a scenario with a specific content focus. The CTE lead provided the industry and names of good industry professionals. The math lead provided the content and outline for the problem. We then determined a good date/time for the “Create Module 1” portion of the process, which was five hours and included coffee and lunch.

Industry Professionals

That same day, the CTE lead began contacting the industry professionals. Luckily, the CTE lead knew the industry professional’s boss so they could participate and not lose pay for the day. Knowing we were going to videotape on-site, the CTE lead and coordinating manager began looking into permits and other requirements.

Create Module I

It is important to have all stakeholders at the table for this meeting, for this is where a simple plan turns into a vision and where interest turns into passion. It is critical that the teachers who create the curriculum lead the discussion. Thus it is imperative that at least one teacher is a trained leader. It is equally important to include organizations involved with funding and videography. They, too, need to catch the vision as it evolves. Arguably, the most important group is industry professionals. Only they have the authority to determine if curriculum is relevant. They will also most likely be the actors in the short film!

The meeting should be five hours and include lunch. The first hour needs to focus on community building through ice-breaker activities and in-depth introductions. This project will last several months. Without deep connections, there won't be enough energy to see the project through when our whirlwind lives pull us away.

In preparation for the meeting, the lead teacher should already have a content focus. Ideally, they will have some knowledge of the industry and have 2-3 suggested scenarios. This "straw hut" can be blown down or reinforced after it is presented to the group. The ensuing conversation is recursive. An idea will pop up, industry professionals will agree, disagree, or make suggestions. The idea will change. During this discourse, content and the scenario solidify. Spend time on this. We didn't and then spent the next two hours creating a curriculum outline that we had to throw out because we didn't effectively communicate during the development stage. With consensus around content and the scenario, take a small break. Grab some coffee. Come back

and facilitate a discussion between the industry professionals and the teachers concerning exactly what will be the content and the scenario.

At this point the gears shift. From this point forward, the goal is to create an outline for the problem. It is important that the lead teacher have good curriculum development experience for they will lead the discussion. They must simultaneously:

- Lead the creation of problem
- Weave in other standards
- Solicit participation from industry professionals (curriculum development is not their milieu but it is critical that the problem is real life)
- Begin outlining the video

The end product will most likely look like a complete mess on the whiteboard, but should make complete sense to everyone in the room. Take pictures! Record its creation! Then take a lunch break and further form community.

After lunch, rewrite the problem from beginning to end with clarity. This is the last chance to notice any red flags. For us, this was where we had to scratch our entire problem and start over! Don't be like us; spend the time initially to ensure common understanding. During this phase, the video also needs to be vetted. Create a storyboard of specific scenes. Create the stage, the language, and the tone for each scene.

To conclude the meeting, first determine next steps and deadlines:

- The videographer generates a formal storyboard/script and emails it to everyone

- The teachers create the problem and email it to everyone
- Set a date to video the scene. Everyone should be there to celebrate and provide suggestions throughout. This builds community for later projects!
- Teachers determine which High School Standards the problem meets
- Set a date for project completion
- Set a date for unveiling and celebrating the completion of the project

Create Module II

This is the beginning of the end of the process. The video is edited. The curriculum finishes being flushed out. In our process, we brought in a fellow college teacher who also taught high school, who added energy to the project

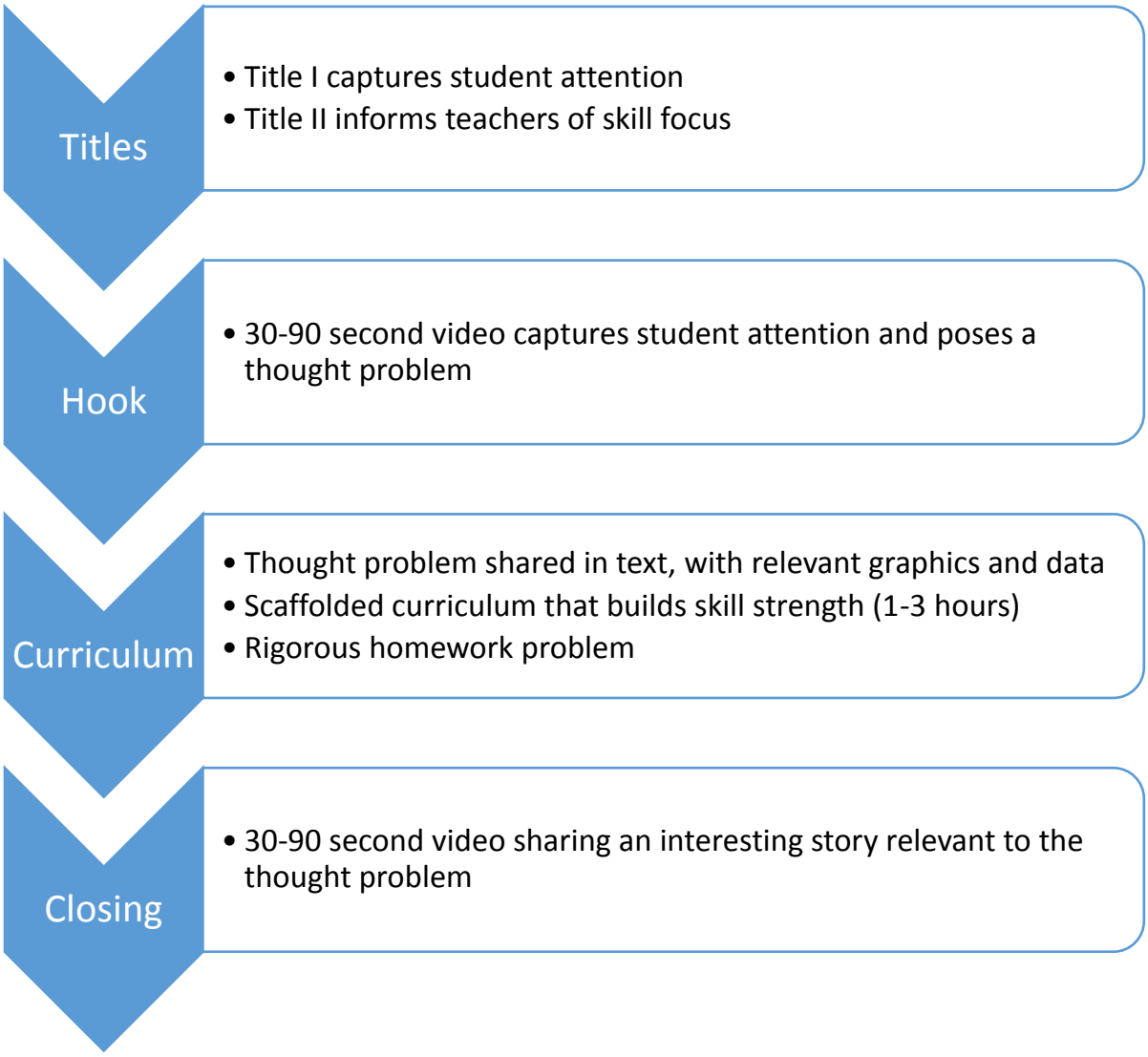
- Explained the pedagogy for the curriculum
- Wrote a warm-up and exit slip
- Created a survey for the students

The lead teacher coordinated through email and pulled all of the pieces together.

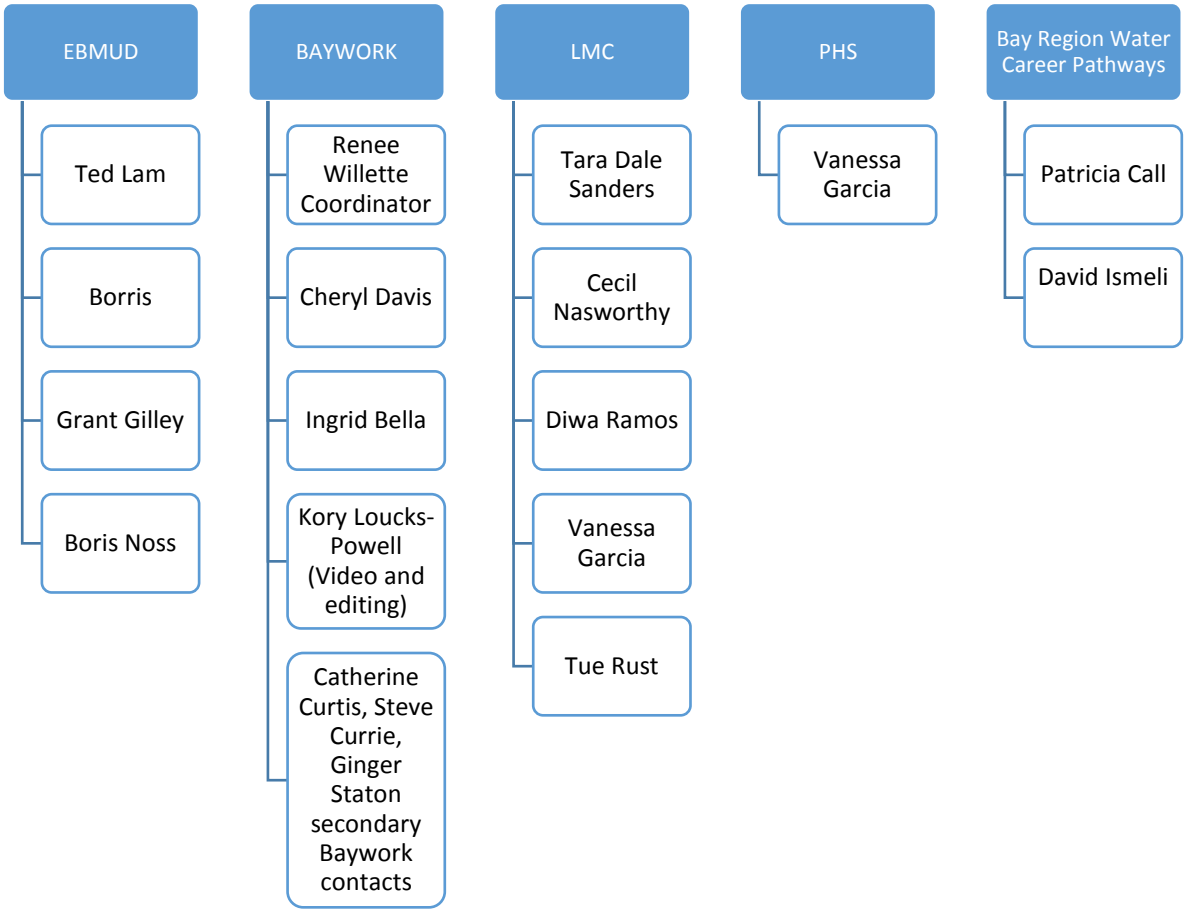
Share

The coordinator of the project organized a celebratory sharing, which served to unveil the problem, include new supporters and discuss next steps.

Creation of the Module



Organizational Chart



Timeline

Description	Estimated Deadline	Completed
Leads from Baywork and Educational Institution outline a plan for the project	November 12	November 12
Expand the group and flush out the plan	November 25	November 25
Determine initial industry professionals for a pilot	November 25	November 25
Baywork contacts industry partners	December 1	November 25
Partners agree to allow professionals to work on the pilot	December 8	November 25
Industry professionals and teachers outline a thought problem	January 30	January 26
Teachers create curriculum	March 27	April 6
Industry professionals and Baywork create the video	March 27	April 16
Baywork and teachers finalize the video and curriculum	April 17	May 27
Module is formatted	May 8	June 23
Share Out	May 15	June 24

LMC Instructor Estimated Hours for Curriculum-Related Activities

Activity	**Number of Hours**
Industry professionals and teachers outline a thought problem	2 hours/instructor
Follow-up meetings and preparation to gather relevant data and pictures for the thought problem	5 hours
Video Shoot	5 hours total
Design curriculum for Module I	30 hours total (possibly split between multiple teachers)
Design curriculum for Module II	10 hours