

# Vicksburg Community Schools Proposal Form with Guidance

Review VCS General Guidelines for Program Review and Proposal Development prior to completion of this form. Send completed *Proposal Form* and supporting documents to the Curriculum office by March 1<sup>st</sup>. This form will be used as your proposal cover sheet. Check each item as you edit or create your final draft.

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Title of Proposal: VHS Leadership Course

Proposal Author(s): Rachel King

Department and Curriculum Area: Elective

Building: Vicksburg High School

Committee Members:

❖ This proposal is for:

- Textbook and other teaching resources (*requires planned pilot process as part of the proposal request*)
- New courses or course revisions***
- Full program or curriculum area reviews
- Program or curriculum area modifications
- Supplemental Instructional/Intervention Resource

❖ Proposal Background & Overview – Write a narrative that includes:

- Relevant background/history.
- Problem or other basis for the proposal (i.e. student needs, etc.).
- Reasons for making the change.
- Targeted School Improvement Goals

❖ Complete Description of Proposed Change(s):

- List all major changes, components and/or strategies of the proposal.
- Give rationale for each change (base the rationale on research or best practice information).
- Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- Attach the current content expectations, course outline, and/or general syllabus.

❖ Implementation Plan

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- Itemize, in detail, all proposal costs.

❖ Anticipated/Expected Impact

- Explain the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

❖ Proposal Evaluation Plan and Student Achievement

- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.

*Surveys (of students and service beneficiaries)*

*Service hours*

*Implemented or designed project proposals*

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Dates of Anticipated Review and Action: DSISC 12/13 BOE 1/2020

Principal's Signature(s): 

*(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)*


Date Received: 12/16/19

Comments on proposal:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


RESPONSE:

- Need more information: \_\_\_\_\_
- Need to consult with:
  - the building principal(s) affected by this proposal
  - curriculum area chairperson
  - Other: \_\_\_\_\_

Proceed as outlined in the proposal

  
Director of Curriculum and Instruction

12/17/19  
Date

  
Director of Technology

12/18/19  
Date

## **Proposal Background & Overview:**

### Proposal History and Background

*Through the first year of our new service club, AIM Higher, students were able to see the value of service and understand the need for effective leadership to enact effective change. The skills they learn and the experiences they will have in the course will carry through all aspects of their lives, helping them both in and out of school. We currently do not have a course offering of this type. This course will provide the foundation for future service/leadership roles for our students after high school.*

#### **A. District Mission – what we do and why we exist**

*Our mission is to maximize the success and potential of each student.*

#### **B. District Vision – where we want to go; where we focus, is where we'll go**

*All students will graduate college and career ready.*

**Goal #7:** The district will provide all students (K-12) in Vicksburg Community Schools with the necessary knowledge and skills for success in a career of their choice and lifelong learning.

**Measurable Objective 7.1:** By June 2022, building and district staff will establish a plan for and implement instructional programming that addresses the career development needs of students at each grade level K-12 as measured by self-assessment using section 380.1280.377(2) of the MCL Revised School Code and the Michigan Career Development Model.

**Strategy 7.1.1:** Building and district personnel will make available opportunities for structured on-the-job learning that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability.

**Strategy 7.1.4:** Building and district personnel will provide opportunities for students in grades K-12 to discuss career interests, options, and preparations with a school counselor or other knowledgeable adult.

**Strategy 7.1.5:** Building and district personnel will provide students in grades 6 to 12 work-based learning activities that ensure those students make connections with workers or experts in a variety of fields.

**Strategy 7.1.6:** Building and district personnel will ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio.

## **Complete Description of Proposed Change(s):**

Major changes, components or strategies of proposal.

### Proposal Syllabus (draft)

*This course is an addition to our current course offerings. It will be a stand alone, one credit elective with no prerequisite course needed. Students will be given the opportunity to learn how to become effective leaders in their community, their country, and on a global scale. The focus of the leadership curriculum is leadership through service to others. We will be using the Peace Jam (Ambassadors) curriculum in addition to modules/lessons/activities from other leadership programs. VCS currently does not have a leadership program for any of its students.*

<i>Grade</i>	<i>New Textbook Title/Instructional Resource</i>	<i>Previous Textbook/Instructional Resource To Be Replaced</i>
<i>11/12</i>	<i>Peace Jam - Ambassadors Curriculum</i>	<i>X</i>

- *Peace Jam Standards*

## **Implementation Plan:**

### a. Implementation strategies

*The full year course will be offered as one section during the 2020-2021 school year. It will be an elective credit. Proposal will be given to the steering committee/school board in December.*

<b>Timeline</b>	<b>Action</b>	<b>Person(s) Responsible</b>
December, 2019	Share proposal with the DSISC for review	Adam Brush, Rachel King
January, 2020	Seek approval of the proposal at BOE meeting	Adam Brush, Rachel King
January, 2020	Submit course description to be included in course selection handbook (Red book?)	Rachel King
January/February 2020	Make students aware of the opportunity to take the course - <i>Presentation during tutorial (early January) to discuss the course</i>	Rachel King
January 2020	Determine and implement selection criteria should more students wish to enroll than there are slots available (current AIM Higher students should be prioritized)	Rachel King
February, 2020	Submit Materials Request for required materials to Curriculum Office	Rachel King
Fall 2020	Full year course begins;	Rachel King
Sept, 2020-June, 2021	Ongoing classroom assessment and feedback	Rachel King
December, 2020-February, 2021	Evaluate success/effectiveness of the course and plan for 2021-2022	Adam, Brush Rachel King
May, 2021	Surveys of Students and Service Beneficiaries Tally service hours for the year	Rachel King
May/June, 2021	Evaluate effectiveness of course and plan for any needed revision.	Adam Brush, Rachel King

### b. Proposal Costs

<b>Description</b>	<b>Number Needed/ Cost per Unit</b>	<b>Total Cost</b>	<b>Funding Source</b>
Materials <i>(add rows if needed)</i>			
Peace Jam Curriculum Materials - Teacher (yearly/site)	\$500	\$500	Curriculum Budget

Great Lakes Peace Jam Spring Conference	\$500	\$500	Student funded, AIM Higher Club funded, and/or grant funds
Class materials/supplies	TBD	\$500	Building Budget
Professional Learning/Summer Curriculum Work			
Other Costs			
<b>Total Costs</b>	<b>\$1500</b>		

**Anticipated/Expected Impact:**

Proposal outcomes

- *The new course will offer students the opportunity to explore their role in community and learn about service and leadership. Students will gain skills that will impact them both inside and outside of school, and will positively affect the way in which they problem solve after they leave high school. While this is a stand alone elective, its impacts are far-reaching. Effective leadership, positive team collaborations, service to others, research and data collection, community engagement, and project planning are key components of the course.*

**Proposal Evaluation Plan and Student Achievement:**

Evaluation and assessment

Action	Timeline	Person/ Team Responsible	Evaluation Reports
Classroom Assessments	Sept 2020 - June 2021	Rachel King	
Surveys of Students and Service Beneficiaries	May 2021	Rachel King	
Service Hours	Sept 2020 - June 2021	Rachel King	
Project Proposals - designed and/or implemented by students	June 2021	Rachel King / Adam Brush	

# Leadership Syllabus (Draft) 2019-2020

*This course will utilize the PeaceJam Curriculum. Leadership Curriculum and Current Events/Community Engagement will be embedded on a weekly basis. The PeaceJam Curriculum is meant to be implemented 1-2 days per week. On a weekly basis (one day each week), we will explore current events (local, national, global) as they relate to service and leadership, and we will learn about service organizations, the populations/geography they serve, and how they are organized.*

Getting Started with Service and Leadership - The course will use the following modules from Peace Jam and from Leadership Challenge:

## **5 MODULES OF PEACE JAM:**

- Alfred Nobel and the History of the Nobel Peace Prize
  - Spotlight on Laureates and their past/present work
- Exploring Identity and Difference
  - Embracing diversity and fostering inclusion
- Exploring Privilege and Power
- Exploring Peace and Violence
  - Peaceful mediation and problem solving
- Non-Violence and the Billion Acts of Peace

## **The Five Practices of Exemplary Leadership: Student Leadership Practices**

- Model the Way
  - Clarify Values
  - Set the Example
- Inspire a Shared Vision
  - Envision the Future
  - Enlist Others
- Challenge the Process
  - Search for Opportunities
  - Experiment and Take Risks
- Enable Others to Act
  - Foster Collaboration
  - Strengthen Others
- Encourage the Heart
  - Recognize Contributions
  - Celebrate Victories

## **Throughout the course students will:**

- Establish their Core Values and Mission Statement
- Define your community (personal, local, national, global)

# Leadership Syllabus (Draft) 2019-2020

Where do you fit within each community and how can you serve and/or take a leadership role?

- Learn Leadership skills – what makes an effective leader (Student Leadership Challenge Curriculum – 5 Aspects of Exemplary Leadership)
- Investigate Nobel Laureates – spotlight lessons / Global Leaders of positive change
- Gain Awareness of Current Events and Vulnerable Populations
- Become Community Advocates – how do we work toward impactful and sustainable change
- Investigate and Network with NGO/Humanitarian Organizations
- Design an Individual Service Project that aligns with their Personal Mission Statement
- Become Mentors to other students and/or community members to ensure sustainability

## GRADING:

- *Participation / Engagement*
- *Homework:* journaling, assignments/activities, workbook
- *Projects/Papers:*
  - Laureate Investigation and Presentation
  - NGO/Service Organization Investigation/Presentation
  - Service Project Proposal
  - Service Project Implementation and Reflection
- *Assessments*