

# Guidelines for the Vicksburg Community Schools Proposal Form

All Forms of Proposals are due by February 26, 2010

Use the Vicksburg Community Schools Proposal Form and the form outline as indicated. This form will be used as your cover sheet. Check each item as you edit or create your final draft.

• 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 students and District/Building/Curriculum Area 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 benchmarks/EPS, course outline, and/or general syllabus (models available upon request – contact curriculum office – VAB)

• Implementation Plan

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- \*Itemize, in detail, all proposal costs. Include 1<sup>st</sup> year costs and a budget to maintain the proposal after implementation. Include resource needed to support change. (texts, soft/hardware, consumables, substitute cost, training, equipment, personnel). Use resource expenditures worksheet to itemize all 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 (scope and sequence) and, strategies for coordinating with other departments/levels.

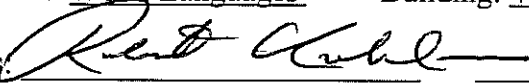
• Proposal Evaluation Plan and Student Achievement

- Explain the means of assessment & grading (semester project, term paper, objective-based tests, surveys, workshop feedback).
- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, district assessments), and how the evaluation will be reported.

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Name: World Language STAMP Proposal

Department and Curriculum Area: World Languages Building: VHS / VMS

Building Principals Signatures:  \_\_\_\_\_

Title of Proposal: STAMP Proposal Committee Chair: Kay Anderson

Committee Members: Audrey Pride, Jennifer Teall, Allison Lamers

Dates of Board Review and Action: \_\_\_\_\_

STAMP Proposal 2/15/2010

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## Proposal Background & Overview:

“Michigan students, like students throughout the United States, are living in and contributing to an increasingly diverse society and interdependent community of nations in the 21<sup>st</sup> century. To realize their personal, social, and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of contemporary education is to prepare all students for life in this new world. Because language and communication are at the heart of the human experience, the United States must equip students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students develop and maintain proficiency in English and in at least one other language.”

- World Language Standards and Benchmarks,  
Michigan Department of Education v.8.07

To that end, the Michigan Department of Education has mandated a two credit world language proficiency requirement for graduation. This proficiency requirement may be met in a variety of ways as detailed in the Michigan Department of Education Merit Curriculum Guidelines. The students who elect to pursue this requirement prior to high school must demonstrate minimum proficiency at the novice-mid level and this must be demonstrated through a formal assessment.

## Complete Description of Proposed Change(s):

After much research, the VCS World Languages Department would like to follow the recommendations of the Michigan Department of Education by adopting the STAndards-based Measurement of Proficiency (STAMP) Test. The STAMP test is a standardized web-based proficiency test created by the Avant Assessment Corporation in partnership with the Center for Applied Second Language Studies at the University of Oregon (CASLS). The STAMP test measures proficiency in the areas of reading, writing and speaking.

The STAMP test would replace the current VCS practice in which 8<sup>th</sup> graders must earn a score of 70% or better on the level one final exam in order to receive high school credit towards graduation. Students earning a STAMP rating of 2 (novice-mid) would earn one high school credit towards graduation and a student earning a STAMP rating of 3 (novice-high) would earn two high school credits towards graduation per the Michigan Merit Curriculum.

### STAMP Facts and Features

- Age appropriate for grades 7 through 16 (13-16 are college levels)
- Provides assessment in multiple languages (Spanish, French, German, Japanese, Italian and Chinese)
- Reading, Writing and Speaking
- Statistically validated, realia-based, textbook-independent and computer adaptive
- Externally scored with high levels of inter-rater reliability

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## Implementation Plan:

### Implementation Timeline:

- March, 2010 – Submit STAMP Proposal to the VCS Board of Education
- July, 2010 – order all STAMP materials except individual student tests which will be ordered in November and April just prior to the testing windows
- Summer, 2010 – STAMP Professional Development and Training
- Fall, 2010 – implementation of the STAMP Class Pak Program
- January, 2011 – administer baseline STAMP test to first semester 8<sup>th</sup> grade French and Spanish students
- June, 2011 – administer baseline STAMP test to second semester 8<sup>th</sup> grade French and Spanish students
- Summer, 2011 – STAMP data analysis to determine impact on instruction
- Test administered yearly thereafter as required by the Michigan Merit Curriculum.

### Projected Budget

#### **Annual Expenses:**

- Individual Student Tests  $\$17.50 \times 100$  students (estimate) = \$1,750.00
  - Service Plan (required)  $\$100.00 \times 1$  year = \$100.00
  - Class Pak (required)  $\$110.00$  per teacher  $\times 4$  teachers = \$440.00
- Total Annual Costs:  $\$2,290.00$**

#### **One-time Expenses (year one):**

- Headsets/ Microphones (for VMS) (required)  $\$25.00 \times 30$  headsets = \$750.00
  - STAMP Professional Development Basics (required)  $\$150.00 \times 1$  year = \$150.00
  - STAMP Custom Professional Development and Data Review Consulting  $\$150.00 \times 1 = \$150.00$
- Total One-Time Expenses Year One  $\$1,050.00$**

#### **One-time Expenses (year two):**

- \* Headsets / Microphones (for VHS)  $\$25.00 \times 30$  headsets = \$750.00
- Total One-Time Expenses Year Two  $\$750.00$**

## Anticipated/Expected Impact:

### **STAMP Benefits for Teachers and Programs**

- Provides clear, validated data demonstrating program effectiveness -- for progress-checking, program/standards review, curriculum/staff development, and instructional planning.
- Externally rated and validated scores presented in clear graphical results at individual and aggregated levels. Web-based reports allow teacher playback of oral responses and ability to review writing responses.
- Provides year-round instructional toolset with real-world examples for teachers to adapt and use in the classroom for activities and STAMP-like quizzes.

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- Longitudinal speaking and writing samples are accessible to teachers
- Reading scores available immediately. Writing/Speaking scores available within three weeks

### **STAMP Benefits for Students**

- Engages students in real-world language situations
- Clearly explains what each student can do with the language
- Reports provide nationally-normed feedback for potential goal setting (i.e. remediation and acceleration)

The STAMP test allows Vicksburg Community Schools to award world language credits based on *proficiency* data as required by the Michigan Department of Education.

### **Proposal Evaluation Plan and Student Achievement:**

By implementing the STAMP test in the 2010-2011 school year, the World Language Department will have baseline data which will then be used to adjust instruction as needed to ensure that middle school language students are performing at the state mandated novice-mid level to receive one credit (or the novice-high level to receive two credits) towards graduation.

The data provided by Avant Assessment will then allow VCS to continually monitor student learning and proficiency and compare VCS student progress to other language students across the nation.



VICKSBURG COMMUNITY SCHOOLS
SINGLE TEXTBOOK/ RESOURCE PROPOSAL FORM

1. Title of assessment tool recommended: STAMP TEST

Proposed for (class(es) or grade levels) 8-12

Publisher: Avant Assessment

a. Name/Phone number of company representative who was contacted:

Name: Sheila Bong Phone: (888) 718-7887

2. Textbook/Resource to be replaced/or updated: NONE

(Attach a copy of "Textbook and Resource - Inventory Deletion Form")

3. Total Cost of proposed textbook/resources \$4,090.00

(Attach a copy of the publisher's cost proposal)

A copy of the Vicksburg Community Schools Purchase Requisition form must be completed and attach.

Kay Anderson

Person Submitting Proposal

Principal/Administration Liaison

Superintendent