

New Program/Course Proposal Long Form for 2020-2021

Instructions: Completed Form must be submitted to the Teaching For Learning Department. All components must be completed electronically—only signatures and dates may be handwritten (in pen).

A. General Information

Submitted By: _____ Date: _____ Building: _____

1. Proposed Program/Course Title: _____
2. Grade Level(s): _____ Department: _____
3. This program/course is (check all that are applicable):
 - a. Semester Long Year Long
 - b. Elective Required
 - c. Letter Graded Pass/Fail
 - d. Other (please specify): _____
4. Give a brief description of the program/course content as it should appear in the Course Description Guide or Course Catalog: _____

B. Additional Information

1. Identify the needs being addressed by this program/course. How were the needs determined?
2. Explain how this program/course would meet the need(s) identified in the above question.
3. What are the overarching goals for this course?
4. What is the level of student interest?
5. How will you ensure that all students have equitable access to this program/course?
6. Describe the professional development/training necessary to implement this particular program/course.
7. Describe the communication plan for informing staff, students, and families about the new program/course.

C. Curriculum

1. What instructional materials do you propose to use? List all core and supplemental materials and text (with publisher and copyright) in the table below:

Title (with publisher and copyright)	Quantity	Select Core or Supplemental	Select District, Transfer, or Building

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Course Code(s): _____	WA Course Code: _____
	AP/IB/CIE Code: _____
Subject Area 1: _____	CIP Code: _____
Subject Area 2: _____	
Subject Area 3: _____	Tech Prep Yes or No (circle one)
Subject Area 4: _____	Direct Transcript Yes or No (circle one)
Subject Area 5: _____	

Core: Material that is core to the curriculum. If this is not a previously adopted text, you will need to complete a *Curriculum Materials Approval Form* for submission to the Instructional Materials Committee (IMC).

Supplemental: Supplementary material.

District: If you are requesting that the District purchase the materials, please complete and attach a *Textbook Purchase Request Form*.

Transfer: Check with your Librarian/Library Assistant if the materials already exist in District. If the materials will be transferred from another school, complete a *Textbook Transfer Request Form*.

Building: If your building will purchase the materials, please use choose Building Purchase.

2. For new instructional materials not yet approved by the district, please complete **Appendices A and B**.
3. What additional costs, initial or ongoing (such as professional development, copies, consumables, technology, etc.), do you anticipate in relation to this program/course and how will these costs be funded?
4. What, if any, pre-requisites exist for taking this course or entering this program?

D. Course Outline

1. Purpose
 - a. For Priority Standard Submission, check one of the following:
 - Using existing Priority Standards. Please attach the standards that will be used.
 - Creating Priority Standards specific to this course. If new Priority Standards are being created, the district process for creating standards must be followed and attached to this proposal using **Appendix C**.
 - b. What are the essential questions, enduring understandings, and broader purpose of this course?
2. Student Engagement

Briefly describe how the following will be addressed in instruction of this program/course.

 - a. Quality of questioning:
 - b. Student ownership of learning:
 - c. High cognitive demand:
 - d. Strategies that capitalize on the learning needs of students:
 - e. Expectation, support and opportunity for participation and meaning making:
3. Substance of student talk:

Curriculum and Pedagogy

 - a. Describe the professional learning that would be required to ensure teachers have strong pedagogical content knowledge applicable to this particular program/course.
 - b. Briefly outline a plan for how the following will be addressed in the instruction of this program/course.
 - i. Differentiated instruction:
 - ii. Scaffolding of the tasks:
 - iii. Gradual release of responsibility:
4. Assessment for Student Learning

Describe how assessment will be used to inform teaching and learning for this program/course, considering the following: student self-assessment and use of assessment data, demonstration of learning, formative assessment opportunities and collection systems, and teacher use of assessment data.
5. Classroom Environment and Culture

Describe classroom routines and rituals that will support student learning for this particular program/course.
6. Professional Collaboration and Communication

Outline collaboration plans specific to this program/course for work with colleagues and parents/families.
7. Complete the Curriculum Map for the course in **Appendix D**.

E. Program/Course Evaluation

1. Describe in detail the program evaluation process. How will you assess whether the course has achieved its stated goals? What data will you collect?
2. Please draft the evaluation questions you will use to assess the course at the end of the school year. The answers to these questions must be submitted at the end of the first year of implementation of the new course. You should have a minimum of three guiding questions.
 - a. Question 1:
 - b. Question 2:
 - c. Question 3:
 - d. Question 4:
 - e. Question 5:

F. Required Signatures

Signatures indicate recommendation for approval of the course. If recommendation is for denial of the course, please note that in the signature space.

Building Signatures Required from the Submitting School

1. Originator of Request (Required)
Name: _____
Signature: _____
Date: _____
2. Content Department Head (If applicable)
Name: _____
Signature: _____
Date: _____
3. Program Coordinator (If applicable)
Name: _____
Signature: _____

Date: _____

4. Principal (If originated at school level)

Name:

Signature: _____

Date: _____

Teaching for Learning Signatures

5. Content Facilitator (Required)

Name:

Signature: _____

Date: _____

6. TFL Director (Required)

Name:

Signature: _____

Date: _____

7. Executive Director of Scholar Learning,
Academic Programs, and Staff Development
(Required)

Name: Dr. Melissa Spencer

Signature: _____

Date: _____

8. Chief Academic Officer (Required)

Name: Marla Newton

Signature: _____

Date: _____

For TFL Department Use Only:

Final recommendation is for

Approval

Denial

9. Student Information Specialist (Required)

Name: Jennifer Potter

Signature: _____

Date: _____

Appendix A

Instructional Materials Purchase Request Evaluation Form for New Programs/Courses

General Instructions

1. For *each* title being requested, please complete the following tables.
2. At least two other titles must have been considered alongside the one chosen (total of three texts considered).
3. There will be one table completed for each requested title. If you need more tables, simply copy and paste an additional table into the document.

Title #1 Requested:

Title	Author	ISBN #

<i>Why is this text the best fit for the course? How does it align to the standards for the course and support instruction?</i>		
In the below cells, enter information about the three other titles that were considered for the course.		
Title	Author	ISBN #
1.		
2.		
3.		
<i>Why were these titles rejected?</i>		

Title #2 Requested:

Title	Author	ISBN #
<i>Why is this text the best fit for the course? How does it align to the standards for the course and support instruction?</i>		
In the below cells, enter information about the three other titles that were considered for the course.		
Title	Author	ISBN #
1.		
2.		
3.		
<i>Why were these titles rejected?</i>		

Title #3 Requested:

Title	Author	ISBN #
<i>Why is this text the best fit for the course? How does it align to the standards for the course and support instruction?</i>		
In the below cells, enter information about the three other titles that were considered for the course.		
Title	Author	ISBN #
1.		
2.		
3.		
<i>Why were these titles rejected?</i>		

Title #4 Requested:

Title	Author	ISBN #

<i>Why is this text the best fit for the course? How does it align to the standards for the course and support instruction?</i>		
In the below cells, enter information about the three other titles that were considered for the course.		
Title	Author	ISBN #
1.		
2.		
3.		
<i>Why were these titles rejected?</i>		

Title #5 Requested:

Title	Author	ISBN #
<i>Why is this text the best fit for the course? How does it align to the standards for the course and support instruction?</i>		
In the below cells, enter information about the three other titles that were considered for the course.		
Title	Author	ISBN #
1.		
2.		
3.		
<i>Why were these titles rejected?</i>		

Appendix B

Instructional Materials Purchase Request Form for New Programs/Courses

General Instructions

1. Check with your school librarian/library clerk to see if the requested textbooks or materials are available from within the school district system. If so, utilize the Instructional Materials Transfer request form and request a transfer of books.
2. If not available, complete the following form for submission with the Full Proposal Form.

Requested By: _____ Date: _____ Building: _____
 Email: _____ Phone: _____

Quantity	ISBN #	Title	Item Type	Unit Price <i>(For TFL Use)</i>	Total Cost <i>(For TFL Use)</i>

Requester's Signature: _____ Date: _____

Principal's Signature: _____

Date: _____

FOR TFL DEPT USE:

Received: _____

Approved _____

Denied _____

Notified _____

Ordered _____

Invoice Received _____

Process Completed _____

Appendix C

Priority Standards Submission Form for New Programs/Courses			
Proposed Course Title		Grade Level(s)	
School		Originator(s) of Course Proposal	
Priority Standard (In most cases should not exceed 15)	Link to PE/GLE or Program Standard #	Description	Gradebook Language (if different from Description)
Priority Standard 1			
Priority Standard 2			
Priority Standard 3			
Priority Standard 4			
Priority Standard 5			
Priority Standard 6			
Priority Standard 7			
Priority Standard 8			
Priority Standard 9			
Priority Standard 10			
Priority Standard 11			
Priority Standard 12			

Priority Standard 13			
Priority Standard 14			
Priority Standard 15			
Priority Standard 16			
Priority Standard 17			
Priority Standard 18			
Priority Standard 19			

Appendix D

Curriculum Map for New Programs/Courses

Please complete all portions of this form for the course. In addition, include any other frameworks or paperwork required for outside approval (for example, CTE, AVID, AP, IB, Cambridge, etc.).

Year At-a-Glance

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Essential Questions and Enduring Understandings				
Standards (Include number and descriptor)				
Benchmark and Summative Assessments				
Resources				

Pacing Guide and Unit or Module Outlines

Complete for all four Quarters. Add a new row for each additional unit within that Quarter.

Quarter 1	Essential Questions and Enduring Understandings	Standards (include descriptors)	Common Formative Assessments and Summative Assessments	Resources
Unit/Module 1				
Unit/Module 2				
Unit/Module 3				
Unit/Module 4				

Quarter 2	Essential Questions and Enduring Understandings	Standards (include descriptors)	Common Formative Assessments and Summative Assessments	Resources
Unit/Module 1				
Unit/Module 2				
Unit/Module 3				
Unit/Module 4				

Quarter 3	Essential Questions and Enduring Understandings	Standards (include descriptors)	Common Formative Assessments and Summative Assessments	Resources
Unit/Module 1				
Unit/Module 2				
Unit/Module 3				
Unit/Module 4				

Quarter 4	Essential Questions and Enduring Understandings	Standards (include descriptors)	Common Formative Assessments and Summative Assessments	Resources
Unit/Module 1				
Unit/Module 2				
Unit/Module 3				
Unit/Module 4				

Week-at-a-Glance Sample Lesson Plans

Complete as needed based on your weekly schedule (6-period day, 4x8 block, etc.) You must include at least three days' worth of lessons based on your schedule.

Unit or Module	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Purpose:</u> Priority Standards, Learning Targets, Success Criteria					
<u>Learning Activities:</u> Include specific strategies for SE, C&P, and CE&C					
<u>Assessment:</u> Include formative and summative assessments					

Sample Unit/Module Summative Assessment

Copy and paste here a sample summative assessment, clearly noting which Priority Standards are being assessed.

Appendix E

Letter of Support from Teaching for Learning Director/Coordinator for New Programs/Courses

To be used only for 2016-2017 Course Proposals in place of the Initial Proposal Form. As an alternative, an email of support can be attached in place of this letter.

To whom it may concern:

As Director/Coordinator of , I support the submission of a proposal for .

Name: .

Title: .

Signature: .