

The purpose of this application is to identify strategic initiatives that may require a waiver of district policy and/or state law. This form will allow applicants to clearly outline a challenge, their solution, and the expected outcomes of their proposal. Please answer the following questions clearly and completely with the support of your principal and fellow council members.

Value Added Flexibility Form

1. Select your school: **Centennial High School**

2. What is the title of the concept you are proposing?

Embedding Contemporary Issues in Education with Teaching as a Profession Practicum

3. Please indicate which policy or policies you are requesting waive. Click to access FCS Board Policies (<https://go.boarddocs.com/ga/fcss/Board.nsf/Public>). (Please note code and title. Example: JBD Attendance and Absences).

Seat Time

4. What need or challenge is your school facing? Describe the problem and how you became aware that it needed to be addressed.

There are many students who begin the pathway beyond their freshman and sophomore years, and they are not afforded the opportunity to become pathway completers. I became aware of the problem as I noticed the number of students who are juniors in the class and that they would not be able to be pathway completers, have the opportunity to sit for their End of Pathway Assessment, gain graduation seals, or more opportunities to be involved in Work-Based Learning opportunities.

5. What is your proposed solution to the need or challenge described above? Describe how a waiver to FCS policy would allow you to successfully address the identified need/challenges(s).

Getting this VAF would:

- A) Allow more students to complete pathways.**
- B) Allow two more semester options for electives.**
- C) Allow students to earn more credits in a shorter period which would lead to students being able to consistently stay on track for graduation.**
- D) Allow more students an opportunity for graduation seals.**
- E) Allow more opportunities for juniors to enter Teaching as a Profession pathway and complete it by graduation.**

F) Allow more students to take End of Pathway Assessments

G) Allow students to have more opportunities to take additional courses (AP, IB, Dual Enrollment, more pathway completions, etc.)

6. Why do you believe your value-added flexibility proposal will work? Include any research/evidence that leads you to believe that flexibility will accomplish the school's need.

We believe that this value-added flexibility proposal will work because merging these courses allows for a more integrated approach to teaching, where theoretical knowledge gained in Contemporary Issues can directly inform and enhance the practical experiences in the Teaching Practicum. This alignment supports a more complete educational experience, preparing students to tackle real-world challenges in education.

Studies show that integrated learning models improve student engagement and retention. For instance, research by the American Educational Research Association indicates that students perform better when they can apply theoretical concepts in practical settings. By merging these courses, we create opportunities for immediate application of contemporary issues in real teaching scenarios.

7. How does your proposal align with your school's strategic direction? Draw connections between the proposed solution and the needs of your school and/or community.

We believe that our proposal benefits our students and directly addresses our school's strategic direction and connects to the needs of our school and/or community by providing for:

A. Increased Efficiency:

Merging two courses can streamline the curriculum, reducing redundancy and allowing students to cover essential material in a shorter period.

B. Enhanced Learning Experience:

A combined course can foster a more integrated understanding of the subject matter, allowing students to see the connections between different topics and apply their learning in a cohesive way.

C. Flexibility in Scheduling:

The reduced seat time will allow students in the pathway more flexibility in managing their schedules, enabling them to add more opportunities to take additional courses (AP, IB, Dual Enrollment, more pathway completions, etc.). Thus, aligning with the district's strategic plan to ensure impactful programming.

D. Enhanced Practical Experience:

With the reduced seat time, students will have more opportunities to engage in hands-on, real-world learning experiences that better prepare them for college and future careers through Work-Based Learning.

8. What are the intended outcomes of this proposal? Discuss the improvements you expect by implementing this value-added flexibility.

The proposed seat time waiver allows both courses to move from 72 weeks to 36 weeks. The merger of "Teaching as a Profession Practicum" and "Contemporary Issues in Education" courses represent a strategic initiative to enhance educational efficiency and effectiveness. By aligning with current educational demands and leveraging existing resources, this waiver will provide a robust framework for developing skilled educators prepared to meet the challenges of today's classrooms. We believe this approach will lead to improved student outcomes, greater job readiness, and a strengthened educational workforce.

9. What steps will you take to implement your initiative? Include any resources, required training/professional development and/or additional implications associated with the proposal.

The steps for implementation will include an update to the school's course catalog, the development of a syllabus that shows the merged courses, the creation of a unit plan to include both courses, and a notification of the pathway change to the counselors.

The current curriculum and materials will be utilized. Therefore, no added resources will be needed. This VAF does not alter the job responsibilities of the teacher, and it does not incur any additional costs to the school or district. Therefore, no budgetary impact will be realized.

10. What data will you collect and analyze to measure the success of your initiative? Describe the qualitative (e.g., focus groups, observations, open responses, interviews, etc.) and/or quantitative (e.g., academic achievement, survey data, participation data, etc.) data you will collect to assess the effectiveness of your initiative?

Our CTAE Joint Advisory Committee agreed to the adoption of the proposal to merge the two courses. Each year, our numbers will increase for pathway completers in the Teaching as a Profession pathway, thus providing students with more opportunities to take additional courses in IB, AP, Dual Enrollment, Work-Based Learning, or other CTAE pathways. This data will be gathered from our completers and EOPA (End of Pathway) assessment lists and course scheduling.

11. What are the costs associated with your proposal? Describe any impact(s) to your budget.

There should be no impact on the school's budget.

12. What impact will your proposal have on day-to-day operations? Address any changes to human or capital resources (e.g., scheduling, employee responsibilities, existing processes, etc.).

Normal scheduling will take place. Both courses will be taught simultaneously, and the pacing guide will post like standards together. All standards for both courses will be taught and assessed.

13. What impact will your proposal have on district operations? Include any possible effects to human resources, academics, nutrition, scheduling, transportation, technology, facilities, budget services, etc.

There should be no impact on human resources, academics, nutrition, transportation, technology facilities or budget services. Scheduling will run as a regular process.