

WINOOSKI AND BURLINGTON: PARTNERING FOR CHANGE

Our Research Assumptionsⁱ

- Engagement is an essential precondition for learning.
- Learners can be meaningfully engaged through a personalized approach that treats each learner as capable of doing challenging academic work, that builds on their unique passions and interests, and that connects to real-world problems and opportunities.
- Today's youth thrive when they have a strong voice in learning that is ubiquitous and that takes place in an unbroken continuum of technology-rich, in-school and community-based settings.
- Learners facing the most significant barriers require substantial and differentiated support.
- The needs and outcomes of our most vulnerable learners are a bellwether of personalization, and should inform the design, implementation and evaluation of broad-based strategies.
- A well-supported, personalized, proficiency-based learning plan that achieves rigorous academic outcomes will promote engagement, life-long learning and success in college, career and community.
- To facilitate ubiquitous personalized learning, teachers and administrators need ongoing support for their own growth, development and learning.
- A bold, broad-scale proficiency-based and personalized approach to learning must be rooted in learning organizations that prioritize collaboration, inquiry, leadership and voice.
- Families play an essential role in helping youth succeed in high school and beyond.
- Community organizations play a critical intermediary role in connecting learners and schools to businesses, colleges, and other entities, in resourcing and sustaining these connections, and in measuring results.
- School improvement efforts have more staying power when parents and community members understand and support them. Community organizing strengthens school change and can connect schools and low-income communities to achieve a shared vision of success for each learner.

i See attached bibliography.