

WINOOSKI AND BURLINGTON: PARTNERING FOR CHANGE

The Transformation Academy: An Implementation Team in Action

The learning and change process of the Transformation Academy is both cyclical and expansive. Each year, members who are drawn from constituency groups delve deeply into common inquiry through Participatory Action Research. We present here one example of this cycle (see a complete list of groups and staged activities in Appendix C).

Form Implementation Team

- In winter and spring of 2012, the Dean of Transformation issues a solicitation for a Fellow to lead a transformation-based Personalized & Proficiency-Based Implementation Team (PPBIT).
- In collaboration with selected Fellows, the Dean issues an invitation to all constituency groups to nominate two members to each Implementation Team, yielding a PPBIT team of nine, made up of one Fellow, two teachers, two students, two parents and two community partners.

Develop Skills and Explore Issues

- In Summer 2012, all Implementation Teams gather at the Transformation Institute (a significantly expanded and enhanced version of the summer 2011 cross-district School Development Institute) to learn about PAR, student engagement, vulnerable populations, and technology-rich learning.
- The specific charge of the PPBIT is to identify examples of proficiency-based graduation requirements.

Conduct Participatory Action Research

- In fall and spring of 2012-13, with the support of Transformation Academy personnel, the PPBIT embarks upon PAR

Recommend Policies and Practices

- Draft of proficiency-based graduation requirements for BSD and WSD is established.

Identify Fellow and (Re)Form Implementation Team

- In Spring 2013, a new Fellow is identified to lead the PPBIT.
- In Summer 2013, the PPBIT participates in the second Transformation Institute, deepens its work with a focus on data-driven teaching, portfolio assessment and PLP implementation, setting the stage for fall/spring PAR on draft proficiencies.