

WINOOSKI AND BURLINGTON: PARTNERING FOR CHANGE

Educator Learning Opportunities through the Transformation Academy

The Transformation Academy is designed to deliver learning opportunities to adults and students engaged in transforming learning experiences for students in the Burlington and Winooski Schools. The plan below reflects initial conversations with key stakeholders and potential partners in higher education. It seeks to develop within the Academy learning opportunities for teachers and administrators as they work toward new leadership roles in a transformed system. An articulated agreement between the districts and higher education institutions may help to address educators' need for facilitated learning, resources, and access to graduate credit for career advancement.

Logistics

- Custom designed for Burlington and Winooski School Districts (large and small; partnership across districts)
- Leads to:
 1. Certificate in Select Focus Areas (15 credits)
 2. M.Ed. (30 credits)
 3. Certificate of Advanced Graduate Study (Master's plus 15 credits)
- Summer 2012 through 2015, 3-9 credits per teacher per year; rolling start
- Courses offered at special "grant and contracts" rate
- 5 teachers per year on fellowship as teachers-in-residence at the Academy.
- Pre-service teachers participate in Transformation Academy through the Teacher Development Program as interns; post licensure, they are placed in participating districts as long-term substitutes for teacher fellows and other teacher release opportunities

Model Details

- Use of Personalized Learning Plans as structure for teacher learning (modeling student learning)
- Intersects with Implementation Teams' work
- Courses taught on-site & scheduled around the needs of teacher participants
- Inquiry-based teacher learning
- Hybrid: mix of face-to-face, work embedded, pull out, online
- Path to teacher leadership through semester-long teacher fellowships and externships; opportunities to teach modules/courses, coordinating inquiry groups, other forms
- A "home base" monthly 2-3 hour Seminar during each school year, facilitated by a Program Director who also serves as advisor to teacher participants.
- Visits to other school and learning sites
- A 3-week Summer Institute; week one focuses on new models of teaching and learning; weeks two and three includes incoming 9th graders at a "lab school" for personalized teaching practices.
- Multi-district design offers networking opportunities, access to alternate models, sharing work, attending to local context while balancing it with outside influence and fresh ideas.

Focus Areas (order not implied)

Collaborative Inquiry and Research

- Critical Friends Groups and Professional Learning Communities

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- Inquiry-based teacher learning
- Participatory Action Research
- Data Driven Teaching
- Technology for Effective Inquiry

Student Engagement and Instruction

- Personalized Learning Plans: Individualized, engaging, student-centered
- Effective Teaming Practices
- Student Involvement in teacher learning and school change
- Technology for Student-centered teaching and learning

21st Century Curriculum and Assessment

- Personalized and Proficiency-Based Learning
- Student-Negotiated Curriculum
- Common Core
- Assessment (formative, summative, technology based, proficiency based)
- Technology and assessment

Learning about Learners

- Cultural Competence and Responsiveness
- Student-Centered Learning related to New Americans/ELL, low SES, special needs
- Brain-Based Learning
- Technology and the contemporary adolescent
- Transition planning into and out of high school
- Post-secondary aspirations and trajectories

Organizational Change

- History of secondary school reform (Sizer, Coalition of Essential Schools, Gates initiative, Annenberg Challenge, etc.)
- Systems thinking and change models
- Youth Involvement and Partnering for Change
- Colleague Coaching & Facilitative Leadership (Coaching skills adapted to teacher leader roles; peer observation training and mentoring skills to support new teachers)
- International perspectives on secondary school reform

Family and Community Engagement

- Partnering for School Engagement
- Community partners as alternative classrooms
- Family Involvement
- Service Learning
- Place-based Education

Teacher Renewal

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- Wellness/Taking care of oneself
- Optional Courage to Teach retreat cycle