Woober School is guided by our Purpose, Promise, and Beliefs, which represent the natural evolution of the school's mission since our founder, Reverend Aaron Coburn, charged us with preparing our students to be "gentle, generous, truthful, kind, and brave." These commitments remind us that as a school community we must learn from the past, embrace the present, and look to the future as we prepare our graduates for college and lives of purpose in a world of increasing complexity and change.

Our Purpose
Our purpose is to prepare young people for fulfillment, happiness, and success in life through the rigorous and healthy development of intellect, conscience, body, and spirit.

Our Promise
The Woober School community fosters a culture rich in thinking, learning, relationships, and Self-Help. Our students develop the skills, dispositions, and knowledge necessary to confidently and resiliently engage the world as people of conscience, compassion, and action.

UNIQUELY WOOSTER
Making Thinking and Learning Visible. The latest research on how the brain, behavior, and emotions influence learning and identity development forms the basis of the daily Woober learning environment for both faculty and students. Our focus is on helping students thoughtfully shape skills, dispositions, and knowledge into a design for success and fulfillment in college and life.

SELF-HELP
A concept that has been fundamental to Woober's relationship-based ethos since its founding, Self-Help means that community members must be empathetic and communicate clearly while taking responsibility for themselves, their actions, and the physical environment. The community, in turn, supports all of its members with reason and compassion. Self-help is not a program, it is a community ethos. One manifestation of Self-Help is our Jobs Program in which students are members of teams which look to make a difference in the areas of Equity and Justice, Social Impact, sustainability, communications, student life, and the cleaning and maintaining of the physical environment of the campus. All seniors at Woober have roles leading and managing underclassmen in this work.

SENIOR INDEPENDENT STUDY (SIS)
SIS is Woober's most extensive and intensive program in experiential learning. All seniors engage in a field of particular interest off campus during the final six weeks of senior year. Students are required to keep journals, write reflections, discuss their projects with faculty advisors, and present their projects to the Woober community. This experience helps students consider new directions in future study and helps others explore potential career paths or individual interests.

Advanced Curriculum: Deep Learning Initiative
Deep Learning Initiative (DLI) courses are Woober's most intellectually rigorous. Utilizing the tutorial method of learning pioneered at University of Oxford, DLI courses place heavy emphasis on research, writing, independent inquiry, and collaborative thinking. DLI courses require students to demonstrate important dispositions such as imagination, creativity, and perseverance in the pursuit of sophisticated, original, and independent thinking. While delving deeper in pursuit of more nuanced meaning, students are building on skills that are essential to learners in college, the workplace, and in life -- reading/observing/listening for understanding, researching, identifying problems, questioning, reflecting, writing, and collaboration.

Deep Learning Initiative: Quick Facts
Our most rigorous courses are marked “DLI” on our transcripts for Deep Learning Initiative.
• DLI courses replaced Advanced Placement classes starting in the 2016-17 school year.
• DLI courses are offered to students starting in their sophomore year.
• We offer 17 DLI courses: 2 Arts; 3 English; 2 History; 4 Math; 4 Science; 1 World Language; 1 Music.
**Student Guidance and Learning Behaviors**

**Student Guidance Program**

The Student Guidance Program in Wooster’s Upper School aims to develop students’ social, emotional, and ethical literacy, self-reflection, and understanding of relationships and well-being. It is designed to help students navigate life pathway options and key transitions with an emphasis on self-awareness and wellness, including in the college search process. The program is committed to helping students become responsible members of a safe, healthy, and just learning and living environment here at Wooster, in college, and beyond.

**Learning Behaviors**

Wooster has begun the process of incorporating learning about and assessing key Learning Behaviors: time-maximization, collaboration, agency, reflection, and perseverance, into each class in which students are enrolled. Emphasis on reflection about learning, meta-cognition, and good habits continues to be an area of emphasis for students across our curriculum and a part of our mission of best preparing students for college.

**Student Learning Support Programs**

**The Bridge Program**

The Bridge Program provides comprehensive, integrated support services for high achieving neurodiverse learners who have the same arts, athletics, and service requirements as all other Wooster students. The 11th and 12th grade segment of the program is intentionally designed to teach students how to utilize the skills they’ve developed in their early experiences in the program and to practice them, independently, in order to prepare for college and beyond.

**Pathways Program**

The Pathways Program is a grades 9 and 10 program at Wooster School, which focuses on the development of executive functioning skills. Pathways enables students to grow into independent lifelong learners by focusing on the foundational pillars of organization, self-awareness, and adaptability.