

Design Guide

Toolkit for Building Multi-Located Schools

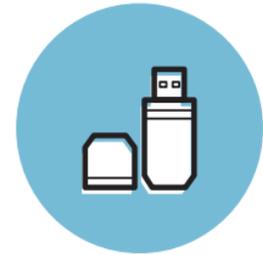
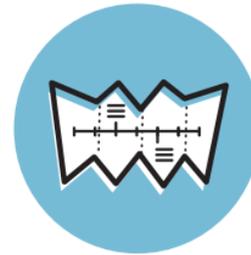
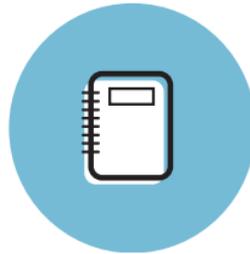


This document is the outcome of a participatory design project undertaken by the Office of Innovation (iZone) at the New York City Department of Education, in partnership with Parsons Design for Social Innovation and Sustainability (DESIS) Lab.

For more information, please visit:

www.izonenyc.org
www.newschool.edu/desis
nyc.pubcollab.org

Physical tools and materials are included to aid in the use of this guide, and the accompanying flash drive contains a digital version of the guide that may be edited, amended, or reproduced as needed.



Design Guide

Toolkit for Building Multi-Located Schools

How might we create a school that allows students to engage with the city as a customizable network for learning?



Welcome to the iZone Academy Design Guide: A Toolkit for Building Multi-Located Schools!

Most schools sit within the confines of a brick-and-mortar building, bringing students and content together in one place to shape learning experiences with standardized pace and schedules. iZone Academy proposes an alternate format, one that allows students to engage with the city as a customizable network for learning. Through the iZone Academy format, students are able to immerse themselves in professional environments, study in shared work spaces, and learn in scenarios that deliver the richness of a city such as New York.

A multi-located, urban school format makes possible countless learning opportunities, and with these opportunities come challenges. This design guide and accompanying toolkit were assembled to help build schools that capitalize on these newly available opportunities while addressing the challenges that arise in doing so. While the specific context and structures of iZone Academy were the focus of the research that went into creating this document, many of the included guidelines could be applicable to the design of other, similar schools.

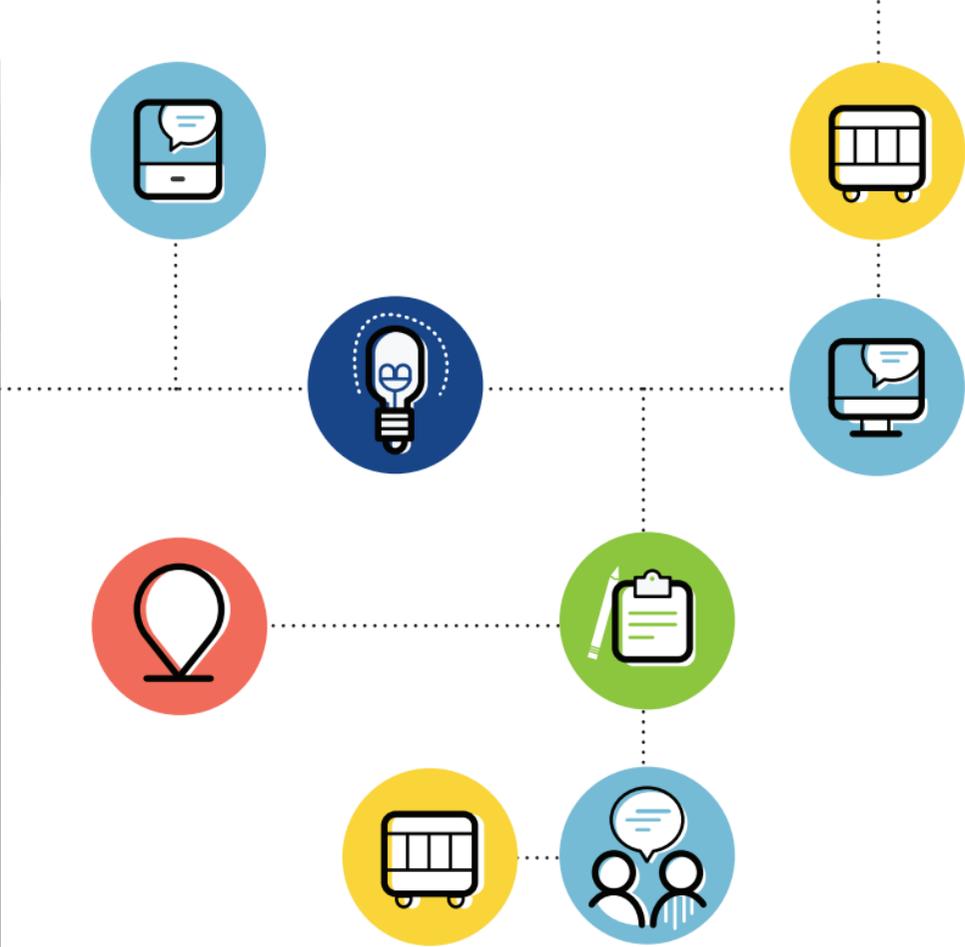


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Overview: The Five Pillars

The iZone Academy format is built around five pillars for personalized education. These pillars should be used to triangulate strategies for school development.

As the iZone Academy program is developed and rolled out, the pillars may be amplified or de-emphasized according to the judgement of the stakeholders involved.



Multi-Located

Students learn in numerous sites that offer different learning experiences



Partnerships

Students learn through connections to businesses, governments, and cultural communities



Asynchronous

Students learn at their own pace



Blended Learning

Students use a combination of in-person and online learning methods



Real World Learning

Students learn in contexts of applied knowledge and skills

The following recommendations, frameworks, and tools are the results of a design-research process, involving engagements with students, parents, teachers, school leaders, iZone employees, education experts and researchers. Although this was a design-led process, its results do not constitute a finished design. They are simply informed guidelines for the true designers of iZone Academy: the people who will ultimately populate and animate the school (or similar schools) with their decisions, preparations, and interactions.



Using This Guide

This guide is for anyone involved in the design and implementation of a multi-located, multimodal, educational program like iZone Academy. It may be most useful in the hands of faculty and administrators, but it could also help to facilitate discussion and decision making with partners, students, and families.

The primary focus is iZone Academy's designable infrastructures and socio-technical systems, not its pedagogical philosophy or educational policies. Questions about what and how to teach and learn are left to the educators and students who are the real experts in these areas.

The aim of this guide is not to make claims about the value of iZone Academy's innovative format or unconventional offerings but to suggest how these elements may best work together. It serves as a frame of reference for thinking about how iZone Academy operates differently than other high schools.

The recommendations and principles in the guide are also intended to be adapted and amended as specific situations arise and more is learned through implementation. The accompanying flash drive includes blank templates and editable documents that can be modified and printed as needed.

Numerous tools have also been provided to aid in the development and implementation of specific iZone Academy processes and programs. Some of these tools are simply printed visualizations and some are stand-alone artifacts, but each is referenced and explained in its corresponding section of the guide.

Finally, all of the components of this guide and toolkit are contained within a compact carrying case, designed to fit easily into a backpack or bookbag. Rather than being read once and left on a shelf, these are intended to be highly portable and readily accessible reference materials for students and faculty on the go.

Links

Links are found throughout the guide to help bridge connections between related material. When further information on a topic is available elsewhere in the guide, readers are prompted to visit another section, indicated by one of the corresponding icons below.



**Academic
Planning**



Partnering



**Information
Sharing**



**Community
Building**



Placemaking



**Moving and
Eating**



Tips

Tips are also found throughout the guide and add actionable insights, implementation strategies, and suggestions for the use of tools. They appear in light blue sidebars like this one and are accompanied by a dark blue icon like the one above.



Academic Planning

Learning, Advising, Preparing, and Scheduling

iZone Academy invites students to explore learning opportunities not found within a single school building, standardized schedule, or conventional curriculum. Students are encouraged to structure their own, personalized educational experiences through new forms of academic planning driven by students' interests, responsive to their needs, and adequately preparing them for the future. The following design principles, frameworks, ideas, and tools are recommendations to guide teachers, administrators, students and their families, in planning for all the new opportunities offered by iZone Academy.



Personalized Learning

iZone Academy is designed to give students choices about what and how they learn and to encourage them to become stewards of their own education. However, giving students more choices, does not mean giving them less guidance.

Giving students a greater stake in their own learning, without exposing them to responsibilities they are not ready for, requires academic advisers to strike a different balance for every student. But there are some simple strategies that may be useful to consider in most cases.

Communicate choices with constraints

Personalized learning does not mean that students do whatever they want, whenever they want. That much freedom is rarely productive—for high-schoolers or anyone else. This is why it is important to put students' academic choices in context with their goals.

Consider first asking them about their academic or professional goals, then outlining the milestones and requirements they will face in pursuing such goals, and finally discussing the different possible paths they could take to get to where they want to go.

More often than not, the question facing students is not whether they have to do something, but how they should go about doing it. Students should be encouraged to consider all the alternative pathways available to them at iZone Academy. For example:

Are you more comfortable taking Spanish online, so you can move at your own pace?

Do you prefer to satisfy your algebra credits through a real-world learning project?

Are you more motivated to study for the Regents in collaborative group of your peers?

Plan to plan regularly; then act accordingly

Personalized learning also should not leave students wondering what to be doing from one moment to the next. They should have choices up front, but not be forced to choose all the time. It should be made clear to them when it is time to stop, consider, and plan, versus when it is time to go, do, and follow through.

Ideally, students will be engaged in regular academic planning sessions, the frequency of which could reflect the timeframe the students are planning for. Long-term planning meetings might be a few times a year, while short-term planning meetings might be a few times a week, but both types of meeting should be scheduled regularly, so that students know when to expect them.

Not unlike college students, who create their own schedules and then follow them, iZone Academy students should expect to be engaged in academic planning at key moments (e.g. at the beginning of a semester, module, or project), but then be expected to execute those plans to the best of their ability (with academic advising, but not directional planning, along the way).

Make it real to get a commitment

Recognize that some students plan differently than others, and how they articulate their plans will affect how well they follow them. When it doesn't come naturally, it may help to present students with a range of strategies and formats for making plans.

A mental list may be enough for some students to know what they need to do, while others will benefit from visualizing their plans on a calendar or diagram (for an example, see the Student Journey Canvasses included in this Design Guide).

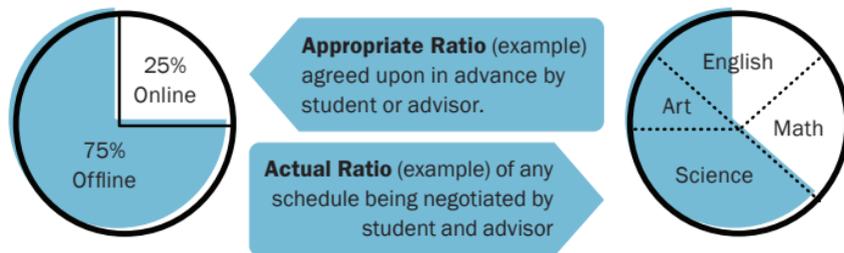
Asking students to make their plans public (to peers, parents, blog followers, Facebook friends, etc.) or to join a group of students with similar plans, can give them a sense that others are paying attention, expecting, and supporting them to follow through.

Recognize when less is more

Remember that having some choices can be liberating and empowering, but having too many can be disorienting, even paralyzing. Try to help students make a few basic decisions, as a framework for narrowing all the academic options available to them.

Blended Learning

Technology enables many of the opportunities that iZone Academy makes available to students. But the accessibility and flexibility of online courses and digital communications should not eclipse the educational and social value of real-world experiences and in-person interactions. The appropriate balance of online and offline activities may be different for every student, but simple visual tools could help to find the right ratio:



Asynchronous Learning

Providing a truly personalized education that prioritizes students' unique needs and abilities over standardized calendars or curricula, requires iZone Academy to recognize that students learn at different speeds and to support their progress at any pace. However, successfully accommodating this kind of asynchronous learning means anticipating and negotiating potentially challenging scheduling situations.

Synchronizing Asynchronous Learning

Although students' overall academic progress may not be measured by time, their short- and long-term schedules will include commitments that begin and end at different times. Advisers should work with students to plan for gaps and overlaps between synchronous and asynchronous courses, projects, and professional experiences, so that they know what to do if one activity ends before or after another begins.



See “Information Sharing” for more about the use of information technology at iZone Academy.



Ongoing Projects and Onboarding Students

One way to offer semi-synchronous courses that conform to students asynchronous learning plans is to build them around ongoing projects that students can contribute to at any time. As they come onboard, students could study the history and context of the project, then learn any skills or methods they need to participate in the project, and finally start on whatever the current work of the project is at the time.

Building Cycles In and Between Courses

Preparing academic materials in cycles or modules that students can pick up, put down, and pursue at different times than their classmates, could also allow for scheduled courses to have rolling starts and finishes. Similarly, preparing take-home exam “packets,” and treating tests as flexible activities rather than fixed moments, could help otherwise synchronous events to operate as asynchronous opportunities.

Independent Studies and Individual Time

Inviting students to design their own courses or independent studies could encourage them to maximize their time by pursuing their interests. Educational lectures, exhibits, or conferences may also be worthwhile short-term learning opportunities, but long periods of unscheduled or unaccompanied activities are less advisable, unless a strong argument is made for their academic or social value for a given student (such as in the case of a well-planned senior project).

Time Shifting Strategies

Other strategies for accommodating asynchronous learning include simply reorienting activities or redistributing time. Students might start or finish some courses (online or in-person) outside of the official school year. They might also arrange check-in calls or email updates when in-person appointments are inconvenient or impossible to schedule.

Real World Learning

Real world projects are not extracurricular activities at iZone Academy. They are one of the Academy's core academic offerings and one of several modes of learning that students may engage in, depending on what they need to learn and how they learn best.

Whether conducted in a classroom, online, or at a partner location (or all of the above), projects which expose students to situations and scenarios with real-world constraints, opportunities, and implications, have the potential to deliver academic knowledge and "soft skills" that are truly relevant to students' current interests and future ambitions.

The following framework is intended to help evaluate how potential real-world projects could translate into an academic context. Some real-world projects may make better learning opportunities than others, and some students may be more suited to them than others.





Set realistic expectations for real-world-learning projects. These projects may be more beneficial when undertaken in conjunction with more traditional learning opportunities.

Potential Project Example

NYC On Demand: Developing a Mobile App for NYC's 311 Service

Real World

Participants Who is typically involved in this?

1. *User Experience Designer(s)*
2. *Software Developer(s)*
3. *Product Manager(s)*

Responsibilities What do they normally do?

1. *User research, concept development, wire-framing*
2. *Digital prototyping, mobile development, user testing*
3. *Project management, budgeting, client relations*

Capacities What skills and knowledge do they have?

1. *Ethnography, empathy, visualization, copy writing*
2. *Programming, multi-variable equations, facilitation*
3. *Leadership, collaboration, finance, presentations*

Timeframe How long does this usually take?

It depends, but usually a year or more...

Academic Requirements What needs to be done?

Academic Credits What can this product really do?

Academic Viability Is this a good real-world project?

Student World

Participants Who will really be involved in this?

1. Students (7 juniors and seniors)
2. Teacher (1 English- and math-certified)
3. Partners (1 programmer and 1 City official)

Responsibilities What roles will they play?

1. UX designers, software developers, product managers
2. (Shifting) lecturer, academic adviser, partner liaison
3. Thought partner, technical advisor, customer/client

Capacities What skills and knowledge will they learn?

- ~ Design: qualitative research, digital imaging, prototyping
- ~ English: creative and persuasive writing, public speaking
- ~ Mathematics: multi-variable equations, basic statistics

Timeframe How long can actually be spent on this?

An academic year (three ten-week modules)

Math (algebra)	ELA regents prep	Arts elective
Yes	No, not really	Yes

Yes, for self-directed students, strong in English and math



Some of the skills and knowledge acquired through real-world learning may not be easily measured or described. Standardized test preparation may be better addressed separately.

Professional Experiences

Professional experiences are not limited to “internships” at iZone Academy. They may take a number of different forms, including internships and apprenticeships, but also business visits, workplace shadowing, and specialized projects and real-world coursework developed in cooperation with professional partners.

Depending on what form they take, professional experiences may or may not count as credit-granting coursework, but they should not necessarily constitute extra requirements for students to fulfill in addition to their core academic coursework. Ideally, these experiences would be naturally integrated into the individualized learning plans developed by every student.



See “Partnering” section for more about planning for successful professional experiences.

Qualities of a Quality Experience (FRAME)

Whatever their form, the professional experiences available to iZone Academy students should all share certain functional qualities:

Flexibility Students plan to work when & where needed (versus just showing up)

Relevance Well suited to students’ diverse needs, interests, and abilities

Authenticity Students make meaningful contributions (versus just making coffee)

Maturity Students respected as colleagues, and expected to respect colleagues in kind

Evaluation Tied to specific, demonstrable, and verifiable learning outcomes

Cultivating A Culture of Professionalism

These experiences contribute not only to the substance and relevance of what students are learning, but also to the culture of professionalism that is key to students' success at iZone Academy. Professionalism means more than students knowing how to dress or behave in an office environment; it also means taking themselves and their work seriously, respecting their peers and collaborators, and understanding how to give and seek help when needed.

Gradual Transfer of Responsibility

This professional culture is built upon the basic observation that students act more like adults when treated like adults. However, it is important to remember that teenagers are not adults, nor should they necessarily be expected to act like adults upon entering high school. Gradual exposure to increasing levels of professional responsibility will allow them time to adapt to new expectations and take advantage of new real-world situations.



An iZone Academy teacher may initially be present to mediate a professional experience (or lead individual debriefs and group check-ins), and then gradually, as much independence and autonomy may be granted to students as is warranted.

Responsibility and Time Scale for Student Academic Projects



Just as classroom activities should be structured in a sequence that makes them accessible and engaging to students, professional experiences should occur in a meaningful progression that allows students to acclimate to them and build confidence. Students that are successful in simple, low-risk situations should be able to move on to more complex endeavors and substantial responsibilities. Students should also be supported by an adviser throughout these experiences but otherwise trusted to act professionally unless they demonstrate a reason not to.

Academic Advising

In addition to helping craft plans for their own education, iZone Academy students should have help negotiating challenges that arise in executing their plans. They should feel welcomed, invited, and encouraged to seek advising at any time, and there should be different channels through which they can find the support they need in different situations through teachers, leaders, partners and peers (see descriptions to the right).

Social, personal, or behavioral issues, which result in problems among students, and which could call for “disciplinary measures,” should ideally be first addressed as advising issues. iZone faculty may not be present to monitor students in every situation, so they should be trusted to act appropriately unless this trust is broken. Advisers should work with students to resolve any problems that arise, rather than simply imposing punitive measures that could compromise trust.

Teachers

A dedicated source of support for students, particularly for academic coaching and tutoring, but also for issues related to professional experiences, as well as college and career counseling

Leaders

Also serving in multiple capacities (i.e. administrator and adviser), helping students navigate bureaucratic and logistical issues, as well as larger academic decisions and behavioral situations

Counselors

Required staff at any New York City school, but perhaps serving in a more collaborative role (i.e. sharing duties with teachers and leaders) and mostly focused on students’ college and career planning needs

Partners

Designated point person(s) for student’s questions and concerns about projects and protocols in specific professional environments and partner locations

Peers

Both an informal network and organized cohorts, project teams, and support groups for sharing experiences, building community, and fostering a sense of belonging

Academic Assessment

Assessing students' progress at iZone Academy requires a system that is both adaptable to and consistent across a wide range of academic offerings.

A mastery-based system that incorporates Common Core standards (as well as self-assessment opportunities) and accommodates national and state testing schedules may be the best way to assure that students are able to progress at their own pace and still meet academic goals and milestones.

Maintaining shared language about learning outcomes, while allowing teachers to craft their own evaluation rubrics, may also ensure that students are evaluated consistently across a diverse range of academic activities and personalized learning experiences.

The Young Women's Leadership School (TYWLS) of Queens, New York has used a mastery-based, Common-Core aligned, system of shared outcomes (a.k.a. "shoutcomes!") that could be seen as framework for iZone Academy's academic assessment system.

TYWLS "Shoutcomes"

Discern View, read, and listen with focused attention to what matters.

Conclude Infer meanings, analyze information and develop valid ideas based on evidence and analysis.

Communicate Make ideas and information understood, mindful of audience, purpose, and setting.

Argue Build a case for and defend conclusions reached, based in sound logic and valid evidence.

Be precise Accurately represent solutions, ideas, and language.

Collaborate Work effectively with others to achieve common goals.

Plan Make deliberate plans, reflect, and persevere to achieve goals.

Create Produce or develop a product for expression.

Innovate Develop new and helpful ways of looking at opportunities, challenges, and problems.

Investigate Ask and refine a researchable question, design a valid experiment or inquiry and gather appropriate info to complete the inquiry.

Stating common learning outcomes such as these, as high-level

expectations for mastery of any subject matter, and using this same language consistently across different offerings, should provide a foundation for equitable academic assessment.

Inviting teachers and instructional partners to write their own rubrics to be satisfied within these larger requirements, should allow for an assessment system that is adaptable enough to accommodate many different modes of teaching and learning.

The following framework provides an example of how several of the TWYLS learning outcomes might be adapted as the basis for a project-based course at iZone Academy:



Incorporating this assessment system into an online dashboard or utilizing existing software with similar functionality could allow students to track their academic progress in real time and help them to effectively manage their time and efforts.

Assessment Example

COURSE: NYC On Demand - Mobile App Development

STUDENT: Yvonne B.

[Each point below presents an opportunity for advising.]

	Progress	Mastery
Shared Outcome 1: Conclude	100%	Exceeded
Course Rubric 1.1 Understand user needs based on observation	100%	Exceeded
Course Rubric 1.2 Identify opportunities for useful innovation	100%	Exceeded
Course Rubric 1.3 Link design features to observed user needs	100%	Met
Shared Outcome 2: Communicate	75%	Not Yet
Course Rubric 2.1 Presentation of insights from user research	100%	Exceeded
Course Rubric 2.2 New app development project proposal	100%	Met
Course Rubric 2.3 App instructions and marketing materials	25%	Not Yet
Shared Outcome 3: Plan	95%	Met
Course Rubric 3.1 Schedule and attend regular design meetings	85%	Not Yet
Course Rubric 3.2 Outline development timeline and workflows	100%	Met
Course Rubric 3.3 Draft development budget and business plan	100%	Met
Shared Outcome 4: Innovate	80%	Not Yet
Course Rubric 4.1 Reframe challenges as design opportunities	100%	Exceeded
Course Rubric 4.2 Investigate precedents and competing ideas	100%	Met
Course Rubric 4.3 Deliver novel solution to a persistent problem	40%	Not Yet
Shared Outcome 5: Collaborate	85%	Not Yet
Course Rubric 5.1 Support the efforts and ideas of teammates	90%	Not Yet
Course Rubric 5.2 Identify and fulfill individual responsibilities	90%	Not Yet
Course Rubric 5.3 Give credit and be accountable to others	75%	Not Yet

Course Planning and Prep

This section of the guide offer strategies teachers can use to manage the intersecting requirements of teaching in a highly personalized and multi-located school like iZone Academy. Here are just a few:

Search for symbiotic subjects

Co-teaching a cross-listed course or co-leading an interdisciplinary project could allow faculty to share the work of preparing a single offering that satisfies multiple (or at least different) academic requirements.

Different paths to same place

Preparing projects that allow students to assume different roles or follow different pathways through the same (or similar) material, could preserve student choice while maintaining teachers' planning efficiency.

Inspire student independence

Encouraging students who have demonstrated readiness to design independent studies that suit their interests and satisfy necessary requirements could add options without adding to teachers' workload.

Promote peer-to-peer support

Encouraging students who have demonstrated mastery to offer instruction, tutoring, or practical support to other students could promote camaraderie, reinforce subject matter, and build student confidence.

Pull in your outside interests

Inviting teachers to incorporate their personal passions into curriculum development could expand the range of activities they are able to offer within their certified subject areas. See the tool below for more.

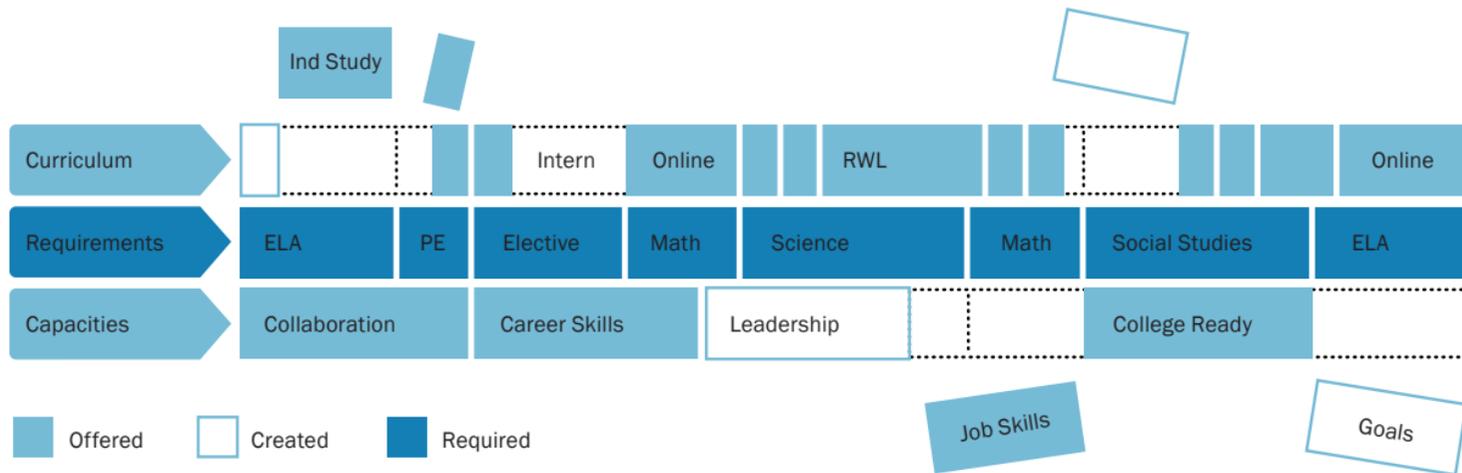


See "Placemaking" for more on preparing spaces and materials for teaching in different situations.

Curriculum Mapping

Although they have to satisfy the same academic requirements as any other high school student, iZone Academy students do not have to follow a prescribed pathway to graduation. Mapping curricula should be a collaborative and evolving process, in which students work closely with their advisers to configure and create educational experiences that suit their immediate needs and long-term goals.

To illustrate this process, academic requirements, and curricular options could be represented as rows of blocks that can be divided, combined, and arranged to fit personalized learning plans. Students might suggest new courses or create their own projects to add experiences they need or want in their curriculum. Key capacities and cross-disciplinary skills can also be added and arranged in a another row of blocks.





Regularly sharing and comparing students' curricular proposals, could allow teachers to identify areas to develop desirable new course material or integrate their teaching efforts and collaborate on courses.

Certain "Requirement" blocks may be fixed in a particular progression, and "Curriculum" blocks representing specific projects or courses may only be available at specific times. Students' proposed curricula should also be cross-references with the school-wide schedule to confirm that their plans can be accommodated. Otherwise, they should be free to make creative, interdisciplinary configurations to complete their curricula.

Teacher Time Management

The same considerations given to the experience of students at iZone Academy should be given to teachers in this new context as well. Time management strategies will be important to ensure that teachers maintain a healthy and productive balance of responsibilities and opportunities in their schedule at iZone Academy.

Planning and prep periods

Additional duties, such as student advising, and additional considerations, such as transit planning, should be factored into the required time faculty is given to prepare for their normal teaching responsibilities.

Professional development

Faculty should be encouraged to make professional contacts, build job skills, and advance their careers through the various real-world projects and industry partnerships they organize and engage in with students.

Connecting with colleagues

Fostering interaction and collaboration between faculty members who are often in different locations may require very deliberate efforts, including dedicating any necessary times, spaces, and technologies.

Time to eat, chat, or relax

The need for faculty to have regular “down time” or take occasional breaks throughout the day should not be forgotten among all the arrangements made to accommodate student or travel between different locations.

School-wide Scheduling

Although iZone Academy aims to accommodate the diverse needs, interests, and abilities of every student, there is a limit to the number of educational options and activities it can provide. Asking students and faculty to devote time in one area naturally restricts the time they can spend in any other. Maintaining a “bird’s eye” view of everyone’s collective schedule should allow the school leader to effectively deploy resources and personnel, optimize the arrangement of current offerings, and gauge the feasibility of new programming opportunities.

On the following pages, there are examples of what a “bird’s-eye” view of one week at iZone Academy might look like for an initial population of 60 students and a faculty of 5 teachers. The student body is divided into 4 cohorts of roughly 15 students each, in order to make group sizes manageable for instructors and locations. This schedule provides a useful unifying framework, but there may be freedom to deviate from it. Some of the other academic and logistical considerations that went into creating this example are also listed on the following page, and a blank school scheduling template is included in this toolkit.

School-wide Scheduling Constraints

Realistic “seat-time” is allotted for all core academics and elective courses in this example

No one is expected in more than one place at a time (although they could choose to telecommute)

At least one teacher is present at every activity (except professional experiences like internships)

Although not necessarily shown, the required time is provided for teacher preparations and meals

Adequate time is allowed for transit, and no more than two transit trips are scheduled in one day

Cohorts 1A & 1B are designed for more independent, self-motivated, and possibly older students

Cohort 2A & 2B are designed for students who prefer more structure and support from teachers

Students have choices about their daily activities, but also a structure that provides predictability

Truly independent, asynchronous activities (not shown) could add flexibility to student schedules

Monday and Wednesday									
	8am	9am	10am	11am	12pm	1pm	2pm	3pm	
1A	SYNC UP	SCIENCE		TRANSIT	LUNCH	MATH	PHYS ED	ENGLISH	1A
	15 S + 1 T: In-person @ NY Hall of Science	15 S + 1 T: In-person @ NY Hall of Science	15 S + 1 T: Asynchronous @ NY Hall of Science			15 S + 1 T: In-person @ TranSolar	TRANSIT	15 S + 1 T: In-person @ Public Theatre	
1B	SYNC UP	SOCIAL STUDIES		TRANSIT	LUNCH	ENGLISH	PHYS ED	MATH	1B
	15 S + 1 T: In-person @ Tenmt Museum	15 S + 1 T: In-person @ Tenement Museum	15 S + 1 T: Asynchronous @ Tenement Museum			15 S + 1 T: In-person @ Public Theatre	TRANSIT	15 S + 1 T: In-person @ TranSolar	
2A	SYNC UP	MATH	ENGLISH	LUNCH	TRANSIT	SCIENCE		2A	
	15 S + 1 T: In-person @ Mkshft Society					15 S + 1 T: In-person @ NY Hall of Science	15 S + 1 T: Asynchronous @ NY Hall of Science		
2B	SYNC UP	30 S + 2 T: In-person @ Makeshift Society	30 S + 2 T: In-person @ Makeshift Society	LUNCH	TRANSIT	SOCIAL STUDIES		2B	
	15 S + 1 T: In-person @ Mkshft Society					15 S + 1 T: In-person @ NY Historical Society	15 S + 1 T: Asynchronous @ NY Historical Society		

Tuesday and Thursday										
	8am	9am	10am	11am	12pm	1pm	2pm	3pm		
1A	MATH	ENGLISH	PHYS ED	FOREIGN	LUNCH	TRANSIT	SOCIAL STUDIES			1A
	15S + 1T: Asynchronous @ Startup Box	15S + 1T: Asynchronous @ Startup Box	TRANSIT	15 S + 1 T: In-person @ Museo Del Barrio			15 S + 1 T: In-person @ Tenement Museum	15 S + 1 T: Asynchronous @ Tenement Museum		
1B	FOREIGN	PHYS ED	MATH	ENGLISH	LUNCH	TRANSIT	SCIENCE			1B
	15 S + 1 T: In-person @ Museo Del Barrio	TRANSIT	15S + 1T: Asynchronous @ Startup Box	15S + 1T: Asynchronous @ Startup Box			15 S + 1 T: In-person @ NY Hall of Science	15 S + 1 T: Asynchronous @ NY Hall of Science		
2A	SOCIAL STUDIES	PHYS ED	ELECTIVE		TRANSIT	LUNCH	MATH	ENGLISH	FOREIGN	2A
	15 S + 1 T: Asynchronous @ NY Historical Society	TRANSIT	15 S + 1 T: In-person @ Lincoln Center						15 S + 1 T: In-person @ Startup Box	
2B	SCIENCE	PHYS ED	ELECTIVE		TRANSIT				FOREIGN	2B
	15 S + 1 T: Asynchronous @ NY Hall of Science	TRANSIT	15 S + 1 T: In-person @ Hearst Publishing				30 S + 2 T: In-person @ Startup Box	30S + 2T: Asynchronous @ Startup Box	15 S + 1 T: In-person @ Startup Box	

Friday											
	8am	9am	10am	11am	12pm	1pm	2pm	3pm			
1A	ELECTIVE			TRANSIT	LUNCH	SYNC UP	ADVISING	TRANSIT	PROFESSIONAL		1A
	15S + 1T: In-person @ IDEO				60 S + 5 T: In-person @ The New School		15 S + 1 T: Async @ The New School		15 S: Alone or Pairs @ Various Locations		
1B	ELECTIVE			TRANSIT	LUNCH	SYNC UP	ADVISING	TRANSIT	PROFESSIONAL		1B
	15S + 1T: In-person @ Honeybee Robotics				60 S + 5 T: In-person @ The New School		15 S + 1 T: Async @ The New School		15 S: Alone or Pairs @ Various Locations		
2A	ELECTIVES	TRANSIT	SOCIAL STUDIES		LUNCH	SYNC UP	ADVISING	FOREIGN	TRANSIT	MATH	2A
	15 S + 1 T: In-person @ Hearst Publishing		15 S + 1 T: Asynchronous @ The New School		60 S + 5 T: In-person @ The New School		15 S + 1 T: Async @ The New School	15 S + 1 T: In-person @ The New School			
2B	ELECTIVES	TRANSIT	SCIENCE		LUNCH	SYNC UP	ADVISING	FOREIGN			2B
	15 S + 1 T: Asynchronous @ Lincoln Center		15 S + 1 T: Asynchronous @ The New School		60 S + 5 T: In-person @ The New School		15 S + 1 T: Async @ The New School	15 S + 1 T: In-person @ The New School		30 S + 2 T: In-person @ Central Park	

A black and white photograph of a Microsoft storefront. The building has a dark, vertically-ribbed upper section and a white lower section. The Microsoft logo, a four-pane window icon, is positioned to the left of the word "Microsoft" in a large, white, sans-serif font. To the left of the main storefront is a glass display window. Inside the window, a mannequin is visible, wearing a white t-shirt with a circular logo that contains the letters "UN". Below the mannequin, the word "SUBSTE" is partially visible. A group of people, including several with backpacks, are walking away from the camera on a light-colored, reflective sidewalk. The overall scene is captured in a clean, modern architectural style.

 Microsoft

Partnering

Strategy, Community, Outreach and Engagement

Partnerships are a critical differentiating component of the iZone Academy experience. Students will be introduced to diverse real world learning experiences, interpersonal encounters, and project-based learning opportunities through interactions with partner organizations. This section of the design guide is intended to help focus the iZone Academy partnering process.



Strategy

The iZone Academy will establish a broad partner base over time. The following recommendations and tools are intended to help formulate a big-picture vision for this partnership base.

Partners may offer any combination of the following three key facets:

Space

Willingness to offer usable space for students and teachers to work

Facilitation

Ability to work with teachers to help students achieve learning goals

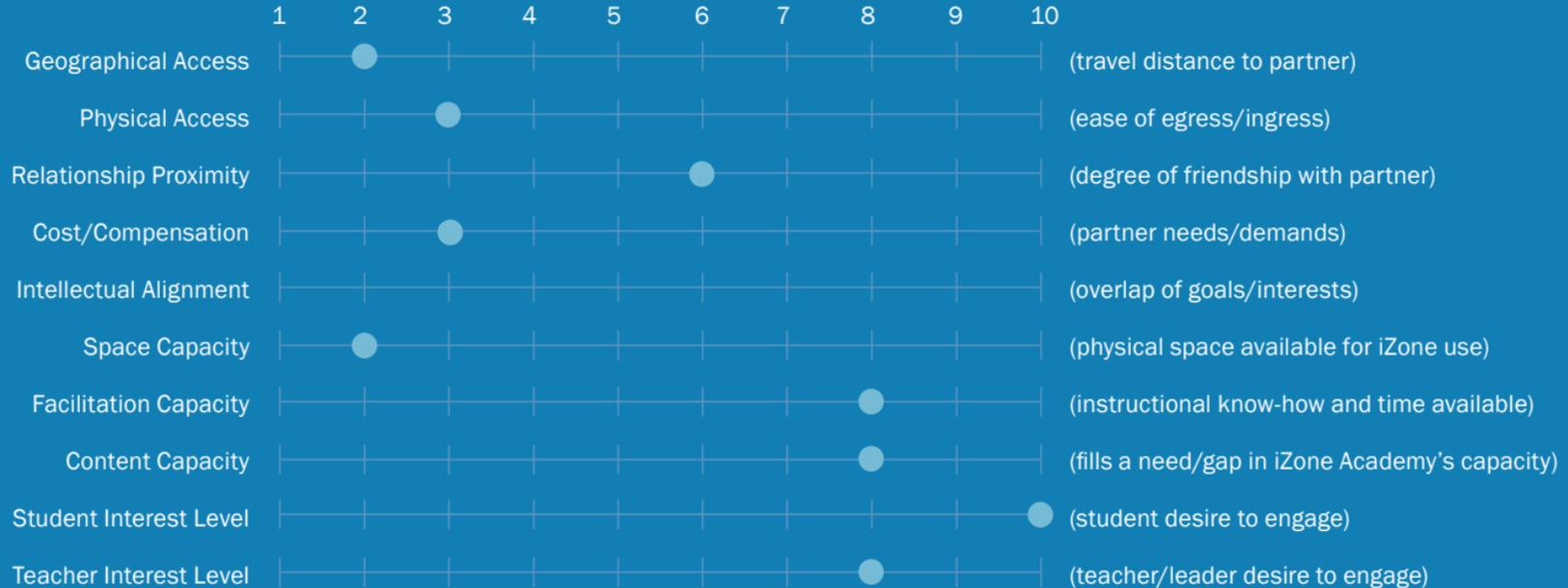
Content

Interest in offering educational material for uses with students

Use these partner facets to help identify and agree on the relationship each partner will have with iZone Academy. The following 'Partner Balance' design tool may help to select, situate and prioritize partners.

A printable template of this Partner Balance tool can be found in the Partnering section of the accompanying flash drive.

Partner Balance Example



Partner Outreach

The iZone Academy may connect to partners in a variety of ways. The following framework offers a number of paths for such outreach, as well as a few ideas for ideating new client possibilities.

Friend

An acquaintance who works with possible partner organizations

These connections should not be considered freebies. Be sure to treat them as a proper partner, including compensation, agreement on partner benefits, and regular conversations on partnership terms.

Students & Parents

Make introductions to teachers and leaders to discuss value exchanges

Teachers, Leaders & Planning Team

Engage friend-based potential partners directly

Affiliate

An individual or organization with whom the iZone or DOE already have inroads

Communication channels should be kept open, and one person should be designated to reach out, in order to ensure that the affiliate is not overwhelmed by multiple requests for participation.

Teachers, Leaders & Planning Team

Engage affiliate-based potential partners directly

iZone & DOE

Make introductions to existing network and facilitate negotiation with potential partners

Opportunity

Organizations (museums, libraries etc.) that already offer learning scenarios

Approaching these potential partners will vary depending on each one's procedural requirements. Some may be as simple as walking in, while others will demand specific discussion and engagement.

Teachers, Leaders & Planning Team

Engage opportunity-based potential partners on their terms as suitable



<p>Incoming Partner organizations that reach out to iZone with interest.</p> <p>An incoming partner still should be eligible for the same compensation, but may be interested in alternate compensation or incentives.</p>	<p>Cold Call Unfamiliar organization who may be of interest as a partner of iZone Academy.</p> <p>When engaging with unfamiliar individuals or organizations, begin by exploring the value proposition with the potential partner and discussing their motivations, whether altruistic or financial.</p>	Potential Partner Engagement Strategy
<p>Students & Parents Make introductions to teachers and leaders to discuss value exchanges</p> <p>Teachers, Leaders & Planning Team Engage incoming potential partners directly</p>	<p>Teachers, Leaders & Planning Team Engage incoming potential partners directly</p>	Outreach Responsibilities



Partner Engagement

As partnerships are formed, a framework can be used to discuss and agree on a relationship between the partner and iZone Academy. The following contingencies are proposed to structure this framework but may be modified as needed based on evolving partner types and relationships.



Community

A Partner Network Catalog and Directory tool would support the development and maintenance of the school's relationship to others. Data collected about each partner, such as the fields in the sample entry to the right, should be standardized before populating the catalog with entries. When identifying the data to be captured, consider how the catalog will be used: as a tool for identifying project partners? as a system for maintaining contact at key times of year? as a inspiration source to share with students as they envision their own partnerships and courses of work? or any number of other uses.

Partner Network Catalog: Sample Entry

Partner Microsoft

Contact Name(s) Rachel Stevenson

Contact Information rachel.stevenson@microsoft.com

Contact via Alana Laudone, iZone

Partner Facets

Space 9/10 *capacity 15 students, once per week*

Facilitation 1/10 *minimal teaching capacity, may change, check back later*

Content 3/10 *project based opportunities, collaboration w/ teachers, internships*

Associations with other partners Affiliated with Skype HQ

Partner Node 17 (including NYTimes, Carnegie Hall, Hearst Corp.)

App building class held at Microsoft April 25, 2014, taught by Yaron Bohbot



Elliott
Montgomery



Partner

ID# 987017

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Information Sharing

Onboarding, Dashboard, Content, Check-ins and Hardware

The iZone Academy's ability to support students through asynchronous work, blended learning, and multi-located sites will be heavily influenced by the information sharing approaches used. Ideally, one tool, suite of tools, or system will be selected and/or developed to handle a range of functions, as described herein.

Onboarding

When students begin at the iZone Academy, they will have varying degrees of fluency in information technology. Best practices and common sense routines in information technology can be introduced to welcome incoming students and get them on the same page as they launch into their iZone Academy education. These introductions may be made through a program such as a bridge week. A bridge week may cover:

iZone Academy Structure

How does iZone Academy work?

How can you personalize it to suit your learning style?

Safety and Security

Being smart and safe while moving around the city

Protecting yourself and respecting others while online

Evaluation and Advising

How is your work evaluated at iZone Academy ?

What help is available, if you're struggling with something?

Community and Friends

Supporting iZone schoolmates as a family

Sticking together and looking out for others

Familiarization with culture of partner spaces

The following suggestions for ‘best practices’ could be introduced in the iZone Academy onboarding program:

Students should be encouraged to check their daily and weekly schedule in the evening and in the morning of each day, in order to ensure that they’re prepared.

Irregular or new tasks can be paired with regular activities to serve as mnemonics. For example, bringing a special item from home might be mentally paired with toothbrushing, carrying a certain textbook, or another task that’s ingrained in the student’s behavior.

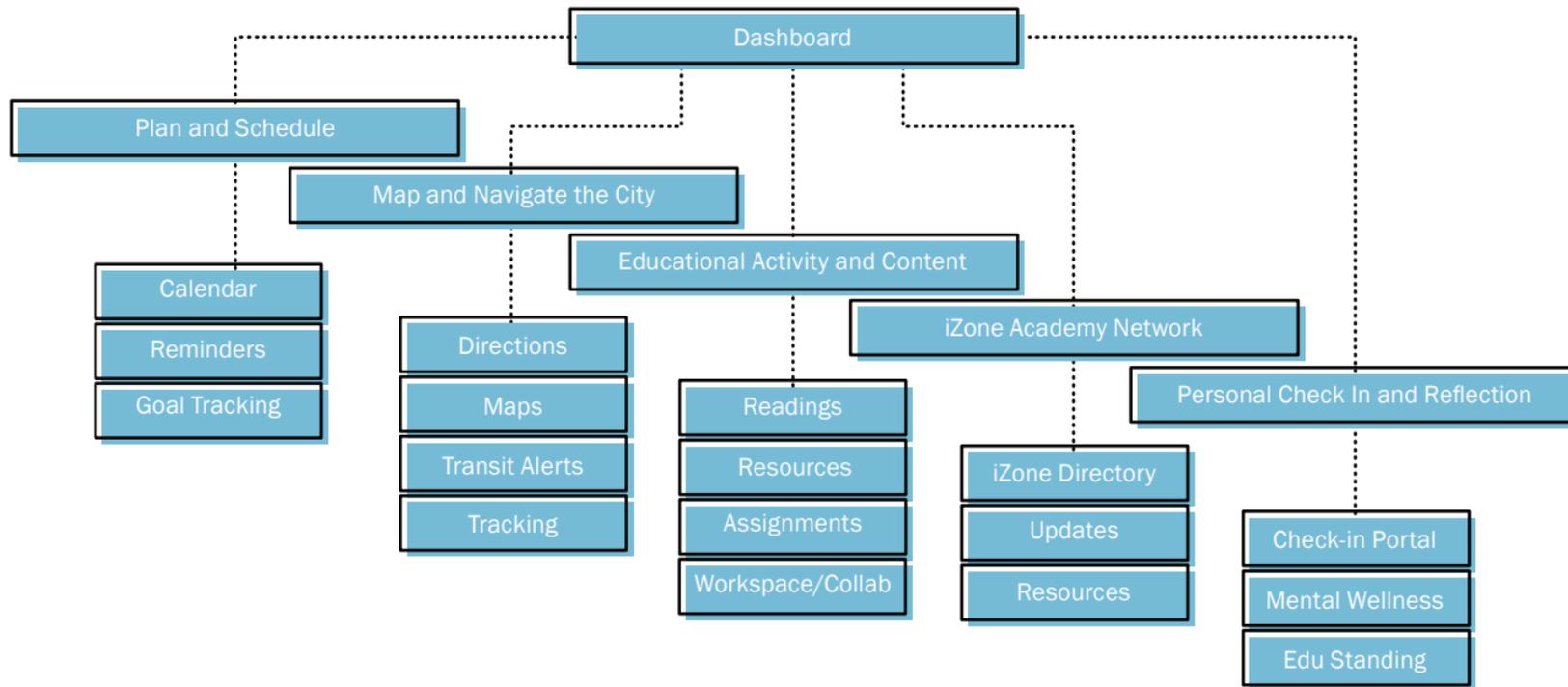
Routine checklists can be used to ensure that students are adequately prepared for their school day. For example, when leaving home in the morning, check: is your phone charged, do you know where you’re going, do you have your metro card, keys, homework, Surface, etc.?

All incoming students should be introduced to safety measures for technology and internet use. Explanations and examples of phishing, spam, viruses, etc should be presented, along with suggested techniques for dealing with each, as advised by a technology supervisor.

Use of technological devices should also be discussed with incoming students. The iZone Academy should dissuade students from wearing headphones in contexts which may make them vulnerable such as desolate streets. Students should also be wary of using computers/mobile devices in certain scenarios, such as crowded subways or other situations where an expensive item could be taken easily.

It’s suggested that the iZone Academy establish a hotline for immediate issues, including emergencies. The hotline should be a number that’s easy to remember, and students should be required to memorize it at the beginning of the program. In order to minimize overuse, students should be introduced to appropriate circumstances for hotline use in the onboarding session; generally this will be events in which a student is in distress, with a lost or stolen phone, or a dead battery. The hotline staffing may rotate through various individuals, such as administrators, iZone employees, or the school leader.

iZone Academy Information Schematic





Automated text messages could be used to help students learn their schedule, as well as to alert them to last-minute changes in the plan.

Plan and Schedule

Calendar

In the absence of building bell systems, a personal scheduling tool will help students track their daily/weekly agendas

Reminders

Text-message or pop-up reminders may be useful for unexpected schedule changes or for certain students who have difficulty keeping up with scheduling. These reminders may serve to help the student develop positive scheduling habits by suggesting that the student look at their schedule at certain times.

Goal tracking

Students and educators may also want to track their academic and personal goals with their scheduling tools. These goals may be collaboratively developed as student/educator groups as well as educator/educator groups.

Map and Navigate the City

Directions

Step by step navigational directions, including geographic hints, landmarks, and notes such as unusual entrances or specific security procedures will help students smoothly transition through their days and to arrive on time. It's suggested that an iZone Academy representative make the journey first to flag unpredicted elements.

Maps

Geographic, street and MTA transit maps embedded in the platform

Transit Alerts

Synced to the MTA or other transit providers to offer updated information regarding delays

Tracking

A geolocation tool would be helpful to keep track of students' whereabouts as they travel asynchronously around the city.

Educational Activity and Content

Reading and Resources

Teachers and partners can make available documents and materials via the iZone Academy information platform

Assignments

Teachers may upload assignments, prompts and activities for students to access

Workspace & Collaborations

An input space, document editing tool and digital workspace/storage space that students can use to work on assignments and collaborate with others. Would likely include word processing capabilities, mathematical equations, spreadsheets, and drawing tools, among others.

iZone Academy Network

[iZone Academy Directory](#)

A tool for helping students keep in touch with other students, teachers and partners, as well as to give the iZone Academy community a visual representation

[Updates & Resources](#)

iZone Academy student guides, program changes and institutional information

Personal State Check-in & Reflection

[Check-in Portal](#)

Personal tracking element for individual status - can be accessed by teachers, leader, student and parents

[Mental Wellness](#)

Component of the Check-in Portal which is explicitly dedicated to the individual's mental wellness. Encourages consideration of one's emotional status on a regular basis, with reminders, time outs, or other prompts. Helps students to assess their mental health and happiness as a regular activity.

[Educational Standing](#)

Component of the Check-in Portal which is dedicated to the individual's academic progress and development. This tool helps the student follow their progress through their education, framed as "mastered" or "not yet"

Content

As students engage in learning on the go, it will be important that content be made available digitally, to ease travel and maximize usable time. The following suggestions may guide decisions regarding content:

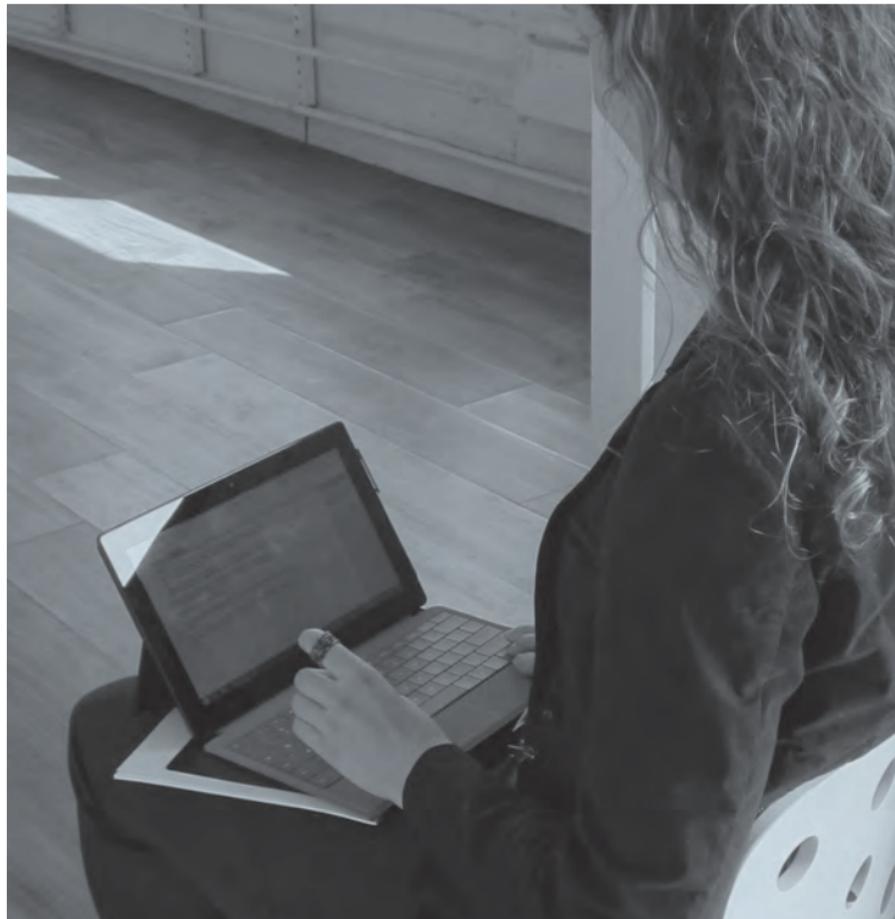
Students should be able to access and interact with content documents on mobile devices as well as personal and shared desktops.

Students should be able to work with content when online, but tools should also make content available offline.

Teachers should be able to upload read-only documents as well as read/write documents for students.

Content systems should encourage and facilitate collaboration between students. Simultaneous creation and editing, as well as shared critique will help make this possible.

While collaborative efforts such as blogs and shared media should be encouraged, students' privacy must also be respected, necessitating personal file sharing as well as public file sharing.



Check-ins

Check-ins are short, focused communications that allow individuals to share their status. Students, teachers and leaders should use regular in-person and virtual check-ins to stay abreast of what's happening between one another.

Students should be encouraged to check in regarding academic items as well as emotional or personal ones, using their discretion.

Check-ins may be used by teachers and students to flag an unexpected issue.

Regularity of check-ins should be decided collaboratively between students and educators.

Leaders should have regular check-ins with teachers as a way to maintain a close knit connection between all educators.

If check-ins reveal an issue or challenge, it is suggested that the educator facilitating the check-in schedule a time to follow-up in person to track the evolution of the challenge.

Hardware

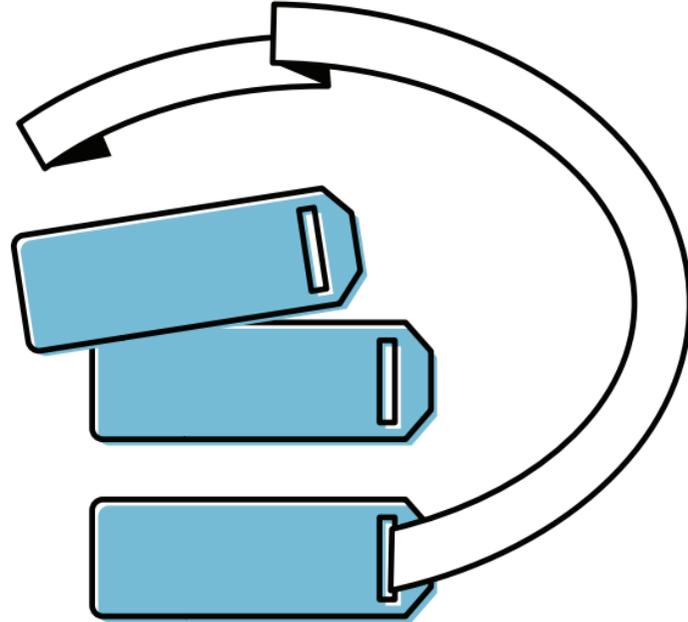
Ideally, students have a mobile device of their own, which they can customize as they would their education. Hardware should be robust and durable, but also replaceable when necessary.

It's recommended that students have readily available opportunities to charge devices at all locations, including any home base, as well as partner sites and at the student's home. Charging devices may be physically tagged as iZone Academy items in partner locations. The enclosed cable tag system can be used to label charging devices as iZone Academy items.

It may be advantageous to ensure all students have standardized iZone Academy devices. This would offer several advantages:

iZone Academy would be able to set permissions on various usages, to protect students from certain content as well as certain types of undesired activity; shared accessories, such as charger type, between all students; and all students would be working with the same type of technology, making technicalities of teaching easier and ensuring students are not at a disadvantage to other students.

iZone Academy Cable Tag





Community Building

Ethos, Communication and Stakeholder Connections

The iZone Academy will draw strength from its community, including everyone from the students and teachers at the Academy, to the neighborhood bodega owner. A strong and well connected community will offer resources, safety and communication necessary for a student body on the move. This section of the design guide is intended to help build and support the growing iZone Academy community.

iZone Academy Community Checklist Tool

When communicating _____ to _____ make sure your message is:

- is open and honest
shared stakes necessitate shared information
- is inclusive
everyone involved is a community member
- is collaborative
actively solicit contributions
- focuses on teaching/learning as innovation
the education process itself is a space for innovation
- frames challenges as moments of growth
not discipline problems, but moments for opportunity
- uses a language of inherent responsibility
distributed agency and maturity
- uses a language of trusted capability
expressing belief in stakeholder confidence breeds confidence
- references a continuum of achievement
a sliding scale rather than a pass/fail evaluation system

Ethos

The iZone Academy ethos, an evolving set of core values, may serve to guide, align, and unite the community. The following ethos nodes are inspired by conversations with strong and supportive example groups. They may be adapted and built upon as the iZone Academy grows over time.

Open and Honest

Inclusive

Collaborative

School as Innovation

Challenges are Moments for Growth

Communication

This section aims to establish a structure for common languages within the iZone Academy community. Deliberate, thoughtful and coordinated communication will help to further align diverse stakeholders and establish a more inclusive, collaborative environment. Common languages across stakeholder groups will likely facilitate more constructive discussions.

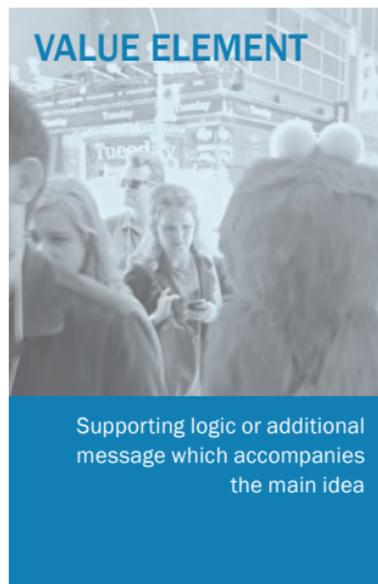
The following tool proposes key terms and language guidelines for communication throughout the iZone Academy community.

For example, this tool could be used to aid a partner-parent discussion about strategies for helping a child adapt to an unfamiliar environment to reach agreed upon measures of success.

The following tool is a graphic language system that could be helpful to articulate and reinforce key terms, phrases languages that should be used throughout the iZone Academy community.

iZone Academy Language Campaign Messaging Sample

Consider this visual hierarchy when launching a campaign promoting and explaining iZone Academy common terms and phrases.



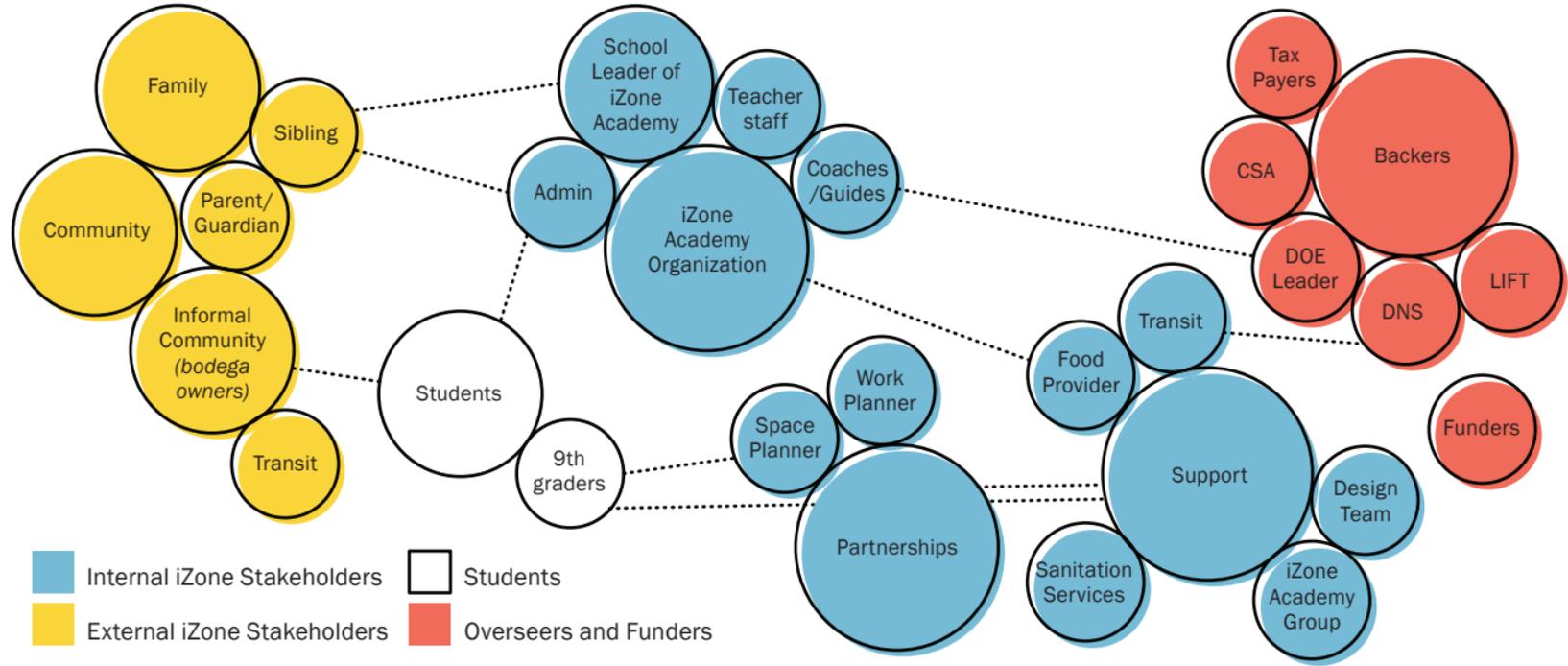


Stakeholder Connections

The iZone Academy community is made up of a wide array of stakeholders who will interact with one another throughout the school process. The following tips, tools and strategies are proposed to enable positive connections between these stakeholders and to consciously grow the community.

The following Community and Stakeholder Diagram can be used to map and visualize the individuals and groups critical to the iZone Academy Community, as well as their relationships. The diagram includes a number of stakeholder types, which may branch into smaller subgroups. Add to it as the stakeholder community grows.

Stakeholders Map



Within each of these clusters, iZone Academy team should consistently keep track of relationships. The following suggestions are made regarding individual stakeholders and connections between stakeholders.

As students begin their journey at iZone Academy, engagements with other stakeholders should make them feel comfortable, confident, and cared for. Community building activities like bridge weeks, check-in systems and prototype days can help these incoming students through the transition to a new learning format.

Bridge week

Over the course of a week long intensive, students are introduced to skills, best practices, and tactics for maximizing their experience at iZone Academy.

iZone Academy Syncs

Students in the iZone Academy program won't necessarily have as many regular opportunities to congregate by default, as they would if they were concentrated in a school building. With this in mind, scheduled Sync-ups with the entirety of iZone Academy may help to tighten the community and help the students feel like they're part of a cohesive group.

Check-in systems

Short, focused communications that allow individuals to share their status.

Engage students in regular chats with teachers, the leader, and other stakeholders

Encourage students to feel comfortable opening up when they need to talk about something

Inform iZone Academy teachers and leader of students' whereabouts

Cohort/Project Syncs

In addition to the larger iZone Academy Syncs, it's recommended that students get together at regular intervals with their sub-cohorts or project teams.

Social Engagements

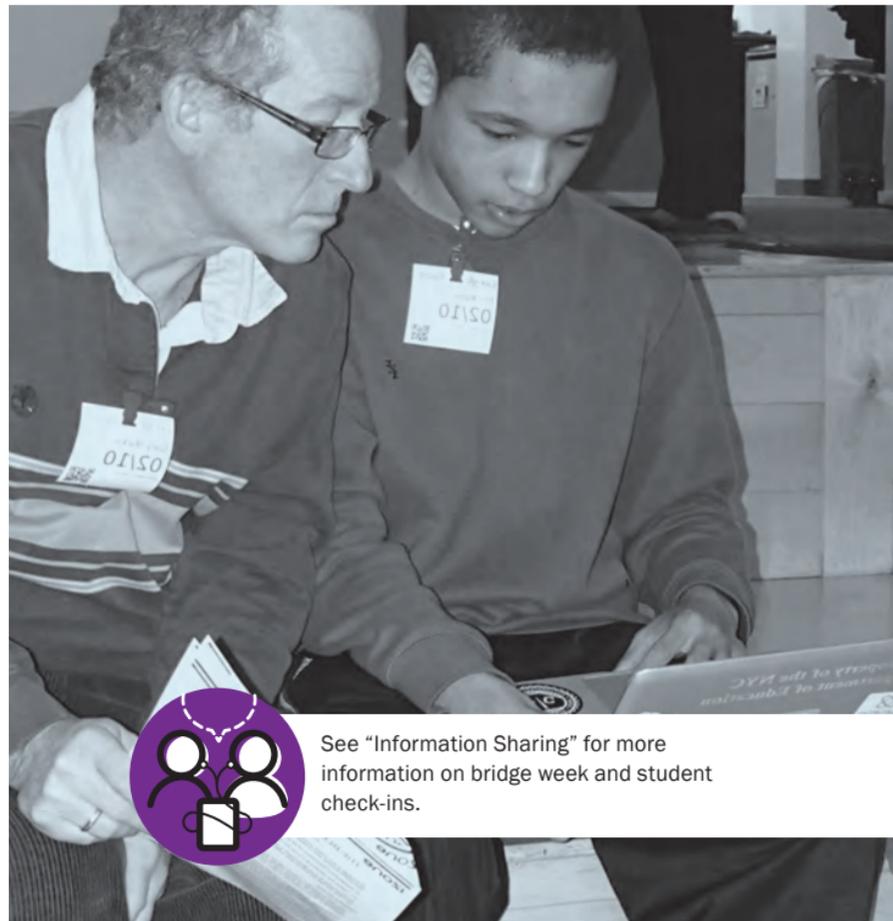
Provisions should be made for stakeholders to engage socially as well as academically. These events may happen as a whole group, or as smaller groups; engagements within specific cohorts, special interest groups, or multiple subsets of the whole. These smaller groups engagements may provide stakeholders with more opportunities to converse and to bond. The iZone Academy should also allow for

unplanned interactions, by way of unstructured time for students, teachers and parents. These unstructured opportunities may take place while in transit, over lunch, through activities or neighboring establishments.

Student social times may be less structured, and could take place in other school facilities or at coworking spaces. These engagements could take the form of dinners, sports events or other outings with less structured use of time, and an emphasis on play.

Teachers, leaders, administrators and other facilitators of the iZone Academy program will also be served well to have social engagements. Setting up 'watercooler' engagements is suggested, such as regular meeting locations and times during the day, when these stakeholders can share ideas. Details of this forum, including place and time, should be co-developed with teachers and leaders to ensure it's inviting to as many school individuals as possible.

Professional development should be fostered at iZone Academy, as a way to engender cross-pollination between teachers as well as between iZone Academy and other schools/programs. Programs may leverage professional development at existing schools in NYC,



See "Information Sharing" for more information on bridge week and student check-ins.



Potential candidates could be reviewed through observations or shadowing activities in order to understand their unspoken processes and actions on the job.

but may also extend to more unconventional opportunities, such as events offered through Trade School, General Assembly, Meetup, Civic Service, Design Gym and Skillshare.

The recruiting and hiring of teachers, leaders and any other iZone Academy employees should be guided by the program's Ethos, discussed at the beginning of this section; open, inclusive, collaborative, innovative, and positive in light of challenges. New hires will be more supportive of the iZone Academy program if they engage with students and colleagues as a 'family' rather than engagements characterized by a purely work relationship.

Parents should have access to community building opportunities as well, by way of parent-centric events. These opportunities may be organized to disseminate information as well as to allow parents to get to know teachers, leaders, and each other. Suggestions for events could be tailored to parents' interests, but could also take the form of workshops, dinner parties/picnics, galas, or simply town hall meetings at central forums. It's critical that these events pose minimal barriers to parents, including travel distance, time required, effort before/during/after, and cost.

Communication avenues between parents is advised in order to allow for discussion and community support. This may be manifested as an email group or web forum - methods for communication which gives stakeholders control over how they send and receive information. Student to parent communication may also be a helpful method for communicating to parents, by way of printed documents. Lastly, parent to parent networks may serve to connect other parents who are not as readily accessible by digital communication tools.

A parent supergroup, whether PTA or another formation, could offer parents opportunities to further engage, volunteer, support the program and connect to what's happening in the iZone Academy program. These parents may serve to help in scenarios such as parent outreach, event organization, fundraising, chaperones or partner facilitation helpers.



A parent walkthrough of 'a day in the life' of an iZone Academy student could be a positive way to familiarize parents with the program, and to help them feel comfortable about their child's journey.



See “Partnering” for more on the mutual benefits and arrangements surrounding Partner Directories.



Partners of iZone Academy

It is recommended that the iZone Academy maintain a shared and accessible Partner Directory within the school, in order to trace the connections made to and between partners. A traditional shared spreadsheet may suffice, but industry CRM tools might also be augmented and used to serve the needs of iZone Academy.

Parent quick reference card/site

This tool quickly and easily helps parents find out how to contact iZone Academy leader/teachers, who is responsible/accountable for what activities, and how to have questions answered. This tool may also offer a forum for feedback, either in analog/paper format or digitally.

Sample Parents Quick Reference Cards

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Program Leader

Jane Smith

email: jsmith@izonea.nyc.gov

phone: 212 123 4567

skype: janesmith

Cohort Leader

John Green

email: jgreen@izonea.nyc.gov

phone: 212 123 4567

skype: johngreen

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ACADEMY

Keep up with your student's progress at iZone Academy! Check on info.izonea.nyc.gov to see your students:

Schedule

School Roles

Academic Standing

You can also connect with other parents, suggest partners or program changes.

NOTE: The program leader can answer questions about program structure, admissions, and the organization. The cohort leader will be able to answer questions about your student's experience, interactions and progress in the iZone Academy program.

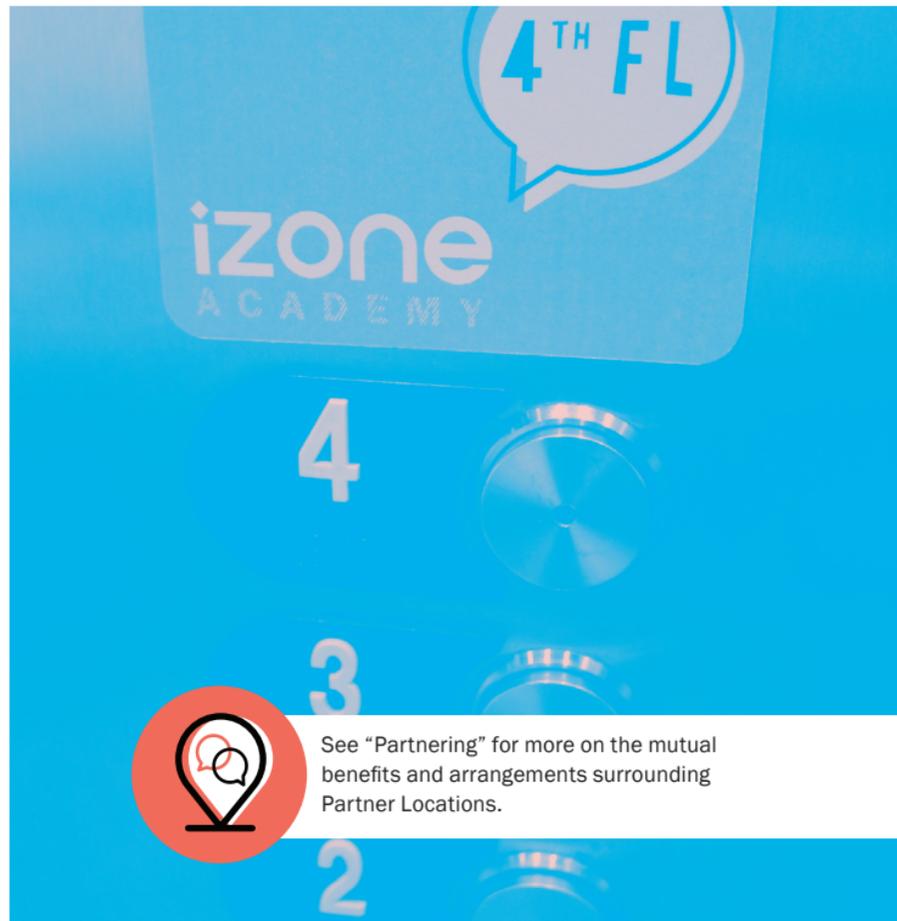




Placemaking

Spaces, Orientation, Wayfinding, Belonging, and Sharing

Making public, private, and shared spaces into places where students learn, play, work, relax, and be a part of a community requires attention to environmental and human factors. Balancing student needs with the expectations and limitations of different partner locations requires diplomacy and resourcefulness. Successful iZone Academy placemaking is as simple as turning common sense into common practices.



See “Partnering” for more on the mutual benefits and arrangements surrounding Partner Locations.

Spaces

It is probably not necessary to try to define and label all of the different types and variations of iZone Academy spaces, but it may be useful to look at a few broad categories around which shared language and common expectations can be developed:

Incubator Schools

Evolving spaces that allow students to maintain preexisting relationships and take advantage of programming or facilities that iZone Academy has yet to offer (particularly in the initial years of implementation)

Partner Locations

A broad category of spaces shared by industry partners and institutional collaborators, where courses, projects, meetings, excursions, and professional experiences can take place in relevant contexts

Third-space Home Bases

Multi-use spaces (such as a co-working spaces) for small-group activities, individual check-ins, or just taking a break. May also serve as administrative hubs, where the school leader is primarily based.

Belonging

iZone Academy is built on the premise that a school is a community not a building. However, there is no denying the important role that physical spaces play in fostering (or fracturing) connections between people. Below are some recommendations and frameworks for building a sense of belonging among students, even when they are on the move and sharing spaces all over the place.

Scouting Supportive Spaces

Finding spaces that support collaboration and learning is one of the first and most important parts of preparing for any iZone Academy activity. Different types of courses, projects, and meetings could happen in very different locations—assuming everyone and everything is properly prepared—but the most comfortable and conducive spaces seem to have at least some of these qualities:

Light Windows and natural light can be energizing, particularly in sleepier moments of the day.

Sound Walls or other noise barriers will reduce the risk of disturbing or being disturbed by others.

Privacy Learning can be a sensitive subject; doors and dividers can help control how it is shared.

Conviviality Common areas encourage creative interaction and friendly encounters with partners.

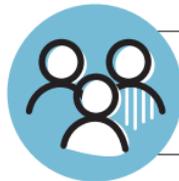
Adaptability Moveable walls, tables, and screens support different groups and modes of learning.

Creativity Ideas thrive in spaces where people can spread out, post things up, and make a mess.

Security Safety is first, but a secure place to store belongings and materials is a close second.

Creating Supportive Spaces

Students' introduction to and interactions with a space will contribute to their sense of belonging (or not belonging) just as much as the physical features or characteristics of that space. By taking some simple steps to limit confusion and exclusion, students may be made to feel comfortable and welcome almost anywhere. Here is an adaptable checklist of suggestions for building belonging in different locations:



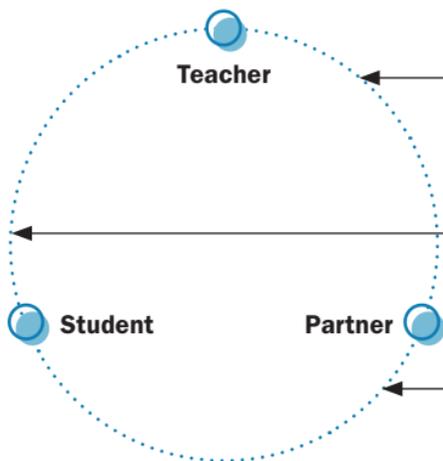
See “Community Building” for more on building a sense of belonging among students and faculty.

Objective	Channel	Faculty Action	Student Experience
Prepare	written instructions	Let student know what to expect	Receive invitations and itinerary
Direct	web-based directions	Send directions well in advance	Have access to maps/directions
Greet	signage (and spoken)	Recognize and welcome student	See someone/something familiar
Include	seats and spaces	Arrange enough seats and space	Find a place saved just for you
Orient	spoken explanation	Explain features and boundaries	Understand where everything is
Introduce	spoken explanation	Introduce folks sharing the space	Understand who everyone is
Accommodate	spoken explanation	Arrange to meet special needs	Feel comfortable and cared for
Remind	spoken (maybe emails)	Answer questions—and repeat	Establish a sustainable routine

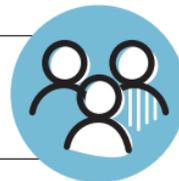
Note: Please feel free to add to this list as other best practices become apparent through experience.

Orientation

First introductions and impressions are particularly important to making a new location feel like a welcoming place. Although it may only be necessary for the first few meetings, remember to pay special attention to preparing partners and spaces to recognize and receive students, and to orienting students about where to go and what to expect upon first arriving. Here are some things to consider:



See "Community Building" for more on student orientations (less related to placemaking).



Alert security staff about when and where to expect students

Give reception staff a list of student names (and even pictures)

Address questions and concerns from others sharing the space

Explain purpose and history of the space and address questions

Explain amenities and features along with rules and boundaries

Project an attitude of friendly professionalism, trust, and respect

Introduce students, partner host(s), and others sharing the space

Ask students to observe the ambiance and etiquette of the space

Ask them to articulate what they see as professional norms there



In locations where posting wayfinding signage is not permitted or possible, consider using “human signage,” such as a teacher or partner, wearing a iZone badge, button, or t-shirt and directing arriving students where they need to go (at least for the first time in a new location).

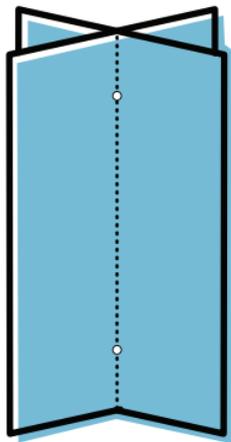
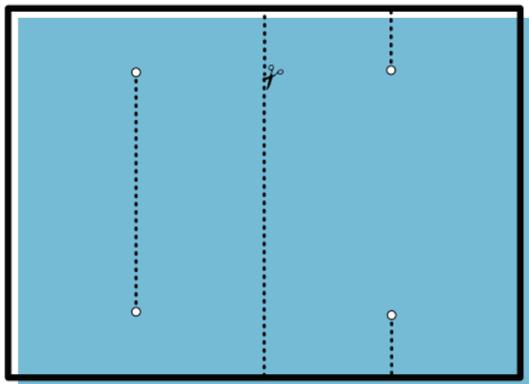
Wayfinding

There is a lot that can be done to prepare iZone Academy spaces to be comfortable and welcoming, but transitions between spaces pose a risk of disorienting or disheartening students. There are limits to the control that faculty have over the challenges or confusion that students will encounter as they ride the subway or walk down the block, but some simple techniques and small cues can go a long way in helping everyone successfully get where they are going.

A sign (or two) is worth a thousand words

In addition to giving students written directions and wayfinding applications, remember to provide some visual confirmation that they are on the right track whenever possible. Try to post signs, posters, or flags at the entrances to new locations. Clearly and consistently displaying iZone Academy branding (rather than generic or hand written signs) will provide an immediate signal that students are in the right place and welcome to be there (rather than just passing through).

Here’s a DIY signage option that can be carried from one location to the next or created on the spot:



Make Your Own Portable Table Sign

1. Print logo on both sides of letter-sized paper
2. Cut along dotted lines and fit pieces together
3. Unfold and display; refold and take-away!

Note: See USB provided in kit for a printable copy.

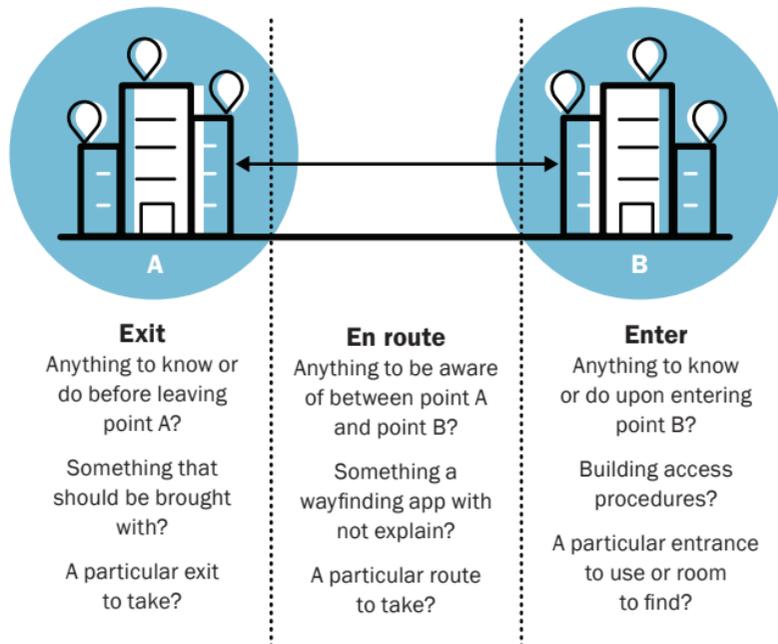


In general, utilizing technology such as mobile devices and cloud computing could help to limit the materials that need to be brought, stored, or requested for various activities, and it could also encourage a tech-savvy, resourceful culture of movement and adaptability that would serve students well in the future.

Mind the gaps! Consider the entire journey

Branded signage cannot be posted along every route that students and faculty will travel throughout their days at iZone Academy—nor should it be. It is important for students to learn to recognize when they are in different types of spaces (i.e. at school, in public, or somewhere in between) and need to exercise different types of behavior or awareness. Directions should help delineate the different spaces and stages of a journey and account for gaps between instructions, wayfinding apps, and signage.

Wayfinding apps only explain part of the journey. Remember to provide directions and signage for entering and exiting new locations as well.



Storage and Sharing

Moving in a lot of stuff is a common method of marking territory, but placemaking at iZone Academy is not about being territorial. It is not about squatting or settling in anyone else's spaces; it is about shifting uses and sharing spaces to everyone's benefit. It's about making a place your own without taking it from someone else. Storage and other spaces are often limited resources, but they can be shared and stored in different ways to accommodate different needs.

Sharing Strategies

Space “You could use this space right here, and we could use that space over there.”

Time “You could use it from now until then, and we could use it from then until later.”

Function “You could use the table and board, and we use the chairs and projector.”

Collaboration “We could help you with that first, and then you could help us with this.”

Storage Strategies

Plan to bring and leave with all materials in smaller settings for short-term or individual activities.

Request or bring a lockable storage cabinet/closet in larger, longer-term sites for group activities.

Material Strategies

Teacher Go Bag Make kits of key tools needed for certain activities or spaces readily available.

Get What Ya Need Make it clear how teachers can request or purchase materials as needed.



See “Partnering” for more about liaising with partners and “Moving & Eating” for more on materials and transit.



Consistently providing written directions in the same three-part format (i.e. (1) exiting (2) en route (3) entering) could help to remind students and faculty to pay attention to where they are going (or sending people) before, during, and after use of a wayfinding app. It could also be a useful back-up during times when web-based apps will not work.



Moving + Eating

Transit, Safety, Tardiness, Multitasking, and Meals

By questioning basic assumptions about how, where, and when students learn best, and by asking what education looks like without a “school,” iZone Academy opens up new operational opportunities and logistical considerations. While iZone Academy advances new models of teaching and learning, it must address practical concerns and basic educational needs for every student. The following are some simple strategies and suggestions for managing the unique requirements of transit and meals at iZone Academy.



Transit

“Passing time” takes on a new meaning and new implications at iZone Academy, where students are not simply passing down a hallway, but sometimes down the block, through the neighborhood, or across the city. Not being tied to a singular building or location affords students the opportunity to study in contexts relevant to what they are learning and go wherever their education takes them. But ensuring that everyone is safe, efficient, and productive while in transit requires some careful planning.

Main Modes of Moving Around

iZone Academy students should always understand how to get around, including which modes of transportation are available, which are off limits to them, and what is the best option for any particular journey. Directions provided by faculty or wayfinding apps should take all public and pedestrian transit options into consideration and never rely on students to arrange or pay for private transportation.

Recommended Transit

Types of Transit	Modes of Transit	Good to Go?
Pedestrian	Walking, wheelchair, or other sidewalk-safe transit	YES! Usually the simplest, if not the fastest option
Public	Subways, busses, and ferries operated by the MTA	YES! But always be aware of service changes
Private	Cars, taxis, bicycles, or other privately owned vehicles	NO! Unless specially organized by iZone Academy faculty

Urban Orienteering Orientation

It should not be assumed that all iZone Academy students have the same level of experience or comfort moving around the city. Providing some form of supervised orienteering and transit training could help everyone to gain confidence and awareness, understand rules and recommendations, and acquire travel savviness that will serve them well in the future. Incorporating elements of teamwork and play could turn these activities into valuable community-building opportunities that encourage cooperation and camaraderie on the move. Here are a few playful ideas to consider:

Lost and Found Teams are taken to unfamiliar locations around the city and told to find their way back to a familiar location.

Scavenger Hunt Teams are challenged to find and retrieve various artifacts from different locations around the city.

Amazing Race Teams work to complete challenges in different locations around the city as quickly (and safely) as possible.



Asking students to articulate a clear “punctuality plan” for the future, rather than simply punishing them for unexcused lateness, may be a more constructive way for them to learn from their transit experiences and take simple, sensible, and safe steps to be on time to their commitments.

Pragmatic Punctuality Policy

Although punctuality is as important at iZone Academy as at any other school—perhaps even more so when real-world projects and professional partners are concerned—students should never be forced to compromise safety for speed in getting from one place to another. Students should be made aware of procedures and contingencies to follow if they are running late, tardiness forgiveness should be exercised in some cases, and a general culture of communication and understanding should be reinforced around transit issues.

Tardiness Recourse Procedures

If...

You will be moving from one location to another

You think you might be late to your next activity

You cannot reach someone at your next location

You cannot call, text, or email (e.g. no web or cell)

You encounter significant delays while in transit

You have a dead battery or no phone (e.g. forgot it)

You are underground and have no phone service

You are extremely late or simply cannot make it

Then...

Always check out of the first location when leaving

Call ahead and tell someone when to expect you

Send them a text or email (and copy your adviser)

Ask to use someone else's phone, computer, etc.

Call ahead to tell someone to expect you later

Ask to use someone else's phone (not a stranger)

Continue on and call ahead as soon as you can

Call ahead or go to another iZone location for help

Always

Always be aware of what is going on around you.

Always think about and look where you are going.

Always communicate if you think you will be late.

Never

Never risk your own safety by rushing too much.

Never request or accept rides from any stranger.

Never call or pay for a taxi for fear of being late.

Tardiness Tracking and Forgiveness

Assuming students take measures to avoid being late and to communicate when they are, iZone Academy faculty and partners may wish to exercise discretion, and perhaps restraint, in penalizing tardiness. Rather than enforce a rigid policy that could prompt reckless transit behaviors, students' best efforts and extenuating circumstances should be taken into consideration. This will help students learn that being on time is important, but also that they can take steps to mitigate the consequences of being late. The "Questioning Tardiness" worksheet to the right contains sample questions that could be answered by students and reviewed by teachers to determine the consequences for a given instance of tardiness.

Questioning Tardiness

Y N

- Did you check out of your previous location before coming here?
- Did you allow yourself enough time to travel from there to here?
- Did you attempt to communicate in advance about any delays?
- Did you encounter understandable complications on your way?
- Did you make the necessary efforts to avoid such complications?
- Did you attempt to communicate about delays as they occurred?
- Based on the answers above, should this lateness be excused?

Other Factors

- How late are we talking here? _____
- First time(s) in a new place? _____
- Past record of tardinesses? _____
- Were other people involved? _____
- Extreme weather conditions? _____
- Plan to prevent in the future? _____

How should this tardiness be dealt with (and learned from)?

Buddy System Best Practices

Although it may increase the risk of distraction in some cases, having students travel between daily activities in pairs or groups—ideally, accompanied by an iZone Academy faculty member—could reduce their chances of getting seriously lost or in trouble, and allow for productive group work or meetings during transit.

Meeting at a central, known location and then heading out as a group could be particularly beneficial the first time(s) students travel to a new location. During this first journey, students could decide to continue meeting and traveling as a group or they could find buddies coming from similar locations to travel with from then on.

Teachers and partners may also be able to arrange their schedules such that they can travel with entire classes or cohorts between activities. This would allow them not only to assist students with transportation and directions, but also to use transit time to advise, tutor, or simply socialize with their students.

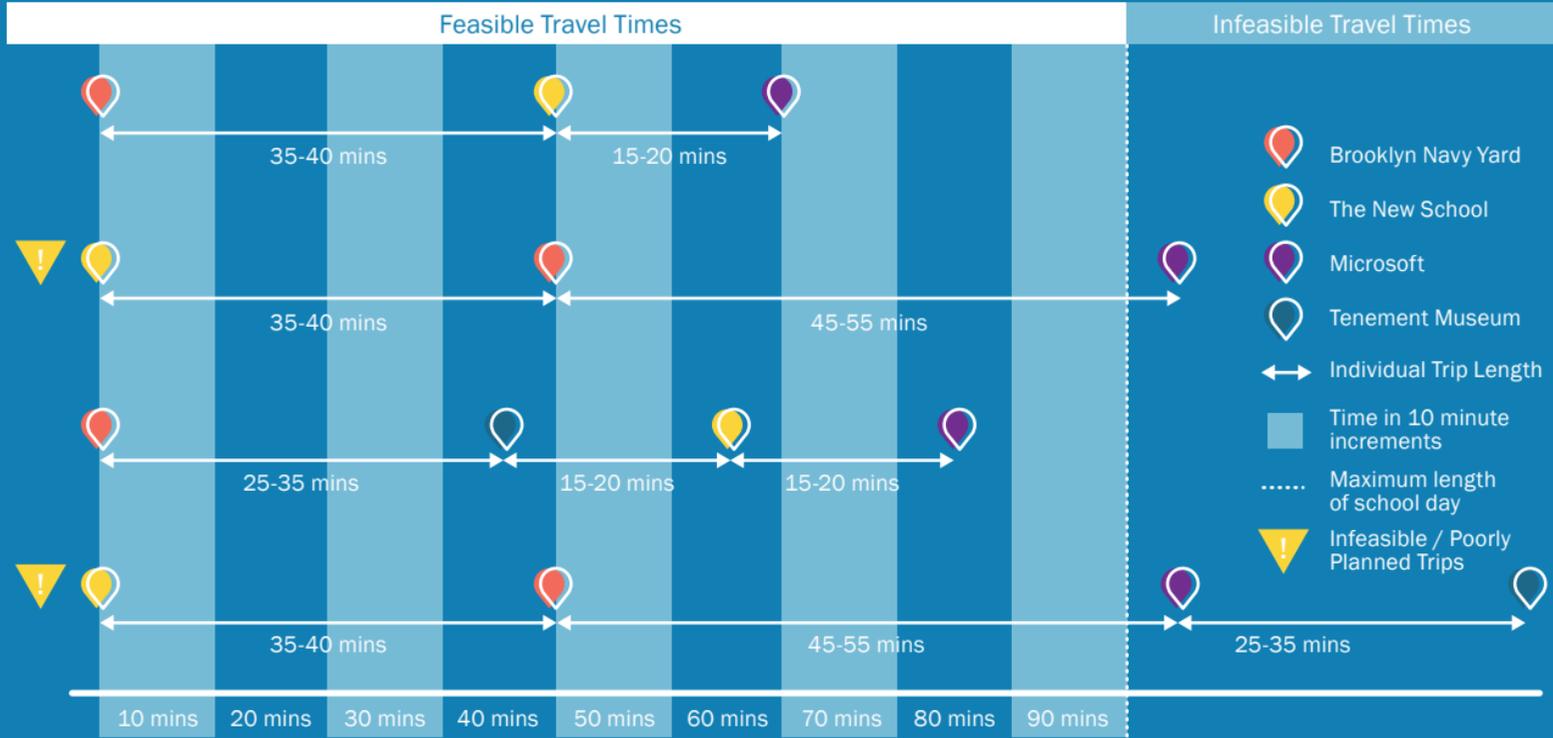
In any case, every student should have someone who knows where they are at all times. There should be a clear chain of communication to the teacher, adviser, or partner who is responsible for a student at any given time. A “cell-phone chaperone” could be used, as long as someone is always expecting a check-in.

Transit limits and trade-offs

Although the ability to move about the city enables many of the new opportunities available at iZone Academy, the amount of transit students experience in a given day should be seen as a finite quantity, and the opportunity cost of distant locations should be weighed in deciding whether they are worth the trip.

In addition to the time it takes to travel to and from home, students should not be expected to spend more than 1 to 1.5 hours in transit, or take more than 2 to 3 short trips, and still have a productive day. Naturally, the number of transit trips possible during a student’s day will be determined by the length of those trips (see next page):

Transit Route Comparison Example



Access and Accessibility

It goes without saying that transit accommodations must be made for students with limited mobility. This may include special bussing in some cases (cost and capacity permitting). It may also include online learning and telecommuting options, but never to the extent that any student feels excluded from in-person activities.

Ultimately, everyone has mobility limits, which should be taken into consideration when planning students' daily activities. Whether or not they have physical disabilities, students should not be expected to do the physically impossible to get to class. Time, space, and distance should be considered in student scheduling.

In addition to ensuring that all iZone Academy locations (and connecting subway stations) are wheelchair accessible, faculty should work with students to ensure their journeys between locations are manageable. Daily activities could be clustered within neighborhoods or around partner hubs to limit excessive transit.



Of course, the order in which students' transit trips are undertaken will affect the distance of their overall journey. Helping them to schedule their day along an efficient route and avoid retracing their steps, will increase the distance they can travel and the number of activities they can participate in each day.



In addition to learning while in transit from one location to another, there is a lot that students can learn from their transit experiences. For example, there may be opportunities for students to conduct real-world projects about how people use their time on public transportation and how they could use it better.

Multi-tasking On The Move

iZone Academy students typically spend more time in transit than other high school students, so it is important that transit time is not wasted time. Holding walking meetings on the way to lunch, reading or listening to something on the subway, or simply connecting with friends on the bus -- these are just a few of the productive or restorative ways to make use of time that would otherwise be lost in transit.

Some people work best, when feet are moving, hearts are pumping, and ideas are flowing. Not all activities are suitable to do on the move, but below are some basic criteria and some simple ideas to put in a wallet and discuss with students when strategizing how to make the most of moments on the move:

“Make the Most of the Move” Wallet-sized Folded Cards



<p>WHAT WORKS</p> <ul style="list-style-type: none"><input type="checkbox"/> One-handed or hand-free activities<input type="checkbox"/> Recorded or downloadable materials<input type="checkbox"/> Chosen as opposed to required work<input type="checkbox"/> Little-to-no tools or materials needed<input type="checkbox"/> Easy to pick up and put down again<input type="checkbox"/> Speaking, listening, seeing, thinking	    
<p>SOME IDEAS</p> <ul style="list-style-type: none"><input type="checkbox"/> Tutoring or advising from a teacher<input type="checkbox"/> Journaling or recording experiences<input type="checkbox"/> Reflection on reading or coursework<input type="checkbox"/> Listening to podcasts or audiobooks<input type="checkbox"/> Studying or memorizing for an exam<input type="checkbox"/> Conducting a transit-related project	
<p>MORE IDEAS</p> <ul style="list-style-type: none"><input type="checkbox"/> Practicing a presentation or speech<input type="checkbox"/> Planning ahead or checking off lists<input type="checkbox"/> Relaxing or taking a personal break<input type="checkbox"/> Meditation and breathing exercises<input type="checkbox"/> Chatting with friends and colleagues<input type="checkbox"/> Coordinating work with collaborators	



Tech is not the answer, but provides useful tools

Mobile technologies can certainly make it easier to get around and stay in touch. It should not be assumed, however, that all iZone Academy students have access to or proficiency with smart phones and tablets. Even when they do, sometimes devices get lost or forgotten, batteries die, or mobile service is unavailable.

Students should certainly take advantage of online maps and wayfinding apps, and faculty may ask students to check in and out of locations using their phones or tablets, but redundant systems, contingency plans, and precautionary practices should be in place for the times when technology cannot be counted on.

Cautionary catchphrases might also be repeated to remind students not to be too dependent on technology:

“When in doubt, tell someone before heading out!”

“Don’t go before you know (who, where, when...)!”

“Beware your battery and suspicious of service...”

Meals

Eating is another essential activity that presents unique challenges and opportunities at iZone Academy. Students may be pleased with the possibility that their breakfast and lunch options may not be confined to a single cafeteria, but faculty and administrators must be creative to find alternatives that are healthy and desirable as well as economical and efficient. In addition to providing the energy and nourishment that students need, meals should help to sustain the social and cultural fabric of the iZone Academy community.

Social functions of meals

Breakfast and lunchtime should allow students to take a break, have a bite to eat, and digest what is going on in their day. For some, this could be a chance to connect with friends; for others, it may actually mean a moment to be alone. Providing different mealtime options and activities could help accommodate different needs for socialization or solitude, and set students up to be happy and successful in the rest of their day.

Cultural functions of meals

During a day of personalized experiences in different locations, meals may be the only activities that some students have in common. Creating opportunities to come together during mealtimes -- either through online or in-person events -- could help to support a culture of cohesive community at iZone Academy. Lunch could be an opportunity to share thoughts, experiences, and work, or to take in a brown-bag presentation, webinar, or staged performance.

Manageable Meal Options

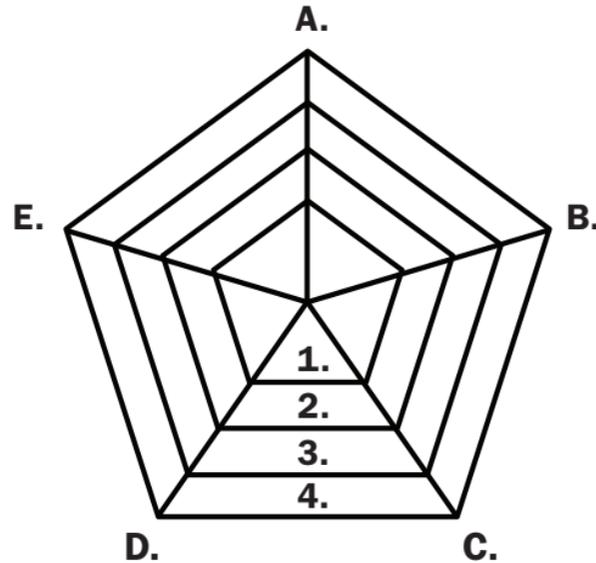
There are many ways to provide meals for students, but they all have their advantages and disadvantages. Here are some important dimensions to consider:

- A. Affordability How realistic is it that the DOE can pay for this meal option?
- B. Preference How likely are students to choose (and really use) this option?
- C. Convenience How easy is it for students to find and eat their daily meals?
- D. Selection How much choice do students have about what they get to eat?
- E. Conviviality How much social interaction is available during meal times?

Using a consistent set of criteria to evaluate different meal provision plans could help to compare current options, identify future options, and justify the option ultimately selected.

In the end, the most desirable option (i.e. what students are most likely to eat) is not likely to be the most feasible option (i.e. what iZone Academy can realistically provide). Here are some dimensions to consider:

The Anatomy of a Spider Diagram

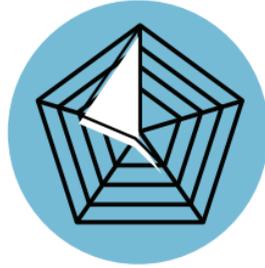


Note: The evaluations of the following meal options are based on the estimates and opinions of a small number of students and educators. They serve only as examples of how such options might be compared.



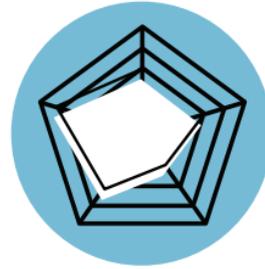
Incubator School Cafeteria

Students share another school's cafeteria (likely at an incubator school)



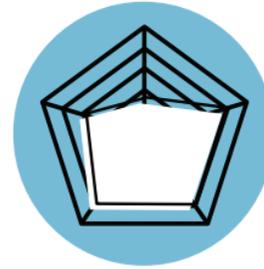
Various School Cafeterias

Students have access to school cafeterias in several central locations



Brown-Bag Meals Picked-Up

Students pick up prepared meals they can carry and eat anywhere



Brown-Bag Meals Delivered

Prepared lunches are delivered to the locations where students will be



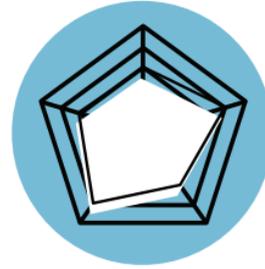
Partner Location Cafeteria

Students share the cafeteria at a partner location (maybe at a home base)



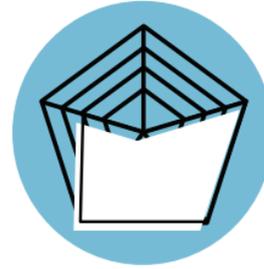
Various Partner Cafeterias

Students have access to a few cafeterias in different partner locations



Select Markets/Restaurants

Student meals are prepared by designated markets and restaurants

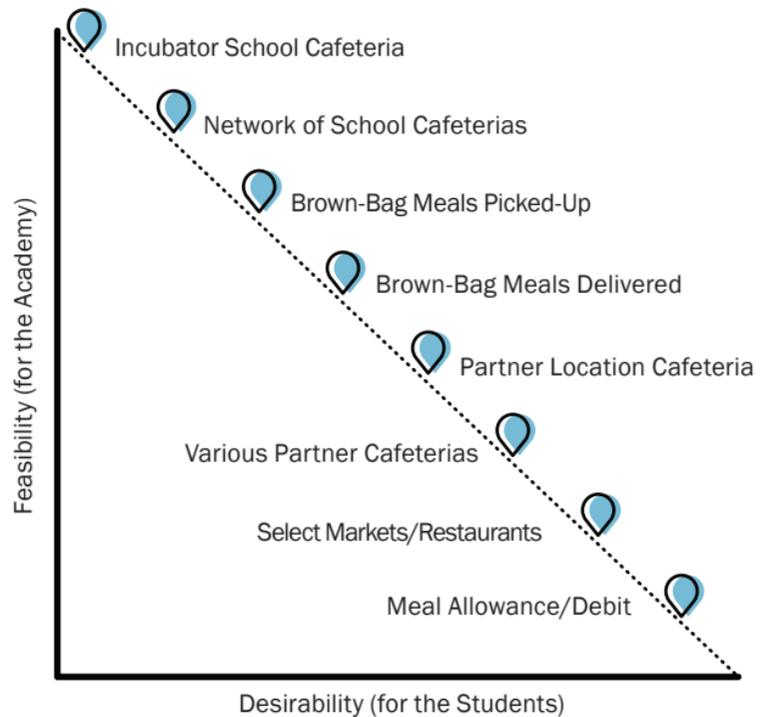


Meal Allowance/Debit Card

Students are given a designated daily allowance to buy their own meals



Desirability and Feasibility Scale for Meals



Closing and Continuing

Invitation, Index and Contributors

This guide is an invitation for educators to engage in the design process. It is not a recipe or instruction manual, but a list of ingredients and best practices developed through a process of discovery, imagination, and problem solving that takes place in schools everyday. For the ideas in this guide to become realities, teachers, administrators, and families will have to continue the observations, conversations, and experiments that started here and make them their own.



Contributors

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