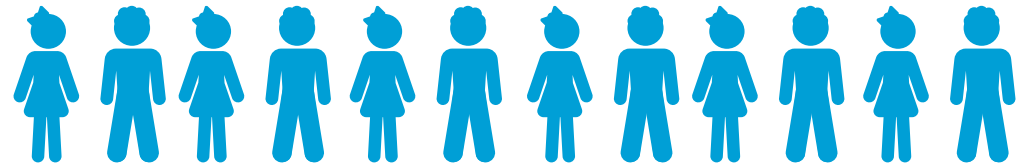


How will the next generation of NYC schools ensure that all students are ready for demanding and dynamic careers, colleges, and communities?

The iZone Framework 2011-2012

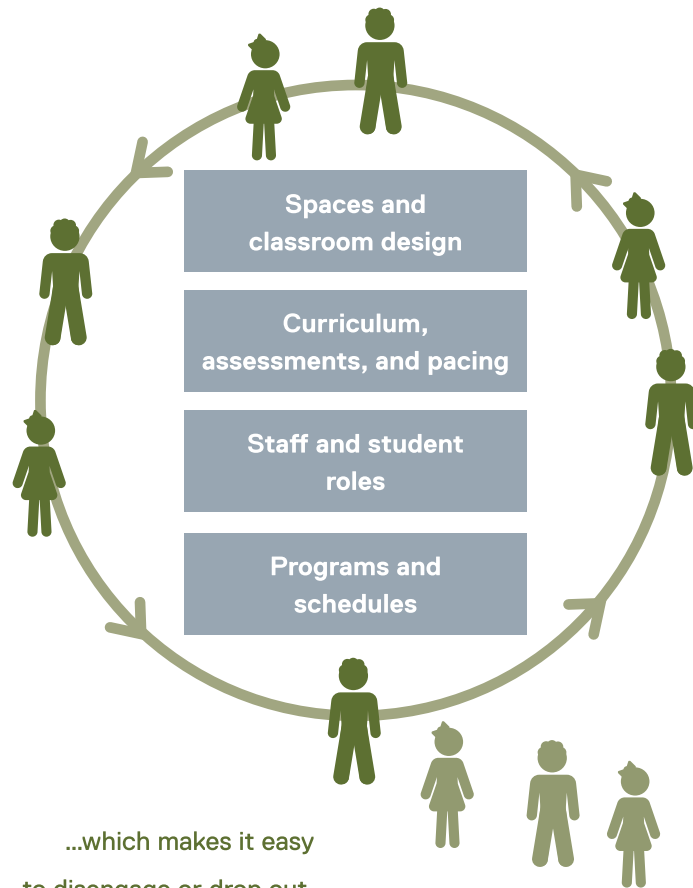


WHAT IS IT? The iZone Framework offers four principles and 11 strands that define a common language to help iZone schools identify, develop, and implement personalized, rigorous, engaging, and innovative new practices. We will use the Framework to collect evidence of innovations and to hold ourselves accountable to the mission of increasing high school, college, and career readiness by creating schools organized around the needs, strengths, and motivations of individual students.

iZone schools are moving toward personalizing around a flexible instructional model.

Standardized, Classroom-centric School Model

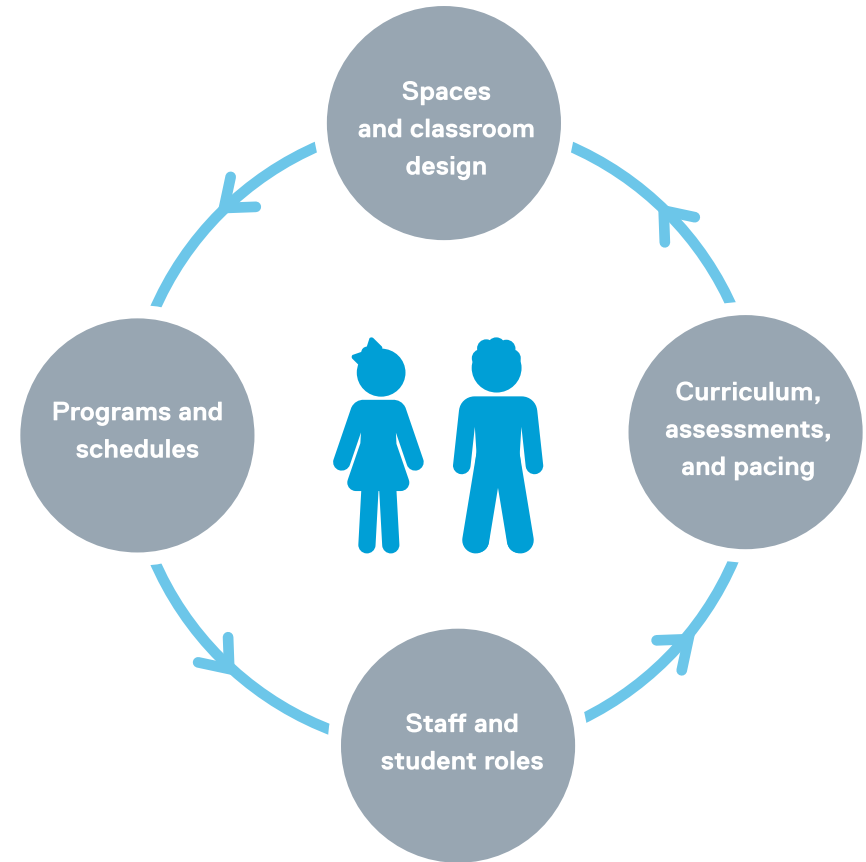
Time, space, technology, curriculum, assessments, and staff are fixed, and students' experiences revolve around those constraints.



...which makes it easy to disengage or drop out.

Personalized, Student-Centric School Model

Time, space, technology, curriculum, assessments, and staff are flexible, and revolve around each student's needs and strengths.



iZone Framework: Our Guiding Principles



The iZone Framework: Guiding Questions

1

Next Generation Curriculum and Assessments

- How can we re-imagine and transform current models of curriculum and assessment to help all students meet or exceed the Common Core State Standards and other rigorous academic standards?
- How do curriculum and assessments need to change to prepare students for dynamic and demanding colleges, careers, and communities?

Next-generation curriculum

Next-generation assessment

2

Personalized Learning Plans and Progress

- How can students work together with staff and their families to create a personalized learning plan that helps them reach mastery at their own pace through a learning progression that they design to meet their strengths, needs and motivations?
- How can students receive frequent and detailed feedback on their progress toward mastery?

Personalized coaching

Personalized feedback

Personalized progress

3

New Student and Staff roles

- How will students take ownership of their learning and learn how to work in a variety of live and virtual settings?
- How will staff take on new, flexible roles as coaches and facilitators to guide student learning in school-based and digital settings?
- How can alternative staffing models help meet each student's needs?

Student ownership

New staff roles

Alternative staffing models

4

Flexible and Real-World Learning Environments

- How can we re-imagine the use of technology, scheduling, and community/home resources to create flexible learning environments that use time and space in dynamic ways to meet the needs of each student?

Flexible groupings

Flexible use of time and space

Real-world learning environments

01

Next Generation Curriculum and Assessment

What might this look like for students?

Next Generation Curriculum

- Students are authentically engaged with competency-based curriculum frameworks that teach higher order, critical thinking capabilities; reflect mastery in and across subject areas; mirror how experts think, work, and perform; and are aligned to rigorous academic standards, including the Common Core State Standards.
- Students use cutting-edge learning modules, including project-based, game-based, and online modules, to solve authentic problems and engage with authentic audiences.
- Students use experiential, field-based learning curricula to study and contribute to real-world communities and workplaces.

Next Generation Assessment

- Students show evidence of their competency through rigorous performance-based assignments, tasks, and projects in which they apply their knowledge and skills to authentic, complex, and novel problems and situations.
- All students, including those with disabilities and English Language Learners, demonstrate deep thinking, strong habits of mind, and higher order skills through their performance of academic tasks.

02

Personalized Learning Plans and Progress

Personalized Coaching

- Students have structured time with an adult who knows them and their families well to set personalized and measurable academic and personal goals.
- Students work with the adult to plan strategies and action steps for achieving their long-term (college, career) and more immediate goals. These strategies may affect schedules, assignments, and units of study. Additional coaching may come from other students or mentors.
- Students work collaboratively with teachers, advisors, coaches/mentors, and their families to use evidence from teacher data analysis and feedback, on-going diagnostic assessments, surveys, conversations, and other sources in goal-setting.

Personalized Feedback

- Students have structured time with an adult who knows them well to reflect on and revise their learning plans to ensure they are on a path to mastery of competencies.
- Students receive both formative and summative feedback on their progression toward mastery of competencies as well as specific strategies to improve performance.
- Students use adaptive technology to receive rapid and personalized feedback on their progress.

Personalized Progress

- Students progress through individual units and courses by demonstrating mastery of competencies instead of simply progressing based on seat time.

03

New Student & Staff Roles

What might this look like for students?

Student Ownership

- Students know the particular competencies and progressions they are working on at any given time and understand how mastery of these competencies is necessary for high school, college, career, and community success.
- Students and families are able to consider the trends in their learning progression based on their grading from teachers. As a result, students contribute ideas, in partnership with their families and their teachers, to how they can best meet their specific learning needs and goals.
- Students have structured time alone or with peers to reflect on teacher feedback and improve their work.
- Students, with their families and teachers, learn how to take increasing ownership of their personal learning plans by making informed choices about what they will work on, when, with whom, in what role, at what pace, and in what order.

Alternative Staffing Models

- Students learn from a wide variety of adults and peers depending on the particular learning content and setting. Exposure to non-teacher instructors and mentors is a formal, integrated part of the students' learning experience rather than an occasional occurrence, serving to deepen relationships and facilitate more targeted interventions and enrichments.

New Staff Roles and Development

Students learn from teachers and staff who:

- have the time, structures, skills, and student load needed to facilitate a personalized learning experience for each student.
- develop professionally through experiences that model the same kind of personalized, competency-based approach that is used with students, allowing teachers to: set individual goals and strategies; access a variety of learning resources and settings aligned to their goals; and work with a coach to reflect on and show evidence of progress toward mastery of specific teaching competencies.
- specialize in areas of strength (e.g. coaching, lesson design, lesson delivery, particular content areas), and have a clear understanding of what success looks like in a variety of instructional roles.

04

Flexible and Real-World Learning Environments

Flexible Groupings

- Students can work individually and in a variety of groupings depending on their need, preference, or learning style.
- Students learn how to work in all kinds of groupings, including collaboratively and independently, face-to-face and online, and in large and small groups.

Real-World Learning Environments

- Students actively investigate, and are explicitly taught, how to become responsible digital learners.
- Students are engaged with authentic and personalized internships, apprenticeships, and field work that take place outside of the school building and day. They are held accountable in structured ways for using their learning from those experiences to show evidence of core academic, social-emotional, and career competencies.
- Students engage in formal and informal learning both within and outside of the traditional school classroom, working with mentors who help them broaden and hone their interests, increase their artistic, cultural, ecological, health, and political awareness, and negotiate real-world situations.

Flexible Use of Space and Time

- Students learn in a spectrum of spaces, from traditional spaces for 25+ students, to smaller spaces for group or individual work, to virtual or field-based spaces.
- Space assignments are made based on the type of content being delivered and the needs of individual students, and are increasingly made by students themselves as they become more responsible for choosing the learning settings that work best for them.
- Students have structured opportunities to learn anytime, anywhere using technology that supports their needs and motivations.
- The amount of time in a week or month that students spend on various subjects and lessons varies based on student need, interest, and readiness for this level of independence.