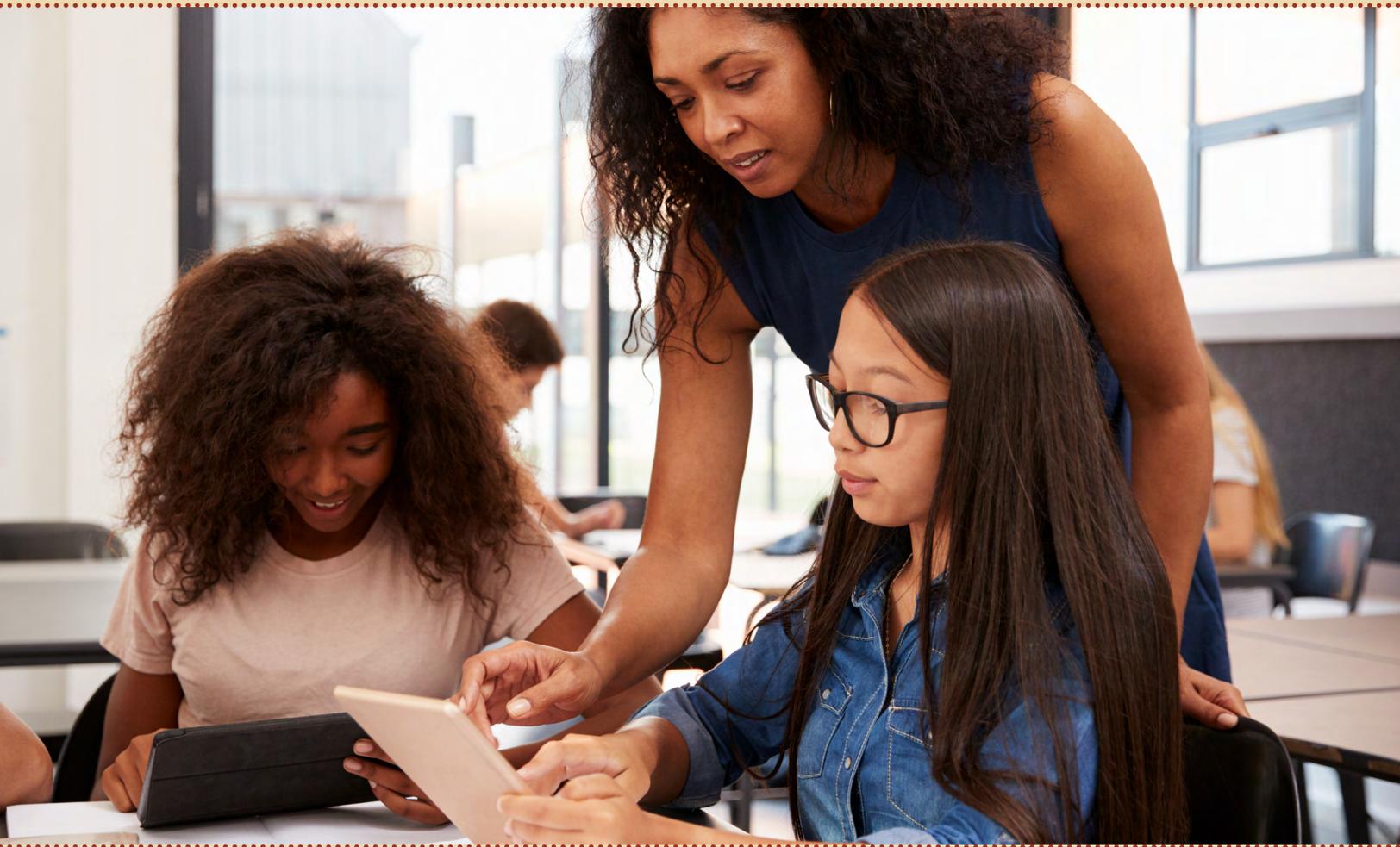
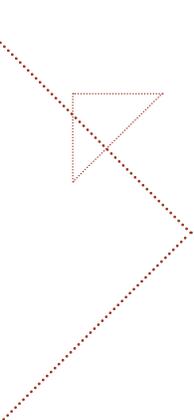


TEACHERS' TIME: COLLABORATING
FOR LEARNING, TEACHING, AND LEADING

The Internationals Network for Public Schools: Educating Our Immigrant English Language Learners Well

By Julie Kessler, Laura Wentworth, and Linda Darling-Hammond





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Introduction

Students file into a small, windowless classroom in the basement of LaGuardia Community College (LaGCC) in the Queens borough of New York City, home to one of the city’s 15 International High Schools. There is barely space for the teachers to maneuver around the tables as they circulate through the room, talking to the students entering this 70-minute ninth and 10th grade social studies class. Storage closets and a chalkboard line two of the four walls; a word web titled “Semantic Maps in the Medieval World” and more student work is displayed on the other two.

The student teacher writes “Do Now: Read the Buddha Handout Quietly” on the board and distributes a one-page article about Buddhism. Then, as class begins, the teacher and the student teacher move among the 20 students, making sure that they know what they are expected to be reading and that they are seated in the right place. Groups of four students sit at round tables; the common language at each table is English. The only exception is that a few students are paired with a newcomer who speaks the same language to help the newcomer translate the material. Most students quiet down and read for the first 10 minutes of class, scanning the handout, pen in hand, circling and underlining words. Some students have dictionaries at their sides. A couple of students are whispering to one another, discussing phrases or words from the reading.

“The first time, don’t try to understand every word,” says the teacher, looking over the shoulder of a student. “Read it through quickly the first time, then go through it slowly.”

“What does this word mean?” another student asks the student teacher.

“She’ll teach you that,” replies the student teacher, pointing to another student at the table.

For the next 20 minutes, the teacher leads a minilesson, breaking down the key concepts and ideas in the reading. “Buddhism is an offshoot of Hinduism,” he begins. “It started as a way of looking for more answers, similar to Hinduism. Can someone read for me how Buddhism was born?”

The students take turns reading aloud, and the teacher stops one when he gets to the word “fast.” The teacher asks, “Do you understand what this means? What do you do when you follow a strict fast?”

“You diet,” says one student.

“Yes, you eat very little, just enough to stay alive,” says the teacher.

The teacher leads the class in a discussion, making sure the students comprehend the content as well as the academic language used throughout the reading. At one point, he draws a timeline on the chalkboard to chronicle the events the class is reading about and has students call out the events as he adds them to the timeline. From time to time, the teacher also writes words like “dharma” or “nirvana” on the board. After the reading, he goes back to check the students’ understanding of the new vocabulary. At the end of the minilesson, the teacher reviews the words again and asks the students to write them in their glossary. One of those words is “content,” and a student notes that there is a similar word in Spanish.

For the final 40 minutes, each group of students is assigned one aspect of Buddhism to explain to the rest of the class. For example, one group works on a presentation about the eight-fold path. The teacher comes over to support this group and says, “Some of that English is easy, and some of it is a little tricky. Could someone tell me this in their own words? What is the eight-fold path?” Two of the students do most of the talking; the others are still learning English and offer their ideas in one-word responses or short phrases. At one point, the whole group looks up the word “considerate” as they decide how to best explain the eight-fold path.

Some of the groups draw visual aids on poster paper for their presentation. There is a hum in the class as the students discuss their work. They are constantly taking notes on their readings, writing down definitions, and making small drawings next to the definitions to illustrate their meaning. You often see two students talking to each other as they grapple with the meaning of words as well as with the larger concepts of the lesson.

The lesson portrayed above is abundant in content as well as in language development. The teachers at International High School at LaGuardia Community College (LaGCC) have transformed a dingy basement into a vibrant, language-rich place for learning. The students are discussing deep, complicated concepts and learning advanced vocabulary at the same time. You might not know it from the complexity of the lesson, but all the students at this school are English language learners (ELLs). In most high schools in New York City, these students—many of whom are poor, newly arrived, often undocumented immigrants with little English and traumatic histories—would be seen as vulnerable or at risk. But at this school, they thrive and become highly successful, college-bound graduates.

You might also expect that International High School at LaGCC, given its student population, would have low outcomes for students. In fact, the exact opposite is true. The New York City Department of *Education Progress Report* (which provides measures of student academic success, school culture and climate, and graduation rates, among other things) ranked International High School at LaGCC in the top 3 percent of high schools across the city during 2011–12 (New York City Department of Education, n.d.).

A number of different sources similarly attest to successful outcomes for the International High Schools (Internationals). For example, according to the *2012–2013 New York City Department of Education High School Progress Report*, the four-year graduation rate for students at the Internationals was 58 percent, while it was 32 percent for ELs throughout the districts. Similarly, the six-year graduation rate for Internationals students—who, as recent immigrants, often require more than four years to master the academic language necessary to graduate—was 77 percent, compared to the district average for ELs of 57 percent (New York City Department of Education, 2014).

In addition, in a study of the first three Internationals opened in New York City, Fine, Stoudt, and Futch (2005) found that the schools' four-year graduation rate for ELs (63 percent) was double that for ELs in New York City as a whole (30 percent); over seven years, fully 88.7 percent of Internationals' students had graduated, compared to 63 percent of New York City ELs generally. Furthermore, 92 percent of Internationals' graduates reported that they planned to attend college, far surpassing the rate for other EL students in New York City (67 percent).

The Internationals Network for Public Schools (the Network) now supports 21 schools and six academies in seven states as well as Washington, DC. They are open only to immigrants who have been living in the United States for less than four years and who score in the lowest brackets of their state's English exam. The Internationals serve students from more than 90 countries who speak more than 55 different languages.

The Internationals model greatly increases the number of recent immigrant ELs who stay in high school, graduate, and attend and complete college. The Internationals successfully teach and assess ELs and also, individually and as a collective, train mainstream teachers to teach ELs and to support other schools with EL populations.

What is the secret to the Internationals' success? How do they organize instruction, develop the curriculum, support language learning, and develop teachers? How do they create bridges for recent immigrants to their new society and to their futures? And how have the schools been able to replicate success from one school to the next?

This study seeks to answer these questions. It describes how the Network has achieved such marked success with immigrant youth entering the United States in their high school years. We discuss the curriculum, classroom instruction, assessment, professional learning, and governance practices that contribute to this success, and we take a close look at a number of classrooms to provide a glimpse of how teachers and students teach and learn together. Documenting the Internationals' approach provides insights into what characteristics enable schools to increase recent immigrant ELs' achievement and close the achievement gap between ELs and native English speakers.

Serving English Learners in American Schools

Between 2002 and 2012, the percentage of ELs in U.S. public schools increased in all but 10 states; by 2012, the number of ELs in urban schools made up 14 percent of public school enrollment (Kena et al., 2014). As districts have scrambled to meet the needs of the increasing number of ELs, many schools have experienced a steady or growing achievement gap—a subject of intense attention under the No Child Left Behind Act (Abedi & Dietel, 2004). For example, from 1998 to 2009, there was a 29-point achievement gap between non-EL Latino students and EL Latino students on the grade 4 National Assessment of Educational Progress (NAEP) test in reading (Hemphill & Vanneman, 2011). These gaps have persisted over time, in part because the assessment systems are not designed to take into account that ELs are not only learning subject matter but also acquiring a new language.

In the face of these daunting statistics, schools and districts have been searching for policies, practices, and structures that work well with ELs. Over the years, school practitioners and researchers have developed a number of models for working with these students. Since the 19th century, the United States has had programs in which students are instructed in their native language to help them learn both English and content in academic subjects. There are dual-language programs that aim to have students develop fluency in their native language and in English. There are transitional models where students use their native language to learn English or are in a “newcomer” program for a finite amount of time before joining a mainstream classroom. A few states require “English only” approaches, often referred to as structured English immersion, in which students’ native languages are not used in the classroom and teachers are encouraged to use visual aids and other strategies to scaffold their instruction. The debate continues over which programs work best.

The Internationals model differs from many other models of EL education. Unlike programs or classes within a school and unlike schools serving students for a transitional one- or two-year period, Internationals are full four-year high schools entirely dedicated to serving immigrant students. Internationals are not private or charter schools; they operate within the same budgeting framework as other public schools in their districts. Additionally, the Internationals model does not fall neatly under any of the typical categories of bilingual education programs, structured English immersion programs, or even English as a second language programs. Instead, focusing on five core principles (see Table 1), the Internationals model uses the integration of content and language instruction to develop students’ linguistic abilities alongside their academic work.

TABLE 1. Internationals five core principles

PRINCIPLES	DESCRIPTION
Heterogeneity and collaboration	Heterogeneous and collaborative structures that build on the strengths of every individual member of the school community optimize learning.
Experiential learning	Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society.
Language and content integration	Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, and interdisciplinary study.
Localized autonomy and responsibility	Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
One learning model for all	All learners—faculty and students—experiencing the same learning model maximizes their ability to support each other.

Source: Internationals Network for Public Schools, 2017.

History of the Internationals Model

The first International High School opened in 1985 with 60 students in the basement of LaGCC. The school was created in response to the needs of another small high school on the LaGCC campus, Middle College High School. Designed for students who were at high risk of dropping out, Middle College found itself with large numbers of recently arrived immigrant ELs. To better serve that population, International High School at LaGCC developed an educational approach that included longer classes, heterogeneous groupings of students, teams of teachers, interdisciplinary work, peer review for teachers, and a performance-based assessment system for students. Within 10 years, two more Internationals opened in New York City, one in Manhattan and one in Brooklyn.

To support each other, these schools formed an association, the International Schools Partnership. Originally funded through a Title VII grant as well as the Annenberg Challenge: New York Networks for School Renewal, it was predicated on the belief that both new and established schools—like teachers, principals, and students—learn best from each other. As the reputation of the International Schools Partnership grew, and the need for schools like theirs increased, a fourth International High School was opened in 2001 in the Bronx.

In 2004, a group of leaders from the four schools came together under the support of the Bill and Melinda Gates Foundation to form a nonprofit organization charged with launching additional schools and building and facilitating the collaborative network of Internationals. With the creation of this nonprofit, the International

Schools Partnership become the Internationals Network for Public Schools. It was more than just a name change. The Network creates the structures and bonds that allow the member schools and their faculties and leaders to learn from each other. The Network office does not function as a regulatory body, but rather as a support system that provides essential services to the schools—including professional development, mentorship, and research—and serves as the engine of new school growth.

In addition, the Network advocates for the Internationals. Because the Internationals are very different from traditional public schools, it is common for officials from local school districts or the state department of education to question and even challenge some of aspects of the schools. The Internationals also receive scrutiny for their unique approach, including their use of portfolios and the mixture of language education and content instruction in their classrooms. The Network, therefore, communicates regularly with district, state, and national educational leaders, explaining the Internationals' approach and providing evidence of the schools' success, thus standing up for the integrity—and in some cases, the legality—of its structures, policies, and practices.

Furthermore, the Network partners with districts where there are Internationals to ensure that the politics and demands of the district and state departments of education do not interfere with the schools' overall focus on the success of their students. Describing the Network's advocacy work, an Internationals' principal said:

They've also served as a strong voice for the schools with the department of education [in New York City], the state department of [education], at the federal level, with other outside organizations, links to community organizations and advocacy groups across the city. That's work that is very critical, but it's also something that's very hard to find the time to do with the demands of our jobs. . . . I can't leave in the middle of the day and go to a meeting for two or three hours, but I also can't speak on behalf of all of the schools, whereas in some cases the [Network director] or somebody at the Network can do that for us, and that's been incredibly helpful. Sometimes it means meeting with people from the department on our behalf about space issues, about lots of budgeting issues that have come up, and lots of other things.

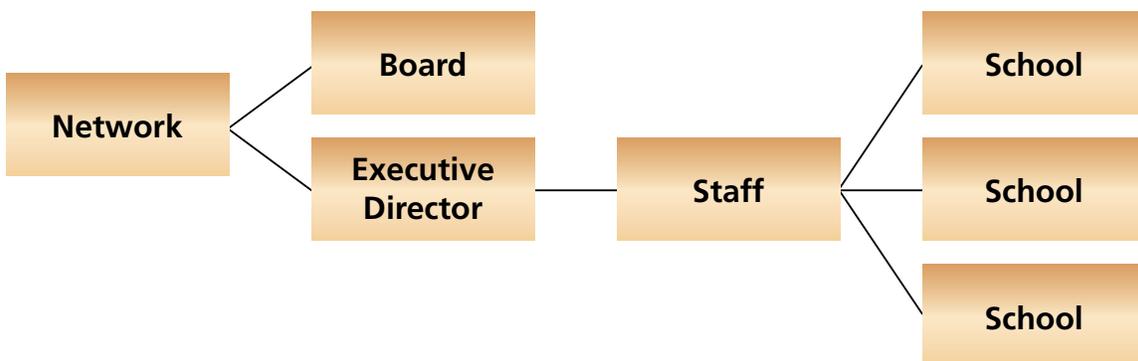
Similarly, the Network buffers the Internationals from outside demands and represents the schools at crucial moments, such as policy advocacy at the state and national level or pursuing and brokering federal or private grants, frequently ensuring that the schools' resources and partnerships are preserved as well as advocating for additional resources and rights on behalf of the school. It also acts as a voice supporting the rights of the immigrant students the schools serve, creating even more room for the principals and teachers to focus on instruction. Commenting on the Network's role in protecting the schools, an Internationals' principal noted:

You can never have too many buffers. There's some things that politically as a principal you can afford to do, and there's other things that you can't, and it's extremely helpful to have an outside organization to work with that can do some of that, can run some interference and speak up and to advocate on behalf of the schools as a collective group. That's much more powerful than having one principal of one school speaking up and saying something.

Yet another way that the Network supports the Internationals is by collecting and organizing curricula and related resources and housing them in a curriculum library. In addition, the Network has begun to codify and share best practices (in toolkits, professional development modules, and other formats) with outside schools and practitioners to raise achievement for ELs more widely. In all, the Network provides 12 different services to the Internationals, many of which directly support teaching teams and the professional practices at the schools. These services are discussed at greater length in subsequent sections of this study.

With guidance from its board of directors, the Network is led by the executive director, Joe Luft, who also serves as the president of the board. The executive director also manages the Network staff, which includes a director of finance and operations, a director of school development, and a director of development and communications. There are also program managers, associates, assistants, and instructional coaches who interact directly with the schools, providing professional development, mentoring, and resources to support the Internationals' approach at each school. Figure 1 depicts the organizational structure of the Network.

FIGURE 1:
Organizational Structure of the Internationals Network for Public Schools



Approach to this Study

In order to investigate the Internationals' educational approach, we selected three schools that we felt would offer a representative picture of the different faces of the Network: International High School at LaGCC, which, as the oldest and most established, served as a model for all the other schools; Flushing International High School, one of the new generation of schools; and Oakland International High School, which is implementing the Internationals model in a new educational context outside of New York City.

No two Internationals are exactly alike. Each site enjoys a great deal of autonomy and has characteristics that set it apart from the other schools in the Network. Each has interpreted the Internationals educational model slightly differently, and instructional practices vary not only from school to school but from classroom to classroom as well. Reflecting these differences, the three schools offer a cross section of characteristics, such as size, age, and location, that make generalizations about the Network schools more appropriate.

Using a qualitative approach employing observations of classroom practices and faculty meetings, interviews of teachers and leaders, and a review of curriculum materials and other documents, we examined how each school develops its curriculum, instruction, and assessment to facilitate immigrant student learning. (For a fuller description of the methodology, see Appendix A.)

Conceptual Framework and Literature Review

To understand how the Internationals program advances ELs' achievement, this study will explore six components of schooling: curriculum and instruction, assessment, professional learning, governance, and organization. As seen in Figure 2, these six interconnected components all influence the central goal of education: student learning. The specific characteristics of these components differ from school to school, depending upon the students they serve and the context of the school. Each component houses a set of practices, structures, and policies that contribute to student learning.

Learning

Learning for ELs is different in some notable ways from learning for native English speakers. While all students must acquire the knowledge and skills necessary to make progress at school, ELs must also develop language for both the social and academic realms. Cummins (2000) describes the social language ELs need to learn to navigate social interactions, referred to as “playground English,” or basic interpersonal communication skills (BICS). Additionally, ELs must master “classroom English” or attain cognitive-academic language proficiency (CALP), which includes acquiring language suited for analytical skills, like writing in a journal or expressing complex ideas. Research suggests that it takes ELs four to eight years to develop English language proficiency necessary to succeed on assessments like standardized tests that are focused on academic content (Collier, 1989; Hakuta, Butler, & Witt, 2000).

Curriculum and Instruction

The choice of which curriculum is taught, the content of the curriculum, and the materials used in teaching it all influence student learning, as does the teacher's instructional methodology. Some pedagogies are oriented more toward teacher-centered delivery, including lecture and recitation; others, including project-based and inquiry-based methodologies, are more student-centered.

FIGURE 2:
Relationship Between Practices
and Frameworks for Each Practice



The curriculum and instruction need to be adjusted to meet the needs of recent immigrant ELs. Instructional methods such as employing visual aids, acting out concepts, and having students work with a partner or in small groups help give ELs comprehensible input, as does adjusting instruction to allow the time required for second-language acquisition (Lightbown & Spada, 2006). Providing tools like dictionaries, glossaries, and word lists also helps students develop the language necessary for learning the content being taught and builds on students' existing knowledge and strengths. In addition, teachers need to be aware of ELs' feelings, attitudes, and opinions that may cause students to put up barriers that impede learning. If students feel anxious or stressed, they may filter out input and therefore acquire less language (Crawford, 2004; Krashen, 1982; Lightbown & Spada, 2006).

The language of delivery and cultural relevance of the instruction or instructional materials play important roles in ELs' achievement. In fact, language-minority students' reading comprehension improves when they read culturally familiar materials as well as when they read in their native language (Goldenberg, Rueda, & August, 2006).

Using grouping as an instructional strategy can also take advantage of ELs' diversity. Lindholm-Leary and Borsato's (2006) review of research literature found that cooperative learning and responsiveness to students' different learning styles are influential factors in promoting success for ELs. Also, when teachers group students heterogeneously and structure student collaboration into all instruction, students have to use a common language (either a shared native language or English) to help each other with their tasks. Valdes (2001) suggests that addressing ELs' needs should be seen as a school-wide initiative, where all teachers agree upon a school language policy. These policies should guide teachers to not see ELs as a "special problem" but instead to believe ELs are "competent students" (p. 149). Research suggests the effectiveness of celebrating student diversity and making it a primary tool for helping students learn English.

The curriculum also plays an important role in ELs' learning. As noted above, the use of culturally relevant materials for immigrant students has a positive impact on their achievement (Crawford, 2004; Ladson-Billings, 1994). Finally, ELs need an engaging curriculum that asks them to use sophisticated skills like analytical thinking or problem solving. Lindholm-Leary and Borsato's (2006) review found that effective schools for ELs had meaningful and academically challenging curricula that incorporated higher-order thinking skills, integrated themes, and established a clear alignment with standards and assessment.

Assessment

The Internationals conceptual framework also takes into account how schools assess students and how assessment influences student learning. Schools' assessment of students affects the choice of content taught. Teachers often use data from

assessments to inform instruction, and assessment results accordingly influence students' experiences in school.

Assessments often misrepresent ELs' skills and knowledge and consequently affect the learning opportunities made available. Because of the complexity of the language of a mathematics test or science project, some assessments test students not on the skills and knowledge they possess in those subjects as intended, but rather on their knowledge of English. Research suggests that even simple accommodations such as modifying the language used in assessments may more appropriately capture the achievement of ELs (Abedi, Lord, & Hofstetter, 1998; Abedi, Lord, Hofstetter, & Baker, 2000).

Professional Learning

Teachers' capacity to deliver effective instruction influences student learning. According to Williams et al. (2007), in schools whose ELs achieved higher test scores, there were more teachers with standard teaching certificates (rather than emergency hires or teachers in training), and more teachers with strong content knowledge, training in the curriculum, familiarity with state standards, the ability to use data from student assessments, and familiarity with the school community.

Teachers also play an important role in integrating language instruction with content and skill instruction. Research indicates that teachers need to understand which factors influence ELs' second-language acquisition (Gandara, Maxwell-Jolly, & Driscoll, 2005; Gonzalez & Darling-Hammond, 1997; Lucas & Grinberg, 2008). The percentage of teachers working with at least one EL grew from 15 percent in 1991–92 to 42.6 percent in 2001–02 (Zehler, et. al., 2003). Yet mainstream teachers—those who normally work with students at the general education level on multi-subject or single-subject content—receive scant professional development in teaching ELLs (August & Shanahan, 2006; Fillmore & Snow, 2002).

Well-designed professional development can increase student achievement over time (Barber & Mourshed, 2007; Correnti, 2007; Snow-Renner & Lauer, 2005; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). According to August and Shanahan's (2006) review of research on the topic, effective professional development for teachers of ELs provides methodologies readily applicable to teachers' classrooms, opportunities for hands-on practice; in-class demonstrations, and more personalized coaching.

Governance

The leadership of schools also affects the learning and achievement of ELs. A review of the research on successful school leaders suggests three important factors with regard to how leadership influences a school: (1) a leader's understanding of how best to support teachers, (2) a leader's ability to manage a curriculum that promotes

student learning, and (3) a leader's ability to transform schools into organizations that are more effective at fostering powerful teaching and learning for all students (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005).

School leaders who have ELs in mind when they make decisions about school structures and policies may improve student learning and increase EL achievement. For example, a study by Williams et al. (2007) found that principals from higher-performing schools serving ELs used multiple forms of assessment data to evaluate teacher practice and identify teachers who needed to improve their instructional skills. Williams et al. also found that there are higher levels of achievement for ELs in schools whose principals communicate their school vision and expectations clearly.

Organization

Class scheduling, class size, the length of class periods, and the way teachers organize their lessons affect student learning and achievement. The organization of a school reflects the school's priorities and vision for student learning and encourages or discourages particular types of learning accordingly. For example, during the Industrial Revolution, districts structured schools according to a factory model, reflecting the vision that the role of schools was to prepare students to work in manufacturing plants. Too often, classes for ELLs have been organized as a separate track, with instruction focused on lower-level skills to prepare students for their "appropriate" place in the economy.

It is important not only that classes are organized to provide opportunities for higher-order thinking but also that there is coherence both within and across courses in the way they approach learning and the curriculum. For example, Williams et al. (2007) found that in schools where ELs had higher test scores, teachers reported strong school-wide instructional consistency within grades. Similarly, Darling-Hammond, Anech, and Falk (1995) describe three Internationals interdisciplinary teacher-team programs that support instructional consistency and curricular alignment by providing the opportunity for teachers who share a common group of 75–100 students to work together on instruction, the curriculum, and assessment and to discuss their students (p. 127). These teams of four to six teachers, including the teachers of the four core subjects (English, social studies, math, and science), meet once a week during the school day.

Institutional alignment is supported through school-wide discipline teams, curriculum committees, and professional development committees. Consequently, consistency in instruction provides ELs with similar methods of teaching and delivery of content, so the students know what to expect and become adjusted to the instructional routines of school.

A Case Study of the Internationals

A Look into the Classroom

In the middle of the school year, the students in a first-period 11th grade English class are working on creating books about linguistics. Half an hour before the class begins, a group of students are in the room, working together to finish a poster titled “How do we define language?” that they had started making the previous day. They are creating a word web of facts, further questions, and possible responses to the question they have posed. There are some leaders in the group who are directing the work of others, some students who are doing the writing, and some who are listening. There is a sense of urgency and expectation, as they are hoping to have listed 20 items by the time class begins.

As the teacher and the rest of the students enter, and first period starts, the classroom becomes loud and fills with laughter. The teacher is joking with the students and greeting them by name. Twenty-five people cram into the tiny, windowless room and sit at four round tables. The teacher begins by explaining the plan for the 70 minute class that day. He tells them that they will have some time to work together in groups to prepare for the discussion and then as a class create a common word web of how language can be defined. Afterward, they will begin writing the first chapter of their books on linguistics. He also says that their homework for that night will be a thinking assignment, requiring some reflection. As they begin working in their groups, mixed by ethnicity and language, he tells them not to worry if their work is not totally complete. He knows they have spent only a few days working on the project and says, “Whatever you have is exactly where you should be. Have no fear.”

As the students begin working, the teacher moves among them, answering questions and helping out. He tells the group discussing dolphin communication that he is going to ask them to share their information with the class. The students in the group nod and decide who will report out. They all agree that one of them will draw a dolphin on the board so that people who don’t know the word “dolphin” will understand what they are talking about. To another group, who are discussing dominant global languages, he says, “This is something that no one in the class has except for you guys, so I’m going to call on you for that, okay?”

After the groups have had about 15 minutes to work together, he pulls the class back into the full group. He explains that they will do most of the talking, he will do the writing, and that if they offer some unusual information, he will push them a bit about where they got it or why they believe it to be true. He writes “How do we define language?” on the board and circles it, telling them not to make fun of his crooked circle. He then asks a student to come up and write the word “language”

in Polish. He invites other students up to write it in their native language—Chinese, Turkish, Korean, Spanish, Portuguese, and Romanian. As students write their word, he asks them to pronounce it, and the class practices saying the words in each language.

He poses the question aloud now, and students begin offering information from their posters. While some voices are heard more frequently than others, almost everyone participates and speaks out, with varying levels of English proficiency and confidence. Together they discuss the differences in body language among various cultures, the most commonly spoken languages, and the way language can exist without either an alphabet or people knowing how to read and write. Students bring up braille, animal communication, and dialects. The teacher writes their ideas on the board, asking guiding questions as he goes along and calling on groups to share important information he knows they have come up with.

He often says things to encourage students to speak, such as “Washington, you are so quiet, give me your ideas on how you learned Spanish.” At one point, he tries to draw out a Korean girl who has not said anything yet: “Hay Jang has something, Hay Jang, talk to me. Talk to me in Korean if you can’t talk to me in English. Ju Li you could help her, or Su Yi.” The girl giggles and does not say anything. The class waits and someone says, “Angela too can help her.” After a few moments of waiting, the girl covers her mouth with both hands and shakes her head. The teacher shouts, “Body language! That’s right! Hay Jang, we won’t put you on the spot today, but tomorrow when we do sounds, you will help out, so get ready.” She smiles and nods.

After about 35 minutes of group discussion and filling the board with ideas the students contribute, the teacher brings the discussion to a close. He tells the class that these are some of the big ideas that they will want to include when they are writing their first chapter. He says that for the rest of the period, he would like them to start organizing their information and begin writing their book. They can do the first chapter with someone else or by themselves, as they prefer. He explains what he will be looking for and how long the chapter should be. He steps away from the front of the room and moves from table to table.

The students begin working on their chapters and helping one another. The room gets quiet, but conversation can still be heard. The students are coming to an agreement on what information is important, giving each other advice about spelling, and helping each other structure sentences. Eventually, the teacher interrupts and says, “I wish you had another hour to go, but we are going to have to stop here.” He tells them that for the next day, he wants them to think about what parts of the body produce language—just to think about it and reflect. One student asks if they can do research for their chapter. He says that for some students, the information that he provides and that their classmates give them will be enough, while others will want

to do research on their own. Either is fine, as long they are not copying from books or the Internet. “If overnight you start sounding like graduate students of linguistics, either you became a genius overnight or I am the best teacher in the world. Since neither of those things are true, I want it in your own words.” The students all laugh and begin packing up.

The commitment of teachers to students and of students to teachers is visible in classrooms like this throughout the Internationals. The founding principal of Manhattan International High School, Bill Ling, told his teachers, “The most important thing that is expected of you is that no kid falls through the cracks in our school.” A highly successful and scholarly math teacher speaks almost humbly as he describes his students: “The students and their world views and their culture and what they bring to the classroom is almost so much more than what I bring.” There is trust between students and teachers. For example, during a team meeting, a teacher shared with her colleagues that a student tearfully told her that he was returning to his country because he missed his mother too much, but that he was conflicted about that decision because he realized that once he was back home, he would miss the school and his teachers.

Internationals’ teachers model and encourage questioning, discussion, and debate. They insist that the students provide evidence to support their conclusions. They explain the goals of the lessons and the evaluative rubrics for the end products. The students are given all the information they need for active participation in their own learning, framed by teacher facilitation and coaching. Lee Pan, a former principal of International High School at LaGCC, summarized the purpose of how the schools work with students:

We have to train our students at some point to become self-sufficient and become their own learner. It’s not like we have to give them knowledge. We have to teach them how to go and find knowledge on their own.

Curriculum and Instruction at the Internationals

Schools are made up of many structures that affect student learning. The greatest impact on students' experience of school arguably comes from the content of the curriculum and from the way in which the teacher, in both the planning and execution of classes, presents the curriculum. Both make a world of difference in the students' experience of school. At the Internationals, teacher-created curriculum and student-centered instruction are at the center of the educational model. This section will examine the ways in which the Internationals five core principles are realized in the curriculum and instructional practices at the classroom level.

Heterogeneity and Collaboration

The first Internationals core principle, heterogeneity and collaboration, states that “Heterogeneous and collaborative structures that build on the strengths of every individual member of the school community optimize learning” (Internationals Network for Public Schools, 2017). This principle, highly evident in the cases observed, is made up of several distinct processes that teachers engage in during their classroom practice.

Crafting Student Groups

A large part of how the principle of heterogeneity and collaboration is enacted in the classroom is through creating student groups and then constantly revising, tweaking, and recreating them throughout the year. The teachers we talked to and observed grouped students together intentionally in ways that develop the specific academic, social, and linguistic needs of each individual. We refer to this intentional grouping and regrouping of students as “crafting.”

For most teachers, the crafting of student groups comes at the beginning of a project or unit. It develops out of their personal knowledge of students' needs and ability levels. Each teacher considers a slightly different set of factors to support a successful group, but most take into account some combination of gender, native language, academic ability or educational background in the native language, English proficiency, sociability, leadership skills, and the degree to which the students need to be challenged. A global studies teacher at International High School at LaGCC says:

It's amorphous, it isn't just one thing. And then there's all kinds of personality things: well, this quiet girl from Tibet can use a quiet girl from Ecuador, so that she's not intimidated by these brusque obnoxious boys from Bulgaria, but at the same time, she'll use English. So . . . and this boy who's got . . . we might lose him because he's just not into it at all, there's this other boy who's a lot closer, who they like, he

likes, and they're a lot . . . who he feels similar with, but on the other hand, this other boy is passing, and so maybe I put those two together.

In general, it is beneficial for students to be grouped heterogeneously. By being exposed to a variety of cultures, languages, dress, proficiency in English, academic levels, and personalities, students benefit from the diverse aspects of the group, expand their own horizons, and learn more than they otherwise could.

Native language

Some languages may be represented more heavily in a classroom than others. However, whenever possible, teachers try to include a mix of them in each group to encourage students to speak English, the language they have in common. Even if that means crafting a group with, for example, two Spanish speakers, two Chinese speakers, and one speaker of a third language, that diversity helps keep them all speaking English. On the other hand, teachers also consciously pair very newly arrived students with a student who shares their language and can assist them in their early days (or months) in the school.

Academic ability. Internationals' students come with many different levels of previous education. For some students, understanding the assignment is difficult because they don't understand English. For others, understanding the assignment is difficult because they don't understand the content. Therefore, to help ensure that all students get the help they need, teachers try to craft groups that include a mix of academically strong students (regardless of English proficiency) and academically weaker students as well as students with different literacy levels.

English proficiency. Teachers also try to craft groups that include students with varying levels of English proficiency. If the students share the same native language, having one whose English is stronger sitting with another who has very little English provides opportunities for the student who is more proficient in English to practice translation. However, even if the students have different native languages, such grouping provides opportunities for using English and increasing proficiency.

Leadership skills. When crafting a group, it is important to try to include at least one student with leadership skills. While these leaders won't always be academically strong or have good English skills, their "let's get this thing done" attitude can make a group move forward. They can also act as trainers for other students and model the kind of group-work skills that teachers want all students to develop.

Helper spirits. Another type of student who Internationals' teachers try to strategically place in a group is the "helper spirit." Helper spirits are not always leaders and can't always give directions or assign tasks, but they will help a struggling, less social classmate in the group if needed. Attractive, witty students who speak no English do

not need a helper spirit in their group—they will get assistance no matter where they are placed, but shy, more awkward students need someone who will go out of the way to help them be part of the group.

Complementary or conflicting pairings. In crafting groups, Internationals' teachers also consider students' personalities. Some students just work well together; they may be friends, but it is more likely that they just have a similar or complementary working style. Each has what the other needs to be productive in a group. On the other hand, there are some pairings that for whatever reason (animosity, romance, gang affiliation, family) do not work well together. Internationals' teachers generally avoid these pairings if other mixes can be found.

As activities and projects change throughout the year, demanding new outputs and skills, and as the students grow, teachers use different groupings. Teachers sometimes recognize a particular pairing that works well, and they will continue to keep those students together over several projects. Different teachers working with the same students occasionally inadvertently craft the same groupings across classes, but for the most part, the groupings are in a constant state of change. One science teacher at International High School at LaGCC said:

I tweak the composition a lot as I go through time, based on how they were doing the last time in their group. ... I look at who they were with and what they were doing, and then I ... switch them around ... I think it's just really like an interpersonal thing—if I can give each student the experience of being with the right people in the class, at the right time, then they can grow in the direction that they need to grow.

Although the clear majority of groups are heterogeneous, there are also many opportunities for student learning through the occasional use of homogeneous grouping to promote language development, target literacy needs, or focus on specific academic skills. For example, if the class is doing an activity with leveled reading, a teacher might put all the beginning English students together and give them a simplified text. Maybe the teacher would like the students with advanced math skills to work as a group on a higher-level activity. Or perhaps students are doing a project that involves their native language and are grouped accordingly.

In addition, in activities where particular roles are assigned, students are sometimes grouped homogeneously. For example, a 12th grade English class at Flushing International High School was working on a mock trial. Students had been given roles that were well suited to their strengths and were seated in groups according to their roles. The particularly well-spoken students with strong English skills had been grouped as lawyers, rather than as legal researchers. Their teacher explained:

I went and looked at my class and definitely made the lawyers the kind of students who could handle a little bit more . . . who either get bored quickly or could handle a little bit more responsibility, since they're going to have to motivate the other groups.

Homogeneous groupings in the Internationals' classrooms are not used as a form of tracking, as they are in many other schools, but rather as an opportunity for instructional differentiation.

Blinding

It is important to note that the crafting process would not be nearly as successful without another practice that is common at the Internationals, which we call “blinding”: keeping the students in the dark about the reasons behind grouping decisions. Imagine, if you will, a classroom where students are grouped together at tables, and each group is given a different task to perform or a different version of a text to read. If the teacher in that class announced, “I am going to give this group the job of decorating the posters because creating art is easier than writing” or “This group is going to read the easy paper because they don't speak English very well,” you can imagine how the students would feel. They would be made aware of their place in the hierarchy of the classroom and would adjust their self-image and expectations for their own work accordingly.

In the Internationals' classrooms, however, where groups are constantly being changed, leadership roles shifted, and tasks rearranged, the students are rarely aware of the motivations that are guiding the crafting of their groups. During the mock trial project described earlier, one student raised his hand to ask if the teacher had deliberately chosen a specific role for each student or if she “just put them by tables.” Without missing a beat, the teacher said (untruthfully) that the assignments had been arbitrary. The student looked skeptical, but satisfied, and turned back to his group to get to work.

However, the use of blinding does not mean that teachers do not use transparency when appropriate to encourage positive group work. When putting someone in a group to act as a leader, teachers will often pull that student aside and explain that they need the student's help to move the group along. Similarly, to encourage help-seeking behaviors, teachers will often let students who need support know which classmates in their group can provide assistance.

Student-to-Student Collaboration

Collaboration—the other half of the first Internationals core principle—was also extremely prevalent in the instructional practices of the schools we studied. After

fostering heterogeneity, facilitating collaboration is the next step of the instructional process that teachers engage in. In both reflecting on their practice and in their day-to-day classroom teaching, teachers deliberately structure their instruction in a variety of ways to encourage student collaboration. There is often more to classroom teamwork than students simply sitting at a table working on the same task together. Engaging in collaborative (sometimes called cooperative) work creates what many Internationals' teachers call the "authentic need" for students to work and talk with each other. Students constantly make microlinguistic choices about which language to use as they work in their collaborative groups, and teachers encourage students to use English.

Nearly all the participants in this study touched on this aspect of their work. In every class we observed, and for every teacher and administrator we spoke with, the creation of projects that necessitate students working in groups to communicate, collaborate, and cooperate was an important, pervasive element of the instructional process. Two teachers described this best. An English teacher at Flushing International High School said:

I'm constantly . . . and this is the trick . . . trying to figure out in a project where there's group work and individual work, what it means to authentically be working with the other people in your group, versus just sitting at the table and doing the same thing. So somehow having to negotiate with the other members of their group to figure out who is going to be who.

Similarly, a science teacher at International High School at LaGCC commented:

And I guess the idea of cooperative is sort of taking that a step further ... to actually organize the way that the group work happens so that everybody has to somehow have a role. And I think there are a lot of different ways to do it. You can do it in the way that you assess the work by telling them that you're paying attention to certain different things. You can do it in the way that you make the assignment by actually giving different roles and having them pick their different roles. You can do it by having them write about what their part in the group was. I mean you can do it by strategically assigning groups that maybe have a lot of kids who don't usually step forward together, and then somebody has to ... step forward.

Because incoming ninth graders have not been particularly good at collaboration, the Internationals offer a great deal of explicit instruction on working together and on developing group-building skills. Teachers also model positive group behaviors.

While the teachers facilitate collaboration and organize their instruction to encourage it, after a certain point it is up to the students to work cooperatively. We saw many instances of student-to-student collaboration, including students helping each other both in English and in their native language. This excerpt from our observation notes provides an example of collaboration in the classroom:

The students at the back table are talking about the problem.

The Latino boy says, “You know how to do this? This part?”

Another student says, “A squared plus B squared equals C squared,” while pointing to his paper.

The Asian boy tells the table, “I tried to find the definition.” Another student points at the page and seems to try to explain it.

The Latino boy asks, “You got to use this formula? The answer is this?”

The Indian girl replies: “No, you’ve got to use this.”

Another student says, “You don’t know how to do that?”

All five students begin speaking at once trying to explain the idea. “I think I know.” “For example, you use one half.” “*Ahora mira, estas tres y no hay nada in el medio.*” (Now look, these three and there’s nothing in the middle).

Another way that collaboration is enacted in classrooms is through teachers creating a curriculum that focuses not only on content but also on the development of interpersonal skills and on presentation skills that incorporate the use of oral English. A curriculum that includes these elements makes collaboration both a priority and a possibility. In addition, students are often involved in making the grading rubrics for their classes. This collaborative process results in a richer and higher-standard rubric than teachers would have created by themselves.

Ethnically and Culturally Relevant Curriculum

Building on students’ knowledge, interests, and strengths—a common approach in youth development work—is another practice that supports the principle of heterogeneity and collaboration and is an important factor in Internationals teachers’ creation of curriculum across disciplines and across schools. This approach leads directly to the inclusion of ethnically and culturally relevant curriculum, ranging from having students in a global studies class do research projects on their own home countries to choosing books in an English class that relate to youth culture

and teen interests. We found that it was common for teachers to include ethnically and culturally relevant material in the curricula they created. A global studies teacher at International High School at LaGCC told us:

Well, I'm not all that innovative, by the way, it's just . . . I do a lot of things that everybody does . . . is just connecting it to their lives, I think traditionally they may call it motivation. [Discussing] something about what's fair and what's not fair about rules in school . . . could connect to an introduction to ancient law codes, that kind of connecting something to their life first, starting with what they know and then going there.

Experiential Learning

The second Internationals core principle, experiential learning, states that “Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society” (Internationals Network for Public Schools 2017). This principle manifests itself in the instructional practices of the Internationals in many different ways, including project-based learning, process talk, and internship programs.

Project-Based Learning. One of the biggest ways that experiential learning occurs is through the project-based approach to teaching. Although it is by no means a universal practice, most Internationals teachers use projects as their primary mode of instruction. This approach accommodates the diversity of student abilities, native languages, and literacy and English levels, and supports student-to-student collaboration. If you walk into a classroom at one of the Internationals, you will often not even see the teacher at first. He or she is most likely talking with a group of students about their work or helping them manage the group process, working one-on-one with a struggling student, or rotating from group to group.

The Internationals approach to education is largely student-centered, with teacher talk time at a minimum because it is essential to keep the students speaking the target language as much as possible to develop their linguistic skills. A math teacher at International High School at LaGCC explained:

Well, not just because they speak to each other [in] English, the fact that the lessons are built around the time for them to speak, is a key factor, because if . . . they're sitting listening to the teacher, then it's not going to work.

Collaborative projects are an important element of this approach to instruction. An English teacher at International High School at LaGCC noted: “But, when you have projects like that, the kids can take it higher or lower.”

Process Talk. As part of supporting students to be active, self-directed learners, many Internationals teachers often use reflective process talk. Because instruction is project-based, it often includes tasks whose purpose might not be immediately clear to students given the larger scope of the project. Regularly explaining the motivation behind each activity keeps students engaged and willing to participate and models thinking behaviors. Below are a few examples from our observation notes of what process talk looks like in the classroom:

The teacher asks, “What is the first step?” She explains to one group some of the logistics of the day, explains that each person will be called on to speak.

“As you prepare, you are going to need to think of the counterargument. Let’s look at what we need to get done for this.”

As the teacher goes through the packet, she tells the students the project description and tells the students that they will be assigned to a group with different roles.

The teacher says, “If we were not doing a trial and doing an essay, I’d be bothering you to know why you included your sentences in there . . . Let’s look at the exact wording.”

The teacher reframes what the packet says about each of the procedures. She does not just read the packet but rather explains each of the steps in multiple ways.

The teacher says, “We are reading the page and text coding. When you’re done, we’ve got some questions. It’s like a pre-lab activity.”

Teacher process talk serves multiple purposes: rephrasing complex directions and/or vocabulary in different ways, keeping students’ buy-in to long-term projects high, and reminding students of the steps they are going through to complete a task. The other side to this, which we also observed in many classrooms, was student process talk. We heard students going over a series of steps, talking about their motivation behind an action, or explaining the directions and instructions to one another. All this talk is also a way to model the kind of discipline-specific thinking that is required for rigorous academic study.

Internship Program. Another important way that the principle of experiential education is carried out at the Internationals is through their internship and/or community service programs. Taking students outside the safe and familiar school environment into the working world plays a large role in bringing their English skills to a higher level. A counselor at International High School at LaGCC commented:

I think internships that we do . . . the fact that the kids have to go out into New York City and work, and deal with the outside population, that also helps them to learn the language, especially if they're in a specific field.

Generally, in their 11th or 12th grade year (although earlier in some schools), students are at school for only part of the day. For the rest of it, they go to an internship site. Students work in many different settings, from law offices to fashion studios, in a variety of capacities. Teachers periodically visit the students at the sites, and students participate in an internship seminar where they discuss the issues that they are facing and receive support from their peers and teachers. From a content standpoint, it is a huge help for students to participate in an internship in a field that they are interested in studying in college.

During their internships, students may have the opportunity to translate for others, highlighting the value of being bilingual. For example, in hospital settings, students' bilingual capabilities have proven critical to addressing the patients' medical needs.

Language and Content Integration

The third Internationals core principle, language and content integration, states that “Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study” (Internationals Network for Public Schools, 2017). This principle, which provides the basis for creating the curriculum, can be seen in practice in each of the Internationals and stems from the structure of the school and the approach to curriculum and instruction that takes place there. There are no formal ESL classes in the Internationals, even though all the students there are ELs. Language instruction is embedded in every content class. Teachers all view themselves as language teachers first and foremost. Even the math, science, and history teachers see language skills as one of their primary concerns. This idea is at the heart of the Internationals approach and requires a fundamental shift in how language instruction is conceived; at most other schools, English language instruction is taught separately from other content classes. One principal we interviewed described the Internationals approach as:

An understanding and an ability to create language development and to scaffold the work. 'Cause that's really the big thing, I think . . . rethinking and being much more aware of the language that we use and the structures, the language structures that are used in your content area, so there's specific types of writing and some specific types of reading that you do in a science class. In math, there are specific types of writing that you do. In history, there are certain types of essays and, you know, you look at primary sources and they each have their own challenges linguistically. So, I think a lot of it is breaking that stuff

down and being aware, as a history teacher . . . what are the language structures and the language issues that come up?

At the Internationals, the content is what you talk about while you are practicing your speaking skills. It is what you read about when you are learning to decode and expand your vocabulary. It is what you write about when you are learning to write English or learning to write in your native language. Content provides a rich and authentic need for students to expand their language abilities in both English and in their native language.

The use of English in combination with students' native languages and the intentional development of both makes the Internationals approach—which allows students to access content and language in many ways and in several languages—unique among instructional models for ELs. With 10 different languages at a time represented in a typical Internationals classroom, for example, students draw on the heterogeneity of the group to build language. A student may listen to a teacher in English and translate what has been said into Chinese for a friend, who then asks a Spanish-speaking student to clarify the concept in English, which is then discussed in greater detail in several languages. One useful way to view this approach is through the concept of plurilingualism, or dynamic bilingualism, as explored by Garcia and Sylvan (2011). They suggest that because of the linguistic heterogeneity of the Internationals, the traditional view of language acquisition needs to be reimaged for the multiple language processes that students engage in there. In such an environment, second language acquisition is not the process of simply learning a new language, but rather a many-faceted combining of language skills in a nonlinear fashion.

Solicitation of Information from Students

One instructional habit that Internationals' teachers practice in content classes to support English language development is, whenever possible, soliciting information from students that the teachers could easily and more quickly provide themselves. This increases collaboration and the sense of interdependence among the students as they learn content and provides multiple opportunities for students to practice speaking English aloud to groups of people. Below are some examples from observation notes of this practice:

The teacher says, “Read us what you have, it doesn't need to be perfect. I would just like to hear you talking today for class participation.”

The teacher says, “Daniel, you are close to Lee at the same table, so what are the possible values?”

An African male student asks, “How do you define a weapon of mass destruction?” The teacher answers, “I don't know. What do you think?”

“I think it has to kill lots of people at one time,” a Latino male says.

“Some people use an AK-47, lots of people using that,” says another.

The teacher says, “The first question asks what the differences between a moth and a blue jay are. When I say relationship, I don’t mean comparison. If I put these two in a cage what would happen?” A student calls out, “The bird would eat the moth.”

The teacher says: “Is anyone feeling brave [enough] to come up and try one on the board?” Student: “I can do it.” He comes up and diagrams a sentence.

Additionally, teachers spend a great deal of time and energy creating a low-stress space for student learning. Reminding the class that everyone is learning a language and that everyone makes mistakes is a regular part of instruction. This support of student risk-taking makes it possible for students to speak up in class in a second language and improve their language skills while studying content.

By employing the three principles of heterogeneity and collaboration, experiential learning, and the integration of language and content, the Internationals approach allows students space to authentically engage with each other and with the material they’re learning as well as to develop their language and literacy skills. As a science teacher at International High School at LaGCC explained:

Socially everybody’s just in the same boat as you, and you can take more risks. . . . I mean, just the fact that we exist is something that really makes it different for the kids. And then, of course, there are also things like the fact that we encourage kids to use language socially in the class, I mean, to work socially, I guess, is also a big difference. Again, I don’t know about the other International schools, but definitely [in comparison] with the traditional high schools there’s a lot more of emphasis on working together and using your English skills in class, and talking to each other and having that be a big part of language development.

Localized Autonomy and Responsibility

The fourth Internationals core principle, “localized autonomy and responsibility,” states that “linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential” (Internationals Network for Public Schools, 2017). At the Internationals, this principle manifests itself in multiple ways: the collaborative work of the students, the way in which curriculum and instruction are designed to support student autonomy

and responsibility, and the creation of the curriculum itself, as well as how faculty is hired and supported, how schools make decisions, and how students are assessed.

Teacher-Created Curriculum

Teachers at the Internationals are responsible for helping their students meet or exceed state standards. Within that framework, however, teachers have autonomy over what and how they teach, and while there is a great deal of resource sharing among teachers, they almost always create their own curriculum. They choose the content to include, find the resources and readings, create the activities, and plan the classes. Many teachers would find being asked to create a curriculum from scratch intimidating. The teachers we observed, however, overwhelmingly said creating a curriculum explicitly for their classes assured its usefulness to their students. They said it was a blessing to have that opportunity, and most described it as the only way that they could ensure that the curriculum would be appropriate for the diversity of their students' academic levels, experiences, literacy skills, and language proficiency. These two math teachers, from Oakland International High School and International High School at LaGCC, respectively, said it best:

I still create 98 percent of the worksheets activities projects that I do on a daily basis because the books aren't written for ELs. There is so much text in there. This geometry book that we are using is supposed to be very hands-on you know, doing investigation every day, which is a great idea, but [in] the chapter where they introduce quadrilaterals . . . they want kids to write their own definitions for them and my kids barely, they can't pronounce *quadrilateral*. It took me all day to teach them to pronounce quadrilateral. It is unreasonable for ELs.

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I was able to structure my curriculum where I thought it best, so that it doesn't have to be a class that is taught by a publisher, so to speak, you know, here's the book, teach this. I was able to do anything I wanted, hands-on, which is more valuable, not just for ESL learners, for all students.

A curriculum that addresses the variety of student needs by allowing for all levels of skill and language ability translates into the prevalence of project-based, collaborative work. The activities we observed included creating newspapers for refugees, filming a mock TV show about ancient Egypt, writing letters to public officials about the Development, Relief, and Education for Alien Minors (DREAM) Act, holding a conference on world religions, testing water samples from the East River, and building bridges.

It is important to note that the structure of teaching teams used at the Internationals supports teacher-created curriculum. Because teachers are grouped together to serve the same set of 75–100 students and because they do not have an overwhelming caseload, they are better able to design a curriculum and instruction that meets the needs of their students.

One Learning Model for All

The last Internationals core principle, “one learning model for all,” states that:

Every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus, all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other. (Internationals Network for Public Schools, 2017)

By supporting a single learning model for all, the Internationals are not suggesting that all students learn in the same way. Instead, they mean that effective teaching and learning practices for students are also effective teaching and learning practices for teachers, principals, and Network leaders. Both within and across schools, teachers are expected to work in heterogeneous collaborative groups and to learn through doing projects together. Principals also collaborate and learn from each other, professional development committee members meet across the Network, and staff of all the schools work together in a variety of other ways. Providing the structures and obtaining the resources to support this interschool collaboration is a key focus of the Network. As Claire Sylvan, the founder of the Network, explains:

We call it the same thing we do with kids. We create opportunities for project-based learning among the teachers We say our fifth learning principle is “one learning model for all,” so if we’re engaging kids in collaborative teams to work on projects, then we are engaging teachers in the school on it, across schools on it, and we’re engaging principals on it, and we function that way as a network.

Parallel Practice

Internationals’ teachers understand the relationship between how they work with their colleagues and how they organize their classes for their students to learn together. One teacher at International High School at LaGCC said, “It really made a lot of sense to me that if we expect them [students] to do portfolio presentations, and that we feel that’s the best way to assess what they’re doing and what kind of support they need, then it makes sense for teachers to also do that.”

Similarly, a former Internationals' principal explained that:

You can't say as a principal, "Teacher, I want you to run a democratic classroom. I want kids to be able to buy in. I want them to be responsible for their learning. But in terms of the running of the school, I'm going to tell you what to think and what to do and you had better not cross me, and if you have an opinion, I'm not interested in it. I will tell you what to do. I will tell you what your goals are. I will tell you how we're going to get there. Any questions?" You can't have that disconnect. I think it's all parallel. I think it's all interconnected.

Assessment

Assessment practices at the Internationals reflect the core principle of heterogeneity and collaboration. In both the nature and the uses of assessments, factors such as the heterogeneity of students' skill levels, educational background, and degree of English language proficiency are taken into consideration. Given the Internationals' emphasis on providing access points in the curriculum and instruction for students at all levels, it is not surprising to find that grading practices at the schools are also differentiated. Growth in each category of learning is considered when grading students, and the weighting of the categories changes over time. A math teacher at International High School at LaGCC commented:

You get to know the kids, definitely, and you try to be as fair as you can, always, but you also know their levels, and ... to this day, I still am the kind of teacher that grades on effort. I tell the kids that as soon as I walk in the room. So, if there is a great deal of effort, and the child, obviously, still doesn't reach a high level, doesn't come out with 100s on tests, they won't fail my class, they won't get an A, but they won't fail.

Many teams within Internationals come to consensus on a common grading structure for their final course grades. The categories that they agree on become the basis of grading for each class. This consistency reinforces expectations for students in all their content classes and helps clarify for them what they are being assessed on and how to be successful. Within those common grading structures, however, huge variation exists in the ways that teachers choose to assess their students. Different teachers use different assessments, and most teachers rely on a variety of them. These include continuous formative assessments, daily teacher observations, tests and quizzes, performance-based assessments, and a combination of individual and group grades. The use of presentations as a form of assessment is also very prevalent and is another way in which language and content integration are practiced in classrooms.

Grading Practices.

As part of establishing localized autonomy and responsibility, each of the Internationals (and often each team within a school) has its own grading structure. Most schools use a system that includes categories such as:

Mastery of content. This category reflects students' ability to demonstrate their understanding of the content they have studied. It does not reflect their ability to write about a topic, but rather their understanding of the topic itself.

Growth in English. This category reflects students' ability to use their English skills to acquire and communicate information through reading, writing, speaking, and listening. This often includes a reflection of the amount of time a student spends speaking in English in class, their habits of dictionary use, and their progress over time.

Group participation. Many schools have a category that evaluates students on their participation in the class as well as in their small groups. Students are regularly assessed on their skills and growth as collaborators, and in their grading, teachers take into account how students demonstrate responsibility to the group. Students also grade one another and themselves on their group participation. Students' evaluations of their peers and of themselves are combined with teacher evaluations consistently across Internationals.

Preparedness/ student behavior. Most schools also include a category that evaluates behavior such as attendance, timeliness, and preparedness with materials.

Grades in most Internationals also follow a weighting system that changes over the four years. Initially, the categories for growth in English, group work, and preparedness are given higher weight than mastery of content. This gives students time to develop their communication skills and academic abilities without being penalized if, due to their limited English language proficiency, they do not understand material being taught or are unable to demonstrate what they understand. Over the years, the scaling tips, and students are increasingly expected to demonstrate mastery of content. In the 12th grade, the categories of growth in English and of preparedness are given far less weight than mastery of content.

Portfolios

The use of authentic, performance-based assessment as a way to facilitate immigrant student learning can perhaps be seen most clearly in the Internationals' portfolio review process, which builds reflective habits and allows students to self-assess on a regular basis. It also provides them with the opportunity to participate in grading one another in an authentic and meaningful way. Although the process looks different at each school, it often involves a twice-yearly presentation that is counted toward students' grades in each class; sometimes it also includes a graduation portfolio.

During the portfolio process, students must review their work for the semester or year, choose a selection of the best projects, activities, or writings from each of their classes, and write a description of each piece they have chosen. Peer recommendations, creative writing, and artwork are also often included with these pieces. Students then write a reflection about their growth as a student, an EL, and a school community member, which serves as an introduction to the portfolio. Finally, they present the

portfolio orally to a panel of teachers and peers, who grade the presentation. Students who are on the panel often participate in making the grading rubric as well.

As members of the New York Performance Standards Consortium, Internationals can confer diplomas based upon the completion of a comprehensive portfolio. However, due to the increasing demands of standardized state testing, not all Internationals are able to take advantage of that option. Some of the schools have found it difficult to manage the logistical demands of both preparing students for exams such as the New York State Regents Examinations or the California High School Exit Examination and supporting the work needed for graduation portfolios.

Professional Practice

It is midday on Wednesday at Flushing International High School. Students head to their internships in the city or participate in extracurricular activities such as college courses. One of the school's six teaching teams gathers in a classroom to discuss the welfare of their students, plan logistics for upcoming events and long-term projects, and develop and share ideas for their daily lessons and their overall curriculum. Several of the teachers have just completed an observation of each other's classrooms and report out on what they learned from their colleagues' input.

After discussing the welfare of their students, the team decides that they want to target writing skills this year and starts to develop a unit about writing across the curriculum. The English teacher and social studies teacher also talk about adapting a unit on ancient civilizations that was posted in the Network's web-based curriculum library by a teacher at another one of the Internationals.

Teachers who are more senior take the lead in the team, often teaching newer colleagues how to adjust the rigor of a curriculum to an appropriate level for their students or how to develop strategies for supporting both language and content in their daily lessons. Some on the team have student teachers who also join the team meeting and eventually take the lead in planning. Other team members act as mentors to the newer teachers; the principal intentionally pairs new teachers with mentor teachers, who take extra time during team meetings and throughout the school day to check in on their new colleagues' progress. At times, guidance counselors or social workers may join teacher teams when students' social and emotional welfare is being discussed.

This vignette captures some of the ways that the Internationals and the Network provide structures and opportunities for teachers to collaborate, share, and learn within schools and across them, both in person and virtually. In addition to having opportunities to meet with their teams, teachers have structured time during the school day to meet with colleagues in their disciplines to plan for and reflect on instruction, curricular content, and assessment. In general, the school culture is based on the belief that teachers are professionals whose expertise is valued and that there should be structured opportunities that encourage teacher leadership and growth. This section outlines the professional practices at the Internationals that provide and facilitate such opportunities, including an emphasis on localized autonomy and responsibility, multitiered support, and the encouragement of teacher learning.

Professional Practices Supporting Localized Autonomy and Responsibility

School leaders at the Internationals encourage teachers' autonomy by building on teachers' strengths, knowledge, and expertise and developing teachers' capacity to make a difference for students who are learning English and confronting the challenges of an urban setting in a new country. This autonomy is accompanied by assuming responsibility for improving student outcomes, for setting goals for students, and for assessing students' progress toward those goals and toward meeting grade-level standards. The Network provides the same mixture of autonomy and responsibility for school leaders as school leaders provide for teachers.

Teacher teams are given responsibility for small groups of students and have the autonomy to make choices about their instructional methods, assessment practices, and management of student learning, as well as the autonomy to craft the projects that they believe will help students meet the standards. "We can do what we think is right for the kids," said one Internationals' teacher. Another noted, "[Internationals'] teachers have so much more say [than teachers in most schools] in the work that they do and have so much more support that it's a lot more satisfying to work at Internationals."

Case management. Internationals' teaching teams are responsible for the social, emotional, and academic development of their students. One Internationals' teacher described such case management as "talking about students," but it is more than that. It is the important process of assessing which supports students need to reach grade-level standards. Because a team works with the same group of students for two years, teachers know them well. According to one Internationals' counselor:

We get to know [the students]. We get to know how they learn. We get to know what distracts them. We get to know when there is something wrong because we don't [just] see how they're acting, we see that there is a difference.

The team structure allows case management to be informed by multiple sources, including knowledge gained from the relationships teachers form with their students, assessment data, and information shared by colleagues.

Common planning and sharing curriculum. Teaching teams are given time to plan together and freedom to manage the micro and macro details of their instructional planning and make changes to their curriculum and instruction. "It's talking things through with people on the team," said one teacher at International High School at LaGCC, "Being able to talk not only about what you're planning and what it looks like on paper, but about your students as individuals, and what's working for them and what's not working for them." Teachers have a lot of respon-

sibility for their students' achievement; weekly team meetings give teachers the time as well as the autonomy to adjust their instruction if they see students are struggling.

This common planning time also provides the opportunity for teams to share curriculum materials within and across schools. "I've used projects from other people. [Why] reinvent the wheel that's already been done at LaGuardia?" said one teacher at Flushing International High School. She also talked about using a curriculum that a new member of her team at Flushing had discussed during a team meeting. The new colleague, who had come from a more traditional school, had shared a book that related to the subject of the team's current project but that didn't address how to support ELs. The more experienced teacher decided that she liked the curriculum her colleague had shared, so she borrowed the book and made changes to the lessons, scaffolding them with language support.

Writing a curriculum. Teachers at the Internationals have the opportunity to write their own curriculum, reinforcing their sense of ownership of their instruction. Curriculum writing is a hands-on form of professional development and a collaborative project that uses teachers' expertise. The Internationals model also uses curriculum writing as an opportunity to scaffold learning; new teachers learn experientially from more experienced colleagues, and teachers from different schools learn from each other. As they develop projects and activity guides for students, teachers may work with team members from other disciplines or with teachers in their discipline from other teams within their school or across schools. An English teacher at International High School at LaGCC talked about creating many projects together with the history teacher on the team, while an English teacher at Flushing International High School described working with a team member in planning the global history curriculum at the start of the school year:

We went to Brooklyn International where they have a teachers' resource room. We pulled four or five binders of [other projects] in global history and looked at the different sorts of projects and skills. From then it was kind of thinking about what's the content we want to cover, and what are the skills we want to cover, and how we could incorporate language acquisition into both of those.

To create projects and write activity guides, teachers must draw on their knowledge of content, skills, grade-level standards, and language acquisition. At the Internationals, teachers are expected to have or develop that knowledge and to use it to write appropriate projects that will help students meet the state standards. Over time, as teachers create such projects and write their own curriculum, their knowledge and skills develop as well.

The Network also supports Internationals' teachers in various ways in writing their own curriculum, including encouraging them by putting out requests for proposals

(RFPs) to those interested in teaming with a group of colleagues from other Internationals to write a curriculum or work on another product-oriented project. For example, one teacher met with four colleagues once a month to put together a binder of resources for projects focusing on global history. Teachers receive a stipend from the Network for these efforts.

The resource binders created in response to RFPs are stored in a curriculum library at the Network's offices, and teachers from all the Internationals may check out the materials or request copies. The Network has also created an online curriculum resource that allows teachers to share their projects. Annotated and collated descriptions of best practices, with information about textbooks, websites, videos, and other materials that support new teachers looking for content and ideas, are also available in the Network's resource library and on its website. Daria Witt, the Network's former director of academic affairs, explained that "developing a curriculum library of exemplary curriculum from all the different schools that demonstrate different aspects of the [Internationals] approach" helps the Network inform new teachers about the Internationals model and core principles.

The Network has also worked with experienced teachers to create new teacher toolkits in five discipline areas; a professional development guide for principals, *Before the Doors Open*; and other resources and tools to support teachers' understanding of language and content integration, heterogeneity and collaboration, and the other Internationals core principles.

Professional Learning and the Team Structure

Teams play a central role in professional learning at the Internationals. Through experiences at the weekly team meeting, the relationships created there, and the team's support of curriculum development and analysis of student work and student progress, the structure of the team encourages teacher learning. The team structure also allows teachers to shape school-wide trainings and other opportunities for professional development. Teachers engaging in these team structures continually experience the cycle of inquiry and growth; the opportunities for professional learning—both formal and informal—build on the strengths of new and experienced teachers alike. Through the teams, teachers are purposefully exposed to the Internationals model for instruction and curriculum. Sylvan explained that such learning:

[Is] not haphazard. It's not coincidental that they learned it. They learned it by design. They learned it through a constructivist approach to how teachers learn just as kids would learn. They learned it through engaging in projects just like our kids engage in projects and while they may not call that out in that way, that's exactly what I'm doing.

Professional learning also comes from deliberately crafted structures within the teams. By design, each team includes teachers with a range of professional experience. Those with more experience offer their expertise to newer teachers, and newer teachers provide fresh insights into projects and instruction. Many teachers also have student teachers learning by their side, and in numerous cases, student teacher placements serve as a training ground for future Internationals' teachers. (In fact, the Internationals partnered with Long Island University to develop New York City's first teacher residency program, I-START).

As required by the New York City Department of Education, all first-year teachers have a mentor; the team structure at the Internationals enhances that relationship. A teacher at International High School at LaGCC said:

I imagine it would be hard to come in here and be given a room and kids and say, "O.K., do what you want." [For me], it was easy because I had the help and the support of the other teachers around me.

In addition, professional learning occurs through the way team meetings are conducted. For example, many teams choose a leader who sets the agenda for each meeting, soliciting input from other team members and drawing on a broader knowledge of school-wide issues that may need to be addressed. (During the early years at a new International, the principal may select the team leaders.) At Flushing International High School as well as at some of the other newer Internationals, the team leaders also meet with the principal and other staff. At these meetings, team leaders share information about the projects being implemented by their teams and about any issues their team has struggled with, and the principal may raise issues or lead the meeting in ways that develop the capacity of the team leaders to provide guidance to their teams. For example, the team leaders may review school data, examine student outcomes for their team, and discuss how to address complex issues. These conversations among team leaders help them lead their own teams in similar discussions. In addition, input from the team leaders helps guide the general school leadership by surfacing ideas for professional development and informs school-wide policy changes.

Professional Development

Teachers participate in professional development at their schools and at the Network offices. Many schools have professional development committees that plan school-wide professional development; representatives from each team at the school serve on the committee. Similarly, the Network has regional professional development committees that participate in planning regional Network-wide professional development for teachers across the other Internationals schools nationwide. Topics for professional development often develop from the input of the team leaders and the committees.

The Network relies on Internationals' teachers to lead the Network-wide workshops, providing additional opportunities for teacher growth and leadership development. The Internationals want to challenge teachers at all phases of their careers to grow and learn from their involvement in professional development. Both newer and veteran teachers lead the workshops, sometimes in pairs.

According to one International High School principal, "Our professional development is really geared toward how to more effectively serve ELLs." The Network provides workshops and supports to schools based on the schools' requests and helps teachers develop expertise in teaching both language skills and content areas. Some of the core modules and workshops offered a focus on working with heterogeneous groups; others focus on language development.

In addition, New Teacher Institutes provide an opportunity to learn about the Internationals model in hands-on sessions. There are also workshops and conferences where teachers from different Internationals can share ideas and learn from each other while engaged in a common learning experience. "Working with other teachers who were teaching the same thing, but at other schools, definitely helped me develop," said one teacher at Flushing International. Internationals plan two weeks of professional development for teachers at new schools for the first few years; teachers are paid for their participation. The Network also provides two days of professional development geared both toward new schools and toward new teachers in older schools.

Many teachers who come to the Internationals have advanced degrees or experience working with ELs. The Network accordingly offers learning opportunities appropriate for those with different levels of professional training and prior knowledge and has the resources to provide more diverse offerings than one school site could alone. The Internationals also support formal learning opportunities outside of their campuses, such as conference attendance.

Peer-to-Peer Observations

Professional development also takes place through formal peer-to-peer observations. To foster relationships and dialog among teachers and create more opportunities for their growth and development, the Internationals encourage them to observe each others' classes. For example, one teacher commented, "I might say [to a teacher], 'I'm coming in to look at how you deal with new vocabulary because [my way] is not working.'" Teachers may use their free period for such visits. Or a team might want to have one of its members view its work from a student perspective and therefore cover all that colleague's classes for a day to make that possible

The Network supports peer-to-peer observations by facilitating a practice called "intervisitation," organizing small groups of teachers to visit other schools that

have specialized in a particular program of interest to those teachers or that exemplify a certain approach in instruction and/or curriculum. According to Witt, “[Intervisitation] gets them into another school, it helps them see that they’re going through the same struggles.” For example, a group of teachers visited Flushing International High School to view its writing center, where college or graduate students tutor Internationals’ students. The Flushing staff shared all their training materials, and the visitors discussed replicating the practice in their school.

The Network’s role in facilitating intervisitation is critical. As one Internationals’ principal stated:

It is really hard to coordinate anything across a bunch of schools because we’re all so busy and nobody has time for the staff to arrange something like that. Literally, I would say that [intervisitation] just would not happen if the Network weren’t there.

The team structure in the Internationals promotes professional learning for everyone, including principals, teachers, students, and even Network staff. According to an Internationals’ principal:

Rather than the way schools traditionally structure it where you work in isolation and you’ve got these artificial chunks of time that you scramble every 45 minutes and work with a completely different group of people. The fact that our students and teachers work consistently with the same group of people, I feel a lot [of] horizontal and vertical consistency to what we do; that’s probably the most powerful part of the structure.

The Network uses two main strategies to promote professional learning for principals. Peer support is fostered through regular regional leadership meetings and an annual leadership retreat. In addition, the Network developed a mentor program for new principals, allowing them to learn from and be supported by a former Internationals’ school leader for a few years. Although mentors work part time, they meet with the principals on a regular basis, helping them plan meetings and think through faculty development as well as issues ranging from scheduling to the agenda for graduation. Principal mentors generally also meet with teachers and/or observe classes or attend school meetings. Describing the benefit of having a mentor, an Internationals’ principal said, “A more experienced person can help just jump-start [things] because you don’t have to sit there and try to figure it all out.” The mentor guides the principal to think about the long-term implications of decisions and how those decisions reflect the core principles of the Network. Over time, the principals form relationships with their mentors that help them improve their practice, learn new approaches to leadership, and cope with the challenges of their position.

Supporting the Team Structure

The teaching teams also need support to accomplish their goals. First and foremost, the school leaders and the Network value the role of teaching teams in supporting student learning. Therefore, creating a schedule that provides sufficient time for the Internationals' hands-on, project-based classroom instruction is essential. In addition, the faculty meets in the early morning, at lunchtime, after school, and during student internships, both in interdisciplinary teams and in discipline-specific committees. They also engage in on-site professional development and off-site training and education. School leaders are therefore committed to ensuring that teachers have time to both teach and lead effectively and to grow professionally. In most Internationals, teams receive release time for their meetings.

Services Provided by the Internationals Network for Public Schools

As already noted, the Network plays a key role in developing the professional practices across the Internationals. It provides 12 services to the schools, several of which have been described in greater detail above:

Principal mentors. A principal mentor helps the principals and the school community work on all aspects of being an International High School. The mentor plays a very important role in newer schools and for newer principals in particular.

Professional development. In addition to facilitating intervisitations, the Network provides a full day of professional development in the fall in New York City, open to International practitioners across the nation, and hosts some professional development activities during the summer, including new teacher induction in New York City and California, locales that have required induction programs.

Curriculum development and sharing. The Network encourages teams of teachers to develop new projects through RFPs and houses a curriculum library.

Documentation and codification. The Network documents and codifies the practices of the Internationals and makes these resources—which include the RFPs, curriculum library, professional development modules, workshops, teacher toolkits, and videos of teaching strategies—available to the schools.

Leadership development. The Network convenes monthly regional meetings for the principals to provide a support system for addressing school and Network-wide issues. In addition, the Network hosts an annual two-day leadership retreat in the summer for all Internationals principals.

Research and evaluation. The Network tracks data on the Internationals that support the schools in many ways. For example, it influences professional practice by providing data on school-level characteristics that allow teachers and school leaders to make data-driven decisions about their schools.

Formative assessment. To support data development, the Network designed a formative assessment system that is used by some schools.

New school development. Through an approach that lays an excellent foundation for reproducing the culture, structures, and core principles of the Internationals, the Network enables the development of new schools.

Teacher recruitment. The Network supports the Internationals approach to hiring new teachers, which influences the caliber of professional practice among the teaching teams.

Model adaption. The Network takes on the responsibility of developing and piloting new models of teaching to meet the needs of recent immigrant ELs in the 21st century.

College readiness. The Network provides some knowledge management for the Internationals regarding the college application process and college attendance, tracking students longitudinally from high school to college.

Advocacy and external relations. The Internationals rely heavily on the Network to advocate for their schools and manage the external relations associated with practicing the Internationals model. Network officials represent the Internationals in other organizations and networks, articulate the Internationals approach and the success of the model, and coordinate advocacy efforts.

Governance

The Practice of Collaborative Governance

T*he importance of leadership.* The collaborative leadership practice of the Internationals requires that principals share their leadership authority with teachers and that teachers share authority with the students. The principal's powers reside in the school community as the seminal resource for collaboration. As Eric Nadelstern, the founding principal of the first International High School, asserts, a principal gains more power and influence by sharing that power with teachers. That practice makes both school leadership and student achievement possible.

The foundation of the Internationals governance system. The Internationals practice a system of collaborative-distributed leadership. Established schools provide experienced leaders for newer schools. All the schools export leadership and staff for school development programs while simultaneously importing learning from each other. The ability to reproduce equally successful schools is a testament to the viability of the model. Moreover, the Internationals have sustained their schools' effectiveness at a high level over time while providing for a smooth leadership transition. The principles of the Internationals model, codified by the Network, serve as the organizing features for school governance and are used here as a framework for discussing it. The salient structures, beliefs, and practice of the Internationals' unique collaborative governance system exist as identifiable and replicable features of successful collaborative leadership.

Heterogeneity, collaboration, localized autonomy, and responsibility. Based in a belief that those closest to the students—the classroom teachers—know how best to teach them and help them achieve, the International governance model distributes leadership by locating key decision-making authority with individual teachers. Collaborative teacher-run groups are a part of this practice. In a study entitled “Leadership Content Knowledge,” Stein and Nelson (2003) concluded that “knowledge about subject matter content is related in complex ways to knowledge about how to lead” (p. 424). The Internationals nest leadership distribution in teachers' content mastery and pedagogical knowledge. Teachers are allowed to develop their own curriculum and have the final say in what goes on in their class. They are treated like experts and valued contributors to the functioning of the school. As a former principal put it, the Internationals philosophy postulates that if you want “a vibrant, student-centered classroom, then you have to have a vibrant teacher-oriented school.”

Collaborative leadership. Governance at the Internationals begins with the goals for student outcomes and moves forward into a school governance practice designed to meet the targeted goals. Leadership is actualized within particular structures

and practices. The students are the principal drivers of the work. Individually and in teams and committees, classroom teachers share school leadership responsibilities with the principal. All the Internationals have formalized structures within and across which leadership powers are exercised. Although not all of these teams and committees are found at every one of the Internationals, structures for collaborative decision-making at the Internationals include interdisciplinary teams; disciplinary (subject-specific) committees; school-wide committees; the steering committee, which handles the day-to-day operations of the school; and the coordinating council, the school's lead policy-making body, consisting of the principal, the assistant principal, representatives from the various teams and committees, and the teacher union representative. Teachers tackle school-wide issues at a monthly faculty meeting. (At International High School at LaGCC, that meeting is called the Faculty Forum.)

Leadership and accountability. Because teachers are also the school's leadership-collaborators, they play dual roles. As instructors, they may teach a subject area and an elective. As leaders, they may be a member of a committee and the chair of a team. Teams and committees set goals and have yearly projects to complete and report on at the end of the school year, just as students do in the classroom.

At interdisciplinary team meetings, conversations are about creating rigorous academic learning experiences that work for the students and about the students themselves; teachers take time to find out what is going on with them.

According to a former principal:

The teams are the centerpiece. It is such a part of the culture that even if we change five or six other things about the school, [they are] not the teams. The teams have ownership of that. So it's like six mini-schools. The idea is that you want people that are closest to the kids to make as many decisions as possible.

Teachers don't move into leadership. They begin their teaching experience as leaders. Collaborative leadership is cemented and augmented by the official job description of an Internationals' teacher: The teacher will write the curriculum; serve on a team; be a member of a school governance committee; collaborate with team members on curriculum writing, instruction, case management, and the overall management of the team; and be a future mentor of other teachers.

Many of the Internationals' teachers and principals interviewed reported putting a commitment to immigrant students and having an interest in collaborating with colleagues at the top of the list of qualities that are sought in teacher candidates. All the schools use a faculty personnel committee to oversee the hiring of teachers. Hiring teams often include members of the grade and discipline experiencing a vacancy as well as members of the school leadership group. Teachers, particularly through teams,

take responsibility for the new hire's development and acculturation. Each new teacher is assigned a mentor; new teachers relate that they are enveloped in support. Being part of a team provides them with colleagues to speak with about students and curriculum. When new teachers are on staff, not only the colleagues from their team but other teachers as well all stop by to offer support and ideas. Community at the Internationals means that everyone is invested in having new teachers succeed.

Interdisciplinary teams present their goals and curricula to the staff at faculty meetings where teachers work in cross-team groups. They decide on their professional development needs and collaborate with other teams to have their professional learning needs met. They share the rationale and conditions that inform both those needs and the related spending decisions. Feedback from other teams and other faculty, in turn, informs reflection and reviews of team goals, decisions, and curricula.

This comment by a Manhattan International High School teacher encapsulates the value and purpose of the interdisciplinary team:

I would say that for me, the most important organizational structure is the cluster [interdisciplinary team]. And I think that I'm very lucky to be working in the 11th grade cluster . . . the English teacher, social studies, math and science [teachers], and we're very like-minded. We have the same attitude towards expectations, education. and so on.

So, in a cluster, there will always be issues in clusters, but we have common values. We share the same values. We're all very serious. We all have very, very high standards. And the wonderful thing about the cluster is that it has four teachers who work with the same students. That means we are very, very focused. We have no other students to distract us, only those students. Nothing distracts us. That's very, very powerful.

Team members are held responsible for student outcomes and must develop a plan for intervention and for the ongoing improvement of their students based on those outcomes.

From Proposal to Policy

At the Internationals, school governance is rooted in the practice of democracy. In a democracy, all people have rights, and their voices are represented in the decision-making body by the officials they elect. Democratic principles are the drivers of the International's communal leadership. The degree to which the schools are based on democratic decision-making and consensus varies, but teacher participation in decision-making is highly valued in each.

One of the foundational documents of U.S. history is the Mayflower Compact, which enabled the Pilgrims to work together and survive under very difficult conditions. In this covenant, they agreed to obey the laws they established together. Similarly, Internationals' consensus decisions are rooted in a commitment—made by the entire school community, including those who may have reservations about a decision—to support and implement the agreements the members of the community make together. This policy provides for extensive discussions. By the time a decision is made, all sides of the issues under consideration have been examined and all opinions have been heard.

There is another Internationals practice that is similar to a practice of our democratic government: How a proposal becomes school policy has much in common with how a bill becomes law. International High School at LaGCC offers an example of both teacher leadership in action and a policy-making process that provides a credible framework for the exercising of teacher leadership power. The process follows these steps:

- (1) A teacher introduces a proposal to his or her interdisciplinary team.
- (2) The team discusses the merits of the proposal in relation to student needs and may revise it before agreeing by consensus to approve it. The team chair then presents the proposal to the Coordinating Council (CC).
- (3) After discussing both the need for the proposal and the feasibility of implementing it, the CC places it on the agenda of the next Steering Committee meeting.
- (4) The Steering Committee raises questions about the proposal, considers school resources and the overall impact the proposal would have on the school, and reviews the data that indicate that the proposal would help improve student outcomes. It then approves the proposal by consensus decision.
- (5) The proposal returns to the CC for final input, especially from the chair of the discipline affected, who sits on the CC. To inform a fuller discussion about the proposal in these final stages of the approval process, the chairs of the disciplinary and interdisciplinary teams are expected to have been discussing the proposal with their committee and team members throughout the process and to be their voice on the CC.
- (6) If the CC agrees by consensus to have the proposal go forward, the proposal is then implemented with fidelity and support by the school community; however, if the proposal has school-wide implications,

before it is implemented it is often presented to the Faculty Forum after CC approval.

(7) If the Faculty Forum agrees to the proposal, it goes forward for implementation; if not, the Faculty Forum returns the proposal to the CC for further discussion, input, and refinement.

(8) Proposals that fail to be approved either by the CC or the Faculty Forum are returned to the Steering Committee and/or the team from which they originated for reworking, to be presented again after being rewritten to address the concerns raised during the process.

The Role of the Principal in Collaborative School Governance

Successful principals of distributed leadership communities must be intelligent, persuasive, and convincing. They need to be intelligent to understand the overall goals of the school. They need to be persuasive and convincing because leadership-collaborators can't be mandated to move in a particular direction; they need to freely agree to the principal's idea.

The International principal also has to shield and protect the staff from external issues that would remove the school's focus from the work of moving students forward or impact how that work is carried out. All the principals we interviewed were in agreement on this point. One said, "My job is to deal with those outside forces and allow the school to focus on what we need to focus on, and not to be distracted by the flavor-of-the-month club." Another commented, "The external stuff is absorbed by me. Teachers are here to instruct the students and that is what they need to concentrate on. I don't need them to worry about external pressures." A third stated, "In our school we make it happen. And I see my role is to protect that."

As the person who can observe the workings of the school and the interaction of all its personnel and structures most closely, an International principal is responsible for ensuring that all the elements of the school work successfully. The principal, therefore, has to see the school as more than a classroom and a curriculum. The International principals are also mandated to support and sustain teacher leadership. They have to make sure that the staff can lead and learn. They understand that leadership begins with the team and then moves to the principal; accordingly, they must provide clarity about leadership responsibility for teams and committees and about the role of the chair of each of those leadership groups. As principals of collaborative-distributed schools, they are always looking for opportunities to develop leadership among the faculty.

International principals strive to be patient, resist the urge to tell faculty what to think, and instead orchestrate situations where teachers can arrive at that think-

ing independently. Leaders of Internationals seek to remember they are members of a collaborative of decision makers and that their management is the best model for the communal leadership taking place among the faculty and in the classrooms. Nadelstern said:

What I understood after my first decade was that the principal's about the only person in the school who doesn't have a set place to be and something to do every minute of the day, and is probably in the best position to identify what the problems are in the school, and then to support other people to solve them. And that became a very different job, helping people [solve] the problems rather than trying to do it myself.

Product-Based Teaching and Leading

The collaborative leadership teams at the Internationals practice leadership using the same recognizable instructional protocol that is used in the classroom. It begins with established goals, followed by a defined project and a plan for meeting those goals that produce a usable product that is evaluated by peers. Accountability and responsibility are embedded in the practice. All staff and all teams and committees create goals for their work each year. Often faculty-wide discussions are convened after school and in the summer to explore school needs and consider next steps. The products of these conversations are the goals that frame the school's overall work for the academic year.

A former teacher from International High School at LaGCC explains the role of projects in governance and instruction:

The main thing is that adults and children learn the same way, by working together and supporting each other and working on a project. The adult's project is curriculum or running the school. But they have a project. They have something to produce.

The committees have something to produce, just like the students in the classroom have something to produce. It's going to be judged by other people when you present it to the other people, just like the students do.

There is excitement in a school where everyone is a learner. Individually and in teams and committees, teachers work on projects that must be presented to and judged by their peers in a process similar to student portfolio presentations. The teachers' authority is tempered by the responsibility to produce demonstrable evidence of the value their work has for their professional growth and for the academic achievement of their students.

Governance Conclusion

Workable and successful governance requires systems to sustain and provide for its equitable and respectful conduct. The Internationals have developed a system for collaborative-distributed leadership that honors the voice of the entire faculty, provides structures for authentic leadership practice and development, and ensures buy-in for decisions through consensus decision-making. Because their collaborative leadership is driven by classroom learning, the Internationals acknowledge and support leadership as personal and relational. Attention is given to building productive student-to-student, student-to-teacher, and teacher-to-teacher relationships. Leadership at the Internationals is collegial and communal as well as collaborative. The culture of inquiry fostered at the schools provides for ongoing improvement by promoting continual assessment of student achievement. Policies are discussed and shared publicly with the entire school community. Faculty is called upon to implement policies effectively, raise questions about them, and propose new and even more effective ones to keep the school moving forward. An Internationals' principal commented:

I think the structure that we have for many years has built in the leadership training, on every level, from the team structure to the committee structure and to various leadership positions. And the classroom instruction experience that our teachers have, as they get ready to move on and to replicate our schools, it's kind of [like] they are all trained already.

The Internationals have made breakthroughs in understanding, articulating, and aligning school governance with teaching and learning. They declared that governance and leadership were, in fact, the work of the entire school. In such a construct, the teacher becomes the instructional leader and the work of leadership is to advance both projects for school-wide school improvement and projects to engage students in the classroom.

At the Internationals, everybody leads. Everybody follows. Everyone contributes, and everyone listens.

Organization

The original International High School sits just a few steps from a busy subway stop on the number 7 line in the Queens borough of New York City. To enter the school, you walk through the front doors of LaGCC and head down a narrow set of stairs to a dimly lit but cheerful basement. The hallway walls are lined with brightly colored orange lockers and bulletin boards covered with student work, photographs of students, and flyers with information about student events like Spirit Week (“Wear your pajamas to school on Monday,” one flyer announces). Classrooms and offices line the basement corridors that house more than 450 students and 45–50 staff members.

The classrooms are small, with only four to five round tables and chairs, some storage cabinets, and a blackboard on one or two walls. Student work is displayed around the room. Classes consist of around 20 students with one teacher; sometimes there is also a student teacher. Most of the time, teachers circulate among the tables talking to small groups of students, rather than standing at the front of the classroom. Counselors and administrators work in offices even smaller than the classrooms; there are a few conference rooms for larger meetings. LaGCC bustles above, three stories high. It serves about 15,000 students working toward associate’s degrees and technical certificates in health and business. Some International High School students take one or two classes upstairs at the college.

Continue on the number 7 train to the end of the line at the Flushing/Main Street stop, and you arrive a few blocks from Flushing International High School. Surrounded by local Korean pastry shops and brick apartment buildings, the school shares a building with Junior High School 189. Walk down the bright hallway, and you will see a bulletin board with student work—a poster about *Animal Farm* and photos from a field trip. There are just over 400 students and 35–40 staff members. Most teachers share a classroom because space is tight, but most classrooms are much bigger than those on the LaGuardia campus. There are 13–24 students in each classroom, four to five students sit at each of five tables. Teachers’ desks are located along the side of the room. There are whiteboards at the front of most classrooms, and there are often overhead projectors as well.

The third school we studied is the first International High School in California. Oakland International High School is in a residential part of town near a busy commercial corridor. While the school has its own building and plenty of space to grow, the facility is poorly maintained, and some classrooms have no heat. The school hallways open to an indoor courtyard filled with plants and benches. Classrooms look similar to those on the Flushing campus. Students are clustered around four or five tables, and student work lines the walls. There are about 220 students and 16 staff members, with 19–24 students in each class.

The location and size of the Internationals reflect important organizational structures that support the mission and purpose of the schools. Instruction, curriculum, assessment, professional practice, and governance all rely on those structures. Some have been discussed previously, such as the organizational structure of teams and committees (and in some cases, a coordinating council) that supports the principles of the Internationals approach (see Figure 3); the organizational structure of heterogeneity (see Figure 4); and the organizational structure of one learning model for all (see Figure 5). In the following section, we describe the other organizational structures that enable the Internationals to support ELs.

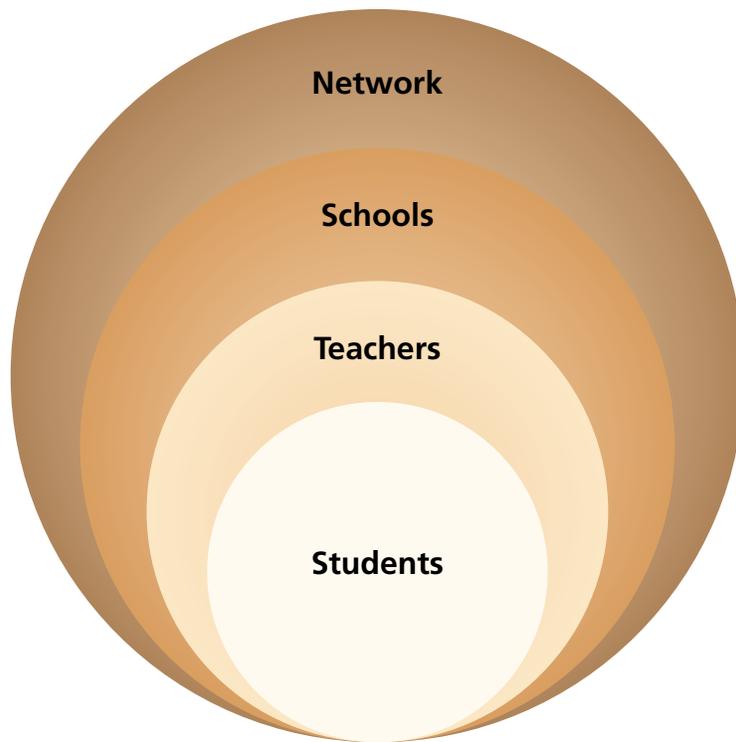
FIGURE 3:
Organizational Structure of the Governance of International High School at LaGCC



FIGURE 4:
The Organizational Structure of Heterogeneity of Characteristics at the Student, Teacher, Principal, and School Levels

Small Groups of Students	Small Groups of Teachers	Small Groups of Principals	Small Groups of Schools
Native language	Years of experience	Years of experience	Context
English proficiency	Knowledge of ELL, Internationals approach	Knowledge of teachers and students	Principal/School Faculty
Academic ability	Background in subject matter area	Skill in leading	Network staff
Leadership skills	Skill in teaching	Skill in network	Students
Helper spirits			

FIGURE 5:
One Model for All at the Student, Teacher, Principal, School, and Network Levels



Scheduling of Classes

The Internationals need to schedule their classes in a nontraditional way to support instruction for ELs and the Internationals approach to learning. The schools provide large blocks of time for students to engage in collaborative projects. Longer class periods also give ELs the additional time they need to concentrate on learning both language and content. Periods are doubled up for most classes, creating a two-hour block. This scheduling system also provides time for the organizational structures of teams and committees to function. Teachers teach about four classes daily. While students head off to college courses, mentoring, physical education, small-group instruction, or clubs one afternoon a week, teachers have team or committee meetings, conduct staff business, or engage in professional development. See Table 2 for a sample International High School at LaGCC schedule and Table 3 for a sample Flushing International High School schedule.

TABLE 2:
Schedule for International High School at LaGCC, Spring 2008

TIME	PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 a.m. – 9:10 a.m.	1	Classes	Clubs	Classes	Classes	Classes
9:15 a.m. – 10:25 a.m.	2	Classes	Seminar*	Classes	Classes	Classes
10:30 a.m. – 11:40 a.m.	3	Classes	Seminar*	Classes	Classes	Classes
11:45 a.m. – 12:55 p.m.	4	Classes	Classes	Classes	Classes	Classes
1:00 p.m – 2:10 p.m.	5	Classes	Classes	Phys. Ed Mentoring Small Groups Clubs	Classes	Classes
2:15 p.m – 3:25 p.m.	6	Classes	Classes	Phys. Ed Mentoring Small Groups Clubs	Classes	Classes
3:25 p.m. – 4:15 p.m.	7	Phys. Ed		Phys. Ed	Phys. Ed	Phys. Ed

*Students are assigned to a seminar during either period 2 or 3

TABLE 3:
Schedule for Flushing International High School, Spring 2008

TIME	PERIOD	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:10 a.m. – 9:00 a.m.	0		Mandated Tutoring	Drop-In Tutoring	
9:05 a.m. – 10:15 a.m.	1	Classes	Classes	Classes	Classes
10:19 a.m. – 11:29 a.m.	2	Classes	Classes	Classes	Classes
11:33 a.m. – 12:13 p.m.	3	Team Period	Team Period	Advisory	Team Period
12:18 p.m. – 12:58 p.m.	4	Team Period	Team Period	Advisory	Team Period
1:03 p.m. – 2:13 p.m.	5	Lunch	Lunch	Lunch	Lunch
2:17 p.m. – 3:27 p.m.	6	Classes	Classes	Classes	Classes
3:30 p.m. – 4:20 p.m.	7		Mandated Tutoring	Drop-In Tutoring	

TIME	PERIOD	WEDNESDAY
9:05 a.m. – 10:15 a.m.	1	Classes
10:19 a.m. – 11:29 p.m.	2	Classes
11:33 a.m. – 12:43 p.m.	3	Classes
12:48 p.m. – 1:28 p.m.	4	Lunch
1:32 p.m. – 2:42 p.m.	5	Classes
2:47 p.m. – 4:20 p.m.	6	Team Meetings

School Location and Classroom Structure

To expand learning beyond the four walls of the school building and provide more opportunities relevant to the 21st century economy, the Internationals use their urban setting as an extension of the classroom. Students have opportunities to participate in internships with local businesses, take college courses, and go on field trips to cultural and civic institutions like museums or the mayor's offices. Many Internationals partner with other organizations to provide services like tutoring or health-related supports for the students. Part of the prioritization of internships in the Internationals model is asking students to apply their bilingualism in an authentic way in the community. When students are given opportunities to take their language development outside of the scaffolds of the classroom, the students can learn and grow in ways they cannot in the classroom, and the experience encourages other types of authentic learning in a community-based setting. Internships are also designed to be aligned to students' career goals, making the conversations and language development in that setting more meaningful to them.

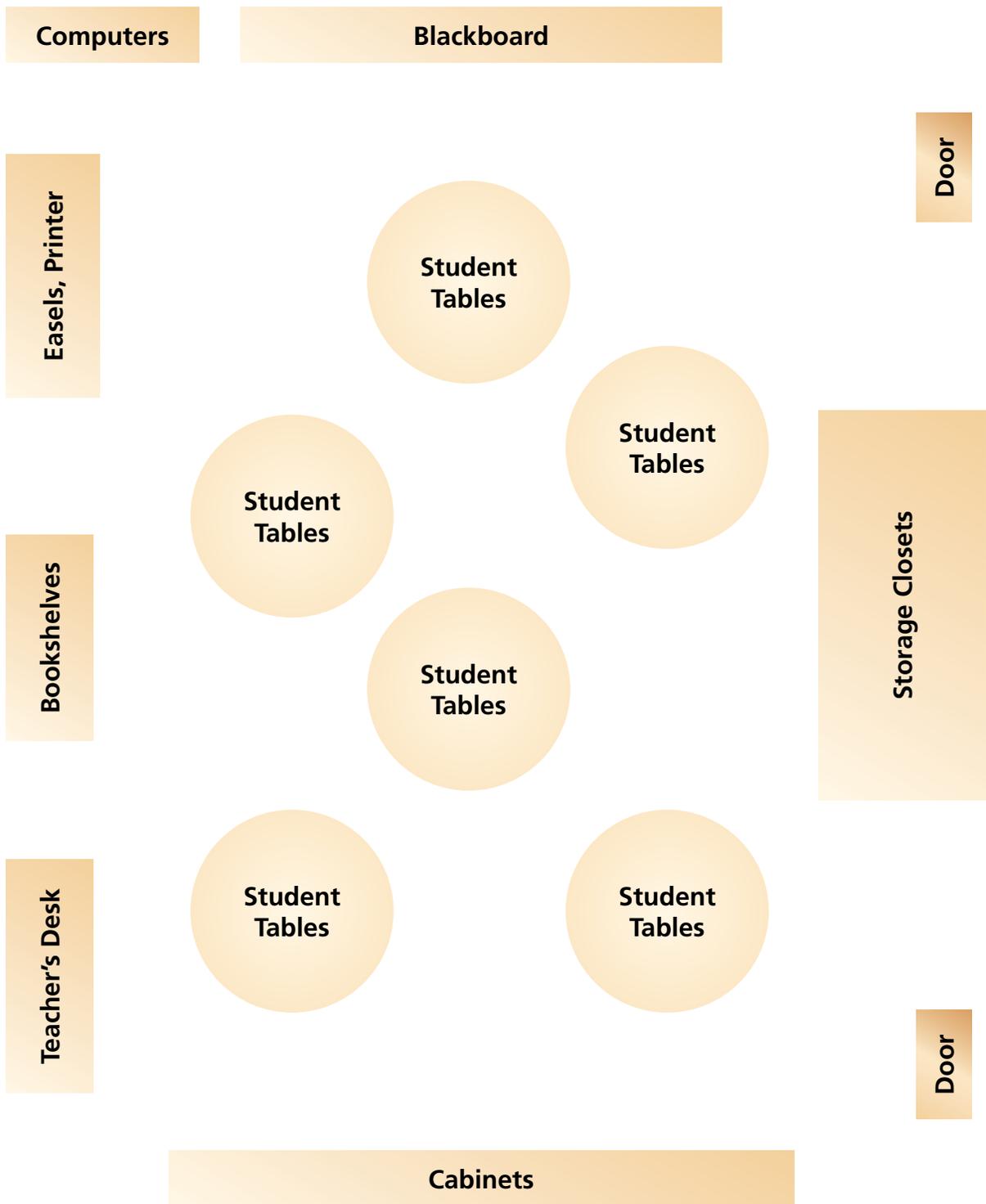
As previously described, students at the Internationals sit at round tables. That arrangement promotes 21st century skills like problem-solving and analysis, teamwork, and collaboration. Round tables facilitate the communication and collaboration necessary for creating projects and help students focus on both language and content learning. They also allow teachers to place students in different groupings at various times to best support the activity or project the class is engaged in. Figure 6 shows a map of a classroom at Flushing International High School.

Small Groups of Adults, Small Groups of Students

The Internationals structure their schools so that a small group of adults is responsible for a small group of students. The schools themselves are accordingly small as well, by design, unlike most general comprehensive high schools that serve ELs. At capacity, each has about 400 students. Teacher teams are structured so that they work with the same group of students for two years, getting to know them very well and to feel especially responsible for them. A teacher described Nadelstern's reason for having small groups of students and teachers at International High School at LaGCC when he founded it:

The other thing he did, he created the teams so that a small group of adults would be responsible for a small group of adolescents. That was the concept. The concept wasn't to be a bunch of teachers teaching subjects who work together. The point was to [have] a human-to-human responsibility of older and younger people, and to create what would amount to miniature learning communities with smaller learning communities or extended family communities

FIGURE 6: MAP OF A CLASSROOM AT FLUSHING INTERNATIONAL HIGH SCHOOL



within a larger structure, and the idea being that relationship within a learning community is what was necessary.

The relationships between small groups of students, small groups of teachers, small groups of principals, and small groups of schools foster accountability because those relationships support all staff at the Internationals to feel more responsible for the success of a student or a fellow teacher. The organizational structure of small teaching teams, classes, and schools facilitates these relationships, which in turn helps the network of other classroom and governance structures work well.

Replication of the Internationals Approach

The Network is focused on replicating the Internationals approach in new schools. To support their autonomy, however, each new school is organized in a slightly different way. One principal, describing the importance of maintaining school autonomy while replicating the model, explained:

You know what the essence [of the Internationals approach is], if [you understand that] your new school needs tweaking because every school is different. You are replicating, but then you are not the same. You have a different group of people who may have different personalities and strengths, and you want to play to the strengths, but if you know the essence of [the Internationals approach], then you are flexible to change it, or to revise it, or to grow toward something that would be good for you, and yet you don't lose the essence of it.

Each school needs to be autonomous in order to capitalize on the strengths of its particular students, teachers, administrators, and surrounding community. Therefore, the new Internationals are not organized exactly like the original one. There are small variations in their governance structures as well as slight differences in scheduling and programming based on their location, resources, and the skills and knowledge of their staff. Tables 2 and 3 show variations in the school scheduling; International High School at LAGCC offers a seminar while Flushing International High School offers tutoring. In addition, as previously mentioned, the governance structure shown in Figure 3 also differs among the Internationals; some schools having a coordinating council, while in other schools the principal plays that role.

Implications

For the students, teachers, and administrators at the Internationals, the practices described here will come as no surprise; they are simply the way things are done at their schools. These practices are among the key ideas around which professional development for new teachers is designed and are a part of the philosophy and mission of the Internationals. Important lessons can be learned from these findings for other schools serving immigrant students, for districts and cities with large immigrant populations, or indeed, for schools serving any student population, particularly in light of the prevalence of prepackaged “teacher-proof” curriculum materials, budgetary restraints that result in decreased teacher prep time, and measures of accountability and compliance still prevalent in public schools today.

Our findings regarding the practices in the classrooms of the Internationals may suggest that it is the combination of addressing the specific needs of immigrant students as ELs as well as their broader needs as immigrants—such as building resiliency, social values, positive identity, and a commitment to learning—that account for the positive outcomes of the Internationals. The various aspects of supporting English language development within a context of rigorous, personalized instruction; culturally relevant curriculum; and student-to-student collaboration may enhance one another and create fertile ground for immigrant student success.

Others have also found that providing language assistance and strong academic instruction along with attending to student needs is a winning combination. Work on resiliency shows that fostering English language development alone is not enough to help immigrant students succeed in completing high school or attending college. Community and social supports are also necessary to ensure that students can be successful in school (Crosnoe & Elder, 2004; Wang, Haertel, & Walberg, 1997). On the other hand, the literature on ELs shows that a strong school community supportive of immigrant students’ needs is also not enough on its own to give those students the tools for academic success; a rigorous academic program that also supports language development is needed as well.

Because many EL programs in the United States are structured as supplements to other academic instruction, they are often not designed to take the needs of the whole child into consideration. Many of the problems that EL students in those programs face, such as isolation from the mainstream and lack of academic progress due to language limitations (Hood 2003; Shorr, 2006), can be eliminated when schooling is designed to support students’ language, academic, and social growth needs at the same time. That is exactly what the Internationals provide.

The research on language acquisition also supports the English language development practices of the Internationals (Krashen, 1985); however, as noted above,

our findings suggest that those practices are a good model not just for ELs, but for any student. There is a growing recognition that all teachers, regardless of their student population, need to be literacy instructors as well as subject matter specialists. Moreover, the Internationals' effective approach of teaching English alongside academic content and skills is not the only important asset of the schools' program. Constructivist principles that benefit English speakers and ELs alike are also evident in every aspect of the Internationals educational approach. Among those principles are that students must be engaged and challenged in order to learn and that there must be a dynamic interaction between the instructor and learner as well as among learners.

The education of ELs is a pivotal issue in education in the United States. With so many of our nation's schools serving ever-increasing numbers of ELs, it is essential that we continue to find ways to support those students and their learning. As one Network administrator said, "We have to stop talking about this as an underserved population and start realizing that it is simply an unserved population." At the Internationals, however, the strengths, interests, and needs of immigrant students are not only being addressed; doing so is a priority.

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Appendices

APPENDIX A

Methodology

The data for this study were gathered from February 2008 to June 2008. We interviewed a total of 23 people from across the schools, including 14 teachers, three principals, two guidance counselors, and four Network leaders. Working as a team, we generated a series of questions and developed a semi-structured interview protocol around the six school structures that comprise our conceptual framework: curriculum, instruction, assessment, professional learning, governance, and structure. We received extensive feedback and revisions from professors and other researchers. See Appendix B for an outline of our generic interview protocol.

In addition to conducting interviews, we observed 16 different teachers' classes. Our observation lens was also developed as a group. Our observations included various aspects of the classroom structure and the instructional approach that we wanted to consciously address in our notes and reflections: student grouping, support for English language development, instructional practices, and classroom setup, among others. We also reviewed an extensive set of video clips, including interviews and observations of classes at International High School at LaGCC.

Finally, we gathered a collection of curriculum and assessment materials, projects, and mission statements and statements of the goals of the Network and the Internationals. See Appendix C for a list of these documents. We collected documents from our research participants during our school visits, including classroom projects and school statements. We also had access to the Network's Internet server and used it to select curriculum documents, choosing projects from each subject area that exemplify the Internationals educational approach.

APPENDIX B

Generic Protocol

(modified as appropriate for teachers and administrators)

Context

1. What is your position at the school?
 - a. Describe the different roles you have at the school.
2. How long have you been here?
3. What did you do before working at IHS?
4. Describe the typical student at your school.

Overarching Question

5. How would you describe the school you work at compared to other schools teaching English learners?

Instruction

6. (Teachers) If I walked into any classroom in IHS, what would we see in there?
 - a. What do all IHS classrooms have in common?
 - b. What do you see as the key elements to IHS instruction?
 - c. How do you address the different English levels of the students at IHS? (Probe: Examples from classrooms)
 - d. How do you address the heterogeneous skill levels of the students at IHS? (Probe: Examples from classrooms)
 - e. How do you organize your classrooms to support teaching and learning? (Probe: Where do you stand? desks, grouping)
 - f. How do you address the expectations of the Regents Exam in your instruction?

- g. How do you plan for your instruction?
- h. What is your language of instruction? How do you deal with the fact that the language of instruction is not the native language of your students? Do you ever speak in another language to the students? (Probe: Incorporation of native languages in instruction?)
- i. What role does peer support play in IHS classrooms?

Curriculum

- 7. Describe the curriculum you use at IHS. (Probe: Where do you get your curriculum? What is the process for curriculum creation?)
 - a. What informs your decisions on what curriculum to teach?
 - b. How are the realities of your students addressed by your curriculum?
 - c. How do you address the expectations of the Regents Exam in your curriculum?
 - d. How do you deal with the huge variance in educational background of your students? (i.e., kids have studied many different things)
 - e. Describe your internship program. What role does it play in the curriculum?

Assessment

- 8. What does assessment look like in an IHS classroom?
 - a. How do you use the information collected by the assessments? (Probe: How do you take into consideration assessment measures when planning for instruction?)
 - b. How does assessment at IHS compare to other schools teaching English learners?
 - c. What assessment tools do teachers use?
 - d. Describe the portfolio assessments at IHS.

Professional Learning

9. How do you train your teachers at IHS?
(Probe: What is the IHS model for teaching training?)
 - a. When does teacher training take place at IHS?
 - b. When you first started teaching with IHS, how did you learn about the IHS method? What support were you given in using the IHS method?
 - c. What teams do you meet with? How often are those meetings?
 - d. What do you talk about in your team meetings?

Governance

10. Describe the IHS governance model at the IHS network.
 - a. Who are the network leaders and what is their role?
 - b. What are the leadership responsibilities for network leaders?
 - c. What are the decisions made by network leaders?
How are decisions made?
 - d. Describe how IHS combines autonomy and responsibility in its leadership at the network level.
11. Describe the IHS governance model at an IHS school
 - a. Who are the school leaders and what is their role?
 - b. What are the leadership responsibilities for teachers?
 - c. What are the decisions made by principals and school leaders?
How are decisions made?
 - d. Describe how IHS combines autonomy and responsibility in its leadership at the school level.

12. Describe the IHS governance model in an IHS instructional team.
 - a. What roles do people play on the team?
 - b. Describe how IHS combines autonomy and responsibility in its leadership at the team level.
 - c. What are the decisions made by team members?
How are decisions made?

Organization

13. Network Level:
 - a. Describe the management of resources at INPS.
 - b. Describe the management of scheduling at INPS.
 - c. Describe the management of human resources and teacher contracts at INPS.
 - d. Describe the management of facilities at INPS.
14. School Level:
 - a. Describe the management of resources at IHS.
 - b. Describe the management of scheduling at IHS.
 - c. Describe the management of human resources and teacher contracts at IHS.

APPENDIX C

Titles of Collected Print Materials

- *International High School Mission Statement*
- *An Overview of the Internationals Network for Public Schools*
- *International High School Personnel Procedures for Peer Selection, Support and Evaluation Manual*
- *International High School 2005–2006 Annual Report*
- *International High School List of Countries and Languages, 2005–2006*
- *International High School Instructional Teams*
- *International High School Teacher and Student Schedules*
- *International High School College Acceptances: Out-of-State Private and Public Colleges*
- *International High School Strategies for Teaching English Language Learners*
- *International High School: The Early College Program*
- *NYC Learning Environment Survey: Flushing International High School*
- *Curriculum Unit: Persepolis*
- *Curriculum Unit: World War I Scrapbook Project*
- *Curriculum Unit: The Trial of President Harry S. Truman*
- *Curriculum Unit: What Do You Mean by U Sub Zero?*
- *Curriculum Unit: Spring 2007 Portfolio: Do You Recommend the Continued Use of Genetically Modified Organisms?*

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