One School’s Odyssey:
Teacher Teams, Collaboration, and Whole School Change
Our **vision** is to ensure all recent immigrant students have access to a quality high school education that prepares them for college, career and full participation in democratic society, thereby opening doors to the American Dream.

**We do this by**

growing and sustaining a strong national network of innovative International High Schools and academies, while broadening our impact by sharing proven best practices and influencing policy for English learners on a national scale.
International High Schools & Academies are in New York City, California, Virginia, and Washington, DC.
We measure success by our students’ achievements

NEW YORK CITY ELL GRADUATION RATES
VS. NEW YORK CITY INTERNATIONALS
NETWORK GRADUATION RATES (2015)

4-YEAR GRADUATION RATE

- 36% New York City English Language Learners
- 71% Internationals Network Students

6-YEAR GRADUATION RATE

- 45% New York City English Language Learners
- 76% Internationals Network Students
Our approach is not...
How do we view students’ home languages?
• Students & adults learn best in heterogeneous or mixed groups
• Students & adults learn by doing and sharing what they learn with others
• Students learn language ALL day, in ALL subject areas
• ALL teachers are teachers of language as well as content
• Students’ home languages & cultures are resources to the student, their teachers, their families and the community
Project RISE: Realizing Internationals’ Supports for ELLs

GOAL: To improve ELL student achievement, graduation rates, and college readiness through implementation of two structural and two instructional elements of Internationals’ approach as a cost-effective, replicable model.

Structural Elements

(1) collaborative interdisciplinary teaching teams responsible for
(2) shared heterogeneous groups of students.

Instructional Elements

(3) the integration of language and content using
(4) collaborative experiential projects across the curriculum.
1: Changing school population
2: New principal, new populations
3: Skepticism: “You want us to do WHAT?”
4: High stakes, high visibility
New context, new approach
Introducing: The Internationals Pathway at TMHS
What we did: Detracking
What we did: Focus on collaboration
What we did: Team Structures
What we did: Embedded coaching & PD
What we did: Capacity-building
Language and Content, use of L1

News Broadcast
District support
What we learned

• Non-district partners can play important roles as supports and mirrors
• Robust professional development combines workshops and one-on-one feedback and co-planning
• Synergy created with partners, district, etc
• Building capacity for sustainability
• Spillover effect
Some aha’s
Both the Chicken and the Egg

- BOTH Structures and Instruction need to change simultaneously
- Changes reinforce each other

**Structural changes include**
- diverse student grouping
- Teacher schedules that include common time to collaborate
- Teachers share common cohorts of students

**Instructional changes include**
- Pedagogy
- Leveraging students’ home languages/cultures
- Shared responsibility for language development
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