

OUR APPROACH

H



**HETEROGENEITY
+ COLLABORATION**

Schools and classrooms are heterogeneous and use collaborative structures that build on the strengths of each member of the school community to optimize learning.

E



**EXPERIENTIAL
LEARNING**

Expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society.

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**LANGUAGE
+ CONTENT
INTEGRATION**

Strong language skills develop most effectively in context and emerge most naturally in a purposeful, language rich, interdisciplinary, and experiential program.

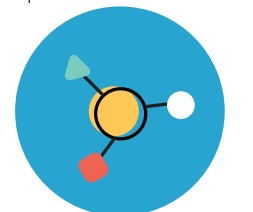
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**LOCALIZED
AUTONOMY +
RESPONSIBILITY**

Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.

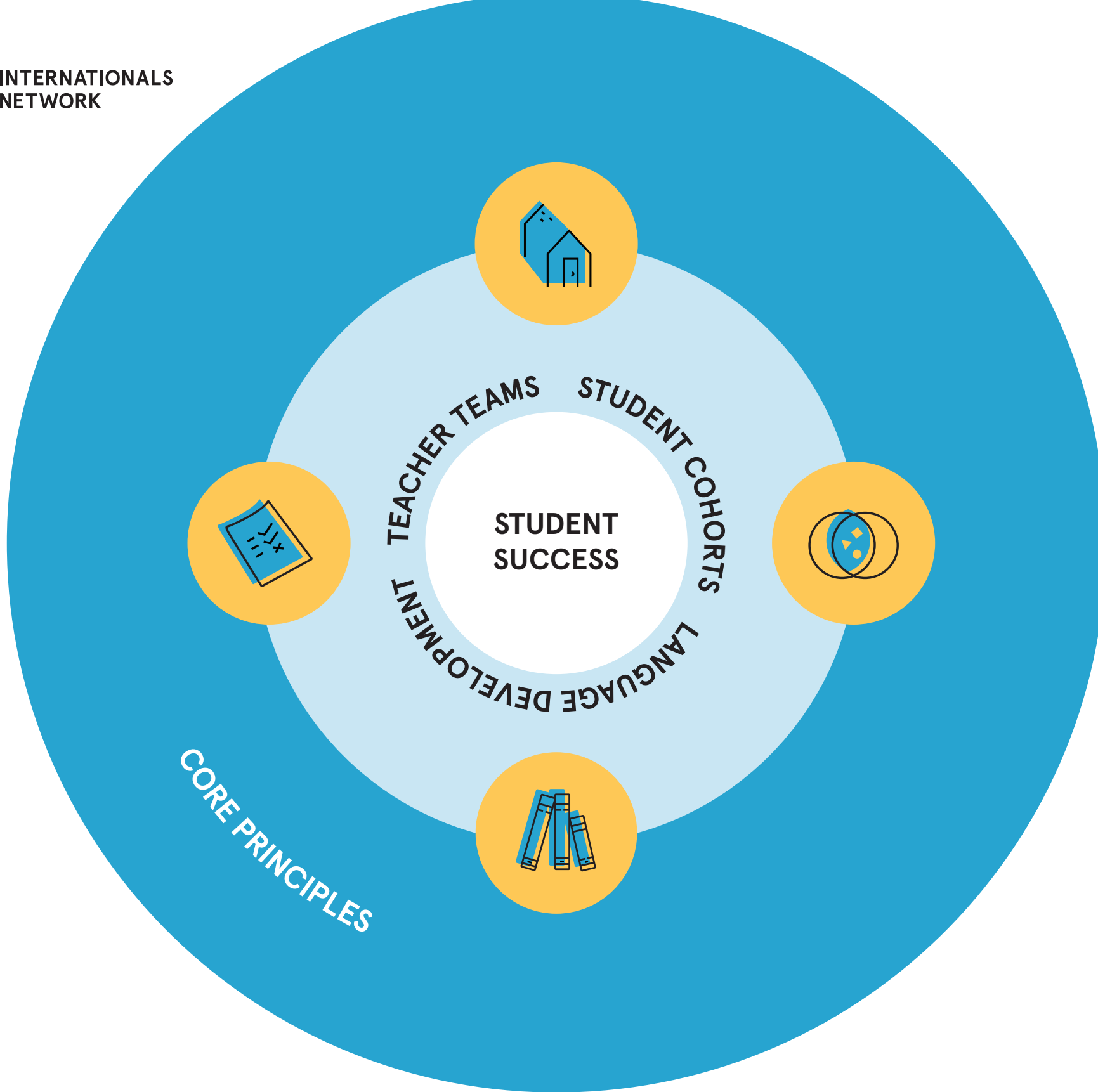
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**ONE LEARNING
MODEL FOR ALL**

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.

CORE PRINCIPLES



STRUCTURES

- Schools/academies small enough to foster personalization
- Interdisciplinary teams of teachers responsible for academic, linguistic and social-emotional development of shared student cohorts
- Significant, regularly scheduled time for interdisciplinary teams to collaborate and engage in professional learning
- Heterogeneous student grouping (by language, English levels, grade level)
- All students enrolled in credit-bearing core content classes required for graduation



CULTURE + VALUES

- Collaboration and transparency among staff
- Staff plan intentionally to meet social emotional, academic, physical needs of their students
- Students' home languages/cultures are integrated into curriculum and beyond
- Belief in all students' abilities/equity in expectations for college and career
- Teachers' voices and input are encouraged and valued



GOVERNANCE

- Collaborative decision-making structures include school leadership and staff
- Faculty actively support their peers' professional learning
- District provides decision-making flexibility to school/academy leaders to implement essential components of model
- Faculty/staff participate in the larger community of practice in the network



PEDAGOGY, CURRICULUM + PD

- Experiential, student-centered, project based-learning
- Language and content integration in classes
- Both English and native language development are emphasized
- Scaffolding, differentiation and collaboration are key elements of all instruction
- Multiple forms of assessment are used, including performance-based
- Adult professional learning mirrors student learning

ESSENTIAL PRACTICES