



Oakland International High School

Specialized Programs: A Newcomer
and Learning Lab Site





Oakland International serves
400 newly arrived immigrants and refugees
*Our mission is to provide a quality alternative education for recently
arrived immigrant students in English language acquisition
and in preparation for college.*

5 Core Principles: Internationals Approach

- Heterogeneity and collaboration : schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- 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
- Language and content integration : strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- 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 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.

Expectations of Newcomer Teachers



Teaching Responsibilities

- Implement school-wide pedagogical agreements, approaches, and systems
 - Ex. All lessons have a language and content objective
- Provide timely feedback to students and families: student case management, grading expectations
 - Ex. Formally casemanage students with the team to support academic and social emotional goals
- Teach Post Session

Advisory Responsibilities

- Implement and design advisory curriculum for the team/school
- Serve as the primary contact between school and families
- Serve as an academic and social emotional advisor and advocate for students.

In acknowledgement that the Internationals Approach to teaching is difficult and requires teachers to teach and collaborate in new ways, the school requires all teachers to participate in a wide variety of professional development opportunities designed to support ELL students and staff.

Newcomer Special Education Issues



- Special Education is a uniquely “American” system. Many of the countries that our students come from do not offer FAPE, and Special Education is either not available or too expensive. As a consequence, there is a high number of unidentified sped students sitting in any given 9th/10th grade OIHS classroom compared to other high schools.
- It is initially very difficult to identify if a newcomer student is struggling academically due to disabilities, language barriers, SIFE status, or acculturation issues. Identification of Sped issues requires time to watch the student and to try interventions, expertise in normal language and acculturation issues, and expertise in disability identification for English language learners.
- We believe that newcomer students with disabilities need access to supportive sped programs that also emphasize language development and cultural integration services.

Inclusion @ Oakland International



- OIHS is the only high school in OUSD that accommodates both the language acquisition needs and disability supports for RSP and SDC newcomer students in a full inclusion setting.
- The unique design of our newcomer program and the practices that support heterogeneity in the classroom also benefit most sped students. Supports and services OIHS offers to “all newcomer students” are often the same as supports typically seen in the IEPs of RSP and SDC students district wide (ex. modification of assignment, leveled assignments, collaborative group work, extended learning time, reading intervention classes and second adults in many classrooms). For this reason, OIHS classrooms are well positioned to support inclusion programming for most newcomer students with disabilities.
- OIHS offers students a unique model for language acquisition and sped support. This exciting work often requires general ed and sped staff to learn, collaborate, and work in different structures than more traditional settings.
- Graduation of students, with disabilities or otherwise, is a collaborative project among OIHS staff. Adults are expected to work together to identify and solve problems at a system level and at the level of an individual student. To this end, the sped staff at OIHS will collaborate to equitably distribute the work among assigned sped staff (teachers and paraprofessionals) of completing initial IEPs, annual IEPs, case management, teaching, co-teaching, pull out and communicating with teacher teams.

A school with student teachers or a “Learning Lab”?

A Traditional Partnership

- Higher ed partners every day with thousands of individual master teachers who, in collaboration with university staff, train student teachers. Master teachers open their classrooms for observation and practice teaching. They also take on a mentor role to help advise preservice teachers as they design and deliver lessons.
- Typically a principal approves a teacher’s request to serve as a master teacher

A Learning Lab

- A lab school isn’t simply a school with many master teachers doing a good job in their individual classrooms. A lab school is a much more cohesive and purposeful organization that supports adult throughout the building --- it requires a high caliber teaching, leadership and support staff that opens all its doors to the higher ed community. Staff members in a lab school are both master teachers and active learners. The staff will train the next generation of educators as well as participate in research, experimentation, and implementation of new methodologies.

OIHS Learning Lab Activities



**New Teacher
Training**



**Practicing
Educator
Support**



Research

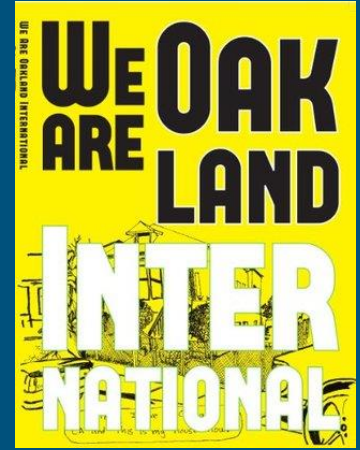
2017-18 Learning Lab Outcomes



1. Established Newcomer cohort and partnership with Reach Institute
 - Graduated 3 residents to move into newcomer teacher positions in 18-19
 - Supported 8 intern teachers in learning how to serve newcomer students
2. Hosted 7 student teachers for a quarter to year-long placement, and an additional 45 student teachers for observation cycles
3. Supported 3 research studies focused on Trauma and Resilience, Yoga and Mindfulness, and Community Membership/SEL.
4. Welcomed 850+ visiting educators and support staff to workshops, classroom visits, and open houses at the Learning Lab in SY 2017.

2017-18 Learning Lab Outcomes

BATTI Professor: “I've never seen students rave about their observations like this. One student said it fundamentally changed his perspective on teaching, and I'm adding a quote from another student below”



"My biggest takeaway from this experience was really just being inspired with Oakland International High School and the work that they do and with her amazing classroom environment she has created. They are social justice warriors in a time when immigrant teens need help, good teachers, and welcoming environments the most. She has one of the hardest teaching jobs, but she pulls it off with grace, kindness and love, which is what I hope I can bring with me to my future classroom."

SY 2018-19 Learning Lab Goals
