

Research About Internationals Network for Public Schools

Year	Authors	TITLE	Citation
2025	Chandler P. Miranda	<i>Sanctuary school: Innovating to empower immigrant youth</i>	Miranda, C. P. (2025). <i>Sanctuary school: Innovating to empower immigrant youth</i> . Harvard Education Press.
	Adriana Villavicencio Reva Jaffe-Walter and Hua-Yu Sebastian Cherng	Relationship Between Professional Culture and Outcomes for Immigrant English Learner Youth: A Mixed-Methods Study.	Villavicencio, A., Jaffe-Walter, R., & Cherng, H. Y. S. (2026). Relationship Between Professional Culture and Outcomes for Immigrant English Learner Youth: A Mixed-Methods Study. <i>American Educational Research Journal</i> , 63(1), 38-71. https://journals.sagepub.com/doi/10.3102/00028312251389220
	B. Tauzel, S. Noel, E. Schuster	Teacher Educators’ Narratives of Practice and Possibility From Multilingual Newcomer Schools: A Community Autoethnography	Tauzel, B., Noel, S. & Schuster, E., (2025) “Teacher Educators’ Narratives of Practice and Possibility From Multilingual Newcomer Schools: A Community Autoethnography”, <i>International Journal of Critical Pedagogy</i> 14(1). https://janeway.uncpress.org/ijcp/article/id/1406/
	Miranda, Chandler, and Cherng Hua-Yu Sebastian	The Social Power of Speaking: Supporting Recently Arrived Immigrant Youth Through a Culture of Speaking.	Miranda, C. P., & Cherng, H. Y. S. (2025). The Social Power of Speaking: Supporting Recently Arrived Immigrant Youth Through a Culture of Speaking. <i>Peabody Journal of Education</i> , 100(4), 439-452. https://www.tandfonline.com/doi/full/10.1080/0161956X.2025.2535918
	Qin, Llosa, Wolf	From everyday language to disciplinary discourse: Culturally and linguistically sustaining dialogic instruction with multilingual learners	Kongji Qin, Jordan Wolf, Lorena Llosa (2025). From everyday language to disciplinary discourse: Culturally and linguistically sustaining dialogic instruction with multilingual learners. <i>TESOL Journal</i> . 2 January 2025 https://doi.org/10.1002/tesj.913
	Porter, Lorna	Newcomer Program Impacts on Course Access for Adolescent Newcomers.	Porter, L. (2025). Newcomer Program Impacts on Course Access for Adolescent Newcomer Students. <i>Peabody Journal of Education</i> , 100(5), 642-672. https://www.tandfonline.com/doi/full/10.1080/0161956X.2025.2562788
	Chandler P. Miranda	Justice-oriented assessment immigrant serving schools: a critical ethnographic case study of the elements of performance assessment.	Miranda, C. P. (2025). Justice-oriented assessment immigrant serving schools: a critical ethnographic case study of the elements of performance assessment. <i>International Journal of Qualitative Studies in Education</i> , 38(1), 162-179. https://www.tandfonline.com/doi/full/10.1080/09518398.2024.2365188
	Sophia L. Ángeles	I wasn’t trained for ELD”: The experiences of bilingual content-area teachers	Sophia L. Ángeles (2025) “I wasn’t trained for ELD”: The experiences of bilingual content-area teachers, <i>Bilingual Research Journal</i> , 48:1, 43-57, https://doi.org/10.1080/15235882.2024.2385407

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2024	Megan Hopkins & Hayley Weddle	Transforming K-12 School Districts to Serve Latinx Students	Hopkins, M. & Weddle, H. (2024). Transforming K-12 School Districts to Serve Latinx Students. Chapter 11 in <i>Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice</i> , Hamann & Herrera & Murillo (Eds),
	Sophia L. Angeles and Kyle Halle-Erby	The Consequences of the Newcomer and International Student Labels for Immigrant Students in Public Schools.	Ángeles, S. L., & Halle-Erby, K. (2025). "We Call Them International Students": The Consequences of the Newcomer and International Student Labels for Immigrant Students in Public Schools. <i>Anthropology & Education Quarterly</i> , 56(3), e70021.
	Gerardo Mancilla	Dreamers Rise: A High School Pre-College Program for Undocumented Students	Mancilla, G. (2024) Dreamers Rise: A High School Pre-College Program for Undocumented Students, Chapter 11 in: <i>Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces</i> by Abad and Conchas
	Reva Jaffe-Walter & Kathleen Drucker	Dreaming Otherwise: Creative Policy Negotiation and Creating Communities or Recognition for Multilingual Immigrant Youth	Reva Jaffe-Walter & Kathleen Drucker (2024). Dreaming Otherwise: Creative Policy Negotiation and Creating Communities or Recognition for Multilingual Immigrant Youth , Chapter 8 in <i>Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces</i> by Miguel N. Abad and Gilberto Q. Conchas
	Patton Miranda, Chandler	Justice-oriented assessment in immigrant serving schools: A critical ethnographic case study of the elements of performance assessment	Miranda, C.P. (02 Jul 2024): Justice-oriented assessment in immigrant serving schools: a critical ethnographic case study of the elements of performance assessment, <i>International Journal of Qualitative Studies in Education</i>
	College Access Research and Action (CARA)	Obstacles And Opportunities Supporting College And Career Access For Adolescent Immigrant Students	Higginson, Reid & Bloom, Janice. Obstacles & Opportunities: Supporting College & Career Access for Adolescent Immigrant Students. New York, NY: College Access: Research & Action (CARA), 2023. www.caranyc.org
2023	Learning Policy Institute	Oakland International High School: A Thriving Community School for Oakland's Newcomers	Thompson, C. (2023). Oakland International High School: A thriving community school for Oakland's newcomer students. Learning Policy Institute. http://learningpolicyinstitute.org/product/shared-learningoakland-international
	Reva Jaffe-Walter and Adriana Villavicencio	Leaders' negotiation of teacher evaluation policy in immigrant-serving schools.	Jaffe-Walter, R., & Villavicencio, A. (2023). Leaders' negotiation of teacher evaluation policy in immigrant-serving schools. <i>Educational Policy</i> , 37(2), 359-392. https://journals.sagepub.com/doi/10.1177/08959048211015614
	Sam Finn	Newcomer Education in California	Finn, S. (2023, May). Newcomer education in California.. Policy Analysis for California Educ.. edpolicyinca.org/publications/newcomer-education-california
	Learning Policy Institute	Pushing against the grain: Networks and	Hernández, L.E., Darling-Hammond, L., Adams, J. Bradley, K. & Duncan-Grand, A. (2023). Pushing against the grain: Networks and their systems for sustaining and

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		their systems for sustaining and spreading deeper learning	spreading deeper learning. Journal of Educational Change Vol 24, 871–895 https://link.springer.com/article/10.1007/s10833-022-09467-1
2022	New America	Educating English Learners During the Pandemic: Insights from Experts, Advocates, and Practitioners	Educating English Learners During the Pandemic: Insights from Experts, Advocates, and Practitioners. New America. By: Leslie Villegas , Amaya Garcia https://www.newamerica.org/education-policy/reports/educating-english-learners-during-the-pandemic/
	Bajaj, Walsh, Barlett and Martinez	Humanizing education for immigrant and refugee youth: 20 strategies for the classroom and beyond	Bajaj, Walsh, Barlett & Martinez (2022). Humanizing education for immigrant and refugee youth: 20 strategies for the classroom and beyond. Teachers College Press
		<i>An Investigation of Teachers' Perceptions of Effective ESL Teaching Strategies in the Internationals High School</i>	Baylosis, S. V. (2022). <i>An Investigation of Teachers' Perceptions of Effective ESL Teaching Strategies in the Internationals High School</i> . Grand Canyon University.
2021	Adriana Villavicencio; Chandler Patton Miranda; Jia-Lin Liu; Hua-Yu Sebastian Cherng	“What’s Going to Happen to Us?” Cultivating Partnerships with Immigrant Families in an Adverse Political Climate	“What’s Going to Happen to Us?” Cultivating Partnerships with Immigrant Families in an Adverse Political Climate. Adriana Villavicencio; Chandler Patton Miranda; Jia-Lin Liu; Hua-Yu Sebastian Cherng Harvard Educational Review (2021) 91 (3): 293–318.
	Russell, S. Garnett; Persaud, A; Mantilla Blanco, P., Webster, K; Elliott, M.	Fostering Belonging and Civic Identity: Perspectives from Newcomer Students in Arizona and New York	Columbia University Academic Commons https://academiccommons.columbia.edu/doi/10.7916/d8-zw9k-dv30
	Adriana Villavicencio Reva Jaffe-Walter Sarah Klevan	“You can’t close your door here:” Leveraging teacher collaboration to improve outcomes for immigrant English Learners	Teaching and Teacher Education: Volume 97, January 2021, 103227 https://www.sciencedirect.com/science/article/abs/pii/S0742051X20314189
2020	Seilstad, B., Kim, S and Derek Braun	Linguascientific repertoires for adolescent newcomer students: evidence from a 10th grade biology class in superdiverse Central Ohio	https://www.tandfonline.com/doi/abs/10.1080/19313152.2020.1846834
	Martin-Beltrán Montoya-Ávila García	Becoming advocates: Positioning immigrant youth to share, connect, and apply their stories as tools for social change	TESOL Journal: https://onlinelibrary.wiley.com/doi/abs/10.1002/tesj.567
	Learning Policy Institute	Restarting and Reinventing School: Learning in the Time of COVID and Beyond	Linda Darling-Hammond, Monica Martinez, Adam K. Edgerton, Hanna Melnick, and Abby Schachner https://restart-reinvent.learningpolicyinstitute.org/

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	Clark-Gareca, B; Short, D.; Lukes, M., Sharp-Ross, M.C	Long-Term English Learners: Current Research, Policy, and Practice	Clark-Gareca, B; Short, D.; Lukes, M., Sharp-Ross (2020). Long-Term English Learners: Current Research, Policy, and Practice. <i>TESOL Journal</i> 11(1).
	Dita Vogel Lydia Heidrich	Make Connections – ask questions Sprachsensible Schulen im Internationals Network for Public Schools in New York	https://media.suub.uni-bremen.de/bitstream/elib/4425/1/Vogel_Heidrich_2020_Make%20Connections%20%E2%80%93%20ask%20questions.pdf
	Jaffe-Walter and Patton Miranda	Segregation or Sanctuary? Examining the Educational Possibilities of Counterpublics for Immigrant English Learners	https://www.tandfonline.com/doi/abs/10.1080/15700763.2020.1714057
2019	Learning Policy Institute	Internationals Network for Public Schools: Deeper Learning Approach to Supporting Els	Martens Roc, Peter Ross, and Laura E. Hernández (2019). Internationals Network for Public Schools: A Deeper Learning Approach to Supporting English Learners. Learning Policy Institute: https://files.eric.ed.gov/fulltext/ED603420.pdf
	Clark Gareca, Short, Lukes, Sharp-Ross	Long-term English learners: Current research, policy, and practice	Beth Clark-Gareca, Deborah Short, Marguerite Lukes, Mary Sharp-Ross (2019). Long-term English learners: Current research, policy, and practice. <i>TESOL Journal</i> .
2018	Kessler, Wentworth, Darling-Hammond	The Internationals Network for Public Schools: Educating Our Immigrant English Language Learners Well	Kessler, J., Wentworth, L., and Darling-Hammond, L. (2018). Internationals Network for Public Schools: Educating our immigrant English Language Learners Well. Stanford, CA: Stanford Ctr for Opportunity Policy in Education.
	Patton-Miranda and Cherg	Accountability Reform and Responsive Assessment for Immigrant Youth	Patton Miranda & Cherg (2018) Accountability Reform and Responsive Assessment for Immigrant Youth, <i>Theory into Practice</i> , 57:2, 119-126,
	Monica Bajaj and Sailaja Suresh	The “Warm Embrace” of a Newcomer School for Immigrant & Refugee Youth	Bajaj, M. and Suresh, S. (2018). The “Warm Embrace” of a Newcomer School for Immigrant & Refugee Youth. <i>Theory into Practice</i> . April 2018.
	Garcia, Seltzer, Witt	Disrupting Linguistic Inequalities in US Urban Classrooms: The Role of Translanguaging	Garcia, O., Seltzer, K., Witt, D. (2018) Disrupting Linguistic Inequalities in US Urban Classrooms: The Role of Translanguaging. In Van Avermaet, Slembrouck, Van Gorp, Sierens (Eds.) <i>The Multilingual Edge of Education</i>
	Mary Ann Zehr	Celebrating the Voices of Immigrant Students.	Zehr, M.A. (2018). Celebrating the Voices of Immigrant Students. <i>American Educator</i> . v41 n4 p13-15 Win 2017-2018
	Reva Jaffe-Walter	Leading in the Context of Immigration: Cultivating Collective Responsibility for Recently Arrived Immigrant Students	Jaffe-Walter, R. (2018). Leading in the Context of Immigration: Cultivating Collective Responsibility for Recently Arrived Immigrant Students. <i>Theory into Practice</i> . May 2018.
	Jaffe-Walter & Lee	Engaging Transnational Lives of Immigrant Youth in Public Schooling: Toward a Culturally Sustaining Pedagogy for Newcomer Immigrant Youth	Jaffe-Walter, R. and Lee, S. (2018). Engaging the Transnational Lives of Immigrant Youth in Public Schooling: Toward a Culturally Sustaining Pedagogy for Newcomer Immigrant Youth. <i>American Journal of Education</i> 124, no. 3 (May 2018): 257-283.

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	Learning Policy Institute	The Promise of Performance Assessments: Innovations in High School Learning and College Admission	Guha, Tony Wagner, Linda Darling-Hammond, Terri Taylor, and Diane Curtis (2018). <i>The Promise of Performance Assessments: Innovations in High School Learning and College Admission</i> . Learning Policy Institute.
2017	American Youth Policy Forum	Social and Emotional Learning and Traditionally Underserved Populations	Beyer, L.B. (2017). <i>Social and Emotional Learning and Traditionally Under-served Populations</i> . American Youth Policy Forum, Policy Brief, Oct 2017.
	Migration Policy Institute	Beyond Teaching English: Supporting High School Completion by Immigrants & Refugees	Sugarman, J. (2017). <i>Beyond Teaching English: Supporting High School Completion by Immigrant and Refugee Students</i> . Washington, DC: MPI
	Bartlett and Bajaj	Critical transnational curriculum for immigrant and refugee students	Bajaj, M. and Bartlett, L. (2017). Critical transnational curriculum for immigrant and refugee students. <i>Curriculum Inquiry</i> . Vol 47, - Issue 1:
	Mendenhall, Bartlett, Ghaffar-Kucher	Education for Refugees in an International High School in NYC	Mendenhall, M., Bartlett, L. & Ghaffar-Kucher, A. (2017). "If You Need Help, They are Always There for us": Education for Refugees in an International High School in NYC. <i>Urban Review</i> . 49:1-25
		Culture in acculturation: Refugee youth's schooling experiences in NYC Schools	Mendenhall, Bartlett, L. & Ghaffar-Kucher, A. (2017). Culture in acculturation: Refugee youth's schooling experiences in international schools in New York City. <i>International Journal of Intercultural Relations</i> . Vol 60, Sept 2017, pp 109-19
Lee and Walsh	Socially Just, Culturally Sustaining Pedagogy for Diverse Immigrant Youth	Lee, S. and Walsh, D. (2017). <i>Socially Just, Culturally Sustaining Pedagogy for Immigrant Youth</i> . In Paris and Alim (Eds). <i>Culturally Sustaining Pedagogies</i> :	
2016	American Institutes for Research	Deeper learning and college enrollment: What happens after high school?	Yang, R., Zeiser, K. L., & Siman, N. (2016). <i>Deeper learning and college enrollment: What happens after high school?</i> Washington, DC: AIR
		Graduation advantage for students in deeper learning network high schools. Updated findings from the Study of Deeper Learning	Zeiser, Mills, Wulach, & Garet. (2016). <i>Graduation advantage persists for students in deeper learning network high schools. Updated findings from Study of Deeper Learning</i> . Washington, DC: American Institutes for Research.
	Klein, Jaffe-Walter, Riordan	Taking Teacher Learning to Scale	Klein, Jaffe-Walter, R.; Riordan, M. (2016). <i>Taking teacher learning to scale: Sharing knowledge & spreading ideas across geographies</i> . TC Record, v118 n13.
	Marguerite Lukes	Latino Immigrant Youth & Interrupted Schooling: Dropouts, Dreamers and Alternative Pathways to College	Lukes, M. (2015). <i>Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers and Alternative Pathways to College</i> . Clevedon: Multilingual Matters.
	Lee and Walsh	Welcoming immigrant students with a high-quality education	Lee, S. and Walsh, D. (2015). <i>Welcoming immigrant students with a high-quality education</i> . Phi Delta Kappan. Vol: 97 issue: 4, page(s): 46-50
2014	American Institutes for Research	Evidence of Deeper Learning Outcomes	Zeiser, Taylor, Rickles, & Garet (2014). <i>Evidence of Deeper Learning Outcomes</i> . Washington, DC: Amer Institutes for Research, Res Alliance for NYC Schools.
2013	Karen Thompson	Is Separate Always Unequal? An Examination of Ideas of Equality in Cases Regarding Racial and Linguistic Minorities in Education	Thompson, K. (2013). <i>Is Separate Always Unequal? Philosophical Examination of Ideas of Equality in Key Cases Regarding Racial & Linguistic Minorities in Education</i> . American Educ. Research Jour, Dec 2013 Vol. 50, No. 6 pp. 1249-78
2013	Claire Sylvan	English Language Learners: Shifting to an Asset-Based Paradigm	Sylvan, C. (2013). <i>English Language Learners: Shifting to an Asset-Based Paradigm</i> . Annenberg Institute for School Reform • Voices in Urban Ed

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2012	Lee and Walsh	Resistance and accommodation: Social justice education for immigrant youth in an era of high stakes testing	Lee, S.J. & Walsh, D. (2012). Resistance and accommodation: Social justice education for immigrant youth in an era of high stakes testing. <i>Encyclopedea: Journal of Phenomenology and Education</i> , 34, 15-36.
	Center for Applied Linguistics	Helping Newcomer Students Succeed in Secondary Schools and Beyond	Short, D. and Boyson, B.A. (2012). Helping Newcomer Students Succeed in Secondary Schools and Beyond. Washington, DC: Center for Applied Linguistics.
2011	Garcia and Sylvan	Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities	Garcia, O. & Sylvan, C. (2011). Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities. <i>The Modern Language Journal</i> , 95, iii, (
	Jaffe-Walter and Lee	“To trust in my root and to take that to go forward”: Supporting college access for immigrant youth in the global city	R Jaffe-Walter, SJ Lee (2011). “To trust in my root and to take that to go forward”: Supporting college access for immigrant youth in the global city <i>Anthropology & Education Quarterly</i> 42 (3), 281-296
2008	Reva Jaffe-Walter	Negotiating Mandates and Memory: Inside a Small School Network Youth	Jaffe-Walter (2008). Negotiating Mandates and Memory: Inside a Small Schools Network for Immigrant Youth
2007	Fine & Jaffe-Walter	On Oxygen, Resistance, and Possibility for Immigrant Youth under Siege.	Fine, M. & Jaffe-Walter, (2007). Swimming: On Oxygen, Resistance, & Possibility for Immigrant Youth under Siege <i>Anthropology & Ed Quarterly</i> 38(1):76 - 96
2005	Rebecca Callahan	Tracking and High School English Learners: Limiting Opportunity to Learn	Callahan, R. (2005). Tracking and High School English Learners: Limiting Opportunity to Learn. <i>American Educ. Research Journal</i> , 42 (2): 3-5-28.
	Michelle Fine	The Internationals Network for Public Schools: A cohort analysis of graduation and dropout rates: Teaching and learning in a transcultural academic environment	Fine, M., Stoudt, B., & Futch, V. (2005). The Internationals Network for Public Schools: A quantitative and qualitative cohort analysis of graduation and dropout rates: Teaching and learning in a transcultural academic environment. New York, NY: CUNY Graduate Center
1995	Teachers College Columbia University	Human Resource Innovation in an Alternative High School	Jacobson, D. (1995). Human Resource Innovation in an Alternative High School. <i>IEEE Brief</i> 11, October 1995.
1994	Darling-Hammond, Aness	Authentic Teaching, Learning, and Assessment with New English Learners at International High School.	Aness, J. & Darling-Hammond, L. (1994). Authentic Teaching, Learning, and Assessment with New English Learners at International High School. A Series on Authentic Assessment and Accountability. New York: Columbia Univ, NCREST.