

Cultivating Project-Based Learning Alongside Language Development in Schools: How Is It Done?

Our focus on project-based learning (PBL) has enabled Internationals Network for Public Schools to cultivate a community of educators dedicated to collaboration and equity, and committed to transforming the educational experience of multilingual learners and school communities serving newcomers. We know that PBL provides students not only rich experiences beyond the classroom, but also an entry point into texts and engagement with ideas and new knowledge, from which language development and content understanding emerge.

In this learning brief, Internationals Network moves beyond our previous examination of the theory and foundational principles of this approach to illuminate how project-based learning has worked and can work in schools. We detail how real schools and their teachers and students have produced, refined, and implemented PBL in heterogeneous, multilingual classrooms. We will further dispel some of the myths associated with the deficit-based view that PBL is effective or only some students, while we assert the case for an assets-based approach that ensures

multilingual learners (MLLs) have access to novel and rigorous forms of instruction.

We will interrogate the commonly held misconception that PBL exists in isolation, divorced from the larger school community and its structures. We will explore the routines, supports, resources, and overarching principles that have helped many educators feel confident in implementing PBL with multilingual students. We will also highlight how a networked community can play a central role in building and sustaining a supportive school culture that is fertile ground for PBL.

For Internationals Network schools, three interlocking elements provide a foundation for establishing PBL school-wide:

- Ongoing, structured supports for teachers and students at all levels
- Dynamic and responsive student-centered curriculum design
- Project-based units anchored in evidence-based practices and connected to standards



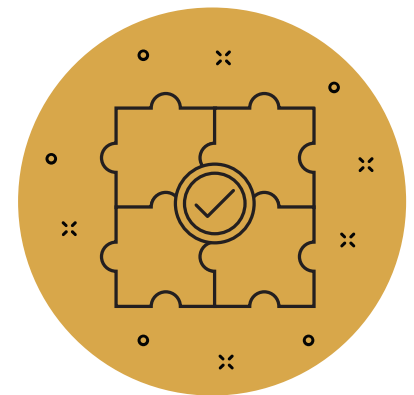
**ONGOING, STRUCTURED SUPPORTS
FOR TEACHERS & STUDENTS
AT ALL LEVELS**

[VIEW SECTION](#)



**DYNAMIC & RESPONSIVE
STUDENT-CENTERED
CURRICULUM DESIGN**

[VIEW SECTION](#)



**PROJECT-BASED UNITS ANCHORED
IN EVIDENCE-BASED PRACTICES &
CONNECTED TO STANDARDS**

[VIEW SECTION](#)



Ongoing, Structured Supports at All Levels

Implementing PBL involves educators taking collective responsibility and offering on-going support to ensure that all students – regardless of linguistic and academic background – are learning content that is relevant and aligned to standards.

High-quality project-based learning emerges from intentional efforts in Internationals Network schools. It is supported at all levels of leadership, from district administrator to school leader to coach and teacher to student. Collective responsibility coupled with structured supports ensures that high-quality projects are not only possible, but also sustainable. These multiple levels of support and design ensure that PBL is embedded across the broader curriculum.

In many schools serving newcomer multilingual learners, English as a Second Language teachers are left alone to puzzle out what such students need, in isolation from their content-area peers. In Internationals Network schools, designing relevant, engaging, accessible, standards-aligned projects for MLLs is woven into ongoing teacher professional development for all content areas. In these innovative contexts, who is providing what kind of support to whom?



Students from IHS at Health Sciences

School leaders design & implement structures that support PBL

School leaders in Internationals Network schools know that even seasoned teachers of multilingual learners do not necessarily come with the skills to design effective projects and put them in place.

According to Tim Brannon, who leads the Internationals Academy at Francis C. Hammond Middle School:

“Project-based learning is expected as a course of instruction in our program. That doesn’t mean that it emerges like magic. We provide training for all the teachers who started with us – they received project-based training during their first year and we do additional training every year. We also added PBL training in the unit-planning template for our teachers and have always tried to incorporate whatever we learn from experience back into the planning template focused on helping teachers make project-based units. Our instructional coach works with new teachers to help introduce them to PBL, and assists them in creating their first units with us.”

District leaders & the Internationals Network facilitate exchange among schools so PBL can flourish

Leaders at the district level actively support the implementation of project-based learning in Internationals Network schools and academies. Alan Cheng is superintendent of the Consortium, Internationals, and Outward Bound Schools in New York City, a grouping of public secondary schools that focus on new approaches to education. Cheng is a vocal supporter of innovations like project-based learning. He says that project-based learning “is in the water” in the schools he supervises. Part of keeping PBL healthy has been setting up structures across schools to enable them to learn from and support each other. Cheng says:

“Every single time we visit schools, we visit classrooms; we give feedback; we push them to work towards higher-quality project-based learning. We also make sure that schools are connected to each other. We set up structures so school staff can visit each other to observe, and we provide resources including professional development. Finally, we do a lot of celebrating. It’s standard to celebrate athletic success when teams win, but we also celebrate and share examples of high-quality projects.”

The Internationals Network facilitates exchange among our schools through our Fall Professional Development conference with practitioner developed sessions, intervisitations among our network schools and a teacher professional development committee. Just as peer learning is an effective model for our students, our educators consistently express that they value hearing and seeing what's happening in other schools and appreciate the space to collaboratively brainstorm, plan and reflect.

Kholood Qumei of Manhattan International High School highlights the collaboration among teachers and also between teachers and students that is built into the structure of the school and makes projects possible:

"Internationals provides us with a forum for exchanging ideas with other educators engaged in similar work across the country. We listen to one another, borrow ideas, and push each other's thinking. Through Internationals we are able to offer our students authentic opportunities to share their insight (panels, forums, workshops) -our students have an audience that values what they share and their understanding can lead to change within our community."

— Internationals Network School Leader

"Each teacher with a different content area has different formative assessments, so they are thinking about different skills they should embed. As a team, that is one of the obvious things we talk about. Less obvious, when we collaborate regularly as teachers, is that we bring such different backgrounds and educational experiences – not just in postsecondary level, even primary school, how we learned. Our experiences become informed by our expertise, and we come as learners who inform projects. Our students are all different, just like us. If I did it alone, it would not be as rich. Students know that teachers create projects together, and we feel comfortable sharing and giving feedback across the board to each other as faculty. That is one of our norms. and students know we are working together. They know collaboration is part of what we do."

Teacher teams provide a solid structure for PBL

Sharing and learning from each other happens in a structured way at Francis C. Hammond International Academy, according to Tim Brannon:

Matthew Breines, an instructional coach for Internationals Network at Lafayette International High School, emphasizes the professional development needed:

"We give time in our instructional meetings for shares where teachers can see other teachers' units and figure out how they can better implement these practices in their own classrooms. Anything we do is always under the umbrella of a project-based unit. Everything that we do – any training – is always going to fall under that umbrella."

"This is a long process. Teachers didn't grow up with project-based learning – none of us did. So it's kind of like erasing what we know and how we were taught and potentially even HOW we have been teaching for years. We're almost starting fresh, and you have to be courageous and take risks – and reflect and change and reflect and change, and together build on what everyone is doing."



Students from Flushing IHS



At Brooklyn International High School, where Shahzia Pirani-Mellstrom is a 12th-grade English teacher, there are stable structures across content areas that support project planning. Shahzia explains:

"We work as a [content team] to talk through the various texts we are using. I craft a project idea and then send it to the team and ask, 'What books are you reading? I'm thinking about this for this year, would that align with students who are coming up? Can they do it? Do I need other options in terms of levels of texts?' With [interdisciplinary] team structure, we know before we get the students what languages they speak, if they don't get along with someone, what level they might be at in terms of literacy and numeracy, and those are notes I can consult in the summer to plan."

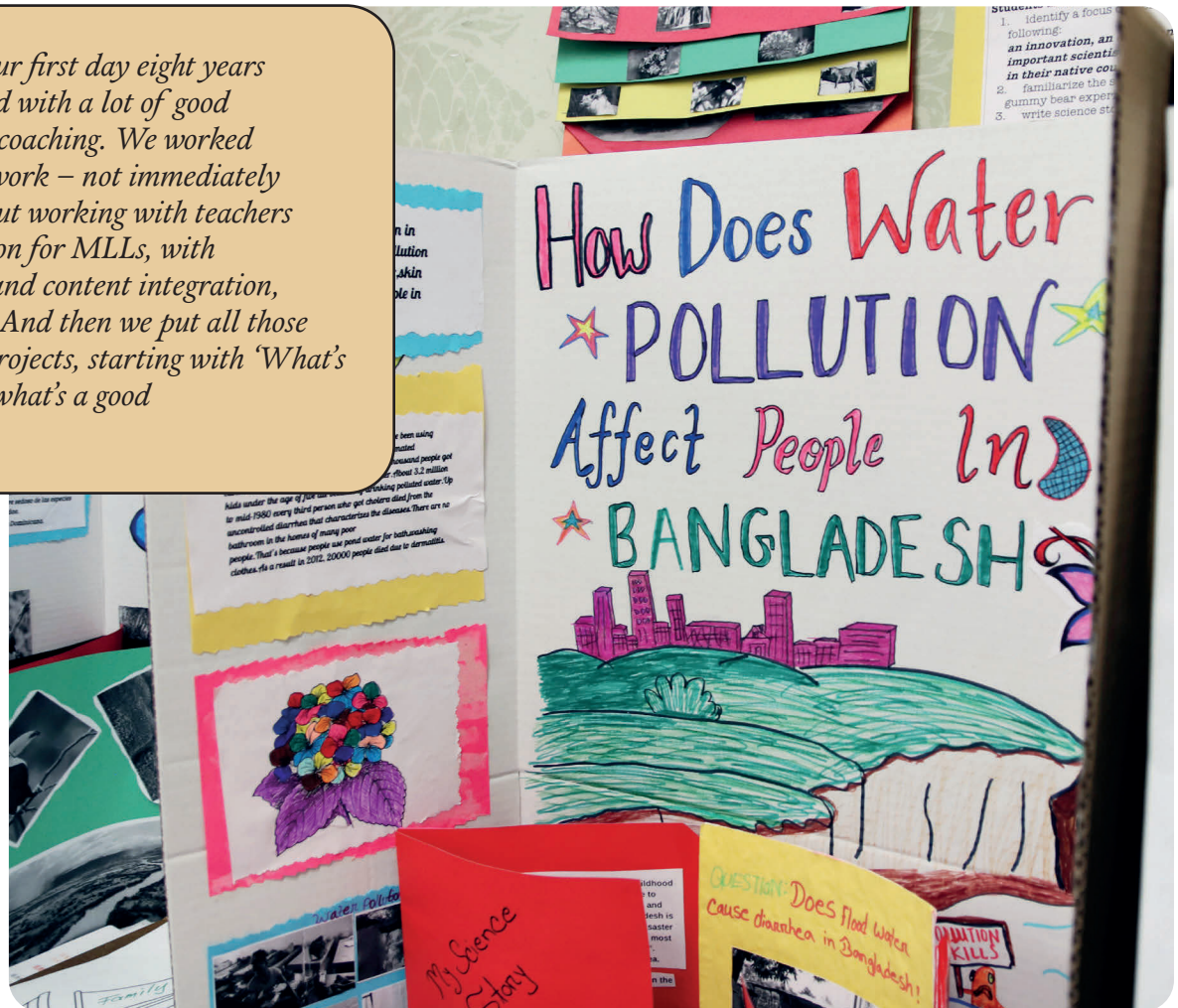
At Lafayette International High School in upstate New York, administrators plan the year by starting out with "the how" as Jason Silvis, an instructional coach says:

"I have been here since our first day eight years ago. You know, we started with a lot of good mentoring, training and coaching. We worked with Internationals Network – not immediately implementing projects, but working with teachers to develop good instruction for MLLs, with collaboration, language and content integration, and grade-level content. And then we put all those pieces together to build projects, starting with 'What's a good driving question, what's a good motivating activity?'"

Strong projects are co-constructed among students and teachers

Structures for input, learning and collective responsibility can also be put in place at the student level and draw benefit from alumni's observations. Shahzia Pirani-Mellstrom says this about the collaboration:

"It's really important to say to students, 'This is the plan, but it's flexible.' Or craft the plan together. And we have someone on our team that is alumni acting as a teaching assistant. I often ask her if in the next project we should do x, or y, and get her thoughts. I've asked, 'Would that be fun? Or would it be better to give choice?' And she said, 'Choice!' And it's okay for someone to be like, 'I hate this' – then we look for something else that involves similar skills. And we reflect throughout. Every project, at the end, in the middle. Using reflection and making adjustments informed by the experiences of previous years' students, that helps us make sure it works."



Student work from Flushing International High School



Dynamic & Responsive Student-Centered Curriculum Design

In this section we focus on what is done by successful PBL-focused schools to respond dynamically to the heterogeneous group of newcomer students in each classroom. Interviewees reflect on the questions: What behaviors and routines help students become comfortable with making choices in the classroom? What structures and approaches help teachers feel more comfortable incorporating many opportunities for choice into their classrooms and planning? How do educators center students' lived experiences and histories through culturally responsive practices?

Prioritize community, trust, & safety

Ensuring that students and teachers are comfortable taking risks and engaging in exploration is necessary for PBL, and must be attended to when supporting students who are faced with so many new circumstances, challenges, and pressures.

“We now have more attention to high-quality social emotional learning – relationships, community, explicit time and attention focusing on and developing that. High-quality PBL embeds that into instruction. Sometimes SEL work is an additional period or it’s divorced from instruction. High-quality PBL is a key component of what it means to have good instruction.”
— Alan Cheng, superintendent

“It’s not just content and English; it’s also very important to measure social and emotional maturity. To know how comfortable the students are and to maintain that they will feel safe. We want to build their comfort in expressing their voice and collaborating with each other.”
— Eloi Villanueva, teacher

“You want students to take risks to explore language and ideas, so building community and safety is number one for me. I always make pairs first, or triads, and that’s your safe group. The way you structure seating is really important to building community. I generally have circles in my classroom. The circle has no end, no beginning, and that’s important. Turn and talk with your safe person or group to try language before sharing with the larger group -- that helps in taking risks. And just playing is also important. When students engage in a discussion, a listening carousel, or act something out, or just toss a ball – that builds community.”

— Shahzia Pirani-Mellstrom, teacher



Make guidance clear & purpose transparent

Articulating what success means and communicating a clear path to achieving it is central to implementing projects with all students, and especially multilingual learners who are new to the country.

“When teachers make the assignment, they give clear directions and outlines that you can follow, so you don’t suffer and waste time. They give you the blueprint of what you need to do to be successful. And the teachers give you feedback to help and support you through the process. So do your classmates. You can switch papers and give each other comments and improve based on that.”

— Mame Gor Diop, Internationals High School graduate

“High-quality PBL makes the outcome and steps very clear, and students generally have a far greater sense of ownership of their own learning. When PBL is done well, they know what the unit plan is, and criteria, and so on.”

— Alan Cheng, superintendent

“Students often wonder, ‘Why am I doing this?’ A well-designed project helps answer that critical question. You’re doing everything to build to THIS. And in order to get there, you need to know this stuff about history. You need to use these elements of language. You need to write, speak, listen, read. That motivates students — it’s not like a situation where they are sitting there, being like, ‘This is boring, I don’t understand, what is the purpose of this, I don’t care.’” — Will Leubsdorf, teacher

“With every project, I think about the real-world application. If I am planning a storytelling event with personal statements, the first thing is to book the space, then ask students who they want to be there, because that’s when we know who to write for and what our purpose is. It’s always thinking about who is the partner, who is the authentic audience, and how to work towards that.”

— Shahzia Pirani-Mellstrom, teacher

Seek student input on project design

Students joining our classrooms from all over the world bring diverse perspectives, ambitions, interests, and skills; affording them the opportunity to provide input on components of project-based learning will ensure that those projects are compelling, relevant, and engaging for these young people, more so than relying on stock materials designed without these unique perspectives in mind.

“I have to center students first. Do a survey. Do an interview. Sometimes I’ll design a unit or project and they critique it and give advice about how to proceed.”

— Shahzia Pirani-Mellstrom, teacher

“I remember a project I did that was not necessarily a planned project – this was born organically, out of student interest. We were working on a unit on migration – they were very into it. We had already done lots of activities and held discussions about refugees and asylees. The kids got very focused on climate refugees. I said, ‘Let’s figure out a way to marry this all together.’ They gave me the idea of a model United Nations. We decided to have a U.N. summit on climate migration, acting as the International Organization on Migration. Parliamentary procedure was a way to make it more student-led. The kids picked different countries to represent. They were really excited. We studied tone and gestures. We did a whole flipgrid. One kid dressed up in a suit for the opening speeches. Some really reserved students ended up coming out of their shell.”

— Kholood Qumei, teacher

“Most important is to talk to kids, survey them about how they feel it is going.”

— Mary Pollack, principal



Incorporate the ability to choose & self-direct, for teachers & students

Student choice, voice, and agency not only increase buy-in for project-based learning, it also provides more opportunity for differentiating in response to a heterogeneous multilingual classroom.

"The Internationals Network model of having a coordinating council or steering committee made up of teachers creates distributive leadership that means there are more voices in decision-making, and in bringing ideas to the table and collectively making them happen. Setting aside a budget for community events, anything teachers and students might want to do – a school magazine around student language and language arts? Great! Take kids camping, or picking up an idea for a club, and building it. Saying yes! Being a 'yes-man'!"

— Mary Pollack, principal

"A project can be built so that students can find different pathways to completing their tasks. In a company valuation project I designed, some students learned about geometric sequences to find discounted cash flows using spreadsheets, while other students derived the sum of a geometric series formula and were able to perform a discounted cash flow analysis without spreadsheets."

— Jana Rupchina, teacher

"Often that means creating your own document, which is some work upfront, but then it makes the project more scalable for students. And for some students, if they're very new, using their first language. And there's a lot of tools that can help with that. If they are new to print, finding ways where they can use other elements of language, like listening. So I think you have to make sure it's scaffolded based on the needs of your population."

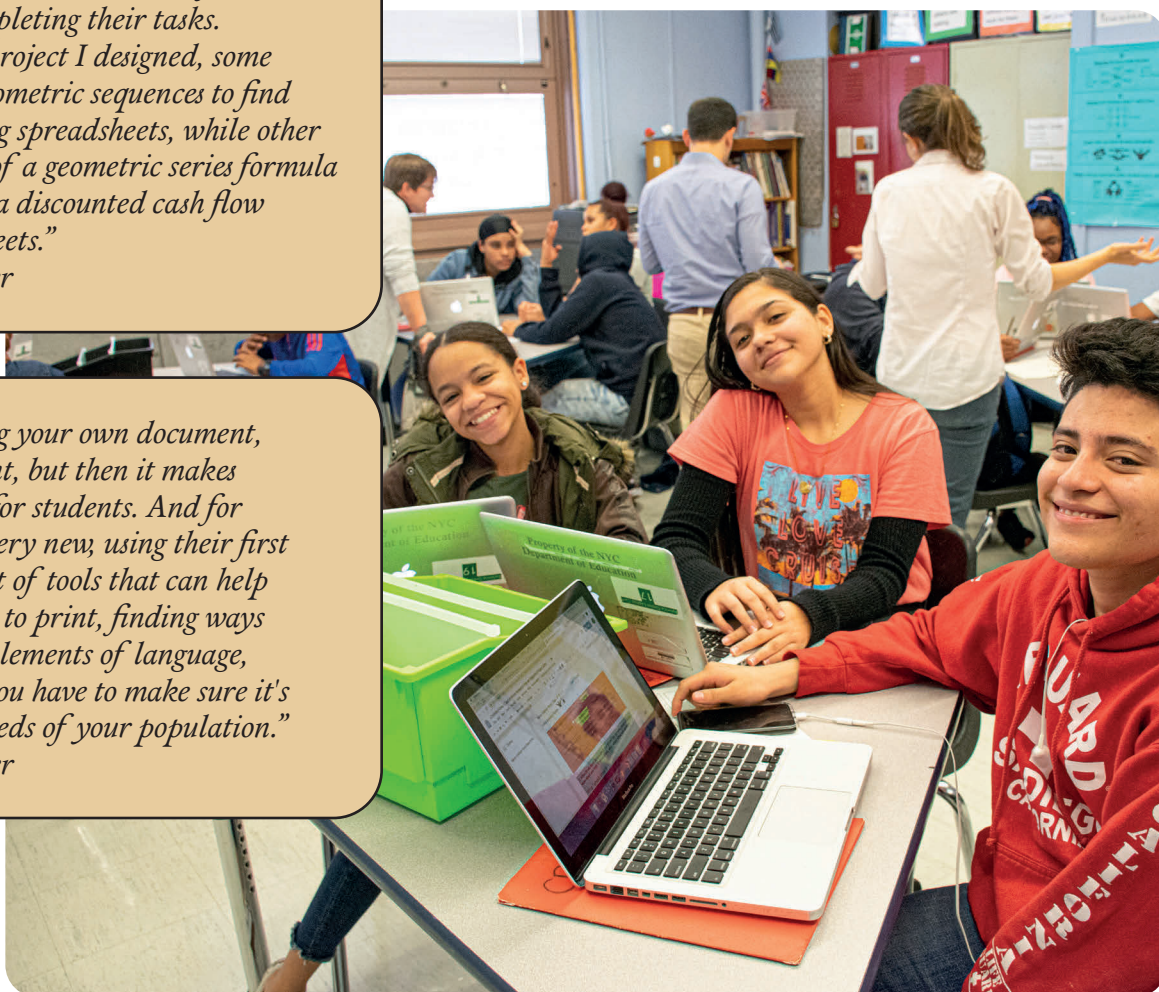
— Will Leubsdorf, teacher

Specifically support the agency & autonomy of MLLs

Directly and intentionally incorporating language development, home language use, and opportunities to engage varied backgrounds will strengthen project effectiveness for multilingual learners new to the country.

"Whenever there is story telling or creative projects, I want them to celebrate their home language and recognize that when you speak more than one language your brain is doing things in more than one language all the time. Urdu is my first language, and there are moments where I struggle with 'What is that word in English?' Why hide that? Why not teach everyone else a word that's in a new language, but perfectly apt? Sometimes there is no translation, and we connect to the feeling of the word. I encourage translanguaging when someone is trying to understand a concept, even if the final target is English. Sometimes we act out scenes in home language and then translate."

— Shahzia Pirani-Mellstrom, teacher



Students from Brooklyn International High School

“I try to lower the cognitive burden by introducing new language frames using familiar context and new content using familiar language. I also lean on some of the strategies used by my colleagues who teach English language arts, such as word banks, models, sentence starters, graphic organizers, annotation protocols, etc.”

— Jana Rupchina, teacher

“We have a literacy coach, since we have a lot of professional development on literacy. She works closely with humanities planning groups. We are pushing some school-wide protocols around language. Journal writing in the beginning of class, along with a journal rubric. A text-annotation protocol and rubric, which was piloted by the 11th grade team and now has been pushed out to all teams, and teachers coordinate in interdisciplinary meetings and [content] teams about how to use that protocol. We have a best practices lesson template that has prompts about language in a lesson plan, too.”

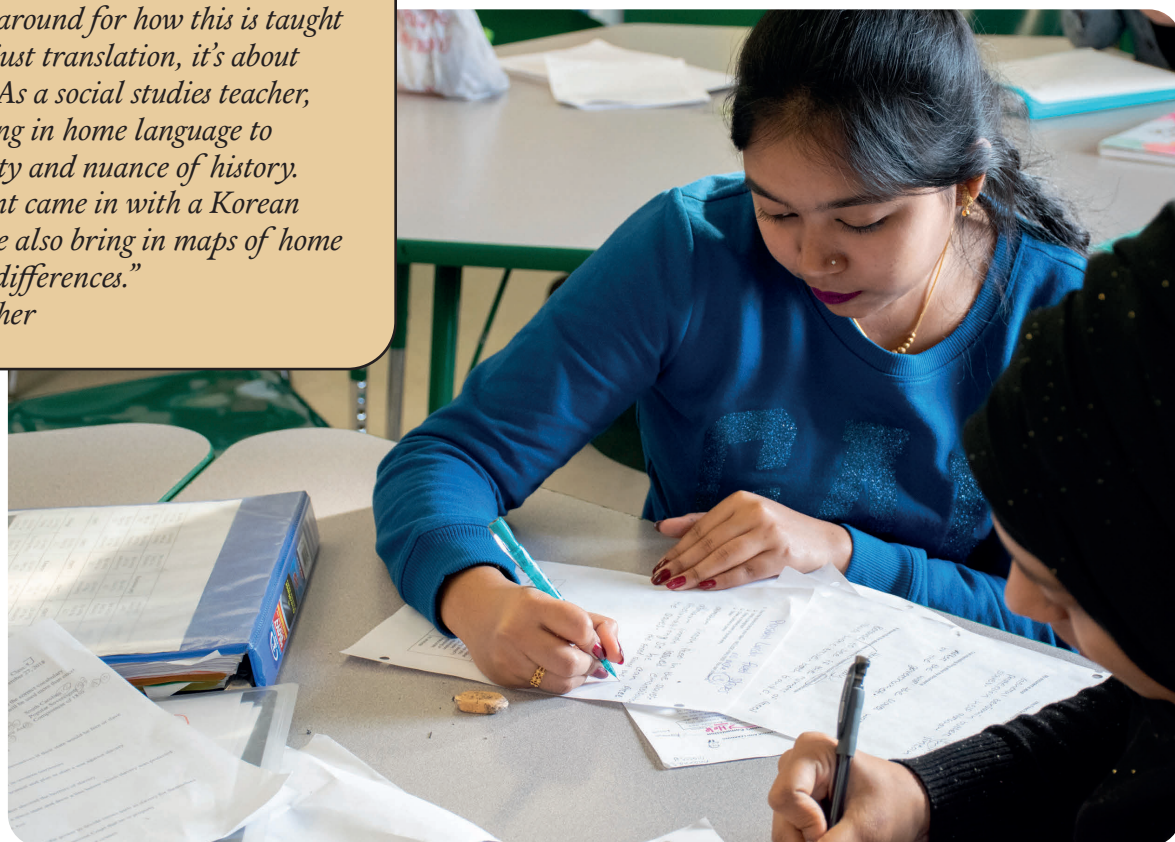
— Mary Pollack, principal

“They are using literacy skills to look at different kinds of texts. We do strategic partnerships, we scaffold. We have students with primary school-level reading and writing, but when writing an essay about whether we should celebrate Columbus Day, we can dissect the text, we can look at excerpts, use dictionaries. Those are skills. They’re developing foundational skills and building confidence in themselves. Giving students options: We have so many languages, and we can ask or allow them to use materials in their home language. In Jordan, growing up, I did not know about imperialism and colonialism. I did not know how World War I impacted what created my country. Now, teaching those subjects, I can share what I learned and ask them if they want to dig around for how this is taught in their country. It’s not just translation, it’s about content and perspective. As a social studies teacher, you gravitate to that, bring in home language to understand the complexity and nuance of history. My North Korean student came in with a Korean map of the world, and we also bring in maps of home countries, looking at the differences.”

— Kholood Qumei, teacher

“With a project on writing a children’s book, I’ll have [students] record themselves before writing, so they can hear it and make revisions. They are creating text but also doing a storyboard. Or they might do a storyboard before the text. The beauty of the project is that they can sprinkle in their home languages, which is part of their identity and makes the text richer.”

— Shahzia Pirani-Mellstrom, teacher



Build empathy & provide modeling by rehearsing the same processes & skills among educators & students

Since many of the effective practices for supporting MLLs and elements of PBL are new to educators, affording opportunities for educators to experience the very same strategies and practices that can be used in the classroom is essential. This will strengthen educators' ability to conceive of how best to implement those strategies — and will also foster buy-in, trust, and sense of purpose among practitioners.

“We encourage experimentation. Don’t be afraid to make a mistake – a lot of people feel like it might be impossible to do this kind of work, so you have to give them chances to try it out, and you have to be okay with it not working out. And you have to be there to give feedback, not in an evaluative way but a supportive and collaborative way. This happens on our interdisciplinary teams and in [content] groups as well.”

— Lara Evangelista, former principal, executive director of Internationals Network

“We come as learners who inform projects. For instance, I am a visual learner, but another teacher may be all about podcasts. Our students are all different, just like us. If I did it alone, it would not be as rich. Students know that we create projects together, we feel comfortable sharing and giving feedback across the board to each other as faculty. We norm on that. Students know collaboration is part of what we do.”

— Kholood Qumei, teacher

“If we want it in classrooms, we should see it everywhere else. Ensuring collaboration between teacher planning groups, between admin and teachers, coaches and teachers, and building collaboration into the weekly schedule for adults - then it trickles down naturally.”

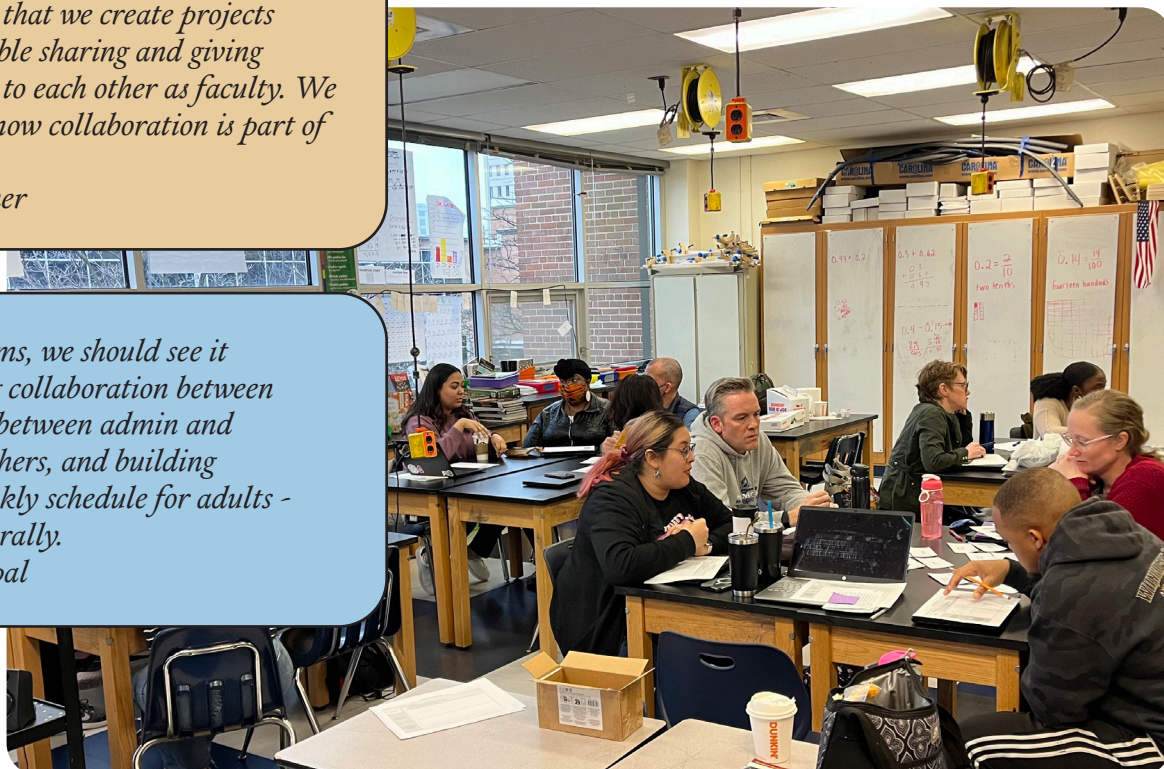
— Mary Pollack, principal

“I’ve been in other contexts where I said, ‘I am struggling with this, what should I do?’ and the administration used it against me. It hurt my standing, and that followed me for a long time. Here, I have seen the opposite, and it has made me feel that it is okay to struggle as I go. I am still here because I am in a safe place to share my real experiences and feelings, and to grow. If I didn’t have that, I would not be teaching anymore.”

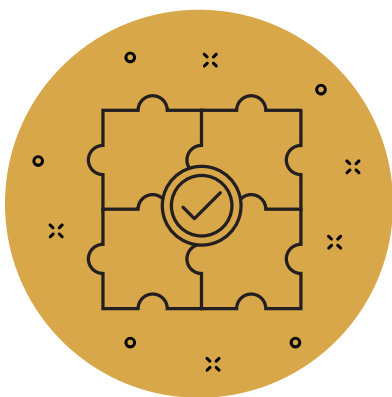
— Estefania Hereira, teacher

“Schools lose amazing teachers because of fixed mindsets about things needing to look a specific way and not messy. But learning is messy. It is different for everyone. We are very passionate and really care about each other. We work like this because our admin shows the same thing for us: love, care, and passion. They vouch for us. They back us. They invest in us. We feel valued. We are learning and bonding and trusting, and constantly thinking about how to share what we learn with others. Our administration has given us so much trust and support. That’s why we can do this.”

— Eloi Villanueva, teacher



Teacher team collaboration meeting at the International Academy at Hammond Middle School in VA



Connecting to Standards & Anchoring in Evidence

The components of PBL that we outlined in the first learning brief and explored in the sections above allow for the integration of effective instructional practices for multilingual learners that lead to better outcomes for students.

Schools & districts align PBL with academic standards, graduation requirements, & skills needed post-graduation

Districts serving MLLs are under immense pressure to meet four-year graduation rates, demonstrate student growth on state academic exams for both language proficiency and content knowledge, and successfully prepare students for postsecondary pathways. Administrators, teachers and students alike feel that pressure. Given this climate, how do schools meet the unique needs of immigrant students while balancing demands from the state?

PBL provides educators with the means to incorporate standards meaningfully in student-centered learning experiences for MLLs that lead to deeper learning with a real-world impact. Studies have shown that PBL improves academic achievement while also building key 21st century skills that students need for success in college, in the workplace, in their communities, and in our global world.

Alan Cheng, superintendent, details how students are much more likely to develop career skills through PBL and competency grading frameworks:

“High-quality PBL exposes [students] to apprenticeships and community-oriented work. For example, studying laws and then also doing an apprenticeship at a city councilperson’s office. This demonstrates deep alignment with skills necessary for college and career readiness.”

“Do as much as you can for students who need support to graduate. Do test prep if you need to but ALSO do high quality PBL. It benefits students, keeps them in school, makes them likely to graduate, is aligned to standards, and helps them after they graduate. It’s standards-aligned quality instruction that mimics what we ask professionals and college students to do.”

Aligning to standards begins with the planning process

Research has shown that students who learn through PBL retain content knowledge more effectively and have a deeper understanding of what they are learning (Almulla, 2020; Hmelo-Silver, 2004; Stepien, Gallagher & Workman, 1993).

“Teachers look at the state standards and identify which are the most integral to learning. Those become part of the content outcomes that kids will be working on. That’s also part of our unit planning process. One of the first things they have to do is identify the state standards, or group of state standards that will be addressed. That’s the first step in the process. That’s a non-negotiable — it’s built into the unit plan.”
—Tim Brannon, academy leader



PBL provides authentic assessment opportunities

Effective project-based units are tied to standards and often provide the opportunity to explore a concept in further depth than the original standard may have outlined while also embedding many opportunities for authentic formative and summative assessment. These assessments provide concrete evidence of progress toward content and language outcomes. Additionally, Internationals' Network educators have a shared understanding around the expectations and competencies students need to develop through shared tools, such as a series of graduation-aligned portfolio rubrics.

“High standards, high support. We can hold [students] to these standards, and we have to support them. It raises the standards, in creative ways.”

“Well-designed projects actually lead to students being more engaged because they are using authentic material. We are looking at different sources, like media, newspapers, research. What better way to be responsive than to look at authentic material that is connected to their lives, potentially even in their home languages.

— Kholood Qumei, teacher

“[To prepare students for a state exam in which they must identify central ideas in text] one of my favorite projects is one I call the ‘Performing Hamlet Research Project.’ Students rewrite the scripts collaboratively and perform it on video twice. They also write four central idea essays during the project and write a research paper. When they are doing Hamlet, they are practicing Parts 1, 2 and 3 of the New York State Regents’ exams, but they don’t really know it.”

— Eric Bradshaw, teacher

PBL helps meet all learners’ needs in an engaging, thought-provoking way that is aligned to standards

“I do not require students to absorb the material at the same pace. I create a very detailed activity guide, complete with teaching videos. And smaller tasks within the whole project, as well as practice problems and checks for understanding.”

— Jana Rupchina, teacher

“PBL lends itself to differentiation. It’s easier to design a unit that allows for different access points than to teach lesson by lesson and provide three separate lessons every single day. Teachers who get stuck in day-by-day planning might find differentiating overwhelming, but not as much if you create that unit ahead of time. And the lead time means the opportunities for differentiation are richer.”

— Tim Brannon, academy leader

“We take the content standards and use them to thematically organize our projects, but the process is a lot easier because you’re connecting themes across time.”

— Will Leubsdorf, teacher

“We focus on literacy and training with projects, so we can teach students the skills that they need for the exams. That is the mindset shift. Regents and tests are skill-based exams — what are the skills and knowledge they demand? Our starting point is: How do I create a project that gives students the skills and knowledge they need? As well as the opportunities for rehearsal of English language skills?”

— Jason Silvis, instructional coach

Mary and her team of educators spend time reflecting and norming around grading policies, values and student outcomes to determine a unified interdisciplinary approach to language outcomes:

“Now we are rethinking how interdisciplinary outcomes look, so that indicators can be based on content area for some outcomes, while skills and language outcomes have one set of indicators for all classes.”

— Mary Pollack, principal



What Happens When Schools Implement PBL with Their MLLs?

Project-based learning enables educators to incorporate best practices that support multilingual learners and newcomers in ways that are standards-aligned, engaging, and differentiated for learners with varying levels of English proficiency and academic backgrounds. Successful schools connect three puzzle pieces: structured supports at all levels; responsive student-centered curriculum design; and anchoring projects in research-based practice and standards.

Ongoing, structured supports includes structures for teaming, ongoing learning, and peer sharing, not only among educators but also among students and between students and teachers. Responsive student-centered curriculum design can be seemingly as simple as clear project directions and transparent purposes, including seeking student guidance and input on project design, giving students choices and opportunities to self-direct, and emphasizing student

agency by focusing on their lives, assets, and social contexts. Embedding community, trust, and safety into school-wide systems and structures fosters responsiveness and agency as well. Finally, these structures and principles support the design and implementation of projects that are anchored in research-based practices and aligned to standards. Teachers design projects by starting with the standards and addressing them in a thought-provoking way. Considering the range of student needs and experiences results in students who are more engaged and whose work is relevant to their lives.

Across our network, we see remarkably high levels of student participation and achievement that outpace those of MLLs in schools that do not center PBL. What really happens when a school community commits to this approach and implements it? The next and final brief in this series will explore both evidence of effective project-based learning and how schools can know if it is working, and we will share outcomes and evidence from schools in our network.



Graduating class from Bronx IHS

Project-Based Learning Examples from Internationals Network Schools

To see some examples of strategies mentioned in this learning brief, please see below and also visit our [Online Resource Bank](#)

- NYC Internationals High School [Portfolio Rubric](#) Example
- Example [Project Activity Guide](#)
- Overview of Adult Learning [Team Structure](#)
- [PBL Planning Document Levels of Inquiry](#)
- [Learning Brief 1: All Learners all the Time: Project-based Learning and Equity in the Internationals Network](#)

Citations

Almulla, M. A. (2020). The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning. *Sage Open*, 10(3). <https://doi.org/10.1177/2158244020938702>

Hmelo-Silver, C. E. (2004). Problem-Based Learning: What and How Do Students Learn? *Educational Psychology Review*, Vol. 16, No. 3, September 2004

Stepien, W.J., Gallagher, S.A., & D. Workman (1993). *Journal for the Education of the Gifted*. Vol. 16, No. 4, 1993, pp. 338-357.

This Learning Brief was made possible by a grant from the Carnegie Corporation of New York.
The statements made and views expressed are solely the responsibility of the authors.
Special thanks to Andrea Kannapell.

Thank you to the following educators who shared their expertise:

Bradshaw, Eric: English Teacher, Lafayette International Community High School, Buffalo Public Schools, NY
Brannon, Tim: International Academy Academic Principal, International Academy at Francis C. Hammond Middle School, Alexandria City Public Schools, VA
Breines, Matthew: Instructional Coach, Internationals Network
Cheng, Alan: High School Superintendent for Consortium, Internationals, and Outward Bound Schools, New York City Public Schools
Diop, Mame Gor: Alumnus of Manhattan International High School, New York City Public Schools
Hereira, Estefania: Math Teacher, Flushing International High School, New York City Public Schools
Leubsdorf, Will: Social Studies Teacher, International Academy at Francis C. Hammond Middle School, Alexandria City Public Schools, VA
Pirani-Mellstrom, Shahzia: English Teacher, Brooklyn International High School, New York City Public Schools
Pollack, Mary: Principal, Pan American International High School at Monroe, New York City Public Schools
Gumei, Kholood: Social Studies Teacher, Manhattan International High School, New York City Public Schools
Rupchina, Jeanne “Jana”: Math Teacher, Pan American International High School at Monroe, New York City Public Schools
Silvis, Jason: Instructional Coach, Lafayette International Community High School, Buffalo Public Schools, NY
Villanueva, Maria Eloisa “Eloi”: Teacher, Flushing International High School, New York City Public Schools

Design, Photography & Layout: Cora Kobischka

Text: Marguerite Lukes, Dolan Morgan, Sevana Sammis

No part of this publication may be reproduced in any form by any means, electronic or mechanical, or included in any information storage and retrieval system, without permission from Internationals Network.

A full-text PDF of this document is available for free download at <https://www.internationalsnetwork.org/publications/#learning-brief-2-2>

For inquiries about reproducing excerpts from this publication, please contact

cora.kobischka@internationalsnetwork.org.

Suggested citation: Morgan, D., Sammis, S., Lukes, M. (2024). **Cultivating Project-Based Learning Alongside Language Development in Schools: How is it done?** Learning Brief: New York City: Internationals Network for Public Schools.

© Internationals Network for Public Schools. All Rights Reserved.