



Education, History, and Approaches to Teaching Immigrant
Students in the United States

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History

IMMIGRANT CHILDREN ACCOUNT FOR ONE-
QUARTER OF ALL US CHILDREN

- San Francisco is colored with historic immigrant neighborhoods
- Immigrant communities face various trials and tribulations including rejection and alienation
- Immigrants bring strengths and civic values
- Parental education and access of immigrant students plays a critical role in US economy



Culture & Acculturation

- Both are central to lived experiences of immigrant students
- Through a strong enculturation, students are able to mitigate the effects of acculturation
- This suggests a need for a strength-based approach
- Welcoming & meaningful interaction with immigrant students and their families

UNDERSTANDING LIVED EXPERIENCES AND SOCIAL CAPITAL OF IMMIGRANT STUDENTS AND THEIR FAMILIES



Parental Motivations As A Facilitator

EDUCATION OR
SCHOOLING AS A
MOTIVATOR FOR
IMMIGRATION

INTERMEDIATE
NETWORK FOCUSED
ON EDUCATION

BRIDGING THE GAP
BETWEEN
ACADEMICALLY
MOTIVATED
PARENTS &
EDUCATORS

Addressing the Elephant in the Room



RECOGNIZING & ADDRESSING SYSTEMIC RACISM

- Internalized racism characterized US Schools
- Immigrant students are seen as an inconvenience or hindrance
- CRT explores the current system & identifies how colorblindness, racial realism, & white privilege preproduce racism in US schools

Understanding the Immigrant Experience

THE CASE OF CENTRAL AMERICANS AND
THEIR JOURNEY NORTH,
RESILIENCE AND HUMAN RIGHTS

- Fit ordinary American Immigrant pattern
- Escape from terrorism & limited opportunity
- Parental sacrifice intertwined with achievement motivation
- Students use a dual frame of reference
- Aspirations based on desire to help others
- Achievement motivation also affected by a sense of guilt
- Students experience educational barriers including "gatekeeping", needing to work for a living and legal problems



EFFECTIVE INSTRUCTIONAL PRACTICES FOR THE EDUCATION OF IMMIGRANT STUDENTS IN OUR SCHOOLS

COGNITIVE LOAD



CULTURAL LOAD



SOCIAL LOAD



LINGUISTIC LOAD



YEARNING LOAD



PEDAGOGICAL ELEMENTS

BALANCE

LANGUAGE, LITERACY & PEDAGOGY ARE CRITICAL TO THE ACHIEVEMENT OF IMMIGRANT STUDENTS IN OUR SCHOOLS

LANGUAGE IS CORNERSTONE FOR PROVIDING UNFETTERED CONTENT DEVELOPMENT

PEDAGOGY IS THE ART OF TEACHING AND OF CONNECTING THE CONTENT TO OUR STUDENTS

A BALANCE BETWEEN LITERACY & PEDAGOGY IS NEEDED



Additional Practices

FUNCTIONAL
COMMUNICATION

THEMATIC UNITS

COLLABORATIVE LEARNING
TECHNIQUES

NATURAL & SYSTEMATIC
PROGRESSION

HIGHLY SUPPORTIVE OF
STAFF & TEACHER
AUTONOMY

HIGH PARENTAL
INVOLVEMENT &
SATISFACTION



NOT ALL IMMIGRANT STUDENTS ARE NOT THE SAME

FULL ACCESS
TO THE CORE
CONTENT &
LINGUISTIC
NEEDS

FAMILY
SUPPORT,
MENTAL &
PHYSICAL
HEALTH,
QUALITY OF
LIFE CARE

PARTNERSHIPS
WITH THE LOCAL
COMMUNITY



DIFFERENTIATION THROUGH FULL-SERVICE SCHOOLS

DIFFERENTIATION STRATEGIES & COMPONENTS



STUDENT READINESS, INTEREST & "LEARNING PROFILE" MUST BE CONSIDERED

CONTENT

PROCESS

PRODUCTS

LEARNING ENVIRONMENT

LINGUISTIC

CONTENT DIFFERENTIATION



READING
MATERIALS
PRESENTED AT
VARYING
READABILITY
LEVELS

DIGITAL
RECORDING OF
TEXT
MATERIALS

SPELLING &
VOCAB LISTS
AT READINESS
LEVEL OF
STUDENTS

AUDITORY &
VISUAL MEANS

READING
BUDDIES

RE-TEACHING
& EXTENDED
LEARNING
GROUPS

TIERED
ACTIVITIES

INTEREST
CENTERS

PERSONAL
AGENDAS

OFFERING
MANIPULATIVES OR
OTHER HAND- ON
SUPPORTS

VARYING LENGT
H OF TIME FOR
TASK
COMPLETION

PROCESS DIFFERENTIATION



PRODUCTS DIFFERENTIATION



GIVING OPTIONS OF
EXPRESSION
(PUPPET, LETTER,
MURAL)

USING
RUBRICS THAT
MATCH VARIED
SKILL LEVEL

ALLOWING
STUDENTS TO
WORK ALONE
OR IN SMALL
GROUPS

ENCOURAGING TO
CREATE THEIR
OWN ASSIGNMENT

ENSURING ACCESS
TO BOTH QUIET &
COLLABORATIVE
CLASS SPACES

PROVIDING
MATERIALS THAT
REFLECT A VARIETY
OF CULTURES &
HOME SETTINGS

CLEAR
GUIDELINES
THAT MEET
INDIVIDUAL
NEEDS

DEVELOPING
ROUTINES THAT
ALLOW FOR
STUDENTS TO GET
HELP

HELPING
STUDENTS
UNDERSTAND
DIVERSE
LEARNING NEEDS
OF THEIR PEERS

LEARNING ENVIRONMENT DIFFERENTIATION



WHY MORE TIME, ATTENTION, & RESOURCES?



CIVIL RIGHTS OF
IMMIGRANT
STUDENTS

MAXIMIZING
PUBLIC
INVESTMENT IN
IMMIGRANT
EDUCATION

STANDARDS &
EVALUATIONS

A CALL FOR INTEREST CONVERGENCE

THANK YOU!

QUESTIONS?

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