



A Culturally Responsive Guide to Fostering the Inclusion of Immigrant- Origin Students

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INTRODUCTION

In the United States, the question of how schools are responding to the educational needs of immigrant-origin student and their peers has never been more relevant. Twenty-six percent of school-aged children today are either immigrants themselves or the children of immigrants; and in light of increasing political divides over immigration, rising hate incidents in and out of schools, and increased immigration enforcement, their place in schools can feel precarious. Recent studies highlight the impact of the current climate on both immigrant students and their peers' social well-being and academic performance.¹

In this difficult environment, we need creative and effective strategies to address the unique strengths of and challenges for immigrant-origin students, who are *defined as the children of immigrants. They can be first-generation (born abroad) or second-generation (born in the U.S. with a foreign-born parent). Both share parents who are immigrants. Some are English Language Learners, and some are not.* Finding ways to optimize their successful inclusion into schools is both an economic and a democratic imperative.

In the United States, immigration is our past, our present, and our future. The Irish, Chinese, Italians, Germans, Eastern European Jews, and others who once crossed the ocean to what many called the Golden Land, struggled to adapt to live in their new land when they first arrived, just as do today's "new immigrants" do. The concerns about how the old immigrants could and would fit in were similar to the arguments of today. We can only speculate about the ways that those who argued that they could never fit in, would respond to today's successful inclusion of generations of immigrants.

Indeed, in many ways, immigration is a good news story. A recent study by the National Academy of Sciences focusing on the integration of immigrants in the US found that today's immigrants are integrating as fast or faster than immigrants of the past did.² A closer look at schools suggests that we should be doing better, however. Although children of immigrants often enter schools full of hope, too many of their educational experiences leave them isolated, frustrated, or disengaged.³ Many educators who work with immigrant origin students do not feel well-prepared or adequately trained to work with this rapidly changing student population.⁴ The purpose of this guide is to help bridge research from the academy to classrooms, with the recognition that only by learning from and with each other, can we help our immigrant-origin and English Learning students reach their full potential.

How are immigrant-origin students and English Language Learners related?

Within educational settings, immigrant students and English Learners (ELs) are often thought of interchangeably. Although there is considerable overlap, they are not one and the same. Some immigrant-origin students immigrate from countries where English is the language of instruction (e.g, Nigeria or the Philippines) though they may speak another language at home; thus, they may enter U.S. schools without facing the hurdle of acquiring Academic English. Other EL students are second-generation citizens but may not been exposed to English until they enter the school system in kindergarten. The majority of immigrant-origin students, however, must learn (at least one) new language as part of their journey to their new land.

Several excellent resources for educators have been developed to address issues related to acquisition of English academic language. (*Below, we provide readers with links to some of those resources*). That topic is beyond the scope of this guide. We have created [this guide](#) to help educators begin to consider the various layers of immigrant-origin students' lives as whole children and youth, beyond language learning.

In this guide, together, we consider some common classroom and school dilemmas, and bring a number of strength-based perspectives to understand our students' lives. We hope that this guide will provide educators with empowering tools with which to work with immigrant students in their educational journeys.

Additional suggestions, resources, lessons, and opportunities for professional learning can be found at www.reimaginingmigration.org

Notes

¹ Rogers, J., Franke, M. Yun, J.E., Ishimoto, M., Diera, C., Geller, R., Berryman, A., & Brenes, T. (2017). *Teaching and learning in the age of Trump: Increasing stress and hostility in America's high schools*. Los Angeles, CA: UCLA's Institute for Democracy, Education, and Access.

² National Academies of Sciences, Engineering, and Medicine. (2015). *The Integration of immigrants into American society*. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/21746>.

³ Suárez-Orozco, C., Onaga, M., & Lardemelle, C. (2010). Promoting academic engagement among immigrant adolescents through school-family-community collaboration. *Professional School Counseling, 14*(1), 15-26.

⁴ Goodwin, A. L. (2017). Who is in the classroom now? Teacher preparation and the education of immigrant children. *Educational Studies, 53*(5), 433-449.

DILEMMAS IN CLASSROOMS AND SCHOOLS

In his book *Life in Classrooms*, Philip Jackson wrote, “there is evidence that the typical elementary school teacher typically engages in 200 to 300 interpersonal exchanges every hour of the working day.”⁵ That means that, on average, teachers are making about 1,500 decisions a day in response to those interactions. With that many decisions to make in a day, we do the best we can, based on what we see, know, and understand about a situation. We often have to make judgments-and to take action- before we have complete information. Beyond having to make decisions with partial information, we see the world through our own experiential lenses and perspectives. Further, we cannot help but to be informed by our biases based on our previous experiences and knowledge. Lacking additional contextual knowledge, we use these perceptual shortcuts to inform our classroom decisions.

In Harper Lee’s *To Kill a Mockingbird*, Atticus Finch tells his daughter Scout, “You never really understand a person until you consider things from his point of view...until you climb in his skin and walk around in it.”⁶ The purpose of this guide is to help us do just that.

Below we present a series of common challenges that educators working with immigrant-origin student’s encounter. After reading the short description, consider what you believe is going on. What is going on at the surface? What might be going on that you cannot see? What is at stake in your response? And, what do you think is the best course of action? Also consider other factors that may influence your response, including the age of the student, the type of school, attitudes towards immigrants inside and outside of school, and so on.

We encourage you to discuss both these dilemmas and your responses with colleagues. We suggest that you return to these dilemmas again when you have finished reading the guide. Please see the end of the guide where we have paired the dilemmas with books, articles, and responses for the classroom.

Notes and Further Reading

⁵ Jackson, P. W. (2009). *Life in classrooms*: Reissued with a new introduction. New York, NY: Teachers College Press.

⁶ Lee, H. (2006). *To kill a mockingbird*. New York: Harper Perennial Modern Classics. Chapter 3

Calleja, S, Kokenis, T. (2017). Walling off or welcoming in? The challenge of creating inclusive spaces in diverse contexts. http://www.justiceinschools.org/files/playpen/files/walling_off_or_welcoming_in.pdf

Silence

In a class where participation in discussion is essential to both the learning goals and the grade, you notice that some of your immigrant students say very little. When they do participate, they are hesitant and are interrupted by classmates. Sometimes their peers show their impatience by rolling their eyes or simply telling them to speak up or that they don't understand them.

- *What do you believe is going on?*
- *What is at the surface?*
- *Beyond the description, what other factors might be influencing the situation?*
- *What is at stake in your response?*
- *And what do you think is the best course of action?*

Childhood Memory and Student Presentations

Your school is making an effort to reach out to the community. The centerpiece of those efforts is a childhood memory project. To begin the project, you have assigned an essay about a childhood memory, but a newcomer student does not turn in her work. When you ask for an explanation, she tells you that she just forgot. You offer an extension, but again, she doesn't turn in the assignment. You ask to see her after class, and she tells you, that she can't remember anything about her childhood or that she wants to forget her past. The essays will be used as part of a presentation to the broader school community in an annual event. Do you ask her to do the assignment anyway, or do you make an accommodation?

- *What do you believe is going on?*
- *What is at the surface?*
- *Beyond the description, what other factors might be influencing the situation?*
- *What is at stake in your response?*
- *And what do you think is the best course of action?*

History Matters

In a history lesson about 19th-century Irish immigration, a student points out that his family came to the country legally unlike the "illegals" of today. You have just a few English Learners in the class; they don't say anything. One of them puts his head down. What should you do in the moment? How might your action impact what you teach?

- *What do you believe is going on?*
- *What is at the surface?*
- *Beyond the description, what other factors might be influencing the situation?*
- *What is at stake in your response?*
- *And what do you think is the best course of action?*

Breaking Isolation

You feel that your immigrant students are isolated from their peers; your repeated observations reinforce this perception. You note that students congregate by nationality and language in the cafeteria. Some of your colleagues suggest breaking up the lunch groups. What do you think? What can you do to encourage interactions between newcomers and their peers? When should you stay out of the way?

- *What do you believe is going on?*
- *What is at the surface?*
- *Beyond the description, what other factors might be influencing the situation?*
- *What is at stake in your response?*
- *And what do you think is the best course of action?*

Family Meeting

One of your student's, the child of immigrants, is one of your star students. Although when she first arrived, she struggled academically, now she is discussing college options with you. You decide it would be helpful to set up a meeting with her parents to discuss the college application process. However, despite phone calls and emails, the family is nonresponsive. When you ask the student to speak with her parents, she explain that her parents are very busy. You try to reach out again, but still do not get a response. From experience you know that it will be important to involve the parents in the college application process. How do you proceed?

- *What do you believe is going on?*
- *What is at the surface?*
- *Beyond the description, what other factors might be influencing the situation?*
- *What is at stake in your response?*
- *And what do you think is the best course of action?*

RECOGNIZING BOTH STRENGTHS AND CHALLENGES

Immigrant families and their children arrive in their new lands with distinct social and cultural resources. Their high aspirations, ability to take perspective, optimism, dedicated hard work, positive attitudes toward school and ethic of family support for advanced learning contribute to the fact that some immigrant youth educationally outperform their native-born peers. On the other hand, many immigrant students encounter a myriad of challenges—economic obstacles, anti-immigrant sentiments, learning a new language, acculturative challenges, family separations, under-resourced neighborhoods and overburdened schools, and the like—and struggle to gain their bearings in an educational system that may put them on a path of downward trajectory.

CONTEXT MATTERS

As is true for all children, the formative experiences of immigrant children will be shaped by reciprocal interactions between the child and her environment. The interrelated contexts of development within which children and youth are embedded shape their opportunities and have important implications for both educational and well-being outcomes. How students do will vary according to individual characteristics; their culture; and their environment, which includes neighborhoods, schools, and other school settings, over the course of time. All children grow within cultural contexts that shape their future selves. For immigrant children, some critical individual characteristics shaping development are the child's age at migration, race and ethnicity, literacy in their home language and in English, exposure to trauma, sexual orientation, and temperament.

One way to think about the relationship between a student and the contexts in which s/he develop was described by Urie Bronfenbrenner in his ecological model of human development. This highly influential model of child development argues that children are profoundly affected by various intersecting levels of their physical and social environments. At the most intimate microsystemic level, family, peers and school play an important role through daily interactions.

Exosystemic influences do not have direct contact with the child but, nonetheless, indirectly influence experience; these include things like parent's work conditions or neighborhoods. At the most distal macrosystemic level, economic, policy, or legal conditions, for example, can have profound indirect repercussions on children's lives. All of these levels of the ecosystem are not separate but interact and can have implications for one another.

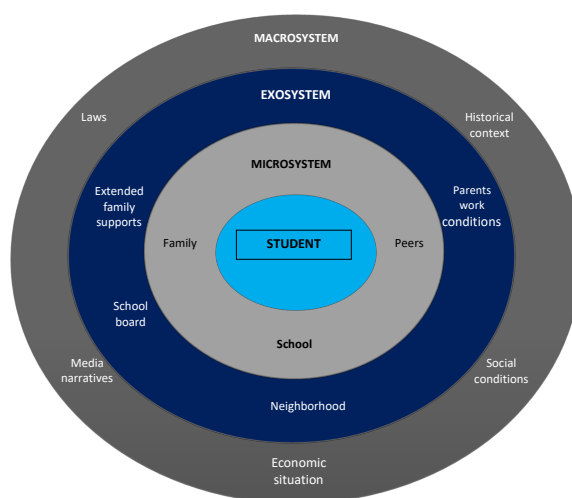


Figure 1: Bronfenbrenner's Ecological Model of Human Development

TAKING A CULTURALLY RESPONSIVE PERSPECTIVE

Culturally responsive teaching (CRT) has been defined as “using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.”⁷ Teachers who understand their students well through a CRT lens, recognize the social and cultural realities of their lives. They understand how different groups may view interactions between children and adults and how various ethnic groups’ value communal and cooperative efforts in problem solving. Tara Yosso recommends that rather than viewing students and their families through a deficit lens, recognizing their myriad forms of “cultural wealth” — aspirational (hopes and dreams), linguistic, familial, social, navigational, and, resistance — will enable educators to better empower their students. Ultimately, effective implementation of CRT helps promote the academic success, cultural competence and critical consciousness of students.

When we as educators understand that culture has a role in education, and actively learn about our students’ cultures and beliefs, we are letting our students know that they are important and valued. Applying a culturally relevant approach allows us to welcome, at times diverging views and perspectives, an action that, in turn, promotes critical thinking skills, creating a student-centered learning environment. Moreover, providing instruction that includes both basic and higher order thinking skills, direct and explicit instruction, oral language development, and student-based collaborative approaches have been found to improve reading and language development. Understanding that our students have diverse perspectives and teaching through culturally relevant approaches not only foster a safe learning environment, but also promote a positive rapport with the students and their families in our classrooms.

The six forms of capital, also known as community cultural wealth (CCW), that T.J. Yosso argues can potentially empower all students are:

1) *aspirational* — the “hopes and dreams” students have, 2) *linguistic* — the various language and communication skills students bring into the classroom, 3) *familial* — the social and personal human resources students have, 4) *social* — students’ “peers and other social contacts” outside of their family resources, 5) *navigational* — a students’ skills and abilities to navigate “social institutions”, and 6) *resistance* — the ability to advocate to attain equal rights and social justice. [see Murals as Teaching Tools section, page 29].

Notes and Further Reading

⁷Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.

Locks, A. Summary of Yosso's cultural wealth model.

<https://www.bttop.org/sites/default/files/public/SUMMARY%20OF%20YOSSO.docx>

Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69–91.

Suggested Re-Imagining Migration Resources

Educator Spotlight: Culturally Teaching Responsive

<https://reimaginingmigration.org/educator-spotlight-culturally-responsive-teaching/>

Exploring Identity in Context

<https://reimaginingmigration.org/exploring-identity-context/>

Cultural Responsive Teaching Checklist

<https://reimaginingmigration.org/cultural-responsive-teaching-checklist/>

WHO ARE OUR IMMIGRANT-ORIGIN STUDENTS?

The children of immigrants are highly diverse in terms of class, racial, ethnic, religious, and linguistic backgrounds. Beyond that, some are the children of highly educated professional parents, whereas others may have illiterate parents. Some received excellent schooling, whereas others left educational systems that were in shambles. Some escaped political, religious, or ethnic persecution; others were motivated by the promise of better jobs and better educational opportunities. Some are documented migrants, whereas others are unauthorized young migrants. Some join well-established communities with robust social supports, whereas others move from one migrant camp to another, their children forced to change schools frequently. The pathways and outcomes of immigrant students will vary greatly as a function of both the resources they may bring with them and the context in the new society into which they arrive.

REFLECTION:

What do you know about the identities and experiences of your students?

How might they impact your students' lives in school?

It might be helpful to focus on one or two specific students to start.

The First Generation

First-generation students are born outside of the United States but include a complex array of individuals ranging from those who arrived in early childhood to those who arrived late in adolescence, entering school well into their educational careers. Time and circumstances of arrival have clear developmental, acculturative, and linguistic implications. Arriving at an earlier age, long before puberty, with maximum exposure to the U.S. school

system will provide an immigrant-origin youth with an experience that is much closer to that of a second-generation (defined as someone born in this country with foreign-born parents) students. She may have minimal recollection of her country of origin and is likely to come to speak the host country's language with no trace of an accent. Nonetheless, she may share with some of her first-generation peers the burden of not being documented. And she certainly shares the experience with her second-generation peers of having parents who may not readily embrace the new country's norms. Her parents may have strict expectations and child-raising norms attuned to the ways of the old country.



Newly arrived first -generation students.

The first generation is particularly complex in its composition. Roughly speaking, it can be broken down into two categories that have deep implications for the day-to-day experiences of childhood as well as for longer-term trajectories for “future participation in society” (see Figure 2 below).

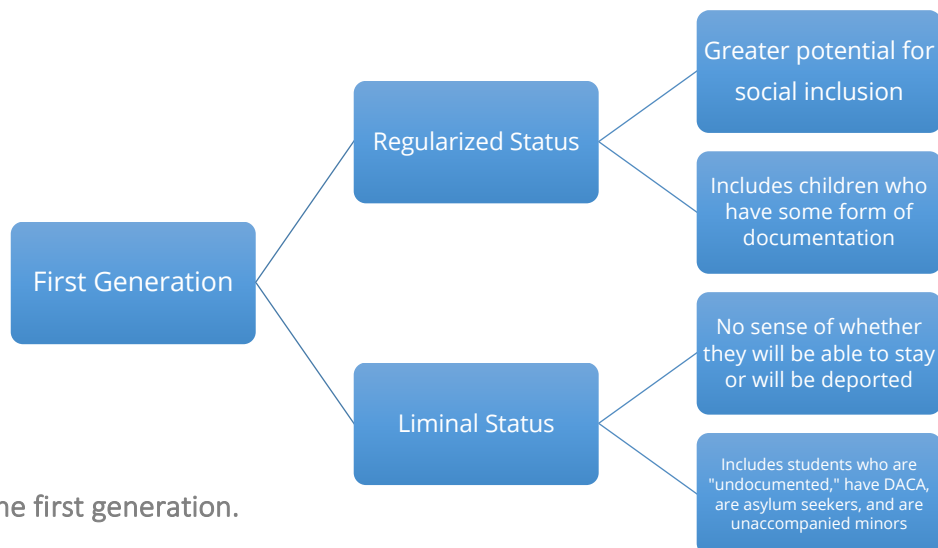


Figure 2. The first generation.

Refugees. Notably, in the United States, refugees make up a relatively small proportion of our immigrant-origin population. Refugee and asylum-seeking students and their families share many of the features of other immigrants. In addition, however, most have experienced some form of traumatic event at some point in their journeys—either prior to their migration, during the course of their journey, or after arriving at their receiving contexts (or in some cases at each of these points). Though not all refugee children and youth respond with emotional difficulties, they are more likely to do so given a higher exposure to stress that they may have undergone at the various stages of the migration voyage (see Figure 3 below).

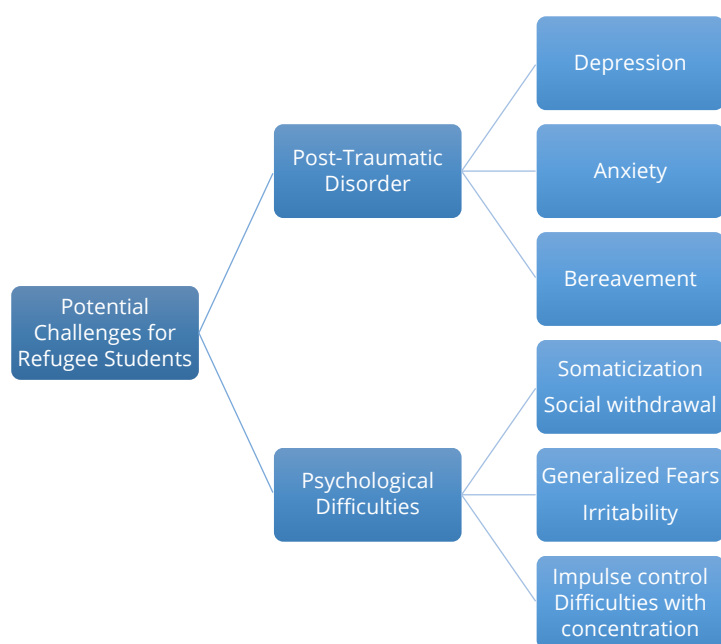


Figure 3: Potential responses to stress

Newcomers. These students are defined as foreign-born students who entered the public schools within the last three years. Many, if not most, are acquiring English and are also adapting to a new land and educational system. They face a series of acculturative stresses and social-emotional challenges [see “Addressing Social-Emotional Learning Issues section”].

In New York City’s Department of Education (NYCDOE) ELL Policy and Reference Guide, “newcomer ELL’s[English Language Learners]” are identified under CR Part 154.⁸ These students have received English as their new language of instruction, either as a component of bilingual education or as freestanding English as a new language program for a total of zero to three enrolled school years. Within NYCDOE, “newcomer ELLs” include both students who arrived very recently and exhibit little or no knowledge of English and US-born students who are at the emerging, transitioning, or higher levels [see How Are Immigrant-Origin students and English Learners Related? section, page 5.]

Note

⁸ New York City Department of Education (NYCDOE). ELL Policy and Reference Guide, 2017-18 Edition. (2017). <http://intranet.nycboe.net/NR/rdonlyres/D89CC1F2-91B7-4C00-BEED-BOC6C23E0D9B/0/ELLPolicyandReferenceGuideFINALNovember2017110117.pdf>

REFLECTION:

Many children of immigrants, particularly EL students, feel isolated from their peers. How could you create supportive relationships within your classroom and school? Can you think of a time when you have helped a student feel included in your classroom? Can you think of a time when you have seen other students reach out to new peers to make them feel successfully included in your classroom? How do you communicate with families? How do you learn about your students’ home cultures/values/expectations?

SIFE. Students with Interrupted/Inconsistent Formal Education (SIFE), as implied by the name, have not been exposed to consistent formal education. These students have attended schools in the United States for fewer than twelve months and upon their initial enrollment in such schools were two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to their arrival in the United States. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student’s status as a Student with Inconsistent/Interrupted Formal Education is removed—though the student may continue to be identified as an English Learner.



SIFE students have typically attended schools in the United States for fewer than twelve months and are below grade level.

Best Practices for SIFE Students Include:

- Identifying whether newly placed newcomer students or struggling EL may be SIFE
- Administer a home language survey to determine if student is potentially EL
- Review Academic Records
- Assess English language proficiency
- Assess native language proficiency (if screening is available in student native language)
- Interview Student about their educational history:
 - Ask students to draw a timeline of their educational history starting with age they started their education—
 - At what age did s/he enter school and in what country(ies)?
 - When did s/he enter U.S. schools?
 - What schools did s/he attend each year? Where?
 - How many hours a day did s/he typically attend school?
 - Were there ever any interruptions in her/his education? Why?
 - Before migrating, what subjects did s/he most enjoy? And what subjects were most difficult?
 - Today, what subjects does s/he most enjoy? And what subjects are most difficult?
- Once identified as SIFE, develop an individualized learning plan for the student that acknowledges and incorporates student's existing skills and knowledge in order to facilitate connections to learn the necessary academic skills to be successful
- It would be a mistake to dismiss student's intelligence or academic ability based on their facility with academic English or their previous educational experiences
- These students require all of the supports that other newcomer and EL need—around language learning and socio-emotional supports—and more.
- Recognize that SIFE students are often mature beyond their years and frequently juggle multiple familial and/or work responsibilities beyond academic demands. This requires additional flexibility and patience on the part of educators and school systems including orientation to schooling practices as well as flexible schedules.

The Second Generation

The children of immigrants share some common features with the first-generation. Their parents are from a country of origin other than the host country and, as such, bring with them different cultural practices and expectations as well as often bringing another language. Although the second generation is protected by birthright citizenship, some of these students live in mixed-status families and therefore live with concerns about family deportations and family separations. Furthermore, their families may also not access services to which they are entitled as birthright citizens (like preschool, libraries, and health care) as they may not be aware of entitlements or may be concerned about exposing themselves to scrutiny.

Second-generation students share many commonalities with first-generation students. Some of these shared characteristics are based on the circumstances related to family socioeconomic status, race, ethnicity, religion, and immigration status. Second-generation students, like their first-generation peers may also enter kindergarten without speaking English fluently. They also often contend with anti-immigration sentiments (sometimes referred to as xenophobia) focused towards their families that are reflected in the media, in neighborhood interactions, in school, and even in the leadership at the highest level of government.

Members of the second generation, however, are by birthright, automatically citizens (though they may still fear for the deportation of their parents and other loved ones). They typically have more exposure to English and are often more acculturated than the first-generation or their parents. This situation can sometimes lead to acculturative gaps and tensions within the family.



The second generation faces a greater potential for acculturative gaps.

For Further Reading

Students with interrupted/inconsistent formal education: questions and answers. (2016) Albany, NY: NYSED.
http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/sife_q_a_9_20_16.pdf

Sugarman, J. (2017). Beyond teaching English: Supporting school completion by immigrant & refugee students. Washington, D.C.; Migration Policy Institute.
<https://www.migrationpolicy.org/research/beyond-teaching-english-supporting-high-school-completion-immigrant-and-refugee-students>

Suggested Re-Imagining Migration Resources

Scholar Spotlight: What Everyone Should Know about the Integration of Immigrants to the U.S., Re-Imagining Migration,
<https://reimaginingmigration.org/scholar-spotlight-what-everyone-should-know-about-the-integration-of-immigrants-in-the-u-s/>

Where I'm From
<https://reimaginingmigration.org/where-im-from/>

How Immigration Status Has Impacted One Family
<https://reimaginingmigration.org/families-mixed-immigration-status/>

ADDRESSING LANGUAGE LEARNING ISSUES

How are English Learners and immigrant-origin students related?

Often, within educational settings immigrant students and English Learners are thought of as interchangeable. While there is considerable overlap, they are not one and the same. Some students immigrate from countries where English is the language of instruction (e.g., Nigeria or the Philippines) although they may speak another language at home. Unfortunately, there is evidence that students who speak with accents or are new to academic English often receive less engaging and rigorous learning experiences than their white counterparts. Additionally, there are also school and cultural norms that might impact a student's level of participation in the classroom. An example of this situation would occur in cultures in which students respectfully listen to the teacher and do not ask or answer questions during class time. By contrast, in the United States instructors frequently ask both indirect and direct questions, a teaching strategy that could be a new experience for immigrant students. Other students may be second-generation citizens but may not have not been exposed to English until they have entered the school system. The majority of immigrant-origin students, however, must learn (at least one) new language as part of their journey to their new land; therefore, second-language instruction is a critical component that is necessary to ensure their academic success.

Frequently, students are placed in some kind of second-language instructional setting as they enter their new schools. Some are first-generation immigrant students, and others were born in the U.S. but enter schools having had limited exposure to English. Some students are provided some form of English as a Second Language (ESL) or bilingual education, but others are not. Across various schools, districts, and states, students are transitioned from one program to another, often with very little rhyme or reason for the transition. Research considering the efficacy of second-language instruction and bilingual programs reveals contradictory results. This outcome should not be surprising given that there are nearly as many models of bilingual and language-assistance programs featuring a wide array of practices and philosophical approaches as there are districts. Well-designed and well-implemented programs produce good educational results and buffer at-risk students from dropping out by easing transitions, providing academic scaffolding, and furnishing a sense of community. However, there is significant disparity in the quality of instruction among settings. Although high-quality programs have been found to produce excellent results, not surprisingly, those plagued with problems produce less than optimal results. Many bilingual programs face real challenges in their implementation, including inadequate resources, uncertified personnel, and poor administrative support.

What are the key groups of English Learners?

There are multiple, and overlapping terms, in the field of English Learning. The following information is provided as a short guide of key concepts.

- **Language Minority (LM) Student:** These students come from a home where a language other than English is spoken. LM students may have limited English skills or may be native English speakers (i.e., one parent in the home speaks a non-English language, so the student is considered language minority even though the student was born in the U.S., and the parents only communicate with the student in English). Other similar terms include Linguistically and Culturally Diverse (LCD), and Non-English language proficient (NELP).
- **Limited English Proficiency (LEP):** This term is used by the federal government to indicate students who are determined to be eligible for English as a Second Language/Bilingual services according to state criteria regardless of whether or not they actually receive those services. This term is often criticized for being a designation that focuses on the deficiency of the student; therefore, many researchers and teachers use other terms in place of LEP, such as Potentially English Proficient (PEP), English language learner (ELL), Emerging Bilingual, English Learners (EL).

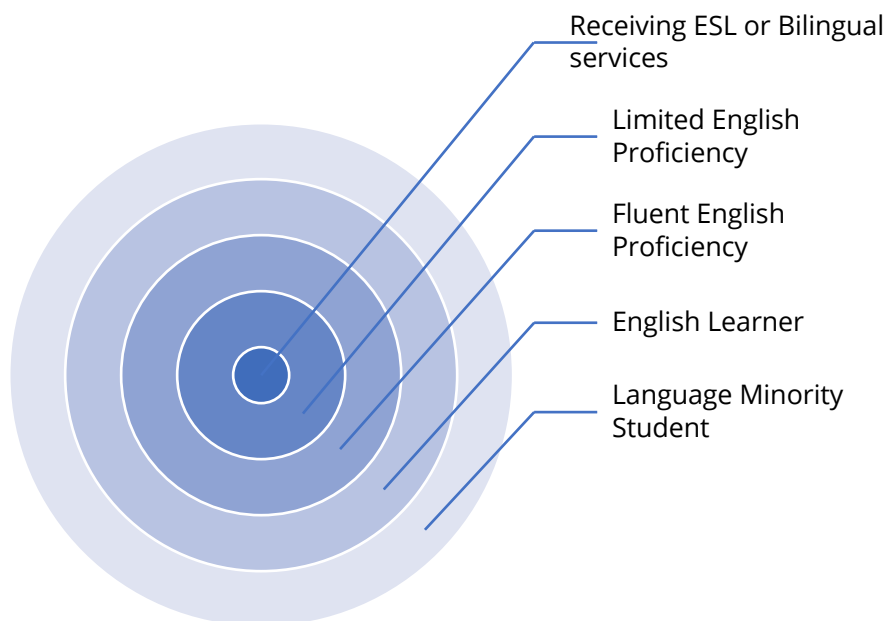


Figure 4: Illustrates the relationships among language learning concepts. Note that the size of circle indicates the relationship to other circles (not the proportion).

The following terms below are now increasingly the terms of choice and important to understand.

- **English Learner (EL):** Students whose first language is not English and who are in the process of learning English. The term EL can encompass a wide range of proficiencies in English, ranging from having quite minimal skills to being quite fluent. In schools and districts, EL may be used to indicate the same level as Limited English proficiency (LEP), but technically it does not mean the same thing. It is important to know what a text or speaker considers EL to mean. [other similar term: English Language Learner (ELL)].

There are two types of ELs whom educators, researchers, and policy makers are increasingly recognizing as having distinct needs:

- **Newcomers:** Students who are in the process of Learning English and who have been in U.S. schools for fewer than four years.
- **Long-term English Learners (LTELs):** These are students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, and have remained at the same level of English proficiency for two or more years as measured by the state's annual proficiency exam.

What are classic learning challenges of English Learners?

It is important to recognize that learning a new language takes time and that indeed, as did previous generations of newcomers, many immigrant children struggle with acquiring Academic English. Among prekindergarten to 5th-grade immigrant children in the U.S., 62% of foreign-born children were found to speak English less than "very well" while 43% of the U.S.-born children of immigrants and 12% of the children of U.S.-born parents were categorized as such. It has been well established that the complexity of oral and written Academic English skills generally requires between five and seven years of optimal academic instruction for a student to develop academic second-language skills that are comparable to those of native English speakers.

Research in second-language acquisition suggests that when students are well grounded in their native language and have developed reading and writing skills in that language, they are able to efficiently apply that knowledge to the new language when provided with appropriate instructional supports. We will later explore ways to incorporate these practices in the section titled "Tailored Second-Language Program Delivery." Many immigrant students do not enter schools with this advantage, however. Further, EL students often cannot receive support for learning English from their parents. These students also have limited opportunities for sustained interactions with highly proficient native English-speaking peers in informal situations—contact that is strongly predictive of academic second-language proficiency outcomes.

As we noted earlier, it would be a mistake to make assumptions about a student's academic potential and their intelligence based on their English proficiency. In fact, many ELs complain that they do not feel sufficiently challenged academically because of the work they are given based on their Academic English proficiency. Less developed Academic English proficiency, however, can mask the actual knowledge and skills of immigrant Second-Language Learners (SLLs), which they are unable to express and demonstrate. Even when SLLs are able to participate and compete in mainstream classrooms, they often read more slowly than do native speakers, may not understand *double-entendres*, and simply have not been exposed to the same words and cultural information as native-born middle-class peers. Their academic language skills may also not allow them to be easily engaged with academic content and to perform well on "objective" assessments designed for native English speakers. Thus, it is not surprising that limited English proficiency is often associated with poor performance on standardized tests, lower GPAs, repeating grades, and low graduation rates.

Further, the strong emphasis on high-stakes assessments in the U.S.—first with No Child Left Behind and now with the Common Core—presents a particular challenge for ELs. There is considerable debate about whether and how educational assessments, and high-stakes assessments in particular, may lead to unequal outcomes for English learners. Standardized tests used to screen for learning differences or for making policy decisions were largely designed for and normed with middle-class populations or were adapted from work with those populations. Such tests assume exposure to mainstream cultural knowledge and fail to recognize culture-of-origin content knowledge. This perspective can lead to underestimation of students’ abilities and competencies.

In a climate of high-stakes educational assessment, school districts are sometimes pressured to prematurely reclassify students from ELs to fluent English proficient. In other cases, immigrant students suffer as “long-term ELLs”. With poorly implemented school assessments and an assortment of language-learning policies, there is wide variability among districts and states regarding this classification. Seldom is reclassification tied to the research evidence on what it takes for a student to attain a level of academic-language proficiency required to be competitive on standardized assessments. As higher stakes have become attached to standardized tests, this issue has heightened consequences for ELs and the schools that serve them.



Many ELs complain that they do not feel sufficiently challenged academically because of the work they are given based on their Academic English proficiency.

What are promising pedagogical practices that have been identified?

Systematically Addressing Second-Language and Literacy Acquisition

Research on second-language acquisition indicates that emerging bilingual students are most successful when placed in progressive and systematic programs of instruction that first identify their incoming literacy and academic skills, and that provide continued transitional academic supports—like tutoring, homework help, and writing assistance—as they are integrated into the learning environment. Furthermore, consistency of language instruction is essential for students as frequent transitions between classes and schools can place them at a considerable disadvantage. In addition to developing communicative proficiency in the new language, emerging bilingual students need to simultaneously build content literacies across the academic disciplines, an endeavor that can be a challenge for students to accomplish and an instructional challenge for teachers as well.

Tailored Second-Language Program Delivery

Successful programs tailor their second-language learning programs to the language backgrounds of their student populations. However, depending upon the concentration of language learners served, ESL or a variety of bilingual education strategies may be more appropriate. When many different languages are represented, an ESL approach will be the most feasible one. Optimally, ESL should be integrated throughout the curriculum with first language literacy supported by having ample reading materials available in a students' first language; curriculum should encourage the use of students' first language to foster literacy in both languages while supporting content instruction. Once they completed the program, they transitioned into one of the core programs.

When large concentrations of students shared the same first language, well-implemented bilingual approaches have been shown to be highly effective. These can range from transitional bilingual methods, in which the focus was primarily on building literacy skills first in Spanish, for example, and then incrementally in English; to offering bilingual literacy courses and bilingual coursework in the content areas; to dual-language programs that, for example, matched native English with native Spanish (or Mandarin, for example) teachers to team-teach students content and literacy in both languages.

Language-Learning Accommodations

Research has shown that immigrant students are highly motivated to learn the language of their new land, though they find the process daunting. They will often pass through a silent phase and will learn more quickly if they can draw on their skills from their native language. Native-speaking peers who are a little further along in their English language development can often serve as effective language brokers for learning. This arrangement is helpful both for the students who act as language brokers (as it builds their confidence and skills) and for the newcomer students (as they are not lost and can participate, keep learning, and stay engaged). This is an important strategy for educators to recognize and implement.

Teachers should provide supports for students to use their first language to help them learn their second language, even if the teachers do not speak the students' first language. For example, during a writing activity, students can write a first draft in their first language, and then translate their writing into English. Informally, teachers should encourage students to translate for their newest immigrant students and to freely use bilingual dictionaries and translation software, while systematically encouraging them to use their new language.

Embedding Language Learning Across Subjects

Research has shown that it is essential to provide consistent schoolwide literacy strategies across all content areas. Teachers should receive extensive training in language-intensive curriculum to embed language learning across the curriculum. Team-teaching is particularly effective in order for teachers to establish shared strategies and protocols, and then to collectively reflect upon the effectiveness of the implementation of their literacy lessons. Reading comprehension strategies can be built on oral literacy and can be employed across subjects. For example, when determining the meaning of a math problem, students can be asked to plan a solution strategy that they can communicate orally. The technique of communicating and justifying solutions to partners serves to simultaneously promote higher order thinking and literacy and can be implemented across subjects.

Background Readings

Park, M., Zong, J., & Batalova, J. (2018). Growing superdiversity among young dual language learners and its implications. Washington, DC: Migration Policy Institute. <https://www.migrationpolicy.org/research/growing-superdiversity-among-young-us-dual-language-learners-and-its-implications>

Olsen, L (2014). Meeting the unique needs of Long-Term English Language Learners. Washington, D.C.: National Educational Association. https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf

Orellana, M. F., & García, O. (2014). Language brokering and translanguaging in school. *Language Arts*, 91(5), 386.

Suggested Re-Imagining Migration Resources

Educator Spotlight: Engaging English Learners, <https://reimaginingmigration.org/educator-spotlight-engaging-english-learners/>

Listenwise Collection, <https://reimaginingmigration.org/listenwise-collection/>

Why Tell Stories, <https://reimaginingmigration.org/moving-stories-lesson-plan-why-tell-stories/>

Professional Development Resources on English Learners

Graves, M.F., August, D., & Mancilla-Martinez, J. (2012). Teaching vocabulary to English Language Learners. New York: Teachers College Press.

Lesaux, N.K., Phillips Galloway, E., & Marietta, S.H. (2016). Teaching advanced literacy skills: A guide for leaders in linguistically diverse schools. New York: The Guilford Press

Schleppegrell, M.J., & Fang, Z. (2008). Reading in secondary content areas: A language-based pedagogy. Ann Arbor, MI: University of Michigan Press ELT.

Walqui, A., & Van Lier, L. (2010). Scaffolding the academic success of English Language Learners: A pedagogy of promise. WestEd.

Migration Policy Institute, <https://www.migrationpolicy.org/research/english-learner-program-models-k-12-education>

ADDRESSING SOCIAL-EMOTIONAL LEARNING ISSUES



Why is social-emotional learning critical for students and learning contexts?

A growing body of research has come to show that the success of ALL students — whether or not they are of immigrant origin — is associated with learning environments that nurture social-emotional development (SEL). The social, emotional, cognitive, linguistic, and academic domains of child development are all intertwined, both in the brain and in behavior, and they are essential to the learning process. Social-emotional development includes several sets of skills that serve to facilitate learning (or, conversely, impede learning if ignored).

- **Social and interpersonal skills** enable students to navigate social situations, read social cues, demonstrate compassion and empathy for others, work collaboratively with others, and resolve interpersonal conflicts.
- **Emotional competencies** enable students to recognize and manage emotions, understand others' emotions and perspectives, and cope with frustration.
- **Cognitive skills** include attitudes and beliefs that guide students' sense of self and approaches to learning as well as executive functioning (working memory, attention control, and flexibility), and inhibition and planning.⁹

After reviewing the state of the field on SEL, a Consensus Statement was released by the National Commission on Social, Emotional, & Academic Development¹⁰; it noted the following important points.

- Learning cannot happen effectively if SEL issues are not attended to.
- SEL develops throughout one's lifetime and is essential to success not only in school but also in the workplace, home, and community.
- SEL can be taught and nurtured throughout childhood, adolescence, and beyond.
- Schools can have a significant influence on SEL.
- Engaging in informed SEL practices can improve teacher effectiveness as well as their well-being).
- SEL development is "an essential part of pre-K-12 education that can transform schools into places that foster academic excellence, collaboration, and communication, creativity, and innovation, empathy and respect, civic engagement, and other skills and dispositions needed for success in the 21st Century."
- Students are most likely to benefit from SEL when training and support is provided to schools, administrators, and teachers and when social emotional learning are embedded in everyday interactions and school culture beyond the classroom.

What are some of the typical social-emotional challenges most relevant to immigrant-origin students?

Migration is a transformative process with profound implications for the family as well as the potential for lasting impact on social-emotional development. By any measure, immigration is one of the most stressful events a family can undergo, removing family members from predictable contexts—community ties, jobs, and customs—and

stripping them of significant social ties—extended family members, best friends, and neighbors. New arrivals who have experienced trauma (either prior to migrating or as events secondary to the “crossing”) may remain preoccupied with the violence and may also feel guilty about having escaped while loved ones remained behind. Those who are undocumented face the growing realities of workplace raids that can lead to sudden and traumatic and sudden separations.

The dissonance in cultural expectations and the cumulative stressors, together with the loss of social supports, lead to elevated affective and somatic symptoms. Due to their own struggles in adapting to a new country, many immigrant parents may be relatively unavailable psychologically, posing a developmental challenge to their children. Immigrant parents often may turn to their children when navigating the new society; these children are frequently asked to take on responsibilities beyond their years, including sibling care, translation, and advocacy, sometimes undermining parental authority. Additionally, immigrant children and youth face the challenges of forging an identity and sense of belonging to a country that may reflect an unfamiliar culture while also honoring the values and traditions of their parents. Nonetheless, many immigrant-origin children demonstrate extraordinary resilience and resourcefulness as they navigate their developmental journeys.

Parental education matters tremendously for children’s academic pathways. Children with more educated parents are exposed to more academically oriented vocabulary and interactions at home, and younger children tend to be read to more often from books that are valued at school. These parents understand the importance of and have the resources for providing additional books, home computers, Internet access, and tutors that less educated parents cannot supply. They are also more likely to seek information about how to navigate the educational system in the new land.

Unfortunately, many immigrant parents have had limited schooling. Moreover, low parental education is often compounded by these parents’ limited skills in the new land’s language, which are related to the support children receive for learning the language of instruction at home. Such disadvantaged backgrounds will have implications for the students’ educational transition—unsurprisingly, youth arriving from families with lower levels of education tend to struggle academically while those who come from more literate families with strong language skills often flourish. It is worth noting, however, that these patterns do not hold true for all immigrant families and communities. There are many examples of immigrant parents who provide educational socialization in the home despite having a low level of education themselves. Furthermore, it is important to recognize the numbers of students, today as in the past, who have had dramatic academic success despite their parents’ low levels of formal

education.

Immigrant parents, however, often do not possess the kind of “cultural capital” that serves middle-class mainstream students well; not knowing the dominant cultural values of the new society limits immigrant parents’ abilities to provide an upward academic path for their children. Oftentimes parental involvement is neither a cultural practice in their countries of origin nor an activity that their financial situation in this country will permit. They come from cultural traditions in which parents are expected to respect teachers’ recommendations rather than to advocate for their children. In addition, not speaking English and having limited education themselves may make them feel inadequate. Some may lack of documentation and may worry about exposure to immigration raids if they were to have contact with their children’s school.

Moreover, low-wage, low-skill jobs with off-hour shifts typically do not provide much flexibility for parents to obtain child care and attend parent–teacher conferences. The impediments to these parents’ abilities to come to their children’s school are multiple, but they are frequently interpreted by teachers and principals as the parents’ “not valuing” their children’s education. As educators, it is our responsibility to build the bridges between home and school and to find ways to enlist the support of immigrant parents for their children's success when appropriate. There are successful implementations of meaningful immigrant parental engagement models. See <https://uclacs.org/> for an example.

REFLECTION:

How can your school community, and you as an educator, engage immigrant parents in the life of the school and the academic success of their children? What resources and assets do they bring that would benefit your school community? And how could you seek to uncover these resources?

What promising school-based practices have been identified to facilitate social-emotional learning for immigrant-origin students?

Valuing Multilingual Multicultural School Culture

It has been well established that a safe environment is vital for learning for all students, but findings from our case studies have pointed to ways to address safety and belonging that specifically support immigrant students and their families. One of the impediments to learning in a new country is students’ entering a context in which they feel

unsafe or feel they do not belong. These responses can lead to low motivation, low self-esteem, and debilitating anxiety that can combine to create an ‘affective filter’ that can shut down the language learning process. Although not sufficient to do so by itself, a positive affect facilitates language acquisition.

The idea of the affective filter can extend to a student’s entire schooling experience. A school culture that attends to the social-emotional needs of a school’s students creates an atmosphere within which students feel validated and cared for. A bicultural community culture begins with the expression of a belief system that manifests itself in creating a community that fully embraces the immigrant experience. A school culture that normalizes the immigrant experience for both students and their families is essential to successfully implement academic programs. A common theme across promising sites is explicit attention to creating a school culture that emphasizes belonging and community by normalizing and embracing bilingual and bicultural identity development.

Cultural Belonging

Schools should intentionally nurture strategies to foster a sense of cultural belonging. A basic symbolic approach is to display student work and hang flags and other representations in hallways and classrooms from multiple cultures. Hallways should be allowed to echo the many languages, spoken by both students and adults; while English is clearly to be encouraged, native language use should not be frowned upon. Multicultural community culture can be especially salient in schools with bilingual or dual-language programs in which many of the faculty come from the same language backgrounds that their students do. Even when faculty and staff do not reflect the identities of their students, there are many things school staff can do to reinforce a sense of belonging. Respecting and valuing student and familial heritage in a welcoming way can help establish rapport and make students feel a part of the fabric of the school and classroom. This effort starts with our basic perception of our students: Do we view them, their histories, and their cultures as deficits or assets? Do we find ways for our students to share their stories with their peers and school staff? Do we allow students to consider issues in ways that allows them to bring their identities and cultural background into the classroom, or is doing so discouraged? Are we able to linguistically code-switch, when appropriate, to establish rapport and facilitate understanding? Whose holidays are recognized by the learning community? In our resource section, we have highlighted a culturally responsive teaching checklist to encourage reflection on classroom and schoolwide practices.

Curriculum Matters

Much of what we have discussed to this point is about classroom practices and school culture. As important as these are, culturally responsive teaching and social and emotional learning practices should be reflected throughout the curriculum as well. What we teach, as well as how we teach, sends strong messages to students about who belongs and who does not. Literature teachers often talk about books as windows and mirrors for our students, windows into new worlds and mirrors which they can use to reflect on their own identities and place in society. While we might start by finding ways for students to share their own stories, these exercises can be easily dismissed if they are not connected to the broader curriculum. We should make sure that the literature that we choose to include in our classrooms is selected to provide opportunities for students to see themselves in it and to learn about the experiences as others. If your school has a librarian, that situation can provide an opportunity for collaboration. The histories we teach, and our approach to curriculum as a whole, matters as well. While migration is central to the human experience, teaching about immigration is often relegated to one of two lessons a year. It is worth rethinking our approaches to teaching about migration.



Immigrant stories are narratives of resilience, grit, and optimism. They are quintessentially American stories that invite classroom dialogue about themes that can be found throughout our nation's history and literature. Indeed, the story of migration is the story of our shared experience of humanity.

Narratives and stories are ever so important for understanding reoccurring and shared experiences of migration.

While this guide is primarily focused on immigrant-origin students, helping their peers better understand the role that migration has played both in our national narrative, and in human history, is important as a foundation for creating a shared future and building empathy and connections between students whose families have migrated to the United States in the past and in the present.

Murals as Teaching Tools

One way to incorporate CCW (see page 10) into the K-12 curriculum is through the use of murals. Historically, murals have historically been created and used to invoke thought and social commentary. Jose Vasconcelos, the education minister of Mexico after the Mexican Revolution, commissioned the creation of murals to inform the people about the implications and changes that would occur as a result of the revolution. Later, in the late 1960s and early 70s, having been influenced by the work of Los Tres Grandes, Chicana/o artists began to mobilize and use art, and murals in particular, as a means of calling attention to the injustices that they were facing within their communities. As a result, the murals were heavily concentrated in urban spaces such as San Francisco, Los Angeles, and San Diego.

Today, murals continue to permeate the walls of these urban spaces. In fact, now murals are now being created by people of all ages, and the media used to tell these stories extend beyond the use of traditional acrylic paint. The stories told within murals, however, continue to be about community building, raising awareness and consciousness.

While almost any mural could serve as an instructional tool, we will share *Maestrapeace*, a mural on the Women's Building of San Francisco, California, created in 1994 by a group of local women muralists: Juana Alicia, Miranda Bergman, Edythe Boone, Susan Kelk Cervantes, Meera Desai, Yvonne Littleton, and Irene Perez.



Detail of the mural *Maestrapeace* located on the Women's Building in the Mission District in San Francisco.

Maestrapeace is a vibrant mural that stretches across two sides of a four-story historical building. The mural was designed to embrace a wide range of sociocultural elements that symbolize of the diverse landscape of San Francisco. Woven together through tapestries that reflect a broad range of groups, the mural tells the story of women who have fought for justice, equality, and peace; it was expanded into the actual building to commemorate its 30th anniversary. *Maestrapeace* could be used in conjunction with CCW to educate students and adults alike about migration, activism, and religion. This mural has the power to activate all of the tenets of community cultural wealth. Through the iconography in the mural, each CCW tenet could be enacted to inform how students and teachers alike could learn from the messages nested within it.

Today, in these turbulent times it is essential that we maintain a human face for those who travel to the U.S. in search of a better life. People leave their homelands, pushed out by the political and social climate of their home countries and/or pulled by the potential opportunities in the receiving country. It is often not an easy journey, and young people have their eyes open. They are taking it all in. When they enter the classroom, it is important to know that they have had to overcome adversity to be in school. Capitalizing on CCW by creating space and time to learn about their aspirations could help establish rapport and a sense of security. The children in *Maestrapeace* are a reminder that immigrant children, in the midst of their development, are also adjusting to a new way of being and if given the chance and proper scaffolding, will thrive.

Embracing Parents and Caregivers

Schools in the US also emphasized the importance of parents as an integral part of developing an inclusive multicultural culture. The schools invited parents to attend workshops, seminars, and discussion groups about topics of interest to them. One bilingual school created dedicated weekly Spanish-language discussion groups to support parents and family adjustments to life in the U.S. Such events recognized the challenges faced by parents and provided them with important tools to help their children navigate their schooling. As attested to by participating parents, these responsive practices sent clear messages that the school embraced parents and their children by creating welcoming and open spaces for them. [See <https://uclacs.org/for-an-exemplar>].

Strategic Community Partnerships and Supplemental Programming

Community-school partnerships bring together diverse groups of service providers, including schools, community-based organizations, universities, health and human services agencies, community members, and youth groups. Research indicates that their shared goal of magnifying opportunities for students may strengthen

the effectiveness of schools. Health and social supports may be especially important for immigrant families who may not know how to access government benefits or who are fearful of seeking assistance because of their documentation status or other reasons. Social supports may also bridge the perceived gap in parental involvement that is more often a product of cultural mismatch and misunderstanding than a lack of parents' interest in their children's education.

Across schools, principals, teachers, parents, and students attest to the importance of leveraging local community-based providers to form partnerships and combine resources to serve immigrant families in a streamlined, integrated way. Notably, every school we studied had at least one community partnership whose primary purpose was to address an academic, social, or family need.



Community organizations and after-school spaces are important—and often underutilized—resources and allies for immigrant families and schools.

Community Partnerships

A willingness to address social, familial, and health needs in the form of a community-school model can go a long way toward optimizing success for students. Some successful schools offer on-site English as a New Language (ENL) instruction for caretakers, and others provide school-based health care. By taking the time to walk families through the process and to provide services in a safe space, the partners worked together to bring services to their immigrant families in a one-stop shop. Creative partnerships with local nonprofits can serve to help deliver health care; mental health care; and dental, legal and or other services as an invaluable way of serving students and their families. As a result, qualified students' schools are able to participate in social programs that immigrant parents may be either unaware of or afraid to access on their own.

Bicultural Instructional Leadership

Another salient theme that emerged across our research is the importance of instructional leaders who have a skillset that prepares them to serve newcomer students. Immigrant-oriented administrators at many of the schools we studied had strong instructional backgrounds in bilingual or second-language instruction. Many were bilingual or of immigrant origin themselves, a factor that provided them with insights into the educational experiences of immigrant students and a deep commitment to addressing their needs. As one principal summed it up, “The more we understand our students, the more we can guide them.”

Effective principals articulated comprehensive school-based policies and procedures on how to introduce and integrate newcomer students into their schools that went beyond legal or district requirements. First, they laid out formal procedures for the practices we described from intake to ongoing assessment, and many provided professional development to keep faculty and staff current on emerging practices and research. Second, many tended to be very hands-on in terms of curriculum and pedagogy. They maximized the strengths of their faculty through requiring teamwork among teachers and included scheduling time for teachers to adapt and develop original curriculum that aligned with their vision of high-quality instruction for their newcomer students. The principals invested time and resources on teacher development, nurturing instructional leadership among the faculty. Successful principals build relationships with their local government representatives, district leaders, local businesspeople, and sometimes even journalists to advocate for funding and resources, and to raise awareness of the needs of their immigrant students.

What promising classroom-based practices have been identified to facilitate social-emotional learning for immigrant-origin students?

Negotiating Cultural Transitions

In school contexts that are effective in serving their immigrant-origin students, administrators, faculty, and staff assert that a number of transitional strategies are essential for minimizing isolation, fostering post-traumatic growth, and encouraging relationships as well as facilitating a sense of school belonging. As new students come in, cross-subject teams should meet to discuss them, and to plan how to best integrate them into the learning community. Teachers should make every effort to reach out to parents, caretakers, or guardians to take a detailed educational history. Parent-teacher conferences are another opportunity to reach out to families though it is important to be flexible in implementing the strategy including using phone and Skype meetings during flexible

hours. Any information gleaned from these conferences is then shared when teachers meet across the teams working with each student. While it can sometimes be frustrating to arrange meetings, doing so is a worthwhile investment in the school/family relationship. It is important, however, not to interpret failed attempts at securing meetings as a lack of interest on a caretaker's part—the failure is often related to other factors like inflexible work schedules, a caretaker's unfamiliarity with U.S. school-parent involvement expectation norms, or a caretaker's worries about detention or deportation exposure in a volatile political era.

Advisory groups can play a particularly important role, especially in middle school and high school, to help students to adjust to their new school under the guidance of an advisor who is looking out for them. One of the guidelines for forming advisory groups is to have newcomer/beginning learners of English in the same group as at least one student who shares their native language and is also proficient in English so that the more advanced English speaker can translate. In advisory groups, students are encouraged to talk about a range of topics ranging from difficulties with a class and missing families and friends back home to relationship issues. Students are particularly encouraged to share their personal experiences in both their old and new countries and in their transition from one to the other.



Advisory groups are effective spaces to discuss emerging issues and bond with peers and teachers.

REFLECTION:

What messages are being sent in your school about who belongs? What do you feel you and your colleagues do well about creating an inclusive community? Where could you improve?

For Further Reading

¹⁰Jones, S.M. & Kahn, J. (2017). The Evidence Base of How We Learn: Supporting Students' Social, Emotional, and Academic Development. (Consensus Statement). Aspen Institute: National Commission on Social, Emotional, and Academic Development. <https://casel.org/wp-content/uploads/2017/09/SEAD-Research-Brief-9-12-web.pdf>

Latorre, C. (2008). *Walls of empowerment: Chican/o Indigenist murals of California*. Austin:University of Texas Press.

Support for Immigrant and Refugee Students: A Guide to Creating Safe and Welcoming Schools for Immigrant and Refugee Students in California (2017).

<https://californianstogether.app.box.com/s/0zn75vxa88bkn7hzy4khgnlvkkogyknp>

Teaching Tolerance (2018)

<https://www.tolerance.org/professional-development>

The Women's Building of San Francisco Website (2018)

<https://womensbuilding.org/the-mural/>

Suggested Re-Imagining Migration Resources

Promising Practices for Students of Immigrant Origin (2018)

<https://reimaginingmigration.org/promising-practices-for-students-of-immigrant-origin/>

Why Teach about Migration (2018)

<https://reimaginingmigration.org/home/about-us/why-us-why-now/why-teach-about-migration/>

Names, Identity, and Immigration (2018)

<https://reimaginingmigration.org/names-identity-and-immigration>

Educator Spotlight: Teaching the Arrival (2018)

<https://reimaginingmigration.org/educator-spotlight-teaching-the-arrival/>

Analyzing Anti-Immigrant Attitudes in Political Cartoons (2018)

<https://reimaginingmigration.org/analyzing-anti-immigrant-attitudes-in-political-cartoons/>

Teaching the Poetry of Angel Island (2018)

<https://reimaginingmigration.org/teaching-poetry-angel-island/>

Immigration and Identity: Jewish Immigrants and the Bintel Brief <https://reimaginingmigration.org/immigration-and-identity-jewish-immigrants-letters-from-the-bintel-brief/>

Moving stories Guide (2018)

<https://reimaginingmigration.org/moving-stories-educators-guide>

The Quinceañera Protest (2018)

<https://reimaginingmigration.org/the-quinceanera-protest>

I Learn America (2018)

<https://reimaginingmigration.org/i-learn-america>

POST-READING DISCUSSION ABOUT THE DILEMMAS

Earlier we introduced five dilemmas with supporting questions for each. We suggest revisiting them now. Consider how your earlier responses to each of those cases might now be informed by what you have read. These dilemmas, of course, are complex, and do not have not quick or simple solutions but we hope that this guide has provided you with some new-found insights and strategies.

Below we provide some thoughts about themes that each dilemma revealed (and you may have thought of others) as well as some curricular resources that might be helpful as you navigate each of these and other similar dilemmas both in and out of the classroom.

CLASSROOM DILEMMAS: DISCUSSIONS & RESOURCES	
Silence Dilemma	
Themes that Emerge?	Related Children's Literature
<ul style="list-style-type: none"> ❖ Intergroup understanding ❖ Potential misidentification for special education referral ❖ Social-emotional learning challenges 	<ul style="list-style-type: none"> ❖ <i>My name is Jorge: On both sides of the river</i> (1999) by Jane Medina and Fabricio Vanden Broeck ❖ <i>One green apple</i> (2006) by Eve Bunting and Ted Lewin ❖ <i>The quiet place</i> (2010) by Sarah Stewart and David Small ❖ <i>Lowji discovers America</i> (2005) by Candace Fleming ❖ <i>Girl in translation</i> (2010) by Jean Kwok ❖ <i>The arrival</i> (2006) by Shaun Tan ❖ <i>How the Garcia girls lost their accents</i> (1991) by Julia Alvarez ❖ <i>What is the what</i> (2006) by Dave Eggers ❖ <i>When I was Puerto Rican</i> (1993) by Esmerelda Santiago
Childhood Memory and Student Presentations Dilemma	
Themes that Emerge?	Related Children's Literature
<ul style="list-style-type: none"> ❖ Learner/Language accommodations ❖ Intragroup isolation ❖ Social emotional learning in relation to Newcomers 	<ul style="list-style-type: none"> ❖ <i>Islandborn</i> (2018) by Junot Diaz ❖ <i>My shoes and I</i> (2010) René Colato Laínez ❖ <i>Angel child, dragon child</i> (1983) by Michele Maria Surat ❖ <i>Pancho Rabbit and the coyote</i> (2013) by Duncan Tonatiuh ❖ <i>Yuvi's candy tree</i> (2010) by Lesley Simpson and Janice Lee Porter ❖ <i>Esperanza rising</i> (2000) by ❖ <i>My shoes and I</i> (2010) René Colato Laínez

History Matters Dilemma	
Themes that Emerge?	Related Classroom Literature
<ul style="list-style-type: none"> ❖ Intergroup understanding ❖ Social emotional learning challenges 	<ul style="list-style-type: none"> ❖ <i>All the way to America: The story of a big Italian family and a little shovel</i> (2011) by Dan Yaccarino ❖ <i>The bread givers</i> (1925) by Anzia Yezierska ❖ <i>Immigration and identity: Jewish immigrants and the Bintel Brief study guide</i> (2018) from Re-Imagining Migration ❖ <i>Different mirror for young people</i> (2012) by Ronald Takaki and Rebecca Stefoff ❖ <i>Keeping quilt</i> (1988) by Patricia Polacco ❖ <i>Stepping stones</i> (2005) by Margriet Ruurs and Nizar Ali Badr

Breaking Isolation Dilemma	
Themes that Emerge?	Related Classroom Literature
<ul style="list-style-type: none"> ❖ Intergroup understanding ❖ Intragroup Isolation ❖ Social emotional learning challenges 	<ul style="list-style-type: none"> ❖ <i>American born Chinese</i> (2006) by Gene Luen Yang ❖ <i>Always Anjali</i> (2018) by Sheetal Sheth ❖ <i>Here I am</i> (2015) by Patti Kim and Sonia Sánchez ❖ <i>Love, hate, and other filters</i> (2018) by Samira Ahmed ❖ <i>The namesake</i> (2003) by Jumpha Lahiri ❖ <i>Outcasts united: The story of a refugee soccer team that changed a town</i> (2012) by Warren St. John ❖ <i>Lowji discovers America</i> (2005) by Candace Fleming

Family Meeting Dilemma	
Themes that Emerge?	Related Classroom Literature
<ul style="list-style-type: none"> ❖ Family Inclusion ❖ Parents/Children ❖ Learning/Language Accommodations ❖ Immigration status 	<ul style="list-style-type: none"> ❖ <i>The book of unknown Americans</i> (2014) by Christina Henriquez ❖ <i>In the country we Love</i> (2016) by Diane Guerrero with Michelle Burford ❖ <i>The best we could do</i> (2017) Thi Bui ❖ <i>Enrique's journey</i> (2007) by Sonia Nazario

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<https://reimaginingmigration.org>