Home, School, Community Partnerships:

Immigration & Family Involvement **Longview Development Grant**,

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**Purpose or overview of the Module (Rationale):**

1) to *educate* students of early education to *understand* the types of immigrant children and their families who may be a part of their future professional experience in the US and be introduced to some culturally relevant practices with family involvement and to understand their ethical and moral obligations to children and families of all types

2) to *understand* the complex intersections of cultural experience, immigration, national origin, and child development on the academic achievement and psychological health of the child as it is related to classroom instruction in first and second language practices and *apply culturally relevant techniques to engage* families of immigrant new comers

3) to *understand* demographic trends in poverty, immigration and national origin that are happening currently in the educational contexts and to *deconstruct* popular negative opinions of immigrant families and their impact on the U.S. economy through factual demographic study

**Define the structure of the Module:**

The structure of the module is up to the individual instructional leader. Activities, readings and materials can be flexibly interwoven in a variety of ways. The material in its entirety would cover two sessions of three hours each.

The module contains:

**Five** ppt lecture(s) entitled

1. *Considerations all families*
	* Moving beyond a middle class model in our expectations of families
	* 6 trends located in the 2010 census about families (4 related to globalization)
	* demographic variation and changes in the last 30 years that impact children’s lives

2) *Differentiating Practices with Language Minority Students*

* + - * Immigrants: Who are they
			* Plyer V Doe (rights, law and obligation to students)
			* When showing up is the gauge of success
			* The use of child interpreters
			* Culturally Appropriate practice: some common guiding

principles

*2) Immigrants living in the US and the concepts of acculturation & assimilation*

* Acculturation V Assimilation

*3) Second Language Acquisition and Bilingual Education in the United States*

* Terminology
* Types of instruction
* Affect on academic achievement

*4) NCLB & immigrants*

* State laws related to NCLB and parent involvement
* National Law, language in the law and requirements for school improvement related to parent involvement

Four active web quest games (or quizzes)

* + - Immigrant Myths & Facts (deconstructing mainstream discourses)
		- Demographic change (Compare trends prior to 1990 and compare with 2010)
		- Marriage Trends predicted in the 2010 census (utilize the Pew

Website and notice trends in American Family life that intersect with changing demographic trends

* + - The New Americans—choose one of the five family profiles to review

Two fun activities to help identify with children and families who are cultural or linguistic newcomers

* Brainstorming learning goals –revisit at the end of module
* The N Game
* Mainstream Discourses & Deconstructing Myths with Facts

**Connections to Global Learning Outcomes**

Global learning outcomes entail helping students to understand the impact of globalization upon daily life and learning as well as how people of differing communities impact each other’s life choices in everyday interactions.

This module is designed to interrogate and to help students understand mainstream discourses about national or cultural newcomers in new ways. Ultimately, students will better understand the changing demographic of their communities and schools and be equipped to engage with difference in an “inquiry based” and constructive way. As teachers, students will be met with moral and ethical decisions in the future workplace of the school, and knowing their obligations to young students and immigrant families will promote their professional security and success.

**An application question or a concrete “so what” question—why?**

The module is developed to promote an advocacy stance on improving instruction and student learning. Such a stance promotes a willingness to engage in social issues such as xenophobia, linguistic discrimination, and bias prevention in schools. Institutional contexts such as school settings are rife with opportunity for social change as well as social stagnation. Students must be willing to recognize their own potential biases and the biases of others before taking steps to advocate for the immigrant child and family. The licensed teachers at Kent State University will rise above the status quo and be willing and able to address difficult social issues in schools related to difference and diversity after exploring and fact finding related to this important global issue.

**Step by Step procedures (suggested sequence):**

**Brainstorm** with the group what they would like to learn about immigration, family engagement, and English language learners.

**Clarify terms**—lecture materials PPT *Immigrants Who are they*?

**Demographic trends exploration**: utilizing the web site from the Pew Charitable Trust explore changes in immigrant trends from the late 1990s to the current 2010 census? How are demographic trends related to world conflicts? How are world conflicts related to political upheaval? How are world politics related to economic conquests of nations or regions? (give relevant examples).

**2010 Census**—Reveal the changing state of Marriage (which trends are related to globalization?) How might changing marriage trends change the nature of child identity construction in schools? Discuss, explore.

**Who Are New Americans exploration**: allow students to choose one of five case studies of New Americans on the PBS web site—give questions related to schooling and family functioning—share

**Clarify terms**—lecture materials PPT—*Assimilation & Accommodation*

**Book Review**—The Inner World of the Immigrant Child, Christine Igoa

What are common experiences of children from other national and geographic identities? What teacher behaviors do successful teachers exhibit? How do today’s readings inform your perspective? What skills do teachers need to be able to exhibit?

**Book Review—**Battle hymn of the Tiger Mother, Amy Chou What are parenting models that children come to school with? What are struggles parents face as newcomers or 2nd generation immigrants? What skills to teachers need to be able to support?

**Classroom Tips**—rights & responsibilities under Plyer V Doe, review from lecture & readings: *Lessons at the Kitchen Table and other readings*

Cultural, Psychological, and Academic connections—Review

**Clarify terms**—lecture materials PPT—Second language acquisition and English language instruction in the US

 Findings from important studies

 Implications for today schools

 Advocating for change Brainstorming

 Sharing relevant examples

**Assessment of Global Learning Outcomes**

**Do students demonstrate the following attributes?** flexibility, humor, patience, openness, interest,

**Do students have the essential skills for interrelationships?** ability to establish and maintain relationship, ability to communicate with minimal loss or distortion; ability to collaborate to accomplish mutual tasks or needs

**Have students incorporated the following dimensions?** knowledge, positive attitudes of affect, skills and awareness

 Fantini, 2009

**Readings as Resources**

A.Y. “Fred” Ramirez (2008). Immigrant Families and Schools: The Need for a Better Relationship. In, Other Kinds of Families: Embracing Diversity in Schools. (Eds. Turner-Vorbeck & Miller Marsh). 28-45.

Bruns, D. A & Corso, R. M. Working with Culturally & linguistically Diverse Families. ERIC Clearinghouds on Elementary and Early Childhood Education, Digest, August, 2001. EO-PS-01-4

Ginsberg, M. (2007). Lessons at the Kitchen Table. Educational Leadership. 56-61.

Okagaki, L. & Diamond, K. (2000). Responding to Cultural and Linguistic Differences in the Beliefs and Practices of Families with Young Children. Young Children.

National Center for Children in Poverty ([www.nccp.org](http://www.nccp.org)) Basic Facts about Low-Income Children, 2009-Children under age 6.

Watkins, R., & Quinones-Eatman, J. (2005). An Introduction to Cross-Cultural Communication. Working with Linguistically Diverse Families. (Eds. Santos, Rosa Milagros, Corso, Robert M., and Fowler, Susan A.) pp. 03-15

Other Resources:

**Demographic Trends**

Johnson, J.H. &Kasarda, J.D. (2011). *Six disruptive trends: what the 2010 census will reveal.* Frank Hawkins Institute of Private Enterprise. Retrieved from <http://www.keneninstitute.unc.edu/2010CensusTrends>

Pew Research Center (November, 2010). *The decline of marriage and rise of new families: A social and demographic trends report.* Retrieved from

<http://www.pewsocialtrends.org/files/2010/11/pew-social-trends-2010-families.pdf>

Pew Social Trends (n.d.). *Quiz: Attitudes about the changing American family*. Retrieved from:

<http://www.pewsocialtrends.org/attitudes-about-the-changing-american-family/>

The Network on Transitions to Adulthood. (February, 2001). *“Modern Family” indeed: Marriage and family trends and Americans’ views on changing family.* Retrieved from <http://transitions.s410.sureserver.com/?p=497>

**Immigrants who are they, rights and responsibilities in Plyer V Doe (teaching responsibilities)**

10 Myths about Immigration (Spring, 2001). *Teaching Tolerance Magazine, 39*. Retrieved from: <http://www.tolerance.org/magazine/number-39-spring-2011/10-myths-about-immigration>

Immigration Myths and Facts (January, 2008). Immigrants’ Rights Project. American Civil Liberties Union

PBS Independent Lens. *The New Americans* [Video files]. Retrieved from <http://www.pbs.org/independentlens/newamericans/>

**L1 & L2; and Assimilation v Aculturation**

PBS.ORG. Stories from Angel Island

Coballes-Vega, C. (1992). *Considerations in teaching culturally diverse children* (ED341648). Washignton, D.C.: Eric Clearinghouse on Teacher Education. Retrieved from http://www.ericdigests.org/1992-4/diverse.htm

Hunter, J. (1990). *Undocumented children in the schools: Successful strategies and policies.* (ED321962). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved from <http://www.ericdigests.org/pre-9217/children.htm>

McLaughlin, B. (1995).Fostering second language development in young children: Principles and practices. Washington, D.C.: National Center for Research on Cultural Diversity and Second Language Learning. Retrieved from <http://www.cal.org/resources/digest/ncrcds04.html>

North Central Regional Educational Library. (1998). *Critical issues: Meeting the diverse needs of young children.* Retrieved from http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea400.htm

Olson, L. (2000). Mixed needs of immigrants pose challenges for schools*. Education Week, 20(4)*, 38–40.

Swartz, W. (1996). *Immigrants and their educational attainment: Some facts and findings.* (ERIC Digest, Number 116) New York, NY. Eric Clearinghouse on Urban Education.Retrieved from <http://www.ericdigests.org/1997-3/immigrants.html>

**(Arnhalt 1)**

Berry, J.W. (1997). Immigrations, acculturation, and adaptation. *Applied Psychology: An International Review, 46,* 5-34.

Kindler, A. K. (2002). *Survey of the states’ limited English proficient students and available educational programs and services: 2000-2001 summary report.* Washington, DC: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.

National Clearinghouse for English Language Acquisition. (2004). *Ohio Rate of LEP growth: 1992/1993-2002/2003.* Washington, DC: Author. Retrieved from <http://www.ncela.gwu.edu/policy/states/reports/statedata/2002LEP/>

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford Press.

Sattler. J.M. (1998). *Clinical and forensic interviewing of children and families: Guidelines for the mental health, education, pediatric, and child maltreatment fields* (pp. 258-280). San Diego: Jerome Sattler, Inc.

**(Arnhalt 2)**

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and* pedagogy. San Diego: College Hill Press.

Gopaul-McNicol, S., & Thomas-Presswood, T. (1998). *Working with linguistically and culturally different children: Innovative clinical and educational approaches.* Boston, MA: Allyn and Bacon.

Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students’ long-term educational achievement.* Santa Cruz, CA: Center for Research on Education, Diversity, & Excellence.

**NCLB and responsibilities to English Language Learners in schools**

Capps, R., Fix, M., Murray, J., Ost, J., Herwantoro, S., Zimmermann, W., & Passel, J. (December, 2004). *Promise or Peril: Immigrants, LEP Students and the No Child Left Behind Act*. Washington, D.C.: The Urban Institute.

Mendez-Bray, T. (n.d.). The n-game.

Walters, N.P. & Trevelyan, E.N. (November, 2011) *Newly arrived foreign-born population of the United States: 2010 (American community survey brief)*. Washington, D.C.: United States Census Bureau.