

Preparing Teachers of Immigrant Students in the Current Climate

PHENND K-16 Partners Network Meeting

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Previous Collaborations with SDP: Four School-Based ESL Certificate Programs




2004-2005

Olney and Morrison Elementary Schools


Wachovia Foundation grant

One-on-one, in-class coaching to supplement coursework



2006-2007

Add-a-Cert Program for Elementary Teachers




2012-2014

Pan American Academy Charter School



2014-2016

Cohort of teachers across SDP with Classes held at Edison HS



Previous Collaboration (Fall 2016) Sabbatical Spent at Newcomer Learning Academy (NLA)

- Located within Franklin Learning Center (FLC)
- ELs aged 14-20, recent arrivals
- ACCESS score levels 1-3
- I assisted six NLA teachers in dedicated ESL classrooms as well as sheltered social studies, math and science classrooms
- Symbiotic relationships with teachers
- My roles: teacher's assistant, co-teacher, led some small-group and whole-class lessons, debriefed with teachers
- Designed and facilitated two PD workshops for FLC content teachers
- NLA is truly a "safe space" for these students



Collaborations with SDP (2012-present)

SDP teachers serve as fieldwork mentors to....

- Undergraduate and graduate pre-service teachers in our required ESL foundations courses.
- Undergraduate and graduate pre-service teachers in ESL Certificate Program courses (offered on Temple's Main Campus)

Current Grant Collaboration with SDP

- Drs. Swavely & Sniad of Temple's TESOL Program awarded \$2.7 million Department of Education, National Professional Development Grant
- 5-year grant, September 2016-August 2021
- Three-component project titled "Transforming School L.I.F.E. (Leadership, Instruction, & Family Engagement) for English learners"
- 8 participating middle and high schools
- Component #1: PD for middle and high school teachers, focus on literacy teaching for ELs in content areas, Program Specialist: ESL Certificate, Coaching included
- Component #2: PD for school leaders, School Leadership Institute, Needs assessment and school improvement plan to improve EL support
- Component #3: Support for ELs' parents/family members/caregivers via school-community collaborations, English language classes

Discussing immigrant students & related current issues with pre-service and in-service teachers

- Decide on your personal “negotiables” and “non-negotiables”

Examples of “non-negotiables” in my own classrooms at Temple:

- All pre-service and in-service teachers must commit to their legal and ethical responsibility of teaching EVERY child sitting in front of them
- All language and behavior in my classroom must demonstrate respect and kindness to ALL individuals (present or not) regardless of race, ethnicity or documentation status. Eg. NOT *illegal* immigrant BUT *undocumented* immigrant. (*This includes discussion of true meaning and history regarding “political correctness”*)
- I will gently point out generalizations or assumptions made about teachers, students, administrators or any other individual, give the speaker a chance to respond, and work together as a class to discuss how to complicate the generalization.

Overarching non-negotiable: Know the facts!

- ▶ Legal Foundations: **Go beyond** citing Title VI of Civil Rights Act and *Lau vs. Nichols* and discuss real-life situations.

Useful Source: OCR Dear Colleague Letter (next slide)

- ▶ DACA: Deferred Action for Childhood Arrivals

- ▶ Schools are “Sensitive Locations”:

<https://www.ice.gov/ero/enforcement/sensitive-loc>

- ▶ Mainstream myths re: crime, jobs, economy

Useful Source: Chomsky, A. (2007). “They take our jobs!” and 20 other myths about immigration

Legal Foundations: Common Civil Rights Issues in Schools

Source: <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

- ▶ Timely, valid reliable assessments for identification and progress monitoring while in language assistance program and after existing program;
- ▶ Progress monitoring includes language development AND grade-level content
- ▶ Educationally sound, proven useful, sufficiently staffed language assistance program;
- ▶ Periodic evaluations of effectiveness of language assistance programs to ensure language development within reasonable period of time;
- ▶ Needs of ELs who opt out of language assistance programs;
- ▶ Equal opportunities to meaningfully participate in all curricular and extracurricular activities, including core curriculum, graduation requirements, specialized and advanced courses and programs, sports, and clubs;
- ▶ Unnecessary segregation;
- ▶ ELs with disabilities evaluated in timely and appropriate manner and language needs considered in evaluations and service delivery;
- ▶ Ensure meaningful communication with parents.

DACA Guidelines: Individuals Qualify for DACA if they....

- Were under the age of 31 as of June 15, 2012;
- Came to the United States before reaching their 16th birthday;
- Have continuously resided in the United States since June 15, 2007;
- Were physically present in the United States on June 15, 2012, and at the time of making their request for consideration of deferred action with USCIS;
- Had no lawful status on June 15, 2012;
- Are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and
- Have not been convicted of a felony, significant misdemeanor, or three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

Source: <https://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca>



Sanctuary School Districts

- Pittsburgh
- Clark County (includes Las Vegas)
- Los Angeles
- Oakland
- Denver
- Minneapolis
- Santa Fe
- El Paso

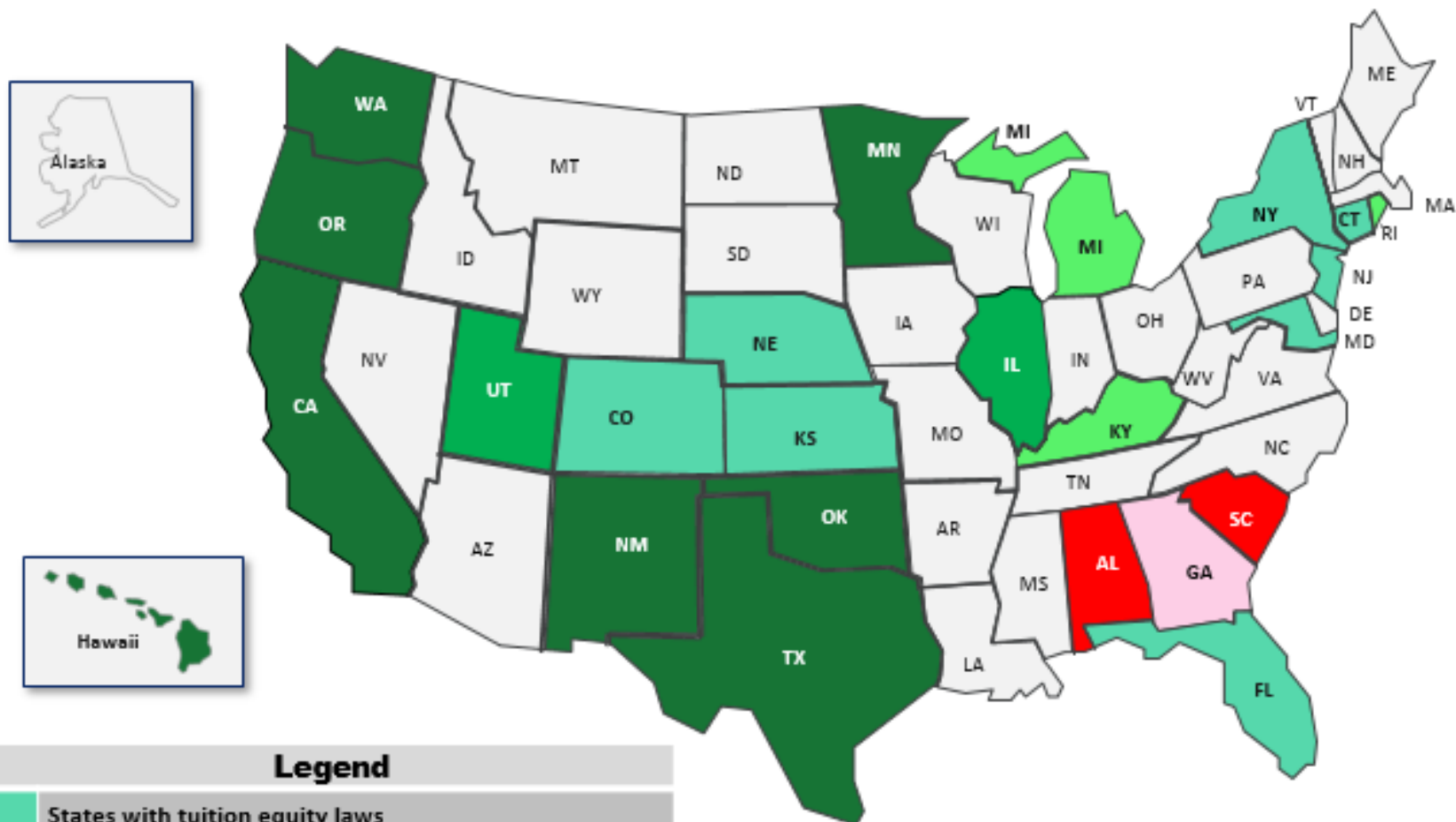








Access to Higher Ed: State-by-state Laws/Policies

- Access to in-state tuition rates at public postsecondary institutions: California, Colorado, Connecticut, Florida, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oklahoma, Oregon, Rhode Island, Texas, Utah, and Washington, University of Hawaii, University of Michigan.
- Access to state financial aid regardless of immigration status: California, Hawaii, New Mexico, Minnesota, Oregon, Oklahoma, Texas, and Washington
- Access to institutional aid or scholarships for undocumented students: California, Illinois, Minnesota, and Utah

Source:

<https://www.nilc.org/issues/education/eduaccess toolkit2a/#tables>



Legend	
	States with tuition equity laws
	States with tuition equity policies at major institutions
	States with tuition equity laws and scholarships
	States with tuition equity laws or policies and some state financial aid
	States that ban enrollment to undocumented students
	States where some college systems deny enrollment



Faculty Strategies for Signaling Your Support to Your Students

Provide students with verbal and/or visible cues that demonstrate support of or undocumented students and/or family Members AND your respect for their privacy Regarding one's documentation status.

Eg: Flyers on office or room door on immigrant-related events and/or ideas

Eg: Statements on accommodating immigration-related emergencies in terms of attendance, late work, extensions, incompletes.



Additional Resources

- US Citizenship and Immigration Policy Manual

<https://www.uscis.gov/policymanual/HTML/PolicyManual.html>

- Article: Economic Impacts of Removing Unauthorized Workers

<https://www.americanprogress.org/issues/immigration/reports/2016/09/21/144363/the-economic-impacts-of-removing-unauthorized-immigrant-workers/>

- PDE Refugee Education Program

<http://www.education.pa.gov/K-12/Refugee%20Education/Pages/default.aspx#tab-1>

- Cultural Orientation Resource Center

<http://www.culturalorientation.net/>