The Immigrant Experience
Facilitator’s Guide

An Exploration into the Immigrant Student’s Experience

Developed by Eastern Suffolk BOCES with the financial support of grant funds from the Hagedorn Foundation.

A Four-Module Series Including:
✓ Guided Lessons/Facilitator’s Guide
✓ Video Clips
✓ Discussion & Reflection Questions
✓ Thought-Provoking Activities
✓ A Look at Data
✓ Instructional Strategies

Click on the Link Below to Access the Presentation:
https://docs.google.com/presentation/d/18TcqKUaw80yAmf6hmlLz-I2S7wBletHEwX92717ce4I/edit?usp=sharing

Objectives:
• Staff will develop an understanding of why unaccompanied and undocumented youth flee to the United States despite the risks.

• Staff will review why unaccompanied and undocumented youth flee to the U.S. despite the risks and develop knowledge of current data regarding school age immigrants and students in New York, on Long Island and in Suffolk County.

• Staff will understand why learning from our immigrant students is just as important as learning about them.

• Staff will learn about second language acquisition and strategies to help new immigrants in the classroom.

Activity Templates: (optional - may be copied for participants)
- Page 10: T-Chart Template – About/From
- Page 11: SWOT Analysis Template
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Slide 1: Cover Page

Notes to Facilitator:

- This presentation series is divided into 4 modules that can be delivered over multiple sessions or as one longer 3-4 hour workshop. It is up to schools and districts to decide which sessions and method of delivery work best for their needs. It is recommended that facilitators review the entire series prior to presentation of the first session.

- Verify ahead of time that the videos are not blocked by any internet filters/firewalls that may be in place. The videos are an integral part of the workshops’ messages.

- It is suggested to assign someone to take notes and/or to record thoughts shared as they will serve to deepen discussions as the series continues. In the final session, time could be spent reflecting on the growth of thought and understanding that developed over the course of these sessions. All questions and discussions presented in the facilitator’s notes are suggestions. Should the facilitator feel that approaching the suggested activities in a different manner would suit the needs of their building/district more appropriately, they are encouraged to do so.

- Optional activity templates are included in the Facilitator’s Guide.

- For technical support, please contact Cheryl Krause at Eastern Suffolk BOCES: 631-244-4074 or ckrause@esboces.org.

Slide 2: Module 1 – Introduction

This module includes a 25 minute video, guiding questions and discussion.

Suggested Facilitator Talking Points:
Share the objective and let participants know that this module presents context to provide schema for the work ahead and includes discussion questions for a more in-depth examination of the topic through the perspectives presented in the video.

Slide 3: Module 1 – Between Borders: American Migrant Crisis

A New York Times Documentary
The title image is hyperlinked to the NYT video, “Between Borders: American Migrant Crisis.” Should the hyperlink not work, the video can be viewed at: https://www.nytimes.com/video/world/americas/100000003901101/central-america-child-migrants.html

Suggested Facilitator Talking Points:
Before starting the video, share the “Thoughts to Consider”.
After the video is over, click to the next slide.
Slide 4: Module 1 – Between Borders: Discussion

Suggested Facilitator Talking Points:
Click to reveal each question and ask participants to discuss the 5 reflection questions with a partner. Allow time for discussion. You may choose to chart participant responses generated during the “share out.” These responses could be “banked” for future discussions as the series develops.

After discussing the 5 questions, click to the next slide.

Slide 5: Module 1 – Conclusion

Suggested Facilitator Talking Points:
Use the questions below to prompt thoughts to consider for the next session:
- What is the percentage of immigrant students in your school/class?
- What countries/cultures are represented in the immigrant population?
- What strategies are currently being employed to inculcate immigrant students?
- Are there proactive steps that could be taken to anticipate the arrival of immigrant students?

Slide 6: Module 2 – The Numbers Tell the Story

This module includes 2 short video clips, guiding questions and discussion.

In preparation for this session, have the following data for your building/district available:
- Current ELL enrollment, by country of origin if available.
- Historical ELL enrollment over a ten year span, by country of origin of available
- Current and historical enrollment data for Students with Interrupted or Inconsistent Education (SIFE)

Suggested Facilitator Talking Points:
Share the objective and overview.

Slide 7: Module 2 – A Look Back

In case the hyperlink on the slide does not work, the following is a direct link to the video:
https://www.youtube.com/watch?v=QFrqTFRy-LU

Suggested Facilitator Talking Points:
Play the video and segue to a discussion. After the video is over, click to the next slide.

Slide 8: Module 2 – For Some – the Journey Ends in New York

Suggested Facilitator Talking Points:
For some the journey ends in New York. Share this table which demonstrates the number of ELLs served in New York State, New York City, Long Island and Nassau and Suffolk County in the 2016-17 school year.
Discuss how the percentage of Suffolk County ELL students compares with your school/district. (In preparation, have your most recent ELL enrollment numbers available.) Ask participants to share their own class percentages and if they have experienced increases, decreases or stability in those numbers. Based on their experience, what would they predict to be the trend for the future?

Slide 9: Module 2 – Long Island ELL Enrollment

Note:
2015-16 and 2016-17 data are based on the number of students who took the NYSESLAT in May of those school years. As many students arrive after BEDS day counts, using the NYSESLAT numbers provides more accurate data. Prior years’ data was based on CR Part 154 Data/Information Reports.

Suggested Facilitator Talking Points:
This chart demonstrates the number of ELLs in Nassau and Suffolk Schools from 2006-2007 through 2016-2017.

Ask participants to review the chart and make generalizations relative to trends in ELL enrollment. Does the chart correlate with the trend in your district/school? Why/why not? Do you expect this trend to continue? What might 2018-19, 2019-20 look like when this chart extends?

Slide 10: Module 2 – Where Did They Come From?

Note:
Data Provided by ESBOCES Student Data Services; retrieved 1/26/2018
Represents the percentage from each country of origin of students reported as “Immigrant” in the Data Warehouse

Suggested Facilitator Talking Points:
Ask participants to review the data presented on the pie chart and discuss the various countries of origin represented in Suffolk County. Discuss any surprises and correlates with your own district/school country of origin representation. Discuss which countries are represented in your student population. In pairs, ask participants to discuss the possible cultural considerations (social interactions, family values, traditions) needed to ensure a smooth transition into our classrooms.

Click to the next slide.

Slide 11: Module 2 – View of the World

In case the hyperlink on the slide does not work, the following is a direct link to the video:
https://www.youtube.com/watch?v=QFrqTFRy-LU

Suggested Facilitator Talking Points:
Show the 2½ minute video, “If the World were 100 People.” After the video is over, click to the next slide.
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Slide 12: Module 2 – Turn and Talk

Suggested Facilitator Talking Points:
After a few minutes of discussion, have participants sum up the information in a six-word story. Note that participants are being confined to six words as an exercise in experiencing limited accessible language. Discuss the impact of having to put their thoughts into six words and how that affected their thought processes.

Participants may share their sentence/six word story using the presenter’s method of choice:

- Post-it notes, Chart paper, Padlet, Menti, Verbally

Click to the next slide.

Slide 13: Module 2 – Conclusion

Suggested Facilitator Talking Points:
Consider the bullets below as thoughts to consider for the next session:

- What are our mental models relative to who are the 100 people represented in the video?
- What is the role of media and/or personal experiences that influence our understanding of culture, literacy, affluence, and social behaviors?
- Where can we learn more about cultural competence/awareness/considerations?

Slide 14: Module 3 – Overcoming the Single Story

This module includes 2 video clips, guiding questions and discussion.

In preparation for this session, have the following data for your building/district available:

- Current ELL enrollment, by country of origin if available.
- Historical ELL enrollment over a ten year span, by country of origin of available
- Current and historical enrollment data for Students with Interrupted or Inconsistent Education (SIFE)

Suggested Facilitator Talking Points:
Share the objective, click to the next slide.

Slide 15: Module 3 – The Danger of a Single Story

In case the hyperlink on the slide does not work, the following is a direct link to the video:
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Suggested Facilitator Talking Points:
Ask participants to consider the following two questions as they watch the video clip. Encourage them to jot down some ideas as they come to mind:

What do you learn *about* the woman featured in the clip?
What do you learn *from* the woman featured in the clip?
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After viewing the video, segue into a discussion of why learning “from” our immigrant students is just as important as learning “about” them. What can you learn “from” a student? Discuss the value of what can be learned from a student that disrupts a “single story.” How will it help teachers relate to their students and/or consider culture as they engage newly arrived immigrants in learning? How will it help students become more invested in their classes and learning?

Attempt to steer the discussion toward the idea that we should not make assumptions about our students. Examples of things we shouldn’t assume:

- That cultural norms are the same among people from the same region
- That children have the same background knowledge (example: all American students know who the first president of the United States was…but immigrant students may not know that. Ask participants to brainstorm background knowledge that could be assumed is shared by all, but is not.)
- That school participation expectations for both students and parents are the same in other countries
- That lack of eye contact is a sign of disrespect or disengagement.

**Slide 16: Module 3 – How Can I Learn About and From My Immigrant Students?**  
**Suggested Facilitator Talking Points:**
Have participants work in groups to develop questions to help them learn both about and from their students.

One option is to have pairs/groups write their questions on post-it notes and place onto a T-chart (on next slide) or tree map. During debrief, presenter can categorize the questions based on similar themes and continue the conversation adding more questions/ideas as they come out during the discussion.

Click to the next slide which includes a T-chart for this brainstorm activity. (Template on page 10 of Facilitator’s Guide may be copied for participants)

**Slide 17: Module 3 – T Chart “About/From”**

**Suggested Facilitator Talking Points:**
Create a T chart labeled ABOUT/FROM. List generated “about” and “from” questions on the chart. Discuss the value of understanding the difference and how each forms the basis for knowing students “stories.”

Some examples are listed below:

1. About: Where is my student from?  
   From: What is life like in their native country? What are some differences and similarities in social customs/interactions?
2. About: Why did the student come here?  
   From: What was their journey to arrive here like?
3. About: Is he or she living with parents? Family? Friends?  
   From: What is the family structure like in his/her culture? Who gets educated? Who works?
4. About: What should I know about my student's family?
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From: Does he/she miss the family, their country, their friends?

5. About: What language(s) does my student speak?

From: What languages are spoken in the native country? Are there indigenous populations that speak different languages? Does the student speak multiple languages?

6. About: What kind of schooling has my student had?

From: How was school similar and/or different from school here? How are adult student interactions different or the same? What does my student aspire to?

7. About: What are my student’s interests?

From: I can learn my student’s hobby and relate to him/her through that interest.

Slide 18: Module 3 – What is it Like to Be Undocumented?

OPTIONAL
Suggested Facilitator Talking Points:
If time allows, this video could be shown to demonstrate the variety of “stories” associated with students who arrive and are undocumented. An option would be to wrap up the session discussing what is learned “from” the students in this video that highlights their experiences, and what can be learned from their stories that informs our mental models.

Slide 19: Module 3 – Conclusion

Suggested Facilitator Talking Points:
Consider the bullets below prompt thinking for the next session:

• What are the greatest educational challenges faced by immigrant students?
• What supports are necessary to ensure learning for speakers of other languages?

Slide 20: Module 4 – I’m Here….Teach Me

This module includes a video clip, guiding questions and discussion. This module includes an introduction to second language acquisition and strategies to help new immigrants in the classroom. Administrators may choose to include an ESL teacher to co-facilitate this session.

Suggested Facilitator Talking Points:
Share the objective, click to the next slide.

Slide 21: Module 4 – Immersion

Suggested Facilitator Talking Points:
Show the 4 minute Immersion video dramatizing a new immigrant student’s classroom experience.

After viewing the clip, have groups work together to discuss their reactions to the video.

Click to next slide for sample reflection questions and strategies.
Slide 22: Module 4 – Immersion Discussion

**Suggested Facilitator Talking Points:**

Pair or group participants to discuss reflection questions and identify strategies. Each question will appear on a “click.” Allow time for discussion. You may choose to chart participant responses generated during the “share out.” These responses could be “banked” for future discussions.

**Brainstorm Possible Strategies:**

1. Pairing Moises with a Spanish speaking student proficient in English.
2. Providing Moises with vocabulary support or modifying the language of the math problem. Using visuals.
3. Giving Moises an opportunity to show his work on the board without having to verbally explain the steps. The teacher could verbalize the steps and model the language for both Moises and the other students in the class.

After discussing the questions, click to the next slide.

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Slide 23: Module 4 – NYSED ELL Proficiency Levels

**Suggested Facilitator Talking Points:**

- Review NYSED proficiency levels.
- Knowing where students fall on the continuum of language acquisition is vital. Strategies used to assist students should be correlated with their level.
- Discuss how students be at different levels in different modalities.
- If possible invite an ENL teacher to share traits common to each level.

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Slide 24: Module 4 – Instructional Strategies that Assist ELLs to Access Language

An ENL teacher could provide more in-depth information relative to these strategies.

**Suggested Facilitator Talking Points:**

Engage participants in these suggestions and their relative value. Ask participants to share other effective strategies with the group.

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Slide 25: Module 4 – The Magic Seven

For a short presentation during a faculty meeting or PD period, this is a good place to stop. If time allows, continued discussion could be facilitated.

**Suggested Facilitator Talking Points:**

After debriefing on the previous slide, review “The Magic Seven”.

Relate prior discussions and information participants have shared in previous sessions to the items on this list. In other words, tie it all together.
Slide 26: Module 4 – Instructional Considerations for Mathematics
Optional slide if facilitator chooses to delve into instructional strategies.

Suggested Facilitator Talking Points:
Discuss: numeracy, symbolism, time and differences related to how each are related culturally.

Slide 27: Module 4 – Instructional Considerations for Mathematics
Optional slide if facilitator chooses to delve into instructional strategies.

Slide 28: Module 4 – What Can We Do Tomorrow?
Suggested Facilitator Talking Points:
Based on what has been shared over the course of these sessions, participants will now brainstorm using a SWOT Analysis to determine strengths, weaknesses, opportunities and possible ‘threats’ in moving forward with educating immigrant students.

Slide 29: Module 4 – SWOT Analysis
Suggested Facilitator Talking Points:
Chart responses and discuss. Determine goals for using this information to continue to meet the needs of immigrant students. (Template on page 11 of Facilitator’s Guide may be copied for participants)

Slide 30: Module 4 – Conclusion
Suggested Facilitator Talking Points:
This concludes the 4-part Immigrant Experience presentation. This presentation was developed by Eastern Suffolk BOCES with the financial support of grant funds from the Hagedorn Foundation.

Thank you for your participation!
The Immigrant Experience  
T-Chart Activity Template

Break up into small groups or pairs and identify questions that we can use to learn “about” and “from” our immigrant students.

<table>
<thead>
<tr>
<th>About</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Where is my student from?</td>
<td>Ex: What is life like in their native country?</td>
</tr>
</tbody>
</table>
The Immigrant Experience
SWOT Analysis Template

Work together to identify strengths, weaknesses, opportunities and potential threats in helping immigrant students succeed in school. This activity can be used as a framework to guide your district moving forward.