

## THE DIVERSE IMMIGRANT STUDENT EXPERIENCE: WHAT DOES IT MEAN FOR TEACHING? BY CAROLA SUAREZ-OROZCO.

The author asks: “With one in four students in our classrooms coming from an immigrant-headed family, how should teachers be thinking about that student experience?” Immigrant students arrive in school with different past experiences that must be factored when designing family engagement strategies.

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The author of this article framed her work with one question: “With one in four students in our classrooms coming from an immigrant-headed family, how should teachers be thinking about that student experience?” Suarez-Orozco examined a wide body of work to address the question, including literature reviews, rhizomatic analysis, critical discourse analysis of interviews and ethnography. Suarez-Orozco concluded that the needs of the whole child, educational as well as socioemotional, must be addressed. Schools are sites of great possibilities for most immigrant children, but schools must be mindful of not enacting policies and practices that are not mindful of many of their unique needs and that perpetuate parental disempowerment.

**Suarez-Orozco, Carola. “The Diverse Immigrant Student Experience: What Does It Mean for Teaching?” *Educational Studies*, vol. 53, no. 5, 2017, pp. 522-534. DOI: [10.1080/00131946.2017.1355796](https://doi.org/10.1080/00131946.2017.1355796)**



Thanks to generous support from the Carnegie Corporation of New York, *Our Neighborhood*, is a compilation of stories and research from the family engagement field. It is intended to be a living repository and guide for STEM Learning Ecosystems and other communities interested in cultivating strong community partnerships to prepare the next generation.

This annotated bibliography was compiled by TIES for *Our Neighborhood*.