

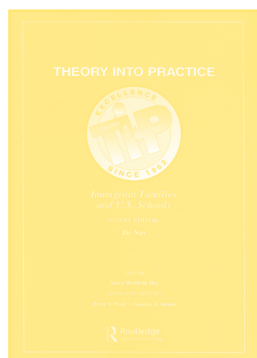
Now Available! Special Issue of *Theory Into Practice* Volume 47, Issue 1, 2008 – Immigrant Families and U.S. Schools

Theory Into Practice

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Special Issue of *Theory Into Practice* Immigrant Families and U.S. Schools Volume 47, Issue 1, 2008

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Special Issue – Volume 47, Issue 1

Immigrant Families and U.S. Schools

Guest Edited by *Bic Ngo*,

Dept of Curriculum and Instruction at the University of Minnesota

In our era of globalization, as immigrants establish lives and communities in the U.S. and expand in number, their experience and entrance into mainstream institutions – schools, politics, the workplace – have garnered much attention. Newspaper stories on Somali, Asian, and Hmong refugees announce that immigrants are putting down roots and becoming a significant part of U.S. society. These stories underscore the critical role of schools as a medium for assisting immigrants with literacy, opportunity and upward mobility.

While educators and educational researchers have been concerned with the education of immigrant students for several decades, globalization and the new immigration make attending to the education and experiences of immigrants more important than ever before. Immigration in the global era is marked by the fact that large numbers of immigrants are from the non-European, non-English-speaking developing world. In some cases children and families are coming into U.S. communities and schools from war situations in Somalia, Afghanistan, and the Sudan. For these students, their experiences fleeing from violence and persecution adds another dimension to the contexts of being a student in a new country. For teachers and schools, teaching these immigrant students effectively may mean being aware of and addressing issues related to post-war trauma.

This issue illustrates the complexity of immigrant education and the critical role of teachers and schools in the transformation of culture, identity, and academic achievement. It is hoped that the perspectives will enrich and

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extend the current understanding of immigrant families in our schools. This issue will hopefully encourage scholars, educators, and policymakers to think more deeply about how our practices and policies close off or open up possibilities for the teaching and learning of immigrant students.

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