

# TOWARD RELEVANT IMMIGRANT PEDAGOGY: TEACHER AND STUDENT INTERACTIONS IN AN URBAN CLASSROOM

*Benedict L. Adams*  
Indiana University

*One in five children in schools today is from an immigrant family and speaks a language other than English. Research reveals many teachers in urban schools feel inadequately prepared to meet the unique needs of these students. Teachers lack research-based knowledge about culturally relevant teaching and differentiated instructional strategies that benefit all learners. Using identity, sociocultural consciousness, and self-efficacy as conceptual frameworks (relevant immigrant pedagogy), this qualitative case study focused on the classroom interactions and instructional efforts of two teachers and seven diverse students in an urban high school. I observed class activities, interviewed teachers and students, collected instructional documents, and photographed student artifacts and interactions. Findings indicated that relevant immigrant pedagogy is an expansive instructional framework which transformed English language learners and immigrants' constructions of self, identity, self-efficacy, sociocultural consciousness, and academic rigor, despite the prescriptive curriculum from the district. This research offers a model for effective preparation programs for urban teachers.*