

Re-Imagining MIGRATION

Educator Self-Assessment Tool



Pre-Assessment Context Section

Before you begin the assessment, please provide some context about your role and setting:

Your role: ☐ Classroom teacher ☐ Specialist (art, music, PE, etc.) ☐ Administrator ☐ Support staff ☐
Other: _____

Grade levels you work with: ☐ PreK-2 ☐ 3-5 ☐ 6-8 ☐ 9-12 ☐ Mixed ages

Years in education: ☐ 0-3 years ☐ 4-10 years ☐ 11+ years

Roughly what percentage of your students are newcomers or children of immigrants?
☐ 0-25% ☐ 26-50% ☐ 51-75% ☐ 76-100% ☐ Not sure

This information helps you focus on the most relevant action steps for your context.

How to Use This Assessment

Time: 20 minutes

Purpose: Identify strengths and growth areas in supporting immigrant-origin students

Rating Scale (Use for all questions):

1 = I haven't thought about this

2 = I'm aware this matters but don't know where to start

3 = I'm trying some things but inconsistently

4 = I do this regularly and intentionally

5 = This is integrated into my practice and I help others develop in this area

Assessment Questions

Section 1: Understanding Students

Your Individual Practice:

- I check whether I'm providing equal relationship-building efforts across all cultural backgrounds in my classroom. ___
- I get to know students as individuals beyond their academic performance. ___
- I regularly check in with students about their sense of safety and belonging, particularly during times of community tension. ___
- I actively seek out and value students' diverse perspectives in class discussions. ___
- I create opportunities for students to express concerns about current events affecting their communities. ___

Your School Environment:

- We and our team are aware of the migration histories, cultural backgrounds, and perspectives that shape our students' learning. ___
- We understand which students may be experiencing heightened stress due to current immigration enforcement or policy changes. ___
- We monitor engagement patterns to ensure equitable attention and support across all student groups. ___
- We ask students how they're doing at school and pay attention to which students feel visible versus invisible. ___
- Perspectives from newcomers and those with emerging English fluency are included in our feedback collection. ___

Reflection Prompt for Section 1:

Take a moment to reflect on your ratings:

What surprised you about your ratings in this area?

Think about your students as individuals: Which students do you feel you know well as people beyond their academic performance? Which students remain more of a mystery to you?

If you could have a 15-minute conversation with any student to better understand their experience, who would it be and what would you want to know?

Section 2: Curriculum and Instruction

Your Individual Practice:

- I regularly check which cultural groups see themselves reflected in my reading lists, examples, and classroom materials. ___
- I create curriculum connections to migration themes in my subject area. ___
- I provide multiple ways for students to demonstrate knowledge that don't penalize cultural or linguistic differences. ___
- I facilitate age-appropriate discussions about current events with sensitivity to how they might affect different students. ___
- I maintain high expectations while providing emotional support, especially for students experiencing stress. ___
- I create supportive learning environments where all students can focus on learning despite external pressures. ___

Your School Environment:

- Our curriculum reflects a wide array of cultural perspectives and histories. ___

- Our students' backgrounds and experiences are validated through the curriculum. ___
- Migration patterns, causes, effects, and contributions are integrated into subjects like history, literature, art, and STEM. ___
- Migration is taught as a shared human experience to promote empathy and understanding. ___
- We address current events and policy changes in age-appropriate ways that build understanding rather than fear. ___
- Culturally responsive teaching practices are employed consistently across all student groups. ___

Reflection Prompt for Section 2:

Take a moment to reflect on your ratings:

Looking at your teaching materials from this past month, whose stories and perspectives were included? Whose were missing?

How does migration show up in your subject area? (Remember: people, ideas, art, goods, and innovations all migrate)

What's one topic you teach where you could naturally include diverse perspectives without it feeling forced or "tacked on"?

Section 3: School Climate and Safety

Your Individual Practice:

- I serve as a protective ally, actively shielding students from discriminatory incidents. ___
- I create opportunities for students to build relationships across cultural differences. ___

Your School Environment:

- Students feel a sense of belonging in our school community. ___
- Our bullying policy explicitly addresses anti-immigrant harassment, including accent mockery and "go back" comments. ___
- Staff are trained to recognize language-based harassment as serious discrimination. ___
- Our school has clear protocols for responding to immigration enforcement near or at school. ___
- We have procedures for maintaining educational continuity when students miss school due to immigration-related disruptions. ___
- We have age-appropriate communication strategies for when students ask about ICE activities or deportations. ___

- Our school has clear visitor protocols that ensure proper identification and maintain student privacy. ___
- Our school collects only legally required information for enrollment, protecting family privacy. ___

Reflection Prompt for Section 3:

Take a moment to reflect on your ratings:

If you were a newcomer student walking into your school for the first time, what would make you feel welcome? What might make you feel anxious or excluded?

Think about the hallway conversations and comments you hear from students and staff. What messages about belonging and inclusion do these send?

What's one thing that could change tomorrow to make all students feel safer and more included?

Section 4: Professional Development and Advocacy

Your Individual Practice:

- I am engaged in continuous learning about the experiences and needs of immigrant-origin youth. ___
- I reflect on my practices and potential unintentional biases. ___
- I am developing skills as a protective ally who can serve as a buffer against hostile environments. ___
- I know my legal rights and obligations regarding student protection and information sharing. ___
- I have strategies for supporting students during times when current events may cause them stress or fear. ___

Your School Environment:

- We are receiving training to recognize and address anti-immigrant incidents. ___
- We have ongoing professional development related to migration and inclusion. ___
- We have received training on supporting students experiencing stress related to family separation. ___
- Staff have received trauma-informed practices training specifically related to immigration enforcement stress. ___
- We have professional development on maintaining educational focus during community immigration enforcement. ___

Reflection Prompt for Section 4:

Take a moment to reflect on your ratings:

What topics related to migration and inclusion do you most want to learn about? What's preventing you from accessing that learning?

When you think about advocating for immigrant-origin students, what feels challenging? What feels possible?

How do you currently handle moments when current events create stress or fear for students?

Section 5: Community and Family Engagement

Your Individual Practice:

- I build trust with immigrant families through consistent, supportive communication. ___
- I engage families in culturally meaningful ways. ___

Your School Environment:

- Immigrant families are actively involved in our educational community. ___
- We provide "Know Your Rights" resources in linguistically appropriate formats. ___
- We have partnerships with local organizations to support immigrant-origin youth. ___
- Our school has partnerships with legal aid organizations. ___
- We have clear referral pathways for families needing legal assistance or social services. ___
- We have communication protocols for maintaining family trust during heightened enforcement periods. ___

Reflection Prompt for Section 5:

Take a moment to reflect on your ratings:

If you asked families to describe their relationship with your school, what do you think they would say? How might those descriptions vary across different cultural communities?

What barriers might prevent meaningful family engagement in your school context? What would need to change to address those barriers?

Think of one family you'd like to connect with more - what would be a culturally appropriate way to build that relationship?

Identifying Your Pathway Forward

Based on your overall patterns of scores, identify which pathway best matches your needs:

Pathway A: Building Individual Practice

Choose this if most of your lower scores (1-2) were in areas within your direct control

Your focus: Developing your own knowledge, skills, and classroom practices

Recommended next steps:

Start with 2-3 specific classroom-level changes you can implement immediately

- Connect with Re-Imagining Migration resources for curriculum and teaching strategies
- Find a colleague interested in learning together about inclusive practices
- Focus on building relationships and understanding your students better
- Timeline: You can see meaningful changes in 30-60 days through consistent daily practice

Pathway B: School-Level Advocacy

Choose this if many of your lower scores were about "we" and school-wide policies

Your focus: Working with colleagues and administration to create systemic changes

Recommended next steps:

Identify 1-2 allies who share your concerns about inclusive practices

- Research specific policy changes your school could implement
- Gather student and family voice data to support your advocacy
- Propose pilot programs or professional development opportunities

Timeline: School-level changes typically take 6 months to 2 years, but you can start building coalitions immediately

Pathway C: Leading Systemic Change

Choose this if you scored 4-5 in most areas and are ready to support others

Your focus: Mentoring other educators and driving district-wide improvements

Recommended next steps:

- Share your expertise through professional learning opportunities
- Mentor newer teachers in inclusive practices

- Partner with community organizations to expand resources
- Advocate for policy changes at the district or state level
- Timeline: Systemic change is ongoing work that builds momentum over years

Pathway D: Crisis Response

Choose this if your school is facing immediate challenges related to anti-immigrant sentiment or recent policy changes

Your focus: Immediate student and family support during challenging times

Recommended next steps:

- Implement safety and belonging measures immediately
- Connect families with legal and social service resources
- Address staff training needs around bias and discrimination
- Create communication protocols that maintain family trust

Timeline: Crisis response requires immediate action while building long-term supports

Remember: Most educators will need to work on multiple pathways simultaneously. Start where you have the most influence and gradually expand your impact as you build skills and allies.

Building Your Re-Imagining Migration Action Plan

Step 1: Identify Your Priority Areas Review your ratings and identify 1-2 sections where you have the lowest scores.

Step 2: Select Specific Focus Questions Within your priority sections, circle 2-3 specific questions that you want to address first.

Step 3: Create Your Tiered Action Plan

Section 1: Understanding Students

If you scored 1-2 on questions about knowing your students:

IMMEDIATE:

- Listen intentionally during informal moments - hallway conversations, before class starts, lunch duty - for what students naturally share about their lives and interests
- Notice participation patterns - which students speak up, which students seem disconnected, and consider how different communication styles might influence engagement
- Track your relationship-building time - note which students you naturally connect with and which ones you might be overlooking

SHORT-TERM:

- Create low-stakes connection opportunities like exit tickets asking "How does this topic connect to something you've seen or experienced?"

- Ask open-ended questions during one-on-one check-ins: "What's going well for you?" or "What would help you feel more successful here?"
- Observe student interactions to understand friendship patterns and social dynamics across different groups

SUSTAINED:

- Build regular informal check-in moments into your routine where students can share what they choose to share
- Notice when students make connections to their own experiences and create space for those connections
- Develop your listening skills - practice hearing what students are telling you about their lives without probing for more

Section 2: Curriculum and Instruction

If you scored 1-2 on questions about inclusive curriculum:

IMMEDIATE:

- Audit one upcoming lesson - whose voices and perspectives are centered? Whose are missing?
- Add one migration connection to current content - how do people move in your subject area (ideas, goods, art, science, etc.)?
- Review your examples and analogies - do they assume certain life experiences that not all students share?

SHORT-TERM:

- Incorporate multiple perspectives into existing topics rather than adding "diversity units" • Create space for student connections: "This reminds me of..." or "I've seen something similar when..."
- Offer various ways to demonstrate understanding that don't rely solely on verbal or written expression in academic English

SUSTAINED:

- Embed migration themes naturally into your subject area - migration is part of history, literature, science, math, arts
- Use thinking routines that promote perspective-taking without requiring personal disclosure
- Build a resource collection of diverse voices and viewpoints relevant to your content area

Section 3: School Climate and Safety

If you scored 1-2 on questions about school climate:

IMMEDIATE:

- Practice interrupting harmful comments - have 2-3 phrases ready: "That's not how we talk about people here"

- Notice the social dynamics in your classroom - who sits where, who works with whom, who seems isolated
- Check your own language - avoid generalizations about students' cultures, backgrounds, or home lives. Don't ask kids to speak for/represent their entire cultural group.

SHORT-TERM:

- Review discipline data to determine if consequences are applied equitably across different student groups.
- Create structured opportunities for students to work with different partners and groups
- Build relationships with colleagues who can serve as allies in creating inclusive spaces

SUSTAINED:

- Advocate for policy changes that explicitly address anti-immigrant harassment
- Model inclusive behavior consistently in your interactions with all students and families
- Create classroom agreements that establish norms for respectful dialogue across differences

Section 4: Professional Development

If you scored 1-2 on questions about your own learning:

IMMEDIATE:

- Identify one aspect of your practice to focus on improving for diverse learners
- Find one resource (article, podcast, video) about supporting immigrant-origin students
- Connect with a colleague who effectively creates inclusive environments

SHORT-TERM:

- Observe other teachers who work well with diverse student populations
- Access webinars/courses from the Re-Imagining Migration website
- Join online communities or professional groups focused on teaching immigrant students
- Learn about the local community - what organizations serve immigrant families?

SUSTAINED:

- Commit to ongoing learning about migration, culture, and inclusive pedagogy
- Reflect regularly on your assumptions and biases
- Seek feedback from students and families about their experiences in your classroom

Section 5: Community and Family Engagement

If you scored 1-2 on questions about family connections:

IMMEDIATE:

- Reach out to one family you haven't connected with recently - a brief positive communication
- Learn about local organizations that serve immigrant families in your community

- Review your communication style - is it accessible and welcoming to all families?

SHORT-TERM:

- Create multiple ways for families to engage that don't require English fluency or traditional school involvement
- Partner with community organizations rather than expecting families to navigate school systems alone
- Offer flexible meeting times and formats that work for families with varying schedules and comfort levels

SUSTAINED:

- Build authentic relationships with families based on mutual respect and shared goals for students
- Advocate for family-friendly policies like interpretation services and flexible scheduling
- Learn from families about their strengths, concerns, and hopes for their children

Implementation Support

- Find an accountability partner - a colleague working on similar goals
- Schedule brief check-ins every two weeks to share progress and challenges
- Focus on small, consistent changes rather than trying to transform everything at once
- Pay attention to student responses - they'll tell you through their engagement whether changes are working

Remember: The goal is to create conditions where all students can thrive authentically, not to extract cultural information or ask students to educate you about their backgrounds.

For more information, go to www.reimaginingmigration.org

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