

Fostering Safety and Belonging for Immigrant-Origin Youth

Domains of Educator Practice, EdPrep Lab Learning Café

February 3, 2023

From: [Safety & Belonging in Immigrant-Serving Districts: Domains of Educator Practice in a Charged Political Landscape](#), (2021), *AERA Open*, 7(1). <https://doi.org/10.1177/23328584211104>

Rebecca Lowenhaupt, Boston College

Dafney Blanca Dabach, University of Washington

Ariana Mangual Figueroa, City University of New York

TABLE 4
Domains of Practice

Code	Definition
Signaling affirmation	Practices to demonstrate support for immigrant-origin students and communities explicitly. They communicate that students know they are welcome and safe in schools. Sometimes the format is visual, as public displays of affirmation—signage or posters, sometimes it is in written form, such as emails of support from administration, and it is also spoken by educators in classrooms directly to students as verbal affirmation.
Building shared knowledge and capacity	Practices to exchange information within and between schools to increase staff knowledge and capacity to serve immigrant-origin students and families. This can include professional development, explicit sharing of resources gathered by one educator and shared with other staff in the district.
Finding and mobilizing resources	Practices to identify and leverage resources to address students' needs holistically both inside and outside of the district. This happens in three ways: (1) within the school or district, identifying staff; (2) reaching out to external resource providers, such as counseling support, legal services, or community organizations; and (3) self-educating via curricular resources, news, and other media.
Creating space for conversation	Practices that establish space for connection about issues of immigration. These practices aim to personalize or humanize the issue of immigration by fostering openness, conversation, and connection around immigration experiences. This can occur as educators (1) share their own culture, language, and memories; (2) provide purposeful opportunities for students to talk about immigration-related issues; and (3) create ways for families to discuss issues related to immigration and share their concerns.

Discussion Questions:

- 1) How are these practices showing up in the contexts you work in?
- 2) What are common dilemmas/barriers in implementing these practices effectively?
- 3) How do/should teacher prep programs support novice teachers in developing these practices?

Additional Resources:

Tools & Websites

- The Global Flow of People: http://download.gsb.bund.de/BIB/global_flow/
- Learning for Justice, Educator Resources on Immigration (Formerly Teaching Tolerance) <https://www.learningforjustice.org/topics/immigration>
- Re-imagining Migration: <https://reimaginingmigration.org/>
- Harvard Immigration Initiative <https://immigrationinitiative.harvard.edu/>

Teacher Education-Related, Leadership, & Practitioner References

Crawford, E.R., & Dorner, L.M. (2020). *Educational Leadership of Immigrants: Case Studies in Times of Change*. New York, NY: Routledge.

Fostering Safety and Belonging for Immigrant-Origin Youth

- Dabach, D. B., Fones, A., & Merchant, N. H. (2020). When Some Students Are Undocumented, and Some Are Not: Teaching Civics in Mixed-Citizenship Classrooms. *Social Education*, 84(6), 362–368.
- Dabach, D.B., Merchant, N. M. & Fones, A. (2018). Rethinking Immigration as a Controversy. *Social Education* 82(4): 307-314.
- Dabach, D.B. & Fones, A.K. (2018). The Civic Lessons and Immigrant Youth (CLAIY) Study: Implications for Teacher Education, *The Teacher Educator* 53 (3), 328-346.
- Jefferies, J. & Dabach, D.B. (2014). Breaking the silence: Facing undocumented issues in teacher education. *Association of Mexican American Educators (AMAE) Journal*. 8(1), 83-93.
- Lowenhaupt, R., Mangual Figueroa, A., Dabach, D.B, Gonzales, R.G., Yammine, J., Morales, M., Tesfa, E., Andrade, P. and Queenan, J. (2020). Connectivity and Creativity in the Time of COVID19: Immigrant Serving Districts Respond to the Pandemic. *Immigration Initiative at Harvard Issue Brief Series no. 4*, Cambridge MA: Harvard University.
<https://www.immigrationresearch.org/Connectivity-and-Creativity-in-the-Time-of-COVID-19>

Academic References

- Bloemraad, I. (2006). *Becoming a citizen: Incorporating immigrants and refugees in the United States and Canada*. Berkeley, CA: UC Press.
- Dabach D.B., Fones, A., Merchant N.H., and Adekile, A. (2018): Teachers Navigating Civic Education When Students Are Undocumented: Building Case Knowledge, *Theory & Research in Social Education*, <https://doi.org/10.1080/00933104.2017.1413470>
- Lowenhaupt, R. and Hopkins, M. (2020). Considerations for school leaders serving US immigrant communities in the global pandemic. *Journal of Professional Capital and Community*. 5(3/4), 375-380. <https://doi.org/10.1108/JPCC-05-2020-0023>
- Mangual Figueroa, A. (2017). Speech or Silence: Undocumented Students' Decisions to Disclose or Disguise Their Citizenship Status in School. *American Educational Research Journal*, 54(3), 485–523. <https://doi.org/10.3102/0002831217693937>
- McDonald, M. A., Bowman, M., & Brayko, K. (2013). Learning to see students: Opportunities to develop relational practices of teaching through community-based placements in teacher education. *Teachers College Record*, 115(4), 1-35.
- McDonald, M., Tyson, K., Brayko, K., Bowman, M., Delpont, J., & Shimomura, F. (2011). Innovation and impact in teacher education: Community-based organizations as field placements for preservice teachers. *Teachers College Record*, 113(8), 1668-1700.
- Queenan, J., Andrade, P., Lowenhaupt, R., Mangual Figueroa, A. (Under Review). Supporting Immigrants in School: Educators' Personal and Professional Identities in Context.

Fostering Safety and Belonging for Immigrant-Origin Youth

- Tesfa, E. & Lowenhaupt, R. (In press). Caring Through Crisis: Newcomer Students and Their Educators During the COVID-19 Pandemic. *Voices in Urban Education*.
- Turner, E. O., & Mangual Figueroa, A. (2019). Immigration Policy and Education in Lived Reality: A Framework for Researchers and Educators. *Educational Researcher*, 48(8), 549–557.
<https://doi.org/10.3102/0013189X19872496>
- Yammine, J. & Lowenhaupt, R. (2021). Educators' Perceptions of Immigration Policy Implications on Their Schools: A Mixed-Methods Exploration. *Teachers College Record*. 123 (12), 97-124.
<https://doi.org/10.1177/01614681211070872>
- Zeichner, K., McDonald, M., Cohan, A., & Honigsfeld, A. (2011). Practice-based teaching and community field experiences for prospective teachers. *Breaking the mold of preservice and inservice teacher education: Innovative and successful practice for the 21st century*, 45-54.