

CARE FRAMEWORK Self Reflection



COMPONENT 1:

Understands all people are inherently valuable and treats them as valued members of the school community.

- A. What does belonging mean and look like to you?
- B. In what ways do you display your humanity?
- C. Describe what embracing the humanity of others looks like?
- D. Explain how you would support a person's vulnerability?
- E. How would you model self-care and care for others?
- F. Describe how you validate the identities, cultures, languages, and communities of the people who surround you?
- G. What does it look like when you openly reject the ideas and actions of superiority?
- H. What elements are necessary for a genuine relationship to form?
- I. How do you expand your perspective and worldview?

COMPONENT 2:

Combines a representative curriculum and humanizing pedagogy to teach students about the complex human experience.

- A. How are you using your understanding of race to impact decisions?
- B. How would understanding human experience improve community connection?
- C. What connections can be made between using materials with positive representations of diverse identities and the identity development of yourself and your students?
- D. Describe what elements are needed in an environment where disagreement or conflict resolution is taking place.
- E. What are the benefits of perspective-taking?
- F. How do you know you've created a safe, welcoming, and affirming classroom community?

Historical Truths



COMPONENT 1:

Learns historical truths and seeks to acquire historical knowledge to expand and challenge narratives built on the status quo.

- A. In what ways and how often are you personally challenging your own historical knowledge?
- B. Describe how you would encourage and engage others to revisit their own historical knowledge.
- C. How do dominant historical narratives positively and negatively influence your values and beliefs?
- D. How can you include the narratives from marginalized groups into your daily thinking, conversations, and decisions?
- E. What impacts come from balancing oppressive stories with those that emphasize agency, resistance, collective action, and perseverance?

Historical Truths



COMPONENT 2:

Creates a learning environment that equips students to engage in historical analysis, exhibit historical empathy, and make connections to the present.

- A. Where could you go to get the fullest depiction of history from multiple perspectives?
- B. What strategies might you have, or would you need, to correct misconceptions in real-time?
- C. In what ways are you analyzing and interrogating conflicting historical interpretations?
- D. Describe what it looks like to teach historical empathy?
- E. How are you making and sharing connections between historical learning and justice, past to present?

Critical Consciousness



COMPONENT 1:

Models the use of reflection, questioning, and dialogue as a way to understand themselves, their students, and their community.

- A. Describe how you model analytic thinking.
- B. How are you building up and modeling your analytic questioning skill?
- C. What patterns do you notice about existing social structures?
- D. What makes understanding a person's intersecting identities affirming?
- E. What personal barriers keep you from engaging confidently in uncomfortable conversations?

COMPONENT 2:

Adopts an analytical stance to curriculum and teaches students to recognize how power can be used to facilitate change.

- A. In what ways can education heal and harm?
- B. How can you prioritize a healing curriculum instead of a harmful one?
- C. Describe how you might know if a narrative, person, or idea was missing from your intellectual context.
- D. How are social structures built, maintained, and changed?
- E. What do you think about the harm and healing that individual, collective, and/or structural power has on society?
- F. How would you support people in critiquing the relationships of power and marginalization?
- G. What would you need to confidently exercise your agency?
- H. Describe the ways in which you are collaborating with diverse individuals or people.
- I. How could you encourage and increase power-sharing within your community?

Race and Racism



COMPONENT 1:

Develops racial literacy by seeking to understand race, racial injustice, and racial justice in schools, community, and world.

- A. How could accepting the lived experiences of others impact collective understanding?
- B. Describe how your racial identity influences how you experience the world.
- C. What do you believe about racial identity and how does that impact your relationships with self, students, and community?
- D. In what ways are you questioning and challenging white supremacy?
- E. How are you continuing your learning around racial ideas and themes?
- F. How would you go about uplifting stories in which people or groups confront racism?
- G. What do you need to move from reflecting on racial injustice to acting for racial justice?

COMPONENT 2:

Unites with students, colleagues, and caregivers to work together across racial differences and take action for racial justice.

- A. What anxieties arise when you see explicit racism?
- B. In what ways can you engage more people to have racial conversations?
- C. How would you create a collaborative community dedicated to confronting racism?
- D. Describe the best ways to build your racial literacy?
- E. How can you prioritize exploration and conversation about our racialized society?

Just Systems



COMPONENT 1:

Understand the operation and impact of equitable and inequitable systems, including those in schools.

- A. What information would you need to learn about systemic inequalities?
- B. Where can you look to see concrete examples of marginalization within your environment?
- C. What data would be needed to begin the change work of policies and practices identified as inequitable?
- D. In what ways can you help empower yourself and others to engage in antiracism?

COMPONENT 2:

Engages in deliberate and just practices that lead to long-term systemic change in curriculum, classrooms, and schools.

- A. In what ways are you celebrating current examples of equity within your environment?
- B. Describe what is needed for you to persistently challenge harmful policies and practices.
- C. What do you think is the most impactful way to raise racial awareness?
- D. How are you building capacity by expanding your network?