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? 

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?
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?

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?
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?

COMPONENT 1:
Understands 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?