

Antiracist educators put people, particularly students, at the center of instruction. The curriculum champions the diverse and complex human experience. Antiracist schools recognize the value and possibility in all students and ensure that no one feels unsafe, invisible, or unheard.

AFFIRM THE DIGNITY & HUMANITY OF ALL PEOPLE

CREATE JUST SYSTEMS

Antiracist educators understand intersectionality and recognize that all individuals are affected by living in a racialized society. The curriculum demystifies difference and demolishes stereotypes, encouraging students to see each other more fully. Confronting racism means explicitly addressing bias, racism, power, privilege, and oppression.



EMBRACE HISTORICAL TRUTHS

Antiracist educators reject incomplete narratives that hide more than they reveal and they are adept at confronting hard histories in the classroom. The curriculum counters dominant narratives by including multiple perspectives and balances stories of oppression with those of agency, resistance, and perseverance. In antiracist schools, students uncover the roots of present-day injustice.

RECOGNIZE RACE & CONFRONT RACISM

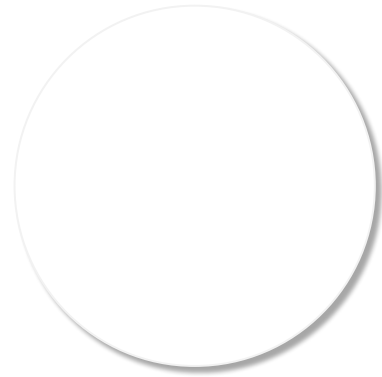
Antiracist educators focus on the complexity of systems, particularly those in schools. The curriculum invites students to examine how policies and practices operate to impede or advance human potential. Antiracist schools dismantle inequitable systems and create new ones.

DEVELOP A CRITICAL CONSCIOUSNESS

Antiracist educators recognize how dominant narratives perpetuate marginalization. Curriculum explicitly addresses power and marginalization. In antiracist classrooms humility and courage drive dialogues among students and educators that expose the hidden and visible ways racism manifests in individuals and societies.

HUMANITY

AFFIRM THE DIGNITY & HUMANITY OF ALL PEOPLE.



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The antiracist educator:

COMPONENT 1

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

A Promotes a sense of belonging in schools and classrooms.

B Embraces their own humanity and the humanity of others.

C Recognizes that vulnerability is required for teaching and learning and embraces vulnerability in the classroom.

D Models caring for themselves and others.

E Assumes an asset-based stance when validating the identities, cultures, languages and communities of students.

F Rejects ideas of superiority of any racial group, ethnicity, or culture.

G Builds genuine relationships through multiple avenues of communication with students, caregivers, and colleagues.

H Expands their perspective and worldview by seeking out knowledge about others.

The antiracist educator:

COMPONENT 2

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

A Applies an ongoing understanding of racial literacy and cultural awareness to positively impact classroom and school-based decision making.

B Understands each person has a complex human experience and uses the curriculum to help students make connections with others.

C Selects materials and resources that positively reflect the identities of students, families, and the community.

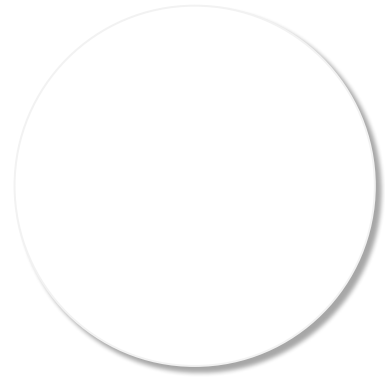
D Uses strategies that promote equitable participation, respectful disagreement, and conflict resolution.

E Uses the curriculum as a tool to practice perspective-taking, especially including the perspectives of marginalized peoples.

F Continuously evaluates and adjusts practices to better ensure that all students feel safe, welcomed, and valued.

HISTORICAL TRUTHS

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COMPONENT 1

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

The antiracist educator:

- A** Is reflective about their understanding of American and world history.
- B** Advocates for and encourages others to expand their understanding of historical events.
- C** Understands how history and dominant narratives have influenced their discipline and uses that knowledge to inform their practice.
- D** Includes historical perspectives and narratives from people of color and marginalized groups in the curriculum.
- E** Continuously analyzes the curriculum and when teaching about oppression, balances those stories with others of agency, resistance, collective action, and perseverance.

COMPONENT 2

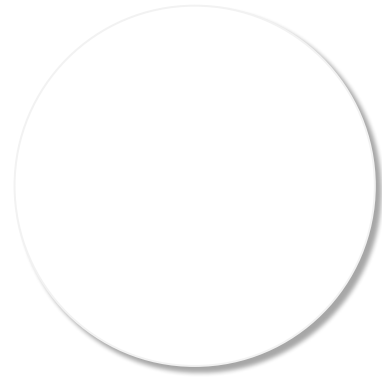
Creates a learning environment that equips students to engage in historical analysis, exhibit historical empathy, and make connections to the present.

The antiracist educator:

- A** Acknowledges and teaches students the fullest depiction of history that includes multiple perspectives.
- B** Corrects misconceptions and adds missing perspectives to the curriculum.
- C** Engages students in historical analysis, including equipping them with the skills to interrogate conflicting interpretations.
- D** Engages students in historical empathy, allowing them to form affective connections to historical figures and view them as human beings.
- E** Selects resources that help students make connections to present conditions, including examples of justice and injustice.

CRITICAL CONSCIOUSNESS

DEVELOP A CRITICAL CONSCIOUSNESS



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COMPONENT 1

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

The antiracist educator:

- A** Models analytical thinking for students.
- B** Uses questioning strategies to develop student thinking and analysis skills.
- C** Teaches students to question, analyze, examine underlying beliefs and name assumptions, and provides students with the opportunities to practice thinking critically.
- D** Works to understand a person's complex and intersecting identities and how those identities impact their daily lived experience.
- E** Engages confidently in meaningful conversations to build student capacity to understand power and its use in creating just or unjust systems.

COMPONENT 2

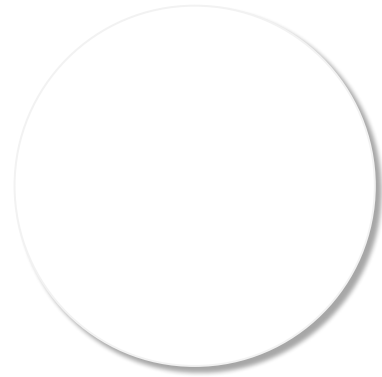
Adopts an analytical stance to curriculum and teaches students to recognize how power can be used to facilitate change.

The antiracist educator:

- A** Understands that curriculum has the power to heal or cause harm.
- B** Teaches students to identify the ideas, people, and narratives that are centered, minimized, or missing in a text.
- C** Teaches students how the presence or absence of ideas, people, and narratives impacts existing social structures.
- D** Teaches students the ways in which individual, collective, and structural power is used to cause healing or harm.
- E** Creates learning experiences that provide opportunities for students to critique relationships of power and marginalization both in the curriculum and society.
- F** Facilitates opportunities for students to understand and exercise their individual and collective agency.
- G** Collaborates with students to explore current issues of marginalization within their immediate context.
- H** Uses instructional strategies that encourage power-sharing more than power-hoarding.

RACE & RACISM

RECOGNIZE RACE AND CONFRONT RACISM.



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COMPONENT 1

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

The antiracist educator:

- A** Understands the histories and lived experiences of others.
- B** Reflects on their own racial identity.
- C** Understands how one's racial identity may impact one's experience in schools as an educator or a student.
- D** Recognizes and challenges racial stereotypes and white supremacy.
- E** Acknowledges and routinely examines their understanding of implicit bias, intersectionality, racial caste, privilege, and power.
- F** Provides examples of people confronting racism, highlighting the successes, failures, benefits, and consequences of these actions.
- G** Moves from reflecting on racial injustice to acting for racial justice.

COMPONENT 2

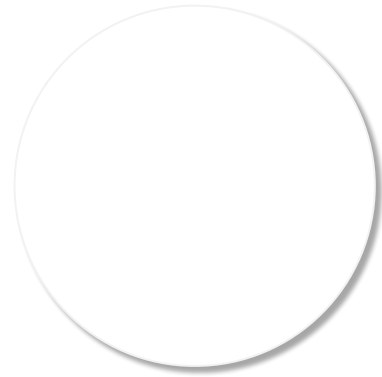
Unites with students, colleagues, and caregivers to work together across racial differences and take action for racial justice.

The antiracist educator:

- A** Explicitly confronts bias, power dynamics, privilege, marginalization, oppression, and racism.
- B** Creates opportunities for others in their school, district, and community to have earnest conversations about race, racism, privilege, power, and oppression.
- C** Actively seeks others with whom to collaborate in confronting racism in their school, district, and community.
- D** Intentionally builds the racial literacy of their students by teaching about race and racism.
- E** Facilitates classroom conversations that allow students to explore the complexities of living in a racialized society.

JUST SYSTEMS

CREATE JUST SYSTEMS.



Antiracist educators focus on the complexity of systems, particularly those in schools. The curriculum invites students to examine how policies and practices operate to impede or advance human potential. Antiracist schools dismantle inequitable systems and create new ones.

COMPONENT 1

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

The antiracist educator:

- A** Learns how systems operate to produce inequities.
- B** Understands how school culture can create marginalization that impacts student engagement and learning.
- C** Analyzes their own school and classroom culture to identify policies and practices that have an inequitable impact on student success.
- D** Strategizes ways to promote antiracist policy or build capacity for systemic change.

COMPONENT 2

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

The antiracist educator:

- A** Champions the policies of an equitable school culture and actively encourages others to join in sustaining an equitable school culture.
- B** Confidently challenges systems that cause inequity and harm, and persists in pushing for change.
- C** Works with students to investigate and research the systems in their schools and to bring awareness and change.
- D** Works with administrators and colleagues to create a more equitable school culture, changing policies and practices shown to be inequitable.