

Framework Aligned with Essential Questions

Power, Privilege, and Positioning

My Identities: Their Origins and Implications

*How do I develop a willingness in myself to hold diverse perspectives, especially those that don't align with my existing views?

*Where are my resistances? How do I work through the emotion, discomfort, resistance, and crisis that might emerge when these resistances are revealed?

*How are my identities impacted by my commitments to teaching for equity and justice? How do my identities impact my commitments to teaching for equity and justice?

*As I think about my own power, privilege, and positioning, what does it mean to teach for equity and justice? What does this require? What does this feel like? What does this look like? What might it achieve? Who is it for?

Schools as Systems

(critical stance, awareness of how these came about, how to disrupt—action, working within an existing system; schools as sites of democratic education)

*What are the challenges of teaching for equity and justice within schools as systems?

*How might I find possibilities to maintain a justice-oriented stance when working in schools/communities with established curricula and norms that might not reflect these values?

*How do I identify when I need support and allow myself to be vulnerable in asking for help? How do I engage in self-care that helps me navigate the real tensions that exist in schooling and teaching?

*As I think about schools as systems, what does it mean to teach for equity and justice? What does this require? What does this feel like? What does this look like? What might it achieve? Who is it for?

Culture and Diversity

(culturally responsive, culturally affirming, culturally sustaining, cultural humility)

Students as Individuals

(relationships with students, differentiation, normativity, language acquisition)

*How do I most effectively work to build relationships with individual students and build a safe and affirming classroom community for all?

*How do I choose content that honors students' identities and experiences and positions students powerfully?

*How do I choose and implement pedagogical practices that honor students' identities and experiences and position students powerfully?

*As I think about students as individuals, what does it mean to teach for equity and justice? What does this require? What does this feel like? What does this look like? What might it achieve? Who is it for?

Stories and (Counter)storytelling

(text selection—level and beyond inclusion, windows/mirrors, why read)

*How do I choose content that supports students to question what counts as normal/ different and that challenges dominant narratives?

*How do I choose pedagogical practices that teach students to question what counts as normal/different and that challenge dominant narratives?

*As I think about stories and (counter)storytelling, what does it mean to teach for equity and justice? What does this require? What does this feel like? What does this look like? What might it achieve? Who is it for?

Professional Identity

What and How and Why I Teach

(content, pedagogy, style/approach, assumptions/biases, reflection/professional involvement)

*What are my beliefs about teaching? Where do those come from?

*How do my beliefs inform my teaching practices?

*How do I engage in reflection in ways that help me think deeply about my beliefs and practices?

*How do I critically reflect on my beliefs and actions and negotiate circumstances when they come into conflict with colleagues and/or administrators?

*How do I join the professional conversation? How might I use research can support my decision-making around practices and adapt practices in response to context, purpose, and theory?

*As I think about how and why I teach, what does it mean to teach for equity and justice? What does this require? What does this feel like? What does this look like? What might it achieve? Who is it for?