

About CARE

CARE, launched in 2021, aims to advance antiracist curriculum and equip antiracist educators by developing frameworks and providing tools and professional learning for K12 educators. We envision a future in which today's students will grow up with an inclusive and rich narrative about themselves and each other, with the will and the knowledge to end racism's destructive legacy.

What is the CARE Framework?

Many educators aspire to be antiracist in their practice but find conflicting guidance and little clarity about how to do it.

At CARE, we begin all our work with a set of five CARE Principles. Building on those, we define an antiracist educator as one who continuously develops their racial literacy, opposes racism, uses antiracism curriculum and pedagogy, and works to change the policies, behaviors, and beliefs that perpetuate racist ideas and actions in schools.

The CARE Framework provides a roadmap for an antiracist educator's journey. To develop it, we brought together a team of practitioners and relied on a deep body of research. The CARE Framework details the knowledge, skills, and behaviors of antiracist educators.

This framework recognizes the need for a clear understanding of what it means to be an antiracist educator, providing guidance and support for aspiring antiracist educators and leaders through professional learning. We developed the framework to guide our own professional learning program and making it available to educators everywhere as well.

Methodology

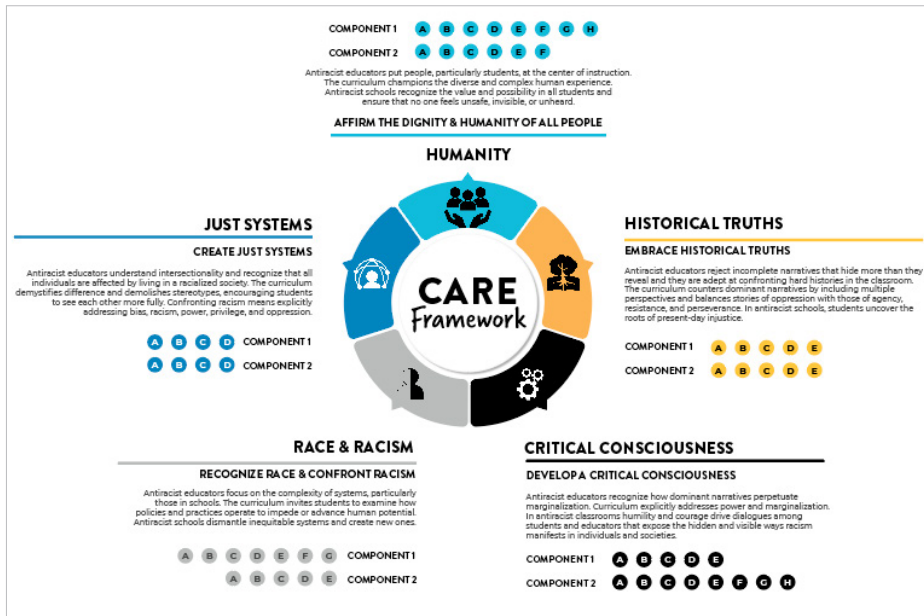
To develop the CARE Framework, we began by examining the research and conducting detailed literature reviews. Next, we identified a cadre of practicing antiracist educators and asked them to distill the most vital practices using these criteria:

- ▶ Will they improve classroom instruction?
- ▶ Can they be employed by instructional staff and the leaders who support them?
- ▶ Are the practices observable in all types of learning environments?
- ▶ Are they simple and easy to understand and apply?
- ▶ Are they research-based? Will the practices be useful for other education organizations?

For months we grappled with the question, "What does antiracist education look like in practice?" We offer the CARE Framework as a contribution for all educators grappling with the same question.

How it's organized

The CARE Framework is organized by the five CARE Principles. Each of the Principles has two components that apply the principle to instructional practice. Each component has four to eight indicators that specify the associated knowledge, skills, and behaviors.



Using the CARE Framework

The CARE Framework is designed for educators at any level or position. We believe that all educators—regardless of racial background or antiracism education experience—can find an entry point in the Framework. No matter where you are on your antiracist educator journey, you can look to the CARE Framework for the answer to the question, “What do I do next?”

Instructional and support staff:

- ▶ Read the entire Framework and engage in self-reflection about your practice
- ▶ Review the Framework while making curriculum decisions
- ▶ Identify a few indicators and engage in deliberate practice or action research throughout the school year

Instructional leaders:

- ▶ Design professional learning for individual indicators to deepen your knowledge and the knowledge of your colleagues
- ▶ Align your school and classroom policies to specific components and indicators
- ▶ Engage caregivers and community members with the CARE Framework and be transparent about your goals for an antiracist school
- ▶ Invite students to give feedback on the school's antiracist journey

Effective educators, we believe, are those who equip themselves and their students to understand and defeat racism so that we can all participate in a future that is better than the past. The Framework offers a way to identify and work towards specific practices for educators at all levels.

We're eager to hear what you think and especially how you've applied the Framework. Contact us at: CARE@stand.org.

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

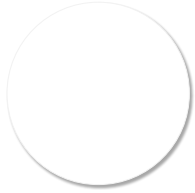
Antiracist educators focus on the complexity of systems, particularly those in schools. The curriculum invites students to examine how policies and practices operate to impede or advance human potential. Antiracist schools dismantle inequitable systems and create new ones.

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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COMPONENT 1

The antiracist educator:

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.

COMPONENT 2

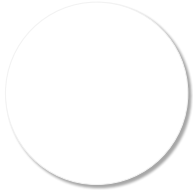
The antiracist educator:

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

The antiracist educator:

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

- 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

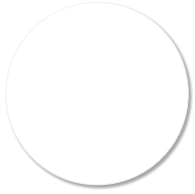
The antiracist educator:

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

- 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



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.

COMPONENT 1

The antiracist educator:

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

- 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

The antiracist educator:

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

- 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.

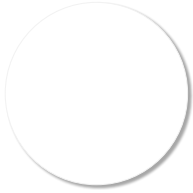
- F** Facilitates opportunities for students to understand and exercise their individual and collective agency.

- 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.



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

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

The antiracist educator:

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

- 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

The antiracist educator:

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

- 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.

CONTRIBUTORS



Dr. Sarah-Soonling Blackburn

Sarah is an educator, speaker, and professional development specialist, and has experience teaching at both the secondary and elementary levels. As a teacher educator, Sarah's areas of focus have included classroom culture, learning environments, and diversity, equity and inclusiveness. She has designed and facilitated learning experiences with schools and districts across the country and with organizations including Learning for Justice, Microsoft, and LinkedIn. Sarah has an M.A. in Social Justice and Education from University College London's Institute of Education and an Ed.D. from Johns Hopkins University. She is based out of Oxford, Mississippi.



Brittany Brazzel

Brittany serves as the professional development specialist for CARE. An innovative content creator and dynamic educator, Brittany uses her lived experiences and gift of storytelling to generate authentic engagement and collaboration. Brittany believes deeply in the power of education and views herself as an evolutionary learner. Always seeking to grow and understand, she loves to find and/or develop ingenious ways of empowering other lifelong learners. The aim of her work centers around antiracism, cultural relevancy, and inclusion to uplift the racial and social consciousness of communities. Her hope is to play a role in reimagining what education could be to ensure all students, staff, and families can experience equitable success. Brittany resides in Wisconsin. She holds a B.A. in History and an M.Ed. from Edgewood College.



Val Brown

Val is the academic director for CARE. For the past 17 years, Val has worked in multiple roles in K-12 and higher education as a teacher, district administrator, and professional learning specialist. Most recently she was the professional learning manager for a national nonprofit where she designed, facilitated, and evaluated antiracist professional learning for educators around the country. She believes community, learning, and dialogue are essential to personal and professional growth, and that education is a vehicle for social change. Val received her B.A. in journalism from the University of Florida and holds an M.Ed. in Multicultural Education and an M.A. in Education Leadership. She is currently writing her dissertation about educator activism. She is based in North Carolina.



Pam Ferrante

Pam, in her 36th year as an educator, is currently an instructional practice specialist in a large school district in central Florida. Her role primarily focuses on training and supporting instructional coaches, and designing and facilitating professional learning for novice educators and reading instructors. Pam is passionate about equity and social justice, and an advocate for all marginalized members of society, especially members of the LGBTQ+ community. Pam is the proud mom of four children, including one son and triplet daughters. She is also a grandmother to an amazing grandson who started teaching at the school where Pam started her teaching career. She resides in Central Florida.



Josh Parker

Josh is a senior consultant on the Engaged Students Team with Education First. He works with various clients in the P-20 schools and in the nonprofit sector in the areas of coherent assessment systems, instructional quality, and grantmaking strategy. Prior to Education First, he served students and teachers within the Baltimore/Washington D.C. corridor as an ELA instructional coach, language arts department chair, secondary language arts teacher, professor and compliance specialist. He has also served teachers, administrators and educational leaders throughout the country as the senior director of programs and engagement at Unbound Ed and was named 2012 Maryland Teacher of the Year.



Jackie Rodrigues Vega

Jackie is from Chicago and started teaching in 2009 at Rudy Lozano Leadership Academy, an alternative high school rooted in education for liberation and social justice curriculum that provides second-chance opportunities to students of color. She currently teaches at Benito Juarez Community Academy where she is the social Studies department chair and lead teacher for their new Teaching Academy. She is Mexicana, a proud daughter of Mexican immigrants who was raised by a single mom in the Back of the Yards neighborhood. She is a cultural worker in the classroom and in the community. Jackie is the co-founder of MECA (Movimiento para la educación cultural y autónoma), building capacity for educators to use culturally responsive methods in their practice, centering students' language, identity, culture, and experiences into the curriculum. She is inspired by love, resistance, freedom, and the power culture has to cure our society.

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