

## Firefighters Self-Assessment

Directions: Answers these questions on a scale of 1-10. Do not think too long about your responses. Your initial thought is probably close to accurate. There is no low or high score. This is a continuum to help you plot out a growth strategy to support marginalized groups of children, particularly Black children. If you are a principal or school leader, answer the questions considering your entire campus.

1. I am aware of the seats of power where decisions are made regarding the children I serve. I know of the power players on school boards, central office staff, and state departments of education? \_\_\_\_
2. How effective am I at having conversations about equity (racial justice) in and out of school settings? \_\_\_\_
3. How differentiated are my lessons? (a score of 1 means 10%. A 2 means 20% etc.) \_\_\_\_
4. I am inclusive in my pedagogy, considering the learning styles of all students. \_\_\_\_
5. I work to treat marginalized students the way I treat non-marginalized students. \_\_\_\_
6. I advocate for centering marginalized groups in conversations about equity, so they are the leading voices. \_\_\_\_
7. I believe it is necessary to de-center Eurocentric curriculum to effectively teach Black children. \_\_\_\_
8. I do not individually oppress students in my classroom with my pedagogy. \_\_\_\_
9. If you do not have full control over the content/curriculum you teach, you are actively fighting in the appropriate spaces (see #1) to help schools get what is appropriate for Black and Brown children. \_\_\_\_
10. I do not individually oppress children in my classroom with my classroom management philosophy and practices. \_\_\_\_
11. I believe that education is more than teaching skills, it is about helping groups solve the problems of their community. My content, helps students solve the problems in their communities and in their worlds. \_\_\_\_
12. What is my proficiency in understanding various learning styles? \_\_\_\_
13. I break instructional inequity by avoiding sit/get lecture style activities and get my students moving or creating student-centered activities that cater to multiple learning styles. \_\_\_\_

14. I understand and embrace that many of the labels given to Black children are damning and psychologically damaging. \_\_\_\_
15. I have actively researched Black scholars who discuss Black child development. As a result, I do not pathologize Black children by comparing them to white cultural standards. \_\_\_\_
16. I embrace that much of the psychology used in schools is Eurocentric in scope and therefore limited in how it supports Black children. \_\_\_\_
17. I believe that equity in schools is more than giving Black children access to the middle class. Conversations about equity must include Black people and the conversations can't be co-opted by white liberals or other non-Black groups. \_\_\_\_\_
18. I actively work to re-imagine what education can look like for Black children beyond what I see in schools, and beyond what I was taught. \_\_\_\_\_
19. I demonstrate leadership, by advocating for policy change at school board meetings, Department of Ed meetings and other places where decisions are made regarding Black children. \_\_\_\_
20. Because firefighting is difficult work, I recharge my battery and promote self-care so I can consistently be there for children within the burning house. \_\_\_\_

Total Score \_\_\_\_\_

**Take this assessment next year at this time and evaluate your progress.**