CPS EQUITY FRAMEWORK

LIBERATORY THINKING TOOL

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Liberatory thinking is the re-imagining of one's assumptions and beliefs about the capabilities of oneself and others. Liberatory thinking is developed by interrupting internal beliefs that undermine productive relationships and actions in service of our students. (CPS Equity Framework)

How to use this tool: This self-reflection tool is meant to support you in identifying where you are situated in using liberatory thinking. There will always be room to improve so "perfect" scores are not expected. Also, it is possible that how you assess yourself will fluctuate from day-to-day.

How to use the legend: As you read each statement, situate yourself within the three possible areas by circling your response.

1. **"Ready to Learn,"**: I recognize I have some work to do in this area and am willing to move out of my comfort zone.
2. **"Learning,"** : I have completed some work and I feel strong in my ability to practice this statement.
3. **"Delivering"**: I have extensive experience and comfort in navigating the practices aligned to this statement.

Often those who identify themselves farther from 3s recognize their learning gaps and opportunities for further development.

This liberatory thinking self-reflection tool draws learnings from the following resources:

Cultural competency self assessment created by Marta Esquilin and Erica Williams and is based on Diane Goodman's model of Cultural Competence for Social Justice

Dare to Lead: The Engaged Feedback Checklist.
(Draft) An Introduction and Explanation of the LEAP (Leadership Expectations & Accountability Plan). City of Seattle. Updated 1-7-2018
(Draft) Self-Assessment: Workforce Equity Leadership Expectations & Accountability. City of Seattle. January 2019.

Definitions*:

1. Intersectionality: "concept of having multiple, overlapping identities that cannot be separated from each other and that our experiences of oppression and/or privilege are compounded by the combination of our identities." For example, a black woman may experience a combination of racism and sexism that is unique and separate from experiencing sexism as a white woman or racism as a black man. *Adapted from Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color by Kimberle Crenshaw*

2. Internalized Racial Oppression manifests itself in two forms:
   - Internalized Racial Inferiority: "The acceptance of and acting out of an inferior definition of self, given by the oppressor, is rooted in the historical designation of one's race. Over many generations, this process of disempowerment and disenfranchisement expresses itself in self-defeating behaviors."
   - Internalized Racial Superiority: "The acceptance of and acting out of a superior definition is rooted in the historical designation of one's race. Over many generations, this process of empowerment and access expresses itself as unearned privileges, access to institutional power and invisible advantages based upon race." Source: *Undoing Racism: The People's Institute for Survival and Beyond"*

3. Ally across affinity: "to work with people who you identify are like you, in racial or ethnic background, gender, professional role, age, or any other group, to gain new insights into our own beliefs as well as others to gain support. Alliance across affinity can help unpack our own 'baggage' before joining spaces to address racism with mixed groups. These spaces can build new relationships and trust, as well as develop the voice you have in making a difference." Source: *Racial Equity Tools*

LIBERATORY THINKING TOOL 03

Liberatory thinking is the re-imagining of one's assumptions and beliefs about the capabilities of oneself and others. Liberatory thinking is developed by interrupting internal beliefs that undermine productive relationships and actions in service of our students. (CPS Equity Framework) The purpose of this tool is to dive into multiple areas of strength and growth of liberatory thinking. The CPS Equity Framework CURVE is available for daily check-ins on daily disposition and as a group facilitation tool. To start, read each statement and circle the response that immediately resonates with you. Next, calculate the subtotal to know the frequency of your 1s, 2s, and 3s responses. Then, calculate the total to track your growth over time. Identify and record areas of strength and areas of growth. It is important to be okay with change and continuous improvement within oneself to disrupt institutional racism and our role in it. *definitions available on (CPS Liberatory Thinking Tool, p. 02)

Date: _____ Time of day: _____ How do you feel right now? _____

AWARENESS

Self Care	Where would you situate yourself in this area?		
	Ready to Learn	**Learning**	**Delivering**
1. I get enough sleep on a regular basis.	1	2	3
2. I get medical care when needed.	1	2	3
3. I access preventative medical care regularly.	1	2	3
4. I notice my inner experience - listen to my thoughts, judgments, beliefs, attitudes, and feelings.	1	2	3
5. I spend time with others whose company I enjoy.	1	2	3

Identity	Where would you situate yourself in this area?		
	Ready to Learn	**Learning**	**Delivering**
1. I can communicate an understanding of my identities and intersectionality*.	1	2	3
2. I understand how my social identities affect how I do my work (e.g. interviews, work with communities).	1	2	3
3. I can name current racial inequities in my communities.	1	2	3
4. I am able to recognize how I express internalized racial superiority* and internalized racial inferiority*.	1	2	3

Disposition	Where would you situate yourself in this area?		
	Ready to Learn	**Learning**	**Delivering**
1. I am ready to sit next to someone I disagree with rather than across from them.	1	2	3
2. I am ready to ally across affinity* to resolve challenges that will lead to growth and opportunity.	1	2	3
3. I am willing to put the problem in front of us rather than sliding it toward you.	1	2	3
4. I am ready to remain curious, listen, ask questions, and accept that I may not fully understand the issue.	1	2	3
5. I can model the vulnerability and openness that I expect to see from you.	1	2	3
6. I am open to owning my part.	1	2	3
7. I recognize the urgency of the work that I can do.	1	2	3

Bias	Where would you situate yourself in this area?		
	Ready to Learn	**Learning**	**Delivering**
1. I know of many social and gender identities of other people, their cultural influences, and how they intersect.	1	2	3
2. I have knowledge of the history, ideology, and continued presence of systemic inequalities and how they reinforce each other.	1	2	3
3. I understand how different forms of oppression operate on interpersonal, cultural, institutional, and structural levels.	1	2	3
4. I understand the impact of societal inequalities on my own and others' experiences of advantage/disadvantage and lived realities.	1	2	3
5. I have high expectations of all students and their capabilities.	1	2	3
6. I am open to changing my daily practices, including sharing the power I hold due to my positional authority.	1	2	3

SKILLS

Actions	Where would you situate yourself in this area?		
	Ready to Learn	**Learning**	**Delivering**
1. I engage in difficult conversations on racial equity, internal bias, systemic inequities, and/or system redesign.	1	2	3
2. I seek out opportunities for continual self development, including for self-education, self-reflection, and personal change.	1	2	3
3. I am equipped to respond to biased comments, address inequitable group dynamics, and create culturally inclusive partnerships.	1	2	3
4. I create, critically analyze, implement or advocate for organizational norms, policies and practices that are equitable and inclusive.	1	2	3
5. I work collaboratively with others to foster social justice.	1	2	3

TOTAL REFLECTION POINTS

SUBTOTAL			
TOTAL			

REFLECTING ON YOUR STATE OF LIBERATORY THINKING TODAY

READY TO LEARN Mostly 1s
I recognize I have some work to do in this area and am willing to move out of my comfort zone.

LEARNING Mostly 2s
I have done some work and I feel confident in my ability to continue practicing this statement.

DELIVERING Mostly 3s
I have extensive experience and comfort in navigating the practices aligned to this statement. I can help others.

Guidance: Look across each category (awareness, knowledge, skills) and subcategory (self-care, identity, disposition, bias, and actions). Within each section, do your responses concentrate around 1s, 2s, or 3s? Identify areas of strength and areas where you want to grow in the next _____ week(s)/month(s). Write notes below:

For possible next steps and learning resources visit the Tools page on the Office of Equity Toolkit Website.