Start with Yourself

Reflection Prompts

1. What did I miss last spring when my school closed because of the coronavirus pandemic? What challenges did I face? What surprised me? What do I fear going into the fall? What do I hope?

2. Who am I? What factors make up my identity? What parts of my identity are visible and what parts are invisible? How is my identity shaped by power and privilege? What parts of my identity have the greatest impact on how I interact with my students?

3. What are my core beliefs about teaching and learning? What factors helped to shape these core beliefs? How might my core beliefs about teaching and learning influence what my students experience in my class? How do they shape how I want to show up in this moment?

4. What are my beliefs about remote learning? How might my beliefs about remote learning impact what my students experience in my class?

Action Steps

☐ Read one or more of these educators' reflections: How I Faced My Identity When Teaching the Reconstruction Era, Teaching While Queer: One Teacher on Being Out in the Classroom, or After Eric Garner: One School's Courageous Conversation. Then, using one of these personal essays as a model, write your own reflection in response to the reflection questions included here.

☐ Create an identity chart. Notice which identities grant you membership and privileges in certain groups with power, which ones deny you membership, and which ones shift depending on the context.

☐ Reflect on your core beliefs about teaching and learning in your journal, and then use the Color, Image, Symbol strategy to represent those beliefs.

☐ Read the Facing History resource The Blink of an Eye to understand and identify bias. Then take one or more implicit bias tests developed by Harvard University’s Project Implicit. Consider starting with the race and gender tests and reflecting on your results in your journal, using the reflection questions included here to prompt your thinking.