

# Where do educators stand on anti-racist instruction?

We surveyed over 1600 educators and education leaders on their readiness regarding anti-racist instruction. Here are the findings.

## Defining anti-racism in education:

The active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.



**75% of those surveyed rated systemic racism in their community as a moderate priority issue or higher**

40%

**Rated it a high or critical priority**

## Macro and micro perceptions of racism

How do educators perceive racism across the country, and how does that perception compare to their perception of their own communities?

In the United States

In your School/District

### Systemic/institutional Racism Exists

(system of structures that have procedures or processes that disadvantage people of color)

60%

37%

### Interpersonal Racism Exists

(racism expressed between people)

47%

26%

### Systemic/institutional Racism Exists

(racism within an individual which may or may not be expressed)

59%

40%

39%



**38%**

**Felt educator training is a top component of anti-racism in instruction**

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We are given a lot of materials to sift through and digest, but we are not having powerful small group conversations about our own racist bias that I believe would really open up some better conversations.

We are talked at a lot, and that is why some of the resources and materials can sometimes get on my nerves.

## Top educator objectives in prioritizing anti-racist instruction



1 Better prepare students to participate in society as responsible citizens

3 Correct misconceptions

5 Finding more ways to celebrate what makes each individual unique

2 Showing more respect when interacting with others

4 Acting with more sensitivity towards others

## Subject areas most and least likely to include anti-racist practices

53% Social Studies + Humanities

44% English Language Arts

18% Specials (art, music, etc)

16% Health

16% World Languages

10% Science

10% Physical Education

8% Math

7% STEAM

of educators indicated that kindergarten was the earliest grade level that educators should begin incorporating anti-racist approaches in the classroom, 70% believed Kindergarten was the ideal grade level.

**More than half felt incorporating anti-racist instruction at all grade levels was very important.**

## The urgent need for PD on anti-racist instruction

### Top reasons a school or district had not incorporated anti-racist resources into instruction

52% Lack of professional development on the topic

49% Not a district requirement

43% Not a state requirement

28%

Nearly 80 percent believed they should be given more time for professional development devoted to incorporating anti-racist instruction in the classroom.

**Reported no professional development at all**

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