Antiracist Pedagogy in Washington State's K-12 Classrooms: The Practice and Challenges

Submitted by
Phoenix Rising Horn

A Capstone project presented in partial fulfillment of the requirements
for the Degree of Master of Arts in Policy Studies
School of Interdisciplinary Arts and Sciences
University of Washington
Bothell, WA

Abstract: This research study asks K-12 educators in Washington State how they practice antiracism in their classrooms, what challenges they face when doing so, and whether they feel supported by their administration, district, peers, families/parents, and their students to practice antiracism. A review of critical race theory in education and multicultural teacher education literature is conducted to better understand common antiracist classroom practices and challenges and is compared to the responses of the 52 K-12 educators from Washington State who responded to the survey. The data revealed that a majority of respondents feel supported to practice antiracism but also identify important challenges they face like student, family/parents, and peer resistance as well as a desire for an antiracist community to collaborate with and for more resources to teach race critically. This study informs areas for future research as well as recommends how Washington State's governing bodies and educational organizations that serve teacher constituents can support antiracist teachers through resource allocation and mentorship.

Keywords: critical race theory, multicultural teacher education, antiracism, resistance, social justice, education, racial justice, educational inequity

Advisor: Margaret Redsteer, Ph.D.
Summer 2021

TABLE OF CONTENTS

I. TABLE OF FIGURES

II. TERMINOLOGY

Antiracism is defined "as a collection of antiracist policies that lead to racial equity, and are substantiated by antiracist ideas" (Senate Bill 4533, 2020).

Antiracist is defined as "any measure that produces or sustains racial equity between racial groups" (Senate Bill 4533, 2020).

Critical Race Curriculum is any school curricula that exposes white privilege in the traditional curriculum, charges educators with the responsibility to dismantle racist policies within their school, and reveals the layers of racialized inequity that is perpetuated by traditional school curriculum (Yosso, p. 93).

Cultural Competence, according to Dr. Ladson-Billings, refers to one's ability to be firmly grounded in the culture of their origin and fluent in at least one other culture (Helm, 2017).

Institutional Racism is defined as the unequal distribution of resources and the rules, laws, systems, and processes that allow for instances of racial discrimination, inequality, marginalization, and oppression in institutional contexts (Clair and Denise, 2015).

Multicultural Teacher Education is defined as education teachers need to be prepared "to participate in the reconstruction of schools by advocating equity, confronting issues of power and privilege, and disrupting oppressive policies and practices" (Gorski and Parekh, 2020) within their educational institutions.

Oppression is defined as "policies, practices, norms, and traditions that systemically exploit one social group… for the dominant group's benefit… oppression differs from discrimination, bias, prejudice, or bigotry because these refer to individual acts that anyone can manifest... In contrast, oppression occurs when prejudice is backed by social and institutional power. Oppression involves institutional control, ideological domination, and the imposition of the dominant group culture on the target group" (Sensoy and DiAngelo, p. 345).

III. INTRODUCTION

Within the past couple of years, the U.S. has seen a cultural and racial revolution take place in response to structural racism and injustice as well as police brutality against our BIPOC community. We all remember the disturbing images of the murder of George Floyd by a police officer in Minnesota. In response to this social justice revolution and pressure by Black, Indigenous, and other leaders of color, states have begun enacting laws that strengthen diversity, equity, and inclusion initiatives within their public education systems to ensure the next generations are more racially aware, socially just, and culturally competent. Washington State is one of many that has enacted laws this year to combat structural racism and racial inequity within their public education system. Research is needed to understand what will be effective implementation of this policy, and what educators are learning about antiracist classroom practices. This study concludes with policy recommendations for the following organizations and regulating bodies in Washington State:

- **Washington State Board of Education**
- **Senate Early Learning & K-12 Education Committee**
- **Educational Opportunity Gap Oversight and Accountability Committee - OSPI (EOGOAC)**
- **School Board Directors with the Washington State School Directors' Association (WSSDA)**
- **School and District Staff with the Office of the Superintendent of Public Instruction (OSPI)**
- **National Education Association (NEA)**
- **Washington Education Association (WEA)**
- **Seattle Education Association (SEA)**
- **Edmonds Education Association (EEA)**

Institutional racism and systemic white supremacy cause unequal and harmful outcomes for students of color in the United States (Clair and Denis, 2015; Osta and Vasquez; Dixson and Rousseau, 2005; Delgado, 1990; Knaus, 2009; Ladson-Billings and Tate, 1995; Ladson-Billings, 1998; Lynn, 2002; Yosso 2002). These harmful outcomes for students of color in the U.S. include reduced chances of graduating high school, unequal discipline and discrimination in the classroom, and limited to no access to high-paying jobs. It is the responsibility of our public school system to practice and promote antiracist and multicultural education to not only protect our students of color from experiencing unequal and unfair treatment and social outcomes in society but to foster an educational environment that empowers them while also dismantling institutional racism (Clair and Denis, 2015; Osta and Vasquez; Dixson and Rousseau, 2005; Delgado et. al, 1990; Knaus, 2009; Ladson-Billings and Tate, 1995; Ladson-Billings, 1998; Lynn, 2002' Yosso, 2002).

Two bills passed by the Washington State Legislature (SB 5044 and SB 5227) aim to dismantle institutional racism in Washington State's public education system. Senate Bill 5044 seeks to provide antiracist and cultural competency training and materials for all K-12 public-school staff (p. 1, 2021; Bazzaz and Takahama, 2021; Auburn Ex., 2021), ensure the training programs instruct schoolboard members to use an equity lens when examining school district policies (p. 2, 2021; Auburn Ex., 2021) and provides one professional learning day for school staff members that focuses on antiracism and cultural competency (p. 4, 2021; Auburn Ex., 2021). Senate Bill 5044 was signed into law by Governor Inslee on May 5th, 2021. The Vice President of the Washington Education Association Janie White stated that "[Senate Bill 5044] is an important step toward making our schools welcoming and inclusive for our families of color" (Auburn Ex., 2021). This bill is a priority for the WEA as it ensures that educators in Washington fully comprehend equity issues in school (WEA, 2021).

Senate Bill 5227 Seeks to provide training and tools for higher education faculty and staff that address antiracism, diversity, equity, and inclusion on campus (p. 1, 2021; WEA, 2021), ensure that staff and faculty attend professional development courses at least bi-annually (p. 2, 2021) that address antiracism and diversity topics, and ensure that institutions of higher education

conduct annual "listening and feedback sessions for diversity, equity, and inclusion for the entire campus community" as well as compensation for student participation (p. 4, 2021). SB 5227 also guides institutions of higher education to report the findings of the feedback sessions on their public websites (p. 4, 2021) so the communities where the college is located can be aware of their Diversity, Equity, and inclusion (DEI) status. Most notably is SB 5227's guidance that colleges should create a curriculum that is "rooted in eliminating structural racism against all races… while improving academic, social, and health and wellness outcomes for students from historically marginalized communities" (p. 2, 2021; Bazzaz and Takahama, 2021). Critical race curriculum (CRC) ought to be the standard taught in college and K-12 schools because it "exposes the oppressive and marginalizing power of schools and challenges [the normalized] school curriculum to emancipate and empower (Yosso, p. 102-103).

Washington State Senator Mona Das sponsored antiracist laws in her state, including SB 5044 and SB 5227 (discussed below), and stated that "this past year underscored how important it is that we all continue to educate ourselves and one another about implicit biases and systemic inequities" (Schools/equity training, 2021; Auburn Ex., 2021). Senator Das went on to say that "if we do nothing, structural injustice in our education system will continue to result in disparities – who graduates, who gets disciplined, and who can access Advanced Placement (AP) courses (Schools/equity training, 2021; Auburn Ex., 2021, Yosso, p. 99). She also mentions that educators want to take an active role in being part of the solution to eliminating structural injustice within Washington State's educational system (Schools/equity training, 2021; Auburn Ex., 2021).

When thinking about these two laws, consider the following questions raised by Paul Gorski, a leading multicultural teacher educator (MTE) researcher:

> *Do these opportunities adequately prepare multicultural teacher educators, not only to deliver particular types of content, but also to navigate varying types of resistance? Do they offer pedagogical tools for managing different varieties of student resistance, from outright hostility to the desire to hold strongly to color blindness? Do they provide space for discussions about MTE and social political*

context and how, for example, to assess their pedagogies in relation to neoliberal influences on public education? (2012, p. 230).

This study explores the ways that antiracist educators work to combat the systemic racism that exists in the institution of the K-12 public school system in Washington. If we want to change the status quo for the social good then we must address the fact that institutional systems, including K-12 schooling, actually serve to perpetuate the status quo of privileging white people and harming people of color (LaDuke, p. 5; Delgado et. al, 1990; Knaus, 2009; Ladson-Billings and Tate, 1995; Ladson-Billings, 1998; Lynn, 2002' Yosso, 2002). This realization highlights the urgency of having a critical examination of the racial inequities and structures that are embedded in education systems. To better understand the current nature of antiracist practices in Washington, this study asks the questions: "How do you practice antiracism in your classroom?" and "What challenges do you face when practicing antiracism?" In addition to a theme analysis of the open-ended questions survey questions, a quantitative analysis of the demographics of educator respondents (*e.g.*, race, gender, teaching experience, county, grades level) and the levels of district, administrative, peer, family/parent, and student support they feel they have to practice antiracist pedagogy in their classroom is conducted.

This study aims to make policy recommendations informed by K-12 antiracist educators in Washington State as well as critical race and multicultural teacher educator researchers, to further empower antiracist educators to strengthen their antiracist practice as well as identify the institutional and interpersonal barriers they face when implementing antiracism, multiculturalism, and critical race pedagogy and ways to navigate them. If we wish to have successful critical race educators in our K-12 classrooms, then we need a more detailed understanding of the challenges they face in their work and how they navigate those challenges (Gorski, 2012, p.217).

IV. LITERATURE REVIEW

A. Critical Race Theory

The project presented here is grounded in critical race theory (CRT), that is, the theory that race is a social construct that benefits white people and disproportionately harms people of color. Public schools are a great place where the ideas of race can be manipulated in a way that produces equitable outcomes… [because] schools are where the racial and economic stratification is legitimated and perpetuated (Yosso, 2002). This study gains insight into how K-12 teachers challenge this racial stratification and how they manipulate lessons of race to produce equitable outcomes for their students. Delgado, *et al*. explain that "races are categories that society invents, manipulates… and the popular images and stereotypes of various minority groups shift over time" (p. 9-10, 2017). Critical race theorists understand that the inequitable outcomes between racial groups that exist today and have existed historically are not natural phenomena but socially constructed ones that benefit white people and wealthy people while harming people of color and socioeconomically disadvantaged people (Dixson and Rousseau, 2005; Delgado, 1990; Knaus, 2009; Ladson-Billings and Tate, 1995; Ladson-Billings, 1998; Lynn, 2002). A CRT lens was used to identify themes in the open-ended survey responses; specifically, themes that reveal how teachers counter dominate narratives of white supremacy in the classroom and the challenges they encounter when doing so.

Many educators currently practice antiracism in the classroom by teaching their students to celebrate diversity and have compassion for each other by being allies against racism (Knaus, 2009; Lynn, 2002). In this way, our public schools are a battleground for civil rights and social justice and achieving a more just and equitable society (Lowman, *et al*., 2017; Ladson-Billings and Tate, 1995; Ladson-Billings, 1998; Ukpokodu, 2007) and implementing/funding antiracist classroom practices and programs will help further dismantle institutional racism (Senate Bill 5044 and 5227, 2021; Knaus, 2009). Antiracist programs, policies, and funding dismantle systemic racism by educating people about the harmful effects racism creates for society; this information then influences people to participate in antiracist action. The classroom is where we learn to

perpetuate white supremacy but it's also the place where we can unlearn it; through antiracist state, district, school administration, and teacher intervention, we can teach the next generation to be antiracist and equitable (Dixson and Rousseau, 2005; Delgado, 1990; Knaus, 2009; Ladson-Billings and Tate, 1995; Ladson-Billings, 1998; Lynn, 2002).

Antiracism can take many different forms in society and there isn't a hierarchy of effective antiracist practices; they all play an important role in dismantling institutional racism. Clair and Denise define Institutional Racism as the unequal distribution of resources and the rules, laws, systems, and processes that allow for instances of racial discrimination, inequality, marginalization, and oppression in institutional contexts (p. 860, 2015). When a white person reflects on their own bias and privilege and then positions themself to be an ally with people of color, then they are practicing antiracism; their self-reflection turned ally is an antiracist act. Educators who take a critical approach to racism and inequality in the classroom understand the sociopolitical context of how education interacts with society and understand how schooling reproduces racism while taking actions to stop its reproduction in the classroom (Gorski and Parekh, p.268; Yosso, 2002). Antiracism is also being practiced when a teacher is discussing how unfairly the Indigenous people of America were treated by European settlers (later called Americans) and then asks the students to write about how European Settler Colonialism violently displaced people and what would have been a fairer alternative.

In Yosso's 2002 essay, they address how critical race theory and critical race curricula can be used to challenge racism in school curricular structures and processes. When we talk about critical race curricula (CRC), we are talking about a way of presenting knowledge that "exposes the white privilege supported by traditional curriculum structures… that perpetuate racialized inequity in society… and [then] challenges schools to dismantle them" (Yosso, p. 93). When we talk about traditional curricula, we are talking about curricula that marginalize students of color through common practices such as spending very little time teaching about African and Native Americans and usually from the perspective of how white people encountered these communities (Yosso, p. 94). Traditional curricula prepare white students to be the decision-making problem

solvers in the workplace… while preparing students of color and low-income students to take direction without question or reflection and to be laborers rather than college students (Yosso, p. 96). CRC views traditional curricula as an "unacknowledged political agenda implicitly organized to privilege white people" (Yosso, p. 102). CRC challenges this white-centered school curriculum by structuring school processes around the lived experiences and knowledge of their students of color (Yosso, p. 100) rather than only spending a week every year to discuss diverse holidays, songs, food, and dances. This is unfair, unjust, and perpetuates racial inequity in our society that is not only harmful but is often lethal for students of color.

Utt and Tochluk identify that more research is needed into how teachers can transform the educational environment so that the educational system itself promotes antiracism and multiculturalism in the classroom. Lawrence's research looked into how seven educators took what they learned from an antiracist multicultural professional development course and applied it to their classroom practice. They also determined the factors influencing their ability to transfer the gained knowledge. Lawrence found that school district leadership has a large impact on whether or not an educator feels comfortable or able to practice multiculturalism and antiracism in the classroom; for example, she found that teachers were more optimistic about their school's ability to practice more equitable teaching if they felt that their leadership supported their antiracist efforts (p. 350, 2005). Lawrence also recognizes that studies on multicultural professional development rarely examine how interactions among school personnel and the school influence a teacher's success at practicing antiracism in the classroom (P. 350, 2005).

Critical race theory researcher and antiracist educator, Christopher Knaus, argues that applied CRT in education reveals an understanding of how dominant school curriculum ignores the personal livelihood of students, especially students of color, and then punishes them unfairly when they do not conform to white dominant classroom norms (p. 134). He also charges applied CRT with the task of "decenter[ing] whiteness as a means of decentering racism" (p. 142) in the classroom. They argue that standards-based testing fails to recognize the very realness of poverty, violence, and struggle many students of color experience outside of school (Knaus, p. 138). They

share the stories of Rashida – an 18-year-old African American student who must spend 90 minutes commuting to school each morning, and Darnell – an 18-year-old African American student who spends much of his time in his mother's mental health facility room when not in school (Knaus, p. 139-140). These are the stories that help create a counter-narrative for why students of color share disproportionality of unequal outcomes after school; illuminating the fact that unequal outcomes for students of color cannot be easily explained away by the white-liberal notion that socioeconomic status alone is what creates these outcomes (Knaus, p. 142).

In LaDuke's 2009 study of preservice teachers enrolled in a multicultural teacher education course, they found that the preservice teachers often shifted discussions of racial differences to economic differences (p. 4) instead of addressing how structural racism impacts economic systems. Educators mustn't do this because it misses an important point about unequal outcomes for students of color, which is that "all of what is known as the achievement gap is tied to race, class, and gender" (Sensoy and DiAngelo, p. 350), not economic status alone. They and other social justice-oriented researchers and people recognize that the oppression of our BIPOC, queer, trans, "poor", and disabled family members we see in society today are products of "historically rooted and institutionally sanctioned stratification along social group lines" (p. 350, 2009).

Not only does the storytelling of CRT create a counter-narrative to the dominant white supremacist story, but it also serves as the "psychic preservation" of marginalized groups (Delgado, 1990; Lynn, 2002; Ladson-Billings, 1998). Applied CRT counters the gaslighting that students of color hear when they are told to forget about their problems at home and to conform to a white and heteronormative education. Knaus goes even further when he argues that our public education system purposefully fails large groups of students of color and poor whites to maintain a large supply of cheap manual labor for the economy (p. 142). Not only does applied CRT highlight ways in which racism negatively impacts students of color, but it also "exposes class-based exploitation, sexism, and internal family violence" (Knaus, p. 152); highlighting the intersectional way different forms of oppression stack on students of color. The open-style sharing that Knaus would conduct with his students allowed for the students to see similarities with what

was happening to them at home with what was happening to other students in the class; creating bonds and solidarity where there weren't before. Knaus points out that these classroom conversations even highlighted the rarity of how men are also molested (p. 149, 2009); this created a support network within the classroom for students experiencing sexual violence at home. This is much like the consciousness-raising circles of the feminist movements of the 1970s where women discussed their common challenges living in this society to coalition build and advocate for policies that reduced their collective oppression from a hostile patriarchal culture. This article also highlights how Knaus broke down the teacher-student barrier to have open and honest conversations about the lives of his students. In doing so, he "also temporarily decreased the colonial… [and] militaristic aspects of urban schooling" (p. 146, 2009), which is arguably one of the main goals of applied CRT in education.

Marvin Lynn's study of the perceptions of Black male teachers in Los Angeles public schools highlights the role Black men fill when they are teaching students of color. One teacher described his role as "the protector of the humanity of Black boys who live in a society that is, as he sees it, structured for their demise" (Lynn, p. 126). Lynn also claims that CRT argues that the United States' history is so heavily rooted in the dehumanization of non-whites that the very foundations of our institutions are inherently racist and in need of significant reform (p. 120, 2002). Many of the Black male educators in Lynn's study view teaching students of color as a "call to change the lives of working-class and poor African American students… [and in doing so,] they see themselves as change agents, role models, or father figures" (p. 127, 2002).

In Lawrence's study of teachers' perceptions of antiracist classroom practices, she interviews seven educators who participated in an antiracist and multicultural professional development course to determine if the participants were able to incorporate the lessons learned in the course into their classroom practice (p. 350, 2005). The study found that antiracist classroom practice was most empowered when the teachers had the support of their peers, principals, and the district and when the school environment welcomed change (Lawrence, 2005). The district's support in multicultural education reform and policies empowers school administrators to provide

support to the teachers and school staff who then provide an equitable, nurturing, and inclusive environment for all students. For example, one principal in the study found that she could support faculty projects when the district invested in the multicultural effort (Lawrence, p. 355). Not only do teachers feel limited in their capacity to practice antiracism when they are told no or are dismissed when bringing up new ideas about best classroom practices, but they also may feel "undervalued, they may not feel hopeful about the future" (Lawrence, p. 353). Another reason it is so important for teachers to have an empowering environment to work in is that "the success of teachers work to implement change depends on whether they believe that it is valued and supported by school personnel" (Lawrence, p. 356). One gap in the knowledge identified by Lawrence is the examination of whether or not school climate and interactions among school personnel influence a teacher's commitment to implementing antiracist practices (p. 350, 2005).

Clair's and Denis's article on the sociology of racism highlights key components of racism relevant to this research project. They argue that the "definitional boundaries of race and ethnicity are shaped by the tug and pull of state power, group interest, and other social forces" (p. 857, 2015). They also discuss how racism has been used to justify colonization, slavery, and unequal treatment of people of color. They argue that applying the idea of social Darwinism to explain the inequities between different racial groups is incorrect because workplace discrimination is what excludes Black people from higher-paying jobs and it's legally segregated schools that explain the differences in educational attainment (p. 858, 2015; Sensoy and DiAngelo, 2009).

They also discuss the concept of "covert racism" or racism that exists in broad daylight that goes unnoticed. They explain that covert racism explores "how racist ideologies and discriminatory practices have become embedded in taken for granted laws, policies, and norms that systematically disadvantage certain groups" (p. 858, 2015). Teaching children that Christopher Columbus discovered America or that the Native Americans gave their land to the European settlers are examples of covert racism in K-12 schools. Clair and Denis also point out that "individuals more readily associate positive attributes and stereotypes with whites than with other races, particularly Blacks**"** which is echoed by many other critical race scholars (p. 859,

2015; Dixson and Rousseau, 2005; Knaus, 2009; Ladson-Billings and Tate, 1995; Ladson-Billings, 1998; Lynn, 2002**).** This explains why implicit biases like this "can lead us to make biased and unfair decisions regarding… which classes we place students into and who we send out of the classroom for behavior infractions" (Osta and Vasquez, p. 1). Osta and Vasquez go on to argue that because of the implicit biases we've acquired during our socialization in the U.S., we may assume that a student of color shouldn't be placed in the honors classes (p. 4). The concept of internalized racism is also discussed, illuminating the fact that K-12 teachers must ensure that their classroom practices combat any racist ideas that have been internalized by their students of color. This study will add to the conversation of how white supremacy and racism are countered in everyday life and more specifically, how educators can effectively practice antiracism in the classroom.

To strive for social justice and equity, we must actively unlearn the harmful patriarchal, racist, and capitalistic beliefs we've inherited and internalized from our ancestors. Applied critical race theory in education develops the voices and narratives of students of color to challenge systems of oppression like racism and white supremacy while also legitimizing their untold stories; shedding light on their lived experiences and empowering students to advocate for themselves in school (Knaus, p. 142; Delgado, 1990; Ladson-Billings and Tate, 1995; Ladson-Billings, 1998). Critical race curriculum uses the lived experiences of students of color to change the schooling structure around those experiences (Yosso, p. 99) which makes the schooling structure more inclusive and equitable. Oftentimes, teachers fail to recognize their families of color as sources of cultural knowledge that may help enhance their teaching pedagogy (Ukpokodu, p. 6). Using applied critical race theory to develop the stories of students of color actively counters dominant narratives in school which are usually white, male (Dixson and Rousseau, 2005), and heteronormative (Khan and Gorski, P. 16). It is important to note that a curriculum that ignores critical race legitimizes the oppression of students of color and maintains the status quo of racism, sexism, classism, and homophobia in the classroom (Yosso, p. 99). Pioneering CRT scholar Gloria Ladson-Billings argues that "whiteness is positioned as normative… [and] everyone is ranked and

categorized in relation to these points of opposition" in America's schools (P. 9, 1998). In other words, students that are closer to white will have a better understanding of the standards being applied to them than students who are further from white. Teaching children that whiteness shouldn't be the educational and societal standard is also teaching equity, inclusion, and justice; critical thinking skills that all members of a progressive and compassionate society should have.

CRT scholars argue that multicultural education fails to take meaningful steps to truly address systemic racism and unequal outcomes for students of color because it merely creates a sub-awareness of different cultures and identities (festivals, foods, dances, etc.) but fails to address the very real ways certain racial groups are unfairly harmed by the status quo and mainstream culture (*e.g.*, high dropout rates for African American and Latinx students, unfair treatment by school administrators, discipline referrals, and special education placement for students of color, etc.) (Ladson-Billings and Tate, 1995; Ladson-Billings, 1998; Knaus, 2009; Sensoy and DiAngelo, 2009). Dixson and Rousseau make an important distinction about Ladson-Billings's and Tate's critique of multiculturalism when they describe it as a call to action rather than an outright dismissal of multicultural education (p. 16, 2005). In other words, multicultural education is taking baby steps in the right direction when what we need are leaps and bounds into antiracism and applied critical race theory.

B. Multicultural Teacher Education

While this study doesn't directly survey educators who teach teachers, how multicultural teacher educators (MTE) practice antiracism is very similar to how K-12 survey respondents practice antiracism in their classrooms. Not only is the antiracist practice of MTE similar to K-12 educators, but the challenges they face while practicing antiracism are also similar. For instance, the MTE literature commonly cites student, peer, and administration resistance as a common challenge to the practice of critical race pedagogy (Gorski and Parekh, 2020; Gorski, 2012; Gorski, 2016; LaDuke, 2009; Marshall, 2015; Ukpokodu, 2007) which is also what several survey respondents reported as being their most common challenges to practicing antiracism in their K-

12 classrooms. These challenges informed the survey questions in this study regarding support levels K-12 educators have in Washington.

In Gorski and Parekh's 2020 study of multicultural teachers in the U.S. in Canada, they examined the relationship between the courses multicultural educators teach and the MTE's perception of institutional support they had to teach those courses. Similarly to how antiracist K-12 educators in Washington prepare their students to confront and combat systemic racism in the classroom and their community, multicultural educators prepare teachers to "participate in the reconstruction of schools by advocating equity, confronting issues of power and privilege, and disrupting oppressive policies and practices" (Gorski and Parekh, p. 266). Their study identified barriers that multicultural teacher educators face when teaching that impede their ability to teach critical multiculturalism. One common barrier identified was institutional (P. 269). The institutional challenges refer to ways the culture of their institutions undermines their ability to critically teach multiculturalism the way they would like; including facing resistance from administrative staff and colleagues (Gorski and Parekh, p. 270). The MTE often feel marginalized and fear professional reprimands from their institution for speaking out against inequitable school policies (Gorski and Parekh, p. 270). Gorski and Parekh found that study participants who taught critical race theory, feminist theory, queer theory, and critical disability theory in their MTE courses were less likely to feel supported by their institution when compared to study participants who take a more liberal and less critical approach to MTE (p. 275).

In Marshall's 2015 article of persistent resistance to critical multicultural education, she compares a breach of decorum during a speech by President Obama by a white Republican senator to a white pre-service teacher enrolled in her MTE course. In the breach of decorum, the senator yells "you lie" while President Obama is speaking of unity to highlight ways in which Blackness is resisted by white people (Marshall, p. 118). Marshall then discusses how one of the white female students in her course becomes quiet during one of the lessons and then disrespects her in front of the entire class by saying everyone is afraid to speak up to her, showing blatant disrespect to Marshall as well as disregard for class etiquette. This student went on to report Dr. Marshall to her

supervisors for being unfair to her; luckily her administration supported her efforts in the classroom and did not reprimand her, but they did decide to discuss the issue with her anyway. More importantly, Marshall makes the connection between the two breaches of decorum when she states that both instances resulted in offensive verbal assaults by white people to Black people that held more power in the relationship (p. 125). Marshall then goes on to discuss how her department faculty had unanimously agreed that the MTE course should be a graduation requirement for all pre-service teachers enrolled; however, several people within her department took actions to subtly nullify the requirement by advising students that they didn't have to take her class (p. 126, 128). These actions resulted in students being able to graduate without taking her class at all (P. 127).

Sensoy and DiAngelo's 2009 article on developing social justice literacy offers insights into what oppression and privilege are as well as how teachers can be allies to their students of color in their institution and classroom. They define oppression as "policies, practices, norms, and traditions that systemically exploit one social group (the target group) by another (the dominant group) for the dominant group's benefit… oppression differs from discrimination, bias, prejudice, or bigotry because these refer to individual acts that anyone can manifest… In contrast, oppression occurs when prejudice is backed by social and institutional power. Oppression involves institutional control, ideological domination, and the imposition of the dominant group culture on the target group" (p. 345). The important highlight here is that oppression is backed up by institutional power. An example of oppression being backed by institutional power is when a school policy hinders a teacher's ability to teach critical race theory or practice antiracism in the classroom; this serves to perpetuate both the marginalization and oppression of historically marginalized and excluded students. They go on to explain that the term ally refers to "a member of the dominant group who works to end oppression in all aspects of social life by consistently seeking to support and advocate for the group who is oppressed in relation to them" (p. 346).

In Ukpokodu's 2007 article, they highlight the ideological, contextual, and political aspects of why teachers are inadequately prepared to teach in urban school environments. She points out that many in-service and pre-service teachers who are predominantly white, middle-class, and

monolingual lack the knowledge and skills it takes to be fully culturally competent and work with students of color (p. 1). Ukpokodu notes that often faculty of color are chosen to teach the diversity courses to teachers and then often face student resistance, frustration, and outright hostility from white pre-service and in-service teachers when teaching the diversity course with a critical lens (p. 3, 2007); something noted in almost all of the MTE literature. Ukpokodu highlights that one effective way to empower faculty to become critical in their teaching is to have book club-type collaboration among the faculty so they can discuss critical books on diversity to inform lesson plans (p. 5). A lack of community is a common theme in MTE literature where educators feel alone in their critical antiracist work and don't feel they have a peer with whom to discuss these topics.

This article also highlights the fact that one professional development day to teach for social justice isn't adequate because it's not enough time to thoroughly cover diversity, equity, and social justice (Ukpokodu, p. 6). Instead, Okpokodu suggests that a three-credit-hour course on cultural diversity followed by another three-credit-hour course on teaching for equity and social justice should be implemented because it would better prepare teachers to have a transformative practice for teaching (p. 6). In other words, teachers need more time to fully comprehend and digest complex lessons on diversity, equity, and social justice if they truly want to combat systemic racism and injustice in the classroom. Not only should new teachers be provided more professional development time for equity and social justice, but they should also be provided with experienced and culturally competent faculty for mentorship by their administration; the mentors would assist the new teachers with creating lesson plans and navigating student resistance (Ukpokodu, p. 6). Ukpokodu points out that isolation for new teachers of color can be debilitating; faculty of color should have the opportunity to network with other faculty of color within and outside of their home institutions (p. 6). Finally, Ukpokodu points out that teacher educators have a responsibility to adequately prepare teachers to do the critical equity work in their classrooms, not only for the new teachers but also for the children in our public school system who are harmed by classroom practices that don't allow for equity (p. 6).

In Gorski's 2012 mixed-methods survey study, they ask multicultural teacher educators in

Canada and the U.S. (N=70) questions about the challenges they face when educating teachers on how to be culturally competent in the classroom. They highlight the prevalence of student resistance within multicultural education (p. 225), navigating student's privileged identities (p. 225), and the fact that teacher educators who want to teach for social justice by asking questions about equity and depression might be told to stop being political (p. 220). They found that the largest challenge to their MTE practice were institutional barriers including a lack of department/institution support and faculty colleague support (p.226); highlighting a particular instance when a woman of color MTE was put in the position of having to teach against her students' white privilege but also against her colleague's validation of that white privilege (her colleague refused to acknowledged white privilege) (p.227, 230).

In Gorski's 2016 interview study, they ask 22 people teaching multicultural teaching education courses what specific support and resources they need to be effective at teaching diversity, equity, and inclusion in their teacher education programs. In this study, three common learning and support needs were identified: identity-specific content knowledge, pedagogical strategies, and support networks (2016, p. 139). Identity-specific content knowledge refers to the desire to gain a deeper understanding of race and sexual orientation so teacher educators better understand racism and heterosexism (Gorski, 2016, p. 148). Pedagogical strategies refer to the ways teachers navigate student resistance and how to facilitate "complex conversations about politically and emotionally charged equity and social Justice issues" (Gorski, 2016, p. 150). Support networks refer to the study participants' desire for "more opportunities to connect with colleagues facing the same challenges… a community where they can bounce ideas off one another… a space where they could deepen their consciousness and cultivate a more critical, transformative approach for their multicultural teacher education courses" (2016, p. 151). Gorski found that there are instructional challenges to teaching multicultural teacher education courses, including student resistance to specific topics and difficulty navigating privileged student identities (2016, p. 142). Gorski also found institutional challenges to teaching multicultural teacher education courses, including a lack of departmental/institutional support and "a lack of support or

outright hostility from faculty colleagues" (2016, p. 142).

Khan and Gorski's 2016 study into the historical normalization of heterosexism and demonization of any deviation in public education highlights the history of gendered social roles in education. This study reveals how queer, trans, and gender non-conforming educators are punished for not being heteronormative. Although this study deviates from the antiracist nature of the MTE literature, it is in line with teaching for social justice as it understands the intersectional nature of oppressive structures in public education and why we must be both antiracist and antisexist if we are to achieve social equity in society. They highlight the fact that LGBTQ educators are often targets of discrimination in education because they do not conform to the traditional heterosexual female prototype that has been "normalized" in our society. This discrimination can look like parents rallying to get queer and trans educators removed from schools (Khan and Gorski, p. 16) or receiving consequences "ranging from verbal reprimands to loss of employment" (Khan and Gorski, p. 15).

In LaDuke's 2009 article, they examine how a group of predominantly white and female pre-service teacher students resist their multicultural education course taught by a man of color. LaDuke starts by addressing the fact that very few pre-service teachers have "deeply considered the possibility that another individual's worldview could be so profoundly different from their own, particularly within the shared spaces of schools" (p. 1) which leads to student resistance to multicultural education. Another reason for student resistance to multicultural education was "at least partially attributed to the color-blind ideology held by so many white preservice teachers" (LaDuke, p. 5). Students in this class resisted the idea that they shared any responsibility in the perpetuation of racism and oppression but admitted that these problems existed in education; indicating a lack of self-reflection common in the MTE literature (LaDuke, p. 6). In fact, "the majority of the students in the course acknowledged the existence of prejudice and discrimination, but they were less willing, if not unwilling, to accept the relationship between racism and institutional power" (LaDuke, p. 5). They argue that improved teacher education regarding multiculturalism and social justice "will lead to an improvement in the quality of K-12 education,

particularly for historically underrepresented students" (LaDuke, p. 3).

C. Contextualizing the Study

Two pertinent areas of scholarship contextualize this study: (1) scholarship relevant to applied critical race theory (CRT) in education and (2) the challenges faced by critical multicultural teacher educators (MTE). The CRT literature identifies critical race curricula and the various ways in which critical race theory is introduced in classrooms and the educational system more broadly. There is very little literature on how antiracism or critical race theory is practiced in the K-12 environment; however, there is a breadth of literature on how multicultural teacher educators practice antiracism in their teaching. The ways MTE introduce critical race theory and antiracism in their lessons are similar (often identical) to the ways K-12 educators in Washington practice antiracism. For example, a common form of antiracist practice for multicultural teacher educators and K-12 antiracist educators is facilitating conversations with their students that critically discuss race and racism as well as provide opportunities for their students to self-reflect on ways they may contribute to racial injustice to find ways to combat it. Additionally, multicultural teacher educators and K-12 antiracist educators face similar challenges in the form of institutional resistance whether it's from colleagues who disagree with teaching for racial justice or administrative staff who provide little to no support. For these reasons and more, MTE literature was used to inform the study on how antiracism is practiced in K-12 education as well as the challenges antiracist educators face in the classroom.

V. METHODS

Through a multiple-choice and short-answer survey, this study aims to illuminate the factors that influence the success or failure of a teacher's antiracist classroom practice as a case study of K-12 educators in Washington who practice antiracism in their classrooms. Antiracist educators may face common challenges and successes when implementing antiracist ideas and practices; this study wants to identify how teachers do that. This mixed-methods study will address how K-12 educators practice antiracism in their classrooms and identify the barriers they face when doing so. A convergent mixed methods design will be used, one in which qualitative and quantitative data are collected simultaneously, analyzed separately, and then merged.

After survey data collection concluded, the open-ended responses were analyzed to identify common themes within the responses. The common themes present in the data were then compared to common themes identified in the MTE and CRT literature. The following null hypotheses were tested via crosstabs with chi-square analysis to determine if there is a statistically significant relationship between demographic and support variables:

H_0: There is not a relationship between a respondent's age and the district, administrative, peer, family/parent, and student support they have.
H_0: There is not a relationship between a respondent's race and the district, administrative, peer, family/parent, and student support they have.
H_0: There is not a relationship between a respondent's gender and the district, administrative, peer, family/parent, and student support they have.
H_0: There is not a relationship between a respondent's teaching experience and the district, administrative, peer, family/parent, and student support they have.
H_0: There is not a relationship between a respondent's county and the district, administrative, peer, family/parent, and student support they have.
H_0: There is not a relationship between a respondent's grade level and the district, administrative, peer, family/parent, and student support they have.

A. Participants

Participation was limited to K-12 educators in Washington State who practice antiracism in their classrooms. After several coaches, Pre-K educators, and tutors reached out to me to ask if they could participate, I also included them in the survey. The intention of expanding the eligibility

criteria was to gain a more comprehensive understanding of the educational culture here in Washington. There were also homeschool teachers who wished to participate but they were not included, as this study's main focus is identifying public school support systems that antiracist teachers have or don't have.

Participation was solicited via an online flyer posted and shared on Facebook, Instagram, and Twitter and by contacting teaching groups with a heavy social media presence. The following Facebook groups shared the flyer: Washington Education Association, Seattle Education Association, Edmonds Education Association, Seattle Indivisible, Cascade Staff, Seattle Womxn Marching Forward, Snohomish Immigration Advocacy, and WA Immigrant & Refugee Activism Forum. In addition to sharing the flyer with social media groups, I also shared the flyer and survey link with my teacher friends and family in Washington. Sampling by this method is paired with snowball sampling, by soliciting participants to recommend the survey to other teachers.

B. Relationship with Participant Population

The motivation for this study comes from lobbying experience I have with the Washington Education Association; advocating for the use of state funds to help Washington State educators practice antiracism with Senator Marko Liias, as well as the close relationships I have with K-12 educators in Washington State who practice antiracism in the classroom (*e.g.*, friends, family, and colleagues). Some study participants share a personal relationship with me. I also strive to be an ally with my BIPOC family in the fight against racial injustice. This research is a small part of the work needed to abolish racial oppression and injustice in Washington State. Sensoy and DiAngelo define an ally as someone "who works to end oppression in all aspects of life by consistently seeking out to support and advocate for the group who is oppressed in relation to them" (P.346, 2009); this study identifies levels of support antiracist educators have (or don't have) in Washington State and provides policy recommendations to increase levels of support; and in doing so, provides advocacy for students of color and historically excluded community members.

Through my relationships with educators who critically discuss race in their class, I

discovered the Black Lives Matter at School campaign in 2018 when teachers wore “BLM At School” and other t-shirts raising awareness about police brutality against people of color, institutional racism, and white supremacy. The campaign advocates for educators to teach the truth to their students about the attempted genocide of Native Americans and the enslavement of Africans and how those historic injustices are the root of the racial injustice we see today. More importantly, the campaign pushes for teachers to teach their students that Black lives are valuable. The Black Lives Matter at School campaign website at www.blacklivesmatteratschool.com is a valuable hub of information and resources for educators and other antiracists who wish to get involved.

C. Recruitment Tool

The flyer was accompanied with this message: “Hello wonderful people! I hope this finds you safe and well. I'm very excited to start recruiting antiracist K-12 educators for my education research at UW. Please help me share this flyer far and wide and please reach out to any teacher

friends who you think might be interested! Thank you!!!! Survey Link: https://qfreeaccountssjc1.az1.qualtrics.com/jfe/form/SV_00b1attoRM7mwiG." In addition to the survey link, the flyer also included a QR code that can be scanned by any mobile device's camera; the code takes participants directly to the first page of the survey.

Black Lives Matter messaging and imagery were intentionally incorporated into the flyer to attract outspoken antiracist educators who apply critical race theory and critical multicultural education to their classroom practice. The Black Lives Matter mural in the center of the flyer is a picture of East Pine Street in Seattle, Washington's Capitol Hill neighborhood. The mural was created by 16 local Black and Indigenous artists in the summer of 2020 during the racial justice protests that took place at the Capitol Hill Occupied Protest (aka the "CHOP" formerly known as the "Capitol Hill Autonomous Zone" or "CHAZ"). This mural occupies a space where severe police brutality and violence were perpetrated by the Seattle Police Department (SPD) against peaceful racial justice protestors.

D. Researcher Positionality

I experienced police brutality by SPD in the form of percussion grenade wounds on my legs, pepper spray and tear gas in my eyes and lungs, and baton wounds on my arms, shoulders, and back. I experienced this brutality while volunteering as a street medic at the CHOP for the duration of its existence in 2020 (I'm a former U.S. Army Paramedic). I treated broken bones, tear gas, pepper spray, blast ball, baton rounds, baton wounds, and other trauma injuries where this mural rests today. I'll never forget what I witnessed in this revolutionary space and I'll always remember asking myself if these Seattle police officers would be willing to beat peaceful racial justice protestors if their K-12 teachers taught them to think about race critically and in a socially just and transformative way; I assume not.

E. Survey Instrument

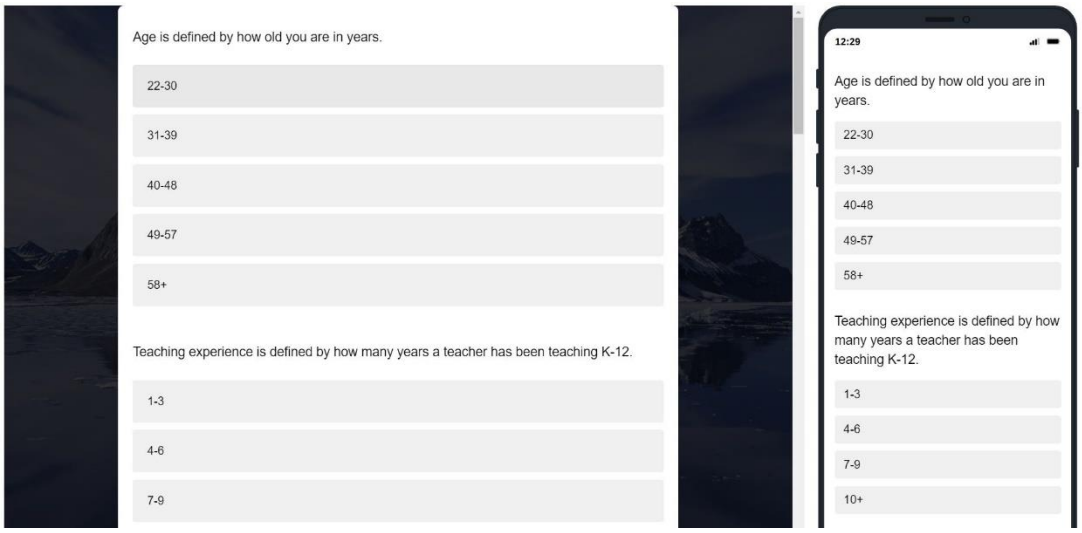
The survey originally requested participants to provide their names and email addresses, but survey responses were low. For the first week or so, there were only six participants. After

consulting members of the University of Washington's M.A. in Policy Studies faculty, the survey was changed to solicit anonymous responses. After making this change, the number of responses to the survey increased exponentially over the next several weeks. Within three weeks of making the survey anonymous, the study gained 46 more participants, making the total N=52. Other measures taken to increase respondent anonymity included: giving respondents five age ranges to choose from rather than asking for their age and giving respondents four grade level ranges to choose from rather than asking what particular grade each respondent taught.

Defining terms in the survey is important because it makes the survey responses more objective, creates clarification for survey respondents, and allows the reader to grasp the findings more easily. Teaching experience is defined as how many years the respondent has been teaching K-12. Age is defined as how old the respondent is in years. County is defined as the county in which the respondent teaches. Gender is defined by how the respondent identifies their gender; referring to their sense of self, regardless of what sex they were assigned at birth. Grade level is defined as the grade in which the respondent teaches. Race is defined by how the respondent identifies racially. Administrative support is present when teachers are empowered to raise issues of race and equity in faculty meetings or with their principal 1-2 times per month. District support is present when the district provides antiracism resources and training (investment) to school administration, staff, and faculty. District and administrative support were added to the survey because the lack of institutional support for teachers who teach critical race and/or multiculturalism is cited often in the literature (Sensoy and DiAngelo 2009; Gorski, 2012; Gorski and Parekh, 2020). Family/Parent support is present when teachers can discuss antiracism with their students without parent objection. Peer support is present when the teacher can discuss antiracism with other teachers in their school 1-2 times per week. Peer support was added to the survey because sometimes multicultural educators have to deal with a lack of support or hostility from their colleagues (Gorski, 2012, p. 230). Peer support was also added because in Gorski's 2012 study, an educator of color described how her colleague's refusal to address white privilege increased her students' resistance to learning more; essentially making it so she had to counter the resistance of

her students and her colleague (p. 227). Student support is present when the teacher can discuss antiracism with their students 1-2 times per week. Student support was added to the survey because it is one of the most common challenges identified by critical race researchers impacting educators' ability to practice antiracist pedagogy (Yosso, p. 143; Gorski, 2012). All support variable questions are answered with either yes or no (binary response).

The last two questions ask participants how they practice antiracism in their classroom and what challenges they face when doing so. This short-answer space was created in the survey so that educators could share more information about aspects of their antiracist classroom practice that may not be captured in the preceding questions. These questions allow for a qualitative analysis of survey responses in addition to the quantitative analysis of demographic versus support variables. The survey was created using the Qualtrics XM online software.



Qualtrics allowed survey participants to access the survey via their home computer (left) or mobile device (right) as shown above. All questions must be answered to proceed to the next page. The survey begins with an information page that discusses the introduction, purpose, procedures, benefits/compensation, risks/discomforts, rights/confidentiality, and that their participation is voluntary without any penalties if they choose not to finish the survey. Participants are then asked to acknowledge the information above by selecting "Yes, I acknowledge the above

information…"

Then the survey asks participants demographic questions: age, experience, gender, race, county, and grade(s) taught. Participants are then asked five questions about the support (district, administrative leadership, family/parent, peer, and student) they have or don't have when practicing antiracism in the classroom. After piloting the survey with three close teacher-friends and receiving their feedback, I revised and then made it live online. See the Appendix to view the survey in its entirety.

F. Limitations

All interactions with survey participants were conducted remotely/electronically as COVID-19 safety precautions were prioritized to protect the researcher's, participants', and the public's health. Additional limitations impacting this study are time and access. There are only a few months to collect data and then analyze it. Additionally, teachers/educators are working extremely hard right now to facilitate in-person learning for their students so a survey may over-burden teachers and deter them from responding although the survey should take less than 15 minutes to complete in anticipation of this burden. A threat to internal validity may be the year-long racial justice protests and a four-year Trump Administration; these historical events need to be considered when analyzing respondent answers. Population validity is an external threat to this study because the sample size of each county, race, and gender ranges widely which makes it difficult to generalize the findings of the study to the larger group of K-12 educators in Washington State. The sample is also not selected at random which additionally makes it difficult to generalize the findings to the general population; the sample is not representative of the entire population of educators in Washington.

G. Procedures

Step One: Post online flyers onto social media pages and send flyers to K-12 educator friends and family. Step Two: Participants will either click the survey link or scan the QR code and be directed to the first page of the survey (consent/information page). Step Three: Wait for

responses. Step Four: Monitor Qualtrics survey responses and researcher email (phoenixr@uw.edu) daily to identify any issues with the survey and to provide additional information if needed. Step Five: Respond to participant emails and address any survey questions, comments, or concerns.

All participants were given information regarding the introduction, purpose, procedures, benefits/compensation, risks/discomforts, rights/confidentiality, and that their participation is voluntary without any penalties if they choose not to finish the survey. This information appears on the first page of the online survey and cannot be skipped without acknowledging that the respondent has read the above information (force response). In addition, participants could ask the researcher any questions about the survey before, during, and after participating in the survey. The researcher email is listed four times on the first page of the survey and the risks/discomforts section on the first page of the survey includes "Unknown risks may exist, please feel free to email Phoenix Horn at phoenixr@uw.edu if you experience discomfort that you feel should be displayed on this page; thank you."

No identifiable information was collected. The researcher's email address is located in the "Questions" section of the consent/information page on the first page of the electronic survey four times. Participants have the opportunity to contact the researcher directly via email with any questions, comments, or concerns regarding the survey and/or study.

After the data collection process ended, all survey answers were entered and coded into the Statistical Package for the Social Sciences (SPSS) – a software used to conduct statistical analysis. SPSS was used to create frequency tables and graphs for survey demographics and support variables and conduct crosstabs with chi-square analyses to test for statistically significant relationships between demographic and support variables.

VI. RESULTS

A. Qualitative

1. Antiracist Practice: *Signage*

The most common form of antiracist classroom practice reported (n=14) was diverse and inclusive classroom signage. Respondents reported actively seeking out posters, books, videos, and other forms of media that represented the Black, Indigenous, and People of Color (BIPOC) community. For example, a science teacher in Snohomish County reported that she "works really hard to seek out posters and information to highlight scientists of color and women in science so that [her] students immediately have an opportunity to see themselves represented as soon as they walk into the classroom." A librarian from Clark County reported that she creates displays in the library that address "BLM and LGBTQ issues." One respondent from King County reported that not only does she incorporate resources that represent diversity but she even replaced "songs used in the curriculum that have a racist background." One respondent teaching in King County reported that she "avoids patriotic materials [and] rewrite or discard materials that celebrate colonialism or euphemistically refer to genocide and slavery."

2. Antiracist Practice: *Critical Reflection & Discussion on Racial Equity*

An educator of color (Hispanic/Latinx) in King County reported using "counter-narratives that elevate unheard voices" and then pointing out the link these narratives have to equity and inclusion. Another educator in King County reported that she watches the news with her students and then answers any questions her students have about race and systems of oppression and ensures that students and peers feel safe speaking to her about race. An educator from Pierce County reported that he gives his "students opportunities to reflect on injustice and current events." A biology teacher in King County reported that she teaches "specific lessons developed with the Fred Hutch Research Center that explore racial identity and the historical racist practices in science."

One educator from King County reported that she guides self-reflection on student identities and then connects the discussions of self-reflection to diversity and social justice. This

educator also reported that she takes action to "better educate myself and then [my] students about Indigenous scientific knowledge." An educator in King County reported that she calls out "racist [and] biased behavior or statements, actively chooses students of color as examples of excellence, and connects with families." Another educator of color (Asian) reported that she shares her "cultural heritage and provides opportunities for students to share their cultural heritage and personal identity" with her.

3. Antiracist Practice: *Other Forms*

One educator of color (Asian) in King County reported that she is open about her multi-racial family and background, is an advisor for the student racial equity club, and is on the racial equity leadership team where they discuss and compile resources for other teachers so they will feel more comfortable discussing race and equity in their classes. Interestingly, a Hispanic/Latinx in-service K-12 educator in this study reported that they practice antiracism by treating everyone equally and by not seeing color. It is hard to determine based on the survey answers alone whether or not this teacher subscribes to color-blind ideology but one could make the assumption.

A science teacher from Snohomish County reported the following about her antiracist classroom practice that counters dominant narratives of history and traditional curriculum:

> *"The very first thing I do every year is walk around to each student and introduce myself one-on-one and have them introduce themselves with the correct pronunciation of their name. There is nothing worse for a student than for a teacher to completely "butcher" their beautiful name on the first day of school and that is something that is hard to come back from. I start the year with surveys that encourage students to share personal information about themselves. These surveys are only read by me and ask students questions about why they have chosen to take my science class, whether they have struggled with science in the past, and what I can do to help them be successful. In addition, they have an opportunity to identify their pronouns and share any other important information they would like to share*

with me… I have also integrated the history of our local Native American tribes into my curriculum wherever I can and have included maps showing the historic tribal lands of their ancestors in my classroom decor… I also make very clear at the beginning of the year that our classroom is an open, affirming, and safe space and that hate speech of any kind will not be tolerated."

An educator in Snohomish County reported that she and her "teacher bestie" hold each other accountable to ensure they are culturally responsive in their lessons and change their lessons as they learn new information; they "seek out culturally responsive practices to replace old methods." Another educator in Snohomish County reported that "there's not a lot I can do about… [antiracism] in the current climate of our school except support my students and try to help educate the staff."

Two (n=2) educators, one in King County and the other in Mason reported that they empower and center student-voice in their lessons while another in Snohomish County (n=1) explicitly reports that "our students of color are finally finding their voices, with the support of many teachers."

4. Challenges to Antiracist Practice: *Institutional*

One K-12 antiracist educator of color (Asian) in this study identified similar institutional challenges discussed in Gorski and Parekh's 2020 study in their school; specifically, they reported that they hesitate to be too overtly antiracist in their classroom because her family can't afford to lose her paycheck and insurance right now if she were to be fired by her school, indicating she fears being fired if she speaks out. Another educator of color (Asian) in this study reported that she had already lost one teaching job because of her outspoken advocacy for racial justice. Another educator of color (Hispanic/Latinx) reported that she can't educate for racial justice freely because she fears that her school district will reprimand or even fire her.

Several respondents (n=11) reported that their lack of district, administrative, and school board support or outright hostility were their biggest challenges to practicing antiracism in the

classroom. One respondent from King County reported that she only had the support of her district if she did not challenge the supremacy of standardized testing. Another respondent from Snohomish County reported that her administration allows students to opt-out of learning for the day if she is teaching about racial justice and has even been instructed to inform parents ahead of time when she plans to teach about racism so her students' family/parents can choose not to send their child to class during that time. One respondent even reported that one of her school board members, a white male, made overtly racist comments causing people to call for his resignation; he didn't resign. An educator from Snohomish County reported that her school district caters to the small but loud group of white parents who complain about racism being taught in school.

One respondent from King County reported that "standardized tests are racist and they are the main driver of activity at my school. We are constantly asked to look at quantitative data and to tailor our teaching for students to score better on the state standardized test."

5. Challenges to Antiracist Practice: *Instructional*

Although lack of time is one of the most commonly identified challenges to teaching multiculturalism critically for multicultural teacher educators (Gorski, 2016, p. 143), only one antiracist K-12 teacher reported not having enough time with their students. She reported having 120 kids coming in and out of her classroom each day and because of this, is unable to have deeper connections to her students. She goes on to say that if she could make these deeper connections then her students would feel more comfortable having difficult conversations about racial justice with their peers and with her.

Several respondents (n=7) reported a lack of antiracist and critical race curricula and resources as their biggest challenge to practicing antiracism in the classroom. For example, one respondent from Snohomish County reported that she has no formal training in antiracism outside of her graduate program and this impedes her ability to incorporate more critical lessons of race in her class. Another respondent from Snohomish County reported that she wished she knew more ways to teach antiracism; she often asks herself "is this the right way to introduce this… does it

send the right message to my students?" One respondent from King County who teaches music reported that too much of the music curriculum is based on European/Western music. An educator of color (Hispanic/Latinx) from Yakima County reported that the textbooks in her school do not support antiracist pedagogy. Two educators in Snohomish County reported needing age-appropriate resources for their antiracist lessons.

6. Challenges to Antiracist Practice: *Student & Family Resistance*

One of the most frequently reported challenges (n=22) to practicing antiracism in the classroom is resistance from students and family/parents; student resistance is among one of the most commonly identified challenges to multicultural teacher educators as well (Gorski, 2016, p, 143). One respondent from Snohomish County reported that she has a lot of students who have been indoctrinated by their parents as white supremacists while another educator reported that some of her kids come from families with deeply held conservative and racist beliefs. Two educators (n=2) specifically report that parents don't want their children being taught about antiracism because they believe it's too political to be taught in school.

One respondent from King County reported that she has students and parents who get defensive when she identifies instances when they are not being empathetic towards people of color. Another educator who teaches Spanish in Snohomish County worries about what her students might say if she teaches about systemic racism in her class. An educator of color (Asian) from King County reported that the predominantly white and very affluent parents in her school complain and think racism shouldn't be talked about in school. An educator who self-identified as being gay reported that she has had parents remove their kids from her class; she's not sure if it's because she's gay or because she practices antiracism in the classroom or both.

7. Challenges to Antiracist Practice: *Peer Resistance*

Another commonly reported challenge to antiracist pedagogy in the K-12 classroom was the negative push back educators in this study receive from their peer colleagues. One respondent from King County reported that some staff in her school are unwilling to do the individual work

necessary to fuel antiracist work in her school. Another educator who identifies as Hispanic/Latinx reported that she has peers and members of her leadership team that tell her she is focusing too much on race and should instead focus more on the core math curriculum. An educator from Snohomish County and another from Clark County reported that staff at their schools actively resist learning new ways to be culturally responsive in their lessons because they think "what we've been doing has worked so far" or are actively racist. One educator of color (Asian) in King County reported that some of her white colleagues get resentful when issues of race are brought up. Four respondents (n=4) reported being bullied or ostracized by their peers when they raise questions of racial justice and equity at their school. A common theme reported among respondents is that their white teacher peers are annoyed that race is a common topic of discussion and that they fail to see the harm they are causing to their students of color when they take this position on race in the classroom.

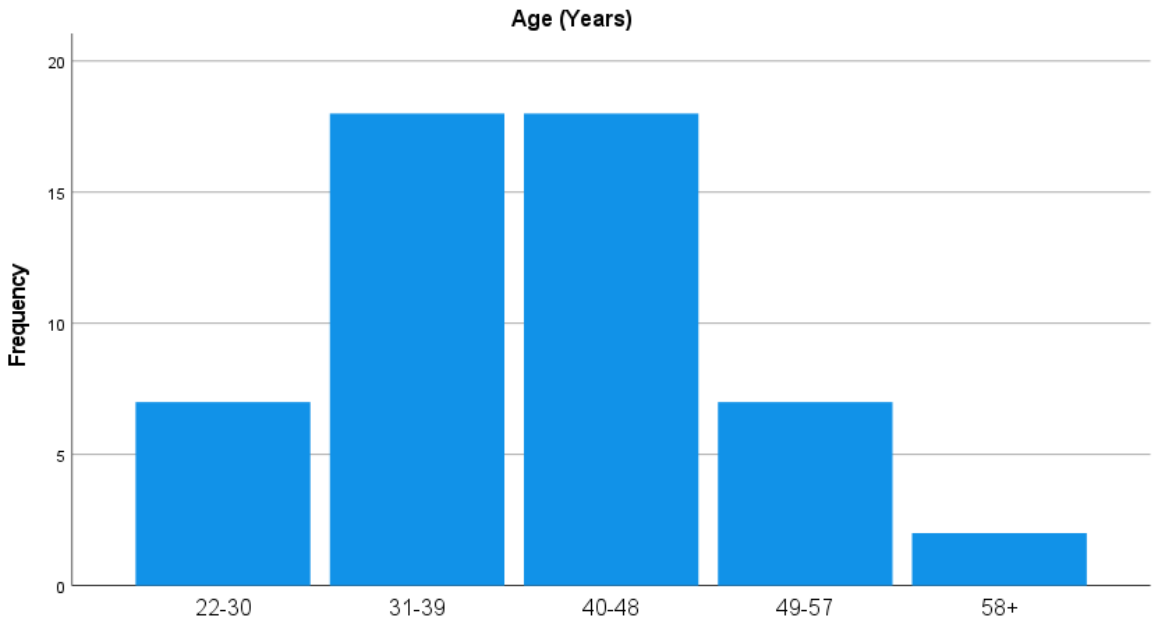
8. Challenges to Antiracist Practice: *Lack of Antiracist Community*

One respondent from King County reported that "we don't do enough to build up peer to peer trust so students aren't willing to have these conversations about race with each other [or] with us as prepared facilitators to guide them to understanding." Another educator in Snohomish County who reported not having formal training in antiracism also reported that not only are they "not encouraged or supported when bringing up racial issues, it's never discussed among staff."

B. Quantitative Survey Results

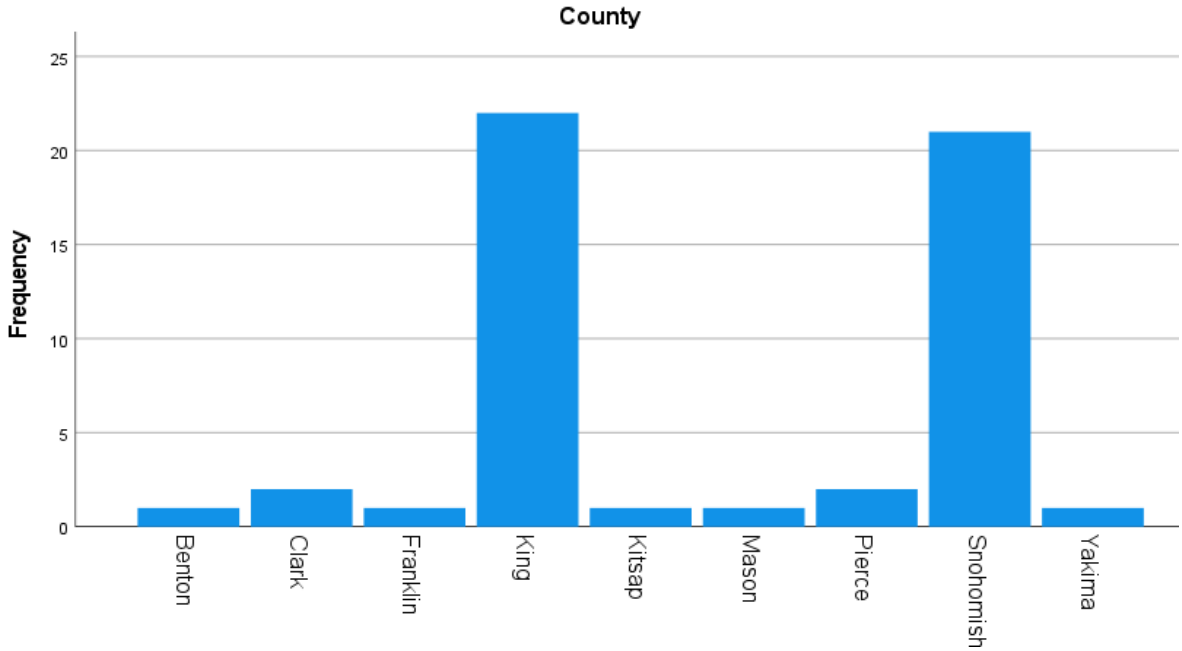
A chi-square analysis was conducted to determine whether there was a statistically significant relationship between the survey respondents' age, experience, gender, race, grade(s) taught and the amount of district, administrative, family/parent, peer, and student support they have to practice antiracism in the classroom.

1. Demographics



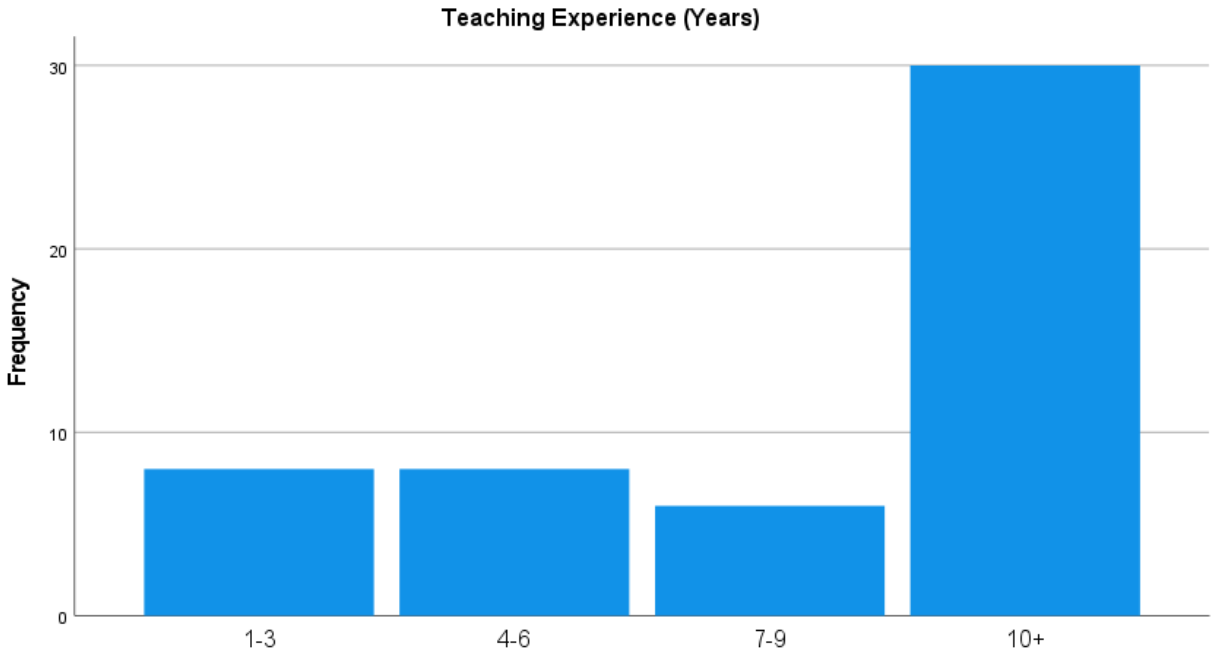
(Figure 1)

Age is defined as how old the respondent is in years.



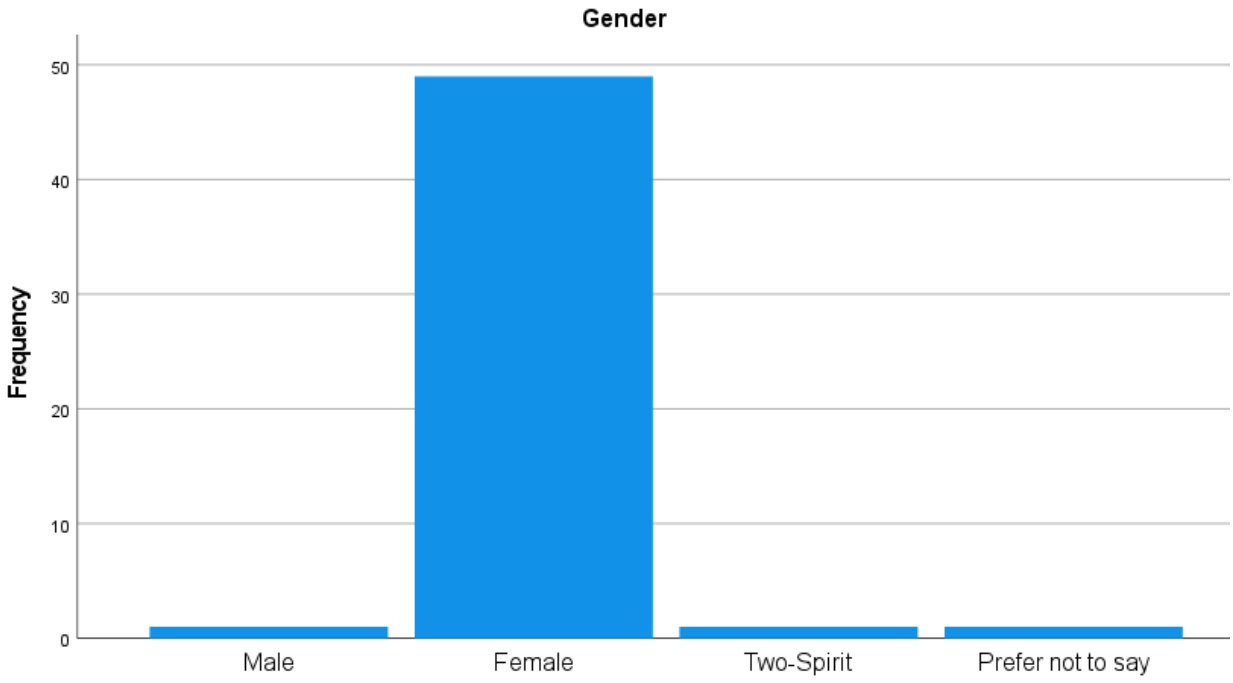
(Figure 2)

County is defined as the county in which the respondent teaches.



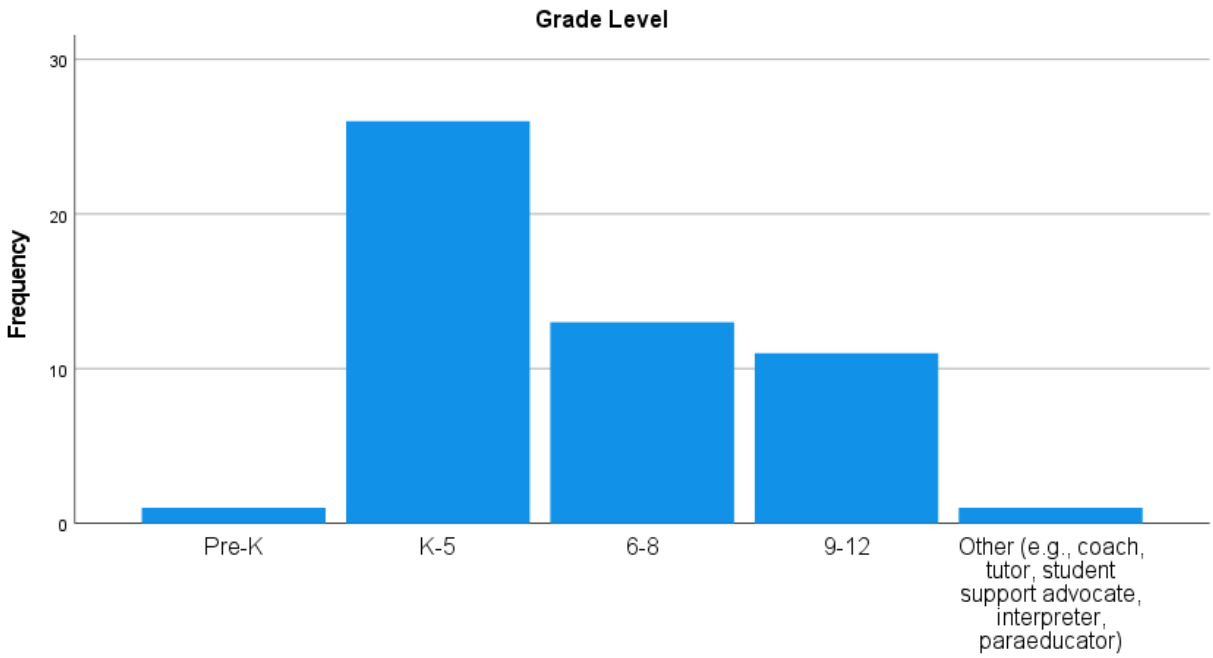
(Figure 3)

Teaching experience is defined as how
many years the respondent has been teaching K-12.



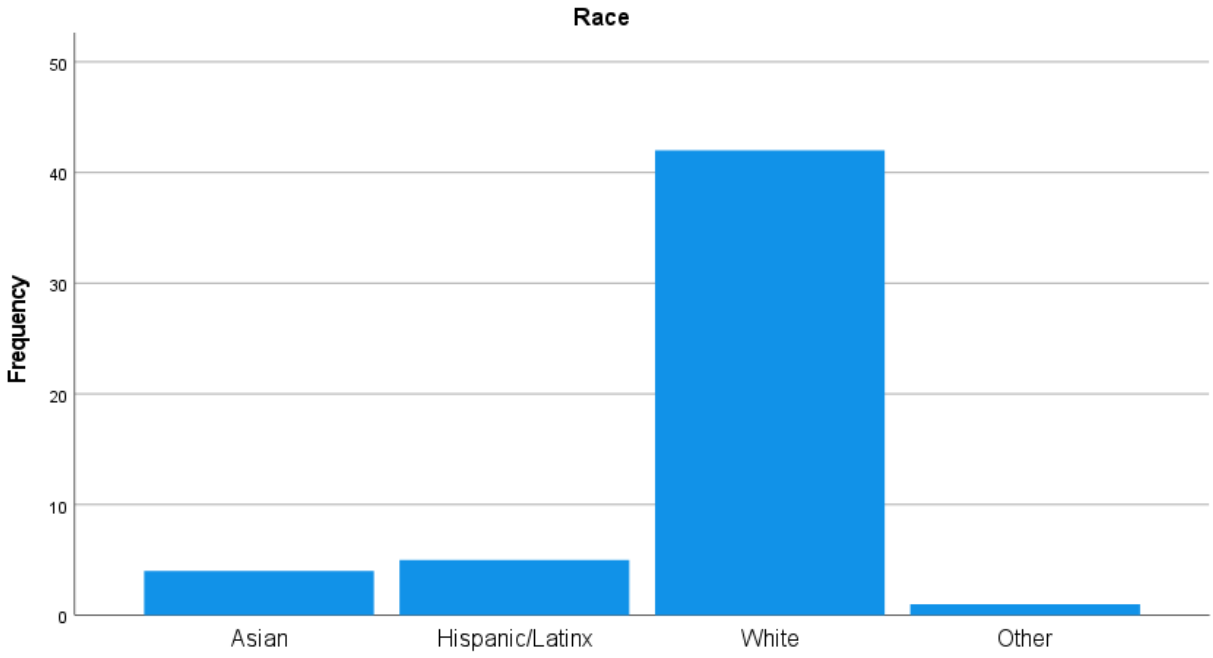
(Figure 4)

Gender is defined by how the respondent identifies their gender;
referring to their sense of self, regardless of what sex they were assigned at birth.



(Figure 5)

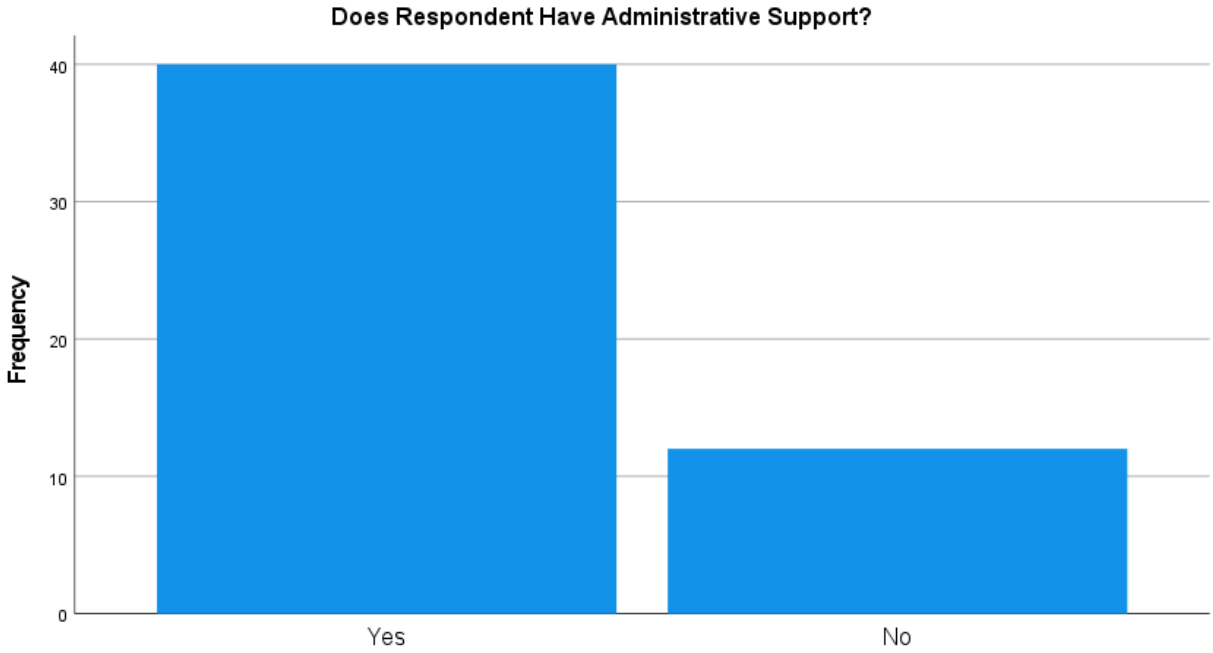
Grade level is defined as the grade in which the respondent teaches.



(Figure 6)

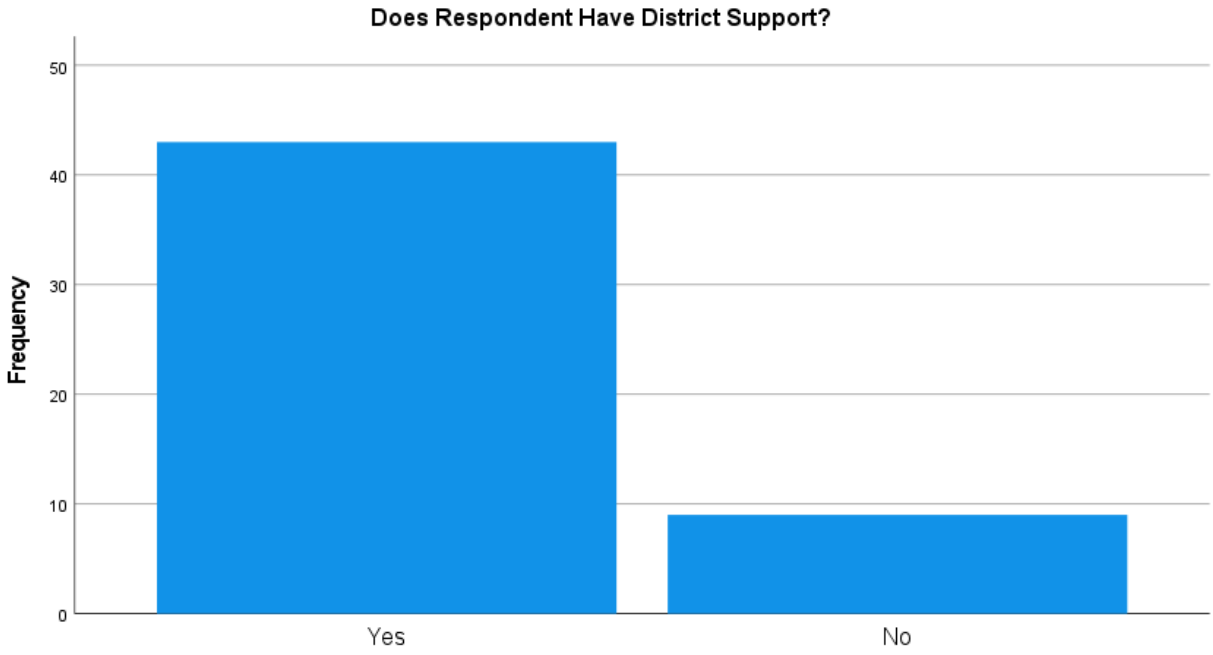
Race is defined by how the respondent identifies racially.

2. Support Figures



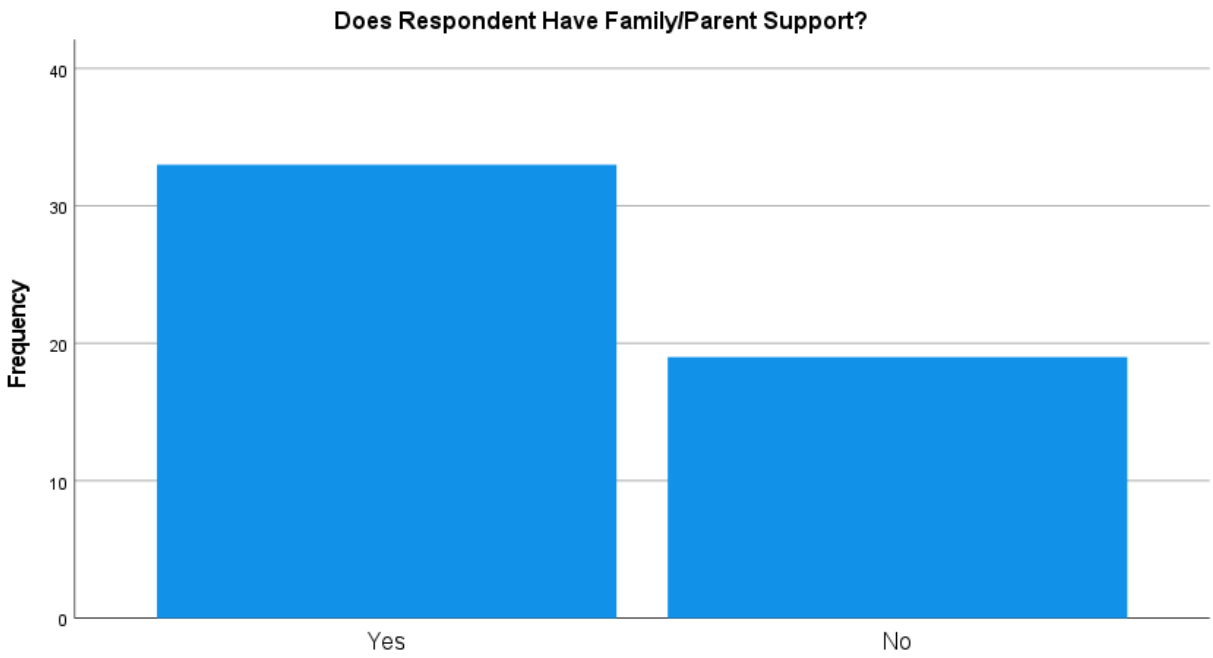
(Figure 7)

Administrative support is present when teachers are empowered to raise issues of race and equity in faculty meetings or with their principal 1-2 times per month.



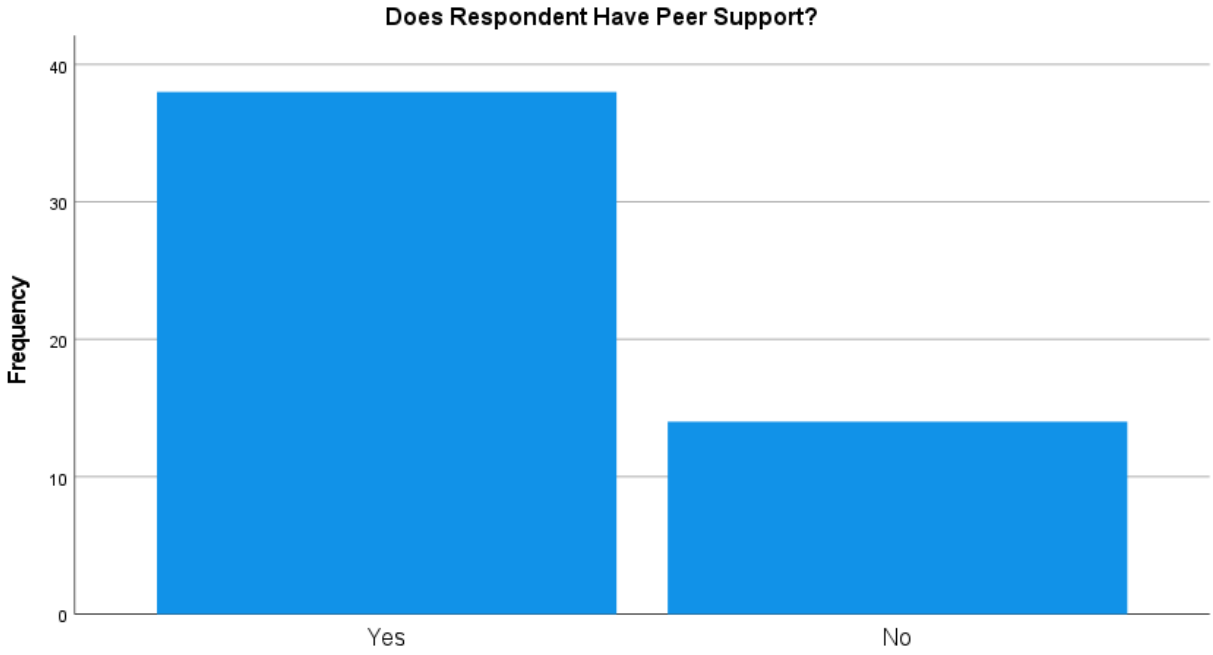
(Figure 8)

District support is present when the district provides antiracism resources and training (investment) to school administration, staff, and faculty.



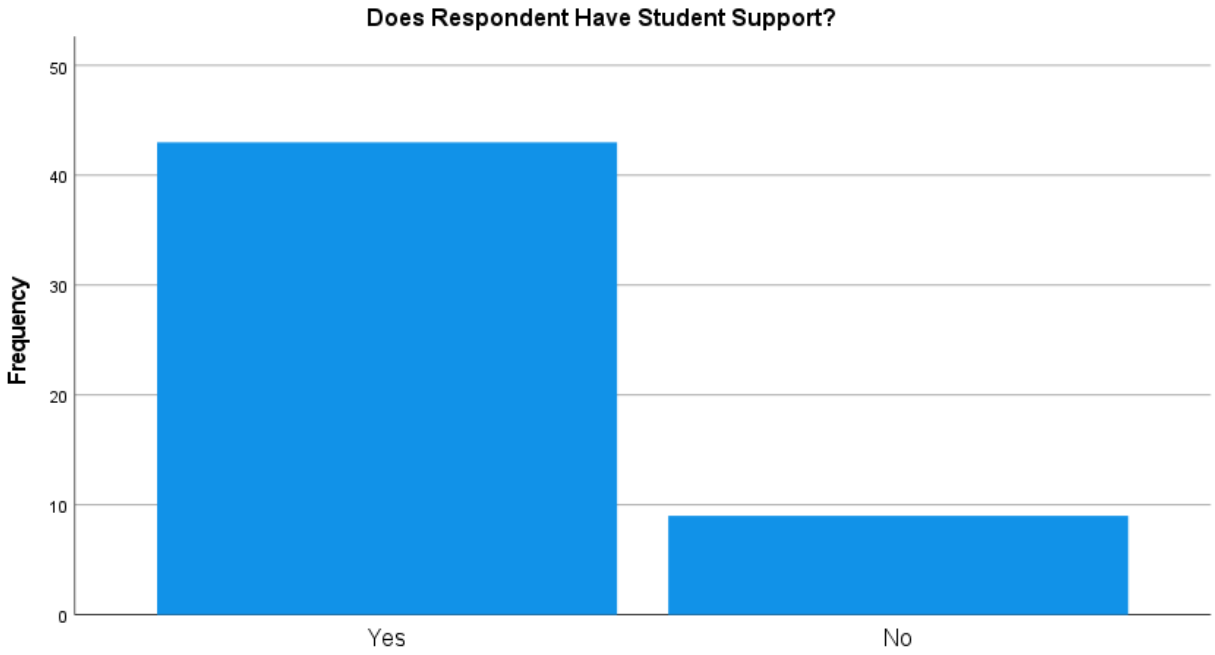
(Figure 9)

Family/Parent support is present when teachers can discuss antiracism with their students without parent objection.



(Figure 10)

Peer support is present when the teacher can discuss antiracism with other teachers in their school 1-2 times per week.



(Figure 11)

Student support is present when the teacher can discuss antiracism with their students 1-2 times per week.

3. Chi-Square

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Age x District Support	2.370[a]	4	.668
Age x Family/Parent Support	4.493[a]	4	.343
Age x Administrative Support	1.255[a]	4	.869
Age x Peer Support	4.642[a]	4	.326
Age x Student Support	1.870[a]	4	.760
County x District Support	**18.713[a]**	**8**	**.016**
County x Family/Parent Support	8.846[a]	8	.355
County x Administrative Support	13.128[a]	8	.108
County x Peer Support	8.742[a]	8	.365
County x Student Support	7.038[a]	8	.533
Experience x District Support	1.868[a]	3	.600
Experience x Family/Parent Support	.033[a]	3	.998
Experience x Administrative Support	1.582[a]	3	.664
Experience x Peer Support	**9.814[a]**	**3**	**.020**
Experience x Student Support	.412[a]	3	.938
Gender x District Support	5.229[a]	3	.156
Gender x Family/Parent Support	2.889[a]	3	.409
Gender x Administrative Support	7.163[a]	3	.067
Gender x Peer Support	5.944[a]	3	.114
Gender x Student Support	5.229[a]	3	.156
Grade Level x District Support	1.307[a]	4	.860
Grade Level x Family/Parent Support	1.757[a]	4	.780
Grade Level x Administrative Support	.965[a]	4	.915
Grade Level x Peer Support	2.044[a]	4	.728
Grade Level x Student Support	.525[a]	4	.971
Race x District Support	2.442[a]	3	.486
Race x Family/Parent Support	4.880[a]	3	.181
Race x Administrative Support	3.124[a]	3	.373
Race x Peer Support	6.147[a]	3	.105
Race x Student Support	.412[a]	3	.938

(Figure 12)

This chi-square test table shows that only two of the 30 relationships were found to be statistically significant (County x District and Experience x Peer, highlighted in bold).

4. Crosstab: County x District Support

Crosstab

Count

		Does Respondent Have District Support?		
		Yes	No	Total
County	Benton	0	1	1
	Clark	2	0	2
	Franklin	1	0	1
	King	21	1	22
	Kitsap	1	0	1
	Mason	0	1	1
	Pierce	2	0	2
	Snohomish	16	5	21
	Yakima	0	1	1
Total		43	9	52

(Figure 13)

This crosstab provides further detail as to the significant relationship found between county and district support.

5. Crosstab: Teacher Experience (Years) x Peer Support

Crosstab

Count

		Does Respondent Have Peer Support?		
		Yes	No	Total
Teaching Experience (Years)	1-3	6	2	8
	4-6	4	4	8
	7-9	2	4	6
	10+	26	4	30
Total		38	14	52

(Figure 14)

This crosstab provides further detail as to the significant relationship found between teaching experience and peer support.

6. Crosstab: Race x Family/Parent Support

Crosstab

Count

		Does Respondent Have Family/Parent Support?		
		Yes	No	Total
Race	Asian	1	3	4
	Hispanic/Latinx	3	2	5
	White	29	13	42
	Other	0	1	1
Total		33	19	52

(Figure 15)

This crosstab shows that a majority of Asian respondents do not feel they have family/parent support.

7. Crosstab: Race x Peer Support

Crosstab

Count

		Does Respondent Have Peer Support?		
		Yes	No	Total
Race	Asian	1	3	4
	Hispanic/Latinx	3	2	5
	White	33	9	42
	Other	1	0	1
Total		38	14	52

(Figure 16)

This crosstab shows that a majority of Asian respondents do not feel they have peer support.

VII. DISCUSSION AND RECOMMENDATIONS

A. Demographics

Although the race and gender (see Figures 4 and 6) of survey respondents differ slightly from statewide data for Washington State, they are similar in that a majority of K-12 teachers are female and white; 94.2% of survey respondents are female compared to 73.3% female for teachers statewide (OSPI., 2017) and 80.08% of respondents are white compared to 89.9% white for statewide data (OSPI, 2017). The race and gender of the K-12 educators in this survey study also closely match the nationwide demographics of K-12 educators from 2017-2018; according to the National Center for Education Statistics, 76% of teachers nationwide are female and 79% are white (NCES, 2021).

B. Support

This study revealed that a majority of the 52 survey respondents feel they are supported by their administrations (n=40, 76.9%, see Figure 7), district (n=43, 82.7%, see Figure 8), peers (n=38, 73.1%, see Figure 10), families/parents (n=33, 63.5%, see Figure 9), and their students (n=43, 82.7%, see Figure 11). These results are very encouraging because they show that overall, teachers in Washington State feel supported to critically discuss race in their classroom. One of the most common themes identified in the challenges K-12 educators face was push back from their students' parents/families, a relationship highlighted by the fact that support from families/parents is between 10-20% less than the other support group variables. This indicates a need for future research into parent/family perceptions on antiracist K-12 education. More specifically, the perceptions of white parents/families as they were cited by several respondents (n=15) as the parents that show opposition to discussions of race in their children's classrooms. Finding specific details about why they are so opposed to critical race curricula would help inform educational policies; policies that aim to help educate parents and their children about institutional racism and racial justice.

Although the quantitative results show a majority of survey respondents feel supported to

practice antiracism, the qualitative results contradict this finding. For example, three of the four Asian respondents reported that they do not feel supported by the families/parents of their students (see Figure 15) or their peers (see Figure 16). The three (n=3) Asian respondents who answered the open-ended survey questions (one of the four did not) unanimously reported that the biggest challenge they face when practicing antiracism is resistance from their peers and their students' families/parents. One (n=1) of these three Asian respondents specifically identified their white peers and white families/parents as the groups that give her the most resistance. Future research should analyze why Asian and other BIPOC K-12 educators feel less supported by their peers and their students' families/parents than their white antiracist colleagues. Several respondents who identify as white, also reported a lack of support from their families/parents (n=13), peers (n=2), and students (n=8) in their open-ended responses about what challenges they face when practicing antiracism.

Additionally, more research into how K-12 educators are supported should be conducted to better identify the cases where support is provided by the district, administration, peers, family/parents, and students. For example, only one respondent from King County specifically reported that she is provided antiracist training by her district while the rest of the respondents reported individual lessons they teach for racial justice or class activities they do to create a more inclusive classroom environment rather than addressing the different support they receive. Future research should ask the question "how does your administration, district, peers, families/parents, and students give you support in your antiracist classroom practice?" This question would solicit specific responses as to how support is given rather than responses outlining individual classroom activities and practices.

C. Crosstabs with Chi-Square

Using a chi-square test, a statistically significant and positive relationship was found between a respondent's years of teaching experience and their support level to practice antiracism amongst their peers, $X^2(3, N=52)=9.814$, $p<.05$ (see Figure 12). *Reject the null.* This relationship

indicates that as a respondent's teaching experience increases so does the amount of peer support they have to practice antiracism in the classroom. It also indicates that teachers who are supported by their peers, stay in the teaching profession longer rather than seeking out alternative careers.

This relationship has great potential to inform educational policy as it highlights the fact that veteran educators have more support from their peers than do new teachers. Discussing racism and white privilege can be very challenging for new teachers because they don't want to upset or offend their students and parents; a common theme within the challenges reported by survey respondents. The policy implication here is that new teachers should be provided with a veteran faculty mentor who can guide new teachers on how to critically teach about race and social justice and how to navigate student and family resistance. For example, one survey respondent with 1-3 years of teaching experience reported that "we don't see color" as the way she practices antiracism in the classroom. The color-blind ideology only serves to relieve teachers of the responsibility of explicitly and critically discussing issues of racial justice (Ukpokodu, 2007; LaDuke, 2009). It's possible that if this teacher had a faculty mentor, then she would understand how detrimental it is to her students and families of color to teach color blindness in her class.

The mentorship policy/program would instill confidence in new teachers as well as make their antiracist practice more efficient because they will have someone to go to for guidance and feedback instead of navigating the complex issues of race in isolation. An important note here is that faculty mentors must be culturally competent and antiracist themselves if they are to nurture an antiracist relationship with their mentees. Additionally, this mentorship policy may also help retain teachers who might otherwise burn out of K-12 education altogether. It is very stressful to want to teach for social justice only to be confronted with heavy opposition from parents, students, and peers and in some cases, reprimand or termination from their employer. Future research into how this opposition impacts a K-12 educator's ability to remain a teacher should be conducted; retaining teachers is important to our public school institution.

Using a chi-square test, a statistically significant and positive relationship was found between the county a respondent teaches in and their support level to practice antiracism within

their district, $X^2(7, N=52)=18.713$, $p<.05$ (see Figure 12). *Reject the null*. Although this relationship is significant, it yields the common-sense result that if your county is supportive then so will the district within the county. Future research into specific districts within each county would shed light on whether certain districts are more supportive than others in the same county. Then the reasons certain districts are more antiracist than others could be extrapolated and inform district and school policies.

No other significant relationships were found to exist between a respondent's teaching experience, age, race, grade level, gender, and their support level within their district, amongst their students, families/parents, peers, and administration (see Figure 12). *Failed to reject the null.*

D. Critical Reflection & Discussion on Racial Equity

As Sensoy and DiAngelo point out, K-12 teachers need to be allies for their students because that is how one changes institutional power from supporting the oppressor to supporting the oppressed. In this study, many K-12 teachers practice allyship with their students and families of color by actively seeking ways to alter their lessons to be more inclusive. For example, one respondent teaching in King County reported that she "avoids patriotic materials, rewrites or discards materials that celebrate colonialism or euphemistically refer to genocide and slavery." An example of a teacher being an ally and teaching about race critically is when this same respondent with over 10 years of teaching experience went on to report:

> *When kids ask, "Who ended slavery?" as they often do, my reply is "The people who were enslaved ended slavery by running away, revolting, slowing down or refusing to work, and teaching each generation to keep working to be free. And telling their story so everyone could see how wrong slavery was." That is an example of directly confronting our racist history, and keeping enslaved Africans at the center and as agents of the story of abolishing slavery.*

This is the clearest example of teaching race critically reported in this survey study. This teacher is not only challenging dominant narratives about patriotism and whiteness but she also

centers voices of color, to tell the truth about this country's racist history. This is also an example of how to historicize contemporary racial justice and equity issues; when we uncover the truth about our history, it becomes easier to understand why we must discuss racial equity in our schools. This phenomenon is discussed at length in Lawrence's 2005 interview study of successful antiracist classroom practices. She identified that all of her interview participants (N=7) spoke about making changes to the curriculum, including helping students identify stereotypes in media, teaching the truth about Christopher Columbus, presenting historical events from different cultural perspectives, and dismantling myths about people of color (Lawrence, p. 352). Yosso points out that very little has been published addressing what critical race curriculum looks like and how it can challenge traditional curriculum (p. 95). This is an area that future research should address; what does CRC look like and how does it challenge dominant narratives? This educator in King County has taken steps to change her curriculum to reflect the racial equity needs of her students and community. Educational policies should be implemented that address how current/traditional curricular structures perpetuate racial inequity and injustice by replacing them with critical race curricula.

E. Antiracist Signage

Several educators in this study cited the effort to display more inclusive signage in their classrooms so their students of color are better represented. Educational policies should ensure that textbooks, posters, lessons, and other forms of media displayed in K-12 classrooms represent diversity for their students. Multiple survey respondents highlighted the racial equity importance of being inclusive in their messaging. The responsibility of gathering and displaying antiracist signage for the classroom shouldn't rest solely on the K-12 educators themselves, it would be much more efficient and helpful if the districts and schools provided these resources for their teachers as a standard practice, not an exception.

F. Lack of Antiracist Community

One of the ways antiracist educators can ensure their classrooms are culturally responsive

and antiracist is if they build an antiracist community (Utt and Tochluk, p. 131). Additionally, a common finding among multicultural teacher educators is the lack of community they feel they have at their educational institutions to discuss antiracist topics with like-minded colleagues (Gorski, 2016, p. 154). Two respondents in this study identified a desire to discuss topics of racial justice and equity with their colleagues, something that is not currently taking place. District policies should incorporate this understanding by creating racial equity teams for all of the schools in their district so antiracist educators from each school have an outlet community they can go to for guidance on racial justice and equity. Not only should district and school policies reflect a determination to facilitate peer to peer collaboration, but educational organizations like the National Education Association (NEA), Washington Education Association (WEA), Seattle Education Association (SEA), and the Edmonds Education Association (EEA) who serve their teacher constituents should also help facilitate these teacher collaborations on teaching for social justice and antiracism.

One respondent from Snohomish County reported that she can practice antiracism in her class because she has a "teacher bestie" that she discusses and plans racial justice lessons with. The relationship this educator has with their teaching partner allows them to cultivate new ways of discussing race in their classes that create greater racial equity. Another respondent from King County reported that she practices antiracism in her school by being a member of their school's "racial equity leadership team." Lawrence's 2005 study of successful antiracist classroom practice identified something very important, they identified that school and district leadership teams have a profound effect in setting the tone for school climate. For this reason, educational policies should also consider providing professional development and educational resources to school and district leadership teams; if the leadership teams are culturally responsive and antiracist, then their K-12 educators will find it much easier to practice antiracism in the classroom. Another educational policy that would help schools create antiracist collaboration is implementing mandatory book clubs among faculty that discuss race critically; the dialogue around critical race would help inform antiracist classroom practices and help identify ways in which current classroom practices

perpetuate racial injustice.

VIII. CONCLUSION

There is much to be known about how K-12 educators in Washington State can be culturally responsive and antiracist in their classrooms. By analyzing critical race, multicultural teacher educator literature, and reporting the results of the antiracist practices survey, I have attempted to fill in a portion of this knowledge gap. Although the quantitative results of this study show an overall high level of administrative, district, peer, and student support for K-12 antiracist educators (see Figures 7-11), multiple survey respondents cited that a challenge they face when practicing antiracism is the pushback they receive from their students' families/parents and peer faculty. Future research into why white parents/families are less supportive of critical race education is necessary to fully understand this phenomenon. Leadership teams in districts and schools should take a more active role in creating an antiracist environment in their schools. These leadership teams would be wise to create antiracist communities in their schools and districts that meet regularly to discuss critical race curricula and how to navigate student, family/parent, and peer resistance to those curricula.

IX. WORKS CITED

Auburn Examiner. "State Senate Passes Bill to Add Anti-Racism Curricula to k-12 Educator Training." Auburn Examiner, Auburn Examiner Company, 28 Jan. 2021, auburnexaminer.com/state-senate-passes-bill-to-add-anti-racism-curricula-to-k-12-educator-training/.

Bazzaz, Dahlia, and Elise Takahama. "Child Care and Early Learning Advocates in Washington STATE Celebrate Legislative Wins." *The Seattle Times*, The Seattle Times Company, 28 Apr. 2021, www.seattletimes.com/education-lab/child-care-and-early-learning-advocates-in-washington-state-celebrate-legislative-wins/.

Clair, Matthew, and Denis, Jeffrey S. "Racism, Sociology Of." *International Encyclopedia of the Social & Behavioral Sciences*, Second ed., Elsevier Ltd, 2015, pp. 857–863.

Delgado, Richard, *et al*. *Critical Race Theory (Third Edition): An Introduction*. Third ed., New York University Press, 2017.

Delgado, R. "When a Story Is Just a Story: Does Voice Really Matter?" *Virginia Law Review*, vol. 76, no. 1, 1990, pp. 95–111.

Dixson, Adrienne D, and Rousseau, Celia K. "And We Are Still Not Saved: Critical Race Theory in Education Ten Years Later." *Race, Ethnicity and Education*, vol. 8, no. 1, 2005, pp. 7–27.

OSPI. "Understanding Teacher Retention and Mobility in Washington State." *UW Teacher Report January 2017*, University of Washington College of Education Center for the Study of Teaching and Policy, Jan. 2017, www.k12.wa.us/sites/default/files/public/best/pubdocs/uwteacherreportjan2017.pdf.

Gorski, Paul C. “Instructional, Institutional, and Sociopolitical Challenges of Teaching Multicultural Teacher Education Courses.” *The Teacher Educator*, vol. 47, no. 3, 2012, pp. 216–235.

Gorski, Paul C. “Making Better Multicultural and Social Justice Teacher Educators: a Qualitative Analysis of the Professional Learning and Support Needs of Multicultural Teacher Education Faculty.” *Multicultural Education Review*, vol. 8, no. 3, 2016, pp. 139–159.

Gorski, Paul C, and Parekh, Gillian. “Supporting Critical Multicultural Teacher Educators: Transformative Teaching, Social Justice Education, and Perceptions of Institutional Support.” *Intercultural Education (London, England)*, vol. 31, no. 3, 2020, pp. 265–285.

Helm, Theo. “Dr. Gloria Ladson-Billings, Originator of Culturally Relevant Pedagogy, Addresses Ace Teachers and LEADERS // Ace at Notre Dame.” *Alliance for Catholic Education*, University of Notre Dame, July 2017, ace.nd.edu/news/dr-gloria-ladson-billings-addresses-ace-teachers-and-leaders.

Kahn, Michele, and Gorski, Paul C. “The Gendered and Heterosexist Evolution of the Teacher Exemplar in the United States: Equity Implications for LGBTQ and Gender Nonconforming Teachers.” *International Journal of Multicultural Education*, vol. 18, no. 2, 2016, p. 15.

Knaus, Christopher B. “Shut up and Listen: Applied Critical Race Theory in the Classroom.” *Race, Ethnicity and Education*, vol. 12, no. 2, 2009, pp. 133–154.

Ladson-Billings, Gloria. “Just What Is Critical Race Theory and What's It Doing in a Nice Field like Education?” *International Journal of Qualitative Studies in Education*, vol. 11, no. 1, 1998, pp. 7–24.

Ladson-Billings, G, and Tate, Wf. “TOWARD A CRITICAL RACE THEORY OF EDUCATION.” *Teachers College Record (1970)*, vol. 97, no. 1, 1995, pp. 47–68.

LaDuke, Aja E. “Resistance and Renegotiation: Preservice Teacher Interactions with and Reactions to Multicultural Education Course Content.” *Multicultural Education (San Francisco, Calif.)*, vol. 16, no. 3, 2009, p. 37.

Lawrence, Sandra M. “Contextual Matters: Teachers' Perceptions of the Success of Antiracist Classroom Practices.” *The Journal of Educational Research (Washington, D.C.)*, vol. 98, no. 6, 2005, pp. 350–365.

Lowman, Sonia, *et al*. *Teach Us All*. Video Project, 2017.

Lynn, Marvin. “Critical Race Theory and the Perspectives of Black Men Teachers in the Los Angeles Public Schools.” *Equity & Excellence in Education*, vol. 35, no. 2, 2002, pp. 119–130.

Marshall, Patricia L. “Using My ‘You Lie Moment’ to Theorize Persistent Resistance to Critical Multicultural Education.” *International Journal of Multicultural Education*, vol. 17, no. 2, 2015, p. 117.

NCES. “Characteristics of Public School Teachers in the United States (2017-2018).” *COE - Characteristics of Public School Teachers*, National Center for Education Statistics, May 2021, nces.ed.gov/programs/coe/indicator/clr.

Osta, Kathleen, and Hugh Vasquez. “Implicit Bias and Structural Inequity.” *National Equity Project*, pp. 1–9.

Schools/equity training: Washington State Senate floor debate on pending legislation, including SB 5044 (Schools/equity training), WA State Senate. (2021) (testimony of Sen. Mona Das)

Senate Bill 4533. United States, Congress. *To amend the Public Health Service Act to provide for public health research and investment into understanding and eliminating structural racism and police violence*, 2020, https://www.congress.gov/116/bills/s4533/BILLS-116s4533is.pdf

Senate Bill 5044. Washington State, Legislature. *Concerning Professional Learning, Equity, Cultural Competency, and Dismantling Institutional Racism in the Public School System*, 2021, http://lawfilesext.leg.wa.gov/biennium/202122/Pdf/Bills/Senate%20Bills/5044.pdf?q=20210401154452

Senate Bill 5227. Washington State, Legislature. *Requiring diversity, equity, inclusion, and antiracism training and assessments at institutions of higher education.*, 2021, http://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Amendments/House/5227-S2.E%20AMH%20ENGR%20H1309.E.pdf

Sensoy, Oezlem, and Diangelo, Robin. "Developing Social Justice Literacy: An Open Letter to Our Faculty Colleagues." *Phi Delta Kappan*, vol. 90, no. 5, 2009, pp. 345–352.

Ukpokodu, Omiunota Nelly. "Preparing Socially Conscious Teachers: a Social Justice-Oriented Teacher Education." *Multicultural Education (San Francisco, Calif.)*, vol. 15, no. 1, 2007, p. 8.

Utt, Jamie, and Tochluk, Shelly. "White Teacher, Know Thyself: Improving Anti-Racist Praxis Through Racial Identity Development." *Urban Education (Beverly Hills, Calif.)*, vol. 55, no. 1, 2020, pp. 125–152.

WEA. "WEA Political Action." Washington Education Association, 23 Apr. 2021, www.washingtonea.org/advocacy/ourvoice/post/taking-action-in-olympia-april-23-2021/.

Yosso, Tara J. “Toward a Critical Race Curriculum.” *Equity & Excellence in Education*, vol. 35, no. 2, 2002, pp. 93–107.

X. APPENDIX

A. Demographics

Age (Years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-30	7	13.5	13.5	13.5
	31-39	18	34.6	34.6	48.1
	40-48	18	34.6	34.6	82.7
	49-57	7	13.5	13.5	96.2
	58+	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

County

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Benton	1	1.9	1.9	1.9
	Clark	2	3.8	3.8	5.8
	Franklin	1	1.9	1.9	7.7
	King	22	42.3	42.3	50.0
	Kitsap	1	1.9	1.9	51.9
	Mason	1	1.9	1.9	53.8
	Pierce	2	3.8	3.8	57.7
	Snohomish	21	40.4	40.4	98.1
	Yakima	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Teaching Experience (Years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3	8	15.4	15.4	15.4
	4-6	8	15.4	15.4	30.8
	7-9	6	11.5	11.5	42.3
	10+	30	57.7	57.7	100.0
	Total	52	100.0	100.0	

Grade Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-K	1	1.9	1.9	1.9
	K-5	26	50.0	50.0	51.9
	6-8	13	25.0	25.0	76.9
	9-12	11	21.2	21.2	98.1
	Other (e.g., coach, tutor, student support advocate, interpreter, paraeducator)	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian	4	7.7	7.7	7.7
	Hispanic/Latinx	5	9.6	9.6	17.3
	White	42	80.8	80.8	98.1
	Other	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1	1.9	1.9	1.9
	Female	49	94.2	94.2	96.2
	Two-Spirit	1	1.9	1.9	98.1
	Prefer not to say	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

B. Support Variables

Does Respondent Have Administrative Support?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	76.9	76.9	76.9
	No	12	23.1	23.1	100.0
	Total	52	100.0	100.0	

Does Respondent Have District Support?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	82.7	82.7	82.7
	No	9	17.3	17.3	100.0
	Total	52	100.0	100.0	

Does Respondent Have Family/Parent Support?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	63.5	63.5	63.5
	No	19	36.5	36.5	100.0
	Total	52	100.0	100.0	

Does Respondent Have Peer Support?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	73.1	73.1	73.1
	No	14	26.9	26.9	100.0
	Total	52	100.0	100.0	

Does Respondent Have Student Support?

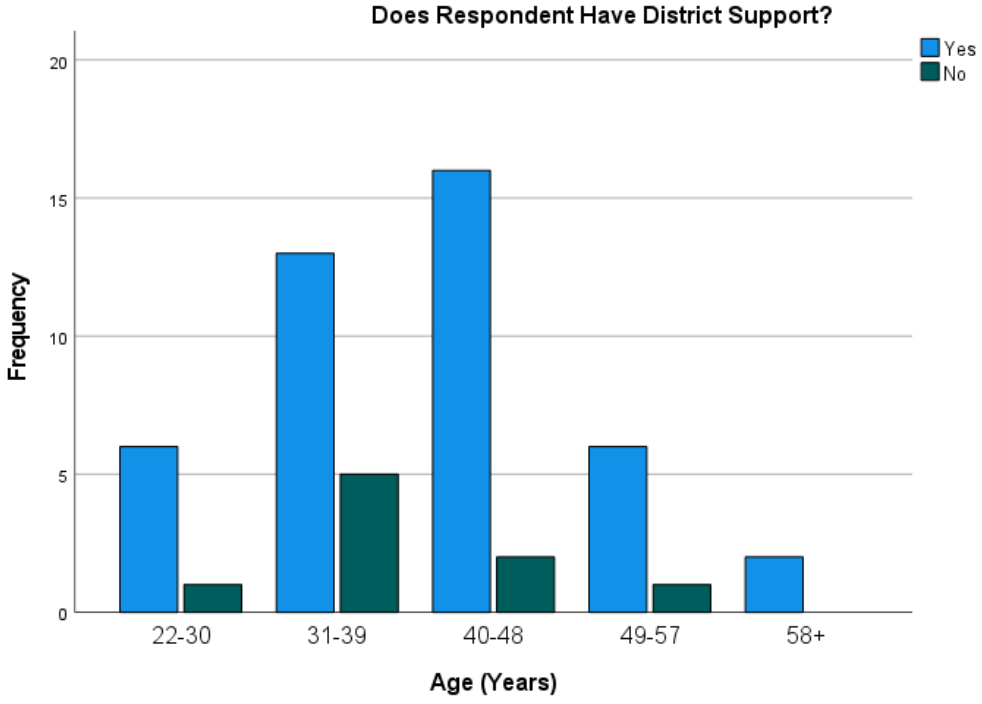
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	82.7	82.7	82.7
	No	9	17.3	17.3	100.0
	Total	52	100.0	100.0	

C. Crosstab: Age x District Support

Crosstab

Count

		Does Respondent Have District Support?		
		Yes	No	Total
Age (Years)	22-30	6	1	7
	31-39	13	5	18
	40-48	16	2	18
	49-57	6	1	7
	58+	2	0	2
Total		43	9	52

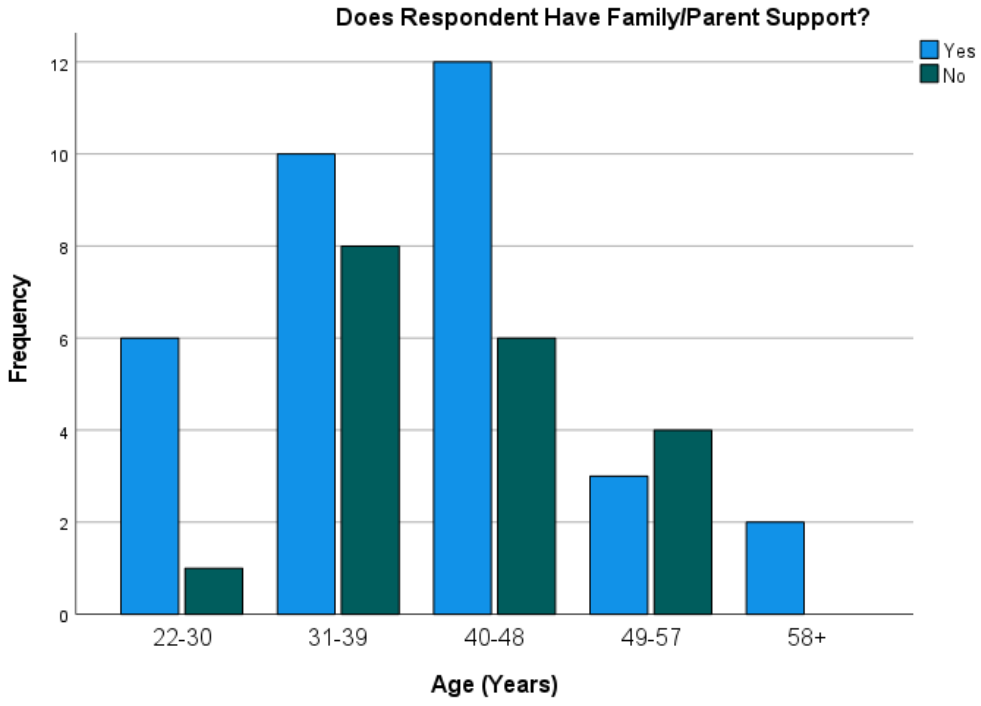


D. Crosstab: Age x Family/Parent Support

Crosstab

Count

		Does Respondent Have Family/Parent Support?		
		Yes	No	Total
Age (Years)	22-30	6	1	7
	31-39	10	8	18
	40-48	12	6	18
	49-57	3	4	7
	58+	2	0	2
Total		33	19	52

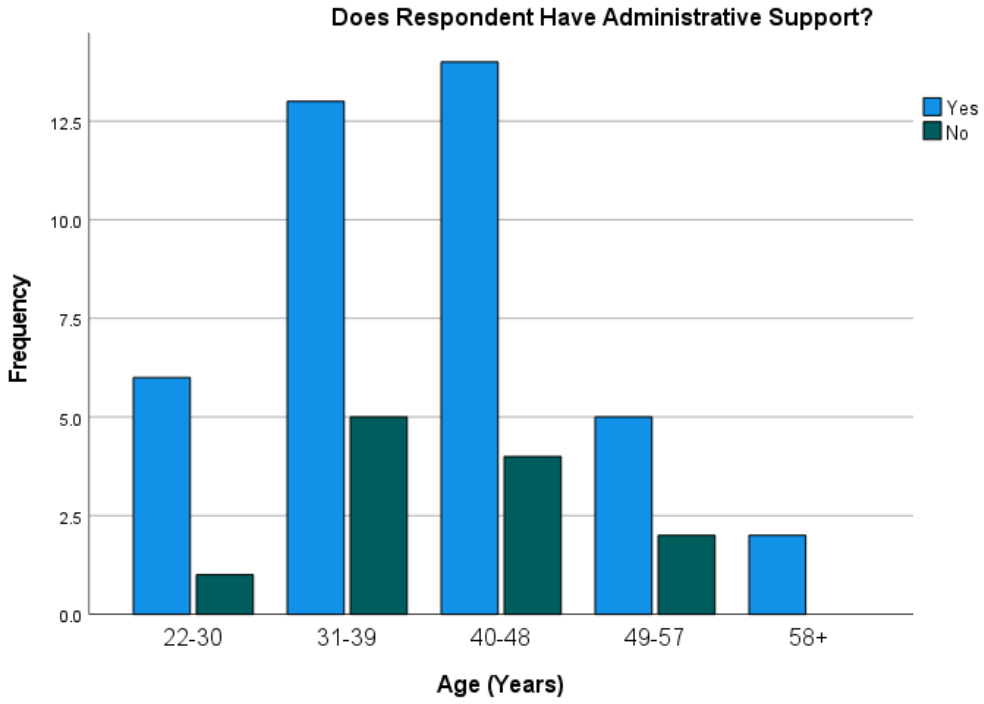


E. Crosstab: Age x Administrative Support

Crosstab

Count

		Does Respondent Have Administrative Support?		
		Yes	No	Total
Age (Years)	22-30	6	1	7
	31-39	13	5	18
	40-48	14	4	18
	49-57	5	2	7
	58+	2	0	2
Total		40	12	52

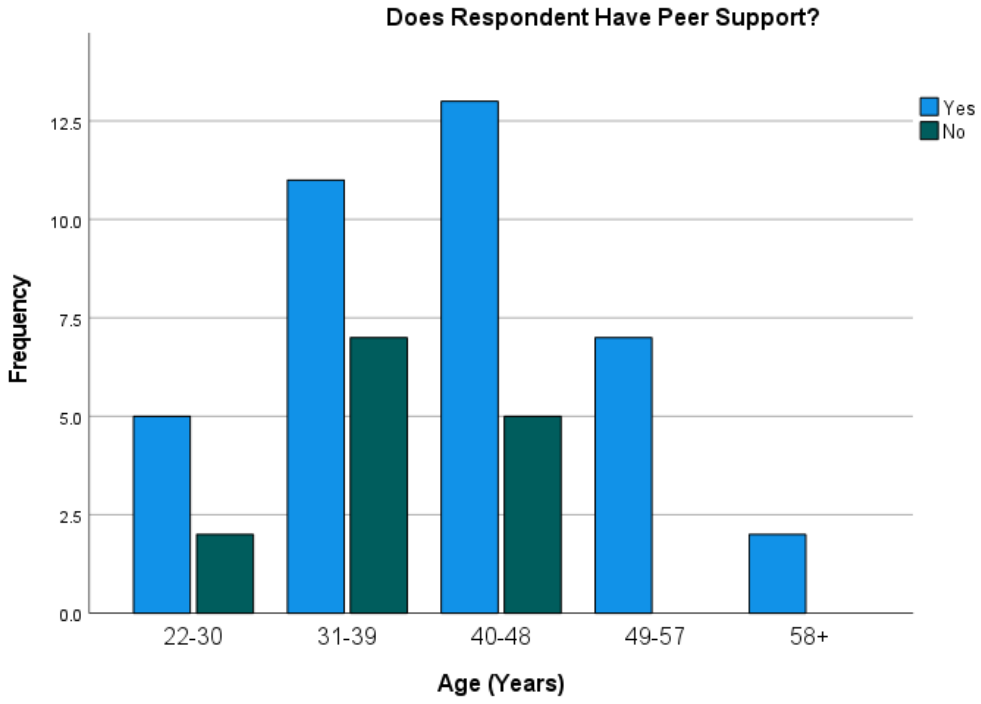


F. Crosstab: Age x Peer Support

Crosstab

Count

		Does Respondent Have Peer Support?		
		Yes	No	Total
Age (Years)	22-30	5	2	7
	31-39	11	7	18
	40-48	13	5	18
	49-57	7	0	7
	58+	2	0	2
Total		38	14	52

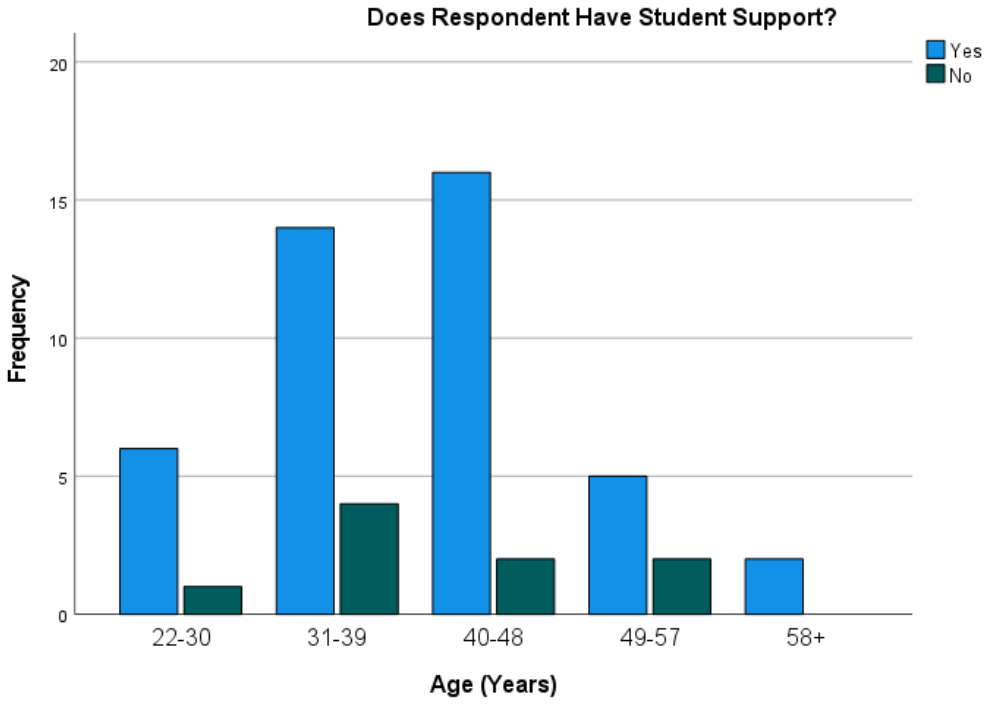


G. Crosstab: Age x Student Support

Crosstab

Count

		Does Respondent Have Student Support?		
		Yes	No	Total
Age (Years)	22-30	6	1	7
	31-39	14	4	18
	40-48	16	2	18
	49-57	5	2	7
	58+	2	0	2
Total		43	9	52

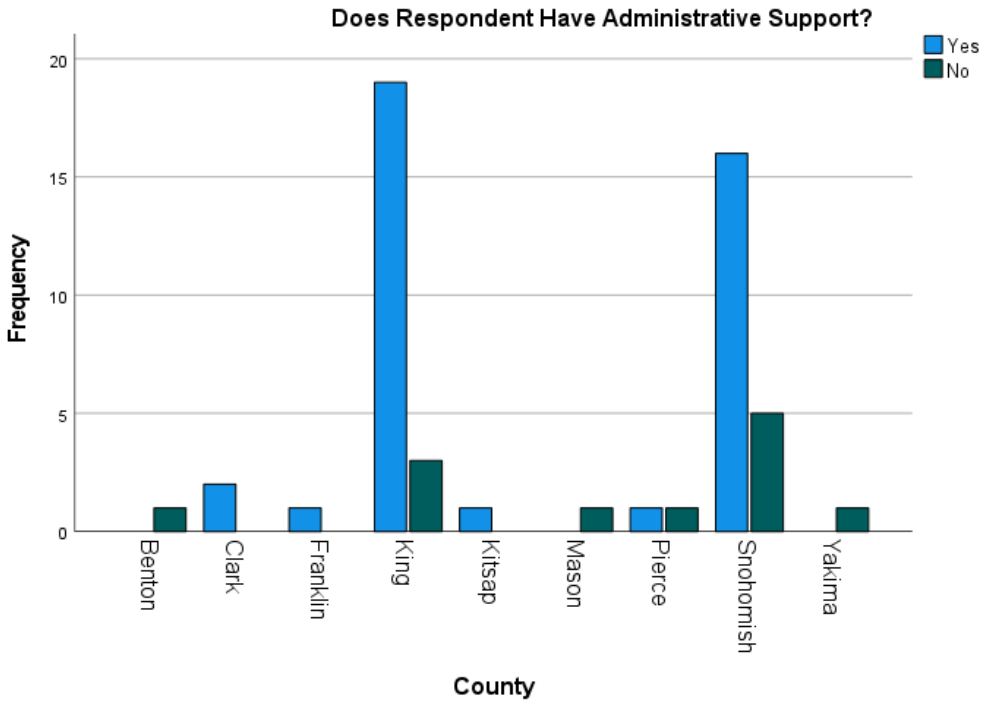


H. Crosstab: County x Administrative Support

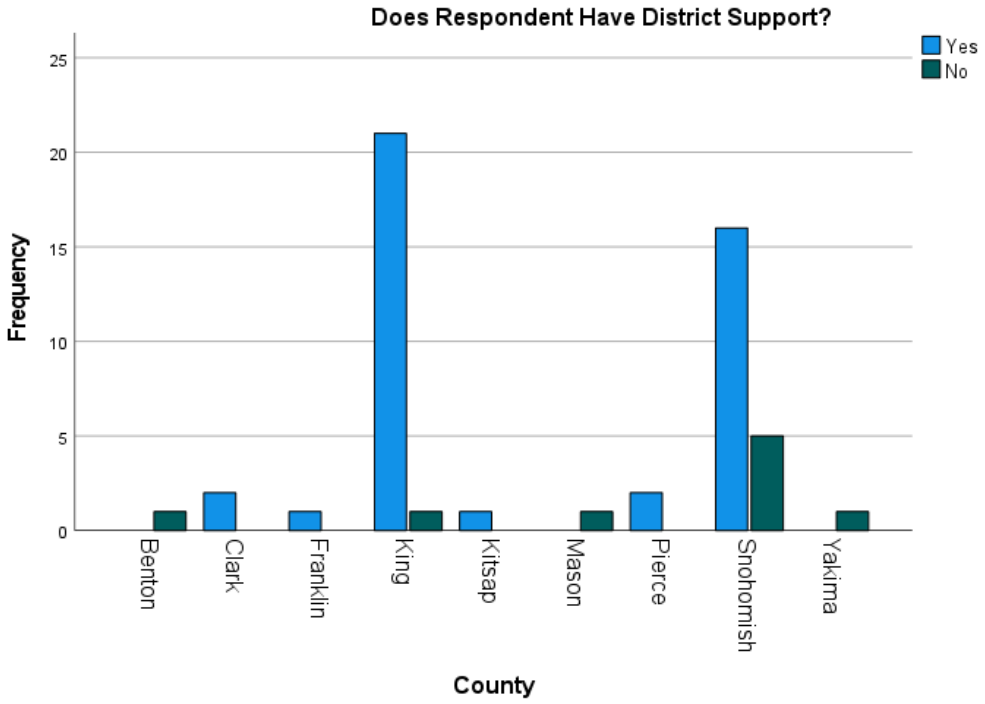
Crosstab

Count

		Does Respondent Have Administrative Support?		
		Yes	No	Total
County	Benton	0	1	1
	Clark	2	0	2
	Franklin	1	0	1
	King	19	3	22
	Kitsap	1	0	1
	Mason	0	1	1
	Pierce	1	1	2
	Snohomish	16	5	21
	Yakima	0	1	1
Total		40	12	52



I. Crosstab: County x District Support

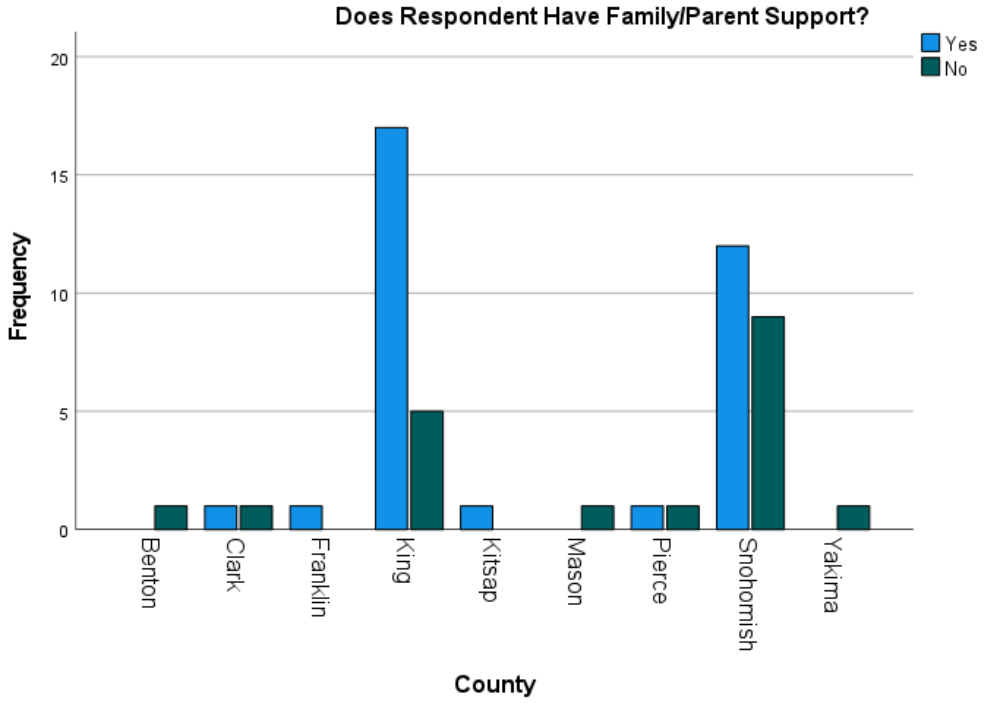


J. Crosstab: County x Family/Parent Support

Crosstab

Count

		Does Respondent Have Family/Parent Support?		
		Yes	No	Total
County	Benton	0	1	1
	Clark	1	1	2
	Franklin	1	0	1
	King	17	5	22
	Kitsap	1	0	1
	Mason	0	1	1
	Pierce	1	1	2
	Snohomish	12	9	21
	Yakima	0	1	1
Total		33	19	52

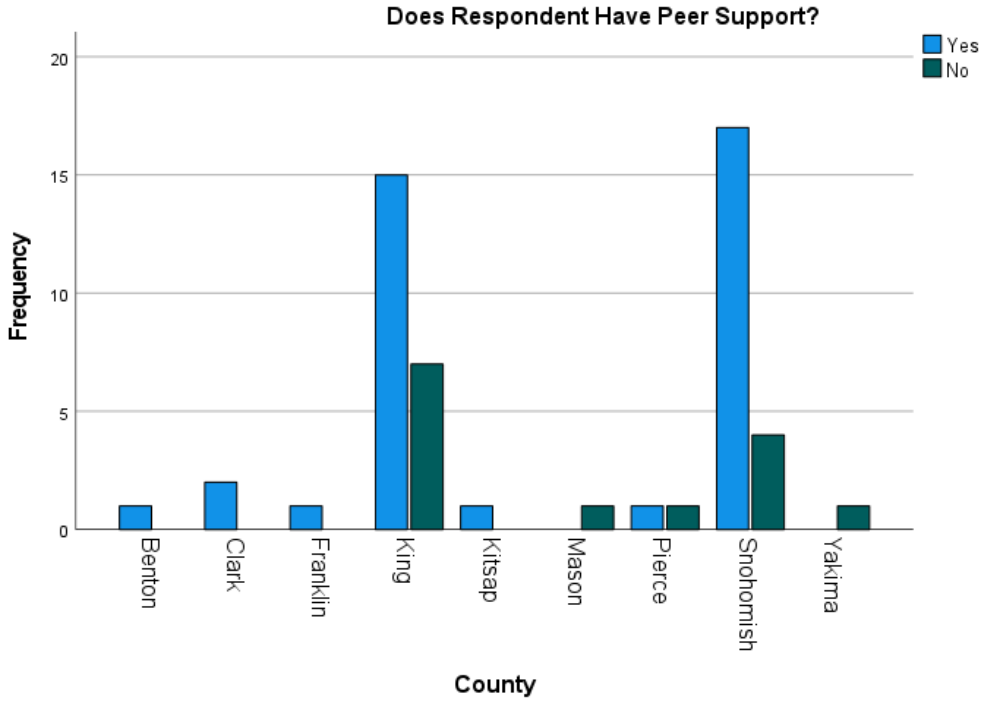


K. Crosstab: County x Peer Support

Crosstab

Count

		Does Respondent Have Peer Support?		
		Yes	No	Total
County	Benton	1	0	1
	Clark	2	0	2
	Franklin	1	0	1
	King	15	7	22
	Kitsap	1	0	1
	Mason	0	1	1
	Pierce	1	1	2
	Snohomish	17	4	21
	Yakima	0	1	1
Total		38	14	52

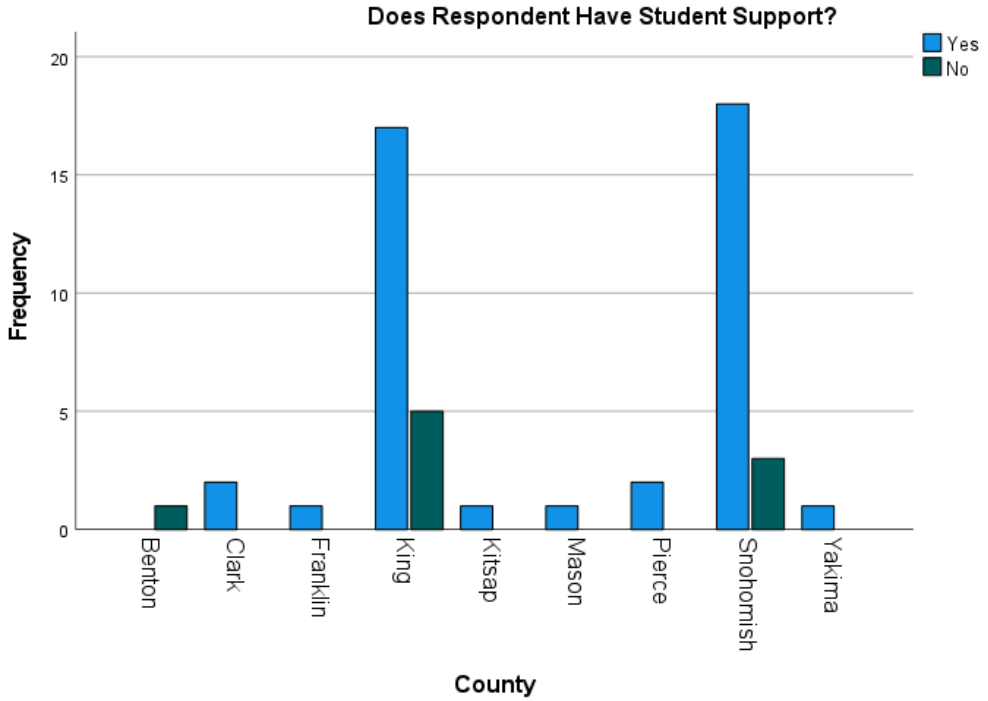


L. Crosstab: County x Student Support

Crosstab

Count

		Does Respondent Have Student Support?		
		Yes	No	Total
County	Benton	0	1	1
	Clark	2	0	2
	Franklin	1	0	1
	King	17	5	22
	Kitsap	1	0	1
	Mason	1	0	1
	Pierce	2	0	2
	Snohomish	18	3	21
	Yakima	1	0	1
Total		43	9	52

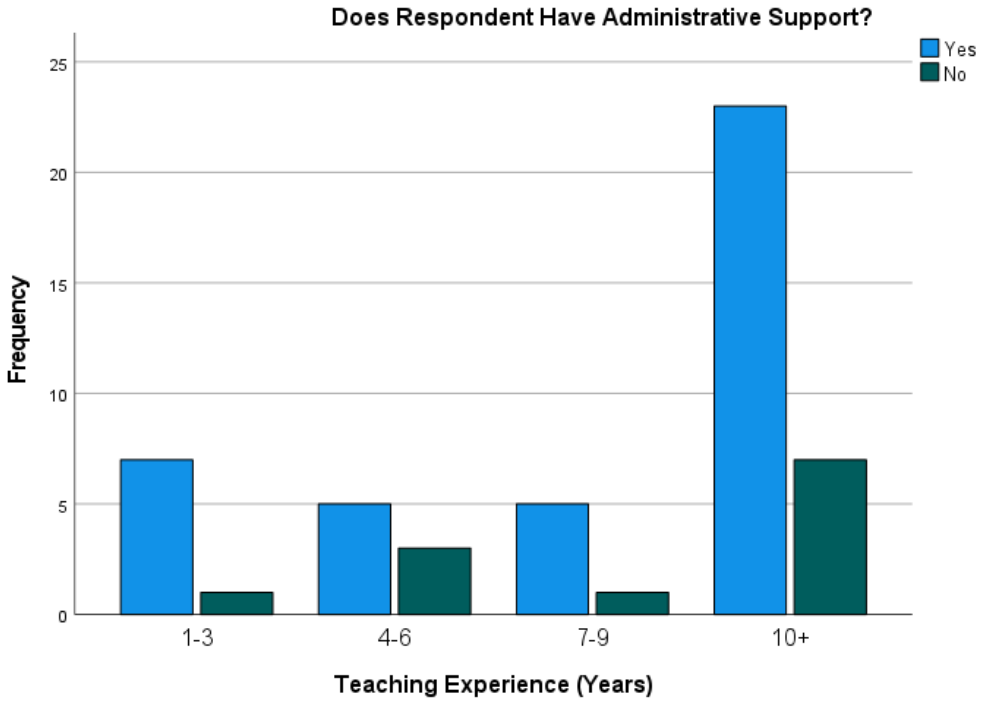


M. Crosstab: Teaching Experience x Administrative Support

Crosstab

Count

		Does Respondent Have Administrative Support?		
		Yes	No	Total
Teaching Experience (Years)	1-3	7	1	8
	4-6	5	3	8
	7-9	5	1	6
	10+	23	7	30
Total		40	12	52

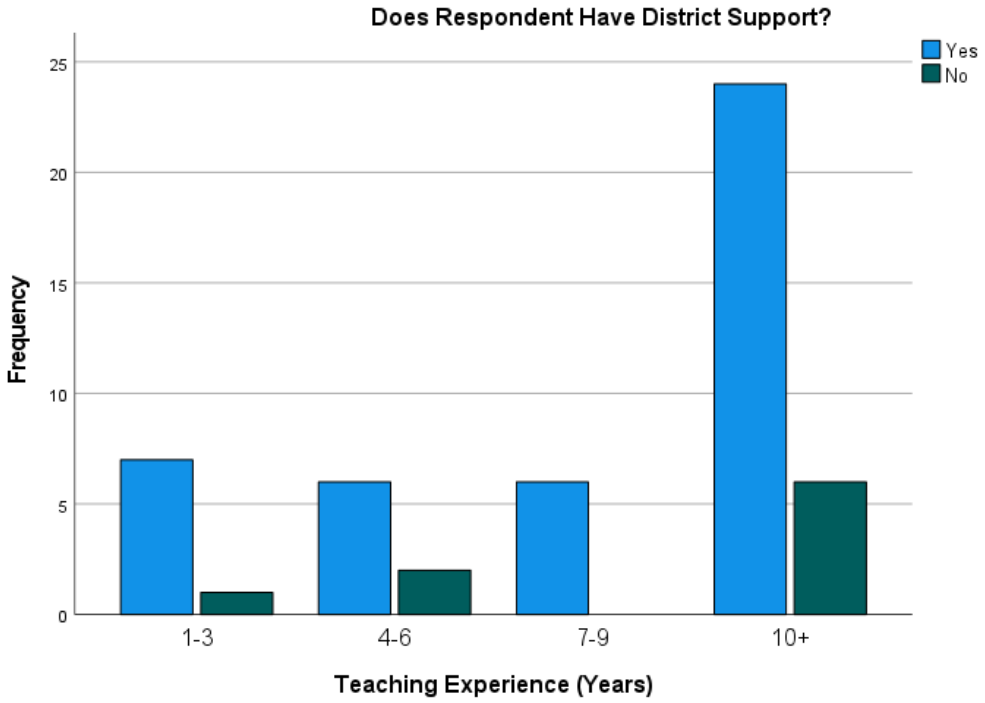


N. Crosstab: Teaching Experience x District Support

Crosstab

Count

		Does Respondent Have District Support?		
		Yes	No	Total
Teaching Experience (Years)	1-3	7	1	8
	4-6	6	2	8
	7-9	6	0	6
	10+	24	6	30
Total		43	9	52

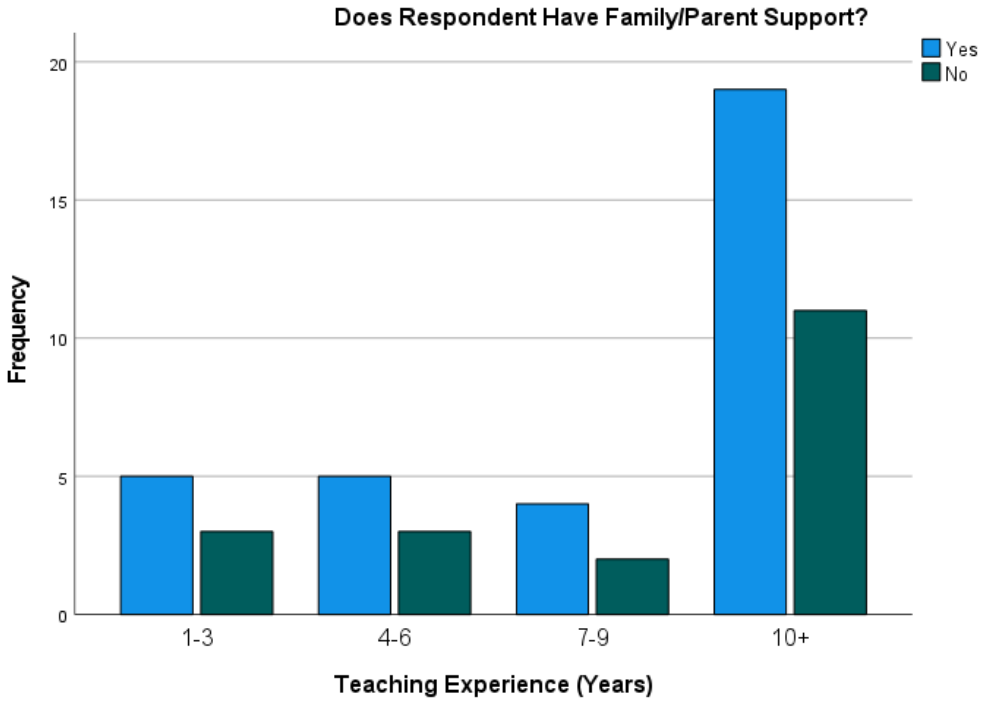


O. Crosstab: Teaching Experience x Family/Parent Support

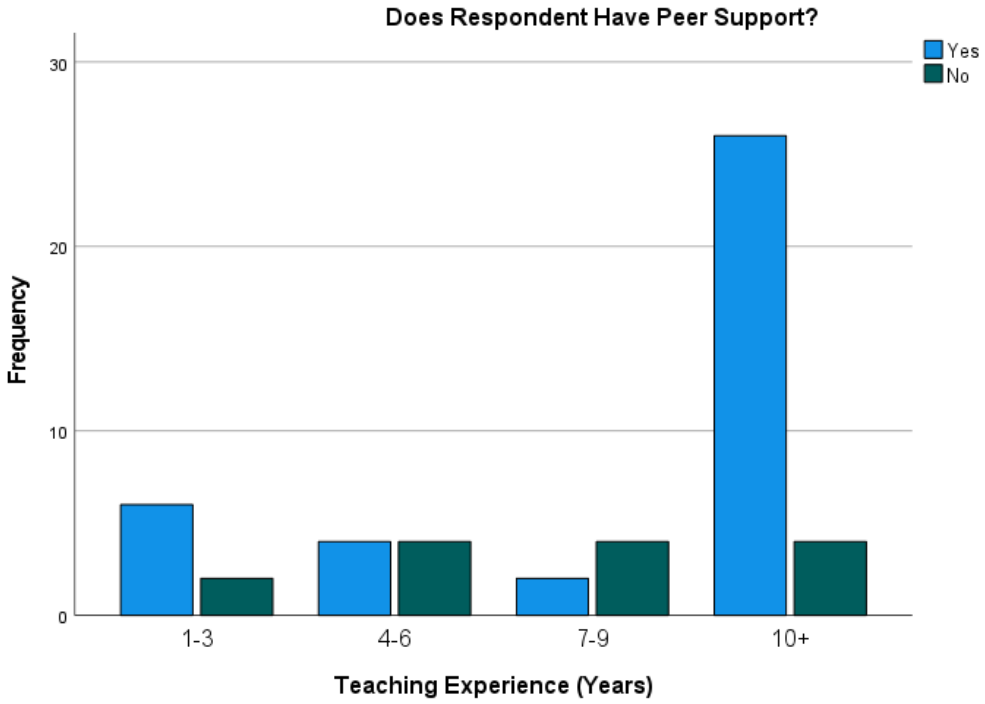
Crosstab

Count

		Does Respondent Have Family/Parent Support?		
		Yes	No	Total
Teaching Experience (Years)	1-3	5	3	8
	4-6	5	3	8
	7-9	4	2	6
	10+	19	11	30
Total		33	19	52



P. Crosstab: Teacher Experience (Years) x Peer Support

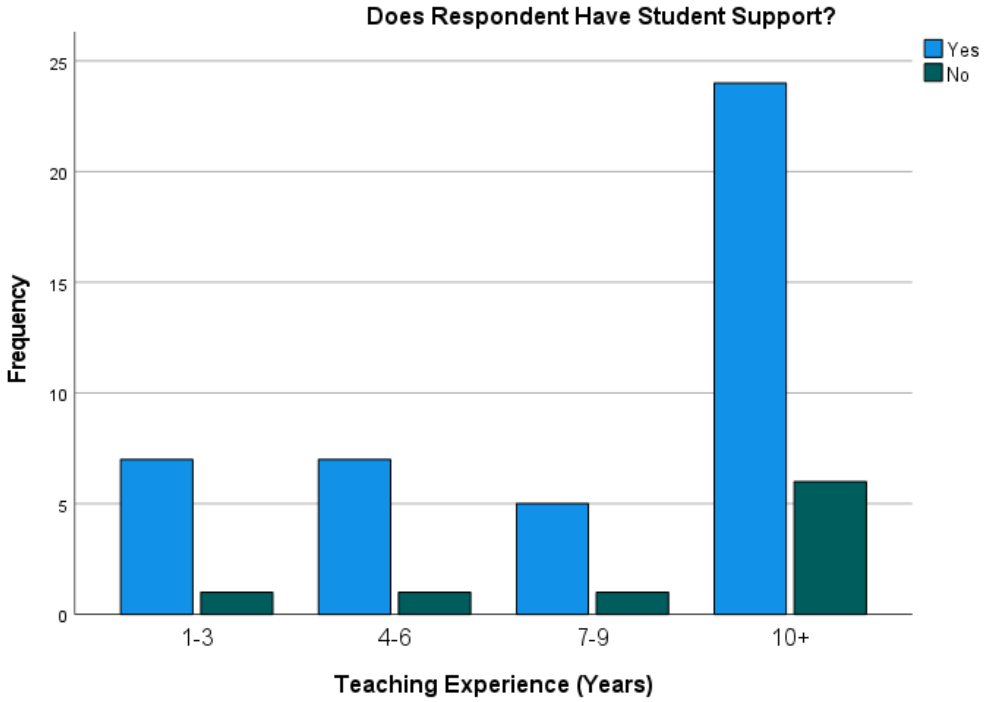


Q. Crosstab: Teaching Experience x Student Support

Crosstab

Count

		Does Respondent Have Student Support?		
		Yes	No	Total
Teaching Experience (Years)	1-3	7	1	8
	4-6	7	1	8
	7-9	5	1	6
	10+	24	6	30
Total		43	9	52

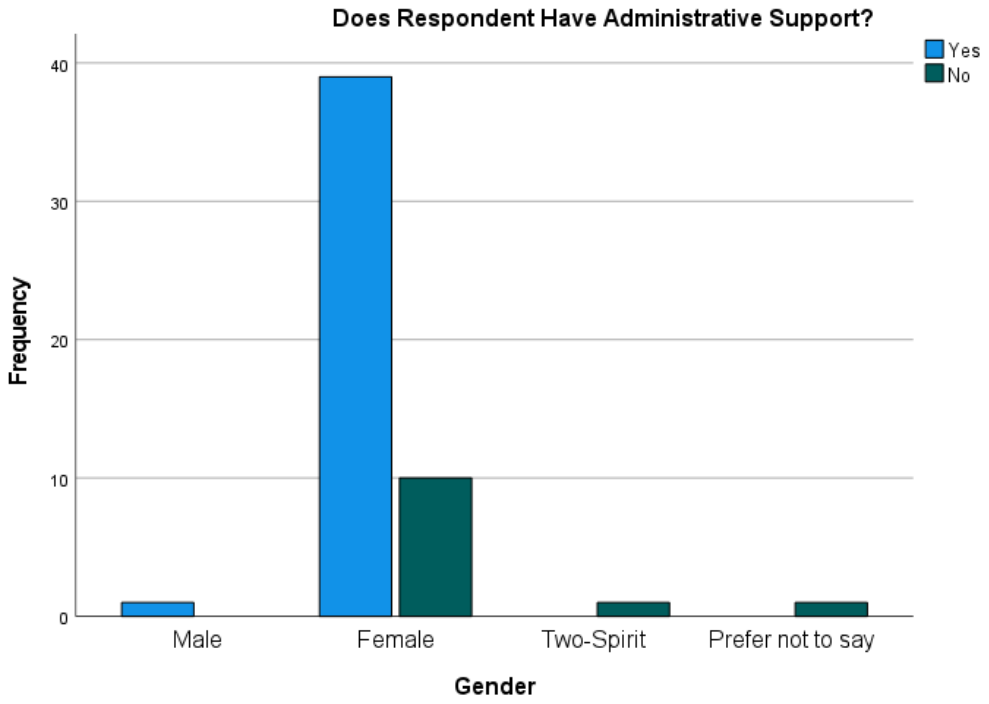


R. Crosstab: Gender x Administrative Support

Crosstab

Count

		Does Respondent Have Administrative Support?		
		Yes	No	Total
Gender	Male	1	0	1
	Female	39	10	49
	Two-Spirit	0	1	1
	Prefer not to say	0	1	1
Total		40	12	52

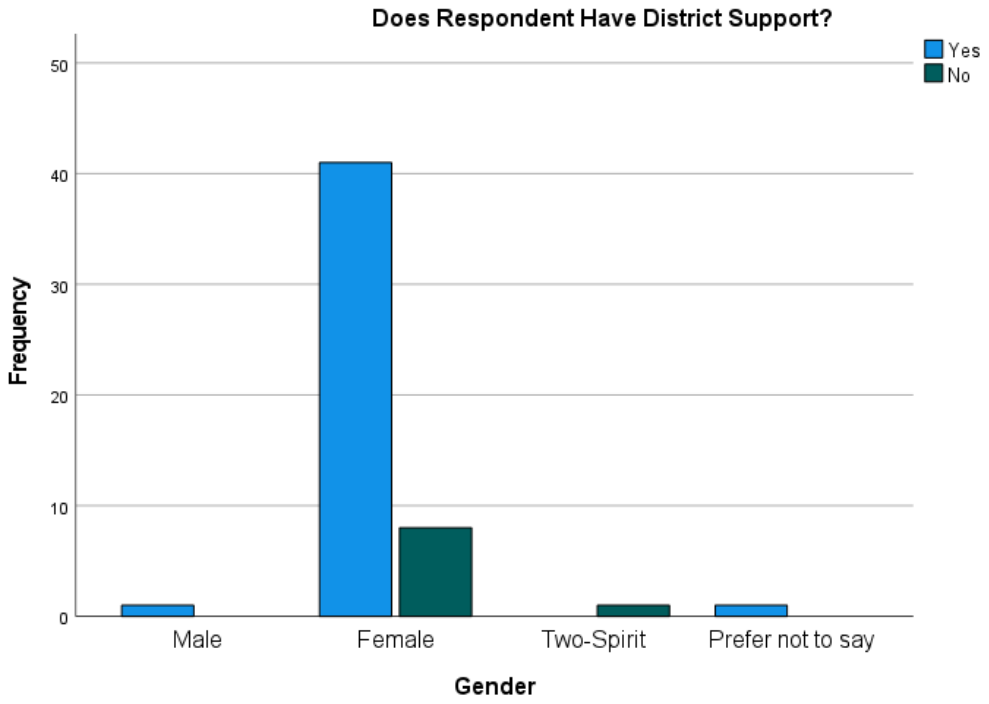


S. Crosstab: Gender x District Support

Crosstab

Count

		Does Respondent Have District Support?		
		Yes	No	Total
Gender	Male	1	0	1
	Female	41	8	49
	Two-Spirit	0	1	1
	Prefer not to say	1	0	1
Total		43	9	52

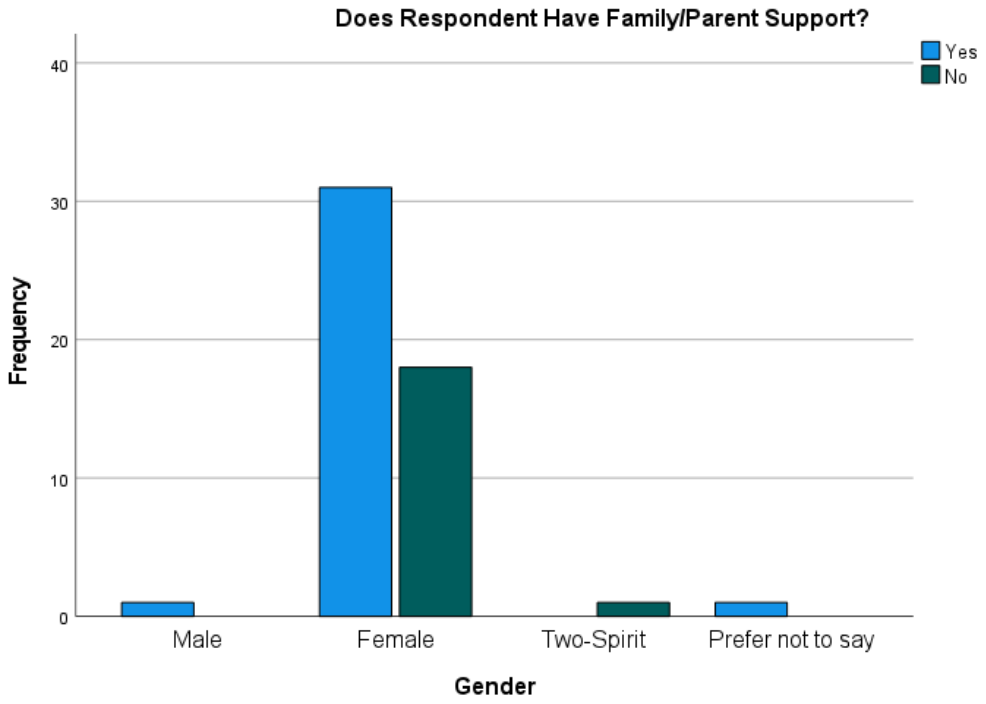


T. Crosstab: Gender x Family/Parent Support

Crosstab

Count

		Does Respondent Have Family/Parent Support?		
		Yes	No	Total
Gender	Male	1	0	1
	Female	31	18	49
	Two-Spirit	0	1	1
	Prefer not to say	1	0	1
Total		33	19	52

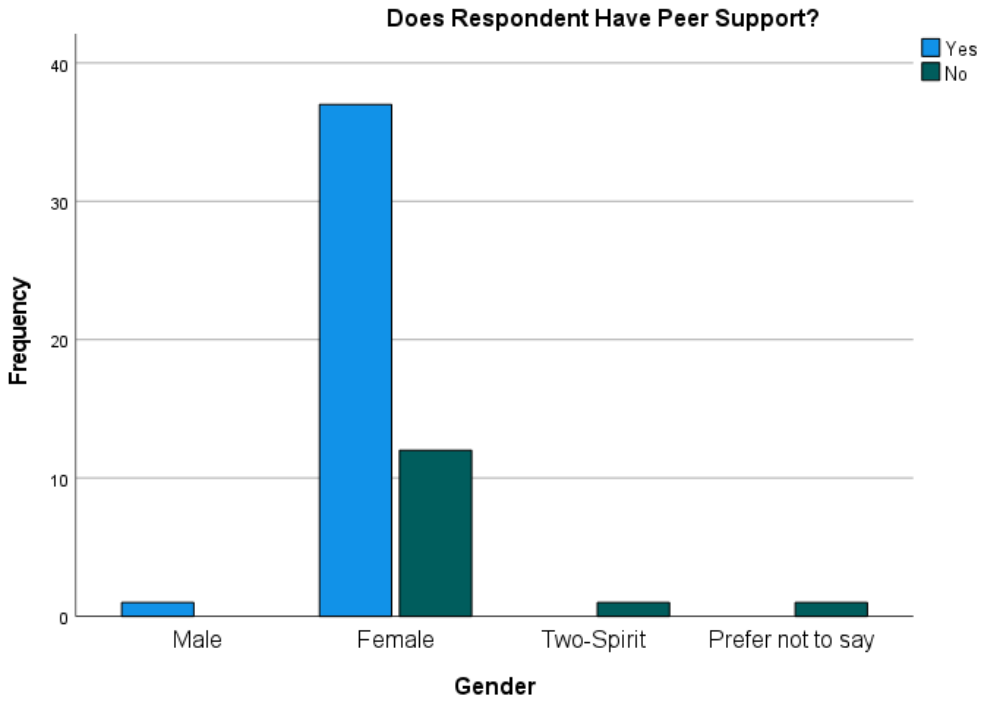


U. Crosstab: Gender x Peer Support

Crosstab

Count

		Does Respondent Have Peer Support?		
		Yes	No	Total
Gender	Male	1	0	1
	Female	37	12	49
	Two-Spirit	0	1	1
	Prefer not to say	0	1	1
Total		38	14	52

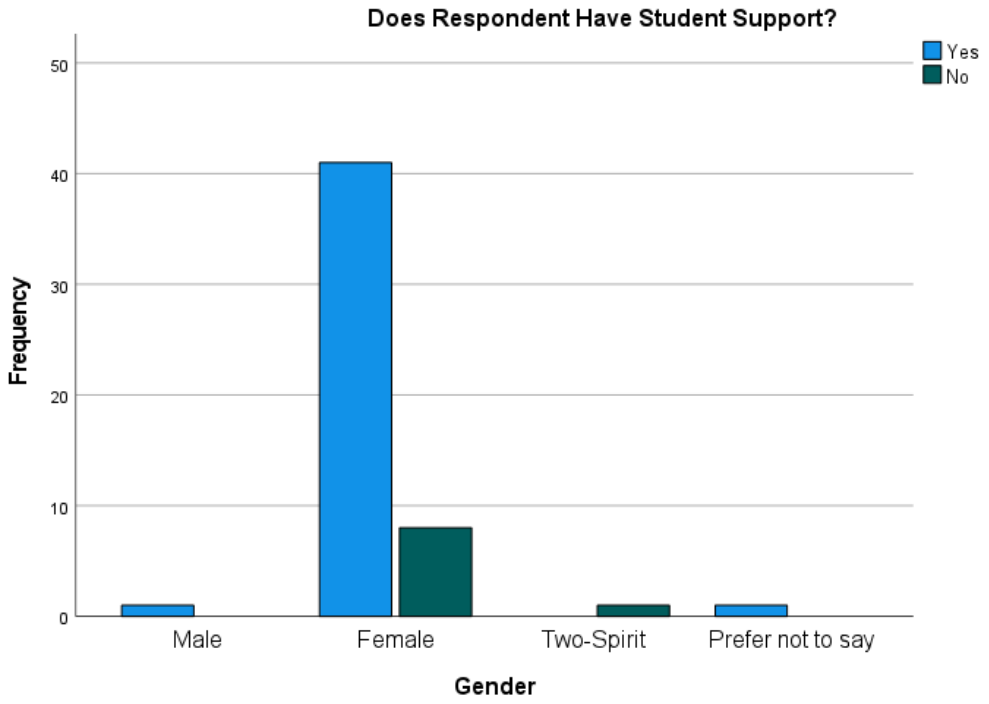


V. Crosstab: Gender x Student Support

Crosstab

Count

		Does Respondent Have Student Support?		
		Yes	No	Total
Gender	Male	1	0	1
	Female	41	8	49
	Two-Spirit	0	1	1
	Prefer not to say	1	0	1
Total		43	9	52

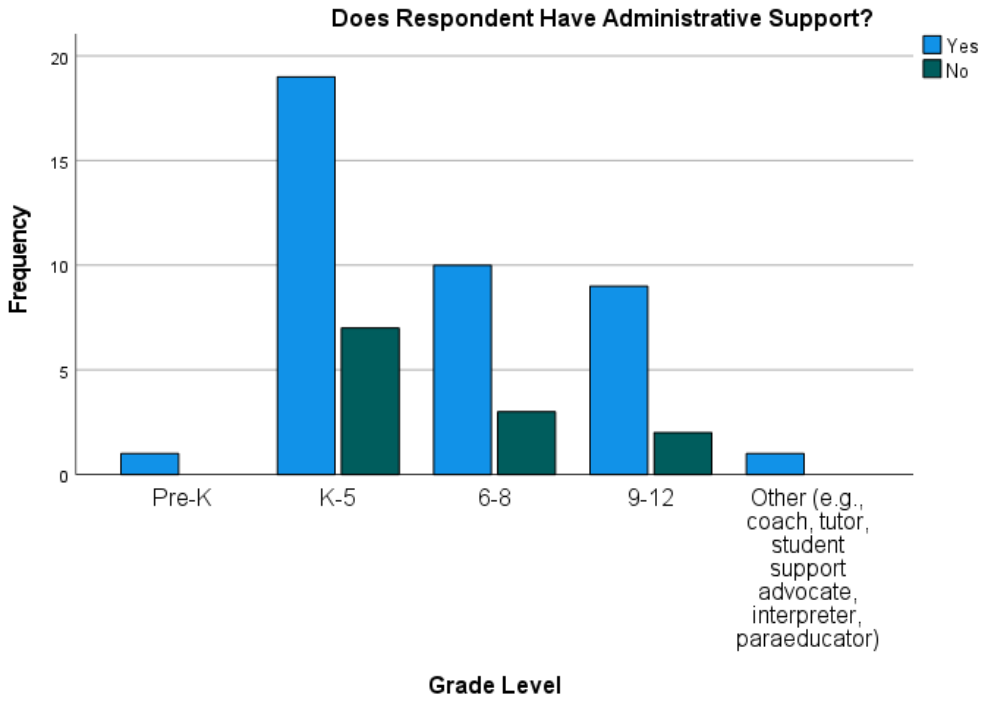


W. Crosstab: Grade Level x Administrative Support

Crosstab

Count

		Does Respondent Have Administrative Support?		
		Yes	No	Total
Grade Level	Pre-K	1	0	1
	K-5	19	7	26
	6-8	10	3	13
	9-12	9	2	11
	Other (e.g., coach, tutor, student support advocate, interpreter, paraeducator)	1	0	1
Total		40	12	52

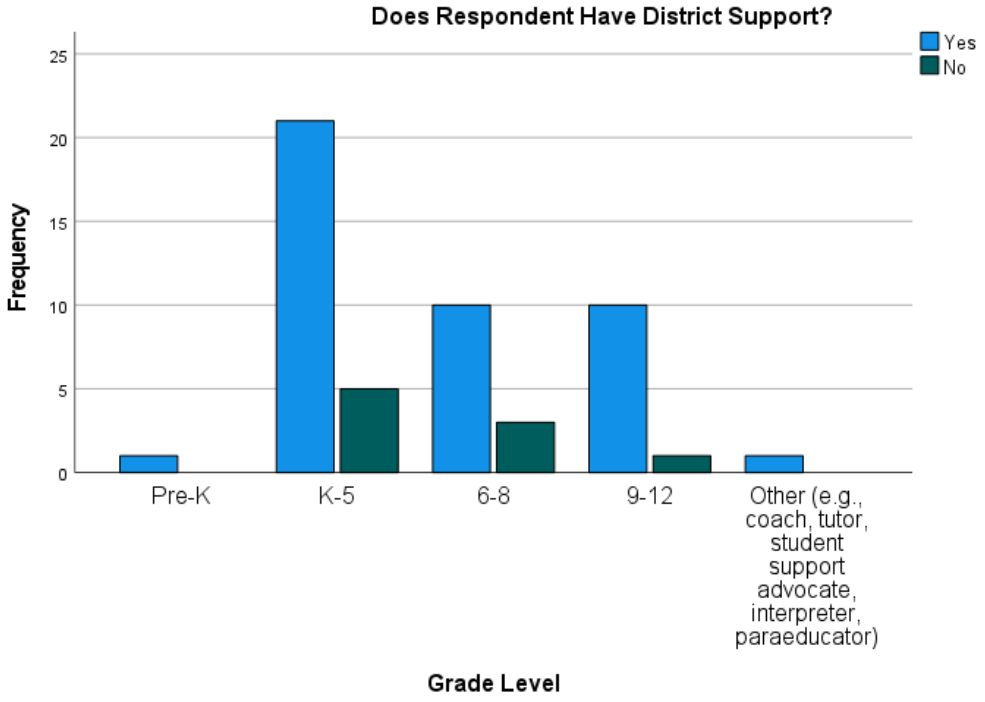


X. Crosstab: Grade Level x District Support

Crosstab

Count

		Does Respondent Have District Support?		
		Yes	No	Total
Grade Level	Pre-K	1	0	1
	K-5	21	5	26
	6-8	10	3	13
	9-12	10	1	11
	Other (e.g., coach, tutor, student support advocate, interpreter, paraeducator)	1	0	1
Total		43	9	52

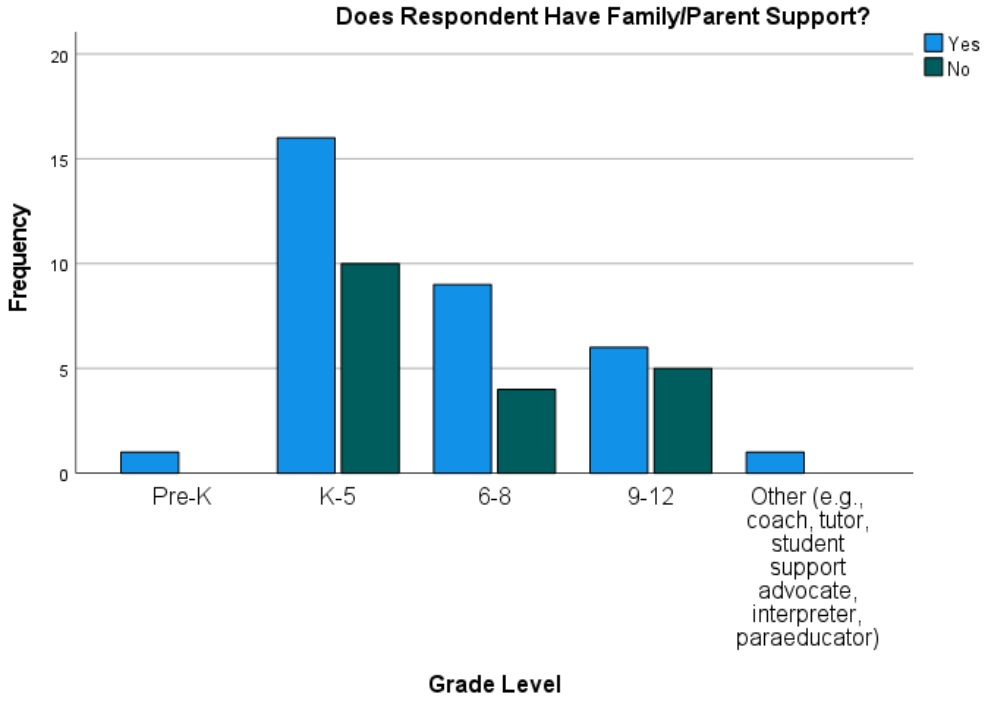


Y. Crosstab: Grade Level x Family/Parent Support

Crosstab

Count

		Does Respondent Have Family/Parent Support?		
		Yes	No	Total
Grade Level	Pre-K	1	0	1
	K-5	16	10	26
	6-8	9	4	13
	9-12	6	5	11
	Other (e.g., coach, tutor, student support advocate, interpreter, paraeducator)	1	0	1
Total		33	19	52

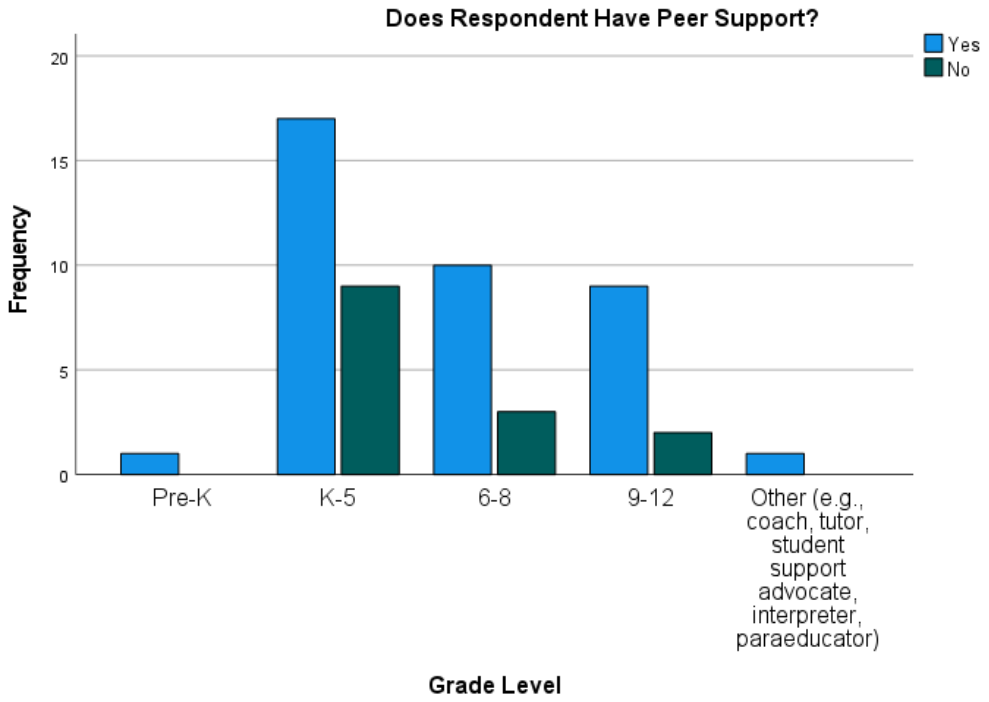


Z. Crosstab: Grade Level x Peer Support

Crosstab

Count

		Does Respondent Have Peer Support?		
		Yes	No	Total
Grade Level	Pre-K	1	0	1
	K-5	17	9	26
	6-8	10	3	13
	9-12	9	2	11
	Other (e.g., coach, tutor, student support advocate, interpreter, paraeducator)	1	0	1
Total		38	14	52

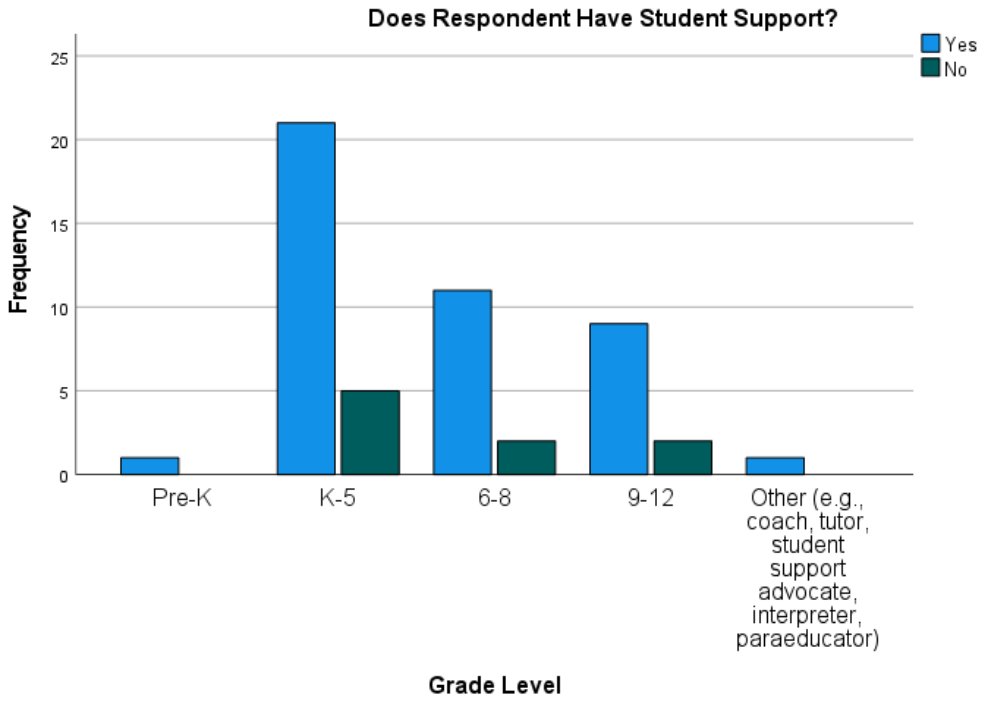


AA. Crosstab: Grade Level x Student Support

Crosstab

Count

		Does Respondent Have Student Support?		
		Yes	No	Total
Grade Level	Pre-K	1	0	1
	K-5	21	5	26
	6-8	11	2	13
	9-12	9	2	11
	Other (e.g., coach, tutor, student support advocate, interpreter, paraeducator)	1	0	1
Total		43	9	52

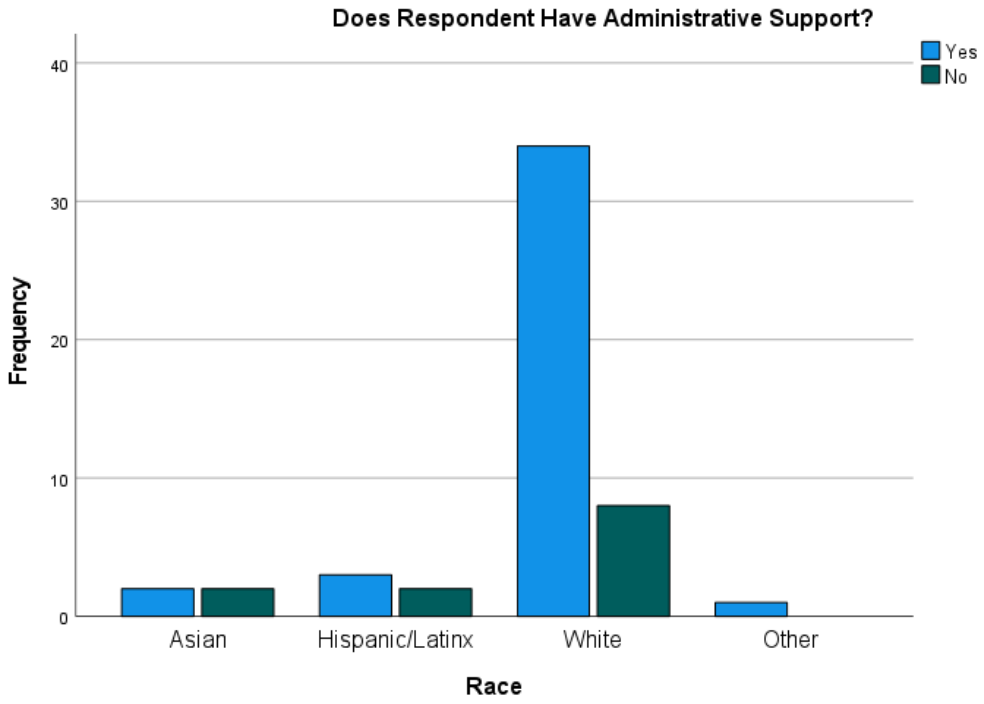


BB. Crosstab: Race x Administrative Support

Crosstab

Count

		Does Respondent Have Administrative Support?		
		Yes	No	Total
Race	Asian	2	2	4
	Hispanic/Latinx	3	2	5
	White	34	8	42
	Other	1	0	1
Total		40	12	52

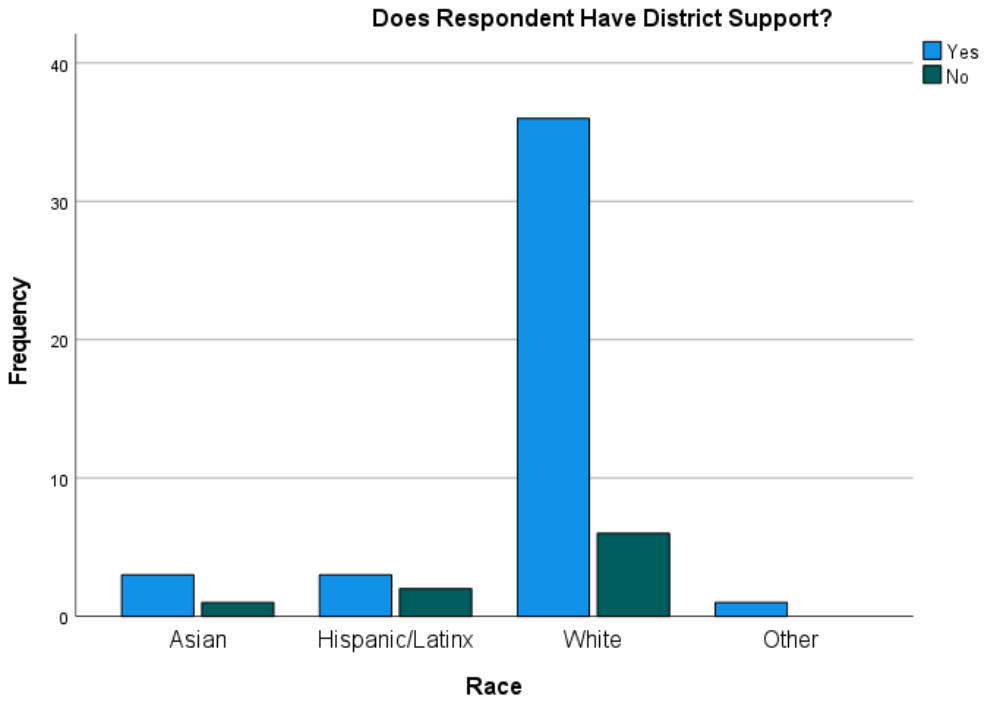


CC. Crosstab: Race x District Support

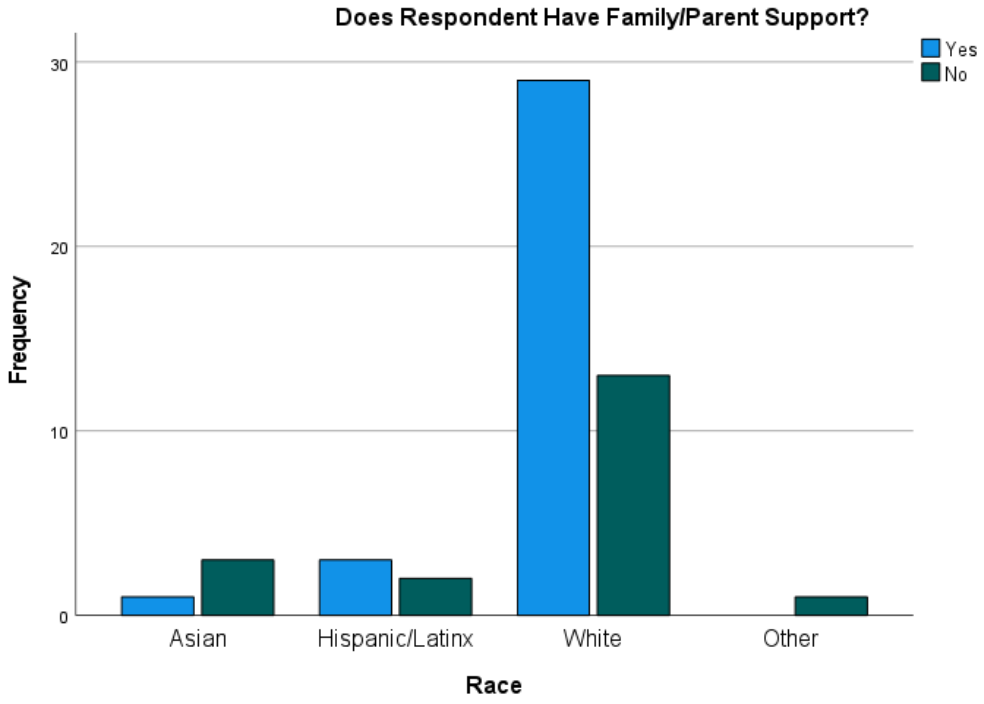
Crosstab

Count

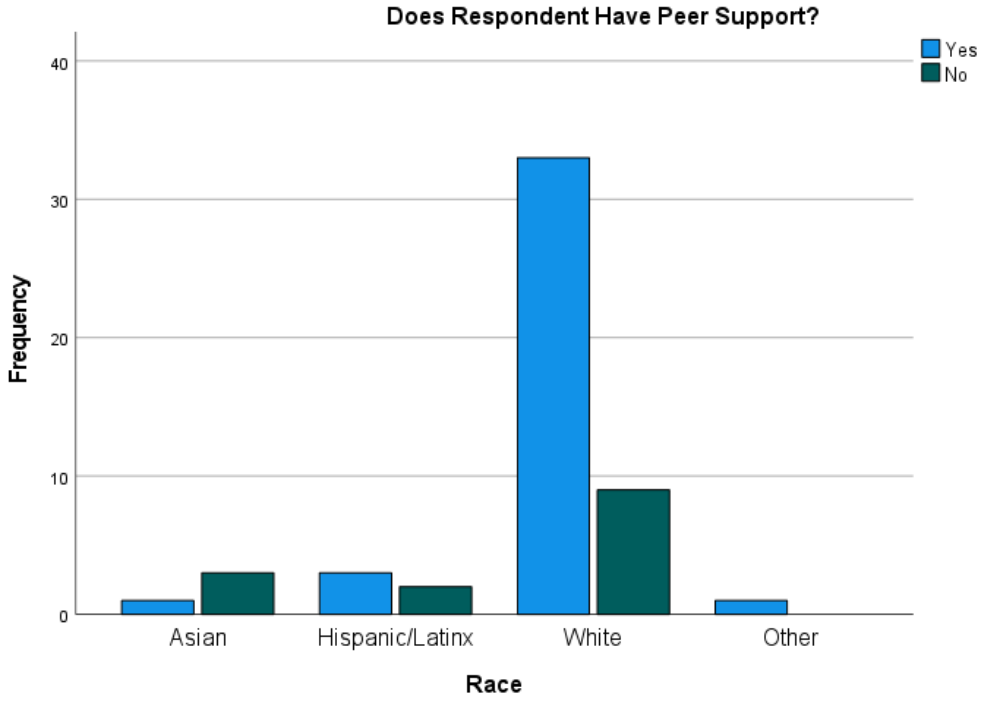
		Does Respondent Have District Support?		
		Yes	No	Total
Race	Asian	3	1	4
	Hispanic/Latinx	3	2	5
	White	36	6	42
	Other	1	0	1
Total		43	9	52



DD. Crosstab: Race x Family/Parent Support



EE. Crosstab: Race x Peer Support

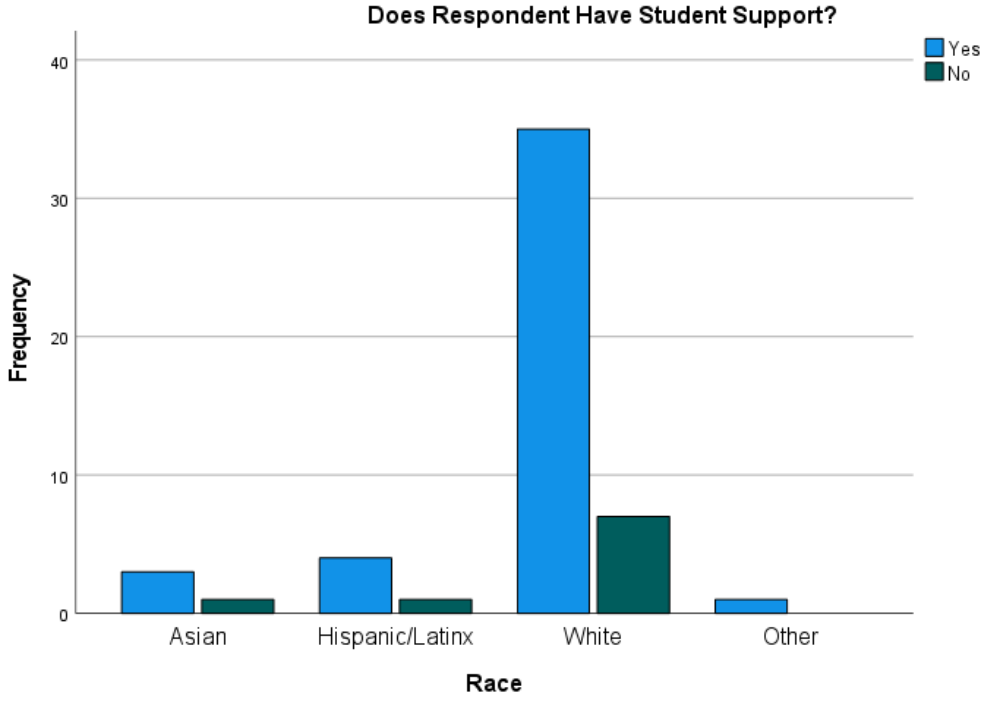


FF. Crosstab: Race x Student Support

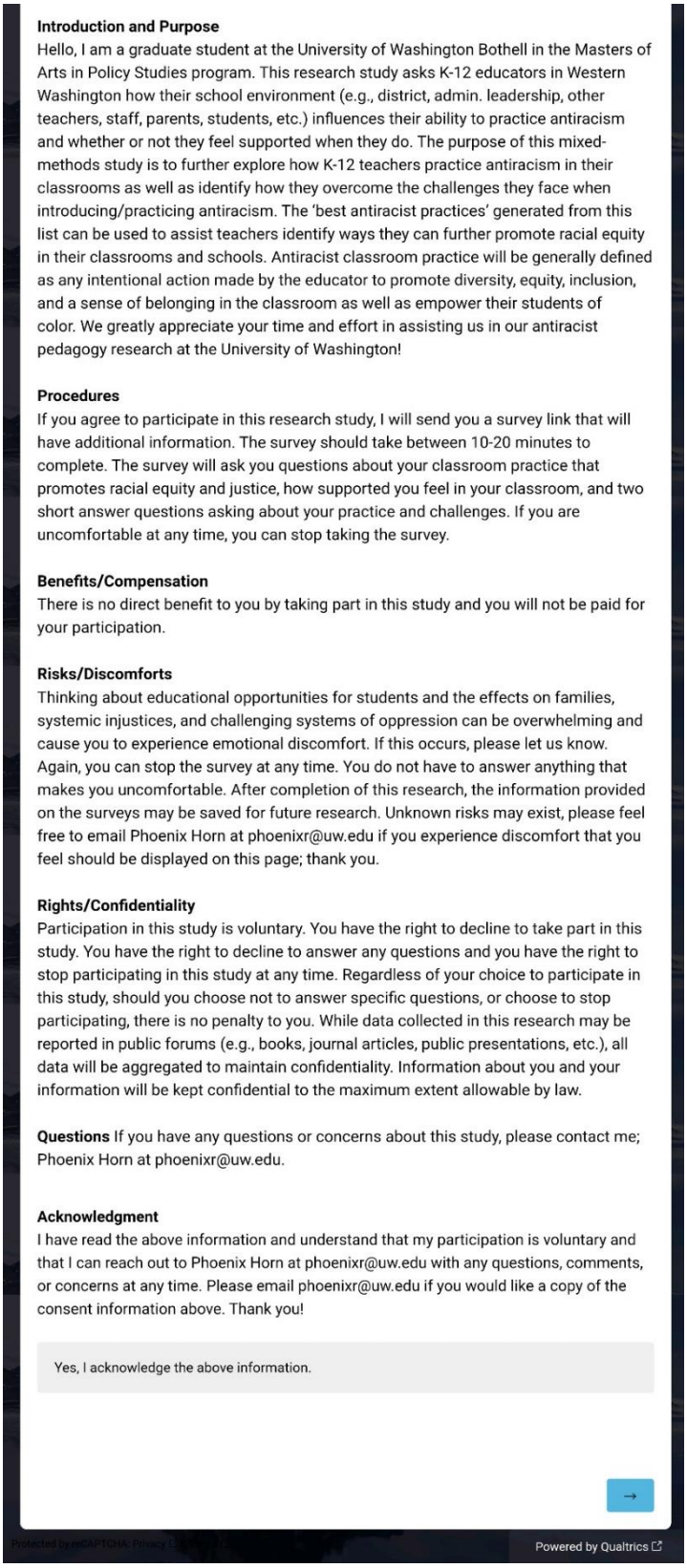
Crosstab

Count

		Does Respondent Have Student Support?		
		Yes	No	Total
Race	Asian	3	1	4
	Hispanic/Latinx	4	1	5
	White	35	7	42
	Other	1	0	1
Total		43	9	52



GG. Survey



Introduction and Purpose

Hello, I am a graduate student at the University of Washington Bothell in the Masters of Arts in Policy Studies program. This research study asks K-12 educators in Western Washington how their school environment (e.g., district, admin. leadership, other teachers, staff, parents, students, etc.) influences their ability to practice antiracism and whether or not they feel supported when they do. The purpose of this mixed-methods study is to further explore how K-12 teachers practice antiracism in their classrooms as well as identify how they overcome the challenges they face when introducing/practicing antiracism. The 'best antiracist practices' generated from this list can be used to assist teachers identify ways they can further promote racial equity in their classrooms and schools. Antiracist classroom practice will be generally defined as any intentional action made by the educator to promote diversity, equity, inclusion, and a sense of belonging in the classroom as well as empower their students of color. We greatly appreciate your time and effort in assisting us in our antiracist pedagogy research at the University of Washington!

Procedures

If you agree to participate in this research study, I will send you a survey link that will have additional information. The survey should take between 10-20 minutes to complete. The survey will ask you questions about your classroom practice that promotes racial equity and justice, how supported you feel in your classroom, and two short answer questions asking about your practice and challenges. If you are uncomfortable at any time, you can stop taking the survey.

Benefits/Compensation

There is no direct benefit to you by taking part in this study and you will not be paid for your participation.

Risks/Discomforts

Thinking about educational opportunities for students and the effects on families, systemic injustices, and challenging systems of oppression can be overwhelming and cause you to experience emotional discomfort. If this occurs, please let us know. Again, you can stop the survey at any time. You do not have to answer anything that makes you uncomfortable. After completion of this research, the information provided on the surveys may be saved for future research. Unknown risks may exist, please feel free to email Phoenix Horn at phoenixr@uw.edu if you experience discomfort that you feel should be displayed on this page; thank you.

Rights/Confidentiality

Participation in this study is voluntary. You have the right to decline to take part in this study. You have the right to decline to answer any questions and you have the right to stop participating in this study at any time. Regardless of your choice to participate in this study, should you choose not to answer specific questions, or choose to stop participating, there is no penalty to you. While data collected in this research may be reported in public forums (e.g., books, journal articles, public presentations, etc.), all data will be aggregated to maintain confidentiality. Information about you and your information will be kept confidential to the maximum extent allowable by law.

Questions If you have any questions or concerns about this study, please contact me; Phoenix Horn at phoenixr@uw.edu.

Acknowledgment

I have read the above information and understand that my participation is voluntary and that I can reach out to Phoenix Horn at phoenixr@uw.edu with any questions, comments, or concerns at any time. Please email phoenixr@uw.edu if you would like a copy of the consent information above. Thank you!

Yes, I acknowledge the above information.

→

Protected by reCAPTCHA. Privacy

Powered by Qualtrics

Age is defined by how old you are in years.

- 22-30
- 31-39
- 40-48
- 49-57
- 58+

Teaching experience is defined by how many years a teacher has been teaching K-12.

- 1-3
- 4-6
- 7-9
- 10+

Gender is defined by how respondents identify their gender; referring to their sense of self, regardless of what sex they were assigned at birth.

- Male
- Female
- Non-binary
- Two-spirit
- Prefer not to say

Race is defined by how respondent identifies racially.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Hispanic/Latinx
- White
- Other

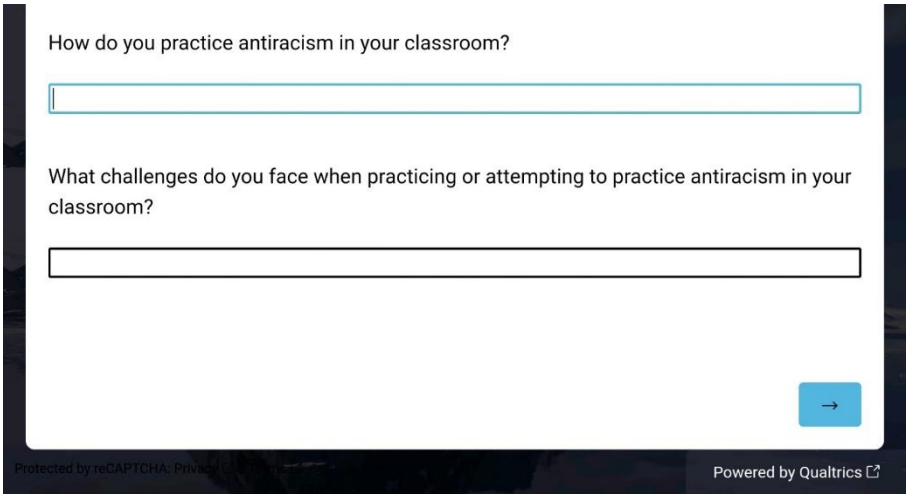
Which county or counties do you teach in? Please select all that apply.

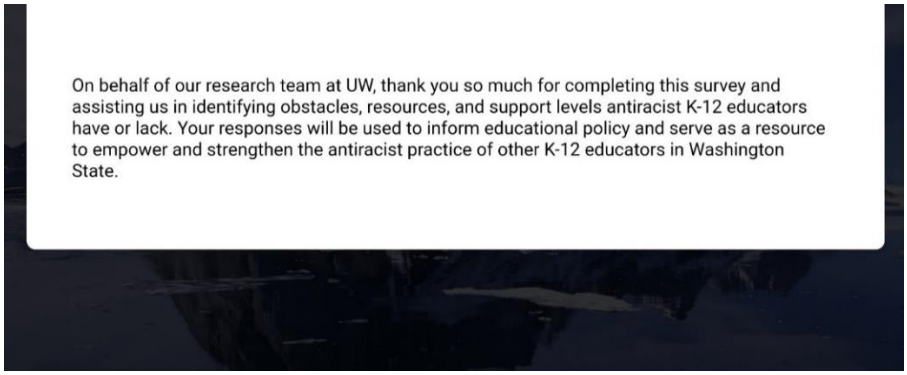
Adams	Grays Harbor	Pierce
Asotin	Island	San Juan
Benton	Jefferson	Skagit
Chelan	King	Skamania
Clallam	Kitsap	Snohomish
Clark	Kittitas	Spokane
Columbia	Klickitat	Stevens
Cowlitz	Lewis	Thurston
Douglas	Lincoln	Wahkiakum
Ferry	Mason	Walla Walla
Franklin	Okanogan	Whatcom
Garfield	Pacific	Whitman
Grant	Pend Oreille	Yakima

What grade(s) do you teach? Please select all that apply.

- Pre-K
- K-5
- 6-8
- 9-12
- Other (e.g., coach, tutor, student support advocate, interpreter, paraeducator)

→


How do you practice antiracism in your classroom?
What challenges do you face when practicing or attempting to practice antiracism in your classroom?
→
Protected by reCAPTCHA: Privacy
Powered by Qualtrics


On behalf of our research team at UW, thank you so much for completing this survey and assisting us in identifying obstacles, resources, and support levels antiracist K-12 educators have or lack. Your responses will be used to inform educational policy and serve as a resource to empower and strengthen the antiracist practice of other K-12 educators in Washington State.