



Teacher Truth 2023 Survey Findings

Black Educators' Experiences of Race and Racism



menloEDU

Prepared by Menlo Education Research
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Introduction

As part of the Teacher Truth portfolio of BlackFemaleProject, a set of surveys was designed and administered which sought to, “raise awareness about Black educators’ unique experiences in American schools in the context of the post-segregation era, an unprecedented global pandemic, and international social uprising against racism and other forms of state violence.” In particular, these surveys were intended to capture Black educators’ experiences of race and racism in their workplaces, ways that educators navigate those experiences, and resources they find particularly useful for their professional and personal well-being.

Part of the role of the surveys is to give BlackFemaleProject’s team a view of the landscape from which to conceptualize how individuals’ stories, as told through documentary-style narratives, could be used to elevate the experiences of Black educators. Initially, this research was intended to explore Black educators based in California; however, it soon became clear that the survey could illuminate national trends, as interest in participation in the project came from across the country.

As of 2023, there have been multiple iterations of the Teacher Truth survey. The first iteration was administered in 2021, focusing on Black educators’ experiences of race and racism in their workplaces. In 2022, a follow-up survey focused on professional supports was administered to Black educators. The focus of this report is on the survey administered in 2023, which is a combination of the first two iterations of this survey administered in 2021 and 2022. Combining the surveys allows the team to examine longitudinal trends in responses across the whole set of topics covered in each of the first two surveys. Currently, the research design includes administering this combined survey every two years, as is feasible.

This report contains results of the 2023 survey and comparative analyses across the set of surveys. Methodology and primary results from prior surveys can be found in reports on the [Teacher Truth website](#).

Positionality of Researchers

All surveys were designed and conducted on behalf of BlackFemaleProject by Menlo Education Research (MenloEDU). Both teams acknowledge their relationship to the topic as critical to the development and conduct of this research project, including the shared perspective that various forms of racism are committed against Black educators, have detrimental effects on their lives, and are race/ethnic group-specific. The MenloEDU team wishes to thank BlackFemaleProject, partners, and funders for the opportunity to participate in this work.

1. Methodology

1A. Survey Structure

The 2023 Teacher Truth survey was presented in seven sections. Appendix A contains the full set of survey items as presented to respondents.

Section 1: Demographics

After an introduction to the survey, respondents are asked for demographic information, including their ethnic identity and whether they are an educator. Those not identifying as educators were thanked for their interest in the survey and sent to an exit page. Non-Black educators were sent to a separate survey page asking many of the questions of the Teacher Truth survey, but, instead of asking about their experiences, they were asked to report on their workplace more generally. Those identifying as Black educators continued in the survey to respond about their gender identity, their work history, and their current professional role. Responses to these questions are reported below (see Respondents section).

Section 2: Experiences with racism and the role of gender

After answering demographic questions, respondents were asked to report on the experiences of racism they encountered in the past two years in their workplaces. For each of nine categories of experience of racism, respondents were shown a list of experiences and asked to indicate which they had encountered. The nine categories and the list of specific experiences within each category were adapted from prior survey research. The nine categories included:

1. Alienation and being ignored based on one's race (i.e., colleagues avoid or disregard one's presence)
2. Assumptions about one's intellectual capacity based on race
3. Assumptions of the similarity among people of the same race (i.e., being treated interchangeably with others of the same race, as if people from one's race are all alike, assuming a universality of the Black experience)
4. Insistence of 'color blindness' (i.e., race and racial differences are minimized or invalidated)
5. Being treated as if people of your racial background are low-achieving or as if your successes are the result of special treatment based on race
6. Colleagues demonstrating fear because of one's race
7. Being subjected to sexual stereotypes and inappropriate behaviors
8. Workplace isolation (i.e., few or no colleagues of one's race in the workplace)
9. Assumptions about cultural proficiency where implicit and explicit expectations in the workplace are different based on one's race (i.e., being asked/expected to take on roles based on one's race)

Specific experiences for each category are presented in Appendix A. Once specific experiences were selected, respondents were then asked which one specific experience had been the most impactful to them, as Black educators.

Section 3: Coping strategies and professional supports

In this section, respondents were asked about the professional supports available to them. Respondents were asked if they used coping strategies to respond to racism. The coping strategies included:

1. Engaging in religious or spiritual practices. Defined as praying, meditating, etc.
2. Self-protecting. Defined as centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge
3. Altering who you are or self-censoring. Defined as shifting perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Code switching to de-emphasize racial differences among colleagues, withhold personal information, or challenge stereotypes of Black people
4. Caring for self. Defined as participating in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Respondents were asked about the professional supports they received inside and outside of their workplace. These workplace supports included:

1. Ongoing systems of employee mental-health support (such as virtual groups or call-in lines)
2. Employee Resource Groups (ERGs) for Black employees
3. Reduced barriers to getting services within your employee assistance and health insurance programs
4. Statement(s) of support for Black employees
5. Employee access to racial trauma expert(s)
6. Employee Assistance Program (EAP) staffed with culturally competent therapists

Respondents were also asked if their workplace's leadership supported them consistently, and what types of interactions were most helpful to them in sustaining the capacity to do their job.

Section 4: Professional development

In this section, respondents were asked about their professional development experiences in the past year. Specifically, participants were asked if they felt supported in their career growth and if their professional development options were differentiated for their interests. They were also asked if there were sufficient funds and resources for professional development, and if their professional development experiences helped them explore new ways to promote diversity, equity, and inclusion.

Section 5: Diversity, Equity, and Inclusion (DEI) at work

Respondents were asked about their experiences with DEI in the workplace. Respondents were asked if their workplace has specific objectives or statements that relate to DEI, including any

obstacles that prevented anti-racism and any pressure to decrease DEI. Respondents were asked to indicate if they thought they could report instances of racism, bias, or discriminatory practices to the appropriate level of authority without fear of reprisal. Respondents were also asked if they felt people from all backgrounds and with a range of identities had equitable opportunities to advance their careers in their workplace, as well as if they believed their workplace was a safe and supportive workplace for Black educators.

Section 6: Open-ended items

In this section, respondents were asked if there were “other instances of racism or sexism other than the ones already asked about.” Additionally, respondents were asked if there are “other ways you are thinking about and experiencing broader dynamics of racism within teaching (e.g., reading more Black academics/scholars, pedagogical/instructional shifts, taking a pedagogical or political stance, changes in the way you spend your free time).”

Section 7: Future participation and feedback

In this final section, respondents were asked if they were open to members of BlackFemaleProject reaching out to them for follow-up, and open to providing any feedback about the survey.

1B. Administration and Recruitment

The survey was administered online via Qualtrics. It went live in the summer (July 2023). Primary recruitment was conducted by the team at BlackFemaleProject and via their partners at the Black Teacher Project who promoted the survey to their project partners throughout the U.S. A \$25 Amazon gift card was offered as compensation for completing the survey.

1C. Data Cleaning

Due to non-authentic responses, either submitted by individuals or computer bots, several steps were taken to remove non-authentic responses from the survey data set. First, recruitment was focused on known partner networks. Responses collected were also evaluated for authenticity, based on procedures developed during analysis of responses from prior surveys. Specifically, responses submitted from identical IP addresses were eliminated. Responses with exactly the same text as at least 10 other respondents, including open-ended items, were deleted upon verification that the responses did not appear to contain authentic data. Responses that took less than 5 minutes and 45 seconds to complete were also deleted. Given the number of items on the survey, this minimum threshold was conservative, as an attempt to complete the survey in good faith was estimated to be closer to 15-20 minutes. Nonetheless, responses submitted after less than 5 min and 45 seconds were reviewed to ensure the appropriateness of this time-related strategy.

After following these steps, responses were scanned and rated as being of high, medium, or low concern to indicate which responses might also be considered non-authentic. Ratings were

based on response content, whether or not responses were nonsensical, and whether or not responses were submitted using a name and email address pattern that was identified by the team, where the email address was a combination of a first and last name (none of which matched the respondent) followed by three random alpha-numeric digits.

Responses were rated as high concern if they contained two of these features, medium concern if they contained one feature, and low concern if they contained none of these features.

Responses containing none of the suspicious features were then read individually and included or excluded, only after discussion across the team. All findings reported here are based on a final, cleaned dataset containing 304 responses.

2. Respondents

Findings presented here are based on 304 survey respondents. This section provides information on respondents' backgrounds.

2A. Ethnicity and Gender of Respondents

An open-ended item asked respondents to identify their race/ethnicity. 52% identified as Black, 17% identified as African American, and 16% identified as Black/African American. All respondents provided their race/ethnicity using descriptive terms related to Black or African American (see Table 1 below). An open-ended item also asked respondents for their gender (see Table 2 below). 68% identified as female, a woman, or cis female, and 29% identified as male, a man, or cis male. 3% identified their gender in different ways. Throughout this report, use of the term *female* should be understood to mean those respondents who identified as female, a woman, or cis female. Similarly, the use of the term *male* should be understood to mean those respondents who identified as male, a man, or cis male.

Table 1

Respondent Race/Ethnicity

Race/Ethnicity	Count	Percent	Race/Ethnicity	Count	Percent
AA and Asian	1	0.33	Black of Hispanic Descent	1	0.33
African (Black)	1	0.33	Black or African American	14	4.67
African American	51	17.00	Black Native American	1	0.33
African American and Nigerian American	1	0.33	Black-American and Puerto Rican	1	0.33
African American or Black	2	0.67	Black, Jamaican-American	1	0.33
African American/Black	4	1.33	Black/African American	16	5.33
African born in America	1	0.33	Black/ Garifuna	1	0.33
African Canadian	1	0.33	Black/American Indian	1	0.33
Afro-Caribbean	1	0.33	Black/mixed	1	0.33
American Black	1	0.33	Black/Multiracial	1	0.33
An American African	1	0.33	Blacktina	1	0.33
Black	156	52.00	Caribbean	4	1.33

Black - Descendent of Enslaved Africans	1	0.33	Ethiopian	1	0.33
Black African	5	1.67	Ghanaian	3	1.00
Black African American	1	0.33	Hispanic	1	0.33
Black American	11	3.67	Jamaican American	1	0.33
Black and Mexican	2	0.67	Kenyan	1	0.33
Black and Pacific Islander	1	0.33	Mixed Race	1	0.33
Black and Puerto Rican	1	0.33	Mixed, black and white	1	0.33
Black and white	1	0.33	Nigerian	1	0.33
Black Creole Japanese	1	0.33	Not Latino/African American	1	0.33
Black Eritrean	1	0.33	Total	300	

Table 2

Respondent gender

Gender	Count	Percent	Gender	Count	Percent
Female	182	60.47	Male	82	27.24
Cis-Female	7	2.33	Man	2	0.66
Cis-Woman	4	1.33	Gender non-conforming	1	0.33
Woman	11	3.65	He/She	1	0.33
Woman/Female	1	0.33	Straight	1	0.33
Cis	1	0.33	Queen Mother	1	0.33
Non-Binary	3	1.00	sge	1	0.00
Non-Binary Femme	1	0.00			
Cis-Male	2	0.66	Total	301	

2B. Location of Response Submissions

The MenloEDU team was able to mine Qualtrics data to estimate the geographic location of 263 of the final set of 304 response submissions, which is a reasonable proxy for the place of residence and/or workplace of the respondents themselves. The number of respondents per state is shown in Table 3 below. One hundred fourteen are in California. Of those in California, the majority of submissions came from Oakland, CA. When analyzed by county, the highest number of submissions originated in Alameda County.

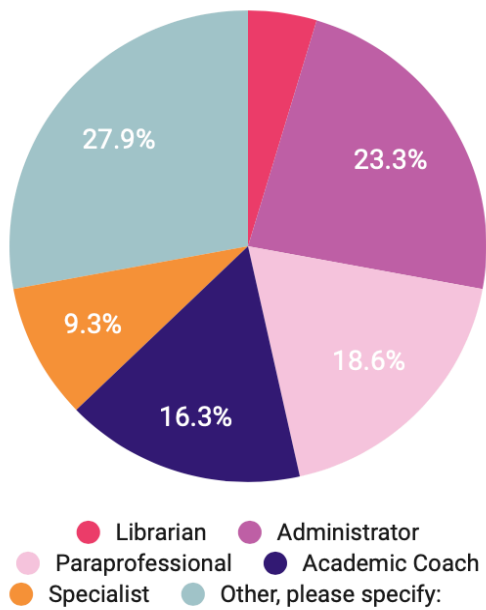
Table 3*Location of Respondents*

Location	Count	Percent		Location	Count	Percent
AZ	4	2%		NC	5	2%
CA	114	43%		NH	1	0%
CO	3	1%		NJ	2	1%
CT	1	0%		NM	1	0%
DC	3	1%		NV	2	1%
DE	1	0%		NY	20	8%
FL	15	6%		OH	2	1%
GA	16	6%		OK	1	0%
IL	5	2%		OR	2	1%
IN	14	5%		PA	4	2%
KS	5	2%		SC	1	0%
KY	3	1%		TN	2	1%
LA	2	1%		TX	8	3%
MA	2	1%		UT	2	1%
MD	3	1%		VA	5	2%
MI	6	2%		WA	1	0%
MO	1	0%		WI	5	2%
MS	1	0%		Total	263	

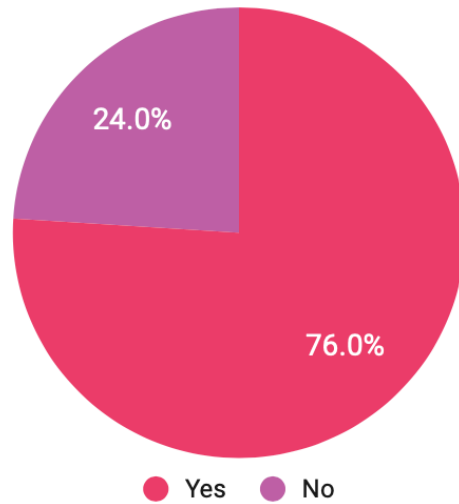
2C. Respondents' Roles in Education

All 304 respondents identified as educators. Respondents who did not identify as teachers were asked to report their roles. Of this group, respondents reported their role as Administrator (n=31), Academic Coach (n=21), Paraprofessional (n=23), Specialist (n=13), Librarian (n=5), and Other (n=37). The majority of respondents reported that they have been in the same role for the past two years (76%, see Figure 1.2).

Figure 1.1 (left) and 1.2 (right)
 Respondents' Role if Not a Teacher



Respondents in Same Position the Last Two Years



2D. Respondents Lengths of Tenure in Education

About 21% of respondents reported working in education for 2-5 years. Just over 31% reported being an educator for 6-10 years. 15% reported being an educator for 11-15 years, and 32% reported working in education for 16 years or more. The spread of years of experience across respondents benefits the survey findings in that the sample is not weighted too heavily toward those new to the field nor those who have been in the field for an unusually long period of time.

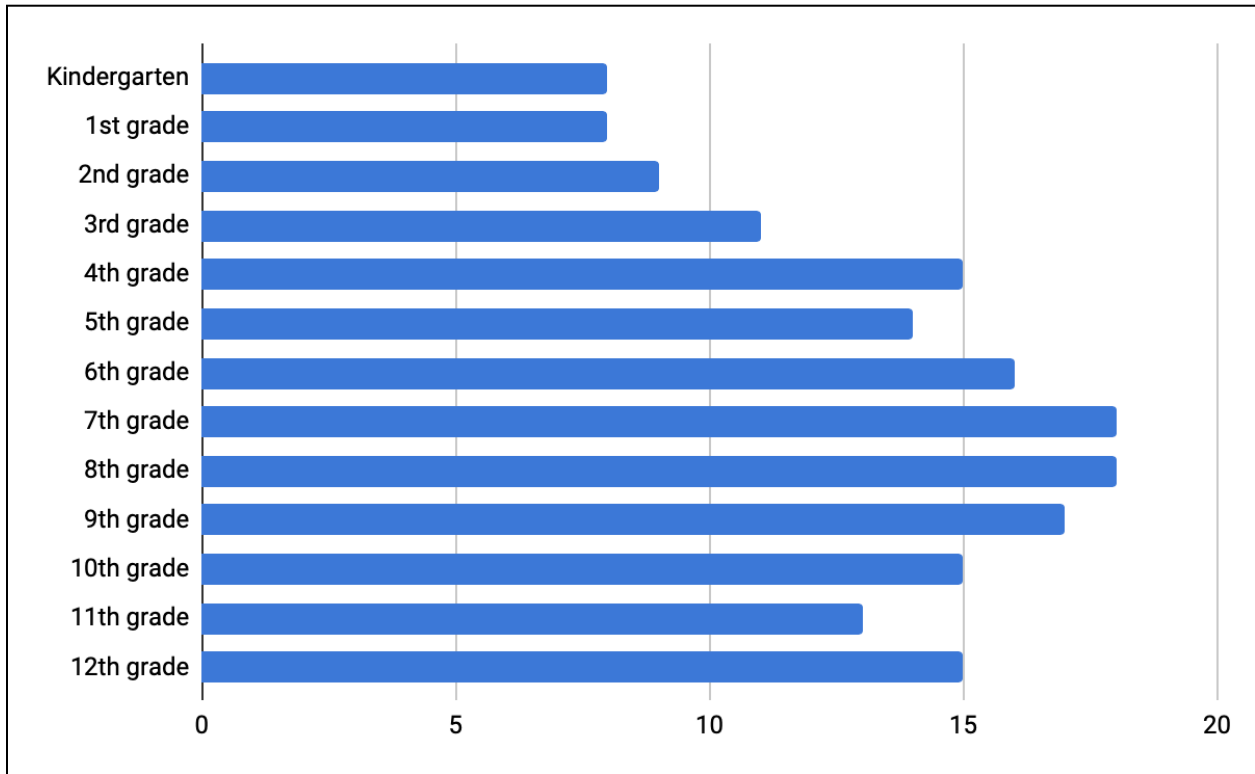
It also appears that most respondents have moved from one school district or organization to another at least once across their time in education, as 44% of respondents have only been employed in their current district or organization for 2-5 years. Moving across districts is also characteristic of the field more broadly.¹

As seen in Figure 2 below, respondents who were teachers reported teaching assignments that were fairly evenly spread across grade levels. 35% reported teaching multiple grades.

¹ [Estimates of teacher attrition range from 20% to 50% of teachers leaving the profession within their first five years](#)

Figure 2

Respondents' Teaching Assignments (percent)



3. Survey Findings

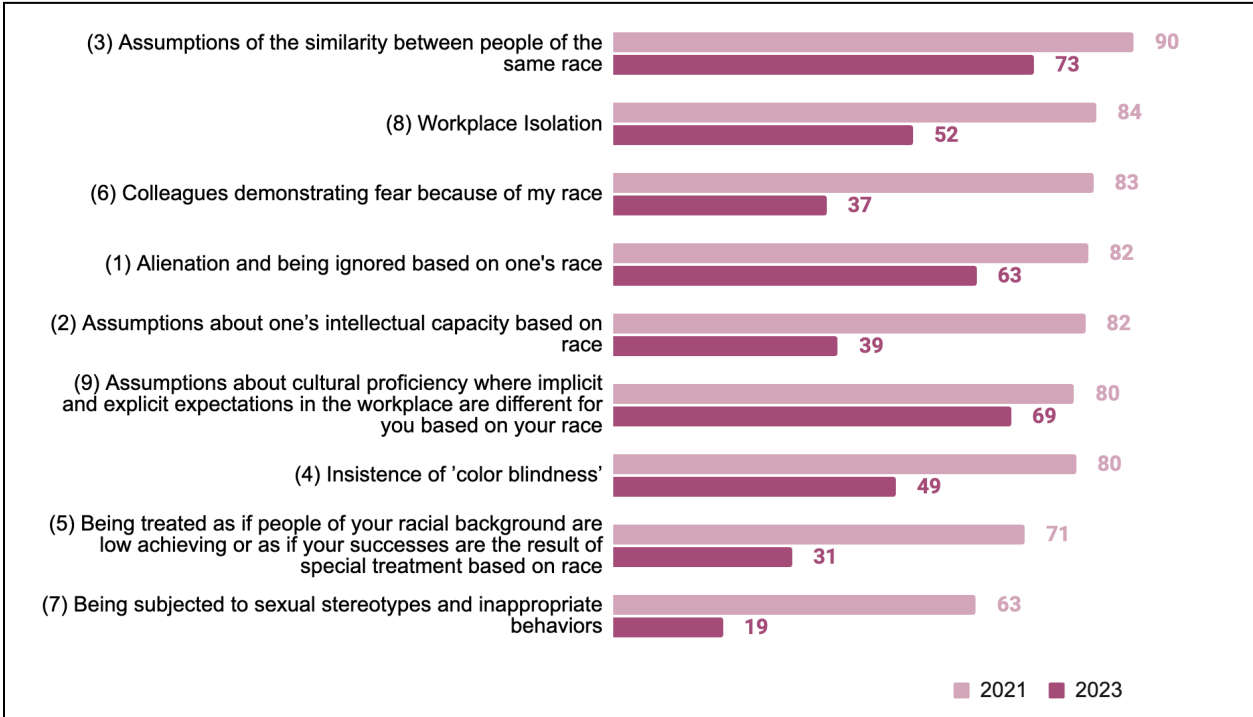
In this section, findings are presented in the order that survey sections were presented to respondents.

3A. Types of Workplace Racism Experienced in the Past Two Years

Respondents were asked to indicate if they had encountered experiences with racism that fell into each of nine categories in the past two years (categories are described in Methods section above). Figure 3 below shows responses to both the 2021 and the 2023 surveys. In 2023, the most prevalent category of experiences were those in which respondents experienced colleagues making assumptions about the similarity of people of the same race; 73% of respondents indicated they had endured this form of racism in the past two years. The least prevalent experience of racism, “being subjected to sexual stereotypes and inappropriate behaviors,” was reported by 19% of respondents. In the 2021 survey, these categories were also the most and least prevalent, at 90% and 63%, respectively. Respondents were also asked open-ended questions regarding their experiences with racism and those responses can be found in Appendices B and C.

Figure 3

Prevalence of Types of Workplace Racism by Category (sorted by 2021 prevalence, by percent)



3B. Specific Experiences of Racism in the Past Two Years

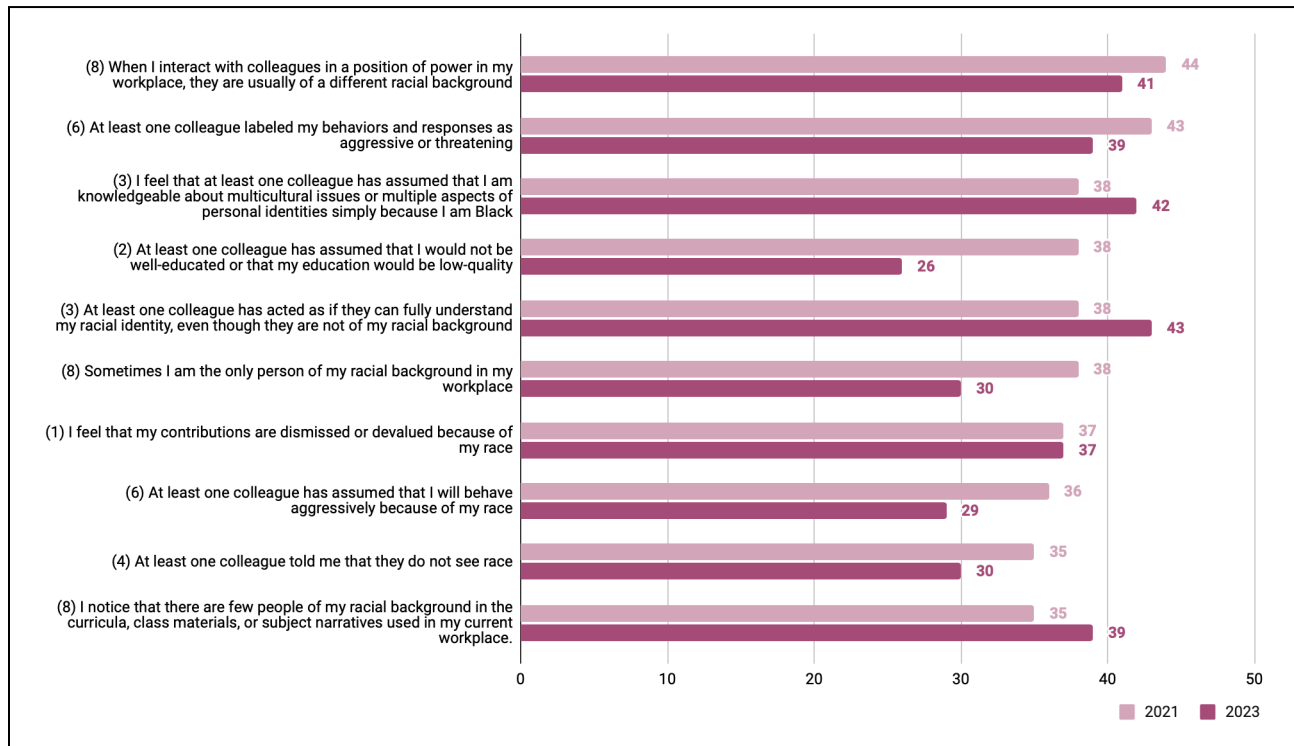
Most common specific experiences of racism in the past two years

Across all nine categories or types of racism, respondents were asked about 49 specific experiences. Figure 4 below includes the ten most frequent experiences regardless of category, each of which was reported by more than one-third of all respondents. On average, each experience was selected by 27% of respondents. There were no specific experiences that were never selected. A list of all experiences, ranked by frequency of report, is included in Appendix D.

The two most prevalent specific experiences reported were 1) “at least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background;” and 2) “at least one colleague told me that they ‘don't see color.’” Each of these experiences was reported by more than 40% of respondents. These results are different from the 2021 survey where the two most prevalent specific experiences reported were 1) “when I interact with colleagues in a position of power, they are usually of a different racial background”; and 2) “at least one colleague labeled my behaviors or responses as aggressive or threatening.” The least frequently selected experience was “I believe that I have been singled out by security at work because of my race,” from the category ‘colleagues demonstrating fear because of one’s race,’ which was selected by 9% of respondents. This experience depends on whether there is security present in one’s workplace; the research team does not assume security is uniformly present across all respondents’ workplaces.

Figure 4

Most Common Specific Experiences of Racism in the Workplace Across Categories (sorted by 2021 prevalence, by percent)*



*Category of experience appears in parentheses (see list in Methods section above)

3C. Findings of Note by Category

This section presents noteworthy findings. As there were not noteworthy findings related to each category, not all categories are discussed in this section.

Category 2: Assumptions about one’s intellectual capacity

From 2021 to 2023, there was a change in the most frequently reported specific experience in this category. In the 2023 survey, the most frequently reported specific experience in this category was “at least one colleague has acted surprised at my scholastic or professional success.” This was reported by 39% of respondents. In the 2021 survey, the most frequently reported specific experience was “at least one colleague has assumed that I would not be well-educated or that my education would be low-quality” (38%).

Category 3: Assumptions of the similarity between people of the same race

From 2021 to 2023, there was a change in the most frequently reported specific experience in this category. In the 2023 survey, the most frequently reported specific experience (reported by 43% of respondents) was “at least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background.” In the 2021 survey, the most

frequently reported specific experience was “I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues simply because I am Black” (38%).

Category 4: Insistence of “color blindness”

In both the 2021 and 2023 surveys, a similar experience was reported most frequently in this category. In 2023, the most frequently reported specific experience in this category was “at least one colleague told me that they ‘don't see color.’” This was reported by 43% of respondents. In the 2021 survey, the most frequently reported specific experience was “at least one colleague told me that they do not see race.” This was reported by 35% of respondents.

Category 5: Being treated as low achieving or successes as a result of special treatment

In both the 2021 and 2023 surveys, the most frequently reported specific experience in this category was “at least one colleague suggested that people of my racial background are low-achieving.” However, between these two years, there was a small decrease (33% to 28%) in the percent of respondents reporting this experience.

Category 6: Colleagues demonstrating fear

In both the 2021 and 2023 surveys, the most frequently reported specific experience in this category was “at least one colleague labeled my behaviors and responses as aggressive or threatening.” However, between these two years, there was a slight decrease (43% to 39%).

Category 7: Subjected to Sexual Stereotypes and Inappropriate Behaviors

In this category, 68% of respondents had at least one experience of being subjected to sexual stereotypes and inappropriate behaviors, which is a slight increase from the 2021 survey (62% to 68%). 46% of respondents felt that gender played a role “a lot” in the way they were treated.

Category 9: Assumptions about Cultural Proficiency

In both the 2021 and 2023 surveys, a similar experience was reported most frequently in this category. In 2023, the most frequently reported specific experience in this category was “I have been asked or expected to do additional labor to educate others about race.” This was reported by 32% of respondents. In the 2021 survey, respondents most frequently reported specific experience was “I have been asked/expected to serve as the primary communication liaison for the Black parents and families.” This was reported by 33% of respondents.

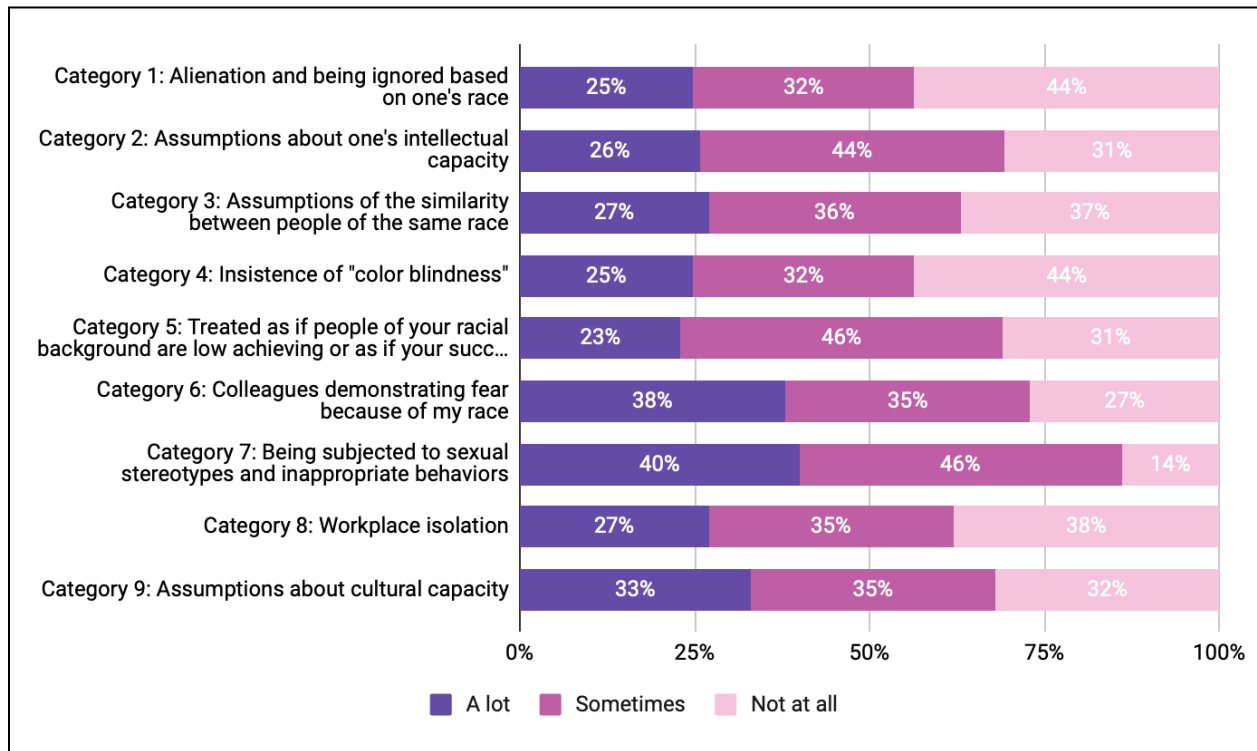
3D. Intersectionality of Experiences of Racism with Gender Identity

When asked about the extent to which respondents believed that gender identity played a role in their experiences, respondents were especially likely to say it had “a lot” to do with their experience when they were talking about being subjected to sexual stereotypes and colleagues demonstrating fear because of race. These findings are in line with the results of the 2021 survey though it should be noted that 2021 survey respondents were equally distributed across those

who identify as female and male, whereas 2023 respondents more frequently identify as female (68%). Even the experiences rated as having the least to do with one’s gender identity (e.g., ‘insistence of color blindness’) were reported by at least 50% of respondents as an intersectional experience (i.e., rated as “a lot” or “sometimes” being influenced by gender identity). Perceptions of intersectionality of experiences by type (category) are shown in Figure 5.

Figure 5

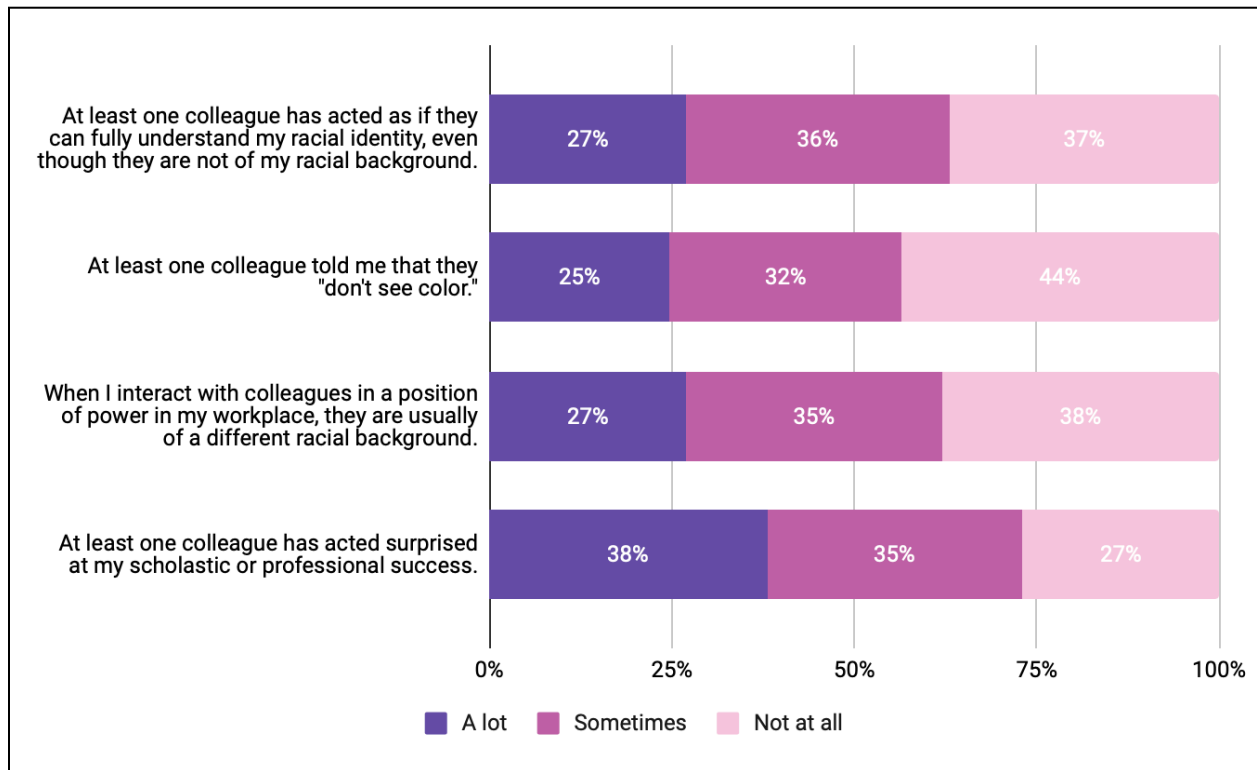
Intersectionality of Experiences of Racism with Gender Identity by Category



As seen in Figure 6 below, of the four most prevalent experiences, intersectionality was most cited by respondents who identified the experience “at least one colleague has acted surprised at my scholastic or professional success.” 38% of these respondents reported that intersectionality was an issue “a lot” with regard to this particular experience. Over a quarter of respondents perceived the experience of “at least one colleague told me that they ‘don't see color’” as being influenced by intersectionality.

Figure 6

Perceptions of Intersectionality of Four Most Prevalent Experiences of Racism



3E. Coping strategies and professional supports

To understand how educators cope with their experiences with racism, educators were asked about what coping strategies they use to navigate racism in the workplace. Coping strategies are defined in the Methods section above. As shown in Figure 7 below, the most frequently reported coping strategy is self-protecting (72%), followed by caring for self (64%). In 2021, these were also the most prevalent strategies mentioned. And, in both years, altering one's self or self-censoring was also the least frequently reported. When asked about interactions that help them sustain their capacity to do their job, friends/acquaintances (58%) and educators in the workplace (49%) were most reported. See Figure 8 below for a comparison of 2022 and 2023 responses to this item.

Figure 7

Coping Strategies with Racism in the Workplace

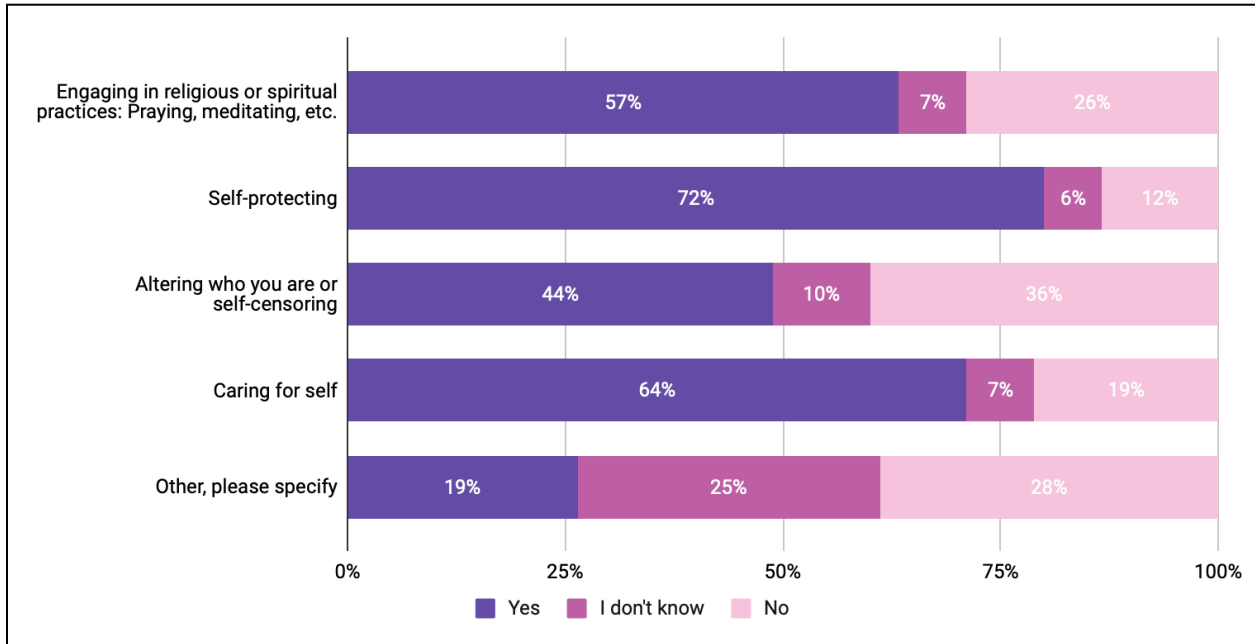
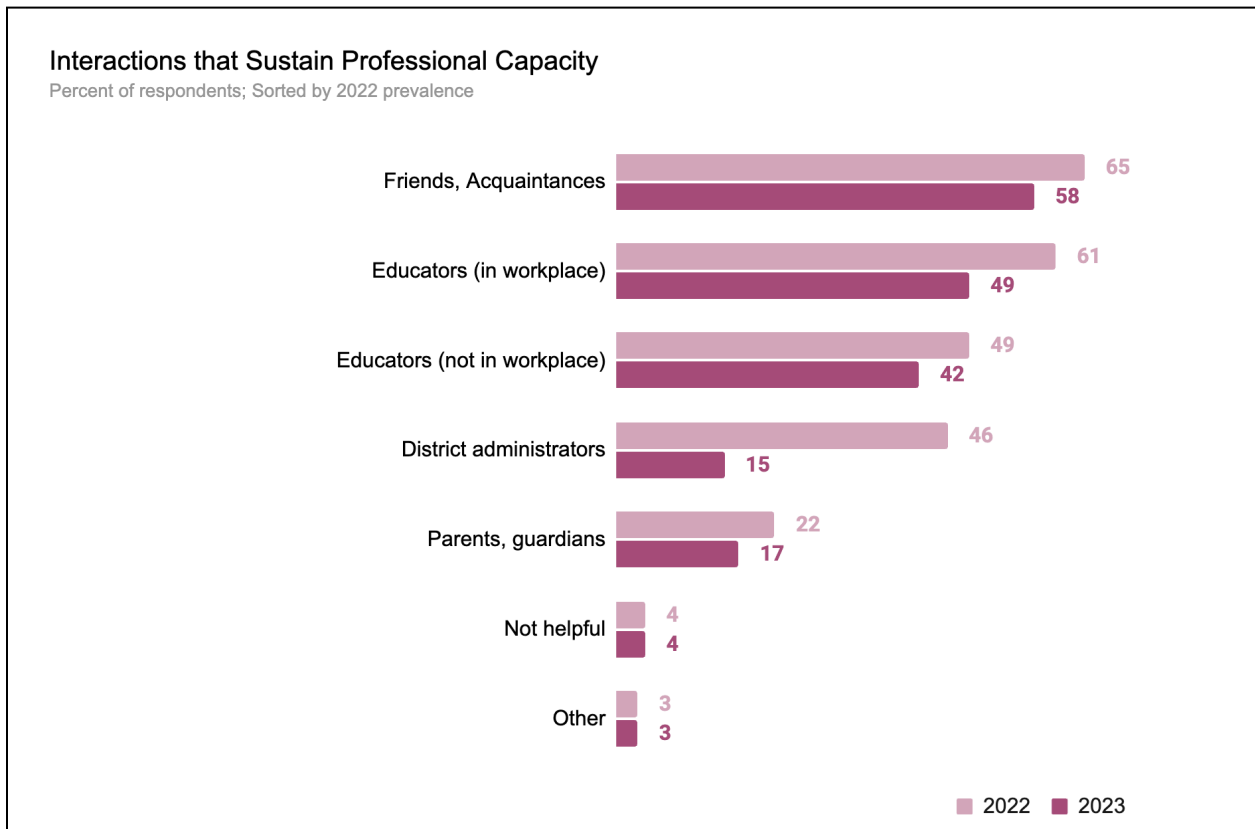


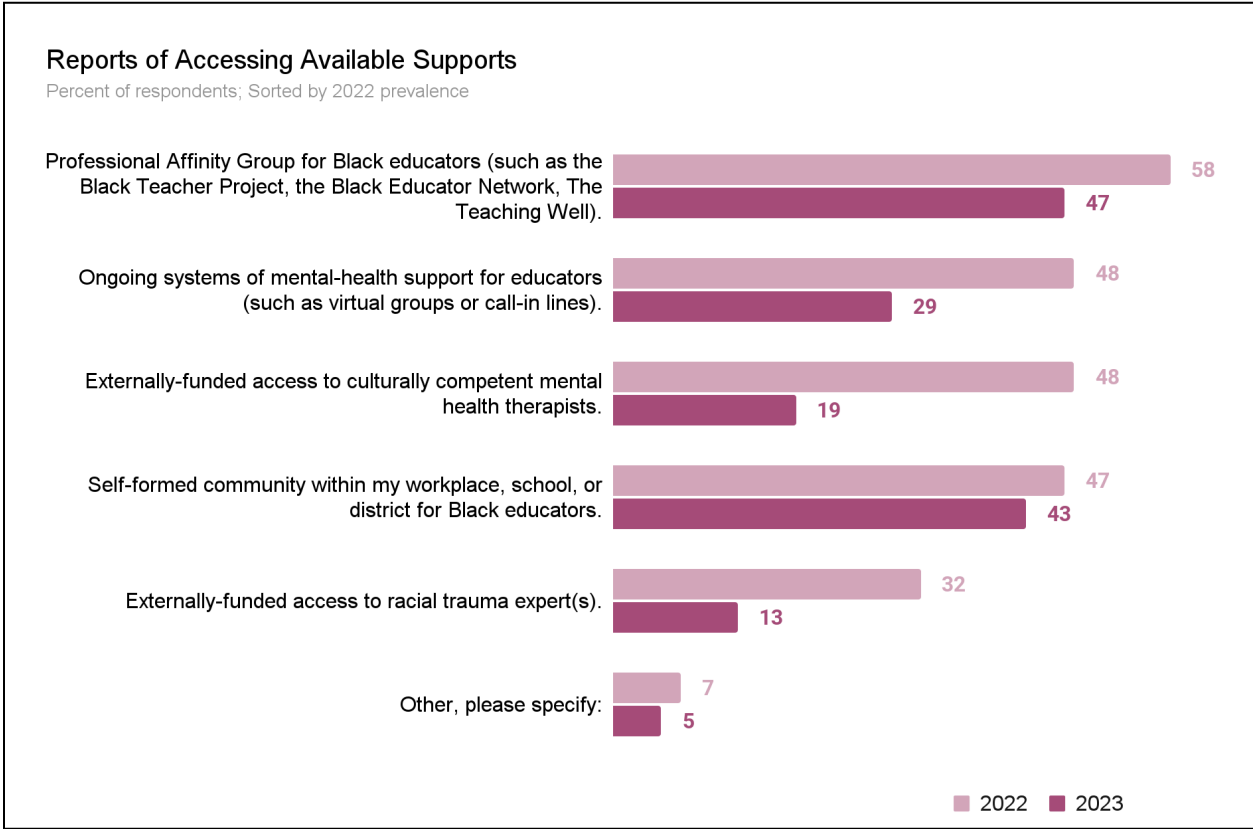
Figure 8

Interactions that Sustain Professional Capacity (sorted by 2022 prevalence, by percent)



As a way to further understand educators’ experiences with professional supports and the ways they helped educators navigate the workplace, educators were asked about the support services available through their workplace's, school's, or district's administration. The most frequently reported support was professional affinity groups for Black educators at 47%. Between 2022 and 2023, there was a large decrease in availability of mental health supports, i.e., ongoing systems of mental health supports, externally-funded access to racial trauma experts, and externally-funded access to culturally competent mental health therapists. See Figure 9 below for a comparison of 2022 and 2023 responses to this item.

Figure 9
Prevalence of Professional Supports (sorted by 2022 prevalence, by percent)



Educators were also asked who they felt respected by during the current school year. Respondents most frequently reported feeling respected by their students (62%). 55% of respondents reported feeling respected by support staff. Only 32% of respondents reported feeling respected by their district administrators (see Table 4 below). When asked about how they spend their work time, 30% of educators strongly agreed that they spend a majority of their professional time teaching students (see Table 5 below). When asked if they were compensated fairly for their work, 17% of educators responded “strongly agree” and 19% responded “strongly disagree.” In the 2022 survey, 34% of respondents strongly agreed that they were compensated fairly for their work, while 10% strongly disagreed that they were compensated fairly for their

work. Over the past year, more educators believe that they are not being compensated fairly for their work. See Table 6 below for a comparison of 2022 and 2023 responses to this item.

Table 4
Percentage of Respondents Reporting Feelings of Being Respected in the Workplace

Felt Respected By	Percent
Students	62
Support staff	55
Other educators	43
Leadership (such as principal, department head)	42
Parents/Guardians	41
District administrators (such as curriculum directors, instructional coaches, superintendents)	30

Table 5
Percentage of Respondents' Agreement That They Spend Most of Their Professional Time Teaching Students

Response	Percent
Strongly agree	30
Somewhat agree	27
Neither agree nor disagree	18
Somewhat disagree	19
Strongly disagree	6

Table 6
Percentage of 2022 and 2023 Respondents' Agreement That They Are Compensated Fairly

Response	2022 %	2023 %
Strongly agree	34	16
Somewhat agree	33	36
Neither agree nor disagree	5	12
Somewhat disagree	19	18
Strongly disagree	10	18

Also in this section, educators were asked how likely it is that they will leave the teaching profession within the next two years. In the 2022 survey, 37% of educators responded as very unlikely to leave the teaching profession and only 4% of educators responded as very likely. In the 2023 survey, 22% of educators responded as very unlikely to leave the teaching profession, however, 20% of educators responded as very likely to leave the teaching profession. Over the past year, educators responded that they are more likely to leave the teaching profession as the percentage of responses “very likely” and “somewhat likely” to leave the teaching profession has

increased while the percentage of respondents selecting “somewhat unlikely” and “very unlikely” has decreased. See Table 7 below for the 2022 survey and 2023 survey data comparison.

Table 7

Percentage of 2022 and 2023 Responses About the Likelihood They Will Leave the Profession in the Next Two Years

Likely to Leave Teaching	2022 %	2023 %
Very likely	4	21
Somewhat likely	26	34
Somewhat unlikely	32	24
Very unlikely	37	20

3F. Professional Development

In this section of the survey, respondents were asked about their professional development experiences in their workplace. About 21% of respondents strongly agreed and 16% strongly disagreed that they felt supported in their career growth at their workplace. In the 2022 survey, 33% strongly agreed and only 5% strongly disagreed. When asked if sufficient funds and resources were available for professional development, 22% of respondents strongly agreed while 21% strongly disagreed. In the 2022 survey, 31% strongly agreed while only 8% strongly disagreed. When asked if the professional development options available at their workplace were differentiated to meet their individual needs or interests, only 12% strongly agreed and 28% strongly disagreed. In the 2022 survey, 27% strongly agreed and only 8% strongly disagreed. See Tables 8, 9, and 10 below for these 2022 survey and 2023 survey data comparisons.

Table 8

Percentage of 2022 and 2023 Respondents' Agreement That They Are Supported in Their Career Growth

Response	2022 %	2023 %
Strongly agree	33	21
Somewhat agree	44	31
Neither agree nor disagree	12	16
Somewhat disagree	6	16
Strongly disagree	5	16

Table 9

Percentage of 2022 and 2023 Respondents' Agreement That There Are Sufficient Funds and Resources for Professional Development Available to Them

Response	2022 %	2023 %
Strongly agree	31	22
Somewhat agree	36	23
Neither agree nor disagree	13	15
Somewhat disagree	13	18
Strongly disagree	8	21

Table 10

Percentage of 2022 and 2023 Respondents' Agreement That Professional Development Options Available to Them are Differentiated to Meet Their Individual Needs and Interests

Response	2022 %	2023 %
Strongly agree	27	12
Somewhat agree	29	26
Neither agree nor disagree	17	15
Somewhat disagree	19	19
Strongly disagree	8	28

3G. DEI at Work

In this section of the survey, educators were asked questions regarding diversity, equity, and inclusion in their workplace (see Tables 11-13 below). 12% of respondents strongly agree and 21% strongly disagree that the professional development experiences through their workplace helped them explore new ways to promote diversity, equity, and inclusion in their professional practice. When asked if people from all backgrounds and with a range of identities had equitable opportunities to advance their careers, 15% of educators responded “strongly agree” and 19% responded “strongly disagree.” 15% of respondents strongly agree that their workplace or school has specific objectives or statements that relate to DEI, while 12% of respondents strongly disagree.

Table 11

Percentage of Respondents' Agreement That Professional Development Options Available to Them Helped Them Include DEI in Their Professional Practice

Response	Percent
Strongly agree	12
Somewhat agree	29
Neither agree nor disagree	17
Somewhat disagree	20
Strongly disagree	21

Table 12

Percentage of Respondents' Agreement That All People in Their Workplace Had Equitable Opportunities to Advance Their Careers

Response	Percent
Strongly agree	15
Somewhat agree	34
Neither agree nor disagree	16
Somewhat disagree	16
Strongly disagree	19

Table 13

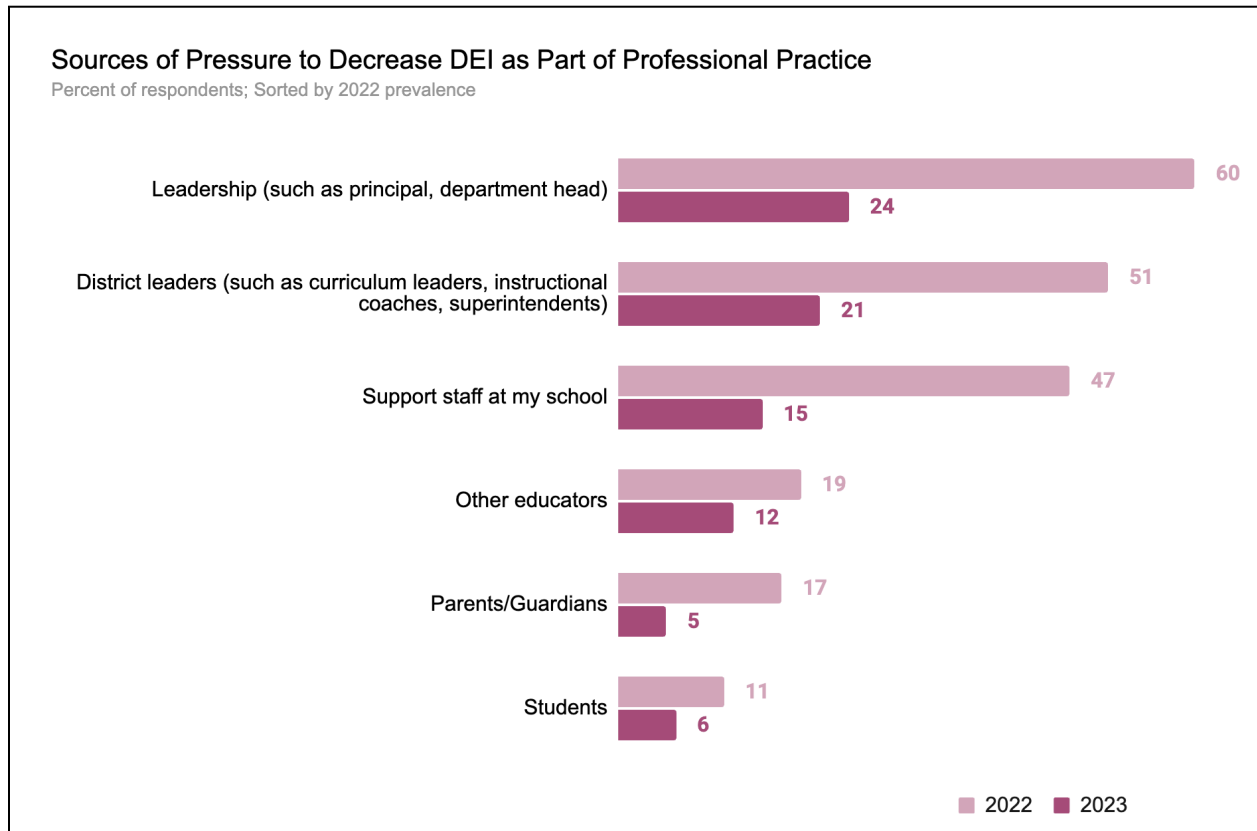
Percentage of Respondents' Agreement That Their Workplace/School Has Specific Objectives That Relate to DEI

Response	Percent
Strongly agree	15
Somewhat agree	35
Neither agree nor disagree	27
Somewhat disagree	11
Strongly disagree	12

When asked about the sources of pressure to decrease DEI as part of their professional practice, leadership (24%) and district leaders (21%) were the most reported sources of pressure by respondents on the 2023 survey. These were the most prevalent sources of pressure reported in 2021, but the overall prevalence of pressure has decreased by more than half between the 2022 and 2023 survey (see Figure 10 below for a comparison of 2022 and 2023 responses to this item).

Figure 10

Sources of Pressure to Decrease DEI (sorted by 2022 prevalence, by percent)



Educators were also asked if they believed that their workplace or school was a safe and supportive workplace for Black educators. Over the past year, the percentage of educators who believe that their workplace or school was a safe and supportive workplace for Black educators has decreased (see Table 14 below). In the 2022 survey, 30% of educators strongly agreed with that statement while only 6% strongly disagreed. In the 2023 survey, only 15% strongly agreed while 15% strongly disagreed.

Table 14

Percentage of 2022 and 2023 Respondents' Agreement That Their Workplace Is Safe and Supportive for Black Educators

Response	2022 %	2023 %
Strongly agree	30	15
Somewhat agree	38	26
Neither agree nor disagree	11	25
Somewhat disagree	15	20
Strongly disagree	6	15

3H. Open to Follow-up and Survey Feedback

Of the final sample of respondents (n=304), 233 people indicated they were open to BlackFemaleProject team members contacting them for follow-up. Moreover, by and large, the 2023 survey feedback submitted was positive. Many respondents mentioned that they were grateful for the opportunity to share their thoughts and appreciated having the time to reflect on their experiences. A list of survey feedback comments is included in Appendix E.

4. Discussion

Findings from this (2023) survey indicate that Black educators are reporting fewer instances of racism but are feeling less supported in their workplaces and more frequently reporting they are not fairly compensated. One interpretation of these findings is that Black educator's non-Black colleagues may have increased awareness of how their behavior constitutes microaggressions, but that systemic issues of discrimination, including the racism that underlies workplace behaviors, remain a significant challenge.

As this survey will be administered again in 2025 and beyond, this research will monitor these trends. In 2023, these findings are contextualized in teacher shortages that are plaguing the U.S. A study from the Learning Policy Institute published in July 2023 concluded that, "...at a minimum, 314,134 positions were either unfilled or filled by teachers not fully certified for their assignments, representing about 1 in 10 of all teaching positions nationally."² These shortages appear worse in states where teacher pay is low and in schools that serve high concentrations of students of color and students in poverty, according to a nationally representative survey conducted by the U.S. Education Department in 2022.³

Importantly, the data reported here also reflect current political action against Black communities, such as the recent affirmative action ruling from the U.S. Supreme Court that dictates universities can no longer use race-conscious admissions. Additionally, new laws in 6 states restrict colleges from having offices and staff devoted to diversity, equity and inclusion.⁴ These attacks on higher education are happening in the midst of increasing attempts (and successes) of book banning,⁵ as well as an increase in the number of bills aimed at restricting diversity efforts in schools and the teaching of Black American history.⁶ These and other deeply distressing trends of anti-equity efforts increase the threats to Black educators' professional and personal well-being.

It is not surprising then, that these findings show that the number of educators reporting that they are likely to leave the profession has increased, as compared to survey responses from 2022. In response to workforce and political failings to support Black educators (and to findings from this research in 2021 and 2022), the current survey asked Black educators about the ways available professional supports enabled them to navigate and productively resist the racism that is, as per these research findings, pervasive in the education sector. This team hopes to make these data available to educational leaders and other allies to create networks of active resistance, providing those in leadership positions with data and recommendations to maintain and create conditions and supports that Black educators have identified as critical to their empowerment in their workplace.

² [Franco, M., & Patrick, S. K. \(2023\). State teacher shortages: Teaching positions left vacant or filled by teachers without full certification - Learning Policy Institute](#)

³ [National Center for Education Statistics](#)

⁴ [DEI Bans at Colleges - US News & World Report](#)

⁵ [American Library Association report on book banning](#)

⁶ [College Board's revised AP African American studies course draws new criticism - NPR News](#)

As written in the research team's prior reports, the authors of this report greatly appreciate the willingness of survey respondents to share their experiences. Their generosity and grace have produced powerful testimony of what many educators have experienced throughout their careers. We honor their contributions as we endeavor in our role to deepen our own and others' understanding of racism in education. By envisioning and co-creating radical, anti-racist change in educational organizations, this work aims to transform the very pillars of our communities and society.

Appendices

Appendix A: Teacher Truth Survey

Appendix B: Open-Ended Responses - Instances of Racism or Sexism

Appendix C: Open-Ended Responses - Thinking about and Experiencing Broader Dynamics of Racism within Teaching

Appendix D: Experiences of Racism, Ranked by Frequency of Report

Appendix E: Respondent Feedback

Appendix A: Teacher Truth Survey

Black Educators' Experiences of Race and Racism 2023

The purpose of this survey is to document the ways Black educators are experiencing race and racism in their workplaces over the past two years (2022 and 2023). You will be asked to identify which experiences you've had and what strategies you used to navigate their impacts. This survey is part of a larger project to tell the lived experiences of Black educators. Given the importance of Black educators in our school systems, it is imperative to call attention to workplace dynamics that determine Black educators' daily lives. Your responses will be presented in reports and other publications to that end. We are able to provide gift cards to the first 300 participants of this survey and would greatly appreciate your participation in the survey should you wish to share your perspectives.

We recognize the content of this survey may feel difficult, and we thank you for your interest, time and participation. At the end of the survey, you will be asked if you'd be willing to be contacted by the Project for possible follow up conversations about your experiences.

Page Break

Tell us about you

Do you identify as an educator?

Yes

No

Do you identify as Black and/or African American?

Yes

No

Page Break

The purpose of this survey is to document the ways Black educators are experiencing race and racism in their workplaces. As a colleague of black educators, your experiences can be insightful. However, since the collection and analysis of Black educators' reports are the primary data source for this project, we can not offer you compensation for completing this survey. You will be asked to identify which experiences you have witnessed, observed, or been told about within the past two years.

This survey is part of a larger project to tell the lived experiences of Black educators. Given the importance of Black educators in our school systems, it is imperative to call attention to workplace dynamics that determine Black educators' daily lives. Your responses may be presented in reports and other publications to that end.

Thank you for your help.

How do you identify your race/ethnicity?

How do you identify your gender?

How long have you taught/been an educator?

Enter # of years:

Page Break

In what school district or organization are you currently employed? Please enter a general region if you prefer not to name the district in which you are currently employed or simply leave this item blank.

How many years have you been employed in this district/organization?

Enter # of years:

If you are a classroom teacher, which grade(s) are you teaching during this 2020-2021 school year?

Select all that apply

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

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If you are not a classroom teacher, what is your role at your workplace?
Select all that apply

- Librarian
- Administrator
- Paraprofessional
- Academic Coach
- Specialist
- Other, please specify: _____

Are you in the same position now as you have been for the last two years?

- Yes
- No

Approximately what proportion of your colleagues identify as Black?

- None
- 1-10%
- 11%-25%
- 26%-50%
- 51%-75%
- 76%-100%

Page Break

[Your experiences of race and racism in the workplace](#)

We would like to learn more about how Black educators have encountered and navigated race and racism in their workplaces. The following questions ask about your experiences as a Black

educator over the past two years, especially whether you have experienced certain types of racism and which strategies you used to cope with each type of experience.

Below are some examples of racism in the workplace associated with **alienation and being ignored based on one's race** (i.e., colleagues avoid or disregard one's presence)

Which of the following have you experienced in the past two years?

Please select all that apply

- I receive poorer treatment in my workplace compared to my non-Black colleagues.
- Sometimes I feel as if people look past me or don't see my humanity.
- At least one colleague has assumed that I held a lower-paying job.
- At work, I feel invisible because of my race.
- I feel that my contributions are dismissed or devalued because of my race.
- At work, I feel that I have been treated like a second-class citizen because of my race.
- I have been asked or was expected to perform unpaid labor.
- None of these
- Prefer not to answer

Page Break

Alienation and being ignored

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator?

Please select one

- I receive poorer treatment in my workplace compared to my non-Black colleagues.
- Sometimes I feel as if people look past me or don't see my humanity.
- At least one colleague has assumed that I held a lower-paying job.
- At work, I feel invisible because of my race.
- I feel that my contributions are dismissed or devalued because of my race.
- At work, I feel that I have been treated like a second-class citizen because of my race.
- I have been asked or was expected to perform unpaid labor.
- None of these
- Prefer not to answer

Page Break

Alienation and being ignored

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Below are some examples of racism in the workplace associated with colleagues' **assumptions about one's intellectual capacity** based on race.

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague has acted surprised at my scholastic or professional success.
- At least one colleague has assumed that I would not have the intellectual capacity to fulfill tasks/duties because of my race.
- At least one colleague has assumed that I would not be well-educated or that my education would be low-quality.
- At least one colleague has told me that I was "articulate" after they assumed I wouldn't be.
- None of these
- Prefer not to answer

Page Break

[Assumptions about one's intellectual capacity based on race](#)

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator?

Please select one

- At least one colleague has acted surprised at my scholastic or professional success.
- At least one colleague has assumed that I would not have the intellectual capacity to fulfill tasks/duties because of my race.
- At least one colleague has assumed that I would not be well-educated or that my education would be low-quality.
- At least one colleague has told me that I was "articulate" after they assumed I wouldn't be.
- None of these
- Prefer not to answer

Page Break

Assumptions about one's intellectual capacity based on race

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Below are some examples of racism in the workplace associated with colleagues' **assumptions of the similarity between people of the same race** (i.e., being treated interchangeably with others of the same race, as if people from one's race are all alike, assuming a universality of the Black experience).

Which of the following have you experienced in the past two years?

Please select all that apply

- I believe that at least one colleague has inappropriately used informal colloquialisms (aka slang) with me because of my race.
- At least one colleague has acted as if all of the people of my race are alike.
- At least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background.
- I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues or multiple aspects of personal identities simply because I am Black
- At least one colleague asked me to serve as a spokesperson for people in my racial group.
- I've been mistaken for other Black people at my workplace.
- None of these
- Prefer not to answer

Page Break

[Assumptions of similarity between people of the same race](#)

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator?

Please select one

- I believe that at least one colleague has inappropriately used informal colloquialisms (aka slang) with me because of my race.
- At least one colleague has acted as if all of the people of my race are alike.
- At least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background.
- I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues or multiple aspects of personal identities simply because I am Black
- At least one colleague asked me to serve as a spokesperson for people in my racial group.
- I've been mistaken for other Black people at my workplace.
- None of these
- Prefer not to answer

Page Break

Assumptions of similarity between people of the same race

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Below are some examples of racism in the workplace associated with colleagues' **insistence of 'color blindness'** (i.e., race and racial differences are minimized or invalidated).

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague told me that I should not complain about race.
- At least one colleague told me that they "don't see color."
- At least one colleague told me that they do not see race.
- At least one colleague told me that people should not think about race anymore.
- At least one colleague of a different race denied that people of my race face extra obstacles when compared to white people and/or non-Black people of color.
- At least one colleague asserted that people of my racial background would succeed in life if they simply worked harder.
- None of these
- Prefer not to answer

Page Break

[Insistence of "color blindness"](#)

You indicated that these are experiences you have had in the past two years, Which one of these experiences has been the most impactful to you as a Black educator?

Please select one

- At least one colleague told me that I should not complain about race.
- At least one colleague told me that they "don't see color."
- At least one colleague told me that they do not see race.
- At least one colleague told me that people should not think about race anymore.
- At least one colleague of a different race denied that people of my race face extra obstacles when compared to white people and/or non-Black people of color.
- At least one colleague asserted that people of my racial background would succeed in life if they simply worked harder.
- None of these
- Prefer not to answer

Page Break

Insistence of "color blindness"

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Below are some examples of racism in the workplace associated with **being treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race.**

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague suggested that people of my racial background get unfair benefits.
- At least one colleague hinted that I should work hard to prove that I am not like other people of my race.
- At least one colleague suggested that people of my racial background are low-achieving.
- At least one colleague assumed that I am successful because of affirmative action or any other policies deemed to be preferential treatment, not because I earned my accomplishments.
- At least one colleague presumed that only people from my race have benefited from affirmative action.
- None of these
- Prefer not to answer

Page Break

[Being treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race](#)

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator?

Please select one

- At least one colleague suggested that people of my racial background get unfair benefits.
- At least one colleague hinted that I should work hard to prove that I am not like other people of my race.
- At least one colleague suggested that people of my racial background are low-achieving.
- At least one colleague assumed that I am successful because of affirmative action or any other policies deemed to be preferential treatment, not because I earned my accomplishments.
- At least one colleague presumed that only people from my race have benefited from affirmative action.
- None of these
- Prefer not to answer

Page Break

[Being treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race](#)

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Below are some examples of racism in the workplace associated with **colleagues demonstrating fear because of my race.**

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague's body language showed they were scared of me because of my race.
- At least one colleague labeled my behaviors and responses as aggressive or threatening.
- At least one colleague acted as if I am untrustworthy because of my race.
- At least one colleague has assumed that I will behave aggressively because of my race.
- I am singled out by security at work because of my race.
- None of these
- Prefer not to answer

Page Break

[Colleagues demonstrating fear because of my race](#)

You indicated that these are experiences you have had in the past two years. Which one of these experiences was the most impactful to you as a Black educator?

Please select one

- At least one colleague's body language showed they were scared of me because of my race.
- At least one colleague labeled my behaviors and responses as aggressive or threatening.
- At least one colleague acted as if I am untrustworthy because of my race.
- At least one colleague has assumed that I will behave aggressively because of my race.
- I am singled out by security at work because of my race.
- None of these
- Prefer not to answer

Page Break

Colleagues demonstrating fear because of my race

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Below are some examples of racism in the workplace associated with **being subjected to sexual stereotypes and inappropriate behaviors**.

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague suggested that I am "exotic" or treated me in an otherwise overly sexual way because of my race.
- At least one colleague expressed sexual stereotypes about me because of my racial background.
- At least one colleague expressed sexual stereotypes about other people from my racial background.
- At least one colleague made an inappropriate sexual or romantic advance toward me.
- None of these
- Prefer not to answer

[Being subjected to sexual stereotypes and inappropriate behaviors](#)

You indicated that these are experiences you have had in the past two years. Which one of these experiences was the most impactful to you as a Black educator?

Please select one

- At least one colleague suggested that I am “exotic” or treated me in an otherwise overly sexual way because of my race.
- At least one colleague expressed sexual stereotypes about me because of my racial background.
- At least one colleague expressed sexual stereotypes about other people from my racial background.
- At least one colleague made an inappropriate sexual or romantic advance toward me.
- None of these
- Prefer not to answer

Page Break

[Being subjected to sexual stereotypes and inappropriate behaviors](#)

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Below are some examples of racism in the workplace associated with **workplace isolation**.

Which of the following have you experienced in the past two years?

Please select all that apply

- People from my racial background are largely absent from my work settings or from positions of power in those settings.
- When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background.
- I notice that there are few role models of my racial background in my chosen career.
- Sometimes I am the only person of my racial background in my workplace.
- I notice that there are few people of my racial background in the curricula, class materials, or subject narratives used in my current workplace.
- When I critique curricula, conditions, or systems in my current workplace, I feel isolated.
- None of these
- Prefer not to answer

Workplace isolation

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator?

Please select one

- People from my racial background are largely absent from my work settings or from positions of power in those settings.
- When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background.
- I notice that there are few role models of my racial background in my chosen career.
- Sometimes I am the only person of my racial background in my workplace.
- I notice that there are few people of my racial background in the curricula, class materials, or subject narratives used in my current workplace.
- When I critique curricula, conditions, or systems in my current workplace, I feel isolated.
- None of these
- Prefer not to answer

Page Break

Workplace isolation

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Below are some examples of racism in the workplace associated with **assumptions about cultural proficiency where implicit and explicit expectations in the workplace are different for you based on your race.**

Which of the following have you experienced in the past two years?

Please select all that apply

- I have been asked or expected to do additional labor to educate others about race.
- I have been asked/expected to work with all the new/existing Black teachers/educators.
- I have been asked/expected to serve as a site disciplinarian.
- I have been asked/expected to serve as the primary communication liaison for the Black parents and families.
- I have been asked/expected to coordinate "diversity" events like Black History Month, affinity groups/meetings/committees.
- I have been asked to take on additional responsibilities related to race without additional compensation.
- None of these
- Prefer not to answer

[Assumptions about cultural proficiency where implicit and explicit expectations in the workplace are different for you based on your race](#)

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator?

Please select one

- I have been asked or expected to do additional labor to educate others about race.
- I have been asked/expected to work with all the new/existing Black teachers/educators.
- I have been asked/expected to serve as a site disciplinarian.
- I have been asked/expected to serve as the primary communication liaison for the Black parents and families.
- I have been asked/expected to coordinate “diversity” events like Black History Month, affinity groups/meetings/committees.
- I have been asked to take on additional responsibilities related to race without additional compensation.
- None of these
- Prefer not to answer

Page Break

[Assumptions about cultural proficiency where implicit and explicit expectations in the workplace are different for you based on your race](#)

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

Other experiences in the workplace

In the past two years, have you experienced other instances of racism or sexism other than the ones already asked about? If so, and you are willing to share, please do below.

Are there other ways you are thinking about and experiencing broader dynamics of racism within teaching (e.g., reading more Black academics/scholars, pedagogical/instructional shifts, taking a pedagogical or political stance, changes in the way you spend your free time)?

For this part of the survey, we would like to learn about how you sustained yourself professionally in the 2021-2022 academic year. The survey will take about 10 minutes to complete. Neither you nor your workplace are being assessed. Your individual responses will remain confidential and will not be reported to your workplace. Responses will be reported only in aggregate and will not include any identifying information. We are grateful for your participation.

Page Break

How much do you agree with the following statements?

I was compensated fairly (fixed pay, benefits, retirement) for the work I did.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

During a typical work day, I spent the majority of my professional time teaching students (rather than, for example, conducting administrative work).

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Within the next two years, how likely is it that you will leave the teaching profession to go to a different occupation?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely

During the 2021-2022 academic year, at my workplace or school I felt respected by...(Select all that apply)

- Other educators
- Leadership (such as principal, department head)
- Support staff
- District administrators (such as curriculum directors, instructional coaches, superintendents)
- Students
- Parents/Guardians

During the 2021-2022 academic year, I used the following strategies to respond to racism in the workplace.

	Yes	No	I don't know
Engaging in religious or spiritual practices: Praying, meditating, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-protecting: Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Altering who you are or self-censoring: You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring for self: You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

During the 2021-2022 academic year, the following support services were available to me through the efforts of my workplace's, school's, or district's administration.

	Yes, and I did take part in the service	Yes, but I did not take part of the service	No	I don't know
Ongoing systems of employee mental-health support (such as virtual groups or call-in lines).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Resource Groups (ERGs) for Black employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced barriers to getting services within your employee assistance and health insurance programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement(s) of support for Black employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee access to racial trauma expert(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Assistance Program (EAP) staffed with culturally competent therapists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participating in the ERG was valuable to me.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

During the 2021-2022 academic year, the following support services were available to me, but not through the efforts of my workplace's, school's, or district's administration.

	Yes, and I did take part in the service	Yes, but I did not take part of the service	No	I don't know
Ongoing systems of mental-health support for educators (such as virtual groups or call-in lines).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Affinity Group for Black educators (such as the Black Teacher Project, the Black Educator Network, The Teaching Well).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-formed community within my workplace, school, or district for Black educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Externally-funded access to racial trauma expert(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Externally-funded access to culturally competent mental health therapists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you first hear about the professional affinity group? (Select one)

- Recommendation through a colleague
- Professional ListServ
- Search Engine (e.g., a Google search)
- Social Media (e.g., LinkedIn, Twitter, Facebook)
- Other, please specify: _____

Participating in the professional affinity group was valuable to me.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Participating in the self-formed community at my workplace, school, or district was valuable to me.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Page Break _____

During the 2021-2022 academic year, my workplace's or school's leadership (such as principal, department head) consistently supported me, either formally or informally or both.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Page Break

During the 2021-2022 academic year, which kinds of interactions helped sustain your capacity to do your job? These interactions could have been either formal or informal, such as trainings, meetings, casual conversations. (Select up to the three most helpful)

- Interactions with friends, family, acquaintances about my work
- Interactions (formal or informal) with other educators affiliated with my workplace, school, or district
- Interactions (formal or informal) with other educators not affiliated with my workplace, school, or district, Interactions (formal or informal) with my workplace's or school's leadership (such as principal, department head), Interactions (formal or informal) with support staff at my workplace or school
- Interactions (formal or information) with my district's administrators (such as curriculum directors, instructional coaches, superintendents)
- Parents/Guardians at my school
- Interactions with others were not helpful to me
- Other, please specify: _____

Considering your experience in the **2021-2022** academic year, please rate your agreement with the following statements.

I felt supported in my career growth at my workplace or school.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Sufficient funds and resources were available to me for professional development through my workplace or school.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

The professional development options available to me through my workplace or school were differentiated to meet my individual needs or professional interests.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

The professional development experiences through my workplace or school helped me explore new ways to promote diversity, equity, and inclusion in my professional practice.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Considering your experience in the **2021-2022** school year, please rate your agreement with the following statements.

At my workplace or school, people from all backgrounds and with a range of identities had equitable opportunities to advance their careers.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

My workplace or school has specific objectives or statements that relate to DEI.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

I believe there were obstacles that prevented anti-racism, greater diversity, equity, or inclusion from persisting at my workplace or school. (These may include such things as policies, local procedures, communication, trust, or leadership commitment).

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

During the 2021-2022 school year, I felt pressure at my workplace or school to decrease or eliminate DEI as part of my professional practice (e.g., racial representation in curricula, culturally responsive practices) by...(Select all that apply)

- Other educators
- Leadership (such as principal, department head)
- Support staff at my school
- District leaders (such as curriculum leaders, instructional coaches, superintendents)
- Students
- Parents/Guardians

Page Break

Considering your experience in the **2021-2022** school year, please rate your agreement with the following statements.

At my workplace or school, I could report instances of racism, bias, or discriminatory practices to the appropriate level of authority without fear of reprisal.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

I believed my workplace or school was a safe and supportive workplace for Black educators.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Please think about what you need to thrive professionally in the coming academic year.

What do you recommend to educational leaders both in and outside the education system to address your needs?

Willing to follow up with our team?

In the next phase of this project, the team will be reaching out to Black educators for interviews to gather more information about: what keeps you motivated at work, what is most rewarding about your work, what gaps you fill as a Black educator, when/how are your race identities welcomed, invited, and/or celebrated in ways that feel positive. If you are willing to be contacted about and possibly participate in this next phase of the project, please enter your name and email address below.

Name _____

Email _____

Page Break _____

Click [here to view](#) the BlackFemaleProject privacy policy

Thank you for your participation and survey feedback

If you have any feedback for the team about any aspects of this survey, we welcome and thank you for any comments below.

Appendix B: Open-Ended Responses - Instances of Racism or Sexism

In the past two years, have you experienced other instances of racism or sexism other than the ones already asked about? If so, and you are willing to share, please do below.

- ❖ I have experienced a colleague trying to pass a student off to me she no longer wanted in her class. When it was suggested that the student's parents had displayed racial and discriminatory behavior in the past, she stated that she thought I wouldn't have to deal with it anymore because of the respect I had earned from students and families based on my reputation.
Otherwise, most of my experiences have come from families. I've been lied on by white parents who want their child to go to the white teachers class (by request). I've dealt with parents recording students talking about the school's black educators, then posting it to social media. Same said parents emailing about Breonna Taylor, then asking for more supports and services for their adopted black child, with zero check ins to determine if the black educators are okay.
- ❖ Serving on a accreditation committee with members outside of my school, I encountered multiple micro and macro aggressions by the committee chair. To the point that other committee members, students and educators said something to me about it. It ranged from him only introducing me as a basketball coach, even though I am an assistant principal; to him acting surprised when faculty gave me a compliment. His response was, "That's good to hear she's doing something right". It actually was the most blatant form of trying to, "put me in my place," I've encountered.
- ❖ In my district, I have witnessed the hiring, promotion and championing of mediocre Black male leaders because there are so few present in education in my district. I witness silent expectations for female teachers and leaders and Black female teachers and leaders particularly that expect us to informally support, mentor, assist, help, collaborate and generate while receiving little formalized recognition.
- ❖ I was the only teacher that spoke up about the abuse taking place in a classroom, and I somehow became the one the outcast-mistreated and isolated.
- ❖ My principal called me the only raisin in the oatmeal as the only black teacher. She got a promotion.
A white coach said Black norms aren't real norms and demand I tell her she isn't racist because all the white people told her she wasn't. she didn't ask anyone else. She is now the VP
I was told I was a "dark cloud" coming in to room where the PLC was to discuss Black

students and I was the only Black teacher.

And on and on ...

- ❖ No I have not experienced instances of sexism or racism.
- ❖ Yes I was laid off from a position, with the principal stating there were district cut backs but came to find out a blonde blue eyed teacher was hired a month later
- ❖ Not really, I just feel isolated a lot being almost the only Black teacher at my work site and or one of the few and the youngest one too.
- ❖ I would say that the principal treated my job as they can place me anyway in the program instead of understanding there is a chance that there will be misunderstandings
- ❖ young people unfamiliar with BIPoC can be challenging to navigate at times.
- ❖ Due to the teaching of social justice and ethnic studies, my colleagues and I have been attacked by right wing organizations
- ❖ My position is somewhat unique. I'm 65 years old and most of our teachers are between 22-30. In addition, I was a university professor before becoming an elementary school teacher at this Title 1 school.
- ❖ Having to partner with a non-black colleague to advise Black Student Union
- ❖ Non-Black educator wanting to touch or take pictures of students who have afros or other textures of hair.
- ❖ No
- ❖ Being a black woman and being asked to be the spokesperson for employee complaints to the boss. I was always asked to speak on our behalf I hated it.
- ❖ I was passed over for a promotion due to my race. I was denied the opportunity for an interview wven though I had spent 10 years working at the site in several capacities.
- ❖ Not that I recall.
- ❖ I believe that we have a long way to go in the area of knowledge of our non -black colleagues in dealing with our black male students and their parents. I also find it very important for our black education professionals/administration to find a way to have parent advocacy for our youth and families of African American Descent. I have experienced being overlooked for roles in the district and I have the education and qualifications. I find that there is still a lot of favoritism and nepotism in our school community.

- ❖ My Admin assumed that I would want to go to a "Black Teachers Conference " and I wasn't really given the option of not attending.
- ❖ I reached out to our school psychologist regarding a question about haircare on a questionnaire I had to fill out about one of my students. The question did not reflect how black children/mothers or guardians take care of their hair. I let her know the answer to the question would be 'no' however it should not reflect negatively towards my student as it did not relate to black haircare.
- ❖ I have had a coworker repeatedly refer to me as different Black actress.
- ❖ There is a lot of use of the N word by non-Black students right now. I am always called upon to explain to students why this is not an appropriate word for them to use. Also, ALL of the Black boys and most of the Black girls in my school are constantly singled out for "behavior issues" that other students get away with. I am often called to "help" with them (aka, remove them from their classrooms/right to learn.)
- ❖ No
- ❖ One of my directors consistently minimizes my position as the Principal, does not ask for my input and makes me know that I am a subordinate. He is a white male and other Black employees have shared a similar experience.
- ❖ Misogynoir (tropes about angry Black women) leveraged against me when elevating concerns about others (Black men) (e.g. don't send emails when you're mad")
- ❖ I've had mixed results in terms of getting support from administrators when the parents of a student are overtly racist.
- ❖ The list covered all of the main instances I can think of.
- ❖ no
- ❖ no
- ❖ none
- ❖ n/a
- ❖ None
- ❖ At the school where I work, I received racist comments from a classmate.
- ❖ no
- ❖ nothing
- ❖ no

- ❖ n/a
- ❖ I have witnessed white teachers get
- ❖ Preference when it comes to class selection and extra resources.
- ❖ I've repeatedly experienced sexual harassment and reported it to my principal and nothing was ever done.
- ❖ School based professionals refuse to embrace anti-racist pedagogy
- ❖ I have watched those experiences toward other black employees who were support staff.
- ❖ no
- ❖ In a restaurant I received some racist comments
- ❖ Being moved to different grade although I have seniority
- ❖ I was ask when transporting a teachers belongings in my car, if her belongings would be safe in my car over night in front of my house?
That same teacher in a zoom meeting cut my mic off as a parent directed a compliment to me and ask me for a strategy to have her child preform. She turn off my mic in mid sentence and text me to direct the parent to her.
Then she apologized for the technical difficulties. I and the parent spoke privately and I filed a formal complaint.
- ❖ Yes, file a case of racism in a grocery store
- ❖ none
- ❖ I witnessed a case of racism by my boss
- ❖ No. Reading these questions and prompts really helps me see how blessed I am and how wise it has been to create my own program!
- ❖ no
- ❖ no
- ❖ Experience a case of racism with a police officer
- ❖ no
- ❖ Colleagues treat me as if I'm less educated because I teach Transitional Kindergarten. Or they think very pro-black/anti-white because I run the black parent advisory council. In essence I have more education than most of the people that assume this. I am also running the black parent advisory council because our school district recognized that black families needed a safe, non-judgmental space to be celebrated and heard.

- ❖ No
- ❖ Some things regarding race happened to me before COVID. If you would like me to share about those, I can. I left that district and have found a more equitable/safer district.
- ❖ I think it is more microaggressions and jealousy by white women. If I dress nice, they look me up and down as if they cannot believe a black woman can look nice at work without showing their body in or dressing down to look like a student. A white woman who felt the administration was picking on her because they are white in order to have an all-black Career and Technical Education staff.
- ❖ no
- ❖ I experience the most racism from Parents and Community members
- ❖ no
- ❖ NONE
- ❖ N/A
- ❖ My principal left this year. As a black man , he worked specifically with black boys. When I tried to organize those boys to honor him at a goodbye assembly, you wouldn't believe the hoops I had to jump through. Much of the aggravation came from the black vice principal who was afraid of possible backlash.
- ❖ no
- ❖ N/A
- ❖ no
- ❖ Not at my site but at a professional development, a teacher who works with students at the high school level some me she was scared to teach the students that came from my middle school. It felt coded for, "bad black kids."
- ❖ None not already mentioned
- ❖ no
- ❖ no
- ❖ yes
- ❖ Micro aggressions are real. Dismissive behavior by white folks is alive and well

- ❖ I work in a predominantly Latinx school community where anti-blackness is pervasive and never checked. I have heard non-Black Latinx staff use racial slurs and talk very harshly to and about Black children.
- ❖ I was asked to stop asking questions at meetings. This was blatantly linked to my race and education.
- ❖ No
- ❖ Nothing
- ❖ no
- ❖ (Latino) Parents who I worked with began saying that I could not effectively do my role because I am not Latina.
- ❖ No
- ❖ I have not experienced racism at my job
- ❖ I lived a case of racism with a former boss
- ❖ na
- ❖ N/A
- ❖ N/A
- ❖ Plenty, but not in my current district. In my previous district, I encountered many difficulties.
- ❖ working with families- I feel they have treated me less than compared to my white coworkers
- ❖ The questions covered the instances of racism and sexism, but I have experience a lot of instances with ageism. I am 25 currently, but began working at my school site at 22 years old. I already had my masters and my teaching credential, had extensive experience working with students, and still was not trusted to do my job fully because of how young I am. I experience many microaggressions related to , “you are so young to ____.” I understand people mean well, but my age does not factor into my ability to be an effective educator.
- ❖ I have not.
- ❖ No
- ❖ Teachers tend to segregate themselves according to their race when sitting together for lunch or when deciding where to spend their free time.

- ❖ No
- ❖ Use of the N word on campus has been rampant and Black students & staff have been targets. It is also glamorized and used by other students of color towards each other
- ❖ Mainly white coworkers but held accountable for racism towards students and micro aggressions towards coworkers. One white teacher said the n-word in front of students 3 times and he was allowed to return.
- ❖ No
- ❖ N/a
- ❖ A few months ago my wife's brother mentioned racist comments towards me
- ❖ I've always been expecting to share the black experience with my colleagues.
- ❖ no
- ❖ Note: My place of employment is 95% Black with Black Leadership. Many of these circumstances do not apply.
- ❖ In my grade level there are 2 Asian female teachers and me a black female teacher and on several occasions I was told my voice was loud/angry when I did not perceive my voice as angry. Whereas when the female Asian teachers have loud voices they are rarely interpreted as angry.
- ❖ A colleague named racist comments towards a family member
- ❖ None
- ❖ No
- ❖ Otherness within the black educators at my school occurred. black teachers who don't fit the mold ie talk slang, be extra authoritative with students etc are outcasts. White and other races of teachers had race based cliques and would only interact with other races when necessary but not by choice. the white teachers seemed to have their way with the principals and APs and would get perks that black teachers didn't get ie extra support when requested, moving troublesome students out of their classes, reducing their class sizes when they complained but expected black teachers to make due.
- ❖ I have worked in two different schools in St. Louis and both schools treated Black teachers poorly. One school had predominantly Black students in attendance and about 20% of the teachers were Black but white teachers in the building still ran everything and the school administration was white. The other school (the one I currently teach at) is overwhelmingly white and has about 8% Black students and only about 1% of teachers in the district are Black and it is very difficult to retain Black teachers. When Black teachers leave they are always replaced with white teachers which means the number

of Black educators is decreasing. It's really sad how little diversity this district has compared to the make up of the country.

- ❖ When I receive recognition from colleagues they reference what I'm wearing not my abilities.
- ❖ Yes, I filed a case of sexism in my neighborhood
- ❖ March 27,2023 I was wrongfully terminated because I spoke up against behavior policies,fair wages,work hours,mold in classrooms,bathroom breaks,and eating lunch with the students, no duty free break times and leaving campus for lunch breaks.
- ❖ Not in the last 2 years
- ❖ As a Head of School for a private school, I have attended events with other Heads of Schools and been mistaken for an executive assistant.
- ❖ I have experienced professional development where the administration was addressing with staff the issue of racially targeted words in the school and how we felt regarding handling the administration dealing with it. As the only African American educator on the school site, I endured 40 minutes of white teachers explaining why it was okay for students to use racially discriminator words that did not reflect them. Because the students were friends, they were joking, meant no harm, and it did not come from a place of hatred.
- ❖ I took a mental leave of absence this year because I got tired of fighting for the humanity of black children and myself at my school. It all became so exhausting.
- ❖ I have had incidences of white fragility show up with other white women that I work with. They have been allowed to speak and be unprofessional. However, if black women do the same, they are seen as the "Angry Black Woman". Those perceived stereotypes are unjust and unwarranted. Our principal was a black male but never corrected these women because of his preference for white women. They were always given the benefit of the doubt and treated like royalty.
- ❖ When I share ideas, they are shutdown by my principal and coaches, but when my white colleague sitting next to me repeats word-for-word what I said, the idea is praised. Same idea, same wording, same, meeting, two different responses.
When I was hospitalized, my administrator did not reply to my message nor did she inquire how I was upon my return to work. Yet, when my white colleague had an anxiety attack, the principal let her leave school early, then came upstairs to her classroom to check on her when she returned to work and on top of that paid for an outside therapeutic group to come in the following week to lead a session with the staff.
When an angry parent called the principal, she did not give me the benefit of the doubt. The parent told me that she threw me under the bus. I then received an accusatory message from the principal (although I had reached out to her about the situation via

email a month prior with follow-up and she had not responded). Similar situation occurred with a white colleague on the grade, that colleague communicated to me that she felt so supported because the principal without knowing the details, assured the parent that she, the teacher was doing the best she could. - Assumes the worse of me as an educator of color, but assumes the best of an educator whose white.

I am a special education teacher, who has specific training and 9 years experience teaching students with autism. I had a student I believed was on the autism spectrum and asked the school psychologist who was evaluating him to administer the assessment needed for autism classification. She declined repeatedly. I kept making my case using my knowledge, observations etc., it wasn't until a white colleague, his speech pathologist asked for the some thing that she finally agreed.

As a special education teacher in NYC, I work as a co-teacher. This past school year, my co-teacher was a white, first year teacher who was still in school and I was assigned to be her mentor. Parents would assumed she was "the teacher" and direct questions to her. She wouldn't know how to answer. I would answer, and some parents would repeat the question to her as if I didn't answer. This also occurred with a visiting bird educator. She would ask questions about the curriculum, I would answer the question, she would respond by turning her body away from me, toward my white co-teacher, and address my Coteacher with the question.

- ❖ Microaggressions- I have been tone policed. I was told that my tone was being misread. I have also been mistaken for a student when I went to the staff bathroom. I also created a schedule/idea that was utilized and now has been found insufficient and reworked even though it proved effective the past school year. This is the most recent thing that has happened. In the past, my ideas/frameworks were dismissed as ineffective and then yet built upon later on.
- ❖ I've had parents to look past me for guidance or assistance because of my race. They went to the Asian or white colleague instead of me.

Appendix C: Open-Ended Responses - Thinking About and Experiencing Broader Dynamics of Racism within Teaching

Are there other ways you are thinking about and experiencing broader dynamics of racism within teaching (e.g., reading more Black academics/scholars, pedagogical/instructional shifts, taking a pedagogical or political stance, changes in the way you spend your free time)?

- ❖ My school sites, both predominately black and white, have constantly placed the bulk of black and brown students in the grade into my classroom. There have been rumblings about feeling the other teachers would not make the effort to teach them and work with them and their families. Schools are not willing to hold ALL educators accountable for teaching and affirming black and brown students.
- ❖ I will be teaching AP African American Studies this year, and I am interested in the impact on this course globally, but also how it may, or may not, impact our school community. As more people offer “help” or want to be in the room while I teach.
- ❖ I do read more Black academics and scholars and frequently share and encourage others to do so as these scholars are often not canonized in Educational leadership scholarship. I make a deliberate effort to speak up; other times I make a deliberate effort to NOT speak up, so that my efforts are not consistently taken for granted.
- ❖ I experienced it from my professors in my doctoral program.
- ❖ Yep.
I am tired of people around white people now. They are exhausting. But I like my paycheck so ,...
- ❖ Not at all.
- ❖ Lack of support and attention when racist remarks (ex. "N-Word") is said on campuses. We usually get a letter from the school or district but nothing else. We've had remarks to both students and staff. We have at least one black educator leaving a year because of the racism they experience.
Black students are not offered opportunities such as scholarships that are shared with our district from outside agencies.
- ❖ I think Black studies are not taught in schools like it was in the 80's and 90's and being African American I feel uncomfortable to teach Black academics when everyone around is not Black and it may make them feel uncomfortable.

- ❖ How we see students. Many white teachers see their students as gossip instead of seeing the whole trajectory of the student. The white teacher may say sarcastic things, which may not make sense to a high school student. Also just placing teachers without seeing it as a long term is a mistake. Some teacher group may take years before things come together
- ❖ It is simply a ton of work, regardless of if you step up or are asked to step up, to dismantle hierarchies and culture in historically white institutions and to right historic inequities within the same, not to mention educating youth towards antiracism and anti-Blackness.
- ❖ The lack of critical consciousness and presence of Black district officials as well as union leadership continuously has been a major problem, for this lack of presence contributes towards the increased levels of anti-Blackness that I have witnessed
- ❖ I read books about anti-racism and anti-blackness and apply them to education. My school is 98% Latino, so I have to identify my own racist attitudes. The students have exhibited racist attitudes toward students, which I have pointed out to some of our teachers. I also feel very protective of our Black boys and girls in our school--almost like--if we (Black teachers) don't protect them and provide them with culturally relevant support, no one will...which is largely true, because our non-Black teachers are not equipped to offer the kind of cultural support which may be most critical for their feelings of inclusion and emotional safety.
- ❖ Studying critical race theory and community cultural wealth should be within high school settings - especially Ethnic Studies and history course - and those teaching the courses should be Black and brown educators who have actually experienced and can give anecdotes to what is being learned by students.
- ❖ I'm open but haven't really thought about it.
- ❖ Teachers recording students, not seeing how it's racist and trying to explain that to them made me very uncomfortable.
- ❖ I do seek out more black scholars.
- ❖ I'm not exactly sure what is being asked, but I can say as I do read and explore more history and heritage I find that I feel more radical and more like an outlier than other teachers. I find I do have to be more diplomatic in my approach, though I refuse to censor myself in my personal life.
- ❖ I am a very well read person about my racial background and culture since a very young child. I am a member of community building organizations for the empowerment of our African American families.
- ❖ Not really.

- ❖ Sometimes I feel we are purposely placed in leadership roles we may not be qualified for as a means to scapegoat when things go wrong can blame the black ones.
- ❖ I read and collect black books that I can use in my daily curriculum and in the masters program for social justice, and I'm educating myself on how to teach black children how to be critical thinkers and work through the system by reading and learning about black experiences on racism and race
- ❖ I'm not sure I understand this question...
- ❖ Being expected to speak about ever experience that has to do with race
- ❖ Yes, I have cared less about facing repercussions when speaking my mind when I know I am right and when there's an urgency for change.
I have also conceptualized depression differently when it's experienced by Black people/students. I no longer pathologize depression the same way as I was previously trained. I mirror language to use when I need to remind myself that these systems are failing me, rather than an inherent failure.
- ❖ I think that it's racist when administrators behave as though anti-racism initiatives are just another set of PD demands from the district. As leaders, they need to be fully invested.
- ❖ I would like for education to focus more on how to adjust instruction to meet the needs for BIPOC students is needed but no done beyond the surface. I would also to study how schools can partner with organizations that have more direct contact with families to provide needed wraparound services that schools cannot provide due to limited resources and personnel.
- ❖ yes
- ❖ yes
- ❖ none
- ❖ reading more Black academics
- ❖ Hiring more black educators
- ❖ changes in the way you spend your free time
- ❖ no
- ❖ reading more Black academics
- ❖ yes
- ❖ n/a
- ❖ I most certainly incorporate more black authors into my teaching.

- ❖ How professionals describe students of Color
- ❖ Early in my career it was worse because I worked in Lodi Unified SD as teacher and Administrator. Without a strong family I would not have lasted.
- ❖ Conversation about race are sometimes expected to happen only when I or other black educators are in a group as if Whites don't experience race in any way.
- ❖ yes
- ❖ By changing the way I spend my free time, I distract my mind.
- ❖ I have been speaking up more and being purposeful about representation / climate and culture.
- ❖ no way
- ❖ none
- ❖ yes , changes in the way you spend your free time
- ❖ NA
- ❖ no
- ❖ no opinion
- ❖ taking a pedagogical
- ❖ yes
- ❖ A lot of the stakeholders assume that I am the teachers aide or that I just began teaching because according to them I look "younger" than my non-black colleagues and therefore they do not see me as an expert in my field.
Other races including white people as well tend to think black teachers at my school our "doing too much" by providing affinity spaces for our black families.
- ❖ I have changed the way I spend my free time. I have adopted culturally responsive pedagogy.
- ❖ Really trying to be aware of how my classroom management/discipline may be informed by white supremacy.
- ❖ I feel that Africans, African-Americans, and Africans from the Caribbean Islands have their own jealousies and biases that hurt one another causing more harm than good to each other and the students. The most conflict I have encountered with any person has been with other black women. It is very frustrating.
- ❖ yes

- ❖ yes
- ❖ No comment
- ❖ I think it's done deal nothing can't change it
- ❖ Limiting my time professionally with those who do not identify as black to avoid micro aggressions.
- ❖ yes
- ❖ Changes in the way I spend my free time.
- ❖ yes
- ❖ I believe in time more will reveal itself. As of right now, it's still percolating in passive past time.
- ❖ More public discussions
- ❖ yes
- ❖ yes
- ❖ reading more Black academics/scholars
- ❖ Shift in pedagogical instruction is paramount
- ❖ I,Ãm thinking about ways white and non-Black people of color can do better in addressing their anti-blackness and the anti-blackness of people who share their identities.
- ❖ Pedagogical/instructional shifts. Changes in the way I spend my free time.
- ❖ pedagogical/instructional shifts
- ❖ yes
- ❖ I believe I was hired because I was Black, and the role dealt with working with Black families. The rest of my team is white, save my supervisor. I do not like the dynamics that happen in meetings, where I am called articulate. I also do not like that I feel my supervisor is riding me so much harder than my colleagues, so that she is not seen as showing favoritism.
- ❖ I am still thinking about it
- ❖ No
- ❖ Engaging in more self care
- ❖ pedagogical/instructional shifts

- ❖ Microaggressions from other Black women
- ❖ N/A
- ❖ Opportunities for advancement beyond a certain level for Black women.
- ❖ yes I am reading more books to educate myself and I do want to educate others even though its a burden I shouldn't have to take on
- ❖ I have become an advocate for Black students at my site and openly question the decisions that my administrators make.
- ❖ No
- ❖ No
- ❖ Black academics
- ❖ Needing more time to let the curriculum breathe while I breathe.
Feeling the need to engage with mentorship on a deeper level to prevent the next generation from feeling isolated.
- ❖ Reading on the topic, creating Black affinity spaces for students & educators, and immersing myself in Black culture
- ❖ I do a lot of work outside of school hours to create my own curricula that is decolonized and not whitewashed.
- ❖ Teaching financial literacy, using my planning time to assist students , esp. Black students, with reading and math, electing to mentor young Black girls and boys
- ❖ N/a
- ❖ None of the above
- ❖ no
- ❖ Not at my current work place but definitely in the pursuit of my Higher Education (Bank Street College).
- ❖ I don't understand this question but I think about how the way I am treated has led me to leave my old school site and apply to work at a new school site and I hope to have a more positive and supportive teaching environment for me and my students.
- ❖ Taking more black history classes
- ❖ I intentionally center my dance and Black Studies classes around engagement with race and identity and invite my mostly white students into engaging with their racial identities.
- ❖ None

- ❖ No
- ❖ pedagogy/coaching, support for Black boys particularly (race/gender dynamics), teaching content, celebrated holidays and other historical markers, nuanced understandings of socializing with Black cultures, representation in AI
- ❖ I am in therapy to help heal from the microaggressions I have experienced. I also read more about Black teachers and teaching and try to learn more diversity, equity and inclusion.
- ❖ Not that I can think of at this time. Over the past two years, as with each month and day I choose to give those experiences to God And The Ancestors. So that I can forget them, handle my daily job and return to work each year to help all my students.
- ❖ Black academics
- ❖ carry out an approach that involves the entire educational community
- ❖ I am more inclined to learn more (attend workshops, read, sign up for programs, etc) to support abolitionist teaching.
- ❖ I have started a student advocacy group specifically for Black students, but students of color and others that support them because I have noticed that the children in my southern region are being attacked in the institutions that should be educating, protecting, and uplifting them.
- ❖ I helped to pass a bill this year focused on Racism Free Schools. That experience was rewarding and draining at the same time because I was one of the only Black people in my working group. So I felt like the spokesperson for the Black Teacher Experience, which ultimately led to me taking a mental leave and seeking counseling to deal with the various dimensions in which my blackness was showing up.
- ❖ Creating an affinity space for black parents to provide information, share ways they can improve their child's academic performance and just provide a safe place. They don't have that at our school.
- ❖ I seek out opportunities outside of work to broaden my understanding of racism within teaching. For example, for the last three years I was a part of Critically Conscious Educators Rising (CCER) organized through NYU Metro Center that is on learning community that focuses on dismantling racism, colonization in the education system. It has helped me to look critically at practices within my own teaching, school communities and larger school system as well as connected me to Black scholarship such as Shawn A. Ginwright PhD and his work *The Four Pivots: Reimagining Justice, Reimagining Ourselves*. Other Black scholars that I have been introduced to and whose scholarship is helping me grow include Dr. Bettina Love, Dr. Yolanda Sealey-Ruiz, Dr. Christopher Emdin, Gholdy Muhammad, Dr. Zaretta

Hammond and journalist, Nikole Hannah-Jones. I also attend workshops that I find online about anti-racist pedagogy, cultural-responsive pedagogy and workshops about black history and social issues/history. For instance, I've attended the 1619 conference the last two years, Facing History and Ourselves Teaching the Reconstruction Era, Reimagining Education Summer Institute (RESI), Black Lives Matter at School Curriculum Fairs, I just completed an institute on teaching Black History All Year Long. I've also started following some of those leaders on Instagram as well as organizations such as Black History Unlocked, and the Zinn Education Project.

- ❖ There are few Black people in leadership. There are also few Black teachers. The people who are referred to as "experts" are often non-Black.
- ❖ As a high school administrator there are multiple levels to examine. I think it could be my race or it could be the lack of experience in the role and at the school. So I do a lot more reflection on my day to day.

Appendix D: Experiences of Racism, Ranked by Frequency of Report

Table D.1

Experiences of Racism, Ranked by Frequency of Report

Category	Specific Experience	N	%
3	At least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background.	131	43
4	At least one colleague told me that they "don't see color."	130	43
3	I believe that at least one colleague has inappropriately used informal colloquialisms (aka slang) with me because of my race.	128	42
3	I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues or multiple aspects of personal identities simply because I am Black	127	42
8	When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background.	125	41
8	I notice that there are few people of my racial background in the curricula, class materials, or subject narratives used in my current workplace.	120	39
2	At least one colleague has acted surprised at my scholastic or professional success.	118	39
6	At least one colleague labeled my behaviors and responses as aggressive or threatening.	118	39
1	I feel that my contributions are dismissed or devalued because of my race.	111	37
1	I have been asked or was expected to perform unpaid labor.	107	35
8	I notice that there are few role models of my racial background in my chosen career.	107	35
3	At least one colleague has acted as if all of the people of my race are alike.	102	34
8	People from my racial background are largely absent from my work settings or from positions of power in those settings.	99	33
1	Sometimes I feel as if people look past me or don't see my humanity.	97	32
9	I have been asked or expected to do additional labor to educate others about race.	96	32

Category	Specific Experience	N	%
3	At least one colleague asked me to serve as a spokesperson for people in my racial group.	95	31
3	I've been mistaken for other Black people at my workplace.	93	31
4	At least one colleague told me that they do not see race.	92	30
8	When I critique curricula, conditions, or systems in my current workplace, I feel isolated.	92	30
8	Sometimes I am the only person of my racial background in my workplace.	91	30
6	At least one colleague has assumed that I will behave aggressively because of my race.	88	29
9	I have been asked to take on additional responsibilities related to race without additional compensation.	88	29
5	At least one colleague suggested that people of my racial background are low-achieving.	86	28
9	I have been asked/expected to coordinate "diversity" events like Black History Month, affinity groups/meetings/committees.	85	28
2	At least one colleague has assumed that I would not have the intellectual capacity to fulfill tasks/duties because of my race.	83	27
9	I have been asked/expected to serve as the primary communication liaison for the Black parents and families.	82	27
2	At least one colleague has assumed that I would not be well-educated or that my education would be low-quality.	78	26
2	At least one colleague has told me that I was "articulate" after they assumed I wouldn't be.	77	25
4	At least one colleague of a different race denied that people of my race face extra obstacles when compared to white people and/or non-Black people of color.	75	25
1	At work, I feel invisible because of my race.	74	24
1	At least one colleague has assumed that I held a lower-paying job.	71	23
9	I have been asked/expected to serve as a site disciplinarian.	71	23
1	I receive poorer treatment in my workplace compared to my non-Black colleagues.	70	23
4	At least one colleague told me that people should not think about race anymore.	63	21

Category	Specific Experience	N	%
5	At least one colleague assumed that I am successful because of affirmative action or any other policies deemed to be preferential treatment, not because I earned my accomplishments.	60	20
9	I have been asked/expected to work with all the new/existing Black teachers/educators.	60	20
6	At least one colleague acted as if I am untrustworthy because of my race.	59	19
4	At least one colleague asserted that people of my racial background would succeed in life if they simply worked harder.	57	19
6	At least one colleague,Ãs body language showed they were scared of me because of my race.	57	19
5	At least one colleague suggested that people of my racial background get unfair benefits.	55	18
1	At work, I feel that I have been treated like a second-class citizen because of my race.	53	17
7	At least one colleague expressed sexual stereotypes about other people from my racial background.	52	17
5	At least one colleague hinted that I should work hard to prove that I am not like other people of my race.	44	14
7	At least one colleague suggested that I am “exotic” or treated me in an otherwise overly sexual way because of my race.	44	14
7	At least one colleague expressed sexual stereotypes about me because of my racial background.	44	14
5	At least one colleague presumed that only people from my race have benefited from affirmative action.	40	13
4	At least one colleague told me that I should not complain about race.	38	13
7	At least one colleague made an inappropriate sexual or romantic advance toward me.	38	13
6	I am singled out by security at work because of my race.	23	8

Appendix E: Respondent Feedback

Table E.1

Respondent Feedback

If you have any feedback for the team about any aspects of this survey, we welcome and thank you for any comments below.
Thank you for the opportunity to share my thoughts.
Thank you for taking the time to gather this data!
I hope I get the gift card!
Thanks for doing this survey!
None thankyou
Thank you for the opportunity of the survey.
Talk about the amount of the teacher will feels like they are apart of the school community.
Thank you!
I am wondering if a question around whether participants are aspiring administrators and what barriers they are facing to rise to that level.
You asked the district I am employed with at thr beginning. I am employed by a new district. I worked in a charter before recently being hired at this new district. All of my responses are for ELITE PUBLIC SCHOOLS in Vallejo, CA. I will start working with Travis USD this school year. My answers may be different.
None
N/A
None at this time
I appreciate you all reaching out for our input and information to share on how we feel about the topic is how black educational leadership and teachers are being perceived in the workplace.
Thx
None at this time
I thought it could be more longitudinal, (right word) to cover a full career instead of just 2 years.
No
Thank you for this invaluable work.
Nice

none
Perhaps more questions for Black Educators who have created liberators learning environments for themselves, their students, their families, and their communities
Great survey
None at this time.
Thank you for this opportunity to reflect and possible inform some change.
It would be great to talk about the racism blacks face with other black people on staff and how we can work together to create a better work environment.
I think much of the work has to be focused on administrative personnel. They make the lives of black teacher easier or harder.
Thank you for the opportunity to provide feedback. :)
I was confused by the dates, I thought the first half was about this past year not 21-22 school year. The 2nd half i answered from the 21-22 lens. My data may be compromised in this way.
Looking forward to seeing the results of our experiences in education
Nice
I appreciate you doing this!!
N/a
N/A
n/a
I would add in ageism to the surgery because it is a huge factor regarding Black educators. It,Äôs another area in which we are discriminated against.
I enjoyed this.
Thanks for inquiring!
N/aa
Thanks for the invitation
There was some confusion as the initial instructions said consider the last 2 years but the dates in the survey say 2020-21 and 2021-2022 so maybe it means the last 3 school years or the dates were not updated? I,Äôm happy to follow up more if needed/helpful. Thanks, Elena
Nice
thank you for hearing me
Thank you for the opportunity and thank you for the continue advocates on our behalf

Thanks for taking an interest in Black teachers and providing support. No one cares about teachers anymore and they are now a common political pawn to disvalue. So I appreciate that someone is curious about how Black teachers are doing in this current climate.
Thank you. It was empowering, to be reminded, that I am NOT the only one.
Good
Excellent survey
thanks
One of the questions asked who I felt pressure from to decrease DEI at my school. My answer was None of the Above, but that wasn't an option. So I selected other educators.
This was a very thought-provoking survey. Thank you for giving me the opportunity as a Black educator to share my experiences.
I appreciate you providing this survey. It provided me a very reflective experience.
My last two school years have been at a new school, so for some of the questions (4, 5, 7 and maybe one more), I actually would have answered the questions differently based on my school that I was at previously and for the longest - 9 years.
Thank you for the opportunity. There are so many microaggressions experienced. I really stay in education not only because I believe in our students but it's important that they have Black educators (who themselves are not anti-Black).
Thank you for this!! I did go back and forth with the answering of the questions, I was going back between this school year and the 2021-2022.
n/a thank you for helping me reflect on my experience and values as I contemplate how to have a strong start to the year
Regards
N/a
I believe this type of research and gathering if information is so important to help us to thrive and grow in the educational journey and to find ways to make sure there is equality, equity and inclusion in our schools where we work. Also being a black educator can be challenging, yet I am up for the challenge to be an Equity warrior and promote inclusion in my workplace.
I am a pre-K teacher and it seems you may be focused on K-12th grade educators.
NO
NO
NO
Thank you for taking the time to gather this data.
love this work y'all! keep going!
None
I look forward to speaking with someone. I am currently working on a dissertation regarding the black teacher experience, so I look forward to the dialogue
The rating scale should be numbered and include NA and definition of DEI

Thanks for the opportunity to be transparent
I would like to be trained in the AP African American studies framework. If it is going to be implemented, I want to be trained so that no EOC does not re-teach our history incorrectly. Thank you! Respectfully yours, Aretha M. Brown, M.Ed. - Social St. II (7-12)
Keep up the good work!!!
NA
Thanks! I'd love to receive the questions and my responses (for my own records/review...).
I have experienced racial trauma in my district dating back to 2017. To this day, it is ignored even though I tried to speak up.
N/A
N/A