



SUTHERLAND
INSTITUTE
CIVICS INITIATIVE

Civic Education in Utah: Public Opinion and Communications Research

BrightBoardSM with K-12 Parents and
Teachers

March 2021



Table of Contents



Methodology	3
Executive Summary	4
Current Status & Priority of Civics Education	14
What Should Civics Curriculum Look Like?	28
Political and Personal Beliefs in Teaching	35
Social Unrest & Education	42
Civics and Antiracism	47
Opinion Shifts	61
Civics Imagery	60
Resources	64
Appendix	68



Methodology



MODE BrightBoardSM Online Community



LENGTH 5 Days



DATES March 2021



AUDIENCE

K-12 Teachers n=30



K-12 Parents n=20

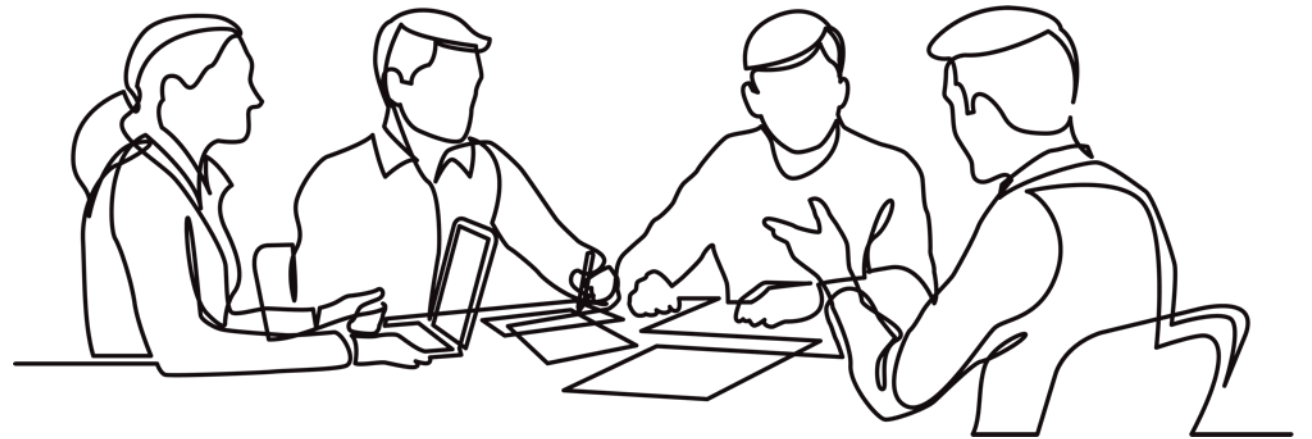


GEOGRAPHY

Utah



Executive Summary



Overview

- Parents are **very** highly satisfied with the schools their children attend.
 - Their high satisfaction is focused on the effort of the teachers and the learning environment—not the quality of academics or subject matter focus.
- Despite high satisfaction with schools, there are significant concerns about an overemphasis on testing, lack of teaching critical thinking, few alternatives to STEM, and teaching biases and values.
- Teachers and Parents place high importance on civics education but rate schools as mediocre in providing civics education.
 - Civics/History seen as essential to understanding what is happening in our country and ways for us to move forward.
 - Standardized testing and STEM are taking all the attention and resources in schools.
 - Civics and history are “overlooked” and “afterthoughts”.



Overview

- Parents and teachers believe specific student skills are needed in civics education and those skills can apply to other subjects and life generally:
 - Critical thinking
 - Tolerance and acceptance of others
 - Decoding and use of media
 - Compromise
 - Open-mindedness to multiple viewpoints
 - Productive civil debate
- There is wide recognition of teacher biases and dominant cultural biases (Church of Jesus Christ, and Conservatism) influencing the state's educational system.
 - Beliefs on the overall impact (positive v negative) is nearly evenly divided.
 - Regardless, there is universal agreement favoring exposure to a diversity of views.
- The general perceived principles of antiracism (inclusivity, respect for others, open-mindedness) are widely supported.
- Teaching children to take responsible for their contribution to racism in our society and the principles of Critical Race Theory are strongly rejected as polarizing, engendering student guilt and victimhood, and destroying unity and understanding.



Executive Summary

Status and Priority of Civics Education

- Math and reading dominate the curriculum because they are the subjects for which there is mandated testing.
 - Standardized testing influences resources, time, emphasis placed on subject
 - Nearly 1/3 of Teachers unaidedly admit that History is overlooked education
 - Current “curriculum” is anecdotal, filler, and squeezed in whenever possible leading to a sporadic and incomplete education on the topic.
- If civics is to be elevated to the level of math and science, there would need to be heavy buy in from all levels of education (federal/state/local). The current curriculum emphasis would have to be re-distributed, and a strong, curriculum would need to be developed.

“I AM concerned that there is never sufficient time to actually address the various concepts and principles called for in the State Core Standards. Several of my colleagues at my school share my desire to make US Government a year-long class, rather than a semester. I'm not going to hold my breath waiting for that development!” 😊 – Paul, Teacher



Executive Summary

Standardized Testing

- Standardized testing is creating a generation of regurgitators of subject matter, not critical thinkers.
 - Student are taught to a test, making memorization the primary skill, making it hard develop higher level critical thinking skills
 - Teachers wish teaching was more than just teaching a test, many are frustrated at the lack of autonomy, value and freedom they have to teach.
 - Parents feel there is too much emphasis on testing and children are not becoming life-long learners, are failing to learn the basics, and are not motivated to become productive people.



Executive Summary

Support/Opposition to Civics & History Education

- Nearly all agree that a robust civics education is needed. It is obvious that something is missing in the current ways that children are taught when it comes to how they deal with conflict, analyze information sources, and are motivated to be an active citizen in their community.
- Civics and History are important to be taught on their own to learn how and why the government works. But as important, if not more so, are the principles of critical thinking, open-mindedness, acceptance and responsibilities and can included at every grade level
 - Some teachers say that they teach civics through their classroom rules and expectations.
 - Civics can begin early with simple concepts like respecting one another and picking up after oneself.
 - As students get older, they can learn about more complex issues and situations that have created the US and the government system that we have today.



Executive Summary

Defining a Civics Education

- Civics and history are intertwined in parents and teachers mind and both are critical to understand what has happened in the country and where we can go next.
 - History = how did we get here
 - Civics = how to be a citizen
- An accurate civics curriculum would include unbiased facts, truth, and honesty. Teachers and Parents emphasize that it is important to mitigate bias and to include several viewpoints and perspectives to stimulate critical thinking and to insure no one view dominates the conversation.
- A complete curriculum would include a broad spectrum of content, or at least as much as possible, and would (in an age-appropriate way) be woven in throughout grades K-12.



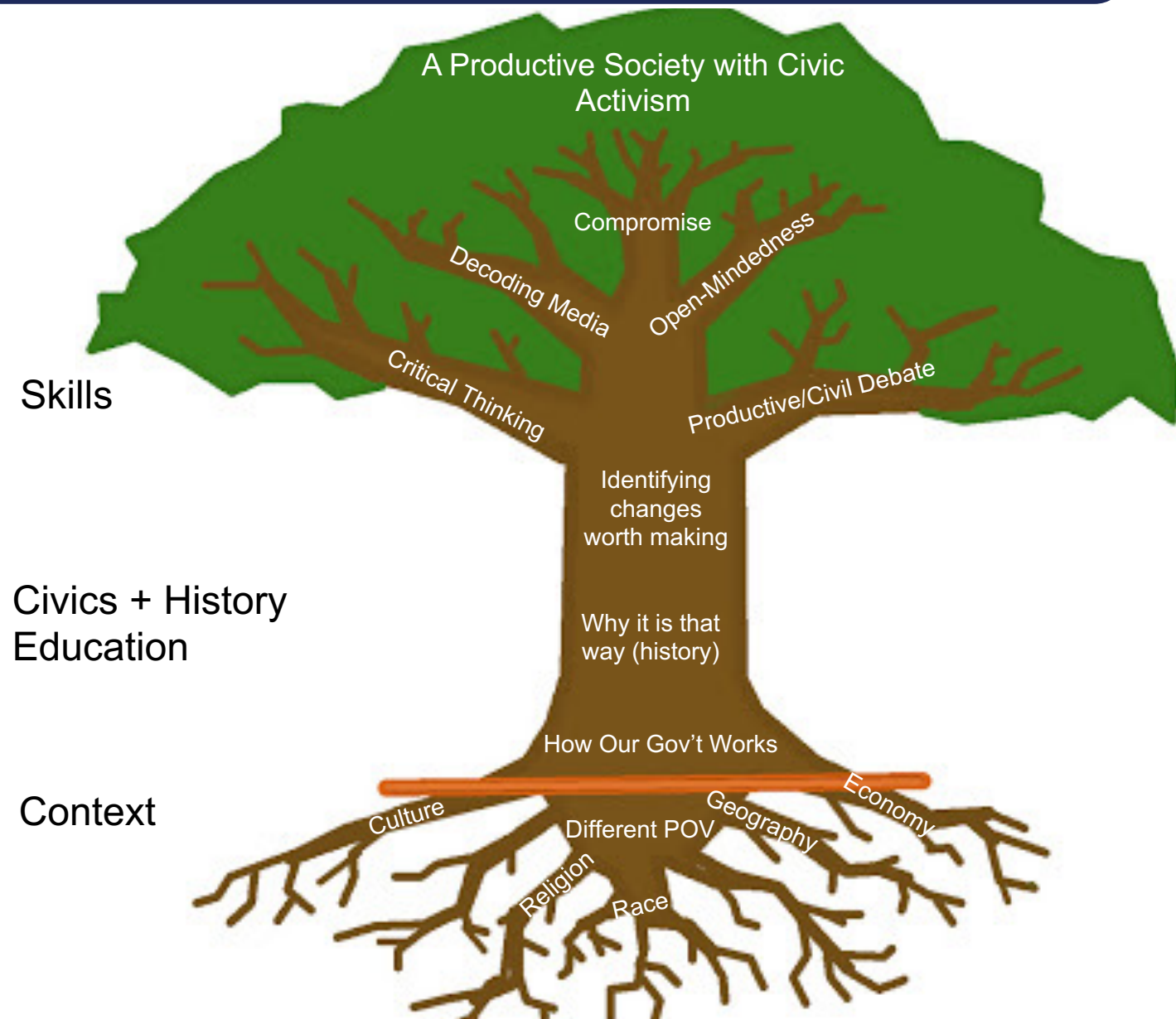
Executive Summary

A model of ideal civic education was developed based on several different questions about what is important to parents and teachers.

The keys are:

- Context as a building block to what is taught
- A foundation in *how* our system works and *why or how we got here*.
- A focus on skills used to understand historical and current events
- Activism for positive changes as the end result of knowledge and critical thinking – NOT a starting point of civic education

A Model of Civic Education



Executive Summary

Challenges and Barriers in Civics Education

- In addition to a lack of time due to standardized testing, another barrier to teaching civics is the fear of getting into trouble for saying the wrong thing getting reprimanded, fired or sued. It's easier to avoid it altogether!
 - Teachers don't feel they can rely on their administrators to support them if there is a misunderstanding and feel parents have significant control over what is taught.
- Political and religious leanings of Utah play a role in what is covered in the state, with most believing the curriculum leans toward conservative and Latter-Day Saints' points of view.
 - History, science, and health education are most influenced by conservatism and religion.
 - Parents and teacher are divided on whether this is a good or bad thing, largely depending on how they align politically and religiously.
- Teaching civics takes a special skill set.
 - Teachers admit and parents observe bias in their curriculum. Most empathize with the teacher and feel that it is very hard to separate one's personal beliefs from teaching certain subjects.
 - Given the polarizing nature of the world currently, students need to learn how to process, form opinions and react to what they hear. A Teacher's job should be to foster an environment where students are allowed to practice these skills.
- A majority of respondents link the current unrest to the fact that students and society no longer possess the fundamental principles of good citizenship. Moreover, they believe what they read on the internet and are quick to shut down opposing points of view.



Executive Summary

Antiracism and Civic Education

- Antiracism is thought to be good on the surface for most teachers and parents. The spirit of being inclusive, open-minded, respectful and accepting is universally agreed upon as necessary and right for civilization to function.
- However, Antiracism as it is defined and used, is counterproductive to the things it's supposed to accomplish because it singles out one particular race as the culprit.
 - Only a few schools incorporate Antiracism into their curriculum. There was a lot of push back that it would be the right solution to fix the current state we are in.
 - White students feel attacked and guilty about things they had no part in.
 - “White Privilege” triggers resentment and pushback and the conversation fails to progress before it even starts.

*“I believe that in order to teach students to be “antiracist” you have to teach them the history of racism; having a historical context will help them to know how deep rooted racism is. Then you have to teach them that it takes courage and to be willing to be brave and stand up for what we believe... I believe that by teaching students about racism it also teaches them to be better citizens overall. That being said, and this probably won't be a popular answer but I'm trying to be brave and stand up for what I believe: **as a white American, I am feeling like I am being discriminated against because of the antiracist movement.** I believe that all people are created equal and should be treated as such. I don't feel like I am “white privileged”.” – Amy, Teacher*

- Reactions and perceptions of Critical Race Theory are more decidedly negative—the large majority believing it generates less “unity and understanding”.



Current Status & Priority Of Civics Education



*“A way to help better give them the education they need for the ‘real’ world.” –
Christina, Parent*

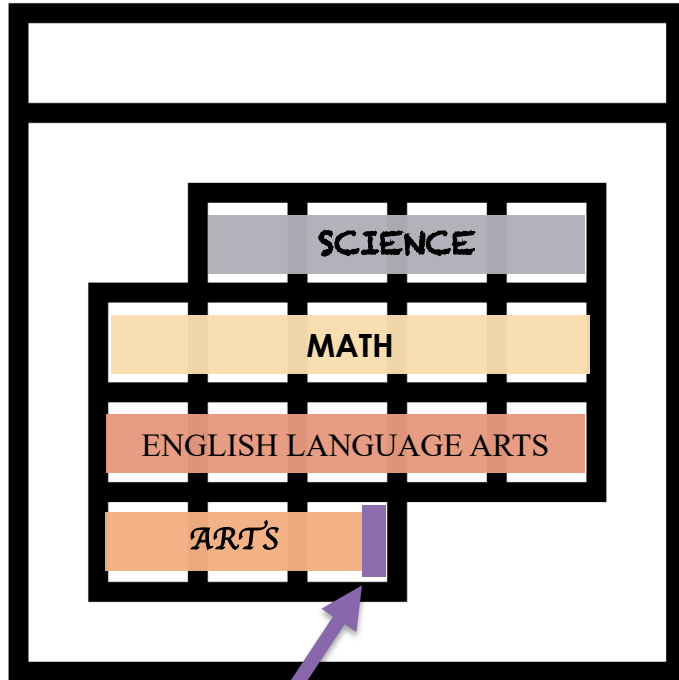
Schools currently focus on what is tested (Math, ELA, Science) - Civics and history are often filler or sacrificed.



STANDARDIZED TESTS CONTROL...

(i.e. RISE, CRT, SAGE, ACT)

- ✓ TIME
- ✓ FUNDING
- ✓ EFFORT



Civics & HISTORY

*Math, Language Arts, and Science are always the top priority because they are assessed. I find that Social Studies is not focused upon **until the end of the year as a fill-in between the state testing window and the last day of school.** It is not specifically assessed and carries very little weight in curriculum development. – Benjamin, Teacher*

*Our school is vested in Math, ELA, and Reading. The **curriculum that is invested in through the District does not include anything for Science or History.** These two subject matters are typically **left to our own devices** using State standards as a basis for lessons. Of which, have not been kept up with. **Many of the lessons links no longer work. History, out of the question.** – Somchai, Teacher*

*I feel like our district in general puts most of their emphasis on **Math and Language Arts.** When they give us our scope and sequence each year, the amount of time given to these subjects leaves **very little time for the remaining subjects.** It does make it **difficult to engage the students in a well-rounded learning focus.** – Terro, Teacher*

*Absolutely, I think that social studies **are highly overlooked** because there is not state testing that covers its curriculum in our school. We are encouraged to teach it but there is no tracking or accountability tied to the subject. – Dylan, Teacher*

“My students learn almost all of their Social Studies during the month of May, after testing has been completed.” - Tara, Teacher

*Reading, writing, and math are the three areas that are highly focused on here at our school. I think **science and social studies take a back seat due to what is being tested.** We have language arts and math benchmarks throughout the district that every school focuses on so that takes front seat. Art, music and P.E. are not as focused on. – Jodie, Teacher*

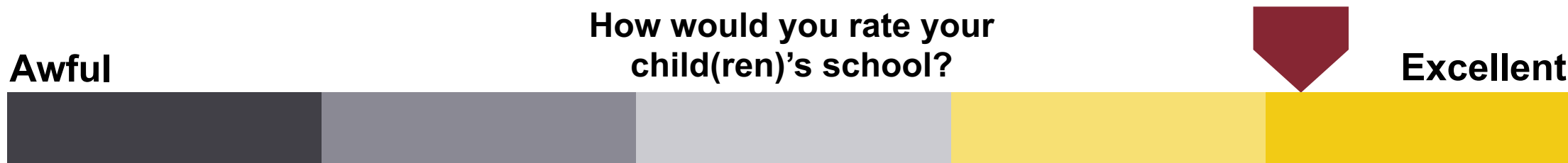
I just don't think some schools teach things because they don't think it's as important and they have to cram other info into the curriculum, but if they taught it then it would all be the same. – Amanda, Parent

*I feel that more emphasis is put on Mathematics and end-of-year testing scores. I feel like Language Arts, Arts, and **History/Social Studies gets shoved to the back burner to make sure that Mathematics gets the focus.** Also, if there is ever a shortened day, assembly, field trip, etc., **the other subjects get sacrificed so that Math can have its time.** I think Math is important, but I don't think it's more important than other topics. – Angela, Parent*

*I feel that schools now in general have really shifted to pushing STEM. I get it. STEM is very important, but it seems that **most other subjects have or are suffering.** – Frank, Parent*



On the surface, most parents seem happy with and approve of their children's general education – teachers are great and children are learning.



"I think the schools do a reasonably good job with what they have to work with." – Frank, Parent

"Their teachers are incredible and I've never had any issues with either of them. My kids always come home happy and are constantly demonstrating things they've learned." - Kaitlyn, parent

"The teachers are amazing. As well as the administration. They really care for and love these students with how well they treat them on a day-to-day basis. The education is good too. And they have a lot of great options to choose from and help broaden their mind and experiences." – Amanda, Parent

"For the most part, the teachers have worked SO hard to help my children to learn and be successful during this weird and chaotic time. There are always some teachers that are better and more helpful than others, but for the most part they have done well." - Angela, Parent

"I have had a better than average experience with the school. My children have great teachers who are always willing to communicate with us." – Kenzie, Parent





But, there are a lot of concerns that lie beneath the surface.

What are your biggest concerns when it comes to your children?

*"I feel that teachers **teach too much to the test**". For instance, the only textbook she has for her AP World History class is on how to take the AP World History test." – Jennifer, Parent*

*"My biggest concern is that **he won't enjoy learning and won't have a lifelong passion for learning** about new things later on in his life. He does so much state mandated testing that it really doesn't make it enjoyable for the kids. I don't want recess and seeing his friends to be his favorite thing about school." – Morgan, Parent*

"I am concerned with the life lessons my child learns. Do they learn how to think, analyze, and discuss differing opinions? To look at an issue from multiple sides? Do they learn how to get along and work in a group collaboratively? Are they given chances to take risks, fail, and learn from their mistakes without being put down? Do they read? Do they know basic math in their head? Are the values espoused by the teachers based on good character, and not necessarily their personal values?" – Sterling, Parent

*"That they will be **forced to learn things that do not agree with our family values**. Although I do think it is important to help children understand that other people have different values, I do not believe that schools should be teaching them that they must agree with something that we may see as being against our personal values." – Lillian, Parent*

- ✓ **Too much emphasis on testing**
- ✓ **Not taught how to think critically**
- ✓ **No alternate paths from STEM**
- ✓ **Forced to learn things that don't align with family values**
 - ✓ **Not taught the basics**
 - ✓ **Biased information**
 - ✓ **Don't enjoy learning**

*"The kids are **not taught the basics** such as cursive writing. **They also do not teach enough about the Civil War and the terrible loss of lives.**" - Carmen, Parent*

*"That they are being **taught top quality relevant information in a way that they can apply it to their daily life** and also to their life once they grow up. Also that they learn unbiased information that does not have unneeded opinions from the teachers. Also the teaching of **concepts that we view as immoral.**" – Eric, Parent*

*"**It's too much of a conveyor belt system.** And children are made to feel dumb if they lack in one area of education vs. another. I think children need to be taught at their level and not expected to learn at the same pace as other children from very different backgrounds. Some learn faster than others and that is normal, but somehow kids are pushed through the system never understanding some of the most important concepts and foundations that will help them build a solid understanding of that subject." – Amanda, Parent*

*"My son enjoys STEM subjects, but neither of my daughters do. **It would be nice if there were another track that emphasized Civics, philosophy, ethics, and logic.** Kids know by the time they're done with middle school whether or not they have an interest in or talent for STEM subjects. Making kids who are definitely NOT going to major in these subjects in college take all of these STEM courses and It is a waste of their time." –Jennifer, Parent*



Much like parents, teachers are frustrated with the focus on testing and the way it dictates resources, what they can teach and how they are judged. They would like to feel more appreciated, supported and allowed the freedom to teach.



How could your school show you they value your teaching and course curriculum more?

✓ **Support**

*“Sometimes, the apportioning of funds to provide support resources is skewed in favor of LA, Math, and Science. **Keeping balance in the provision of these funds would be a good step forward.** Also, at our school, teachers who want to attend conferences relating to their content are at the mercy of the so-called “school needs” mantra. What that means is that teachers from LA, Math and Science receive preferential treatment when seeking funding to attend said conferences.” – Paul, Teacher*

✓ **Appreciation/Recognition**

*“After **recognizing people** that are really good at their jobs, having them **share with the rest of us their effective strategies.**” – Vickey, Teacher*

✓ **Freedom/Autonomy to teach**

*“By giving us more **freedom** to use the resources in ways that work for us. Instead of giving a mandated program that we have to use “with fidelity”, **encouraging us to use what works for our class** would show that they value our teaching and course curriculum more.’ – Tara, Teacher*

✓ **Trust what I teach**

*“Giving us **autonomy** in our classrooms and lessons and a voice in curriculum decisions.” – Laura, Teacher*

✓ **Value what I teach**

*“Our school gives common assessments within our subjects, but we have **freedom** to teach in whatever way works best for us and our students. I have the **autonomy** to teach the way I like, while still teaching towards the common assessments.” – Staci, Teacher*

✓ **Smaller Classes**

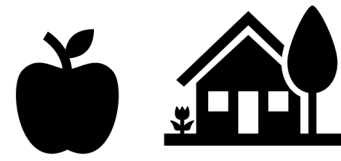
*“**Value our position** by allowing us to teach more than test.” – Jodie, Teacher*

✓ **Share effective curriculum with other schools**

*“I think that **sharing teachers' effective curriculum with other schools** or within the district could really show that they value our efforts in making an effective curriculum.” – Dylan, Teacher*



Parents and Teachers feel Civics is important because it teaches skills needed in life.



Civics is important outside class and beyond school-years, and Civics principles should be incorporated into all subjects. It is believed Civics won't be elevated and given proper time and resources until it has more mandated testing.

Importance of Civics Education



Required Testing dictates importance, allocates emphasis, focus, resources & time

“I believe it is just as important as reading and math. Civics is something that they have to learn and adjust to as you go through life. Having those skills and understanding to build in as life experiences happen is vital.” – Kim, Teacher

*“All students will need an education on Civics, and **they'll need it longer than any other subject.** Students will be citizens and members of a community for their entire lives. They won't always need computer programming or health science or math.” – Jordan, Teacher*

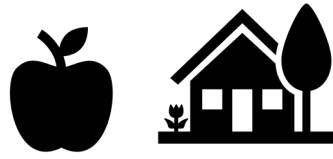
*“I believe that Civics education teaches students how to be contributing members of society which also teaches them how to be contributing members in a classroom environment as well. It teaches students to take part in classroom discussions, advocate for themselves, know their rights and responsibilities as a student, and participate in what goes on in their school or classroom. **Civics education will affect all areas of a student's life, not just in the Civics class itself.** I believe that Civics education should be taught in the classroom because it will affect how a student behaves in all classrooms. **Civics education empowers students to respect and appreciate diversity. It teaches students to take interest in current events and to participate in their community.**” – Amy, Teacher*

Important, but...

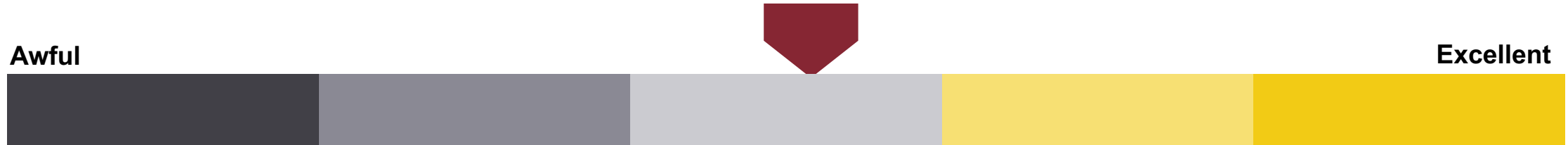
*“It does not always directly apply to a curriculum that is mandated by the state via state testing. **Time is always an issue in classrooms.** Although it is important, what are you willing to give up teaching to fit it into the day?” – Dylan, Teacher*



Quality of Civics education is mediocre. If Civics is even taught, time is a constraint and what is covered is hit or miss.



How would you rate your school on providing an age-appropriate Civics curriculum?



*“The only class in which this is really addressed is US Government, which is **presented in a way that most students do not find relevant or engaging**. We do have some awesome Geography teachers that work it in, but overall students are left with huge gaps in their knowledge and little motivation to be participants in society. I taught a summer Government class last year, and was shocked when my **seniors did not know who was running for president** (this was like three months before the 2020 presidential election). We did a little “drinking from the firehose” to prepare them, but it wasn’t enough to really be considered an excellent approach to Civics education.” – Sarah, Teacher*

*“There is **no real curriculum provided** for this. Aside for intermittent excerpts **Civics isn’t brought up**.” – Somchai, Teacher*

*“Our school simply **skims over or doesn’t teach** about Civics thinking it will be taught later.” – Janelle, Teacher*

*“We always make anything with Civics and social studies a **last choice in utilizing our time**. It’s so hard to show the importance of it to my students when I’m lucky to get an average of 15 minutes a day to teach it. Plus, most of our curriculum focuses on the historical aspect and only grazes the current event part of learning.” – Terro, Teacher*

*“I am not even sure how much of that is being taught anymore. I think teachers are so worried about all the benchmarks, Rise testing, Acadience testing, they are teaching what is covered on those tests. I think **the ball is being dropped** in so many areas. I never hear any teacher talk about Civics but I hear a ton about testing.” – Jodie, Teacher*

*“When you focus on Math, Science, and LA (because of State and National testing) it can be **easy to forget that of greater importance** is the ability of our students to become good and responsible citizens.” – Paul, Teacher*

I gave it a lower rating because I don’t think it’s taught much at the elementary school level. I do realize that kids need to learn the basics, but I think Civics education can be something that possibly sparks some thought in the young minds about something other than times tables and dodge ball.” – Morgan, Parent

*The school attended the longest by my kids **worked a lot on citizenship, but skimmed on equality and democracy**.” – Rachel, Parent*

*“I believe the school my kids attend has a good grasp on appropriate age groups learning corresponding material and **that they’re not taught too young about things they may not be able to grasp yet**.” – Kaitlyn, Parent*



A few Civics concepts are getting through to students, but mainly those that are displayed on a chalkboard. Students are not learning skills that make them better contributors to society.



Which Civics principles and priorities are...?

Understood and Appreciated

Most is taught at home

Know their rights

Importance of being involved in their community

Political climate and current events

Voting

*"I feel that we do a pretty good job of **letting students know what their rights are**, but in talking to students and hearing their comments they don't seem to have in my opinion a good idea of what -their- responsibilities are as citizens of this country are." - Carole, Teacher*

*"My students are **working on being considerate of others, being respectful of others' feeling, learning American history and government**, and learning the Bill of Rights and all of their rights as citizens. We just wrote a class constitution and we are working on keeping all of the things in our constitution in check." – Paula, Teacher*

*"Students in my district seem **motivated to get involved with causes**. They enjoy arguing/debating and attending rallies. Some of them understand and value the **importance of voting**. That's about it from what I have seen." – Sarah, Teacher*

*"We do a lot on the **Civil Rights movement and equality**. I think they begin to understand this on a deeper level. When 5th graders start, if you so much as mentioned someone's race or color of their skin you were automatically "racist". But through thoughtful conversations, we are able to help students understand that isn't the case at all. We also talk about gender equality and racial equality. I think bullying also falls under this umbrella." – Matthew, Teacher*

Missing

Critical thinking

How to disagree appropriately/Debate

Serve their community

Respect/Include other perspectives

*"I think we **struggle to teach kids to think critically**, we don't expect kids to volunteer/give service, and we don't teach students to involve themselves more." – Rebecca, Teacher*

*"I don't think students are effectively taught how their life experiences might be inherently different from those of people who live elsewhere. Students in our district **don't understand the experiences of people who are different races or come from different cultural or ethnic backgrounds**." – Jordan, Teacher*

*"**How to peacefully disagree with policies**; how to change policies; the need to do research on issues and form your own opinions based on fact." Jeananne, Teacher*

*"I don't feel like there is enough focus on **how to disagree appropriately**. I also don't feel that students are being taught how to be good citizens in a society that is teaching a lot of self centered belief systems." – Terro, Teacher*

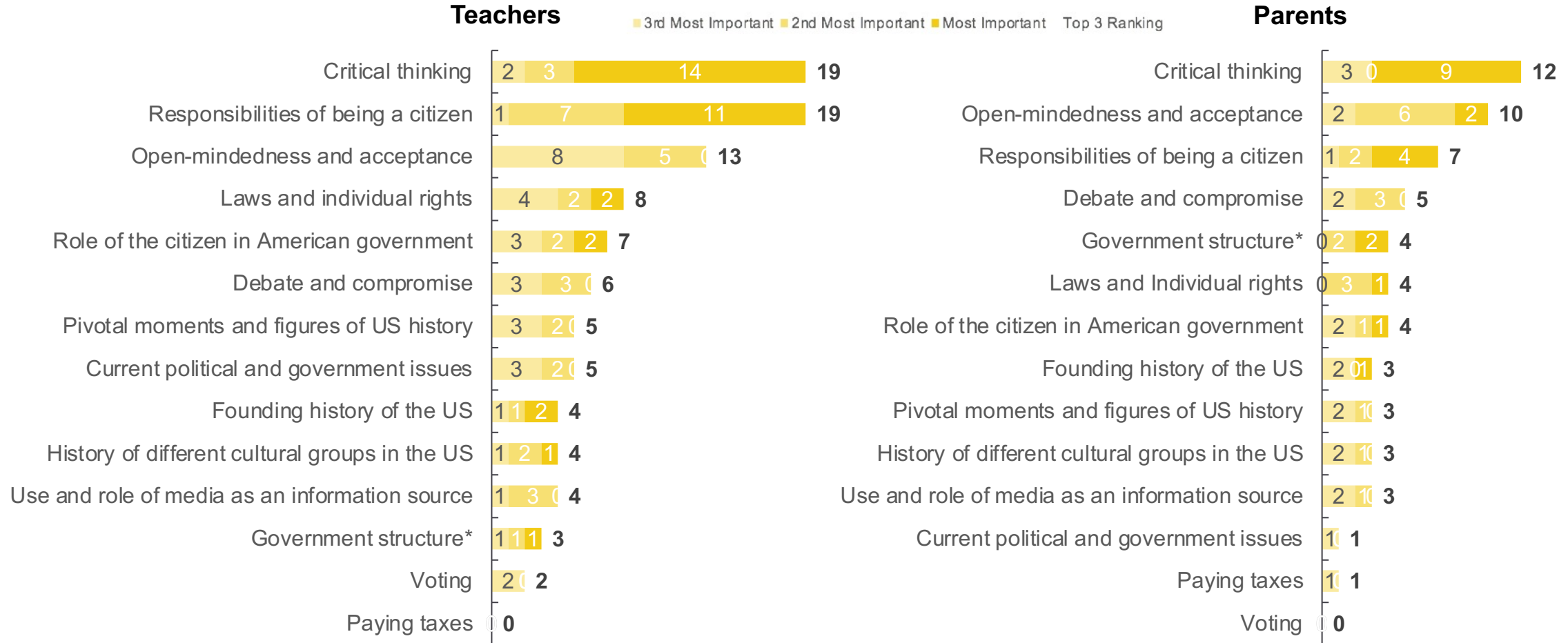
*"I think that ALL principles are being taught; however, **there are some that receive only cursory attention**. Examples of these include the importance of listening to - and being respectful towards - others who do NOT agree with you; seeking out diverse view points on all (especially important) issues; and seeking for common ground with others when solving challenging problems." Paul, Teacher*



The most important components of a Civics Education are critical thinking skills which most parents and teachers believe are not being taught well.



Important Civics Topics, Issues & Principles



Super majority seek to restore robust Civics education



Do you agree or disagree?: We need to restore a robust Civics education in our public schools.

Agree

"I think "robust" is the word that catches my attention. To some extent, I believe there is Civics education in schools. But in order for it **to be "robust" it must be stronger than it is now**. Not in leading students to a certain conclusion - but leading students to think for themselves regarding their internal beliefs in what is right and what isn't." – Matthew, Teacher

"I agree because I feel that **we have scaled back our Civics education** in an effort to "not offend", "not anger anyone", "stay safe from the influence of the outside world." – Amy, Teacher

"I think that **we need Civics education more now than ever before**. Students need to learn about citizenship and what it means to be aware. With the political climate we are in, students need to learn how to decide for themselves rather than just what they are told to believe in." – Tara, Teacher

"**Without Civics, our society becomes lackadaisical and unwilling to fight for equity in our society**. We are especially in need of this now with the current divided country we have." – Terro, Teacher

"Everyone, including kids, need to know about the government and their roll as a citizen in it. **The government is always strongest with well educated people to build it up and create a system that everyone can prosper in.**"- Morgan, Parent

"**I think Civics education is lackluster and incomplete**. I don't feel that students are gaining a basic understanding of the role government and history play in their life, or being instilled with a sense of pride of citizenship and a desire towards civic duty and participation." - Heather , Parent

"The world is becoming virtual based and a lot of unkind uncivil things happen online. Kids need to learn more than ever what their duties and privileges are." – Jessica, Parent

Disagree

"It never left. Claiming we need to restore it led to...requiring all Utah students to pass the Civics test...it was introduced as a xenophobic purity test, and all it served to prove was that immigrants know a whole lot more about the United States than natural-born citizens." – Michael, Teacher

"I am not sure there was a "golden age" of robust Civics education previously. Sometimes proponents of reform or change glorify a previous time or curriculum." – Karsten, Teacher

"I say I agree, but I'm not sure **"restore"** is the right word. That would imply that there was previously a robust Civics education in our public school. I don't think the Utah Public Education system has done a good job with this at any point in our history." – Rachel, Parent

"I feel that **Civics should be a natural discussion in every subject in school**. Teachers need to help students to understand their place in the world, but they need to be sensitive to different cultures and beliefs. **There is no way that a 'one size fits all' approach to Civics is going to fulfill that**. We talk about it as we discuss other things and it becomes a part of every discussion--not a topic we check-off each day in class." – Angela, Parent



Through robust Civics education, we can teach students how to be responsible citizens who improve their world.



To be a responsible citizen, students need to be taught...

Communication

Respect

Character

Responsibility

Self-sufficiency

Kindness

Serving others

Participation

Government

US History

Finding good resources for information

"We need to teach children to be kind, respectful, and to be good people. Then they will be good citizens." – Kenzie, Parent

"Taking responsibility for their actions or lack thereof, and making volunteering in the community part of the class curriculum." – Carmen, Parent

"A responsible citizen: able to take care of themselves, so they are not a burden on society. Able to contribute to the welfare of their community by providing goods or services for others. To this end, learning how to communicate, do math, provide for themselves and/or others does improve our communities, state, and nation." - Sterling, Parent

*"Wherever the people are well informed they can be trusted with their own government; that whenever things get so far wrong as to attract their notice, they may be relied on to set them to rights."
-Thomas Jefferson*

"I think they are taught they are responsible for the future and that their voice and influence matter. That change doesn't happen from sitting around and doing nothing. Change happens from actions." – Jessica, Parent

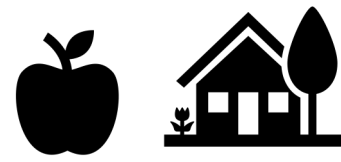
"How to serve the people around them. How to find accurate political information. How to participate in government. How a local government functions, not just the national government." – Lillian, Parent

"Character development, kindness, responsibility, financial literacy, political awareness." - Amanda

*"Students should be taught the electoral college, how voting works, how America came to be by the founding fathers, how political parties have changed throughout the decades, and their rights as citizens."
– Elyse, Parent*



Currently Civics education is very hit or miss. Most teachers are incorporating some Civics into their lessons, but it's very limited and inconsistent.



Are you currently incorporating Civics into your lessons...?

Discuss the "So What?"

"I teach history so it is fairly easy to incorporate Civics education. I try and make most lessons current and relatable with a **"what's the point"** so **students understand why we are talking about the past and how it relates to them today.**" – Rebecca, Teacher

Classroom Expectations

"I explain what integrity means in my classroom and what my **expectations** are. Students are expected to be honest and kind with themselves and others. I **expect** all students to be positive contributors in class and outside of class." –Holly, Teacher

Encourage Thought & Dialog

"Absolutely. I certainly encourage healthy conversations, respectful dialogue, and promote uplifting interactions. I am constantly looking to praise appropriate remarks and identify negative situations so we can learn from them. Finally, I work to reference everything to experiences they are having in class, at home, or while traveling." – Somchai, Teacher

"I try to give students voice and choice and model an open democratic classroom. We try to go over critical thinking - problem-solving and identifying information and propaganda as well as distinguishing sources, perspectives, and possible motives or conflicts." – Karsten, Teacher

What is currently being taught...

Service Pride
Laws Civics Giving
Voting Responsibility
Involvement

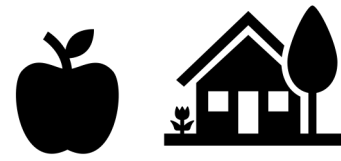
What is missing...Critical Thinking & Context

"We start talking about systems of government in second grade, we focus on how it was created in fifth grade, we talk about how important it is to vote in high school. **But do we have a system that really teaches the whats, whys, and hows of our democracy?... no.**" - Kim, Teacher

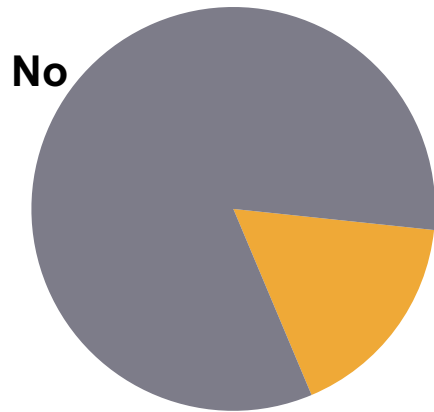
"I think students need to be taught HOW to think. How to analyze information and put pieces together. We live in a day of "information overload". Students need to know how to sift through the information, find the truth, and act upon it." – Matthew, Teacher



And what is taught is far from consistent – but should or can it be?



Is the Civics Curriculum consistent throughout the state?



Does consistency matter?

20% No: Consistency stifles Teachers' ability to teach

"To some extent, it does matter. However, I would not advocate for exact sameness. Doing so removes the individual talents and skills of teachers as they teach and interact with their students." – Paul, Teacher

*"I don't know that it matters if there is a consistent curriculum throughout the state. However, I would say that it does matter if there is a **consistent set of standards** that are expected to be taught throughout the state."* – Kyle, Teacher

20% Realistically: Civics is subjective, consistency isn't realistic, & Teachers are human

*"How could it be? **It is so subjective.** How does one teach this without showing his/her own biases. I think the **population in each school makes a difference along with the social economic status** along with what the students are exposed to makes it so the teaching is not consistent. It is like...everyone/every department/ thinks their program is the most important and most needed that limits teachers too."* – Jodie, Teacher

*"If we take it back to the basics - **reading, writing, and math** - I don't think we could even say that curriculum is consistent from **classroom to classroom**. There are definitely pros and cons to this. A teacher should know his/her students. With that information, the teacher should be able to **make certain curricular decisions that are in the best interest of the students**. However, this sometimes leads to inconsistent instruction from classroom to classroom let alone school to school. It does make a difference because **students need a ROBUST Civics curriculum** to help them become good and active citizens one day."* – Matthew, Teacher

"I think everyone should have equal access to quality education, but I also believe opinions are blended with teaching certain subjects, especially ones that involve our government and political parties." – Kaitlyn, Parent

60% Yes: Only way to fulfill the promise of an equal education for all

*"It absolutely matters that we are consistent. If we are to mandate a common core so that all students are **guaranteed the right to an equal education**, this should also apply to Civics curriculum as well. I think that many schools, or at least in my district, **have not placed an importance on Civics curriculum because it isn't tested**. Maybe we need to start testing it so that we can ensure that students are getting an adequate Civics education."* – Tara, Teacher

*"We should always be striving for consistency throughout education. It is a way to ensure **quality of education across the board**."* - Staci, Teacher

*"I believe it is important to have the **same thing taught so everyone can be on the same page**."* – Christina, Parent



There was a wide range of responses regarding the amount of influence parents should have on their child's Civics education.



What Influence should Parents have on Civics Curriculum...?

"I don't think parents should really get to choose what is taught to their child, let them absorb what's taught to them and let them develop into their own opinions. If parents don't like things that are being taught, home school them and take that control back. Other children shouldn't need to be censored because parents don't like it." – Kaitlyn, Parent

"I think parents have a big influence on the way their kids see civic curriculum. Kids learn from what they see at home, and hopefully, they are learning from their parents what it means to be a good, involved citizen. Parents should have a part in the curriculum so they can model good behavior to their kids. I would like to know what my kids are being taught about Civics so I can discuss with them what they are learning." – Jessica, Parent

25% No influence

35% Some Influence

40% Big influence

"I think parents should be allowed to preview the curriculum and encouraged to raise concerns. However, I realize the confusion, arguments and general chaos too much input could cause. Perhaps a survey made available to those who choose to review the curriculum to provide feedback that those creating the curriculum can consider before final approval." – Heather, Parent

"Parents should be able to ask that their perspectives be included in the multiple perspectives provided, within reasonable moral and ethical boundaries. Parents also have the option to teach other perspectives at home, for better or worse." – Rachel, Parent



What should a Civics curriculum look like?



*“I heard an analogy once that compared involvement in a union to a gym membership and a soda machine. It can be applied to Civics/government. Some people see government as a soda machine-- put in your money, get out what you want. In reality, it should be seen as a gym membership-- pay your dues (taxes), but if you really want it to work for you, you have to work for it. You have to get involved and write letters and read articles and vote and run for office and all of the things that make a government work. If students understood that **THEY** are the people (as in "we the people"), they would hopefully get more out of any kind of Civics education.” – Sarah, Teacher*

A Civics Education...



Is about...

Citizenship

Responsibilities & Expectations

"Civics" education for me is the acquisition of knowledge, understanding, and skills necessary for a person to successfully **engage with both government and other people as a responsible and courteous citizen.**" - Paul, Teacher

"How to live in a society, how to contribute to a society, and the **rights and obligations** citizens have and need to live by to create a good society for all involved." – Melissa, Teacher

How the Government works and how to participate

"To me, Civics education would provide an **understanding of how the local, state, and federal governments work, and how citizens can participate in these systems.** It would also provide an understanding of basic civil and human rights, as well as how slavery, oppression of indigenous peoples, and white supremacy have and do impact our society and legal system." – Rachel, Parent

"Civics education means training students to be critical thinkers and **participate in the world around them.** It means to be good citizens, kind to others, and to try and understand the world and participate in their communities." – Lianna, Teacher

Rights/Laws

"How to live in a society, how to contribute to a society, and the **rights and obligations** citizens have and need to live by to create a good society for all involved." – Melissa, Teacher

"I believe that Civics education is educating the students in both **political and practical rights and duties of being a citizen** of the country. Basically giving them the knowledge and skills needed to become informed and engaged as citizens." – Kyle, Teacher

Should include...

SERVICE PARTICIPATE OBLIGATIONS
 DEBATE RESPONSIBILITIES RESPECT
 SIGNIFICANCE VOTING ISSUES RIGHTS
 DUTY HONESTY CONVERSE INTEGRITY
 IMPACT CAUSE & EFFECT EMPATHY

Should deliver...

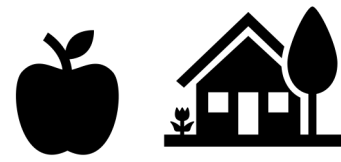
Knowledgeable, motivated citizens

"Students should be able to **learn how to work as functional and contributing citizens that will make our community a better place to live.** Learning about the basic topics I have listed could help to build a scaffold of knowledge for students to learn." - Dylan, Teacher

An understanding of how the government works, **how to participate in the government in meaningful ways, how to think independently about current issues,** the historical context of their nation/state and global history and politics – Heather, Parent



A History Education...



Is...

Looking at and understanding the past

- "To me history education means teaching students about **what has happened in the past and how we can learn from it and work to make the world a better place** because of what we learn. I do not think history education means picking the pieces that we believe are important and leaving the ones we don't want out of the equation." - Amy, Teacher*
- "History education is about more than memorizing dates and locations. It is about **understanding the underlying issues that led to conflict**, how it was resolved, and how we can prevent it from happening again." – Holly, Teacher*
- "Learning about the **past events** of our people and cultures so that we can better understand how and why we got to where we are today." – Angela, Parent*

Should include...

Facts, Truth, The Good, the Bad, and the Ugly

- "I think the facts, not those that are biased with today's views, presented as parts of a **bigger picture**. The issues of slavery and what those years taught us. The immigration status of nearly everyone or everyone's ancestors to this country and what that means to us. Events, wars and tragedy's presented fairly and then discussed so students can decide for themselves what effect they had on our society now." – Janelle, Teacher*
- "I think history classes should discuss historical topics that have **contributed to the framing of our modern society**. I think this includes topics and principles that are difficult, controversial, and sensitive." – Jordan, Teacher*
- "Issues: diversity vs. division. Principles: Each culture has value, has made mistakes, and has the ability to add to the betterment of all peoples. Concepts: We have far more in common than we have in differences." – Paul, Teacher*
- "How about the full truth and nothing but the truth. Teach them **the good, the bad, the ugly**. All of it." – Christina, Parent*
- "It means providing a clear **history that doesn't gloss over** wrongs of the people currently in power." – Rachel Parent*
- "The **motivation behind** both sides of different conflicts. The consequences of the actions of others for all people affected." – Lillian, Parent*

Should deliver...

Critical thinking on how to use past experiences to better the future

- "Most of all, people today ARE NOT the same as the people of our past. We need to teach our kids to remember the past but to learn that living in the now is most important to building a better future." - Somchai, Teacher*
- "They should be **learning about who/what/where/when/why important historical events took place and what lead to them**. They should learn the history behind what happened and be able to identify patterns in history." - Tara, Teacher*

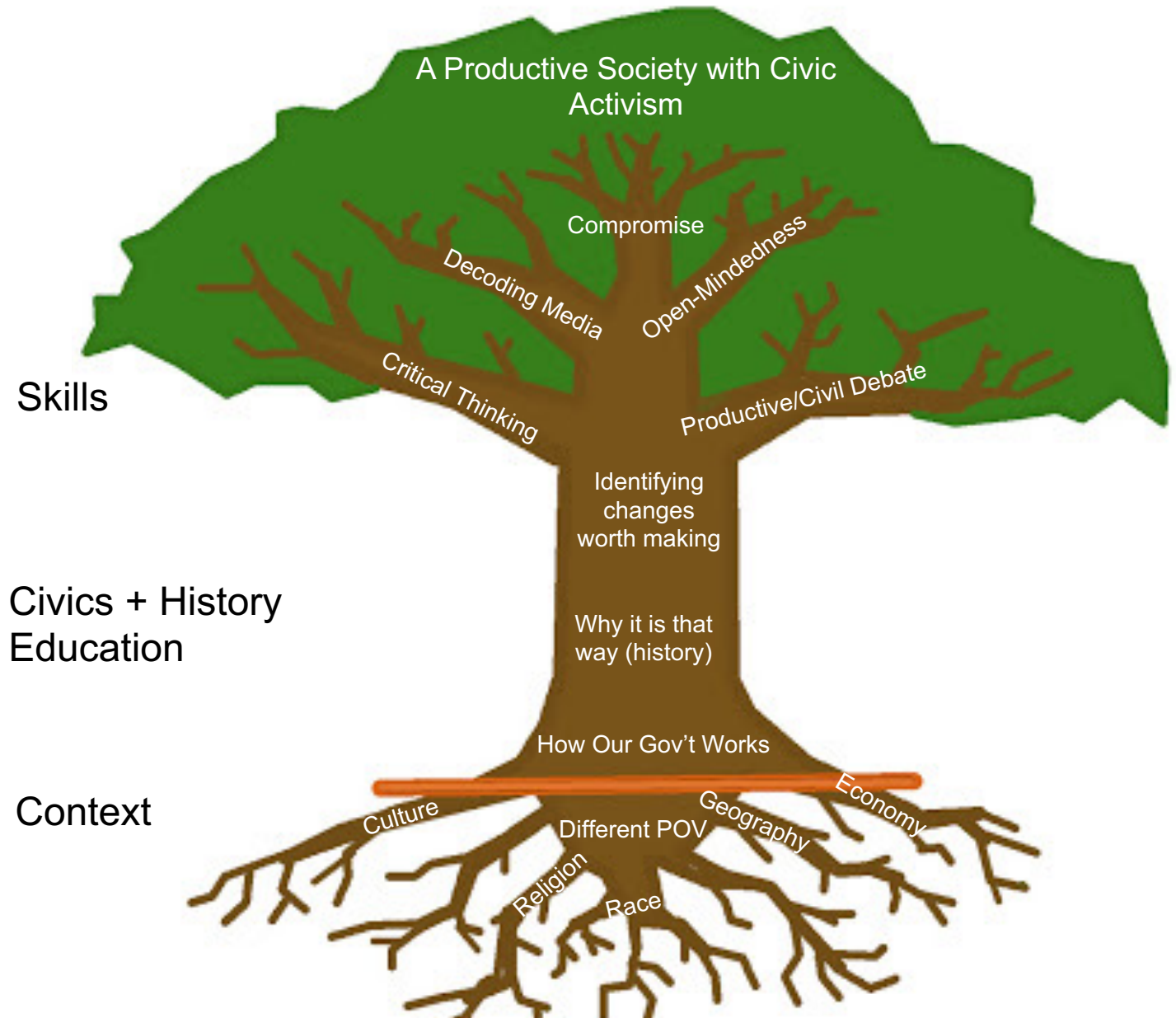


Universally, parents and teachers feel History and Civics are intertwined.

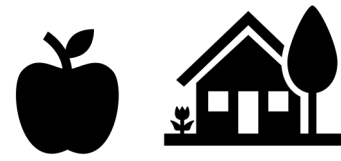
History occurs within the current civic environment; Civics are the framework for supporting how History is made – we need both to move forward into the future.

“History is the evidence of Civics applied. The rise and fall of empires, how countries interact and how ideas influence the course of history. Everything is intertwined.” – Sterling, Parent

*“History has always driven Civics. Changes in human condition always drive changes in history and changes in how government and societies form. **By knowing the history of humans, we can know why we have created certain civic systems to organize and allow citizens to function in society.** If we teach about civil rights movements, women’s rights movements, gay rights, etc, kids can learn how these events have evolved democracy as we know it today. Education should include the idea that government should evolve through the effects of history.” – Morgan, Parent*



To Parents and Teachers, a complete curriculum...

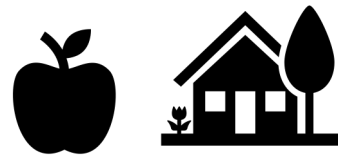


- ✓ **Covers everything – citizenship principles, Government structure and character development, life skills**
 - *“A review of history and how especially our country got to where it is now. What has worked and what hasn't. I think there should be more taught on government in other countries function. Both sides of the stories need to be told. The curriculum would include history, failures, successes. It would include the influences of the Founding Fathers and where they gained their ideals etc. A discussions on religions should be included along with tolerances of other people. The Government and how the House and Senate should function, what the Speaker of the House does, what the Senators do. etc. I think our school provides a limited civic curriculum do to all the other demands and expectations placed on teachers.” - Jodie, Teacher*
 - *“Instruction in Civics, government, history, law, economics, and geography including discussion of current events, hands on activities within community government or mock activities, service projects, student government being more than just planning activities but working for positive change within the school, social emotional learning, real and fake news.” – Amy, Teacher*
 - *“A complete curriculum, in order to truly be effective, wouldn't be facts and lectures - it would include experiences. Most people don't really care about what's going on in government until it affects them directly. As long as they are able to live their lives without interference by the government, then most people aren't aware about what happens in city hall, or in DC. A complete curriculum, in order to be Civics relevant, would need to figure out a way to get the students involved, and connect the dots all the way to them and their family.” – Sterling, Parent*
- ✓ **Elementary through high school**
 - *“A complete curriculum would introduce topics in elementary school and make them more complex and relevant as students get older. It would include some kind of involvement/project at least every few years. One example of this is Project Citizen for middle school students (I loved that as a kid!) or visiting the state capitol during the session.” – Sarah, Teacher*
 - *“A complete curriculum includes a stepped format based on grade level beginning in Elementary. By HS, students should be able to pass the same Citizenship test we expect non-citizens to pass. Elementary starts with basic understanding of the components of our Constitution. By HS students should be able to expound on a favorite part and research what they don't understand.” – Somchai, Teacher*
 - *“A complete curriculum would be classes at all different levels to ensure that everyone is able to learn and succeed in their education..” – Christina, Parent*
- ✓ **Provides everything needed to teach it – package resources, experiences, curriculum content**
- ✓ **Requires standards and testing**
- ✓ **Includes various viewpoints and perspectives**
- ✓ **Integrates into all disciplines (math, English, science)**

- ✓ **Is NOT currently delivered**



To Parents and Teachers, an accurate curriculum...



- ✓ **Provides facts not opinions**
 - *“For me, “accurate curriculum” means that the facts, events, and issues taught are all true, and they are presented to student in correct context so that students may formulate opinions that are based upon accuracy. I think that significant efforts are made to provide accurate curriculum; however, as individual teachers have direct control over what is actually presented to students, there may be discrepancies that crop up now and then.” – Paul, Teacher*
 - *“Accurate curriculum means that you try to teach things in the time period they happened and not look back and hold it to morals or standards of today.” - Frank, Parent*
- ✓ **Includes several points of view/perspectives**
 - *“Accuracy in Civics curriculum means honest, and complete. I think (especially when it comes to history) we only discuss things from a very simplified and narrow point of view. An accurate curriculum would expand to include more perspectives.” – Jordan, Teacher*
 - *“When I hear the term “accurate curriculum”, I think of curriculum that gives the whole picture of history, not just the pretty parts. I think Utah's education system is particularly bad with this. I think that things are taught with rose colored glasses and that history is always taught from the side of the victor.” – Elyse, Parent*
- ✓ **Is unbiased**
 - *“It means unbiased views without personal opinion or censored information.” – Eric, Parent*
- ✓ **Includes the ugly/uncomfortable**
 - *“For me, an accurate curriculum would have all parts, not just the parts that are “pretty”, but even the bad parts of history, so we do not repeat those mistakes.” – Kelli, Teacher*
- ✓ **Is truthful/honest**
 - *“Accurate means checked by more than text publishing companies. It means it’s not skipping things just because they are uncomfortable, not skipping things that make one group look bad. Truth... something we seem afraid of. Do we have one? I would hope with the events of recent that more teachers are reaching further for more equity and more accuracy in representation for all learners.” – Kim, Teacher*
- ✓ **Is up-to-date/current**
- ✓ **Allows students to form their own opinions**
- ✓ **Cross checked by several resources**
- ✓ **Is NOT currently delivered**



Political and Personal Beliefs in Teaching

RACIAL INEQUALITIES
RELIGION VOTING FREEDOM OF SPEECH
BLACK LIVES MATTER
COVID IMMIGRATION DRUGS
ANTI BULLYING ABORTION PRESIDENT
SLAVERY CURRENT EVENTS

*“Honestly, I’m not terribly worried about what my daughter is being taught in, say, math or chemistry. These are objective, fact-based classes that don’t lend themselves to discussing or expressing values very much. I wonder more about social science and liberal arts classes...**I think the curriculum itself just needs to be one that the community is comfortable with.** Maybe classes that lend themselves to teachers sharing their values could have disclosures about the curriculum kind of like the reproduction/maturation instruction does. Honestly, if all points of view could just be shared, that would take care of a lot of concerns.” – Jennifer, Parent*



Teachers admit that personal beliefs creep into how they approach teaching...consciously and unconsciously.

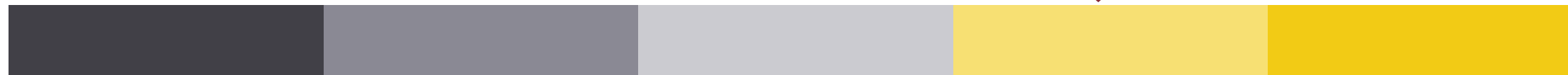
Parents agree that it happens as well and almost expect it.



How often do the political and personal beliefs of Teachers influence what and how they teach Civics?

Never

All the time



*"Of course! Teachers will be **more passionate about the subjects they have a personal connection to** and that will come across in their presentation. Other topics will be covered, but maybe not with the same enthusiasm." – Holly, Teacher*

Personal & Political Beliefs Influence:

*"Absolutely, I believe that **personal beliefs will dictate how much time is spent on certain subjects**. Those that believe "for" a popular right, say the 2nd Amendment, will take additional time researching the pros and cons. With an emphasis on disproving the cons. **They will be willing to field more questions on the subject and take additional time to ensure that everyone understands the PRO's.**" – Somchai, Teacher*

*"Absolutely! The way a teacher thinks, believes, and has exposure or experiences **dictates how they teach certain topics**. I am reminded of a teacher whose family was impacted by a war with the U.S.. The way she taught about that war was a lot different than how other history teachers taught the same topics." – Jodie, Teacher*

*"Again, what a teacher believes, and values will ALWAYS **influence what is organized - and how it is organized and emphasized** - for presentation to students. I do think it is possible (and good teachers recognize this trap and seek to avoid it as much as possible) to keep personal beliefs and values in abeyance." – Paul, Teacher*

*"Absolutely the teachers personal beliefs influence what a teacher teaches. If I'm being honest, I believe it would be difficult not to. **My daughter has come home many times and told us about a line of questioning**, or posters displayed on the wall...my daughter's US History teacher is using a questionable book as part of his curriculum." - Lisa, Parent*

*"I definitely believe **this happens whether it is intentional or not**. Many times we believe that our way is the best way and so we pass this on. **We do this when we teach our own children**. At school, teachers may teach the curriculum but as I stated before may intentionally or unintentionally impress our personal beliefs on the kids--especially if either the teacher is very popular, or if the child does not have a very positive homelife." – Carmen, Parent*

*"In general, I do believe that the **personal beliefs of teachers influence everything that they teach. How could it not?** It is extremely difficult to be unbiased. **Having views by default makes you biased**. It is a very rare person who can communicate without bias." – Sterling, Parent*

*"I absolutely do. In fact, **there is no way to help it**. Often we are unaware of how our personal beliefs impact what we say and do." – Jennifer, Parent*

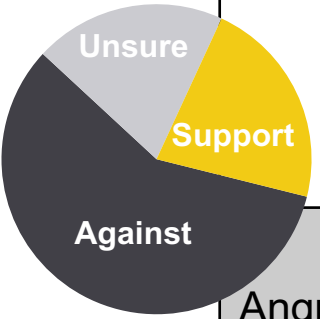
- ✓ Passion
- ✓ Time
- ✓ Attention
- ✓ Effort
- ✓ Emphasis
- ✓ Topics



Far more take issue with beliefs entering the classroom



How do you feel when the personal beliefs of Teachers influence what and how they teach Civics?



It's not good

"I don't believe that teachers should allow their personal beliefs to influence what and how they teach in Civics in education. That education would be not fair and valid otherwise, but rather being thrown just as politics are. In an educational format, all Civics need to come from a place of neutrality and in the middle with all sides acknowledged and neither a right nor wrong declared." Lianna, Teacher

"I think it's not a good thing. I think that we as teachers are very influential and it is not ok to push our specific beliefs on to our students. They should be allowed to see the facts, platforms, and history and make decisions of their own." – Terro, Teacher



Angry, Frustrated, Upset, Sad

"It makes me frustrated because the whole point of a Civics curriculum is to help students become informed about and know how to confront certain opinions and issues in a constructive way, and if the students are unable to do that because of the way the curriculum is taught, then they aren't able to get the full benefit of the curriculum." – Lillain, Parent

"I don't agree with it I think it is wrong. These young minds are so moldable and when teachers consciously are subconsciously without being careful on guiding our children in one way or another, I think it is using their classroom as a platform and is not correct."– Eric, Parent

Teachers who can't control their beliefs, shouldn't teach Civics

"I think they need to be cautious about swaying students and they need to realize that they have a big impact on students. If teachers aren't able to keep their political leanings out of their teaching maybe they shouldn't be teaching Civics." – Jessica, Parent

"The best we can hope for is that teachers will be aware of their political leanings and the political leanings of the community in which they teach and either agree to teach according to the desires of the community or bow out if their own feelings conflict too much." – Jennifer, Parent

It's a disservice

"I feel it is a BIG disservice to the learner. School should be a place of wide and deep learning. When teachers are the gate holders of information, we are just acting like segregate parents. They need more broad information to be informed adults, not clones of adults in authority." –Kim, Teacher

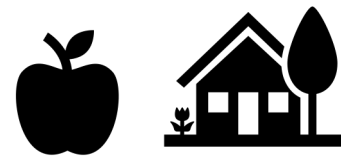
***" I think it can be problematic. My standard response for when my elementary age students ask questions regarding my vote/opinion, etc. is 'politics is important, but it is something I keep out of my classroom.' If a teacher isn't careful, I feel sad for the students. They were denied the opportunity to make up their own minds and decide what they believe."* – Matthew, Teacher**

It's asking for trouble

"If and when teachers allow their personal beliefs to influence what and how they teach Civics is a really good way to get yourself fired. A lot of parents are closely monitoring what is being said in the classroom. Once I was teaching fifth grade and I told my students we live in a democracy. Well my student went home and told his dad I said we were all democrats. Dad came in extremely upset and demanded to take a look at the curriculum in my classroom. He wanted his kid taken out of my class. Luckily I showed him the lesson I had taught and he realized his son had misunderstood." – Amy, Teacher

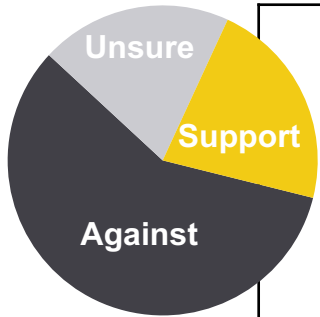


Some felt political and personal beliefs are undeniably going to influence teaching and that's okay.



How do you feel when the personal and political beliefs of Teachers influence what and how they teach Civics?

“It is inevitable.” – Kelli, Teacher



It's going to happen

“I don't feel it is possible to teach Civics without some personal belief showing through. That being said, teachers should stick to the curriculum and present ethically. If they cannot do this, they need to teach another subject.” - Holly, Teacher

“I think teachers should be allowed to discuss their personal beliefs, but not in a way that is overtly trying to convince others to think that way. It's impossible to be politically ‘neutral’ in the classroom anyways. I also think that teachers openly discussing their own political views helps students who might be uncomfortable to feel more understood and welcomed in the classroom.” – Jordan, Teacher



It's setting a good example, as long as it's “just an opinion”

“I feel that they are standing up for what they believe. As long as teachers don't belittle other's beliefs or not address the converse of their teachings, then I feel this is fine.” – Janelle, Teacher

“I appreciate and support teachers who do this even if our ideology is not always completely in agreement. But when teachers do that they should clearly express that this is their personal position and welcome opposing views. Or better yet they could also mention what some of those divergent views might be.” – Kip, Teacher

“As long as they are respectful and open to discussion, I have no problem...I believe it's only human and their right. - Lisa, Parent

It's important

“Even though I recognize how difficult it is to keep personal beliefs out of the classroom, it is a CRUCIAL component when teaching Civics. Students need to know how to think for themselves and do not need to be concerned with the personal beliefs of their teacher. If they have an opinion, they need to be able to express it without worries of how the teacher will react to their opinion. As long as it is school appropriate, of course. Students will benefit from hearing other opinions and learn how to respectfully disagree, which is something our country greatly needs right now.” - Tara, Teacher



Teachers often feel restricted on what they can say, but largely agree those limits are appropriate.



“I often feel that I am not able to say what I want in the classroom, but that is the way it should be. My perspective feels right to me, but that does not mean it is the most accurate perspective. Throughout the last election and during this COVID pandemic, I have often wanted to correct students when I hear them talking about their beliefs, but I just have to keep quiet and let them express their own opinions.” – Staci, Teacher

Step 1: Be aware, avoid sensitive topics. Even if you don’t think they are sensitive

*“Yes, I have felt I cannot say what I want to in my classroom on certain topics for fear of parent and administration backlash. I have also felt I cannot teach things from a perspective I would like for fear of the same things, and even being sued. For example, a friend in another district wanted to do a Christmas art project with her elementary class a few years ago and teach about celebrations in other countries. There was a Jewish child in the class. The parents sued this teacher for not being culturally and religiously sensitive or correct in teaching this to her class. **This scares the daylights out of me because it was done in good faith and innocently as something fun and creative for the holidays.**” – Lianna, Teacher*

*“When I taught at a school in a conservative part of town, I definitely **got backlash for teaching about Islam**. I was teaching World Geography, and that was part of the curriculum! My admin backed me up and I had a nice, open conversation with an upset parent. I want to teach more on race issues, but it feels very uncomfortable. I feel like I may say the wrong thing and offend lots of different people.” – Sarah, Teacher*

Step 2: Get used to being frustrated, it’s not about you

*“I try very hard to teach the content in a way that is meaningful to students. **It’s not about me...on a daily basis I work hard to think before I speak.** I believe that is what teachers should do to maintain professionalism.” – Melissa, Teacher*

Step 3: If unable to refrain from expressing your opinion, teach something else...or don’t teach

“I’m always nervous to teach culture because a lot of it is the perspective of each person.” – Brandon, Teacher

“I am not a Civics teacher, so if politics come up I usually try to keep things brief unless it is part of a book, or short story we are reading. More so the last little while, than in the past. It’s a very sensitive subject right now.” – Vickey, Teacher

Step 4: If topics do come up – refrain personal opinion, be conscious of impact

“I think I want to be very careful about what I say regarding the LGBTQ+ community as a member of the LGBTQ+ community. I do not want it to come off as though I’m teaching students to participate, but rather, we approach it from the lens of diversity and equality.” – Matthew, Teacher

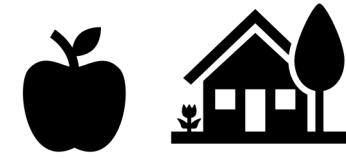
Step 5: If answer is required, be as neutral-as-possible, stick to the facts, present both sides

*“If I **present both sides of an argument**, I feel pretty secure in teaching from different perspectives.” – Laura, Teacher*

*“There have been times where students have asked me my political views on our politicians or policies that have been made, and I am very careful to **state both sides of the story.**” – Carole, Teacher*



A majority of parents and teachers believe the conservative and religious population of the state is reflected in the education system.



60% see the Utah educational system influenced by:

- ✓ Conservatism
- ✓ LDS/Mormon Church

GOOD

“Another example of political orientation having an effect on what is being taught in the classroom is happening in the legislature right now in Utah. Currently, there is a bill going through about having a firearms safety course available to secondary students... I fully support giving students the option to learn more about firearms and how to handle them while they are at school. This is something that I have contacted multiple legislators about over the years hoping to get it introduced in an effort to help curb the rise of suicide and fatal accidents amongst our youth.” – Kyle, Teacher

GOOD

“I think the religious influence just keeps things more neutral and gives the parents more responsibility to teach kids about controversial subjects. I know other states (Washington state, California and many others) aggressively try to teach children about subjects that should never be taught by anyone by the parents, (sex education and gender orientation) and often times those states will override a parents’ objection for concern because they (the state) feel it’s ok to add such controversial topics to the curriculum based on their religious and political views. So Utah is much more conservative and doesn’t really like to shake the boat so to speak. And I’m 100% ok with that. I would rather it be this way than constantly have to fight against the state to protect my kids from being forced to learn about extreme topics that may or may not align with my family values and core beliefs.” - Amanda, Parent

Affecting what is taught especially:

- ✓ Health/Sex Education
- ✓ Science/Evolution
- ✓ History
- ✓ Laws/Rights

GOOD

“I do think a state settled by a religious people will always have that influence in its ideology and political orientation. I don't think it is a bad thing, I think it makes our state unique. I have family members who dislike that influence and thinks there is no place for it. It doesn't bother me. I do think it influences sensitive material such as health education, sex education, and science education. Probably some history content, but I feel this is mostly influenced by the teacher. There may be certain books or material that is more censored than in other states. Utah is a more conservative state, and it shows in our education. Though there are some things, specifically sex education, where I would like to see a more liberal take, there are other places where we do need to be careful what comes into the classroom. It's okay to let parents handle some of those issues, it doesn't have to be the teacher that educates in all sensitive material.” – Melissa, Teacher

BAD

“I feel like even the slightest efforts to include diversity and more neutral ideas are lambasted by conservative parents as being part of an “agenda” when they are really tied to the most basic of human rights.” - Rachel, Parent

BAD

“It does come into play because there is a unique vernacular used in Utah associated with the LDS faith. Words like wards and stakes, mutual, etc., are common. For those not of this faith it can be confusing and a feeling of isolation can occur. The same with the majority being pro life far right conservatives. Those who think differently or don't really know what they believe may be pressured to take the same viewpoint as the masses just to avoid exclusion.” – Carmen, Parent

BAD

“HA! It is so obvious that Utah is overwhelmingly dominated by the Republican party. Not only the Republican party but also the LDS church. Even with education, the church influences so many decisions. It is not a good thing at all. There should be a separation between church and state!” – Loni, Teacher

CHANGING

“The Church of Jesus Christ of Latter Day Saints is a big part of Utah culture, and I feel like it has been a part of the educational system, but I also feel like there are a lot of liberal agendas being pushed, especially in the Salt Lake area and district. Again, I feel like when the agendas are part of my belief system and political leaning, it is not bad, but when they are things I am not comfortable with, it is harder...that right there shows that it is probably not a good thing.” – Kelli, Teacher



Being a teacher who is Religious or Conservative is becoming increasingly difficult.



Religious context is being edited out of history lessons and Liberal points of view are more accepted by schools.

Being Religious...

*“As a fourth-grade teacher in Utah, we are asked to teach Utah history, which one would think involves teaching about the settlers of Utah (the pioneers). I am a member of the Church of Jesus Christ of Latter Day Saints, which is the religious group that settled the state after being driven from multiple states because of religious beliefs. **The school that I taught in before coming to the one I am at now flat out told us that we couldn’t teach about the pioneers because that would infringe on the religious rights of others.** As a member of the church I belong to and with family members who were also members of that church, who helped settle the state, I have journal entries and other sources of material that would be an amazing addition to the Utah history discussions that we have.” – Kyle, Teacher*

*“Yes! I teach Utah history, which is heavily influenced by the Mormon church. I am also a Mormon, **and it is difficult to remember what I learned in church and what is history.** For example, there is a story about Seagulls eating crickets and saving the crops. In our church, this is a divine intervention story. **When taught in history, you need to leave out the religious parts and just tell the story as it is, or not tell it at all if it wasn’t in history books.** This year has also been difficult for me with the elections. When students asked questions it was hard for me to answer them without bias.” – Tara, Teacher*

Being Conservative...

*“I am a conservative, and I often feel that **liberal teachers have a lot more opportunity to be heard, nowadays.** As a conservative, I feel that a lot of my belief system are told they are not accepting, where I am accepting, but I do not feel like pushing an agenda in an elementary setting is the correct place.” – Kelli, Teacher*

*“I’m a very conservative person. It’s hard for me to keep my opinions about government to myself. I feel like I’m pretty good at it, but every time I teach certain topics, **I have to be very careful.**” – Terro, Teacher*

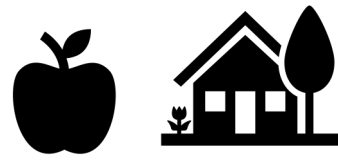
*“Examples I’ve seen on the news are teachers teaching **unapproved Black Lives Matter lessons, lessons on white supremacy, racism, etc.** I especially saw this in College when Liberal teachers would only teach one side of an issue and not be respectful when students disagreed with their ideology, basically shaming students into shutting up and agreeing with them.” – Carole, Teacher*



Social Unrest & Education



Civil unrest is discussed with children by both parents and teachers.



- When discussing civil unrest, some have used current/past events to help teach kids what is 'right' and 'wrong'.
- Few do not approach the topic at all due to kids being too young or not knowing how to best deal with the topic



"I showed this picture to my students a little while after the attack. I asked them to write a paragraph about it. It was to explain what was going on, and to get their opinion about what happened. We had a great discussion about what being a citizen in the United States should look like and why this did, or didn't, fit that description. I felt it was important for high school students to sort out their feelings about what happened. I also think they needed to be able to process their own thoughts about this situation. Lastly, I thought it was very important for them to figure out if this is the type of citizenship they thought was acceptable, or not." – Vickey, Teacher

"We talked about how television stations make their money by having people watch, so they televise stories that will make people want to watch their station. Also, that sometimes there is more to a story than what is shown on television. For example, not all police officers and protesters want to hurt each other. A protest doesn't have to be a riot." – Angela, Parent

"Because of the age of my students, 9 and 10 years old, I don't think that it is appropriate to go too deep into the civil unrest that is happening. Instead I try to teach kindness and tolerance to my students." – Tara, Teacher





Many approach the topic of civil unrest by teaching kids how to be kind and respectful of others and their opinions.

- When teaching kids about civil unrest, many used it as an opportunity to teach about how to be kind and respectful of other people and their opinions.
 - This was done in the hopes of trying to alleviate discrimination and bias in an effort to promote equality, and to try and prevent future civil unrest.
- Several used current events to discuss what a peaceful protest is and how you can unite together to practice freedom of speech.
 - The BLM and the Capitol incident were used as examples.
- Some talked about what it means to be a citizen and what your constitutional rights are.



"This is my classroom. I put together a photo-wall of BIPOC and/or LGBTQ American heroes. I didn't tell anyone the criteria for the hero wall, I just tell everyone "it's a hero wall!". I try to combat racism in my classroom by normalizing the awesome accomplishments of People of Color in my majority-white community. Most of the kids in my community have very limited experiences with People of Color, and have all kinds of negative biases and assumptions about them." – Jordan, Teacher

"As a society, in order to solve these issues, we need to get better at discussing and listening to each other, listening to opposing viewpoints. Listening to each other's stories and experiences. There's obviously a lot of hurt and pain in people's lives. When we start caring, as a society, about the other person's problems, then we can start looking at solutions, heart to heart." – Sterling, Parent

"This is a photo from a recent protest. I have attended protests and talked briefly about them to students. This was not only for BLM protests, but also for teacher/school rallies. I explained that I was getting involved in the school rallies to show students that even regular ol' people can make their voices heard. Some of my students attended BLM and climate change rallies/protests this year, which was awesome." – Sarah, Teacher

"This picture is my interpretation of the current racial issues we are facing. Different factions are developing and creating chaos as they vie for support. From Black Lives Matter, All Lives Matter, Support the Blue, etc. society is reeling from the chaos. I feel that many are following blindly because its a loud voice in their community. I personally feel that there is ignorance out there in who they follow. Many don't even realize how a movement even started, what their purpose is, or what they are willing to do to achieve their agenda. My purpose as a teacher is to help direct young minds to the given rights Constitution gives us and help them become experts so that when they begin to form their own opinions, it is informed." – Somchai, Teacher

There is agreement that lack of education is playing a role in the unrest... something is missing in what children are being taught.

Missing:

- ✓ **Critical thinking**
- ✓ **What/why/how of Civics and History**
- ✓ **How to disagree appropriately**
- ✓ **Personal Responsibility**
- ✓ **Tolerance and acceptance**
- ✓ **Freedom through education**



*“Very, very, very much!!! If people were more educated and had any **critical thinking skills** they would not fall for the media, they would not fall for the internet, they would know just because their Aunt Marge said it, doesn't make it true!! We have watched our society go from valuing science and educated people to calling them elitist and fake. **Uneducated people put more merit into their feelings and beliefs than facts and truths!**” – Kim, Teacher*

*“Over the years I've seen **parents start running the school and students having less and less responsibility for their behaviors and education..**” – Carole, Teacher*

*“I feel that those who **lack basic understandings of how the government works can get hyper-focused on false claims and rhetoric.**” – Janelle, Teacher*

*“I think we have **not put enough emphasis on the importance of teaching Civics and social studies.** We have a lot to learn from history and current events. We put so many hours into math, reading, writing and science which is important. However, **it should be just as important to make sure that students understand how we learn and grow from our history, current events and social/civic involvement.**” – Terro, Teacher*

*I think that lack of education plays a big role in this unrest. I don't believe that a person needs higher education to be aware and to vote their conscience, but they do **need a basic Civics education that teaches them tolerance and acceptance.** I think that our school system is failing in this area.” – Tara, Teacher*



*“Civics education or education in general? Both play a part. **The lack of education leads to uninformed people. We can't trust the news and what is reported...**However, school can't change what comes from home. But that could be my own prejudice. Education has to be responsible for all things and has to be the fix all according to. We can't change or fix everything.” – Jodie, Teacher*

*“**We can provide students the context for why this is all happening** (both the history and the policies/practices/law-making that goes into it) and examples of how social justice movements have developed and succeeded over the years.” – Sarah, Teacher*

*“**I think that more a person becomes educated the more violence is rejected as a viable method for bringing about change.**” – Paul, Teacher*



Partisanship definitely plays a role in education, but that's no different than anything else controversial.

Affects:

- ✓ What is taught
- ✓ How it's taught
- ✓ Which perspective is shared

“**We live in a cancel culture.** If we continue down the path, we are on we will no longer be able to talk about our country in any light other than how we took the land from others. We need to remember that History is for learning and not for judging.” – Benjamin, Teacher

“**Partisan politics is making an impact in educating students on Civics and history at every level even if it isn't meant to be.** People who strongly support their party's policies and are reluctant to compromise with political opponents have a difficult time separating that from their jobs - even if they are educators. We see it in our school board meetings, we see it in our faculty meetings, and we see it in the classroom.” – Amy, Teacher

“A big role! **From President to President, we see impacts on education and education reform.** Facts should not be determined by politicians but by the truth.” – Dylan, Teacher

“I think **our state has a heavy influence coming from partisan politics.** Our state is heavily weighted on the Republican side, and I think it does impact our educational system. In my opinion, much of what happens at the state level trickles down to our classrooms. Everything except money, that is! Ha!” – Vicky, Teacher

“How much of a role should it play? Zero. How much of a role does it play? The Utah Republican Party considers itself the guardian of civic virtue, and that virtue signaling is what led to the Civics test in the first place. The Civics test did not improve Civics education in Utah, but it did reveal the flaws in the assumptions behind it.” – Michael, Teacher



“I feel that at an **administrator level is where it starts and pushing students to believe what you believe can be dangerous.** We need to teach that students should do their research and make educated decisions about civic matters. Knowing both sides of an issue isn't a bad thing, but I don't think it should have much of a role in civic education. We need to make sure students get a solid base for Civics before they get into partisan politics.” – Morgan, Parent

“**I do not believe that partisan politics should play a role in the way Civics is taught.** If Civics is taught correctly, it should be taught in a way that appreciates all political parties and explains the view of each party about the issues with equal credibility.” – Lillian, Parent

“**There is absolutely no doubt it is happening.** Otherwise, there would be no 1619 Project and no suggestion by former President Trump that he would propose a counter curriculum to said Project. I believe there are more political views shared the older the students get. **I think that avoiding politics completely is impossible,** so if I can't have only my political views shared, I would very much appreciate if ALL political views were shared, given equal time and equal treatment. Let students decide for themselves. Let students come home with questions and ask their parents what they think. I am not afraid of information, I am afraid of indoctrination.” – Jennifer, Parent

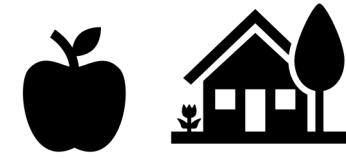


Civics and Antiracism



“As a wise teacher friend once said, we have to approach a class knowing that we might have a white supremacist and a kid of polygamists and a Jewish student and an LDS student and a Muslim student and an undocumented immigrant and a child of drug dealers and on and on and on. All of them deserve to feel accepted and valued, And being overly political or dismissive of a viewpoint will alienate students and further divide the class.” – Sarah, Teacher

Most Parents and half of Teachers do not have concerns about current Civics content. The other half worry about teacher bias, what should be talked about, and offending someone.



Elementary Parents and Teachers have fewest concerns

Current Concerns

When teachers put their personal feeling and beliefs into what they teach

“If you aren't teaching with an unbiased opinion, you are making things worse. It doesn't matter which side you are coming from you are not making the world a better place.” – MaryAnn, Teacher

*“Especially in high school...absolutely has a bias curriculum in AP History, US History and even in English...teaching such things as People's history of the United States. **They are being taught activism, not facts.** AP English, they analyze Barack Obamas speeches but no other more conservative speeches. They are being taught to hate and be ashamed of our history...when there are so many positive things that they can learn from.” – Lisa, Parent*

What can/should be talked about?

“I do believe we need to teach current issues and events that are shaping children's minds and lives. I struggle with what that looks like in the young developmental years of a child. Do we talk about immigration-without expressing our viewpoint?

*Can we teach about racism and what that looks like? What about 911? Is that something that will cause more fear and anxiety in children. **I need some guidelines.**” – Lisa, Teacher*

“Anything about transgender, LGBTQ and black lives matter that is weighted anything that is other than neutral.” – Lianna, Teacher

*“I think we **need to dive into the more uncomfortable topics** with kids so they can help solve the issues they will be and ARE ALREADY faced with in their lives.” – Rachael, Parent*

Offending someone and/or Racial Bias/Revising History

*“**There is no way to teach any subject in today's world without offending someone.** I got told I was a racist by a student because I called a person from Mexico a Mexican. We have created a culture of easily offended people.” – Brandon, Teacher*

*“One of my biggest concerns is the **current trend of purposely revising historical events that are deemed to not reflect current political ideologies.** I don't know how we can keep partisan political agendas out of these discussions..” – Kip, Teacher*

“In our grade, we teach Utah History and we have a song called "The Indian Tribes of Utah". We have a teacher at our school who is Native American who taught us a lot about what is not appropriate when performing the song...All were very simple requests that we were happy to comply with for the sake of all Indigenous People and for our student's knowledge too.” – Tara, Teacher

Unaided, two-thirds are familiar with the concept of Antiracism and most people support it as they understand it: racism is wrong, we should be more inclusive. Statements show a lack of familiarity with the term as described by Ibram X. Kendi.



YES! ANTIRACISM SHOULD BE TAUGHT...

Teaches Acceptance and Awareness

*“I actually think it would be most effective on children of elementary age. This is when they are still forming their own opinions and learn is most crucial. I think it needs to be taught as early as possible. Maybe not before 2 or 3rd grade. **The goal of this teaching is to create an awareness in everyone about being accepting of everyone and giving everyone the same opportunities.** I don't think it's being achieved and I feel there is a definite lack of it. I haven't seen any impact with my own child so I don't have much to compare to with other children. I hope it's being taught in schools because I think it would be beneficial on kids thought processes and how they interact with other kids.” – Morgan, Parent*

*“I think it makes **them more aware** of the real mess of racism when they might not have thought of it before. I think for some it might be confusing at a young age because they see everybody as equals.” – Derrick, Parent*

*“I definitely do believe that anti racism should be taught in school. **It is quite possible that most parents do not teach anti racism at home.** I think its a combination of teaching history and possible even human biology to realize that we are all the same. Our cultures may be different, but that does not make any of us racially different. I think it is careful analysis of white history and to carefully point out the racist wrong doings. It probably is also teaching Civics through an anit-racist lens. Looking at policies of the government and how it has created systemic racism in the US.” – Morgan, Parent*

Dismantles White Supremacy

*“I think the goal should be to **begin toppling a culture of white supremacy.** We have lived under a white patriarchy for so long that it seems an almost impossible task. I think beginning with teaching our students antiracism is a start.” – Elyse, Parent*

Promotes Tolerance

*“The idea behind antiracism, to **promote racial tolerance,** is important and I feel is the goal of many people in this country.” – Melissa, Teacher*

*“I think **tolerance and acceptance** are positive lessons to teach in public schools. I **also feel that pushing beliefs onto students has no place in public schools.** As a teacher presents information, most students can recognize injustice when they see it. When we ask students to put themselves in the place of another and try to imagine how they would feel, most of the time the lesson is taught and a positive discussion is born. A teacher is a facilitator, but shouldn't be trying to force a student to their opinion, which is usually ineffective anyway.” – Angela, Parent*

Creates the New Normal & Should Start it Young

*“I believe if incorporated young enough, this wouldn't be an issue of mental health. It would be a **normal ideal for a new generation.**” – Kaitlyn, Parent*

“Very familiar. I think it's a great thing. I think it should be taught from the home and expected in school. Kids are very smart and should learn this early.” – Derrick, Parent

Value Everyone

I think it's a good idea. I believe it's important for our children to learn that every person, no matter their race, has value. However, I can also see how this idea could be taken to extremes”. – Lillian, Parent

*“Antiracism is more than just not discriminating against people of other races. **It's seeing people for their differences, accepting them for their uniqueness,** and working together to create a community where we can all live, work, and be happy together.” – Paula, Teacher*



However, there is a strong push back against the notion that guilt or accusing white people will solve anything or make positive progress toward a more unified future.



NO! ANTIRACISM SHOULD NOT BE TAUGHT...

Exclusive

*"I am familiar with the idea. I have issues that racism has focused only on blacks in our country. **What about** Native Americans? Hispanics? Polynesians? Chinese? etc. If we are truly antiracist, we need to stand up for all PEOPLE, not ethnic groups."* – Holly, Teacher

*"I understand the concept I think. The thing I find ironic about antiracism **is those who claim "minority" status being biased against the "majority"**. Isn't that a form of racism too?*

Sometimes it feels like an excuse to not take responsibility for your own actions or to excuse yourself from bad behavior. We should all belong to the human race and leave it at that." – Jeananne, Teacher

Offensive

"Antiracism" is an awfully vague word. Are you talking about critical race theory? I am against racism in every way, shape, and form. I don't believe that race should affect how people are treated or the opportunities that they should have. I believe that EVERY PERSON, no matter what they look like, where they come from, or what they believe is equal to God and to me and should be treated with love and respect. However, critical race theory is crazy!

I do NOT believe that just because I am white, I am inherently racist and cannot help myself. I do not believe that because I am white I cannot sympathize with or understand people of other races or cultures. I do not believe that because I am white I cannot listen to and come to understand people who have different experiences and backgrounds than I do...Critical race theory is just white people having a conversation with themselves about their own white guilt. What has any of this done to actually HELP people of other races?." – Jennifer, Parent

Dangerous

*"I'm fairly familiar with the idea. It's not enough to just "not be racist," one must be actively "antiracist." This is a powerful idea and could be used to equip students with daily habits or long-term choices that can help fight racism. It's very touchy, though-- **I have been in trainings where I was told if I wasn't experiencing racism myself, then I was part of the culture perpetuating it. I think that is a dangerous assumption and only serves to alienate people who want to help.**"* – Sarah, Teacher

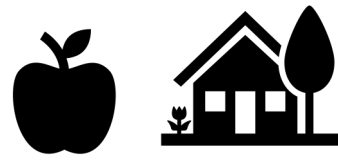
***"It's such an aggressive word and can harbor aggression rather than inclusion or peace.** If we could focus on having more open discussions about situations that have happened that lead to violence and deaths and broken lives, we can create more empathy and love and concern among our students and staff. They need more opportunities to interact with various diversities. As with teaching them about slavery, Holocaust, women's rights etc., we should be teaching them about how hatred for one race or group of people destroys lives, communities and history repeats its awful past. Teach them about profiling and how to not do it. Teach them how to feel what others have experienced."* – Amanda, Parent

Dishonest

"Very familiar...if you're listening to the radio, podcast, social media, tv, movies...you hear about it everywhere, all day. It is my opinion that there absolutely was terrible racism that went on in this country (the whole globe actually), but I personally was raised in a "color blind" home. I was taught that we are all children of God and equal in His eyes. I don't buy in to this notion that all whites are inherently racist. I think this current movement is dishonest." – Lisa, Parent



Two-thirds of schools are not teaching the tested definition of Antiracism. For those who do, the idea leaves students feeling confused, guilty, and attacked.



There has been a movement to teach K-12 curriculum through an “antiracist” lens. The term refers to the idea that it isn’t enough to be “not-racist;” instead, we must actively work to eliminate racism from society and, if white/Caucasian, take responsibility for your contribution to a racist system.

Guilty

*“I for sure teach that racism is wrong and should be eliminated from society, but I also do not agree **that if a person is white it is their responsibility to feel bad about what color they were born.** I think that it is not a correct teaching to start making anyone feel bad about the color of their skin, but instead to do their best to stop the segregation that still occurs in schools and classes. The school that I teach at has 85% minority students, they are kids from different countries, colors, cultures...and we do a good job of helping the kids to be friends. I have had some of those same kids come back and talk to me, in junior high, and say they are not “allowed” to be friends with the same people from elementary school, because the black kids are with the black kids, the white kids with the white kids, the Mexicans with the Mexicans, the Muslims with the Muslims, etc. This to me is one of the saddest truths out there.” – Kelli, Teacher*

*“I feel like it is important to view history through a correct lens, even if the generations before were racist. I also **feel like it is not a Caucasian person’s fault out responsibility to take on guilt for past actions.** Each person is responsible for how they act and treat people. I think we need to be careful to empower people instead of creating a victim culture.” – Amanda, Parent*

Confused

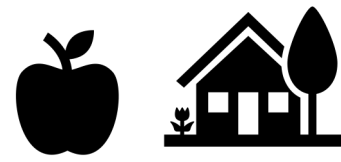
*“I really don’t like this definition and I **don’t feel it has a place in any curriculum and especially in elementary school. Young children are accepting for the most part and love people.** I do not believe children, even teenagers, are responsible for contributing to a racist system. Their opinions are largely based on what their parents believe and **it’s not the place of a school to cause contention in the home by teaching children these types of actions.** I think you start with teaching them what it means to be a good citizen, how to recognize when people are being treated unfairly, and how to stop what they see. Introduce them to different points of view, culture, way of life so they see it as different but good. When they start to see race as part of a person’s story and they start to listen and see things from a different point of view, this alone will promote racial tolerance.” – Melissa, Teacher*

Attacked

*“I think as a member of the LGBTQ+ community, I am a little more conscious with regard to issues of equity and equality. I believe that the idea of being “not-racist” and having students actively work to remove racism from society is great. Again, as previously mentioned, I feel **like because a student is white/Caucasian does not necessarily mean that they have a responsibility with regard to contributing to a racist system.** We often hear the phrase, “you don’t know what you don’t know”. Curriculum has an opportunity to point out things that we may not have thought about before. But sometimes (to me) **it comes off as an attack on white/Caucasian people** (and I’m not Caucasian). But everyone should actively work to remove racism from society.” -Matthew, Teacher*



Further, Antiracism as it is defined here is seen as racist at its core and is polarizing.



There has been a movement to teach K-12 curriculum through an “antiracist” lens. The term refers to the idea that it isn’t enough to be “not-racist;” instead, we must actively work to eliminate racism from society and, if white/Caucasian, take responsibility for your contribution to a racist system.

Polarizing

“The idea that you have to be antiracist - **you have to be active in the movement or you are against it - is a very polarizing idea.** I do agree that we should be educating our students the history of our country, the facts of what has happened and where we are, and help students be aware. There are other issues besides racism that need to be addressed, so if we do Everything under an antiracism lens, then we are neglecting everything else as an opportunity cost. Yes, it is an issue. But not the only issue.” – Sterling

Targeted

“I see white students feeling that they are now the minority, with some even **feeling that they are now being "targeted" or attacked in the way other races have long claimed.** Some even feel that being white is now the underdog and they are the race that can't win even if they do take responsibility for their part.” – Lianna, Teacher

“I think it should be taught as just treating all people equal. Not going into **all of the contribution and placing blame.** We are each individually responsible for our actions and beliefs.” – Johanna, Parent

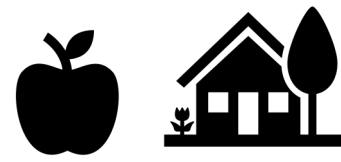
Racist in itself

“No it's not being actively taught. I think that it is racist to teach kids that they must take responsibility for something they are not doing. **The fact that we are using skin color to define a movement is racist at its core.**”- Benjamin, Teacher

“**Racism is rampant among peoples and cultures who are NOT white/Caucasian, as well.** To single out whites/Caucasians as the **sole perpetrators of racism is problematic at best, and deeply flawed.** Following this course would then **promulgate reverse racism towards whites/Caucasians from other peoples.** Rather, I believe that ALL peoples and cultures have an obligation to closely examine their beliefs and values and practices as they relate to other peoples and cultures, and then seek to eliminate any and all racism towards others from their societies. I strongly believe that we have far more in common with each other than we have differences, and that those common bonds should be highlighted and celebrated. **Racism (and prejudice) is a result of focusing on our differences and the fears and uncertainties that come into our lives when we contemplate the unknown.** Let us avoid that. And embrace our brotherhood and sisterhood of being a part of mankind.” – Paul, Teacher



Few have encountered oppression as part of the Antiracism curriculum at schools – focusing on this theme feels counterproductive.



Some antiracist curriculum teaches that individuals in the U.S. are either oppressed or oppressors...

Inflicts Guilt on the Innocent

“During PD, I have had to tell why I am more privileged than someone of color, without anyone knowing what my past is...I do not like that some people are called oppressed and others’ oppressors. I do not think that we can judge individual intentions and histories as a whole.” – Kelli, Teacher

“My 3rd grade granddaughter was called a racist because she is white. My 16-year-old daughter is trying to wrap her head around why she's supposed to feel bad for things that she's never done. She is an intentionally inclusive and respectful person. Especially in a year like we've had with all this isolation....this has been very hard on these kids' mental health.”- Lisa, Parent

“I do not believe that the impact it is making is good. Although I do believe that it is important to understand our racist past, I do not believe that the current generation should be labeled as inherently wrong because of things that happened in the past that they were not a part of. The important thing is that we teach our children to see the value in each person they meet, and to confront injustice in constructive ways when they see it.” – Liliann, Parent

“I am not for it and I compare it to similar teachings that all regimes teach their children they try to indoctrinate them. I want my kids to have their own thoughts and become critical thinkers and evaluate things for themselves. Also, this ideological way of teaching backfires and creates more problems than it's intended to solve.” – Frank, Parent

Encourages Victimhood

“I think this turns people into victims and victims don't have power over their circumstances. Children and teenagers should be taught they have power to change their circumstances, they are not victims.” – Melissa, Teacher

One-way

“We have not encountered this type of teaching here.... yet. I feel like its coming though. With everything that has happened over the past year I feel like a giant finger is being pointed. No matter what race you are you can be oppressed or be an oppressor - it doesn't ONLY happen to the minority races.” – Amy, Teacher

“I have had parents who think we are teaching that way. When we talked about the first Thanksgiving, a parent went to the district that we were teaching all white people are evil.” – Kim, Teacher

Divisive

“Sounds like a way to further pit people against each other. However, it think it's unrealistic to talk about our history without acknowledging many people have been oppressed. You cannot have oppressed people without oppressors...so...” - Vickey, Teacher

“To me, this feels a little dangerous because it turns everyone into an "us" or "them". I think there is a spectrum of where people are. Any "us" vs. "them" feels divisive and dangerous. – Matthew, Teacher



Parents and Teachers are optimistic that Antiracism curriculum, as they understand it, would create more unity and understanding.



40% LESS UNITY & UNDERSTANDING

Finger pointing and blame leads to resentment and hate
Looking back is not the way to move forward

*“Behavior grows where attention goes. Harp on this concept and **it will cause more chaos and problems**. People will just more opinionated and vocal causing problems.” – Lianna, Teacher*

*“I believe it leads to less understanding because people get angry at what others have experienced, even if they never had a personal experience with racism and this makes them **hate a certain race that they may never have hated before**.” – Carole, Teacher*

*“**If we focus on blame, than we can't move forward**. We need to be promoting respect and unity.” – Angela, Parent*

*“It shouldn't, but it absolutely has. On one side you provide many with excuses and on the other side is left trying to defend themselves over something they had nothing to do with. **If all were taught that we are equal and to be kind, rather than hatred**. Example....the colleges that are now asking for segregated dorms....” – Lisa, Parent*

“Kids might feel they are the oppressors when they've done nothing wrong.” – Derrick, Parent

*“**Anytime things are taught through guilt and shame, the outcome is not going to be good**. We need to teach through positive examples of empowerment, teaching that all humans have infinite value, and that we are all responsible for our choices and ultimately our life.” – Amanda, Parent*

60% MORE UNITY & UNDERSTANDING

Awareness and open-mindedness are key to solving the problem
Understand you are part of the problem

*“**Just being aware of different people** and learning empathy towards all people would lead to more unity and understanding.” – Tara, Teacher*

*“I think this leads people to try and **understand other perspectives** and when you learn about other's challenges you try and have compassion for them and feel empathy....and unity.” – Rebecca, Teacher*

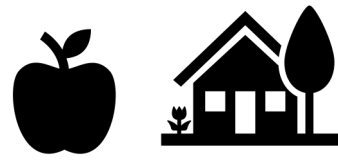
*“I think if the guilt that some white students might experience in antiracism curriculums is appropriately addressed, it can lead to greater empathy and **awareness of the power of privilege in combatting racism**.” – Jordan, Teacher*

“If we are all on the same page about things, how can there not be more unity and understanding?” – Christina, Parent

*“**You can't help if you don't know you're part of the problem and how to stop contributing to racism**. Like I've said, knowledge is power, and we'd be better for it. We'd understand our roles in a systemically racist society and be able to then help to try and correct it from there.” – Kaitlyn, Parent*



A majority have not seen Critical Race Theory incorporated into lessons. There are various levels of support .



There has also been a movement to teach curriculum based on Critical Race Theory in K-12 schools around the country. Critical Race Theory is the view that the law and legal institutions are inherently racist and that race itself is a socially constructed concept used by white people to further their economic and political goals.

20% Incorporated, support incorporation

*"I agree with the statement above. I see it, our country has **created a system where white people are perpetually making further gains than the minority**. And I think it is time for a change. I would love to see this theory taught in schools. Unfortunately, I don't see it happening yet because the people that are making the decisions on whether or not this theory can be taught are white people. And these white people are afraid of losing control, which perpetuates this theory even further."* Loni, Teacher

*"I could see this being worked in for secondary schools. **Our 12th grade English Language Arts teacher has used the core standards to plan a curriculum that focuses on systems that oppress people**. For example, they read "The Hate U Give" and wrote about the changes that are needed based on what they learned.." – Sarah, Teacher*

*"Sure. I think students **could be taught about the pipeline to prison**. And also how education has been held back from other cultures for a many decades before ours, and the impact that has had (and continues to have) on minority communities." – Elyse, Parent*

I haven't seen it come up yet, but I would like to. – Rachel, Parent

*"Again, we have many conversations in our classrooms regarding civil rights and equity. **These conversations are in line with "Critical Race Theory" as we investigate many of the events from the Civil Rights Movement**. They are opportunities to look at laws and legal institutions and think critically and make evaluations for themselves."* – Matthew, Teacher

80% Not incorporated, reject incorporation

*"No, because I think this is not always true. **I don't believe law and legal institutions are inherently racist**. I think this is a far stretch and an example of using today's standards to judge historical actions. I believe change can and will happen when we focus on acceptance and noticing those being treated unfairly instead of pointing fingers at past laws and the people who made them." – Melissa, Teacher*

*"**I don't see this being taught at our school**, but some of our students of color are being taught somewhere that the very foundations of our nation were racist and anything patriotic like standing for the pledge is inherently racist. I had a Hispanic girl tell me that if I affiliate with a particular political party or voted for a certain candidate that I'm a racist!" – Kip, Teacher*

*"I don't see it being incorporated into schools. **It feels more like a political radical belief rather than something that will be taught to kids**." – Derrick, Parent*

"I hope not. I have always believed it was more of a poor versus rich issue rather than race. Yes, black people had a hard start, but there are MANY black millionaires and even billionaires in our country. – Carole, Teacher

*"No because it is **racist and Immoral**." – Benjamin, Teacher*

*"I don't think it would be taught in our schools. **It's to far to the left and we are a right-minded state**." – MaryAnn, Teacher*



Parents and Teachers are far less optimistic that a teaching Antiracism through a Critical Race Theory curriculum would create unity and understanding.



70% LESS UNITY & UNDERSTANDING

*"I think this curriculum would lead to **more unrest**, it is **pointing fingers at people which puts them on the defensive**. I don't like that we pencil all law and legal institutions are inherently racist. Just like everything there are those people who make the profession look bad. It is the same for teachers we have those teachers who do things that make the rest of us get a bad rap." – Staci, Teacher*

"I don't want people of color to grow up with a victim mentality. I think the Critical Race Theory gives some people of color the feeling of entitlement, that they are "owed" something by the government and have no responsibility for the bad choices some of them have made." – Carole, Teacher

*"I think less unity for sure. Anytime you point fingers and accuse people of being inherently racist for the purpose of suppressing other cultures **you are going to cause discord and disunity**. Let's search for common ground and move forward from there. Pointing fingers never solves problems, it just causes unrest and disagreement.." – Melissa, Teacher*

*"I think race theory leads to less unity. I say that because it's causes people to view the other person and have a false sense of understanding of what is going on while in reality it may not be happening that way. **You plants ideas in the minds of the children that may or may not be true.**" – Eric, Parent*

"It's not a positive lesson. It breeds distrust and divides. In my experience, a high percentage of persons of color that I know are very successful, probably as much or higher percentage than the white people I know. – Sterling, Parent

*"It leads to LESS unity and understanding. Once again **it further divides the people into factions causing great destruction in any forward momentum the country has managed to make up to this point**. I actually believe we have been making progressive strides with the increasing number of people of color being voted into office, including those on a national level, hired as CEOs and presidents of global corporations." Carmen, Parent*

30% MORE UNITY & UNDERSTANDING

*"I think this would lead to more unity and understanding because I think it helps us see how systemic racism has been a problem in this country for hundreds of years. I think **when we acknowledge problems in the past and recognize that certain institutions are inherently racist, we can work to improve it.**" – Rebecca, Teacher*

"I think it could lead to more unity and understanding if it's not undermined by conservative parents and communities who are opposed to it without actually reading through the curriculum." – Jordan, Teacher

"More understanding. I think as a white male, my son can benefit from understanding his privilege." – Elyse, Parent

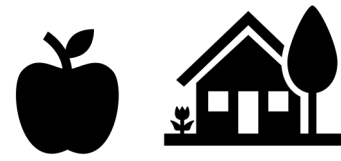
"You can't fix or try to correct a problem if you're ignorant to it. It would help being people closer and allow those who didn't have any idea about what the world is like for POC to maybe think twice about how they could be contributing to this." – Kaitlyn, Parent

*"I would say it leads to much more unity, because when **everybody no matter what race has an understanding of the system and how it benefits white people then we can all figure out how to change it** so it becomes beneficial for all. I would say its more important in a state like Utah because the overwhelming majority is white.*

*With that majority shrinking I think it's even more imperative that this education happens. **White power isn't something needs to happen and can be eliminated through teaching.**" – Morgan, Parent*



The resolve that a robust Civics curriculum is needed remained high after discussions.



Do you agree or disagree?: We need to restore a robust Civics education in our public schools.

Most Likely to Agree

"I think we need to give our teachers an amazing curriculum to follow that is unbiased and helps teachers as well as students how to find the truth when all-around you is chaos." - MaryAnn, Teacher

"Yes we do need to make this a great priority, but it can't be the current revisionist politically correct version of Civics education! We need to speak straight and honestly, including things like the mistreatment of Japanese-Americans during WWII, slavery, and the terribly mismanaged reconstruction of the southern states following the Civil War." – Kip, Teacher

"I think we focus a lot on a Civics education in the sense that students read the constitution, learn the bill of rights, learn history, etc. I think we need to teach that a Civics equation is more about being involved, understanding government, volunteering, voting, critically thinking, activism, etc." – Rebecca, Teacher

"I agree that a robust Civics education needs to be restored in our public schools simply because so many citizens in the world today are making choices that are not wise for the greater good. They are based more on impulses, reactions, and emotions rather than on a solid foundation of education." – Lianna, Teacher

"Our republic did not just spontaneously happen. Our republic will not last unless our children are taught to value it and understand where it came from. They also need to understand their role in keeping our country free and prosperous and making it a great place for everyone." – Jennifer, Parent

"I think that there needs to be more general education about government functioning and civic duties. Our students have been woefully apathetic towards political affairs, leaving only the older generations to vote on matters." – Elyse, Parent

Most Likely to Disagree

"We have a robust Civics education in our public schools. "Restore" implies that it was once in place and is now missing." – Michael, Teacher

"Restore? What are we restoring? How has it changed? Brandon I hesitate to support a "robust" Civics education in public schools. I feel that is when a teacher's biased opinion will color the lesson and the student's learning. I feel that Civics education should be a natural, organic part of many discussions, cross-curricular, throughout the school day." - Angela, Parent



And the discussion intensified the resolve for some.



Have you changed your original opinion? Why or why not?

No

"No...I have a deeper resolve than before regarding my original position. It's our sacred duty to impart these valuable lessons to this next generation of Americans who we are entrusting the future to." – Kip, Teacher

"No. I have always felt that to be truly American, living and breathing in the "land of the free", you have to know and understand what it means to be free. Freedom does not come from ignorance. It comes from understanding how the Constitution governs our lands, and how the Bill of Rights makes us free." – Somchai, Teacher

"No I have not. I believe knowledge in the system that governs you is very important. We need to know if injustices happen so that we can change and evolve as a society. If we don't stay informed our democracy is likely ruined." – Morgan, Parent

Yes

"Somewhat-- originally, I had a pre-conceived notion of what Civics education would be. That view had a very "School House Rock" and "Pledge of Allegiance" kind of feel. Re-thinking what Civics education could look like, however, has changed my view on its importance." – Sarah, Teacher

"Yes, I think my mind has changed slightly in dealing with extreme coworkers who don't want to teach a Civics education but just teach the past (and glorify the past). I think it is better to teach students to be skeptical (while still respecting and honoring those who came before us)." - Rebecca, Teacher

*"I have not changed my mind but through reading others' perspectives in this study group **I have moderated some of my original views.** That's why not just one side of issues should be discussed but many. Most subjects are multifaceted not just a single side." – Carmen, Parent*

*"I guess in a way it has changed a little bit because as I've been thinking more about it and writing about it, **I'm getting more passionate about the importance of the education of Civics to our children.**" – Eric, Parent*

*"No, **although my opinion has been refined.** I have been forced to think critically about what I actually think a Civics education should be." – Jennifer, Parent*



After the discussion, Teachers acknowledge the importance of incorporating Civics principles into their lessons – and some are resolved to keep trying to fit it in when they can.



What changes are you going to make, if any, to the way you teach?

- ✓ **Better understanding of what Civics means**
- ✓ **See the importance of making an effort**

“To be honest, I was a little bit annoyed by the many groups trying to promote more Civics education in schools. This is because I thought they just desperately wanted kids to love democracy and capitalism and to learn how to vote. After reading some responses and some of these prompts, I now know that a bigger part of this is teaching critical thinking, empathy, and how to analyze a news source.” – Sarah, Teacher

“I am going to try and see the bias in what I teach and how it affects not only what I teach but how the students behave. I’m also going to work on bringing Civics principles into my lessons more.” – Kyle, Teacher

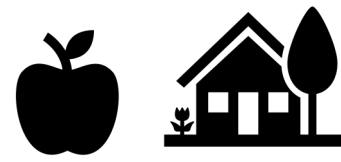
“I will certainly try to incorporate stronger elements of inclusion and diversity into my social studies lessons with students. I think they could really benefit from the ideas we talked about this week.” – Dylan, Teacher



Civics Imagery



Equality is giving everyone the same opportunity to be successful, treating them with respect – while elevating those who might need more help.



- Overall, people feel that equality means regardless of race, gender, sexual orientation, or religion that everyone is given the same opportunity to succeed in life, same respect, and same rights.
- Some feel that true equality can only be achieved by giving people what they need in order to level the playing field. The amount given to each person is not always equal, but the end result is equal.



“When I think of equality, I like the skeleton because based on what you see here, I (and I would imagine most others) are unable to determine skin color, gender, nationality, sexual orientation, religion, etc. **But the skeleton is within us all.** We have to have the understanding that at the very core, we are much more alike than different - and should consider and treat others according to that understanding.”
– Matthew, Teacher



“I believe is a perfect representation of equality amongst race, gender, age, sexual orientation, etc. **I think equality is the ability of everyone no matter who they are to express their opinions without being discriminated against and knowing that everyone opinion matters.** Everyone should be raised to the same level as each other.” – Morgan, Parent



“Equality is **respect** for all people regardless of any difference for what might be considered the “norm.” Equality means everyone gets opportunities to pursue the things that are important to them based on merit and effort, which includes equal opportunities for excellent education so that everyone can develop the merit and abilities that they want/need.”
– Heather, Parent



“These scales are empty. **Everyone has something unique to offer, filling up the scale in their own way. It may look or feel different, but it is still valuable. Equal is not always fair.** Giving the same assignment to a student with special needs and a student with advanced understanding is equal, but not fair. Everyone fills their side of the scale differently.” – Holly, Teacher

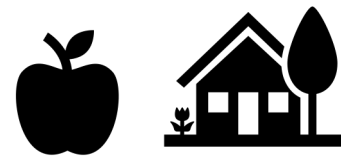


“Equality is not about everyone getting the same, it’s about balance. **It’s about receiving what you need so we can all play the same game.**” – Melissa R, Teacher



“Equality to me is **not giving each student the same supports, but the supports that student individually requires to be on a level playing field with the other students.**” – Carole, Teacher

Citizenship is working together to make your community/society a better place, the tangibles of being a citizen, or a place where you are born/reside.



- Most feel that citizenship is ‘doing your part’ to help make your community/society a better place for everyone.
 - This can be volunteering or allowing your voice to be heard through voting.
- Some feel it is something tangible such as a passport, going through the process to become a citizen or a place where you were born or currently live.



“Citizenship- being involved in your community and helping when and where it is needed.” – Laura, Teacher

“Citizenship: taking responsibility for the community you live in. Being proactive and standing up for what you think is right and what will best help the community as a whole.” – Jessica, Parent

“A passport is tangible proof of citizenship.” – Holly, Teacher

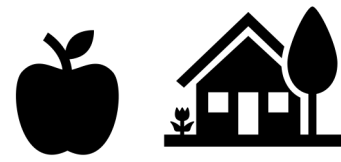
“Sometimes citizenship can simply represent where you come from.” – Loni, Teacher



“When I think of citizenship I think of a passport and how when I go to a different country I am proud to show my passport at customs because I am proud to be a US citizen.” – Remington Parent



Democracy is the power of the people to be heard and participate.



- Democracy gives people the power to let their voice be heard when it comes to choosing their government representatives to help create the future they envision.
 - It allows everyone to participate in a meaningful way.



"In a democracy the citizens I have the power to elect representatives in government. Democracy doesn't always mean we get what we want but when we exercise our rights, we have a voice in what happens in our government. We can and should peacefully let our voices be heard." – Amy, Teacher

"This image is a great representation of the idea of democracy. It's the idea that everyone's vote counts and is necessary for a true representation of what the people want for better lives for themselves and everyone around them." – Morgan, Parent

"When I think of democracy, I think we need to start with making sure our students understand the branches of government. By understanding our government, they can see the importance of maintaining a democracy of elected officials." – Terro, Teacher

"Democracy should mean the right to voice your desires and goals for society. To me, democracy is endangered by lack of education and lack of access to voting." – Rachel, Parent

"Democracy- using your right to vote and make inform decision about leadership" – Laura, Teacher



Resources



Lots of resources and support are available for Professional Development – some of the best come from fellow teachers. Social Studies specific resources are lacking and/or the funds are not available to attend.



UEN for General Studies

*“I also love **self-directed professional development courses** like UEN offers because I can work on it when I have free time and choose what is most interesting to me.” –
Melissa, Teacher*

**“Teachers learn best from other teachers. We need time-we need money. We need ideas brought forth that will keep children engaged.” – Lisa,
Teacher**

“One thing I have learned is that **the most beneficial professional development is usually the classes that are taught by other teachers that are currently in the classroom.” – Vickey, Teacher**

**Specific PD Mentions by Social Studies Teachers:
Driven2Teach, Civics Academy, Huntsman Academy, Constitutional Issues Conference**

“For history, I went on a Driven 2 Teach tour back east, and that was the best professional development I've ever attended.” – Paula, Teacher

*I teach everything elementary. We have a specific Math program, ELA program...**Science, writing, and Social Studies we make up on our own.**
– Kelli, Teacher*

Wish list: Consistency, Funding, better/more social studies materials

*I feel having a **set system for teaching either Science or History that would be consistent.**– Somchai, Teacher*

*I would love to have **access to more materials specifically for social studies.** Most of the materials I use in my classroom **I have obtained on my own** by going to outside professional development including Driven2Teach. – Terro, Teacher*



Parents rely on online resources, emails from teachers and discussion with their kids to know what their kids are learning. Opportunities to provide input vary by school. Overall, there is an appetite for more access to the curriculum and how it is presented.



**School/District/State
Website/Online Platform
- Canvas**

*“My son's school sends has an **online platform** that they use that parents can log into. That is one thing that has been good about the pandemic, **teachers and parents collaborated more together**. Before remote learning, there was no such site that had all my son's work loaded onto it for me to see and help with.” – Elyse, Parent*

**Teacher
Communications**

*“My children's schools all invite me to join their Canvas courses so I can view all the assignments being given. Also, in my child's elementary school, the **teacher sends out regular updates** on what they are currently learning in school. I am invited to regular parent/teacher conferences and encouraged to contact the teacher with any questions or concerns.” – Angela, Parent*

Conversations with Kids

*“As a parent I know I can go onto the state's website and look at the curriculum that is being taught or should be being taught. I don't spend the time doing that. I **rely on my kids bringing home the syllabus for the class and then talking to my kids as much as I can get out of them what they are learning in school.**” – Carmen, Parent*

Interest in a tool that rated curriculums and provided parents more information is strong.

*“I think an online tool that rated Civics and history curriculums would be an amazing tool. **It would be nice also if parents could leave feedback** in the way of suggestions for future classes or somewhere that they could ask questions or raise concerns if need be.” – Remington, Parent*

*“I do not know of any such websites. I would be interested in knowing if my student is in a class with a teacher who has very strong, biased opinions or when a **class is discussing something controversial so that we could discuss things at home.**” – Angela, Parent*



A formal Civics curriculum would need to be...



- Desired by the school board, parents
- State requirement/sponsored/supported
- Needs to be elevated in priority with other subjects
- Easy for teachers to execute and utilize

"I think that history teachers need better training. I think principals need better training in hiring history teachers. I think that maybe teachers need resources (like engaging cheap/free lesson plans) available that teach difficult topics in a way that doesn't lead to a lot of controversial opinions or lead to parents being upset." – Rebecca, Teacher

*"I think it needs to **be included in the standards and objectives produced by the State.**" - Jordan, Teacher*

*"I think there needs to be a **set curriculum and guidelines** about what teachers could and should be discussing and that they need **to stick to the script.**" – Carole, Teacher*

*"There needs to be an acceptance among those who have power and influence **that these subjects need equal time with Language Arts, Math, and Science. And then, there needs to be time and focus carved out in school's mission for providing a viable and good education to include these subjects.** and then, if you are going to assess the learning in LA, Math, and Science, then you **MUST** also assess the learning in these subjects." – Paul, Teacher*

*"There needs to be a Civics Curriculum that is **federally sponsored, and State supported.** That it's guidelines are monitored by a special Civics Panel of Civics Scholars. Each Federal Panel would include State Representatives for adding State Civil curriculum. History should be under the same guidelines except incorporated notable History Scholars." – Somchai, Teacher*

*I think before we can move forward at all we need to heal and come together, but on the other hand maybe this is the time to move forward while it is on everyone's minds and conversations. I think it would take some really strong curriculum with teachers understanding that there is no deviation from what they are given. **In fact it might be better that it is created both on paper and on camera. This way there is no chance for it to be changed.**" – Maryann, Teacher*

*"**A professional development based on this survey discussion would be great!**" - Dylan, Teacher*

*"**After this week,** I feel much more strongly about beefing up my Social Studies curriculum and would like to use that money going forward to find good resources to spend the money on." – Tara, Teacher*



Appendix





Demographic Data: Teachers

		TOTAL
Gender	Male	10
	Female	20
Age	18-24	-
	25-34	4
	35-44	9
	45-54	10
	55-64	7
	65+	-
Ethnicity	White, non-Hispanic	27
	Hispanic	1
	Black, non-Hispanic	-
	Asian, non-Hispanic	2
	Other	-
Education	Less than high school degree	-
	High school graduate or GED	-
	Some college, but no degree	-
	Associate's degree	-
	Bachelor's degree	11
	Master's degree	18
	Professional degree	1
	Doctorate degree	-
	Decline to answer	-
Employment	Full-time	30
	Part-time	-

		TOTAL
Household Income	<\$30,000	-
	\$30,000 - <\$50,000	4
	\$50,000 - <\$75,000	9
	\$75,000 - <\$100,000	8
	\$100,000 - <\$200,000	9
	\$200,000 - <\$300,000	-
	\$300,000 - <\$500,000	-
	\$500,000 or more	-
Decline	-	
Current Job	Teacher, Preschool	-
	Teacher, K-3 rd	5
	Teacher, 4 th -6 th	8
	Teacher, 7 th -9 th	8
	Teacher, 10 th -12 th	9
Subjects Taught	Elementary General Education (multiple subjects)	13
	Special Education	4
	Government/History/Geography	3
	Math	3
	English/Language Arts	2
	Science/Health	2
	Family and Consumer Science	2
	Spanish	1





Demographic Data: Teachers

		TOTAL
Parent Status	Parent	17
	Non-Parent	13
Number of Children Under Age 18	0	11
	1	8
	2	5
	3	3
	4	3
Number of Children in School	0	11
	1	8
	2	5
	3	3
	4	3
Children's Grades	PreK-2 nd grade	12
	3 rd -6 th grade	7
	7 th -9 th grade	5
	10 th -12 th grade	11
	Ungraded program	4
Decision Maker Status	Primary Decision Maker	16
	Shared Responsibility	11
	Someone else is the decision maker	3

	TOTAL
Political Party	18
REPUBLICAN (NET)	
Strong Republican	8
Not-so-strong Republican	4
Lean Republican	6
INDEPENDENT	1
DEMOCRAT (NET)	10
Lean Democrat	6
Not-so-strong Democrat	1
Strong Democrat	3
SOMETHING ELSE	-
NOT SURE	1
DECLINE	-
Political Ideology	18
CONSERVATIVE (NET)	
Very Conservative	3
Somewhat Conservative	6
Lean Conservative	9
MODERATE	1
LIBERAL (NET)	11
Lean Liberal	6
Somewhat Liberal	5
Very Liberal	-
NOT SURE	-
DECLINE	-





Demographic Data: Parents

		TOTAL
Gender	Male	6
	Female	14
Age	18-24	-
	25-34	7
	35-44	6
	45-54	5
	55-64	2
	65+	-
Ethnicity	White	17
	Hispanic	2
	Black	-
	Asian	-
	Other	1
Education	Less than high school degree	1
	High school graduate or GED	-
	Some college, but no degree	3
	Associate's degree	2
	Bachelor's degree	8
	Master's degree	6
	Professional degree	-
	Doctorate degree	-
	Decline to answer	-
Employment	Full-time	12
	Part-time	1
	Self-employed	-
	Not employed	2
	Retired	-
	Student	1
	Stay at home spouse/partner	4
Decline to answer	-	

		TOTAL
Household Income	<\$30,000	2
	\$30,000 - <\$50,000	1
	\$50,000 - <\$75,000	8
	\$75,000 - <\$100,000	3
	\$100,000 - <\$200,000	4
	\$200,000 - <\$300,000	1
	\$300,000 - <\$500,000	1
\$500,000 or more	-	
Decline	-	
Job Domain	Banks and Financial Service	2
	Education and Schools	5
	Food and Beverages	1
	Health Care	1
	Internet and Software	1
	Other	3
	No Answer	7
Teacher Qualification	Not Teacher	16
	Teacher	4





Demographic Data: Parents

		TOTAL
Number of Children Under Age 18	1	7
	2	6
	3	4
	4	2
	5	1
Number of Children in School	1	7
	2	6
	3	4
	4	2
	5	1
Grades	PreK-2 nd grade	10
	3 rd -6 th grade	9
	7 th -9 th grade	9
	10 th -12 th grade	9
	Ungraded program	7
Decision Maker Status	Primary Decision Maker	4
	Shared Responsibility	16
	Someone else is the decision maker	-
Teacher Status	Not Teacher	16
	Teacher	4

	TOTAL
Political Party	REPUBLICAN (NET) 12
	Strong Republican 5
	Not-so-strong Republican 3
	Lean Republican 4
	INDEPENDENT -
	DEMOCRAT (NET) 6
	Lean Democrat 1
	Not-so-strong Democrat 3
	Strong Democrat 2
	SOMETHING ELSE 1
	NOT SURE 1
	DECLINE -
Political Ideology	CONSERVATIVE (NET) 12
	Very Conservative 3
	Somewhat Conservative 6
	Lean Conservative 3
	MODERATE 1
	LIBERAL (NET) 6
	Lean Liberal 1
	Somewhat Liberal 5
	Very Liberal -
	NOT SURE 1
	DECLINE -

