

Fairfield Equity Coalition: Second Anonymous Teacher Survey on Anti-Racism in FPS

Fairfield Equity Coalition is a youth-led organization taking local action to reimagine Fairfield's definition of what constitutes a comprehensive education. Our goal is to push for equitable policy and curriculum changes within Fairfield Public Schools while raising awareness on injustices against marginalized populations within our community.

* Required

1. The Fairfield Equity Coalition intends to use the responses from this survey, anonymously, for use in our reports. These reports will be shared with the Fairfield Board of Education as well as the greater community using our website and social media. To ensure you and others described in your response remain anonymous, please do not use any identifying information or names. If you consent to having your responses used in reports and public posts by the Fairfield Equity Coalition, please check "I Understand, and give consent for my responses to be shared anonymously" below to continue. *

Mark only one oval.

- ☐ I Understand, and give consent for my responses to be shared anonymously.
- ☐ I Understand, and I do not give consent for my responses to be shared anonymously.

The Survey

The purpose of this survey is to invite elaborate qualitative responses. Please share as much detail as you are comfortable with while responding to each of the following questions. All viewpoints and responses are greatly appreciated.

Throughout this survey, these key terms will be used; please refer back to these definitions if needed.

Anti-racism: The active process of recognizing, challenging, and changing the individual attitudes and prejudices, and systemic policies, of racism. Anti-racist work involves an awareness of power imbalances and advocacy for policies that redistribute power and reduce racial inequalities.

Racial Equity: The work to reform policies, practices, and structures so that racial identity will no longer predict one's outcome in life. Racial equity strives for fairness, not equal treatment, and involves creating opportunities for shared power and decision-making. Just as differential outcomes by race is a component of systemic racism, racial equity is a component of anti-racism.

2. FPS is comprised of administrative, academic, and emotional support positions; within your specific role (e.g Physical Education Teacher, Science Teacher, Social Worker, etc.), do you feel you should incorporate and promote anti-racist principles? *

3. Has any of the instruction in your role in FPS explored anti-racist ideas (e.g. white privilege, education inequity, etc.) *

Mark only one oval.

- ☐ Yes
- ☐ No

4. If you answered "No" to the above question, what would you identify as the reason(s) for not exploring anti-racist ideas? (e.g. curriculum restrictions, personal choice, etc.)

5. If you answered "Yes" to the above question, how did your instruction explore anti-racist ideas? If you are comfortable, please mention which class, what ideas were explored, and how they were explored.

6. Do you feel that the mandatory trainings you receive enable you to implement anti-racist teachings in the classroom? *

Mark only one oval.

- ☐ Yes
- ☐ No

7. If you answered "No" to the above question, what sort of trainings would be beneficial to allow you to confidently implement these ideas in your lessons.

8. If you answered "Yes" to the above question, what aspects of the training(s) have you found most useful?

9. Prior to the complications from the COVID-19 pandemic, did you feel students were offered opportunities outside of curriculum/classroom instruction (field trips, guest speakers, assemblies, etc.) that supplemented teachings of race and cultural identity? *

Mark only one oval.

- ☐ Yes
- ☐ No

10. Based on your answer above, please elaborate. *

11. Do you think FPS should collaborate with other school districts within Connecticut to promote cross-cultural understandings? *

Mark only one oval.

- ☐ Yes
- ☐ No

12. Based on your answer above, please elaborate. *

13. Please comment on the racial demographics of FPS staff and faculty. *

14. Do you feel the criteria employed by FPS when determining course sequencing and/or gifted program/AP course eligibility fairly assesses students across factors like race and cultural identity? *

Mark only one oval.

☐ Yes

☐ No

15. Please elaborate upon your answer above as to why and how? *

16. What effect do you think the current disciplinary policies (eg ISS, OSS, expulsions, etc) have on students? *

17. Are there any changes you would suggest to the current disciplinary policies? *

18. Have you experienced or witnessed any racial harassment or discrimination in your time at FPS? *

19. How much do you agree with the following statement: If I wanted to add anti-racist themes into my coursework, I would have an easy time incorporating it into the existing curriculum requirements. *

Mark only one oval.

☐ Strongly Disagree

☐ Disagree

☐ Somewhat Disagree

☐ Neither Agree Nor Disagree

☐ Somewhat Agree

☐ Agree

☐ Strongly Agree

20. How much do you agree with the following statement: FPS is a racially equitable school system. *

Mark only one oval.

☐ Strongly Disagree

☐ Disagree

☐ Somewhat Disagree

☐ Neither Agree nor Disagree

☐ Somewhat Agree

☐ Agree

☐ Strongly Agree

21. How much do you agree with the following statement: I feel actively encouraged by the administrators of FPS to teach my students about privilege, racism, and/or equity. *

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Somewhat Disagree
- ☐ Neither Agree Nor Disagree
- ☐ Somewhat Agree
- ☐ Agree
- ☐ Strongly Agree

22. How much do you agree with the following statement: I intentionally include diverse voices, names, and characters within my lesson plans, even if I teach in a subject outside of humanities (e.g. acknowledging diverse scientists' accomplishments) *

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Somewhat Disagree
- ☐ Neither Agree Nor Disagree
- ☐ Somewhat Agree
- ☐ Agree
- ☐ Strongly Agree

23. What do you want to see changed within FPS curriculum, specifically regarding anti-racism in regard to anti-Blackness? *

24. What concerns do you have about implementing anti-racist policies and curriculum? (e.g. unsure how it would fit, would need training, etc.) *

25. What support would you need in order to shift towards a more anti-racist focus in your role within FPS? *

26. What are your thoughts on the current methods of developing and approving curriculum? *

27. Any last thoughts or reflections that you would like to share that were not invited in the above questions? *

28. How many years have you worked within FPS?

Mark only one oval.

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

Thank you for sharing your perspective. We hope that publishing the survey responses from teachers and staff of all grade levels will demonstrate the broad scope of people interested in discussions around promoting racial equity within FPS. We encourage you to provide the grade and/or school level at which you teach (e.g. "Third Grade" or "Elementary") so the BOE and FPS administrators can make this distinction while ensuring your anonymity is maintained. By providing the grade and/or school level at which you teach, you agree for it to be published alongside your quoted response. Responses submitted without this information will still be included.

29. At what school level do you teach? *

Mark only one oval.

- ☐ Elementary School
- ☐ Middle School
- ☐ High School
- ☐ I would prefer not to say

30. If you are willing to be more specific, please provide the grade level(s) at which you teach.

Check all that apply.

- ☐ Kindergarten
- ☐ First Grade
- ☐ Second Grade
- ☐ Third Grade
- ☐ Fourth Grade
- ☐ Five Grade
- ☐ Sixth Grade
- ☐ Seventh Grade
- ☐ Eighth Grade
- ☐ Ninth Grade
- ☐ Tenth Grade
- ☐ Eleventh Grade
- ☐ Twelfth Grade

Thank you

Thank you for taking the time to respond to our questions. We greatly appreciate it.

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