

Understanding the Attacks on Teaching: A Background Brief for Educators and Leaders

*Prepared and Endorsed by Over 130
Education, Legal, and Civil Rights Organizations and Institutions
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Framing the Narrative: Our Vision of Education

- **Teaching in a Democratic Society Requires Teaching the Truth.** Teaching in a democratic society requires teaching people to become aware, active, and equal participants. But aware of what, and active and equal how? Advancing democracy and justice requires illuminating, addressing, and healing from inequities and injustices, not only at the interpersonal level, but also as they manifest institutionally, intersectionally, and pervasively. It is inaccurate to say that curricula about the systemic nature of racism are biased, divisive, based on lies, and un- or anti-American. Systemic racism is real, and ignoring it or placing off-limits any discussion of reality is untruthful. Educators and researchers have documented how curriculum becomes inaccurate, misleading, and irresponsible when it fails to include the experiences of marginalized groups; the dynamics, systems, and ideologies that caused or perpetuated their disenfranchisement; and the central role of dissent, resistance, and social movements in the making of our country and the world. A fundamental task of education in a democratic society is to teach the truth with all its complexities.
- **Teaching the Truth Requires Teaching the Contradictions.** When people look honestly at the history of the United States, they will see many contradictions and tensions, including long legacies of injustice alongside long struggles for justice, and competing ways of interpreting these histories. Not surprisingly, curriculum is a site of contestation because it requires making choices about which events, experiences, perspectives, and actors to include or highlight; which to exclude or marginalize; and how transparent to be about such choices. Curriculum can never be objective and neutral, and should not pretend to be. Schools teach selective messages about racial, sexual, and other identities and injustices all the time—often without realizing that this is happening, or how. Rather than ignore or suppress the complexities of life, democracy, or progress, the task of education is to surface and dive into their many contradictions in order to better understand and improve upon them, even when doing so is difficult.
- **Teaching the Contradictions Requires Teaching through Discomfort.** Teaching and learning in ways that advance democracy and justice is not easy: doing so involves asking challenging questions, questioning conventional wisdom, examining different perspectives, and thinking critically. Such processes can lead to feelings of discomfort. When education censors content that makes students feel uncomfortable rather than helping students to work through discomfort, it denies them the truth, withholds skills necessary for critical thinking, and may increase resistance to learning and change. Discomfort is not something to avoid: when students are supported in working with and through discomfort and resistance, they are more capable of learning.
- **Teaching and Learning Requires Seeing the Bigger Picture.** The current attacks on teaching strategically misrepresent scholarship in order to demonize educators and rally voters. Therefore, while educators and leaders must correct the misrepresentations, they must also keep their eyes on the larger battles—which is what the rest of this brief elaborates.

Where are the Attacks Happening, and When?

- **At the Federal Level:** In September 2020, Trump issued [Executive Order \(EO\) 13950](#) to make federal funding contingent on not promoting nine categories of what it described as “divisive concepts” as well as race or sex “stereotyping” and “scapegoating.” In December 2020, [litigation](#) successfully stayed that order, and in January 2021, Biden [rescinded](#) the order. In April 2021, the U.S. Department of Education invited public comments on its proposed rule on “[American history and civics education](#),” which marked a modest shift towards teaching for justice and which further galvanized the GOP and the Right.
- **At the Level of State Legislatures:** In spring and summer 2021, building on Trump’s EO and pushing back on Biden’s proposed rule, copycat legislation to ban certain types of curriculum was introduced by Republicans in twenty-six states. Several states have now passed into law such bans (AZ, IA, ID, NH, OK, SC, TN, and TX). A similar effort in MT took the form of an attorney general opinion, which does not purport to change the law in MT. View legislation and media trackers at the [African American Policy Forum](#), [Chalkbeat](#), [Education Week](#), and the [Zinn Education Project](#). In May 2021, twenty state [attorneys general](#) issued a joint statement that echoed the legislation.
 - **Parallel Legislation Regarding LGBTQ People:** Also starting in spring 2021, two states passed, four more are actively considering, and more will likely introduce legislation restricting, or potentially decreasing access to, curriculum about lesbian, gay, bisexual, transgender, and queer ([LGBTQ](#)) people.
- **At the Level of State and Local Boards:** Both in and outside of the states mentioned above, state and local boards of education and school districts across the country are grappling with parallel calls to ban certain types of curriculum. Two state boards of education have adopted such bans (FL and UT), and a third passed a similar resolution (GA). In June 2021, [Florida’s](#) State Board of Education banned teaching about Critical Race Theory (CRT) and *The 1619 Project*. In July 2021, a local board of education in North Carolina ([Cabarrus](#)) unanimously passed a resolution that mirrored the copycat legislation. More such attacks are anticipated in fall 2021.
- **At the International Level:** Similar legislation is appearing in other countries, including Australia and the U.K.

What is being Attacked, and by Whom?

- **Who is Promoting the Legislation?** Supporting GOP lawmakers are Right-wing organizations that have long shaped public education nationwide, particularly through model legislation and other resources to [defund and privatize public schools](#), weaken unions, and censor curriculum. They include the American Legislative Exchange Council (ALEC), Fordham Institute, Goldwater Institute, Heritage Foundation, Koch family foundations, and Manhattan Institute, as well as other organizations that have received [millions in funding](#) from the Thomas W. Smith Foundation and that have come to dominate the news media, social media, and the internet. Model legislation is also coming from newer groups formed or led by [former Trump administration](#) officials and allies, including Alliance for Free Citizens, American First Policy Institute, and Citizens for Renewing America. Organizations also include billionaire-funded advocacy organizations [made to look grassroots](#), like Parents Defending Education (PDE). Right-wing organizations have created their own trackers of targets and initiatives, including [PDE](#) and the [Legal Insurrection Foundation](#).

- **What Exactly does—and doesn't—the Legislation Ban?**
 - **For the legislation about race and sex:** This varies somewhat by state, but as in Trump's EO, the primary targets are “divisive concepts” and race or sex “stereotyping” or “scapegoating” taught in employee training as well as in universities and K-12 schools, where the bans extends not only to curriculum but also to certain student activities.
 - All nine of the laws or state rules ban teaching certain concepts labeled “divisive concepts,” including that one race or sex is “inherently superior” to another race or sex; that individuals are “inherently racist” or responsible for actions committed by others of their race or sex; or that individuals should feel discomfort, guilt, or anguish based on their race or sex.
 - A number of the laws sweep broader and prohibit teaching that the United States or specific states are “fundamentally, institutionally, or systemically” racist or sexist (AZ, IA, OK, TN, TX); that the advent of slavery constituted the true founding of the United States or was anything but a deviation from the authentic founding principles of the United States (FL, TX); or that students understand *The 1619 Project* (FL, TX).
 - None of the laws, by their terms, repeal state content standards that require teaching about race and racism in U.S. history. For example, [Arizona's History and Social Science Standards](#) include discussions of race and slavery in history, geography, economics, and civics. In elementary and middle school, students are to examine different perspectives on historical issues and events, including slavery, Jim Crow Laws and segregation, secession, Indian boarding schools, immigration, and women's rights, and learn to explain the probable causes and effects of those events. Students also are to be taught about different group identities, including racial ones. Similarly, the [Oklahoma Academic Standards for Social Studies](#) state that students should be able to describe, analyze, or assess racial dynamics, including the role of slavery where applicable, during major periods of U.S. history, including colonial times and the Revolutionary War, the abolition movement, the Civil War, Reconstruction, the Industrial Revolution, the period between the two World Wars, and the Civil Rights Movement. Students also are to examine the role of cultural identities in U.S. society, learn about the institution of slavery in world history, learn about bias, discrimination, and stereotypes in psychology, and learn about race in the context of Oklahoma state history, including the Tulsa Race Riot. Other states have similar standards in place, albeit some are considerably less detailed.
 - A number of the laws by their terms, or through subsequent guidance, create safe harbors for certain instruction and discussions. Texas, for example, specifies that “a teacher may not be compelled to discuss current events or widely debated and currently controversial issues of public policy or social affairs,” but if the teacher chooses to do so, “shall, to the best of the teacher's ability, strive to explore those topics from diverse and contending perspectives.” Tennessee's law provides that it shall not be interpreted to ban teaching “the history of an ethnic group,” “the impartial discussion of controversial aspects of history,” or “impartial instruction on the historical oppression of a particular group of people.” Both Iowa and New Hampshire have expressly clarified that the laws do not ban teaching about historical truths or discrimination. Iowa states that the law shall not be construed to “prohibit discussing specific defined concepts as part of a larger course of academic instruction” or to “prohibit the use of curriculum that teaches the topics of sexism, slavery, racial oppression, racial segregation, or racial discrimination.” New Hampshire has clarified that “Nothing [in the law] prohibits the teaching of historical subjects including, but not limited to: slavery, treatment of the Native American

population, Jim Crow laws, segregation, treatment of women, treatment of LGBTQ+ people, treatment of people with disabilities, treatment of people based on their religion, or the Civil Rights movement. Nor does anything prohibit discussions related to current events including, but not limited to: the Black Lives Matter movement, efforts to promote equality and inclusion, or other contemporary events that impact certain identified groups.”

- Furthermore, [Iowa has issued guidance](#) regarding the prohibition against teaching that “an individual should feel discomfort, guilt, anguish, or any other form of psychological distress because of their race or sex”—which, as noted above, is contained in several of the state laws (AZ, IA, OK, TN, TX)—to clarify that “the emotions of ‘discomfort, guilt, [or] anguish’ may be rational responses to discussions of oppression,” and that the law does not ban emotional discussions. [New Hampshire has issued similar guidance](#) specifying that the fact that a “lesson may make students, faculty or parents uncomfortable does not mean” the law has been violated.
- **For the legislation about LGBTQ people:** Legislation that passed (MT, TN) or were proposed (AR, IA, MO, WV) sought to ban such teaching outright; require that schools notify parents and give them the option of opting out; or require that parents opt-in. Topics of interest include LGBTQ history, sexual orientation, gender identity, human sexuality, and sex education. Six states already had similar legislation on the books. But recent gains for LGBTQ rights likely helped set the stage for the current wave of legislation, including laws passed in six other states in the past few years mandating teaching about LGBTQ history; the 2020 [Bostock v. Clayton County](#) decision by the U.S. Supreme Court that “an employer who fires an individual merely for being gay or transgender violates Title VII;” and the June 2021 policy directive by the Biden Administration that [Title IX protects transgender students](#). These bills about LGBTQ people are additional to the [historic number of bills](#) attacking transgender people, particularly trans youth, from spring 2021.
- **Why do such Claims Sound Familiar?** Particularly regarding curriculum about race, the characterization of “divisive concepts” as “un-American,” “toxic propaganda,” and “child abuse” should sound familiar. Similar claims have been made about [multicultural curriculum and Ethnic Studies](#) for decades, including in 2010 when the Arizona state legislature attempted to ban Mexican American Studies by prohibiting separatism, “resentment toward a race or class of people,” and “the overthrow of the United States government.” Such claims are misleading: as a group of scholars stated in their [amicus brief](#) challenging the Arizona Ethnic Studies ban, “critical analytical approaches ... cultivate socially engaged individuals.”
- **How does the Legislation Threaten Teachers and Administrators?** Some legislation increases surveillance, such as through observation, recording, and reporting. Some legislation conditions public funding on compliance. Sanctions include penalties (like, fines) and discipline up to termination. Not surprisingly, the wave of legislation has already spurred a range of formal and informal surveillance and sanctions. Examples include lawmakers observing classrooms; a law mandating [surveys](#) of students and faculty in public postsecondary institutions in Florida to ensure a “variety of ideological and political perspectives;” initiatives that recruit students and parents to report teachers, such as through the [well-funded](#) Free to Learn; and educators and administrators facing [smear campaigns](#) on social media, discipline, termination, or the threat of termination or intimidation simply for signing a pledge to “[teach truth](#).” The [chilling effect](#) is apparent as more teachers refrain from talking about racism and sexism, as more colleges cancel speakers and events, and as more educators and administrators [resign in frustration](#).

Why are these Attacks Happening, and How?

- **To Mobilize the Republican Base to Win Federal, State, and Local Majorities in 2021 and 2022.** Right-wing lawmakers and advocates saw early on that their caricatures of curriculum for racial and gender justice could indeed serve as a hot-button “culture war” that would rally both [conservatives and moderates](#), not unlike the characterization of [transgender students as a threat](#) to girls that fueled the wave of copycat anti-trans legislation in practically the same set of states earlier this year (which, it should be noted, are also the states that face the majority of voter-suppression legislation). Mobilizing the Republican base will influence not only the 2022 midterm elections, when both chambers in Congress can easily turn red, but also the less visible elections to [control local school boards](#) over the next year, including through a historic number of [recall efforts](#). Securing majorities on local school boards has been a strategy of the Right for decades; see, for example, the [1776 Project PAC](#).
- **To Weaken Unions.** From surveillance to smear campaigns to discipline to threats, teachers are under attack by both national and [local organizations](#), many that have long worked to weaken unions. Why unions? Unions, collective bargaining, and teacher job protections play a vital role in protecting teachers’ ability to teach the truth to students. Unions historically have been on the front lines of pushing for shared governance, including local control of curriculum, as well as to advance broader human and civil rights, particularly for marginalized communities. Specifically of interest to the GOP, unions also have supported more spending on education, opposed privatization initiatives like vouchers, and tend to support Democratic candidates in elections. Teacher strikes—within unions and without—in recent years have undoubtedly amplified their voices.
 - **How is Today’s Power-Grab Akin to the Conservative Backlash of the 1970s & 1980s?** Conservatives then were responding to both the heyday of teacher unions, which held over 1,000 strikes in the 1960s and early 1970s and would emerge as the leading public-sector unions in the country, as well as to community-driven educational reforms of the Civil Rights Movement, including grassroots, multicultural curriculum development, freedom schools, and citizenship schools. The backlash propelled a standards-and-testing regime and other reform initiatives that increasingly put [Right-wing organizations, the corporate sector](#), and [billionaires](#) in the driver’s seat. Censorship targeted not only curriculum: libraries, too, faced an onslaught of demands to [ban books](#) that reflected the diversity and changing social norms of the times, and some experts expect [renewed battles over textbook content](#) to come next. Today’s wave of legislation and attacks are similarly a backlash to gains from recent global uprisings of historic size and scale, from teacher strikes to such social movements as Black Lives Matter and #MeToo, as well as the 2020 voter mobilization that gave Democrats control of the White House and Congress.
- **To Frame the Narrative in Order to Deflect from Systemic Analysis.** The Right is not banning all discussion of racism and sexism; rather, it is seeking to ban a discussion of these issues as “systemic.” Why? Last year’s police murder of George Floyd helped to proliferate [public and media dialog](#) of racism as built into our institutions: global uprisings called to “defund the police” (generally meaning that substantial funding and duties be shifted from armed police to social workers and others better positioned to handle certain needs) as media reporting used the term “systemic racism” more in the past year than in the previous thirty years combined. Not surprisingly, while the copycat legislation allows for celebrating racial diversity as well as for acknowledging that individual bias or prejudice exists and must be overcome, it does not allow in the most extreme laws passed by a handful of states for examination of racism as a function of systemic state or federal action—at least, not in the present. The GOP support for the creation of a new federal holiday, Juneteenth, that commemorates the end of slavery is consistent with the

view that institutional racism is a [thing of the past](#), and as such, is also consistent with GOP efforts to block simultaneous legislation that would remedy present-day structural inequities in employment, the effects of climate change, housing, incarceration, police violence, voting access, and so on.

- **What is the “Branding” Strategy Regarding CRT?** A [leader behind the Right’s narrative](#) about CRT is Manhattan Institute senior fellow Christopher Rufo, whose [CRT Briefing Book](#) leverages a thorough misrepresentation of CRT for a much broader organizing strategy. As [summarized in his tweets](#), “We have successfully frozen their brand—‘critical race theory’—into the public conversation and are steadily driving up negative perceptions. We will eventually turn it toxic, as we put all of the various cultural insanities under that brand category.” He said further, “The goal is to have the public read something crazy in the newspaper and immediately think ‘critical race theory.’ We have decodified the term and will recodify it to annex the entire race of cultural constructions that are unpopular with Americans.” The strategy is working: [Republicans and Independents](#) are far more likely to think unfavorably about CRT and believe that racism is not a “big problem” in society today.
- **To Smear Those Who Teach the Truth in Order to Silence the Margins.** Those who teach about systemic injustices, and even those who speak from their lived experiences with such injustices, are the ones most likely to be censored and censured by the copycat legislation. The use of such terms as “divisive,” “un-American,” “indoctrination,” and “propaganda” is strategic and [reminiscent of McCarthyism](#)—and, for that matter, of numerous [key challenges](#) to progressive movements—when any criticism of U.S. government, institutions, or society, including by civil-rights, anti-war, feminist, LGBTQ, and labor leaders, were effectively silenced and smeared as communist, that is, as the antithesis of and greatest threat to U.S. democracy.

How Can We Build a Stronger Movement for Justice in Education?

- **Work Together!**
 - **Know that You Are Not Alone.** [Over 100 national](#) professional associations and organizations, including many of the leading educational organizations, released a statement opposing these attacks, and some of their websites have additional resources and ways to work together. [Nearly 6,000 educators](#) thus far have signed the Pledge to Teach the Truth. Last fall, in response to Trump’s EO, [over 2,300 educators signed a statement](#), “Educating for Democracy Demands Educating against White Supremacy,” that offers background information and research-based talking points about the whitewashing of curriculum and the smearing of curriculum about systemic racism. These are just tips of the iceberg.
 - **Know Your Rights.** For educators under attack or in need of support, don’t forget your rights and the resources available through unions and other professional associations. For example, both the [National Education Association](#) and [American Association of University Professors](#) have compiled resources for educators and leaders.
 - **Join Collective Actions.** Many of the organizations that organized or endorsed this *Background Brief* are developing resources and organizing initiatives to bring together and support educators and leaders in acting collectively. Here is a sampling of upcoming events. (The events listed below are provided as examples and have not necessarily been endorsed by the *Background Brief* organizers and endorsers.)

- August 6: [Writing for the Media about the Attacks on Teaching: A Training for Educators and Leaders](#)
- August 10-14: [AAPF 2021 Critical Race Theory Summer School](#)
(Theme: “‘Forbidden Knowledge’ Fights Back”)
- August 27-29: [Teach Truth Pledge Days of Action](#)
(Theme: “Educators Pledge to Teach Truth”)
- September 17-18: [11th International Conference on Education and Justice](#)
(Theme: “Movement Building Against the Attacks on Teaching”)
- October 8-9: [LatCrit 2021 Biennial Conference](#)
(Theme: “25th Anniversary of Latina and Latino Critical Legal Theory”)
- October 21-23: [Fall 2021 Conference of California Council on Teacher Education](#)
(Theme: “Intersectionality”)
- **Raise Public Awareness!** To build a stronger social movement that supports teaching for democracy and justice, more educators are needed to do what they do best: teach the truth, raise awareness, and change the narrative, including in the public arena.
 - **Reframe the Debate.** Familiarize yourself with the four overall talking points for educators and leaders to advance collectively a vision of teaching for democracy and justice, described in the beginning section of this *Background Brief*.
 - **Know What is Being Attacked.** It is important to correct misrepresentations of curriculum and scholarship by affirming the importance of analytic tools that help us to understand the systemic, intersectional, and pervasive nature of racism, sexism, homophobia, and other forms of injustice, and in so doing, to bring us closer together as a society. For example, CRT examines how race has shaped and continues to shape society and, in particular, our legal system (for a more thorough description, see the American Bar Association’s [A Lesson on Critical Race Theory](#)). The Pulitzer Prize winning [1619 Project](#) by Nikole Hannah-Jones examines slavery and its legacies and impact throughout U.S. history. The textbooks by Howard Zinn examine the role of social movements in addressing systemic injustices and expanding democracy, particularly for those most on the margins. Furthermore, such frameworks offer tools to help us to develop our literacies, including our ability to critically analyze the official or dominant narratives, which is particularly important today, given how few young people have the ability to [distinguish fact from fiction](#) in the media.
 - **Leverage the Media.** The Right has been effective at reaching the general public by dominating the news media, social media, and the internet, as through “[keyboard squatting](#)” and other strategies that shape what results from online searches. Individuals who support teaching for democracy and justice must engage the public by telling our own stories, including in the media and internet.
 - **Engage Decision Makers.** The Right has been effective at reaching decision makers as well as gaining majority control of key decision-making bodies, like elected local school boards. More individuals who support teaching for democracy and justice must speak to lawmakers and other decisions makers. But that’s not all: more such individuals are needed in those decision-making roles themselves, including as elected members of local school boards, and can turn to organizations like [Run for Something](#) for resources and support.

**Endorsed by the following education, legal, and civil rights organizations and institutions
(* = *Background Brief* organizers):**

- * African American Policy Forum
- * California Alliance of Researchers for Equity in Education
- * Chicagoland Researchers and Advocates for Transformative Justice
- * Education Deans for Justice and Equity
- * Hawai'i Scholars for Education and Social Justice
- * National Education Association
- * National Education Policy Center
- * Pennsylvania Education Scholars
- A Queer Endeavor
- American Association for Teaching and Curriculum
- American Association of University Professors
- American Educational Studies Association (AESA)
- American Jesuit Colleges and Universities (AJCU) Deans of Schools of Education
- Antioch University
- Arab Resource & Organizing Center (AROC)
- Arch of Self
- Art and Resistance Through Education (ARTE)
- Aruna Global South
- Asian American Education Project
- Asian Americans United
- Badass Teachers Association
- Berkshire Conference of Women Historians
- Black & Latino Policy Institute
- Black Lives Matter at School
- Black Lives Matter at School - Iowa
- BUENO Center for Multicultural Education
- California Campus Compact
- California Chapter, National Association for Multicultural Education (CA-NAME)
- California Council on Teacher Education
- California Faculty Association
- Center for Asian American Studies, University of Massachusetts-Lowell
- Center for Culturally Responsive Practices
- Center for Education & Civil Rights, Pennsylvania State University
- Center for Education, University of La Verne
- Center for Humanities & the Arts, University of Colorado-Boulder
- Center for Multicultural Education, University of Nevada-Las Vegas, College of Education
- Center for Public Education and Community Engagement
- Center for Women's Global Leadership, Rutgers University
- Cesar Chavez Peace and Justice of Denver
- Citizens for Global Solutions Minnesota
- Citizens for Public Schools
- Clark County Education Association Social Justice Caucus
- Coalition for a Diverse Harvard
- Coalition for Asian American Children and Families (CACF)
- Coalition for Racial Equity in the Arts + Education (crea+e)
- Coalition for the People's Agenda, Education Committee, Louisville, KY
- Code Switch: Restorative Justice for Girls of Color

College of Education, Minnesota State University-Mankato
College of Education, Western Oregon University
College of Liberal Arts and Sciences, University of Colorado-Denver
Concerned Organization for Quality Education of Black & Brown Students (COQEBS)
Connecticut Human Rights Partnership
COR Mansfield
Critical Studies Working Group, College of Education, Auburn University
CUNY Brooklyn College
Dear JCPS (Jefferson County Public Schools), Louisville, KY
Delaware Educators for Justice and Change (DEJC)
Densho
Department of Educational Studies, Colgate University
Department of Educational Studies, Swarthmore College
Division of Education, Regis University
Education Council Consortium
Education for Liberation Minnesota
Faculty and Staff of the School of Education, Virginia Commonwealth University
Families for Real Equity in Education (FREE)
Family Voices NJ
Fred T. Korematsu Center for Law and Equality
Georgia Chapter, National Association for Multicultural Education (GA NAME)
Graduate School of Education, Touro University California
Guilford, CT Anti-Bias Anti-Racist Alliance
Hiatt Center for Urban Education, Clark University
Human Rights Educators USA
Illinois Chapter, National Association for Multicultural Education (NAME Illinois)
Illinois Families for Public Schools
Immigrant History Initiative
In the Public Interest
Initiative for Race Research and Justice, Vanderbilt University
Inland Empire Educators for Social Justice (IEESJ)
Institute for Teaching Diversity and Social Justice
Kalmanovitz School of Education, Saint Mary's College of California
Kamāwaelualani Corp.
Kentucky Alliance Against Racist and Political Repression
LaFetra College of Education, University of La Verne
Latina and Latino Critical Legal Theory (LatCrit)
Men Allied for Leadership Empowerment
NAACP, California Hawaii State Conference
NAACP, Kentucky State Conference
National Center for Urban Education (NCUE), Illinois State University
National Center for Youth Law
National Latina/o Education Research and Policy
National Network for Educational Renewal
Network for Public Education Action
New Bedford Coalition to Save Our Schools
New York Association of Colleges for Teacher Education (NYACTE)
Next Gen United: The Black Initiative
No Racism in Schools #1865
Northside Coalition of Jacksonville

NYCLU (New York Civil Liberties Union) Education Policy Center
NYU Metropolitan Center for Research on Equity and the Transformation of Schools
Oakland Urban Teacher Residency Project, Mills College
One Grandview
Oregon Teacher Pathway Program
Partnership for the Future of Learning
Paulo Freire Democratic Project
Portland State University American Association of University Professors (PSU-AAUP)
R.E.A.L. Youth Program
Radical Pedagogy Institute
Radical STEMM Educators of the Bay Area
Rethinking Schools
San Francisco Association for Bilingual Education
Save Our Schools Kentucky
School of Education and Counseling Psychology, Santa Clara University
School of Education and Human Development, University of Colorado-Denver
School of Education, Loyola Marymount University
School of Education, SUNY Cortland
School of Education, Syracuse University
School of Education, University of Colorado-Boulder
Showing Up for Racial Justice Rhode Island (SURJ-RI)
South Milwaukee Education Association
Teach About Women
Teachers 4 Social Justice
Teaching for Change
Texas Faculty Association
The New 3Rs
To Be Heard Foundation
TODOS: Mathematics for ALL
Towards an Anti-Racist North Kingstown (TANK)
UCLA Center X
University and College Consortium for Human Rights Education
Virginia Chapter, National Association for Multicultural Education (VANAME)
Writers for Democratic Action
Xicanx Institute for Teaching & Organizing (XITO)
YURI Education Project
Zinn Education Project