



# Religion & Education Collaborative

Newsletter Vol. 2 -- September 2, 2020

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## REC Updates

### Happy September

Dear Colleagues,

It is hard to believe that September is already here. I hope you were all able to find some time to rest and recharge over the summer. As the academic year and school resume in new and uncertain forms, I want the Religion & Education Collaborative to serve as a place where you can experience support, encouragement, and inspiration. I am looking forward to reconnecting with everyone soon.

We will resume our regular REC meetings in late September. I am in the process of finalizing the fall calendar, but there are still some openings if you are interested in sharing your work with the Collaborative. Please reach out ([ksoules@religionanded.com](mailto:ksoules@religionanded.com)) if you would like to present this fall or at any point in the coming year.

Finally, your input is crucial to the ongoing success of the REC. I would greatly appreciate if you can take a few minutes to complete the survey below to help shape the upcoming year.

As always, please do not hesitate to reach out if the REC can help support your work in any way.

All the best,

Kate

## Part 1: Help shape the next year of the REC

Your feedback is important for deciding what the REC will do in the coming year to best serve you.

[Take survey](#)

## Announcements

### CALL FOR PRESENTATIONS

#### Share your spring conference presentations with the REC

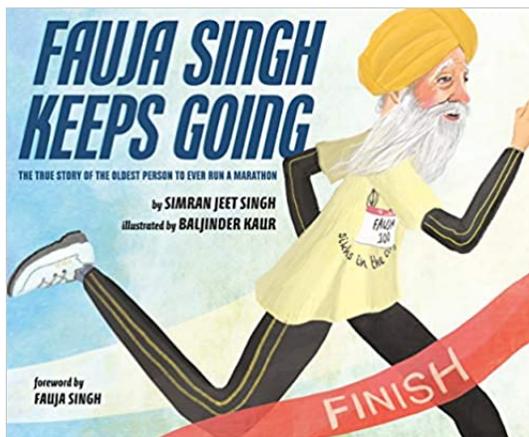
*Did your spring conference presentation get canceled? Would you still like to share your work?*

One of the fall meetings will feature a series of speed presentations of work that would have been shared at conferences this spring. You put time and energy into those presentations, and we want to be able to recognize that and hear what you've been working on.

[Email me](#) if you would like to be a part of this session.



## Recommended Reading



written by Simran Jeet Singh and

#### Teachers Are People Too: Examining the Racial Bias of Teachers Compared to Other American Adults

Jordan G. Starck<sup>1</sup>, Travis Riddle<sup>1</sup>, Stacey Sinclair<sup>1</sup>, and Natasha Warikoo<sup>2</sup>

Schools are heralded by some as unique sites for promoting racial equity. Central to this characterization is the presumption that teachers embrace racial equity and teaching about this topic. In contrast, others have documented the ongoing role of teachers in perpetuating racial inequality in schools. In this article, we employ data from two national data sets to investigate teachers' explicit and implicit racial bias, comparing them to adults with similar characteristics. We find that both teachers and nonteachers hold pro-White explicit and implicit racial biases. Furthermore, differences between teachers and nonteachers were negligible or insignificant. The findings suggest that if schools are to effectively promote racial equity, teachers should be provided with training to either shift or mitigate the effects of their own racial biases.

**Keywords:** achievement gap; diversity; equity; race; regression analyses; social stratification; teacher education/development

Schools are sometimes heralded as democratizing institutions that allow citizens to partake equitably in society (Dewey, 1923) and have the power to instill more positive racial attitudes than those that presently exist (e.g., Banks et al., 2005). However, teachers entrusted to carry out this capacity are themselves embedded in a society in which racial biases are pervasive (Nosek et al., 2007). The expectation that teachers facilitate racial equity in their classrooms, absent training to address their own biases, may be an impossible task, especially if teach-

with definitions of prejudice: broad attitudinal or affective reactions to members of certain racial groups (Pérez, 2016).<sup>1</sup>

On the one hand, we might expect to find lower levels of bias among teachers compared to similarly educated Americans. Teachers enter a profession that serves children, a majority of whom will be Hispanic or racial minorities by 2020 (Federal Interagency Forum on Child and Family Statistics, 2017). Some level of faith in the potential of children of color to succeed may go hand in hand with lower levels of racial bias and a desire to

Jordan G. Starck, Traivs Riddle,

illustrated by Balijinder Kaur (2020)

## **Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon**

The true story of Fauja Singh, who broke world records to become the first one hundred-year-old to run a marathon, shares valuable lessons on the source of his grit, determination to overcome obstacles, and commitment to positive representation of the Sikh community.

**Stacey Sinclair, and Natasha  
Warikoo (Educational Researcher,  
April 2020)**

## **Teachers are People Too: Examining the Racial Bias of Teachers Compared to Other American Adults**

Schools are heralded by some as unique sites for promoting racial equity. Central to this characterization is the presumption that teachers embrace racial equity and teaching about this topic. In contrast, others have documented the ongoing role of teachers in perpetuating racial inequality in schools. In this article, we employ data from two national data sets to investigate teachers' explicit and implicit racial bias, comparing them to adults with similar characteristics...

**Submit recommendations to be shared in the next newsletter**

### **Religion & Education Collaborative**

[www.religionanded.com/collaborative](http://www.religionanded.com/collaborative)

[ksoules@religionanded.com](mailto:ksoules@religionanded.com)

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