

Recommendations for Future Research

The findings of this qualitative case study illuminated how Florida educators navigated professional autonomy, equity, and emotional resilience amid restrictive legislative mandates such as the *Stop WOKE Act* (House Bill 7, 2022) and the *Parental Rights in Education Act* (“Don’t Say Gay”) (Florida Statute § 1001.42). Participants described moral distress, fear of reprisal, and the emotional labor of teaching under surveillance while striving to sustain inclusive, culturally responsive classroom environments. The participants further advised that these prohibitions were not limited to social studies or language arts; rather, they extended across all subject areas. Teachers in disciplines such as science explained that discussions of climate change, environmental justice, and community health were increasingly prohibited when these topics were perceived to intersect with issues of race, socioeconomic inequity, or the lived realities of communities of color. This mirrors evidence that in Florida, textbook publishers were instructed to remove all references to “climate change” before state approval (National Center for Science Education [NCSE], 2024) and that over the past two decades U.S. legislatures have repeatedly advanced bills restricting the teaching of climate and evolution (da Rosa, 2025). Such legislative and administrative restrictions diminished educators’ ability to implement instruction aligned with Diversity, Equity, and Inclusion (DEI) principles and constrained their professional autonomy to address social and environmental issues that disproportionately impact marginalized groups. This study reaffirmed that educators are not merely instructors but civil servants—moral agents and civic guardians who sustain democracy through critical thought, compassion, and public service. As Weingarten (2025) asserted in *Why Fascists Fear Teachers*, “Teachers are under siege not for anything they do wrong, but for all the things they do right”. Teachers serve

as first responders of democracy, yet their protections remain disproportionately weak compared with other essential public servants such as firefighters, law-enforcement officers, and emergency personnel. Future inquiry should intentionally build upon the scholarly foundations that informed this study, including Culturally Responsive Teaching (Gay, 2018; Ladson-Billings, 1995, 2022), Critical Race Theory (Crenshaw, 2022), and Cultural Violence Theory (Galtung, 1990), which collectively frame the structural and ideological constraints shaping educational practice. In addition, Social-Emotional Learning (SEL) and trauma-informed pedagogy (Brackett, 2019; Jennings & Greenberg, 2009; CASEL, 2020; Schonert-Reichl, 2017) provide a framework for understanding educator resilience and student well-being under policy pressure. To address the psychological and racialized dimensions of these challenges, future researchers should also draw on racial-trauma scholarship, including the work of Cénat (2023), Carter (2007), Bryant-Davis (2007), Comas-Díaz et al. (2019), and Helms et al. (2020). These scholars have demonstrated that racism constitutes a chronic traumatic stressor with profound effects on cognition, emotion regulation, and professional sustainability. Integrating these perspectives with the civic-service framing advanced by Weingarten (2025) and Andrew Young's (2024) documentary *The Dirty Work* will advance research that treats educators' psychological safety, racial equity, and democratic agency as interconnected imperatives.

Future researchers should conduct longitudinal and comparative studies to examine how shifting political climates and policy frameworks influence educators' efficacy, racial-trauma exposure, and union representation. Comparative analysis between Florida and states that maintain strong collective-bargaining rights could reveal how policy environments affect both racial-equity implementation and teacher mental health. This line of research should also explore teacher protection as a civil-service and public-safety issue, assessing whether educators receive

the same systemic safeguards—legal immunity, post-trauma recovery programs, and professional autonomy—afforded to other first responders. As Weingarten (2025) noted, “Fascists fear teachers because teachers create the conditions for people to think for themselves” , underscoring why civic protections must accompany intellectual freedom.

Future work should combine qualitative narratives with quantitative measures to capture how SEL and trauma-informed interventions influence educator resilience. Using instruments such as the Teacher Social and Emotional Competence Scale (Jennings & Greenberg, 2009) and the Racial Stress and Trauma Scale (Carter, 2007) can quantify relationships among racial stress, emotional competence, and professional efficacy. Racial-trauma research (Cénat, 2023; Comas-Díaz et al., 2019; Helms et al., 2020) demonstrates that systemic racism produces cumulative psychological injury; integrating SEL principles may illuminate how empathy, self-awareness, and community support buffer racial stress. Mixed-methods studies could reveal how trauma-informed SEL professional development restores teacher agency while strengthening culturally responsive practice.

Future inquiry should examine how racialized stress and moral injury manifest among educators teaching under ideological surveillance. Applying the Prosocial Classroom Model (Jennings & Greenberg, 2009) together with racial-trauma frameworks (Carter, 2007; Cénat, 2023) would illuminate how mindfulness and peer support protect teachers from secondary trauma. As Cénat (2023) observed, “Educational institutions must acknowledge racial trauma as a public-health issue affecting both teaching and learning” (p. 4014). Future research should thus conceptualize teacher wellness not as self-care but as collective care embedded in institutional design. To achieve a holistic understanding of policy impact, future studies should center student experiences. Youth-led participatory action research can document how censorship and

exclusion shape identity, belonging, and critical thinking. Integrating SEL climate surveys (CASEL, 2020) with measures of racial stress (Wei et al., 2008) would enable researchers to assess whether trauma-informed pedagogy reduces race-based anxiety and disengagement. Such inquiry could guide the development of culturally sustaining SEL curricula that affirm identity and promote emotional healing for marginalized students.

Future research should also evaluate professional-development initiatives that merge trauma-informed SEL, racial-trauma awareness, and civic-advocacy training. These programs should equip educators to recognize microaggressions (are subtle, everyday verbal, nonverbal, or environmental slights, insults, or dismissals—whether intentional or unintentional—that communicate hostile, derogatory, or negative messages toward individuals or groups based on their identity (such as race, ethnicity, gender, sexuality, or ability). Because they are often brief and ambiguous, microaggressions can accumulate over time and contribute to psychological stress, marginalization, and reduced sense of belonging.), manage stress responses, and advocate for policy change. Action-research partnerships with unions can examine how collective-bargaining agreements incorporate mental-health provisions, racial-equity clauses, and post-incident counseling, paralleling protections given to firefighters or police. As Weingarten (2025) emphasized, “Unions are democratic organizations that make our economy more just and fair”, reinforcing their role as vehicles for educator protection and civic renewal. Future scholars should analyze teaching as moral and emotional labor essential to social stability, as depicted in Andrew Young’s (2024) *The Dirty Work*. Young portrays teachers as performing “the invisible maintenance work of democracy.” By integrating this lens, researchers can explore how civic recognition and legal parity influence educators’ self-concept and resilience. Weingarten (2025) similarly asserts that “Public education is essential to a free and fair America, and teachers are

essential to public education”. Future inquiry should transform this moral claim into actionable policy by testing legislative frameworks that grant teachers first-responder-level benefits and protections. Future research should pursue cross-sector partnerships among educators, psychologists, public-health professionals, and civic organizations to create trauma-responsive ecosystems. Interdisciplinary collaborations could evaluate how integrated SEL and racial-trauma training for teachers, police officers, and community workers build shared empathy and resilience across professions (Bryant-Davis, 2007; Freire, 2000). Such partnerships would embody Weingarten’s (2025) call for teachers as “the heartbeat of democracy” by positioning them alongside other essential civil servants in sustaining public trust and social cohesion.

In summary, future research should weave together the theoretical insights of Gay (2018), Ladson-Billings (1995, 2022), Crenshaw (2022), Galtung (1990), Brackett (2019), Jennings and Greenberg (2009), CASEL (2020), Cénat (2023), Carter (2007), Bryant-Davis (2007), Comas-Díaz et al. (2019), Helms et al. (2020), Weingarten (2025), and Young (2024) to advance an integrated agenda on educator protection, racial healing, and democratic resilience. As Cénat (2023) concluded, “Addressing racial trauma is essential not only for students’ learning but also for the mental health and professional sustainability of those who teach them” (p. 4018). Together with Weingarten’s (2025) reminder that “teachers are the heartbeat of democracy” and Young’s (2024) portrayal of teaching as moral labor, this research trajectory calls for a national movement that recognizes educators’ service as vital to public safety, justice, and the future of democracy.

Conclusions

The findings of this qualitative case study emerge from one of the most turbulent periods in the history of American public education—a time defined by pandemic disruption, political

division, and a coordinated effort to recast teachers as cultural adversaries. During the first Trump administration (2017–2021), national rhetoric intensified against educators and public schools. President Donald J. Trump and Education Secretary Betsy DeVos publicly vilified teachers' unions and questioned the legitimacy of remote learning during the COVID-19 pandemic, framing educators as impediments to reopening the economy rather than as front-line protectors of public health and student well-being (Barnum, 2020; Camera, 2021). Right-wing operatives such as Steve Bannon, Christopher Rufo, and the founders of Moms for Liberty (Tiffany Justice and Tina Descovich) exploited pandemic anxiety to promote moral panic about “critical race theory,” “gender ideology,” and “indoctrination” (Rufo, 2021). These narratives, amplified by conservative media and policy think tanks such as the Heritage Foundation and Citizens Defending Freedom, fueled an unprecedented wave of censorship and surveillance in classrooms (Smith, 2022). Florida became the epicenter of this educational counter-revolution. Governor Ron DeSantis and legislative allies—including Representative Joe Harding, Senator Dennis Baxley, and former Education Commissioner Richard Corcoran—translated these ideological campaigns into law. The Stop WOKE Act (HB 7) and the Parental Rights in Education Act (HB 1557)—popularly known as the “Don’t Say Gay” law—restricted discussions of race, gender, and history, criminalized inclusionary pedagogy, and constrained teacher autonomy (Florida House of Representatives, 2022a, 2022b). Books were banned, libraries purged, and professional discretion subordinated to political decree.

This situation was the crucible that gave rise to this research. The study sought to understand how Florida educators navigated this atmosphere of fear and repression: how they perceived their efficacy amid ideological surveillance; how they continued to practice culturally responsive teaching; and how they reconciled their civic obligations with policies designed to

silence them. Their testimonies reveal that equity and efficacy are not isolated constructs, but deeply political conditions tied to power, ideology, and resistance. As Weingarten (2025) argues in *Why Fascists Fear Teachers*, authoritarian movements attack teachers precisely because they teach people to think critically, question dogma, and engage in democratic dialogue. In this light, the Florida classroom has become not merely an instructional site but a frontline in the struggle for democracy itself. Teachers—defined under Florida Statutes § 1012.795 as civil servants entrusted with the public good—are moral agents charged with educating for citizenship. Yet their capacity to perform this civic function has been undermined by a regime that treats inquiry as subversion (Florida Statutes § 1012.795, 2024).

To understand the present crisis in education, it is necessary to situate it within a broader historical and moral trajectory. The United States has always wrestled with competing narratives of inclusion and exclusion, visible in successive immigration waves and mirrored in the evolution of public education laws and civil rights policies. From the 1600s to the present, the nation's identity has been shaped by who was permitted to enter, to learn, and to belong. During the 1600s to 1700s (Colonial Foundations), European settlers—primarily English, Dutch, and French—arrived seeking religious freedom and economic opportunity, while millions of Africans were forcibly transported through the trans-Atlantic slave trade (Berlin, 2003). Indigenous nations were displaced, enslaved, or exterminated, marking the earliest contradictions between liberty and subjugation (Dunbar-Ortiz, 2014). Education at that time was a privilege reserved for white, land-owning men, reinforcing the social hierarchy that denied literacy and citizenship to enslaved and Indigenous peoples. The 1800s (Industrial Expansion) brought Irish and German immigrants fleeing famine and revolution, Chinese laborers constructing railroads, and newly freed African Americans migrating northward during Reconstruction (Takaki, 1993).

This period also saw the establishment of the Common School Movement led by Horace Mann, which envisioned education as a public good but remained segregated by race and class. The Morrill Land Grant Acts (1862, 1890) expanded access to higher education but entrenched racial segregation by funding separate Black land-grant colleges (Anderson, 1988).

Simultaneously, exclusionary laws such as the Chinese Exclusion Act of 1882 institutionalized xenophobia, limiting both migration and educational access for Asian communities (Lee, 2015).

In the early to mid-1900s (Modernization and Exclusion), immigration from Southern and Eastern Europe, Mexico, and the Caribbean diversified the nation's labor force but also provoked nativist backlash, exemplified by the Immigration Acts of 1921 and 1924, which established restrictive quotas favoring northern Europeans (Ngai, 2004). Segregation remained legally sanctioned through *Plessy v. Ferguson* (1896), which upheld "separate but equal" schooling. The tide began to shift with *Brown v. Board of Education* (1954), in which the U.S. Supreme Court declared racial segregation in public schools unconstitutional, asserting that "separate educational facilities are inherently unequal" (347 U.S. 483). Subsequent federal actions—the Civil Rights Act of 1964 and the Elementary and Secondary Education Act (ESEA, 1965)—established equity as a federal priority, mandating desegregation and funding schools serving low-income communities (U.S. Department of Education, 2015).

Florida followed this national pattern but often resisted integration. The Florida Constitution of 1885 had mandated racially segregated schools, a provision not removed until the 1968 Constitutional Revision. Despite federal desegregation orders, many Florida districts engaged in "massive resistance," delaying compliance well into the 1970s (Carter, 2019). Teachers must never assume that all students have received a full and equitable academic foundation, particularly in states such as Florida where desegregation was delayed and systemic

inequities were perpetuated through educational neglect and ideological control. Historical evidence shows that even after the Supreme Court's *Brown v. Board of Education* (1954) decision mandated desegregation, many schools withheld current textbooks, removed pages containing material on civil rights or Black historical figures, and denied access to college preparatory courses and qualified teachers (Anderson, 1988; Horsford, 2011). In some cases, students encountered hate messages scrawled in books or endured verbal and physical intimidation designed to make learning unbearable - microaggressions. These acts were not accidental but deliberate efforts to maintain racial hierarchy through educational deprivation. Yet, in spite of these barriers, generations of students and educators persevered, demonstrating resilience and academic excellence under conditions of systemic hostility. The legacy of those students' determination serves as a moral reminder that teacher efficacy today must account for the historical inequities that continue to shape student preparedness and opportunity. Equitable teaching therefore requires both historical awareness and restorative commitment to ensure that every learner receives the complete and dignified education once denied to their predecessors.

The Florida Education Equity Act of 1984 (FEEA) marked a significant shift, prohibiting discrimination on the basis of race, gender, national origin, or disability in public education (Florida Statutes § 1000.05, 2024). The latter half of the 20th century reflected continued struggle between expansion and restriction. The Individuals with Disabilities Education Act (IDEA, 1975) guaranteed free and appropriate education for students with disabilities, while *Plyler v. Doe* (1982) affirmed undocumented children's right to public schooling. Yet the No Child Left Behind Act (2001) and the Every Student Succeeds Act (ESSA, 2015) reinforced testing regimes that narrowed curricula and intensified teacher accountability pressures, often undermining culturally responsive pedagogy (Sleeter, 2012). From Post-1965 to the Present, immigration

diversification continued under the Immigration and Nationality Act of 1965, welcoming more Latin American, Asian, African, and Middle Eastern migrants (Harvard Immigration Project, 2020). Florida's classrooms became microcosms of this pluralism—multilingual, multicultural, and multiracial—while also becoming targets of ideological retrenchment. In the 21st century, Florida's legislative trajectory demonstrates a regression from inclusion toward censorship. The Parental Rights in Education Act (HB 1557, 2022) and the Individual Freedom (Stop W.O.K.E.) Act (HB 7, 2022) restricted instruction related to gender identity, race, and systemic inequality (Florida House of Representatives, 2022a, 2022b). More recently, Senate Bill 256 (2023) curtailed teachers' union rights, undermining collective advocacy for equity and working conditions (Florida Legislature, 2023). These laws, along with earlier efforts such as the Academic Freedom Act (2008) permitting challenges to evolution instruction, collectively reflect a pattern of state control over professional autonomy and knowledge dissemination (Florida Senate, 2008). Across four centuries, each legislative wave—whether inclusive or exclusionary—reveals that the contest over who counts as American has always been waged in the classroom. The pendulum swings between expanding educational equity and constraining it, mirroring the nation's oscillation between democracy and authoritarianism. Today's policies of censorship and exclusion represent not a rupture, but a recurrence—a twenty-first century iteration of the historical struggle between education as liberation and education as control.

The present wave of censorship and ideological control in education mirrors ancient patterns of forced conformity and spiritual oppression. In the biblical narrative, King Nebuchadnezzar of Babylon sought to consolidate his power by eradicating cultural and religious diversity among conquered peoples. The Book of Daniel describes how he destroyed Jerusalem, captured Israel's youth, and ordered them to be reeducated in Babylonian language, literature,

and loyalty (Daniel 1:1–7, *New Revised Standard Version*). His goal was total assimilation—to erase native identity, language, and faith and replace them with the ideology of empire.

Daniel and his companions—Hananiah, Mishael, and Azariah—embodied resistance to this authoritarian system. Despite their captivity, they refused to eat the king’s food or bow to his golden image (Daniel 1:8–21; 3:12–18, *NRSV*). Their defiance represents an early model of moral agency under state coercion: they maintained intellectual and spiritual integrity within an oppressive regime. When thrown into the fiery furnace, their survival symbolized divine vindication of conscience and conviction over tyranny. Significantly, Daniel’s resistance eventually transformed Nebuchadnezzar’s ideology. After witnessing the miraculous preservation of the three Hebrew boys, the king proclaimed, “Blessed be the God of Shadrach, Meshach, and Abednego... for there is no other god who is able to deliver in this way” (Daniel 3:28–29, *NRSV*). Later, Nebuchadnezzar’s own humbling experience in Daniel 4 demonstrates that authoritarian pride and self-deification ultimately lead to downfall and repentance. When the king acknowledged the sovereignty of God rather than his own power, he symbolically renounced totalitarianism and recognized the moral limits of authority (Collins, 1993). This transformation offers a profound parallel to modern educational resistance.

Just as Daniel and his peers upheld truth in the face of forced indoctrination, educators today must preserve intellectual honesty, cultural inclusion, and professional ethics amid legislative pressures that demand ideological conformity. The suppression of culturally responsive teaching, race-conscious history, and gender inclusion in Florida classrooms echoes Nebuchadnezzar’s attempt to homogenize diverse identities under one sanctioned worldview. Yet, as in Daniel’s time, moral courage from individuals—teachers, administrators, parents, and students—can expose the fragility of authoritarian control and compel eventual change in

governance and policy. The lesson embedded in Daniel’s story is that moral resistance rooted in faith, conscience, and truth has transformative power. Authoritarianism thrives on fear and obedience but loses legitimacy when confronted with steadfast integrity. Similarly, the resilience of Florida educators who continue to teach equity and critical inquiry despite punitive laws enacts a modern “Danielic” resistance—one that not only safeguards students’ right to learn but also challenges the state to reclaim its moral and democratic compass. As theological scholars observe, the Book of Daniel is both a political allegory and a prophetic manifesto against imperial arrogance (Newsom, 2014). It reminds readers that every empire—whether ancient Babylon or a contemporary political regime—faces a reckoning when it attempts to silence conscience and truth. In education, as in scripture, transformation begins when moral conviction outlasts coercive power.

Under Florida law, teachers are civil servants—public employees vested with the duty to advance the general welfare through education. However, unlike other categories of civil servants in Florida—such as firefighters, law enforcement officers, corrections officers, and municipal workers—who retain collective bargaining rights under Florida Statute § 447.01, teachers face an increasingly restricted environment where union power has been systematically eroded (Florida Statutes § 447.01, 2024). Legislative actions such as Senate Bill 256 (2023) imposed punitive requirements that decertified numerous teacher unions across the state, undermining their ability to advocate for fair conditions and academic freedom (Florida Legislature, 2023). This inequity must be addressed as a moral and policy imperative. If Florida’s teachers are to uphold their statutory role as civil servants serving the public good, the state must restore and protect their right to collective organization. Legislative reform should propose reinstating teacher unions as constitutionally protected entities aligned with Article I,

Section 6 of the Florida Constitution, which guarantees employees the right to organize and bargain collectively (Florida Constitution, Art. I § 6, 2024).

History offers many symbols of educational resistance. During the Nazi occupation in 1940, Norwegian teachers and students wore paper-clip lapel pins to defy fascist indoctrination—a quiet act of solidarity that spread throughout the nation (Hoyle, 2010). Similarly, in Jacksonville, Florida, educator and principal James Weldon Johnson and his brother J. Rosamond Johnson composed *Lift Ev'ry Voice and Sing* in 1900 as a hymn of protest against racism and dehumanization (Johnson & Johnson, 1900/2020). The song became the African American national anthem and a model of cultural resistance through education and art. Today, Jacksonville continues to honor its civil-rights lineage through the Task Force on Civil Rights History and the Jacksonville Human Rights Commission, both preserving the city's role in the struggle for equality (Jacksonville Human Rights Commission, 2024; Visit Jacksonville, 2023). Although not yet formally designated a U.S. Civil Rights Trail City, Jacksonville's legacy as a crucible of activism underscores that education has always been integral to liberation movements.

At its core, this study reaffirms that teachers are not merely employees of the state; they are civic guardians and moral compasses for democracy. The attacks on education during and after the pandemic reveal that authoritarian movements fear not the curriculum itself but the emancipatory potential of educators who teach students to think critically, empathize, and act justly (Freire, 2000; Weingarten, 2025). Florida's treatment of teachers as disposable political instruments rather than essential civil servants is both a constitutional and moral failure. While firefighters, law enforcement officers, and other public employees can collectively organize, teachers—who shape every future profession—are denied the same protection. To safeguard the

future of education and democracy, Florida must no longer serve as a pilot program for dismantling rights. Legislators, unions, and citizens must unite to propose and pass legislation restoring collective bargaining for educators, ensuring that they can advocate for fair conditions, pedagogical freedom, and student equity without fear. The voices of the teachers in this study testify that the classroom remains one of the last democratic spaces where equity can be practiced, not merely proclaimed. As the paper-clip protesters of Norway, the Hebrew boys of Babylon, and the educators of Jacksonville remind us, resistance often begins with the simple act of standing firm in truth. So too must America's teachers—who, in teaching freedom, preserve it.

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Appendix A: Consent Form for Participation in Research Study

Researcher Information:

My name is Therese V. Wakefield-Gamble, and I am a dual doctoral student at National University (NU). I am conducting a research study titled *“Equity, Teacher Efficacy, and CRT in a Florida School District: A Qualitative Case Study Exploring Political Realities.”*

Purpose of the Study:

The purpose of this qualitative case study is to explore how legislative measures opposing Critical Race Theory (CRT), specifically the recent CRT ban in Florida, impact teacher efficacy and educational equity within the 6-12 Social Studies curriculum in Duval County Public Schools (DCPS). This study aims to understand the effects of these legislative changes on educators' ability to implement culturally responsive teaching practices and promote social equity in diverse classroom settings. By exploring Educators' perceptions and strategies in response to these restrictions, the study seeks to provide insights into how such policies influence educational practices and contribute to ongoing disparities in student achievement, particularly among marginalized student groups. The findings would offer valuable information for addressing the challenges faced by educators and inform future efforts to foster equitable and inclusive educational environments.

Eligibility Criteria:

You may participate in this research if you meet the following criteria:

1. You are age 18 or older.
2. In the last five years, you are currently or have taught in a Florida School district teaching social studies for grades 6-12.

3. You are willing to discuss your experiences and perspectives related to teaching efficacy and social equity in education.

Number of Participants:

I aim to include 10-15 participants in this study.

What You Would Be Asked to Do:

If you agree to participate, you would be asked to:

1. Participate in an online interview via Zoom lasting approximately 60 minutes.
2. Review a summary of the interview via email for 10-15 minutes.

During the interview, you would be asked questions about:

- Your experiences with teaching social studies in Florida School District.
- Your perceptions of self-efficacy in your teaching practices.
- The challenges and successes related to social equity within the curriculum.

Risks:

There are no foreseeable risks or discomforts associated with this study. You may choose to skip any questions you do not wish to answer or discontinue your participation at any time.

Benefits:

There are no direct benefits to you for participating. However, your participation would contribute to a better understanding of the relationship between teaching efficacy and social equity in education, potentially leading to improvements in teaching practices and curriculum development.

Recording:

I would like to audio/video record your responses using Zoom during the interview. You may disable the video function if you prefer, and the recording would be used solely for research purposes.

Compensation:

Upon completing the interview, you would receive a \$25 Amazon gift card via email as a token of appreciation for your time and participation.

Confidentiality:

I would keep all records of this study private and take reasonable measures to protect your personal information. In any reports or publications, I would ensure that no information can identify you. Your data would be securely stored for 3 years, after which electronic data would be deleted and paper data would be destroyed.

Voluntary Participation:

Your participation in this study is entirely voluntary. You may withdraw from the study at any time without any negative consequences.

Contact Information:

If you have any questions about the study, please contact me at T.Gamble4320@o365.ncu.edu or at (904) 444-4417.

For questions or concerns regarding your rights as a participant, please contact the National University Institutional Review Board (IRB) at irb@nu.edu.

Statement of Consent:

I have read the above information and have received answers to any questions I asked.

I consent to take part in this study.

Signature Section:

Appendix B: Online Confidential Survey Consent Form

Hello,

My name is Therese V. Wakefield-Gamble, and I am a doctoral student at National University. I am conducting an online survey to explore how legislative measures opposing Critical Race Theory (CRT) impact teacher efficacy and educational equity within the 6-12 Social Studies curriculum in Florida School District.

To participate in this survey, you must meet the following criteria:

1. You are age 18 or older.
2. In the last five years, you are currently or have taught in a Florida School district teaching social studies for grades 6-12.

The following survey includes questions about your experiences with teaching social studies, your perceptions of teaching efficacy, and challenges related to educational equity within the curriculum. It would take 10-15 minutes of your time to complete the survey.

Your participation in this study is voluntary. If you decide to participate, your responses would be confidential, meaning they would be recorded without any identifying information that links them back to you. If you have any questions regarding this survey, please contact me at T.Gamble4320@o365.ncu.edu or at (904) 444-4417.

If you have any questions regarding your rights as a human subject and participant in this study, or to report research-related problems, you may email the National University IRB at irb@nu.edu.

By clicking the "Next" button and completing the survey, you indicate that you have consented to participate in this research. If you do not want to participate, please close the browser.

Appendix C: Online Survey: Equity, Teacher Efficacy, and CRT in a Florida District School

Introduction:

Thank you for participating in this survey. Your responses would help us understand how recent legislative measures opposing Critical Race Theory (CRT) affect teacher efficacy and educational equity within the 6-12 Social Studies curriculum in Florida District Public Schools. This survey is confidential, and your answers would be kept confidential.

Section 1: Demographic Information

1. What is your role?

- Social Studies Teacher
- Administrator
- Other (please specify): _____

2. How many years have you been teaching in Duval County Public Schools?

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years

3. Which grade levels do you teach? (Select all that apply)

- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade

- 10th Grade
- 11th Grade
- 12th Grade

4. What is your highest level of education?

- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Other (please specify): _____

Section 2: Experiences with Teaching Social Studies

5. How would you describe your current understanding of Critical Race Theory (CRT)?

- Very Familiar
- Somewhat Familiar
- Not Very Familiar
- Not Familiar at All

6. To what extent do you agree with the following statement? "Legislative measures opposing CRT have affected my ability to effectively teach social studies."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. Have you had to modify your teaching practices in response to legislative measures against CRT?

- Yes
- No
- Not Applicable

If yes, please briefly describe how you have modified your teaching practices:

Section 3: Impact on Teacher Efficacy and Educational Equity

8. How have recent legislative changes impacted your ability to implement culturally responsive teaching practices?

- Significantly Increased
- Somewhat Increased
- No Change
- Somewhat Decreased
- Significantly Decreased

9. In your experience, how do these legislative measures impact student engagement and achievement in your classroom?

- Significantly Improved
- Somewhat Improved
- No Change
- Somewhat Worsened
- Significantly Worsened

10. Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Section 4: Additional Feedback

11. What challenges have you faced due to these legislative measures? (Select all that apply)

- Difficulty in addressing diverse perspectives.
- Limited resources or support
- Increased workload
- Pressure from administration or parents
- Other (please specify): _____

12. What strategies have you found effective in maintaining educational equity despite these legislative challenges?

- Integrating diverse resources
- Professional development
- Collaborating with colleagues
- Seeking additional support
- Other (please specify): _____

13. Do you have any additional comments or suggestions for improving teacher efficacy and educational equity in light of these legislative changes?

○ _____

Thank you for your time and participation!

By clicking the "Submit" button, you confirm that you have completed the survey and agree to the use of your responses for research purposes.

Appendix D:

Email Invitation to Participate in a Virtual Interview for Research Study

Dear [Participant's Name],

I hope this message finds you well. My name is Therese V. Wakefield-Gamble, and I am a doctoral student at National University conducting a study titled “**Equity, Teacher Efficacy, and CRT in a Florida School District: A Qualitative Case Study Exploring Political Realities.**” I am reaching out to invite you to participate in an individual virtual interview as part of this research.

The purpose of this study is to explore how Florida’s Stop *WOKE Act (House Bill 7, 2022)* and *The Parental Rights in Education Act (Don’t Say Gay) (Florida Statute §1001.42)* impacts educators' instructional practices, professional autonomy, and ability to implement culturally responsive teaching. Your insights and experiences as an educator would be invaluable in contributing to this important research.

Interview Details:

- **Format:** Virtual (via Zoom or another preferred platform)
- **Duration:** Approximately 45-60 minutes
- **Confidentiality:** Your participation is completely voluntary, and all responses would be kept confidential. Pseudonyms would be used in research findings to protect your identity.
- **Transcription Review:** You would have the opportunity to review the interview transcript to ensure accuracy and make any corrections to your comments before the data is finalized.

Interview Protocol

Title: Equity, Teacher Efficacy, and CRT in a Florida School District: A Qualitative Case Study Exploring Political Realities

Introduction:

Thank you for participating in this study. This interview is part of a research project exploring how Florida's educational policies impact teachers' ability to foster inclusive learning environments and engage in critical discussions on race and systemic inequities. Your insights are valuable in understanding the real-world implications of these policies on instructional practices and student engagement.

Consent Reminder:

Before we begin, I want to remind you that participation in this study is voluntary. You may choose not to answer any question that makes you uncomfortable, and you are free to withdraw at any time without consequence. Your responses would remain confidential, and pseudonyms would be used to protect your identity. This interview would be recorded and transcribed for accuracy. Do I have your consent to proceed?

Interview Questions:**A. Background Information:**

1. Can you describe your current teaching role and experience in the Florida public school system?
2. How long have you been teaching, and what grade levels and subjects do you primarily work with?
3. What professional development or training have you received regarding culturally responsive teaching (CRT) or inclusive education?

B. Understanding Policy Impact:

4. How have Florida's educational policies, such as the Stop WOKE Act (House Bill 7, 2022) and the Parental Rights in Education Act (Florida Statute §1001.42), affected your approach to teaching?
5. In what ways, if any, have these policies influenced your ability to incorporate discussions on race, gender, and systemic inequities into your curriculum?

6. Have you received any formal guidance from your school or district regarding compliance with these policies? If so, how has that guidance shaped your instructional practices?

C. Teacher Efficacy and Classroom Dynamics:

7. How have these policies affected your confidence and effectiveness as an educator?

8. Have you observed any changes in student engagement, particularly among marginalized student groups, since the implementation of these policies?

9. What challenges have you encountered when attempting to create an inclusive learning environment under these legislative restrictions?

D. Adaptive Strategies and Professional Insights:

10. Have you made any modifications to your teaching strategies to navigate the restrictions imposed by these policies? If so, can you provide specific examples?

11. How do you balance meeting legislative requirements while still ensuring that students receive an inclusive and culturally responsive education?

12. What support, if any, do you feel would help educators better navigate these policies while maintaining educational equity?

E. Closing and Reflection:

13. If you could suggest changes to these policies to better support teachers and students, what would they be?

14. Is there anything else you would like to share about your experiences regarding these policies and their impact on education?

Conclusion:

Thank you for sharing your insights and experiences. Your participation in this study is invaluable, and your perspectives would contribute to a deeper understanding of how these policies shape educational practices.

If you are willing to participate, please reply to this email at your earliest convenience with your availability, and I would coordinate the time that works best for you. Additionally, if you have any questions or concerns, please do not hesitate to reach out.

Thank you for considering this invitation. Your participation would be greatly appreciated and would help provide critical insights into the evolving educational landscape. I look forward to hearing from you soon.

Best regards,

Therese V. Wakefield-Gamble

t.gamble4320@o365.ncu.edu | 904-444-4417

National University

Appendix E: Virtual Focus Group Protocol

Introduction and Informed Consent

Welcome, and thank you for participating in this virtual focus group session. My name is Therese V. Wakefield-Gamble, and I am a doctoral student at National University conducting a study titled **“Equity, Teacher Efficacy, and CRT in a Florida School District: A Qualitative Case Study Exploring Political Realities.”** The purpose of this research is to explore how Florida’s Stop *WOKE Act (House Bill 7, 2022)* and *The Parental Rights in Education Act (Don’t Say Gay) (Florida Statute §1001.42)* impacts educators’ instructional practices, professional autonomy, and ability to implement culturally responsive teaching.

Before we begin, I want to emphasize that participation in this study is voluntary. You may choose to withdraw at any time without penalty. Your responses would remain confidential, and pseudonyms would be used in all research findings to protect your identity. This session would be recorded for transcription purposes, and all data would be securely stored in accordance with National University IRB guidelines. If you agree to participate, please acknowledge your consent by stating, "I consent to participate in this study."

Session Guidelines

To create a respectful and productive discussion, please adhere to the following guidelines:

- Speak one at a time and allow others to share their perspectives.
- Maintain confidentiality by not disclosing information shared during this session outside of this group.
- Feel free to express your thoughts honestly and openly. There are no right or wrong answers.

- If at any point you feel uncomfortable, you may choose to skip a question or withdraw from the discussion.

Focus Group Questions

1. Can you describe your understanding of Florida's Stop *WOKE Act (House Bill 7, 2022)* and *The Parental Rights in Education Act (Don't Say Gay) (Florida Statute §1001.42)* and its implications for your teaching practices?
2. In what ways, if any, have you had to modify your curriculum or instructional strategies due to this legislation?
3. How do you perceive this law's impact on your ability to foster an inclusive and culturally responsive classroom environment?
4. Have you received any guidance or professional development from your school or district regarding compliance with Florida's Stop *WOKE Act (House Bill 7, 2022)* and *The Parental Rights in Education Act (Don't Say Gay) (Florida Statute §1001.42)*? If so, was it helpful?
5. How has this legislation influenced your interactions with students, parents, or school administrators?
6. What challenges have you faced in navigating the restrictions imposed by Florida's Stop *WOKE Act (House Bill 7, 2022)* and *The Parental Rights in Education Act (Don't Say Gay) (Florida Statute §1001.42)*?
7. Have you noticed any changes in student engagement, discussions, or classroom dynamics since the implementation of this law?
8. What strategies or resources have you found effective in maintaining educational equity despite these constraints?

9. Do you feel that this legislation has affected your professional autonomy or job satisfaction? Why or why not?
10. What recommendations would you offer to educators, administrators, or policymakers to better support Educators in addressing culturally responsive teaching while complying with legal mandates?

Closing and Next Steps

Thank you for sharing your experiences and insights. Your perspectives are invaluable in understanding the broader impact of Florida's Stop *WOKE Act (House Bill 7, 2022)* and *The Parental Rights in Education Act (Don't Say Gay) (Florida Statute §1001.42)* on educational practices. If you have any additional thoughts or reflections, please feel free to share them before we conclude.

Following this session, I would transcribe and analyze the discussion, ensuring that all data remains confidential. You would have the opportunity to review the transcripts to make any corrections to your comments before the data is finalized. If you are interested in reviewing the preliminary findings for accuracy or providing further input, please let me know. Additionally, if you experience any emotional distress due to this discussion, I can provide information on support resources available to you.

Once again, I appreciate your time and participation in this study. If you have any questions or concerns, please feel free to contact me at Therese V. Wakefield-Gamble, 904-444-4417, t.gamble4320@o365.ncu.edu . Thank you!

Appendix F: Policy Memos and Document Information

The Florida Department of Education (FLDOE) has issued several policy memos and documents addressing the inclusion of Black history and gender studies in the social studies curriculum.

Notably:

1. **Social Studies 2024 Standards:** This document outlines the state's academic standards for social studies, including specific guidelines for teaching African American history. It emphasizes understanding the causes, courses, and consequences of the slave trade in colonial America and analyzing events affecting Africans from the founding through Reconstruction. The standards also cover aspects of slave culture, resistance efforts, and the role of slaves' spiritual systems.
2. **Florida Department of Education Updates (November 1, 2023):** This memo provides updates on classroom instruction policies, including guidelines on teaching sexual orientation and gender identity. It specifies that such instruction may not occur in prekindergarten through grade 8, except when required by certain statutes. In grades 9 through 12, instruction on these topics must be age-appropriate or developmentally appropriate.

These documents reflect the FLDOE's approach to integrating Black history into the curriculum and regulating the inclusion of gender studies topics in educational settings.

References

Florida Department of Education. (2024). *Social Studies 2024 Standards*. Retrieved from <https://www.fldoe.org/core/fileparse.php/20753/urlt/11-3.pdf>

Florida Department of Education. (2023, November 1). *Florida Department of Education Updates: Classroom Instruction Policies*. Retrieved from

<https://www.fl DOE.org/core/fileparse.php/7506/urlt/1123-OGS.pdf>

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Associated Press. (2024, December 18). *Florida requires teaching Black history. Some don't trust schools to do it justice*. Retrieved from

<https://apnews.com/article/8d14b055ddda651d2761dca30bba5600>

Politico. (2024, October 14). *Florida universities are culling hundreds of general education courses*. Retrieved from <https://www.politico.com/news/2024/10/14/florida-university-classes-ron-desantis-00183453>

Appendix G: Document and Artifact Protocol

Title of Study: *Inclusive Education in Florida: Navigating Policy, Pedagogy, and Resistance in African American History and LGBTQ+ Instruction*

Purpose of Document and Artifact Collection

This protocol outlines the procedures for collecting and analyzing documents and artifacts relevant to understanding the current ideological, legislative, and educational climate surrounding the implementation of African American History and LGBTQ+ inclusive education in Florida public schools. The study aims to explore how educators, policymakers, and institutions navigate politically charged mandates such as the Stop WOKE Act and the Parental Rights in Education Act ("Don't Say Gay" law), and how these dynamics influence teaching practices, curriculum development, and student experiences. Florida's educational landscape regarding inclusive instruction on African American History and LGBTQ+ topics is characterized by a combination of state-mandated resources and politically influenced restrictions. The Florida Department of Education (FDOE) has developed academic standards that address the teaching of African American History across grade levels. These are outlined in the *Florida State Academic Standards – Social Studies (2023)* and provide educators with guidelines on integrating African American history into the curriculum (Florida Department of Education, 2023a).

This ideological shift came into national focus in 2023 when the College Board's Advanced Placement (AP) African American Studies course was rejected by the Florida Department of Education. The rejection cited concerns that the course lacked educational value and included topics deemed "historically fictional," such as Black Queer Studies, reparations, the Movement for Black Lives, and the works of scholars like Kimberlé Crenshaw and bell hooks

(Goldstein, 2023; Richards, 2023). This decision drew criticism from scholars and civil rights advocates who accused Florida officials of rewriting and whitewashing Black history to align with political ideologies rather than educational integrity. As a result, students in Florida are denied access to rigorous, college-level studies that engage with the complex and intersectional realities of African American history. The controversy underscores the broader struggle over what constitutes historical truth in public education and the importance of resisting narratives rooted in what many have called “alternative facts” (Richards, 2023). The tension between state-approved resources and political interference raises ongoing questions about academic freedom, educational equity, and the role of public education in fostering inclusive, truthful historical knowledge.

Types of Documents and Artifacts to Be Collected

Documents:

- Florida Department of Education (FLDOE) instructional standards (e.g., 2023 Social Studies Standards)
- Course descriptions and syllabi for African American History and African Studies (e.g., Courses #2100340, #2100336)
- Official legislative texts: House Bill 7 (Stop WOKE Act), Florida Statute §1001.42 (Parental Rights in Education Act)
- FLDOE policy memos and curriculum guidance (e.g., “GuidanceHB7.pdf”)
- District-level instructional review policies (e.g., Duval County Public Schools Book Review Process)
- Professional development materials from FLDOE’s Florida Principal & Teacher Academy (FPTA)

- Rejected AP African American Studies curriculum materials
- Advocacy organization toolkits and PD guides (e.g., Equality Florida, GLSEN, PBS LGBTQ+ Toolkit)

Artifacts:

- Educator-developed lesson plans demonstrating inclusive content
- Banned or challenged book titles with annotations or marginalia from students or teachers
- Visual or written expressions from students (e.g., posters, reflective essays, artwork) related to African American or LGBTQ+ topics (pending IRB approval and participant consent)
- Screenshots or digital content from teacher-led virtual instruction integrating inclusive topics
- Protest signage or memorabilia from advocacy events (where applicable and publicly accessible).

Accessing Documents and Artifacts

Documents would be accessed via:

- Publicly available sources (e.g., FLDOE website, Duval County Public Schools portal, institutional repositories)
- Direct request from school district personnel, educators, and professional development coordinators
- Academic databases (e.g., Sage Research Methods, JSTOR) and relevant education journals
- Archival materials shared by study participants with appropriate consent.
-

Artifacts would be accessed through:

- Voluntary submission from participating educators, students (18+), and community members
- School-based archival collections, subject to administrative permissions
- Public exhibitions or digital collections of student work relating to African American and LGBTQ+ studies

Research documentation of publicly displayed or distributed materials (e.g., banned book lists, protest artifacts).

Source of Documents and Artifacts**The primary sources would include:**

- Florida Department of Education (FLDOE)
- Duval County Public Schools and other consenting districts
- Participating K–12 educators and curriculum coordinators
- Advocacy organizations (e.g., Equality Florida, GLSEN)
- School libraries and professional development centers
- Institutional and community archives (pending access approval)

All contributors would be informed of the research purpose, and relevant permissions would be secured prior to use in the study.

Analysis of Documents and Artifacts

A thematic analysis would be used to identify dominant ideologies, patterns of censorship, resistance strategies, and pedagogical innovation. The process would involve:

1. Content Analysis: Systematic coding of textual data to identify policy-aligned versus contested narratives.

2. Critical Discourse Analysis (CDA): Focused on language, framing, and power structures within official documents and banned materials.
3. Comparative Document Review: Comparing state-sanctioned course content with omitted, altered, or rejected materials (e.g., AP African American Studies).
4. Visual Analysis (for artifacts): Interpreting student-produced work or public artifacts through a sociocultural and intersectional lens.
5. Triangulation: Document findings would be cross-analyzed with interview and observational data (if applicable) to deepen validity and context.

Coding would be conducted using NVivo software, applying both deductive (based on literature and law) and inductive codes (emerging from data).

Ethical Considerations

- All documents and artifacts would be stored securely and anonymized where applicable.
- Publicly available documents would be cited appropriately.
- Participant-contributed artifacts (lesson plans, student work) would be used only with written informed consent and Institutional Review Board (IRB) approval.

Sensitive materials involving minors would not be collected unless part of a public archive or with explicit parental/legal guardian consent.

Conclusion

This Document and Artifact Protocol is designed to support the rigorous and ethical collection and analysis of materials central to understanding the intersection of policy, pedagogy, and representation in Florida's public education system. It honors the role of historical accuracy, academic freedom, and inclusivity in the development of equitable educational practices.

Appendix H: Inclusive Education Resources in Florida: African American History and LGBTQ+ Studies

This ideological shift came into national focus in 2023 when the College Board’s Advanced Placement (AP) African American Studies course was rejected by the Florida Department of Education. The rejection cited concerns that the course lacked educational value and included topics deemed “historically fictional,” such as Black Queer Studies, reparations, the Movement for Black Lives, and the works of scholars like Kimberlé Crenshaw and bell hooks (Goldstein, 2023; Richards, 2023). This decision drew criticism from scholars and civil rights advocates who accused Florida officials of rewriting and whitewashing Black history to align with political ideologies rather than educational integrity. As a result, students in Florida are denied access to rigorous, college-level studies that engage with the complex and intersectional realities of African American history. The controversy underscores the broader struggle over what constitutes historical truth in public education and the importance of resisting narratives rooted in what many have called “alternative facts” (Richards, 2023).

The tension between state-approved resources and political interference raises ongoing questions about academic freedom, educational equity, and the role of public education in fostering inclusive, truthful historical knowledge.

Florida’s educational landscape regarding inclusive instruction on African American history and LGBTQ+ topics is characterized by a combination of state-mandated resources and politically influenced restrictions. The Florida Department of Education (FDOE) has developed academic standards that address the teaching of African American history across grade levels. These are outlined in the *Florida State Academic Standards – Social Studies (2023)* and provide educators with guidelines on integrating African American history into the curriculum

(Florida Department of Education, 2023a). Within the Course Code Directory, the FDOE has approved various courses, including:

Approved Courses

The FDOE's Course Code Directory includes several courses focused on African American history, such as:

- **Course #2104310** – Exploring the African American Experience in the 20th Century.
- **Course #2100340** – African American History
- **Course #2100335** – African American History
- **Course #2100336** – African American History Honors
- **Course #2109330** – African History

Course #2100365 – African History Honors Below are detailed descriptions of these courses¹.

Course #2104310 – Exploring the African American Experience in the 20th Century

Description: This course delves into the significant events, movements, and figures that shaped the African American experience during the 20th century. Topics include the Harlem Renaissance, Civil Rights Movement, and contributions in arts, politics, and society.

2. Course #2100340 – African American History

Description: A comprehensive overview of African American history from African origins to the present. The course covers the transatlantic slave trade, Reconstruction, Jim Crow era, and contemporary issues affecting African American communities.

3. Course #2100335 – African American History

Description: Similar to course #2100340, this course provides an in-depth study of African American history, emphasizing cultural, political, and economic contributions and challenges throughout U.S. history.

4. Course #2100336 – African American History Honors

Description: An advanced version of African American History, this honors course encourages critical analysis of historical events, primary sources, and scholarly interpretations, fostering a deeper understanding of the African American experience.

5. Course #2109330 – African History

Description: This course explores the rich and diverse history of the African continent, covering ancient civilizations, colonialism, independence movements, and contemporary issues.

6. Course #2100365 – African History Honors

Description: An honors-level study of African history, this course offers an in-depth analysis of Africa's historical development, cultural diversity, and its role in global affairs.

These courses aim to expose students to significant eras, such as the Harlem Renaissance, the Civil Rights Movement, and contemporary Black contributions to American life.

Despite the presence of such offerings, Florida's political climate has led to heightened censorship and control over how race and identity are discussed in classrooms. The implementation of the *Stop Wrongs to Our Kids and Employees* (Stop WOKE) Act (House Bill 7, 2022) limits instruction that could make students feel discomfort based on historical events tied to race, gender, or national origin (Florida Department of Education, 2023b). Further, the Parental Rights in Education Act (commonly referred to as the "Don't Say Gay" law) restricts discussions of gender identity and sexual orientation, especially in younger grade levels (Florida Statute §1001.42). These legislative efforts signal a shift away from inclusive, critical, and historically grounded instruction toward sanitized and politically curated versions of history.

3. Legislative and Policy Constraints: Florida's Stop *WOKE* Act (House Bill 7, 2022) and The Parental Rights in Education Act (Don't Say Gay) (Florida Statute §1001.42)

The passage of Florida's **Stop Wrongs to Our Kids and Employees (Stop WOKE) Act** has imposed significant restrictions on how educators teach African American history, particularly concerning discussions on systemic racism and its historical impact. The law limits classroom instruction on topics that could make students feel "guilt" or "responsibility" for past actions based on race (Florida Department of Education, 2023). This has led to increased scrutiny over African American history curricula and challenges in teaching critical perspectives on race and history.

4. Professional Development Opportunities

The FDOE offers professional development courses through the Florida Principal & Teacher Academy (FPTA) to help educators enhance their knowledge and teaching strategies related to African American history. These state-approved online courses support educators in effectively delivering content on African American history. More details are available in the FDOE's project documentation (Florida Department of Education, n.d.).

Florida Department of Education. (2023a). *State academic standards – Social Studies*.

<https://www.fldoe.org/academics/standards/subject-areas/social-studies/>

Florida Department of Education. (2023b). *Stop WOKE Act guidance for educators*.

<https://www.fldoe.org/core/fileparse.php/20653/urlt/GuidanceHB7.pdf>

Florida Department of Education. (n.d.-a). *Course Code Directory and Instructional Personnel Assignments*. <https://www.fldoe.org/policy/articulation/ccd/>

Florida Department of Education. (n.d.-b). *Florida Principal & Teacher Academy (FPTA)*.

<https://www.fldoe.org/teaching/professional-dev/teacher-academy/>

Goldstein, D. (2023, January 19). Florida rejects A.P. African American Studies class. *The New York Times*. <https://www.nytimes.com/2023/01/19/us/desantis-florida-ap-african-american-studies.html>

Richards, E. (2023, January 19). Florida says it rejected African American studies class partly because of topics like ‘queer theory’. *USA Today*.

<https://www.usatoday.com/story/news/education/2023/01/19/florida-ap-african-american-studies-class-rejected-education-officials-desantis/69823224007/>

Appendix I: LGBTQ+ Studies and Gender-Inclusive Education Resources

1. LGBTQI+ Education Toolkit

The U.S. Department of Education provides the *LGBTQI+ Education Toolkit*, which offers strategies for schools to implement supportive practices for LGBTQI+ students (U.S. Department of Education, 2023). This toolkit includes examples of policies and practices that schools and districts can consider developing to create inclusive educational environments.

2. Legislative and Policy Constraints

In Florida, the integration of Gender Studies and LGBTQ+ topics into the K-12 curriculum is subject to specific legislative and policy constraints. Recent expansions of the Parental Rights in Education law, commonly referred to as the "Don't Say Gay" law, have extended the prohibition of classroom instruction on gender identity and sexual orientation to all grade levels (Florida Department of Education, 2023). This policy restricts educators from incorporating such content into their teaching materials.

3. External Professional Development Resources

Despite these limitations, educators seeking to support LGBTQ+ students and foster inclusive environments can access professional development resources from external organizations:

- **Equality Florida** offers LGBTQ culturally competent professional development to organizations across the state, aiming to prepare school staff to build positive and inclusive school environments (Equality Florida, n.d.).
- **GLSEN** provides workshops designed to empower educators to act in allyship with LGBTQ students. These workshops assist educators in building knowledge of LGBTQ student experiences, understanding allyship, and accessing resources to support LGBTQ students (GLSEN, n.d.).

- **PBS Learning Media** offers *Understanding LGBTQ+ Identity: A Toolkit for Educators*, a digital media resource designed to help educators, administrators, and counselors create inclusive school environments (PBS Learning Media, n.d.).

Conclusion

By utilizing these resources, educators can access essential materials to support their thematic analysis and qualitative research while navigating Florida’s evolving educational policies.

Educators are encouraged to stay informed about legislative changes and district guidelines to ensure compliance while fostering inclusive and historically accurate education.

References

- Equality Florida. (n.d.). *Professional Trainings*. Retrieved from eqfl.org
- Florida Department of Education. (2023). *Florida's State Academic Standards – Social Studies, 2023*. Retrieved from fldoe.org
- Florida Department of Education. (n.d.). *African American History*. Retrieved from fldoe.org
- GLSEN. (n.d.). *Professional Development*. Retrieved from glsen.org
- PBS Learning Media. (n.d.). *Understanding LGBTQ+ Identity: A Toolkit for Educators*. Retrieved from pbslearningmedia.org

U.S. Department of Education. (2023). *LGBTQI+ Education Toolkit*. Retrieved from ed.gov.

Appendix J: Florida Department of Education Book-Banning Policies and Legislation

In recent years, Florida has witnessed a surge in book-banning efforts within its public schools, driven by legislative actions and policy directives from the Florida Department of Education (FLDOE). These initiatives have focused on scrutinizing educational content related to Black history, gender studies, LGBTQ+ topics, and other subjects deemed controversial under new state guidelines. The introduction of policies such as *the Parental Rights in Education Act (Florida Statute §1001.42) (commonly referred to as the “Don’t Say Gay” law)* and *Florida’s Stop WOKE Act (House Bill 7, 2022)*. The Parental Rights in Education Act (Don’t Say Gay) (Florida Statute §1001.42) has led to **increased oversight of curriculum materials and library books, resulting in the removal or restriction of numerous titles from school libraries and classrooms.**

The FLDOE has issued several policy memos outlining criteria for the review of instructional materials, emphasizing alignment with state standards while avoiding content that could be considered inappropriate or in violation of recent legislation. These policies mandate that all books in school libraries and classrooms be reviewed by certified media specialists and that any materials found to violate state standards be removed immediately. For example, the review process for library books in Duval County Public Schools, as detailed on the district's website (<https://www.duvalschools.org/o/dcps/page/review-process-library-books>), demonstrates the procedural steps taken to evaluate and potentially remove books from school collections. This process includes evaluating books for age appropriateness, content, and adherence to new educational standards.

Since the implementation of these laws October 19, 2022, over 500 books have been reported as banned or restricted in Florida schools. These include:

- **African American History:**
 - "The Bluest Eye" by Toni Morrison, "Beloved" by Toni Morrison,
 - "The 1619 Project" by Nikole Hannah-Jones
 - "Stamped: Racism, Antiracism, and You" by Jason Reynolds and Ibram X. Kendi.
- **Gender Studies:**
 - "Gender Queer: A Memoir" by Maia Kobabe,
 - "I Am Jazz" by Jessica Herthel and Jazz Jennings
 - "Beyond Magenta: Transgender Teens Speak Out" by Susan Kuklin.
- **LGBTQ+ Topics:**
 - "And Tango Makes Three" by Justin Richardson and Peter Parnell,
 - "This Book Is Gay" by Juno Dawson, and "George" by Alex Gino.

The impact of these book bans extends beyond the availability of reading materials; it influences teacher efficacy and the implementation of culturally responsive teaching. Educators are increasingly navigating a complex landscape where fear of reprisal or disciplinary action may deter them from addressing issues of racial inequity, gender identity, and historical truths within their classrooms. These legislative constraints challenge educators' ability to create inclusive learning environments and limit opportunities for students to engage with diverse perspectives. This overview is part of a broader qualitative case study exploring how political realities affect teacher practices, focusing on equity, Critical Race Theory (CRT), and culturally responsive teaching in a Florida school district. Through interviews, policy analysis, and curriculum review, the study aims to capture educators' lived experiences and the practical implications of restrictive policies on educational equity and teacher efficacy.

References

Duval County Public Schools. (n.d.). *Review process for library books*.

<https://www.duvalschools.org/o/dcps/page/review-process-library-books>

Florida Statutes §1000.05. (n.d.). *Florida's Stop WOKE Act (House Bill 7, 2022) and The Parental Rights in Education Act (Don't Say Gay) (Florida Statute §1001.42)*

<https://www.flsenate.gov>

Florida Statutes §1001.42. (n.d.). *Parental Rights in Education Act*. <https://www.flsenate.gov>

Hannah-Jones, N. (2019). *The 1619 Project*. One World.

Kendi, I. X., & Reynolds, J. (2020). *Stamped: Racism, Antiracism, and You*. Little, Brown Books for Young Readers.

Kobabe, M. (2019). *Gender Queer: A Memoir*. Oni Press.

Morrison, T. (1970). *The Bluest Eye*. Holt, Rinehart, and Winston.

Morrison, T. (1987). *Beloved*. Alfred A. Knopf.

Richardson, J., & Parnell, P. (2005). *And Tango Makes Three*. Simon & Schuster Books for Young Readers.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

Appendix L: Qualtrics XM – Confidential Survey Dashboard Results

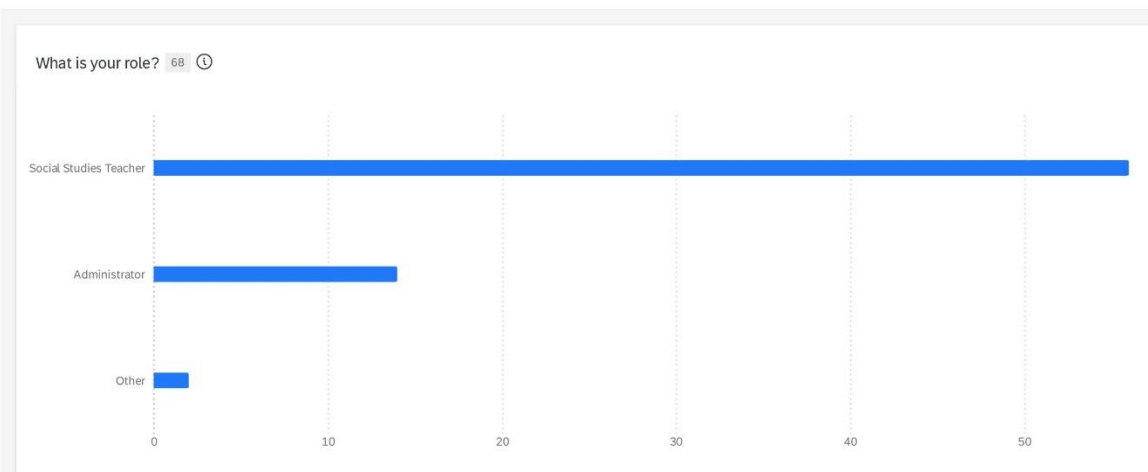
Qualtrics XM – Classroom Voices: Florida Education & Policy Impact Survey

The *Classroom Voices: Florida Education & Policy Impact Survey* was administered online through Qualtrics XM to gather insights from Florida educators regarding their professional roles, years of teaching experience, grade levels taught, and highest level of education attained.

A total of **75 participants** completed the survey, representing a cross-section of public school educators across the state. The purpose of this survey was to capture broad perspectives on how state-level education policies and legislative actions affect classroom practices, professional responsibilities, and the overall teaching and learning environment. The following tables and figures summarize participant demographic characteristics and survey responses.

Classroom Voices: Florida Educators & Policy Impact / Page 1

Responses: 75



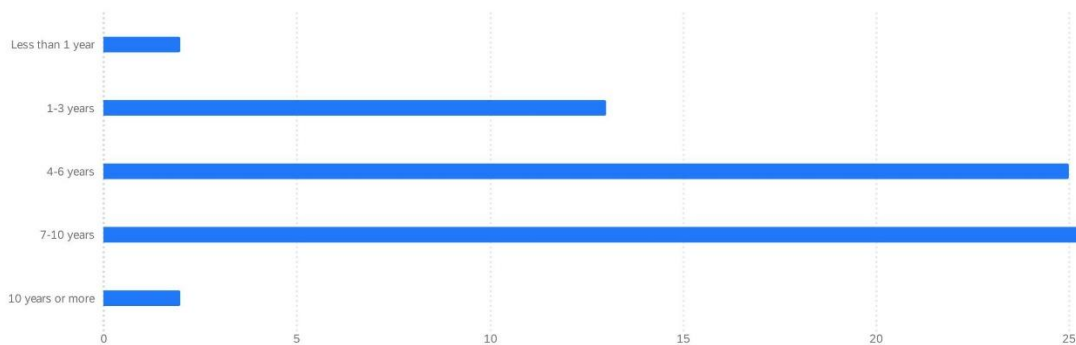
What is your role? 68

Q2 - What is your role?	Count	Count
Social Studies Teacher	82%	56
Administrator	21%	14
Other	3%	2

What is your role? ⚠

An unexpected error has occurred.

How many years have you been teaching in Florida Public School District? 68 ⓘ



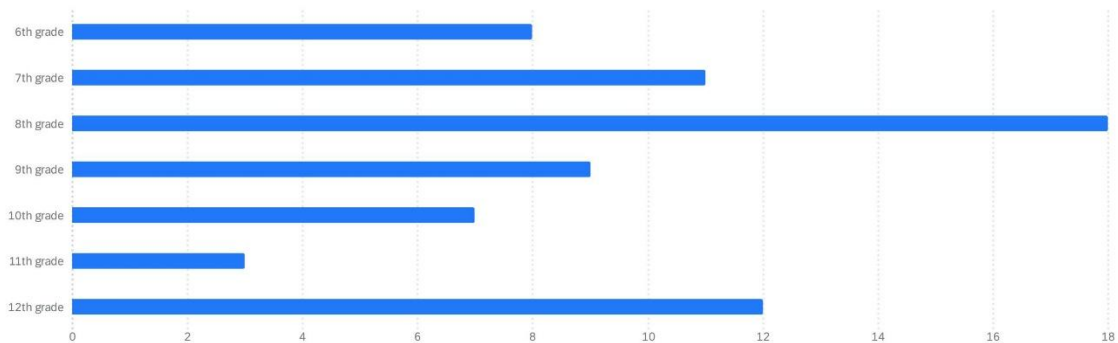
How many years have you been teaching in Florida Public School District? 68 ⓘ

Q3 - How many years have you been teaching in Florida Public School District?	Count	Count
Less than 1 year	3%	2
1-3 years	19%	13
4-6 years	37%	25
7-10 years	38%	26
10 years or more	3%	2

How many years have you been teaching in Florida Public School District? 68 ⓘ

Q3 - How many years have you been teaching in Florida Public School District?	Average (Q3 - How many years have you been teaching in Florida Public School District?)	Minimum (Q3 - How many years have you been teaching in Florida Public School District?)	Maximum (Q3 - How many years have you been teaching in Florida Public School District?)	Count
1-3 years	2.00	2.00	2.00	13
10 years or more	5.00	5.00	5.00	2
4-6 years	3.00	3.00	3.00	25
7-10 years	4.00	4.00	4.00	26
Less than 1 year	1.00	1.00	1.00	2

What grade levels do you teach? 68 ⓘ



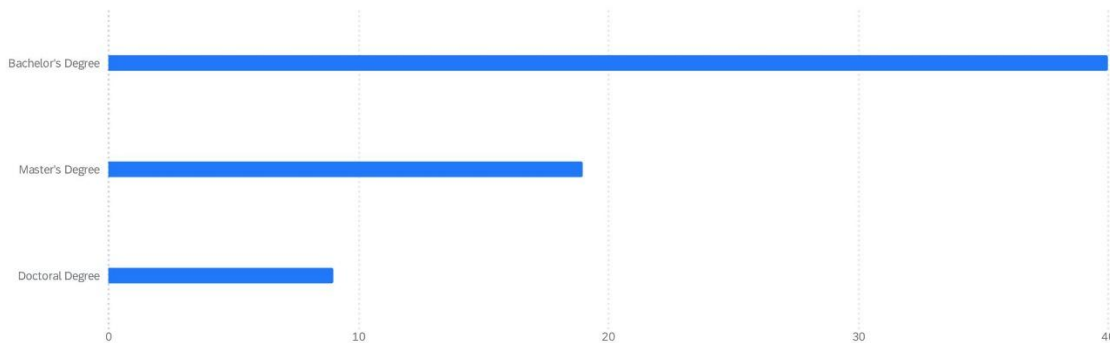
What grade levels do you teach? 68 ⓘ

Q4 - What grade levels do you teach?	Count	Count
6th grade	12%	8
7th grade	16%	11
8th grade	26%	18
9th grade	13%	9
10th grade	10%	7
11th grade	4%	3
12th grade	18%	12

What grade levels do you teach? 68 ⓘ

Q4 - What grade levels do you teach?	Average (Q4 - What grade levels do you teach?)	Minimum (Q4 - What grade levels do you teach?)	Maximum (Q4 - What grade levels do you teach?)	Count
10th grade	5.00	5.00	5.00	7
11th grade	6.00	6.00	6.00	3
12th grade	7.00	7.00	7.00	12
6th grade	1.00	1.00	1.00	8
7th grade	2.00	2.00	2.00	11
8th grade	3.00	3.00	3.00	18
9th grade	4.00	4.00	4.00	9

What is your highest level of education? 68 ⓘ



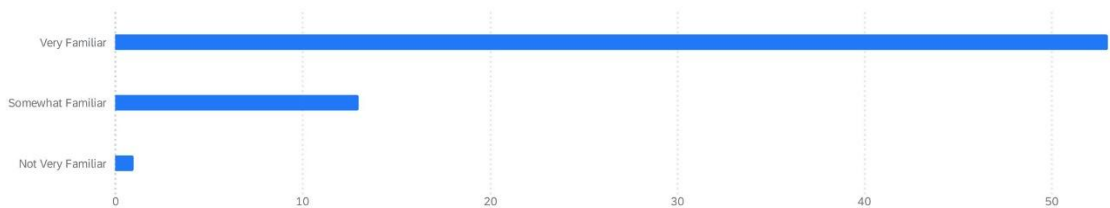
What is your highest level of education? 68 ⓘ

Q5 - What is your highest level of education?	Count	Count
Bachelor's Degree	59%	40
Master's Degree	28%	19
Doctoral Degree	13%	9

What is your highest level of education? 68 ⓘ

Q5 - What is your highest level of education?	Average (Q5 - What is your highest level of education?)	Minimum (Q5 - What is your highest level of education?)	Maximum (Q5 - What is your highest level of education?)	Count
Bachelor's Degree	1.00	1.00	1.00	40
Doctoral Degree	3.00	3.00	3.00	9
Master's Degree	2.00	2.00	2.00	19

How would you describe your current understanding of Critical Race Theory (CRT)? Critical Race Theory (CRT) is an approach to understanding how racism isn't just about individual attitudes or actions—it's built into laws, policies, and systems, including education. For K–12 educators, CRT helps us ask important questions like: Why do achievement gaps still exist between different racial groups? Why are some histories or voices missing from our curriculum? How can we create classrooms where all students feel seen, respected, and supported? CRT encourages educators to look at how race and inequality affect students' everyday experiences and to work toward a more fair and inclusive education system. 67 ⓘ



How would you describe your current understanding of Critical Race Theory (CRT)? Critical Race Theory (CRT) is an approach to understanding how racism isn't just about individual attitudes or actions—it's built into laws, policies, and systems, including education. For K–12 educators, CRT helps us ask important questions like: Why do achievement gaps still exist between different racial groups? Why are some histories or voices missing from our curriculum? How can we create classrooms where all students feel seen, respected, and supported? CRT encourages educators to look at how race and inequality affect students' everyday experiences and to work toward a more fair and inclusive education system. ⁶⁷ ⓘ

Q6 - How would you describe your current understanding of Critical Race Theory (CRT)? Critical Race Theory (CRT) is an approach to understanding how racism isn't just about individual attitudes or actions—it's built into laws, policies, and systems, including education. For K–12 educators, CRT helps us ask important questions like: Why do achievement gaps still exist between different racial groups? Why are some histories or voices missing from our curriculum? How can we create classrooms where all students feel seen, respected, and supported? CRT encourages educators to look at how race and inequality affect students' everyday experiences and to work toward a more fair and inclusive education system.

	Count	Count
Very Familiar	79%	53
Somewhat Familiar	19%	13
Not Very Familiar	1%	1

How would you describe your current understanding of Critical Race Theory (CRT)? Critical Race Theory (CRT) is an approach to understanding how racism isn't just about individual attitudes or actions—it's built into laws, policies, and systems, including education. For K–12 educators, CRT helps us ask important questions like: Why do achievement gaps still exist between different racial groups? Why are some histories or voices missing from our curriculum? How can we create classrooms where all students feel seen, respected, and supported? CRT encourages educators to look at how race and inequality affect students' everyday experiences and to work toward a more fair and inclusive education system. ⁶⁷ ⓘ

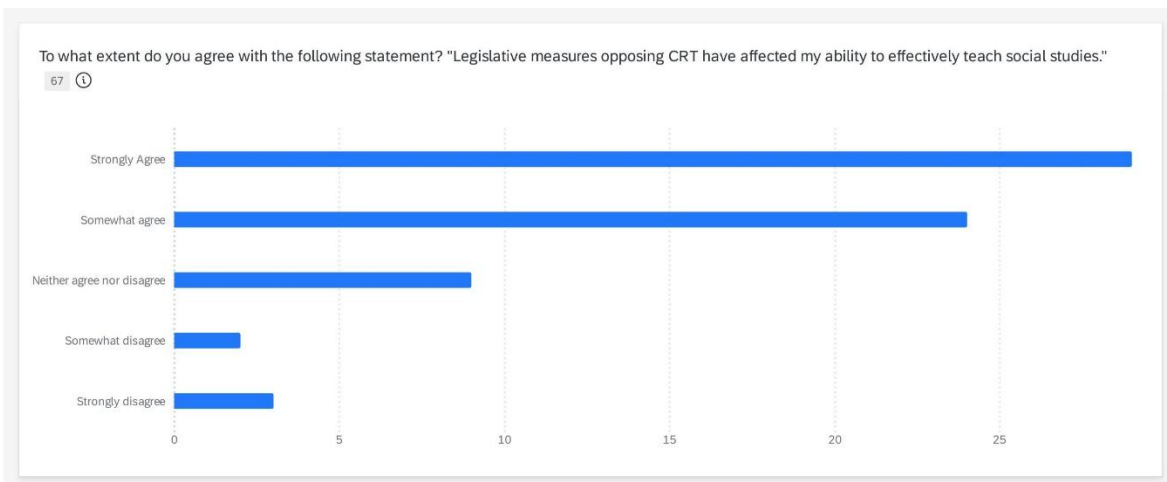
Q6 - How would you describe your current understanding of Critical Race Theory (CRT)? Critical Race Theory (CRT) is an approach to understanding how racism isn't just about individual attitudes or actions—it's built into laws, policies, and systems, including education. For K–12 educators, CRT helps us ask important questions like: Why do achievement gaps still exist between different racial groups? Why are some histories or voices missing from our curriculum? How can we create classrooms where all students feel seen, respected, and supported? CRT encourages educators to look at how race and inequality affect students' everyday experiences and to work toward a more fair and inclusive education system.

Average (Q6 - How would you describe your current understanding of Critical Race Theory (CRT)? Critical Race Theory (CRT) is an approach to understanding how racism isn't just about individual attitudes or actions—it's built into laws, policies, and systems, including education. For K–12 educators, CRT helps us ask important questions like: Why do achievement gaps still exist between different racial groups? Why are some histories or voices missing from our curriculum? How can we create classrooms where all students feel seen, respected, and supported? CRT encourages educators to look at how race and inequality affect students' everyday experiences and to work toward a more fair and inclusive education system.)

Minimum (Q6 - How would you describe your current understanding of Critical Race Theory (CRT)? Critical Race Theory (CRT) is an approach to understanding how racism isn't just about individual attitudes or actions—it's built into laws, policies, and systems, including education. For K–12 educators, CRT helps us ask important questions like: Why do achievement gaps still exist between different racial groups? Why are some histories or voices missing from our curriculum? How can we create classrooms where all students feel seen, respected, and supported? CRT encourages educators to look at how race and inequality affect students' everyday experiences and to work toward a more fair and inclusive education system.)

Maximum (Q6 - How would you describe your current understanding of Critical Race Theory (CRT)? Critical Race Theory (CRT) is an approach to understanding how racism isn't just about individual attitudes or actions—it's built into laws, policies, and systems, including education. For K–12 educators, CRT helps us ask important questions like: Why do achievement gaps still exist between different racial groups? Why are some histories or voices missing from our curriculum? How can we create classrooms where all students feel seen, respected, and supported? CRT encourages educators to look at how race and inequality affect students' everyday experiences and to work toward a more fair and inclusive education system.)

	3.00	3.00	3.00	Count
Not Very Familiar				1
Somewhat Familiar	2.00	2.00	2.00	13
Very Familiar	1.00	1.00	1.00	53



To what extent do you agree with the following statement? "Legislative measures opposing CRT have affected my ability to effectively teach social studies."

67 ⓘ

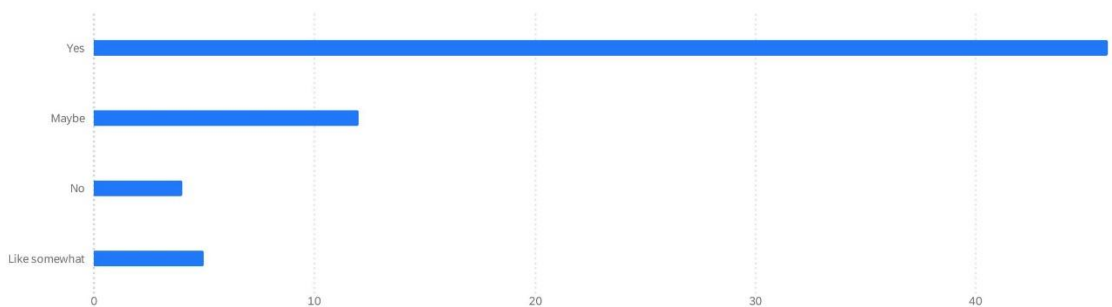
Q7 - To what extent do you agree with the following statement? "Legislative measures opposing CRT have affected my ability to effectively teach social studies."	Count	Count
Strongly Agree	43%	29
Somewhat agree	36%	24
Neither agree nor disagree	13%	9
Somewhat disagree	3%	2
Strongly disagree	4%	3

To what extent do you agree with the following statement? "Legislative measures opposing CRT have affected my ability to effectively teach social studies."

67 ⓘ

Q7 - To what extent do you agree with the following statement? "Legislative measures opposing CRT have affected my ability to effectively teach social studies."	Average (Q7 - To what extent do you agree with the following statement? "Legislative measures opposing CRT have affected my ability to effectively teach social studies.")	Minimum (Q7 - To what extent do you agree with the following statement? "Legislative measures opposing CRT have affected my ability to effectively teach social studies.")	Maximum (Q7 - To what extent do you agree with the following statement? "Legislative measures opposing CRT have affected my ability to effectively teach social studies.")	Count
Neither agree nor disagree	3.00	3.00	3.00	9
Somewhat agree	2.00	2.00	2.00	24
Somewhat disagree	4.00	4.00	4.00	2
Strongly Agree	1.00	1.00	1.00	29
Strongly disagree	5.00	5.00	5.00	3

Have you had to modify your teaching practices in response to legislative measures against CRT? New state education laws—like the "Don't Say Gay" law (Florida Statute §1001.42) or the Stop WOKE Act (House Bill 7, 2022)—impacted how you teach, the materials you use, or what you're allowed to say in your classroom? 67 ⓘ



Have you had to modify your teaching practices in response to legislative measures against CRT? New state education laws—like the “Don’t Say Gay” law (Florida Statute §1001.42) or the Stop WOKE Act (House Bill 7, 2022)—impacted how you teach, the materials you use, or what you’re allowed to say in your classroom? 67 ⓘ

Q8 - Have you had to modify your teaching practices in response to legislative measures against CRT? New state education laws—like the “Don’t Say Gay” law (Florida Statute §1001.42) or the Stop WOKE Act (House Bill 7, 2022)—impacted how you teach, the materials you use, or what you’re allowed to say in your classroom?

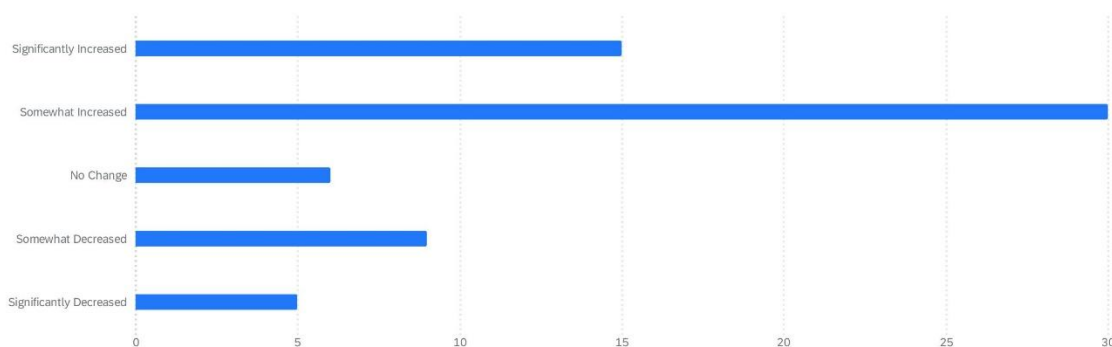
	Count	Count
Yes	69%	46
Maybe	18%	12
No	6%	4
Like somewhat	7%	5

Have you had to modify your teaching practices in response to legislative measures against CRT? New state education laws—like the “Don’t Say Gay” law (Florida Statute §1001.42) or the Stop WOKE Act (House Bill 7, 2022)—impacted how you teach, the materials you use, or what you’re allowed to say in your classroom? 67 ⓘ

Q8 - Have you had to modify your teaching practices in response to legislative measures against CRT? New state education laws—like the “Don’t Say Gay” law (Florida Statute §1001.42) or the Stop WOKE Act (House Bill 7, 2022)—impacted how you teach, the materials you use, or what you’re allowed to say in your classroom?

	Average (Q8 - Have you had to modify your teaching practices in response to legislative measures against CRT? New state education laws—like the “Don’t Say Gay” law (Florida Statute §1001.42) or the Stop WOKE Act (House Bill 7, 2022)—impacted how you teach, the materials you use, or what you’re allowed to say in your classroom?)	Minimum (Q8 - Have you had to modify your teaching practices in response to legislative measures against CRT? New state education laws—like the “Don’t Say Gay” law (Florida Statute §1001.42) or the Stop WOKE Act (House Bill 7, 2022)—impacted how you teach, the materials you use, or what you’re allowed to say in your classroom?)	Maximum (Q8 - Have you had to modify your teaching practices in response to legislative measures against CRT? New state education laws—like the “Don’t Say Gay” law (Florida Statute §1001.42) or the Stop WOKE Act (House Bill 7, 2022)—impacted how you teach, the materials you use, or what you’re allowed to say in your classroom?)	Count
Like somewhat	4.00	4.00	4.00	5
Maybe	2.00	2.00	2.00	12
No	3.00	3.00	3.00	4
Yes	1.00	1.00	1.00	46

How have recent legislative changes impacted your ability to implement culturally responsive teaching practices? 65 ⓘ



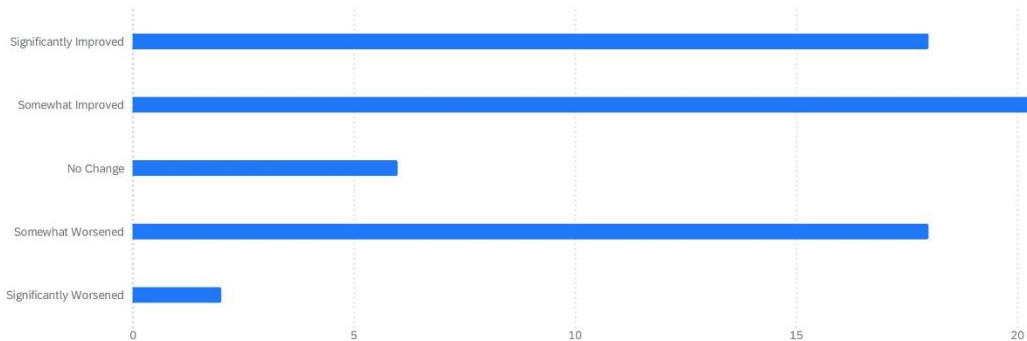
How have recent legislative changes impacted your ability to implement culturally responsive teaching practices? 65 ⓘ

Q9 - How have recent legislative changes impacted your ability to implement culturally responsive teaching practices?	Count	Count
Significantly Increased	23%	15
Somewhat Increased	46%	30
No Change	9%	6
Somewhat Decreased	14%	9
Significantly Decreased	8%	5

How have recent legislative changes impacted your ability to implement culturally responsive teaching practices? 65 ⓘ

Q9 - How have recent legislative changes impacted your ability to implement culturally responsive teaching practices?	Average (Q9 - How have recent legislative changes impacted your ability to implement culturally responsive teaching practices?)	Minimum (Q9 - How have recent legislative changes impacted your ability to implement culturally responsive teaching practices?)	Maximum (Q9 - How have recent legislative changes impacted your ability to implement culturally responsive teaching practices?)	Count
No Change	3.00	3.00	3.00	6
Significantly Decreased	5.00	5.00	5.00	5
Significantly Increased	1.00	1.00	1.00	15
Somewhat Decreased	4.00	4.00	4.00	9
Somewhat Increased	2.00	2.00	2.00	30

In your experience how do these legislative measures impact student engagement and achievement in your classroom? 66 ⓘ



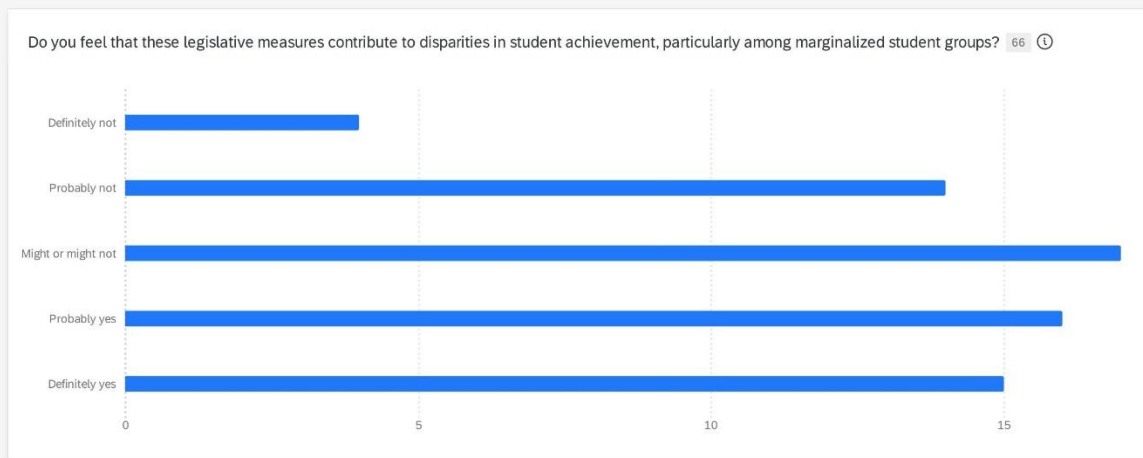
In your experience how do these legislative measures impact student engagement and achievement in your classroom? 66 ⓘ

Q10 - In your experience how do these legislative measures impact student engagement and achievement in your classroom?	Count	Count
Significantly Improved	27%	18

Q10 - In your experience how do these legislative measures impact student engagement and achievement in your classroom?	Count	Count
Somewhat Improved	33%	22
No Change	9%	6
Somewhat Worsened	27%	18
Significantly Worsened	3%	2

In your experience how do these legislative measures impact student engagement and achievement in your classroom? 66 ⓘ

Q10 - In your experience how do these legislative measures impact student engagement and achievement in your classroom?	Average (Q10 - In your experience how do these legislative measures impact student engagement and achievement in your classroom?)	Minimum (Q10 - In your experience how do these legislative measures impact student engagement and achievement in your classroom?)	Maximum (Q10 - In your experience how do these legislative measures impact student engagement and achievement in your classroom?)	Count
No Change	3.00	3.00	3.00	6
Significantly Improved	1.00	1.00	1.00	18
Significantly Worsened	5.00	5.00	5.00	2
Somewhat Improved	2.00	2.00	2.00	22
Somewhat Worsened	4.00	4.00	4.00	18



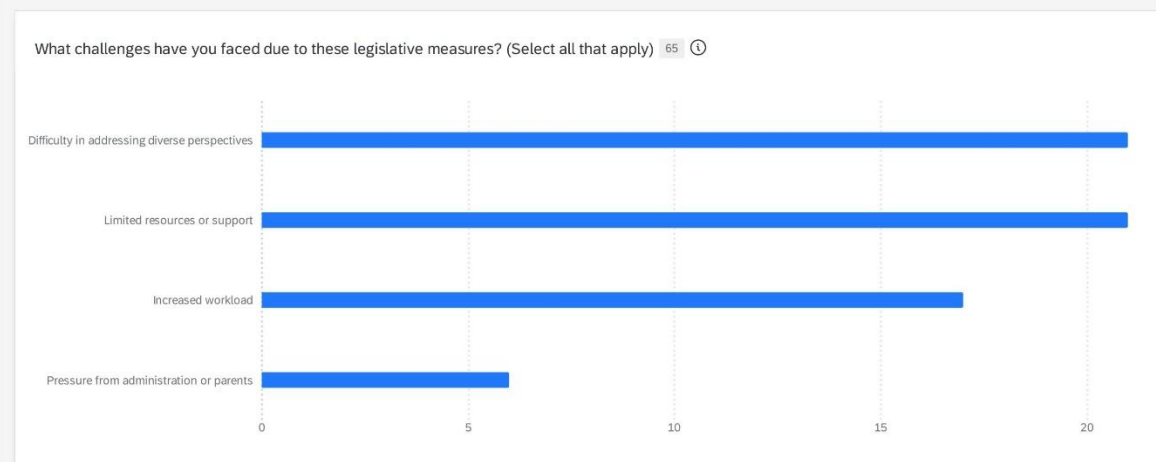
Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups? 66 ⓘ

Q11 - Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups?	Count	Count
Definitely not	6%	4
Probably not	21%	14
Might or might not	26%	17
Probably yes	24%	16

Q11 - Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups?	Count	Count
Definitely yes	23%	15

Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups? 66 ⓘ

Q11 - Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups?	Average (Q11 - Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups?)	Minimum (Q11 - Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups?)	Maximum (Q11 - Do you feel that these legislative measures contribute to disparities in student achievement, particularly among marginalized student groups?)	Count
Definitely not	1.00	1.00	1.00	4
Definitely yes	5.00	5.00	5.00	15
Might or might not	3.00	3.00	3.00	17
Probably not	2.00	2.00	2.00	14
Probably yes	4.00	4.00	4.00	16



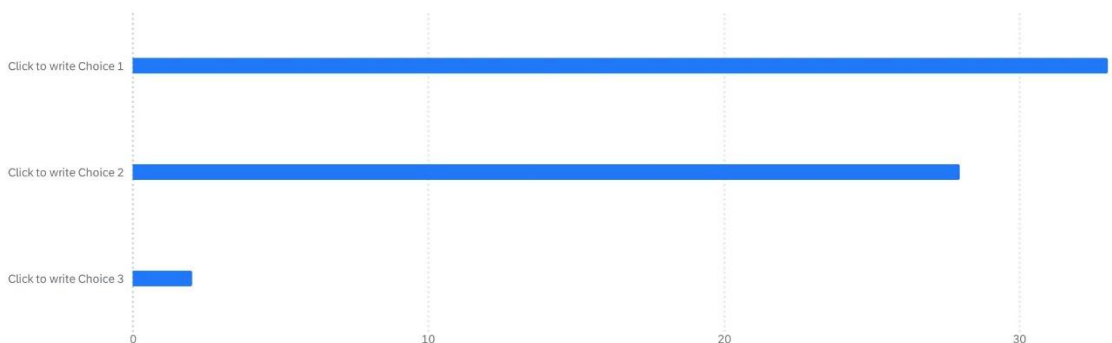
What challenges have you faced due to these legislative measures? (Select all that apply) 65 ⓘ

Q12 - What challenges have you faced due to these legislative measures? (Select all that apply)	Count	Count
Difficulty in addressing diverse perspectives	32%	21
Limited resources or support	32%	21
Increased workload	26%	17
Pressure from administration or parents	9%	6

What challenges have you faced due to these legislative measures? (Select all that apply) 65 ⓘ

Q12 - What challenges have you faced due to these legislative measures? (Select all that apply)	Average (Q12 - What challenges have you faced due to these legislative measures? (Select all that apply))	Minimum (Q12 - What challenges have you faced due to these legislative measures? (Select all that apply))	Maximum (Q12 - What challenges have you faced due to these legislative measures? (Select all that apply))	Count
Difficulty in addressing diverse perspectives	1.00	1.00	1.00	21
Increased workload	3.00	3.00	3.00	17
Limited resources or support	2.00	2.00	2.00	21
Pressure from administration or parents	4.00	4.00	4.00	6

What strategies have you found effective in maintaining educational equity despite these legislative challenges? 63 ⓘ



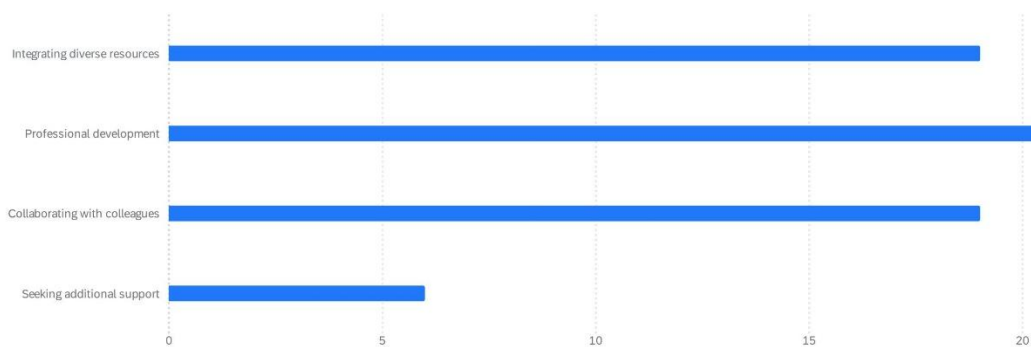
What strategies have you found effective in maintaining educational equity despite these legislative challenges? 63 ⓘ

Q13 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?	Count	Count
Click to write Choice 1	52%	33
Click to write Choice 2	44%	28
Click to write Choice 3	3%	2

What strategies have you found effective in maintaining educational equity despite these legislative challenges? 63 ⓘ

Q13 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?	Average (Q13 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?)	Minimum (Q13 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?)	Maximum (Q13 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?)	Count
Click to write Choice 1	1.00	1.00	1.00	33
Click to write Choice 2	2.00	2.00	2.00	28
Click to write Choice 3	3.00	3.00	3.00	2

What strategies have you found effective in maintaining educational equity despite these legislative challenges? 66 ⓘ



What strategies have you found effective in maintaining educational equity despite these legislative challenges? 66 ⓘ

Q14 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?	Count	Count
Integrating diverse resources	29%	19
Professional development	33%	22
Collaborating with colleagues	29%	19
Seeking additional support	9%	6

What strategies have you found effective in maintaining educational equity despite these legislative challenges? 66 ⓘ

Q14 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?	Average (Q14 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?)	Minimum (Q14 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?)	Maximum (Q14 - What strategies have you found effective in maintaining educational equity despite these legislative challenges?)	Count
Collaborating with colleagues	3.00	3.00	3.00	19
Integrating diverse resources	1.00	1.00	1.00	19
Professional development	2.00	2.00	2.00	22
Seeking additional support	4.00	4.00	4.00	6

Do you have any additional comments or suggestions for improving teacher efficacy and educational equity in the light of these legislative changes? 75 ⓘ

Do you have any additional comments or suggestions for improving teacher ef...

None

N/A

No

The teacher should try to create a system of equal responsibility among the students.

Yes, I do.

Not at all

No

N/A

NA

Ensuring equitable resource allocation

NA

No

Do you have any additional comments or suggestions for improving teacher ef...

Yes. To improve teacher efficacy and uphold educational equity amid restrictive legislative changes, it's essential to focus on both structural and cultural support for educators

To have diverse knowledge regardless

Teachers should come together to make things easier for them.

Additional educative material

The act should be reviewed

Teachers should seek support and training on how they can handle specific situations in light of these new laws.

Some of the rules are not applicable right now and maybe in future thus they should regularly check up and change them where necessary

Always teach your students to embrace each other,race and colour is just there to distinguish us on the outside,what matters is that we are all equal and should be treated the same.

NA

Provide ongoing professional development focused on equity within current legal boundaries. Empower teachers with safe spaces to collaborate and share inclusive strategies.

da'sdas

NA

None

Honestly, just let teachers teach. We know our kids, we know what they need. Stop making us afraid to have honest conversations in class. Give us the trust and support to do our jobs with care and integrity.

No

No

Do you have any additional comments or suggestions for improving teacher ef...

NA

Creating more awareness to the legislative development

No

No

N/A

No

Yes

Reducing of unnecessary workload

Not at all

Prioritize ongoing professional development and culturally responsive teaching to empower educators and address diverse student needs equitably.

No

No

N/A

NA

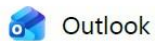
Teach the students the importance of embracing each other no matter the race or colour. We are all equal

These changes are limiting but with enough training one can be able to manoeuvre around and deliver what is required.

Do you have any additional comments or suggestions for improving teacher ef...

Appendix M

Written Consent to use the Gullah Geechee Corridor Map
to support the Gullah Geechee Cultural Heritage Corridor Act



Re: Subject: Urgent Request for Written Permission to Use Gullah Geechee Corridor and African Diaspora Maps in Dissertation Defense

From Amanda Jackson <ajackson@gullahgeecheecorridor.org>

Date Thu 11/13/2025 12:59 PM

To Therese Gamble <T.Gamble4320@o365.ncu.edu>

You don't often get email from ajackson@gullahgeecheecorridor.org. [Learn why this is important](#)

Hello Theresa,

Thank you for your email. The corridor map is public domain and is free to use because the NHA program falls under NPS. I hope this helps. Good luck on your journey!

Peace & blessings,
Amanda

Amanda Jackson, State Coordinator - Georgia/ Florida
Gullah Geechee Cultural Heritage Corridor NHA
P.O. Box 787 Beaufort, SC 29901
(843) 818-4587 www.GullahGeecheeCorridor.org
signatureImage



Gullah Geechee Cultural Heritage Corridor Commission. (2023). *Interactive map of Gullah Geechee cultural and historic resources*. <https://www.gullahgeecheecorridor.org/interactive-map-of-gullah-geechee-cultural-and-historic-resources/>

Appendix N

Written Consent to Use the African Diaspora Map to support the Gullah Geechee Cultural Heritage Corridor Act

 Outlook

Re: URGENT TIME SENSITIVE REQUEST: Request for Permission to Use Maps of the African Diaspora and the Gullah Geechee Corridor in Dissertation

From The African Diaspora Alliance <ada@theafricandiasporaalliance.org>

Date Thu 11/13/2025 3:45 PM

To Therese Gamble <T.Gamble4320@o365.ncu.edu>

Hi Therese!

You have our permission to use the maps in your dissertation. That sounds like important work. Please include full credit and citation as you mentioned.

Best of luck with your defense on the 25th!

Best,
Jasmine Hall

Website: [ADA Global Studies](#)

Instagram: [@adaglobalstudies](#)

