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Research Report

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A Snapshot of Anti-Bias Education in U.S. K–12 Schools

Findings from the 2021 American Instructional Resources Surveys

In the wake of the protests against and attention to racial injustice sparked by the murders of George Floyd and others, there has been a renewed call for the education system to address systemic racism and racial inequities (Gewertz, 2020). At the same time, many states have started passing or considering laws purporting to ban critical race theory from schools by restricting some discussions of racism, sexism, and bias within their classrooms (Ray and Gibbons, 2021). Advocates of these bans state that addressing these topics in the classroom is inappropriate; results in the indoctrination of students; and takes time away from academic instruction in reading, mathematics, and other core subjects (Aldrich, 2021). As of January 2022, 36 states have taken some action toward proposing or passing such restrictive bans, and 14 of those states have passed the bans through legislation or some other means, such as the adoption of a rule or resolution by their state board of education ("Map: Where Critical Race Theory Is Under Attack," 2021).

At the same time, a large body of research demonstrates that teaching students explicitly about issues of identity, diversity, equity, and bias—sometimes referred to as *anti-bias education*—can lead to positive academic, attitudinal, and behavioral outcomes. One study found that a more positive sense of racial identity among African American adolescents was associated with greater engagement with schooling and with indicators of educational attainment, including attendance, high school completion, and college attendance (Chavous et al., 2003). Another study found that, among academically at-risk students, participation in an ethnic studies course (one example of a culturally relevant pedagogi-

Abbreviations

AIRS	American Instructional Resources Surveys
ELA	English language arts
FRPL	free or reduced-price lunch
NCES	National Center for Education Statistics
SEL	social and emotional learning

KEY FINDINGS

- Nearly three in four of the K–12 English language arts (ELA), mathematics, and science teachers we surveyed, including elementary teachers of multiple subjects, reported that they provide anti-bias instruction. *Anti-bias education* was defined in the survey as "an approach to education that emphasizes the development of students' positive social identities and fosters their comfort and respect for all dimensions of diversity . . . it is also intended to raise their awareness of and promote their capacity to act against bias and injustice."
- Teachers with fewer years of experience, Black or African American teachers, female teachers, elementary teachers, and ELA teachers were more likely than their counterparts to provide anti-bias education.
- Teachers used a wide variety of materials to provide anti-bias education, from materials they found or created themselves to those provided by their school or district. Teachers did not appear to widely use existing instructional materials that are designed specifically to address anti-bias topics.
- More than half of teachers reported that their school- or district-required or -recommended curriculum materials did not adequately address anti-bias topics. That said, greater percentages of teachers reported that their materials helped students develop positive social identities and respect diversity compared with percentages of teachers who felt that their materials helped students understand bias and systemic injustice and how to take action against bias and injustice. A majority of teachers preferred more support from their school or district to address these inadequacies in their curriculum materials.
- Teachers' beliefs and feelings of preparedness were associated with their provision of anti-bias education, but many teachers did not have professional learning opportunities that prepared them to address anti-bias topics.

cal approach) was linked to academic gains and other positive student outcomes, such as increased attendance and credits earned (Dee and Penner, 2017). Teaching students explicitly about racism can, among White students, promote more-positive attitudes toward racial minorities and, among all students, promote a greater appreciation for racial fairness (Hughes, Bigler, and Levy, 2007). Explicit instruction around issues of oppression, equity, and activism can support students' sense of belonging, competence, and confidence about their academic skills, as well as their appreciation for diversity (Aronson and Laughter, 2016; Dover, 2009).

Given the evolving sociopolitical environment and the evidence base suggesting that nurturing students' sense of identity and providing instruction that directly addresses issues of equity in the classroom might lead to positive student outcomes, it would be useful for education leaders and policymakers to better understand how teachers across the country view anti-bias education. Leveraging nationally representative survey data of K–12 public school teachers, we examined the following three research questions:

1. Which teachers engaged in anti-bias education?
2. What types of instructional materials did teachers use to provide anti-bias education?
3. How could anti-bias education be better supported?

Findings from this report are drawn from the 2021 American Instructional Resources Survey (AIRS), which was administered through the American Teacher Panel, a nationally representative sample of K–12 public school teachers across the country. The AIRS focuses on teachers' use of instructional materials in mathematics, English language arts (ELA), and science. The AIRS was administered in 2019 and 2020, and survey items relating to anti-bias education—which are explored in this report—were added to the 2021 AIRS. These items made up only a small percentage of the survey items administered in the 2021 AIRS. All of the content areas covered in the survey can be found in the AIRS 2021 Technical Appendix (Doan et al., 2021). The 2021 AIRS was administered to 7,217 teachers across the country in May and June 2021, which was, notably, while efforts

were being made in some states to pass legislation banning teachers from addressing critical race theory or some topics related to racism, sexism, or bias.

The sampling frame for the 2021 AIRS included K–12 public school teachers who indicated that they were general elementary teachers or teachers of any of the following three subjects: math, ELA, or science. Readers should note that our sampling frame did not include social studies teachers, who might be better positioned to engage in discussions of anti-bias topics in their classrooms compared with math, ELA, and science teachers. However, roughly one-third of our sample consisted of general elementary teachers who teach multiple subjects, which could include social studies. Given that our sample did not include teachers whose primary teaching assignment is social studies only, we might have underestimated the proportion of teachers engaging in anti-bias education, particularly at the secondary level.

Another limitation of our study is that all survey items are self-reported measures, which could be subject to reporting bias. Teachers might have felt inclined to respond in socially desirable ways, especially given the sensitivity of the topic. Additionally, although we provided teachers with a definition of anti-bias education (shown in the "Definition of Anti-Bias Education" box), we cannot guarantee that teachers interpreted the definition in a uniform way, and we also have no knowledge about the quality and depth of their anti-bias education implementation.

Definition of Anti-Bias Education

The conception of anti-bias education on which this report is based centers around four main goals, divided into the domains of identity, diversity, justice, and action. This conception is drawn from the works on anti-bias education of Louise Derman-Sparks and colleagues in the realm of early childhood education. The concept was then built on by the organization Learning for Justice in the development of its Social Justice Standards, a framework for providing anti-bias education, and instructional resources for anti-bias education (Derman-Sparks and Edwards, 2020; Learning for Justice, 2016).

In the 2021 American Instructional Resources Survey, we drew on these frameworks, defining *anti-bias education* as "an approach to education that emphasizes the development of students' positive social identities and fosters their comfort and respect for all dimensions of diversity, including, for example, race and ethnicity, gender identity, religious identity, immigration status, sexual identity, socioeconomic status, and ability status. It is also intended to raise their awareness of and promote their capacity to act against bias and injustice."

This framework provides an apt foundation for this study because it has already been leveraged to craft educator resources and professional development. Additionally, this anti-bias framework aligns well with concepts and goals outlined in other prevalent equity-focused approaches, such as culturally relevant pedagogy or culturally responsive teaching; they too emphasize the importance of providing positive and rich representations of diverse groups and call for the development of students' critical consciousness (Gay, 2013; Ladson-Billings, 1995; Ladson-Billings, 2009). Importantly, anti-bias education takes into account a broad conceptualization of diversity, while other related equity-focused approaches, such as culturally relevant pedagogy and culturally responsive teaching, tend to focus more on supporting racially or culturally minoritized students.[A] This more expansive conceptualization of diversity is justified by the existence of academic disparities experienced by minoritized students across various diverse backgrounds, including racially and socioeconomically minoritized students; students who identify as lesbian, gay, bisexual, transgender, or queer; and English language learners (Carnoy and García, 2017; Kosciw et al., 2020; and Stanford Center for Education Policy Analysis, undated), to name a few examples. Anti-bias education presents an opportunity to address some of the drivers of the opportunity gap from which these academic disparities stem; it is meant to support students and educators in embracing numerous facets of human diversity and to draw on students' diverse identities to enhance their learning and development.

[A] *Minoritized* groups are those that are marginalized by inequitable systems.

Finally, when we report on differences by teachers' self-reported racial identity, we are unable to distinguish among the many ethnicities and cultures encompassed by the broad racial categories used for analyses in this report.[1] Although we recognize that teachers within these broad racial categories have varied lived experiences and are not a monolith, we are not able to parse out the nuanced differences and experiences within the racial categories used for our reporting.

All comparisons mentioned in this report are unadjusted for statistical controls and tested for statistical significance using *t*-tests; all comparisons are significant at the $p < 0.05$ level unless otherwise specified.

We discuss our data and findings in further detail in the following sections and conclude with implications and policy recommendations.

Which Teachers Engaged in Anti-Bias Education?

Almost Three in Four Teachers Reported That They Provide Anti-Bias Instruction

As noted in the box titled "Questions We Asked," we asked teachers about what types of instructional materials they used to provide anti-bias instruction. The first option in response to that question was, "Not applicable—I do not provide anti-bias instruc-

Questions We Asked

In our analysis, we focused on four categories of questions asked in the 2021 AIRS: (1) teachers' anti-bias instruction; (2) the importance teachers place on various characteristics of instructional materials when choosing which materials to use in their classrooms; (3) the adequacy of ELA, math, or science curriculum materials provided by teachers' districts or schools as a requirement or recommendation in addressing anti-bias topics; and (4) the extent to which teachers' professional learning and preparation programs prepared them to engage in instructional activities addressing anti-bias topics. The following survey items fall into the first category:

1. What types of instructional materials do you use to provide anti-bias instruction?

Select all that apply:

- N/A—I do not provide anti-bias instruction
- School- or district-provided instructional materials for my subject area
- Instructional materials I find myself
- Instructional materials I create from scratch
- I teach anti-bias topics without the use of instructional materials
- Other

For the teachers who selected "other" to the above question, in an open-ended item, we asked them the following:

2. Please describe the instructional materials that you use to provide anti-bias instruction.

For the teachers who selected "school- or district-provided instructional materials for my subject area" or "instructional materials I find myself" in the first question, in an open-ended item, we asked them the following:

3. Please indicate what those instructional materials are (e.g., curriculum title, website).

4. How well prepared do you feel to provide anti-bias instruction within the classes you teach?

- Not prepared at all
- Not very well prepared
- Somewhat well prepared
- Very well prepared

tion." Across our sample, only 27 percent of teachers reported that they do not provide anti-bias instruction at all. Data from another nationally representative survey administered through the American Teacher Panel in September 2020 found similar results: When asked, "To what extent is anti-bias education a part of the curriculum you teach or a part of your teaching practices?" in that survey, 29 percent of teachers reported that anti-bias education was not at all a part of their teaching practices or curriculum, meaning that it was not a part of their instructional materials or pedagogical approach. The remaining 71 percent of teachers reported that they engaged in anti-bias education to a small, moderate, or large extent.[2]

Thus, nearly three in four teachers reported that they provide anti-bias instruction in some form, whether through materials that they found or created themselves, through school- or district-provided materials that they used for their subject area, through other types of instructional materials, or without the use of instructional materials. Furthermore, a majority of teachers across every category we investigated—including teachers of different races, subjects, grade levels, and school contexts—reported providing anti-bias education.[3]

Teachers with Fewer Years of Experience, Black or African American Teachers, Female Teachers, Elementary Teachers, and ELA Teachers Were Especially Likely to Provide Anti-Bias Education

Although the provision of anti-bias education was high across different types of teachers and teachers in different school contexts, some teachers were especially likely to report providing anti-bias education. Teachers who had fewer years of experience were significantly more likely to engage in anti-bias education than more-experienced teachers; 84 percent of novice teachers in their first three years of teaching reported engaging in anti-bias education, compared with 70 percent of veteran teachers with more than 20 years of experience. Although we are not able to determine the cause of this finding, we hypothesize that the teacher preparation experiences of less experienced teachers might differ from those of veteran teachers. Polling on perceptions about race indicates that, over the past decade, the U.S. population in general has increasingly perceived that racism against Black people is widespread (Jones and Lloyd, 2021). The U.S. population also has become increasingly concerned about race relations (Newport, 2020). It is possible that these broader trends in perceptions and awareness might be affecting the type of preparation that newer teachers are receiving compared with that of their more-experienced colleagues.

> "As a person of color, I find it very easy to relate to students and get them to open up about issues concerning biases in their world."
>
> — High school ELA teacher

Additionally, teachers from minoritized groups were significantly more likely to report that they engaged in anti-bias education. Seventy-five percent of female teachers reported engaging in anti-bias education, compared with 65 percent of male teachers. Seventy-nine percent of Black or African American teachers reported engaging in anti-bias education, in comparison with 73 percent of non-Black or non–African American teachers.[4] Teachers' responses to our open-ended questions suggest that minoritized teachers' practices and discussions about issues relating to equity and bias in the classroom could be informed or motivated by their own lived experiences. One teacher explained,

> As a person of color, and [a] visible Muslim who wears a headscarf, I incorporate many different [types of] anti-bias instruction into my lesson. I always strive to include . . . different cultures and celebrations into my lessons so that my students don't feel left out like I did when going through the K–12 system. I also

explicitly state why I am teaching them this way—to make them more open-minded.

Teachers' teaching assignments, based on grade level and main subject matter taught, were also linked to whether teachers engaged in anti-bias education. For our analysis of differences between teachers who were teaching various subject areas, we focused on the following types of teachers: general elementary teachers who teach multiple subjects and departmentalized elementary or secondary teachers who primarily teach ELA, math, or science. In our analysis, we separated general elementary teachers from departmentalized ELA, math, and science teachers because multiple-subject teachers are likely to teach social studies and, therefore, might have more opportunities to teach anti-bias content. Seventy-five percent of the elementary teachers in our sample were general elementary teachers, while most teachers who were departmentalized into specific subjects were secondary teachers.

ELA teachers and general elementary teachers who teach multiple subjects were more likely to engage in anti-bias education than their peers teaching math and science. Responses to our open-ended survey items suggest that some math and science teachers might lack anti-bias materials for their content areas or might struggle to connect anti-bias instruction to their subjects. Some math and science teachers expressed that the anti-bias materials they used or that their district provided were not content-related but instead were used during their advisory classes. Another math teacher expressed that their content area does not lend itself well to anti-bias instruction, saying, "In Math, there isn't really much material that is biased. We teach things like slope, transformations, ordering numbers, [and the] Pythagorean theorem." Thus, our survey findings and some open-ended responses suggest that some teachers might find certain subjects, such as ELA, better suited toward the provision of anti-bias education. Most of the teachers who reported using instructional materials that are designed to address anti-bias topics, such as those from Learning for Justice, were ELA teachers, suggesting again that ELA instruction might include more opportunities for reading and discussion around anti-bias topics.

> "[A]ll of our ELA teachers use novels, news articles, and student personal experience through class discussions."
>
> — High school ELA teacher

Although math and science teachers were, on average, less likely to provide anti-bias instruction than ELA teachers, with some expressing that they lacked content-specific anti-bias instructional materials, others shared how they were able to enact anti-bias education through their subject areas. One high school science teacher said that they provided anti-bias education by "analyzing data ([coronavirus disease 2019 (COVID-19)] infection rates) by race and discussing discrepancies." A middle school science teacher shared, "Students in my class draw their first idea of a scientist at the beginning of the year and we talk about the images they have drawn and what that says about our image of science and scientists." Scholars in the field have provided other examples, such as using math skills to examine social problems or real-world issues, and leveraging data on wages, income, and poverty or survey data collected from community members (Gorski and Swalwell, 2015).

Although math and science teachers were less likely to provide anti-bias education than ELA teachers, our data suggest that Black or African American math and science teachers might be more likely to provide anti-bias education than their non-Black or non–African American colleagues. Specifically, 82 percent of Black or African American science teachers reported providing anti-bias education, compared with 60 percent of non-Black or non–African American science teachers. We observed similar patterns among Black or African American math teachers and among other math teachers of color when comparing them with their counterparts—non-Black or non–African American math teachers and White math

teachers, respectively—but the differences were not statistically significant.

Collectively, elementary school teachers were more likely to provide anti-bias education than were secondary teachers.[5] As for why we observed this difference between elementary and secondary teachers, prior research suggests that elementary school teachers place a greater emphasis on the social and emotional development of students (Hamilton, Kaufman, and Hu, 2020) and receive more support from their schools to implement social and emotional learning (SEL) (Hamilton and Doss, 2020). These results could explain why elementary school teachers are inclined to place a greater emphasis on anti-bias education; although anti-bias education is not synonymous with SEL, anti-bias education and SEL can overlap in key ways (Jagers, Rivas-Drake, and Williams, 2019; Spiegler, 2016; Warner and Browning, 2021). To provide an example of how anti-bias education might be operationalized for elementary-aged students, Gorski and Swalwell, 2015, describes how a team of 3rd graders at a high-poverty school used academic skills spanning multiple disciplines to address an injustice that they identified in their community—a lack of safe playground equipment—which was a challenge that children in wealthier neighboring communities did not similarly experience.

Differences in the provision of anti-bias education among different types of teachers are summarized in Figure 1.

> "I've used [the program] Sanford Harmony to open up classroom discussions that promote respecting others' beliefs and opinions."
>
> — Elementary teacher

> "Our curriculum has some units where the anti-bias instruction is built in, but I also created presentations to showcase various achievements in ELA from Black authors, artists, entertainers, and musicians."
>
> — Middle school ELA teacher

What Types of Instructional Materials Did Teachers Use to Provide Anti-Bias Education?

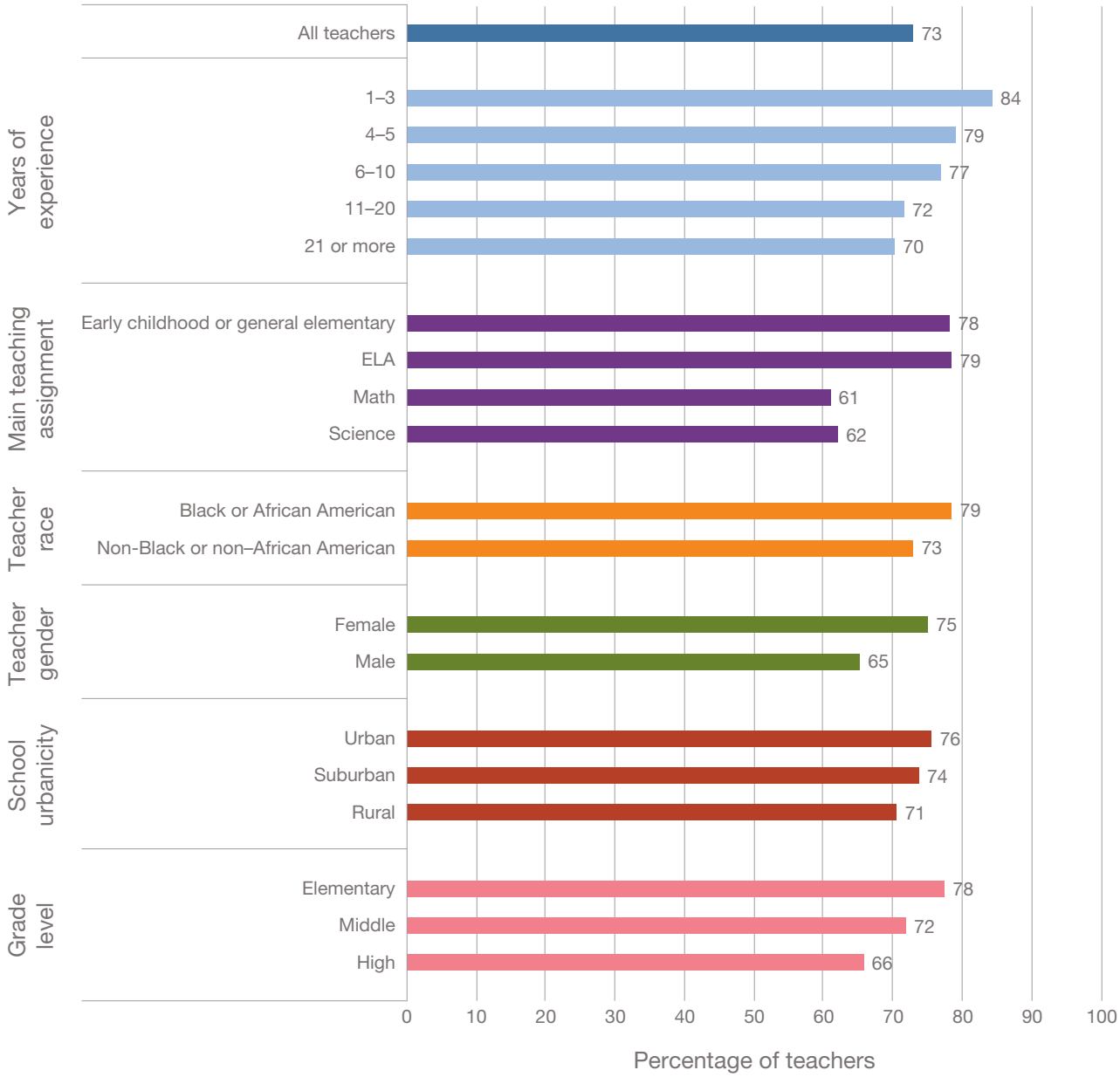
Teachers Used a Wide Variety of Materials to Provide Anti-Bias Education, Ranging from Materials They Found or Created Themselves to Those Provided by Their School or District

We found that teachers used a wide variety of materials from different sources, from materials they found or created themselves to those provided by their school or district. Figure 2 shows the percentages of teachers who reported using each type of material.

Notably, roughly one-third of teachers reported using their school- or district-provided materials for their subject area for anti-bias education. Patterns among the types of teachers who used school- or district-provided materials for their subject area to provide anti-bias education are especially important because such patterns point to potential opportunities for schools and districts to provide their teachers

FIGURE 1

Percentage of Teachers Reporting That They Provided Anti-Bias Education

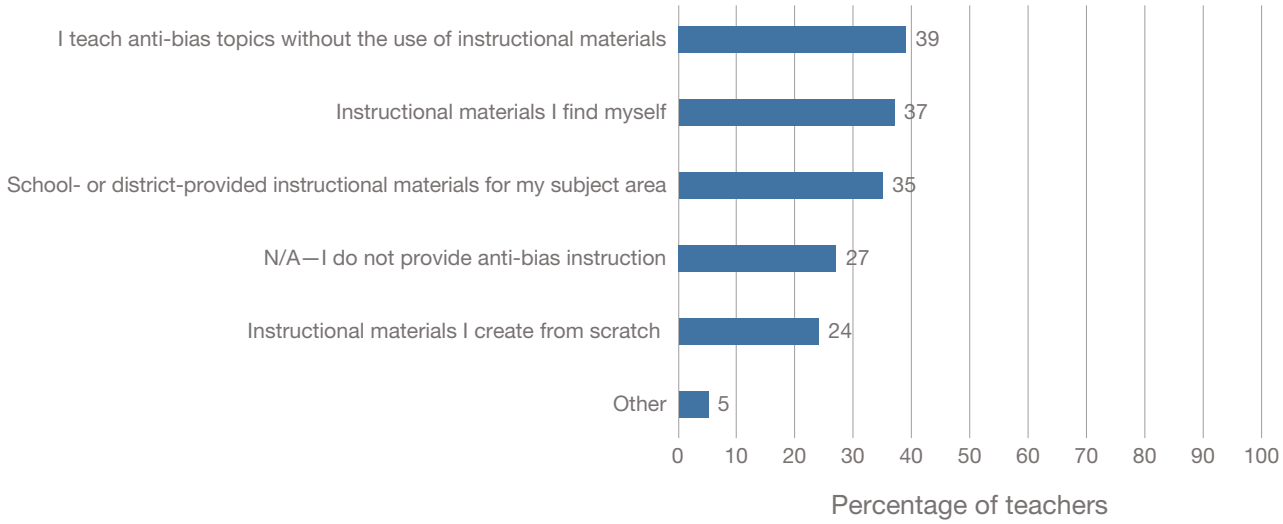


NOTE: The differences between the following teacher groups are significant at $p < 0.05$: 1–3 years of experience versus 11–20 years of experience and 21 or more years of experience; 4–5 years of experience versus 11–20 years of experience and 21 or more years of experience; 6–10 years of experience versus 11–20 years of experience and 21 or more years of experience; early childhood or general elementary versus math and science teachers; ELA versus math and science teachers; Black or African American versus non-Black or non–African American teachers; male versus female teachers; teachers in urban versus rural schools; teachers in elementary versus middle and high schools; and teachers in middle versus high schools.

with materials that appropriately address anti-bias topics. Such patterns also point to opportunities for schools and districts to provide teachers with more guidance on how to use their subject area materials to provide anti-bias education. Echoing some of our earlier findings, we observed that teachers from minoritized backgrounds and teachers who taught higher percentages of minoritized students were more likely to provide anti-bias education through their school- or district-provided materials than their

FIGURE 2

Percentage of Teachers Reporting on the Type of Instructional Materials They Used to Provide Anti-Bias Education



NOTE: For this survey item, we asked teachers, "What types of instructional materials do you use to provide anti-bias instruction?" Percentages do not sum to 100 because teachers were able to select more than one response.

counterparts. Additionally, we observed patterns by years of experience, subject assignment, and grade level.

In our sample, nearly half of Black or African American teachers and 40 percent of teachers of color reported providing anti-bias education with their school- or district-provided materials for their subject area, compared with one-third of non-Black or non–African American teachers and one-third of White teachers. Similarly, 39 percent of teachers who served schools with the highest proportion of students of color and 41 percent of teachers who served schools with the highest proportion of students in poverty used school- or district-provided materials to provide anti-bias education, compared with 27 percent of teachers who served schools with the smallest proportion of students of color and 35 percent of teachers who served schools with the lowest proportion of students in poverty.[6] Less experienced teachers—those with three or fewer years of experience—also were especially likely to provide anti-bias education through their school- or district-provided materials. Half of these novice teachers reported doing so compared with about one-third of their more-experienced counterparts, whom we define as teachers with 11 to 20 or 21 or more years of experience.

> "I use chapter books and resources I find . . . to promote discussion and reflection about anti-bias subjects with my Native American students."
>
> — Elementary teacher

We also found that a relatively smaller proportion of science and secondary teachers used their school- or district-provided materials to provide anti-bias education, in comparison with ELA teachers and elementary teachers. Only 26 percent of the departmentalized science teachers we surveyed, 94 percent of whom are secondary teachers, reported using their school- or district-provided materials to provide anti-bias education, compared with 33 percent

of departmentalized ELA teachers and 40 percent of early childhood or general elementary teachers. Similarly, only 22 percent of high school teachers and 35 percent of middle school teachers reported using their school- or district-provided materials to provide anti-bias education, compared with 41 percent of elementary teachers, although we did observe that high school and middle school teachers were more likely than elementary teachers to create their anti-bias materials from scratch.

> "Our school and district have an anti-bias, anti-racism committee that has attended conferences. . . . [They] meet regularly to share and discuss world events and how we can approach them in our classrooms."
>
> — Elementary teacher

> "I use texts such as *Smoky Night* to discuss real events in our society today and include my personal experiences marching with [Black Lives Matter] as a white man to highlight why this matters to me personally."
>
> — Elementary teacher

These differences across types of teachers could be explained by differences in the support provided by their school or the availability of resources for anti-bias education. They also could be explained by differences in teachers' beliefs and priorities for student education, which could be shaped by the population of students they serve (Rojas and Liou, 2017). Where teachers were less likely to use their school- or district-provided materials, they might lack access to appropriate materials for anti-bias education, especially for their subject matter, as indicated by some of the open-ended responses from math and science teachers described earlier.

Fifty-three percent of surveyed teachers provided a response to at least one of our open-ended items asking teachers to describe or indicate the instructional materials they used for anti-bias education, thus providing greater detail and insight into the types of instructional materials they used to provide anti-bias education.

Teachers cited a wide array of materials, including SEL curricula (e.g., Second Step, the Zones of Regulation, the RULER approach); books that represent diverse cultures and peoples or that touch on social justice issues; news articles describing current events, such as those from Newsela; materials from Teachers Pay Teachers; and educational videos, such as TedTalks.

Only roughly 7 percent of teachers who responded to at least one of the open-ended items shown in the "Questions We Asked" box—or 3.5 percent of the teachers who responded to this survey—reported using an instructional material that explicitly focused on anti-bias concepts, such as identifying bias and discrimination, celebrating cultural identities, and promoting social justice. Such materials include Facing History and Ourselves, Learning for Justice, and Rethinking Schools. In comparison, roughly twice as many teachers—15 percent of teachers who responded to at least one of our open-ended items, or 7 percent of teachers who responded to this survey—reported using SEL curricula to provide anti-bias instruction. The remaining responses varied, from responses that named integration into

academic curricula, to unspecified materials from teachers' classroom libraries or such websites as Teachers Pay Teachers and YouTube, to responses that were not instructional materials at all. For example, teachers described how they incorporated anti-bias education into their academic instruction. One teacher stated, "The division's department of teaching and learning [has] embedded these anti-bias resources within curriculum materials." Teachers also reported using methods to provide anti-bias education that did not include the use of any instructional materials. These methods included anti-racist or culturally responsive pedagogy, discussions about race and social justice, professional development, or such approaches as restorative practices or positive behavioral interventions and supports. One teacher said, "I use anti-racist and culturally responsive teaching practices. We used district- and teacher-created restorative circles to ensure that our classroom had an anti-racist environment."

How Could Anti-Bias Education Be Better Supported?

In this section, we examine a few ways in which teachers could be better supported to provide anti-bias education through stronger instructional materials, professional learning, and their teacher-preparation programs.

More Than Half of Teachers Reported That Their School- or District-Required or -Recommended Curriculum Materials Did Not Adequately Address Anti-Bias Topics, Although Teachers Felt That Their Materials Better Addressed Issues of Identity and Diversity Than Justice and Action

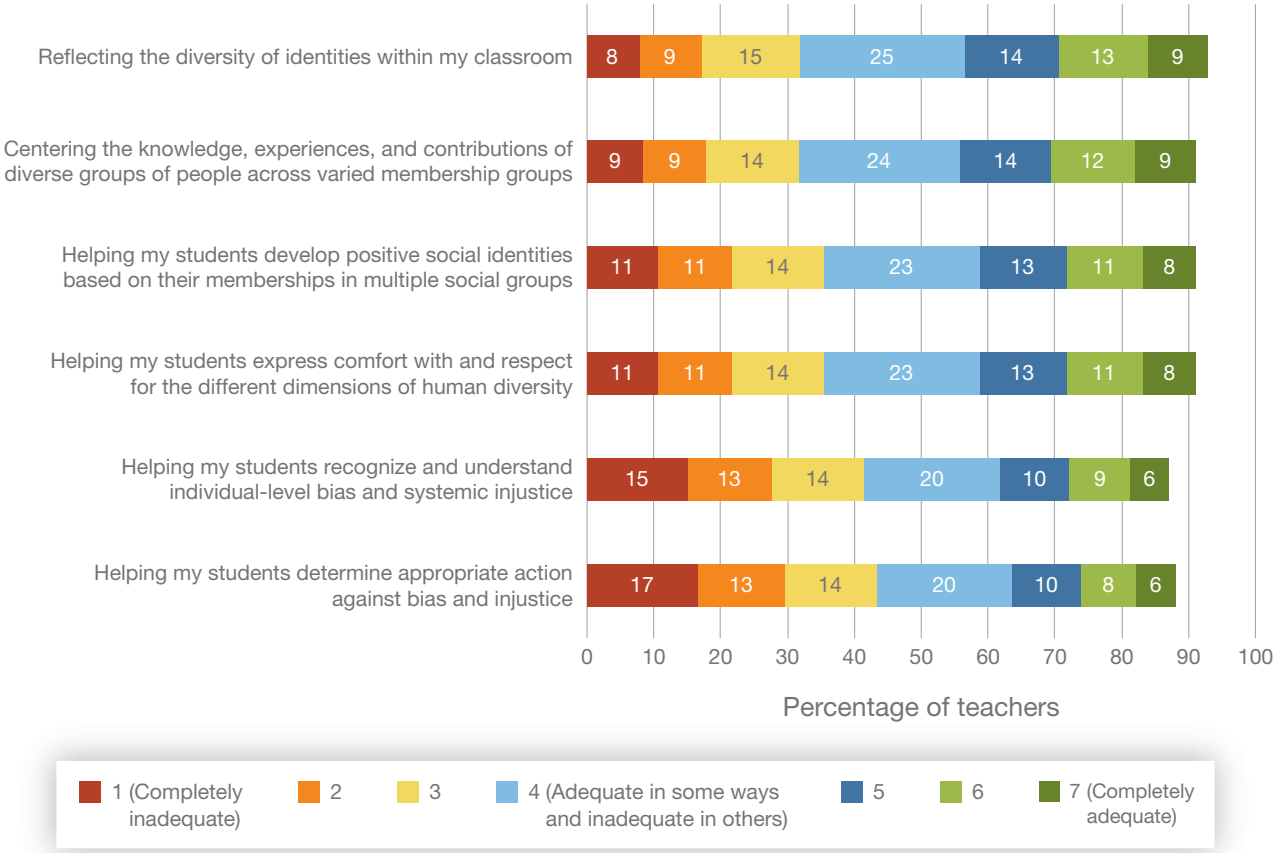
Teachers' academic curricula could provide an avenue for teachers to address anti-bias education. We asked teachers to rate the extent to which the ELA, math, and science curriculum materials provided by their school or district as a recommendation or requirement adequately addressed each of the anti-bias domains of identity, diversity, justice, and action. Adequacy was measured on a 7-point scale from "completely inadequate" (1) to "completely adequate" (7). The midpoint of the scale (4) was labeled as "adequate in some ways and inadequate in others." Teachers were instructed to rate the adequacy of their materials for each purpose prior to any modifications they might make.

As shown in Figure 3, teachers' ratings of their materials tended to fall largely in the middle of the scale. For the purpose of our analysis, we defined *adequate* as a minimum rating of 5; such a rating would indicate that teachers felt positively about whether their materials met each of the listed purposes. Notably, only 47 percent of teachers reported that their materials met this bar of adequacy for at least one of the purposes listed in Figure 3, meaning that 53 percent of teachers reported that their materials were not adequate for *any* of the purposes. Just 19 percent of teachers rated their materials as a 5 or higher for all six purposes. Figure 3 also illustrates that teachers' perceptions of the adequacy of their materials varied based on the particular anti-bias domain addressed. Teachers viewed their materials as more adequate for addressing purposes relating to representing, centering, or nurturing students' diverse identities, but viewed their materials as less adequate for addressing purposes relating to helping students understand injustice and identifying appropriate action against bias.

Across all of the purposes that we asked teachers about, we observed other consistent trends echoing previous findings. Earlier, we demonstrated that ELA teachers were more likely to provide anti-bias education potentially because the topics and content addressed in their subject lend themselves more naturally to the discussion of anti-bias concepts. ELA teachers also were significantly more likely to rate their materials as adequate for addressing each of these purposes than were both math and science teachers. Also in line with earlier findings, across the six purposes listed in Figure 3, teachers of color were significantly more likely than White teachers—and Black or African American teachers were significantly more likely than non-Black or non–African American teachers—to rate their materials as adequately addressing each of these purposes. One

FIGURE 3

Teachers' Ratings of the Adequacy of Their ELA, Math, and Science Curriculum Materials for Addressing Anti-Bias Concepts



NOTE: Teachers were asked to indicate the extent to which the ELA, math, or science curriculum materials provided by their district or school as a recommendation or requirement were adequate for each of the listed purposes. We asked teachers to rate their materials as they were designed, prior to any modifications they might have made and regardless of whether teachers used them. Teachers rated materials on a 7-point scale, with 1 meaning completely inadequate, 4 meaning adequate in some ways and inadequate in others, and 7 meaning completely adequate. Bars do not sum to 100 percent because teachers were also able to select "not sure or not applicable."

potential hypothesis explaining these differences is that, although we asked teachers to rate their materials prior to any modification, teachers of color—and particularly Black or African American teachers—might be infusing their curriculum materials with these concepts or more strongly emphasizing these concepts within their materials in the implementation process.

A Majority of Teachers Preferred More Support from Their School or District to Address Anti-Bias Education

To better understand teachers' perceptions about potential supports, we asked teachers how they would prefer to address each of the inadequacies in their materials—completely on their own, mostly on their own and with some better school- or district-provided materials, mostly through better school- or district-provided materials with some work on their own, or completely through better school- or district-provided materials. Teachers also were able to report that they do not have a need to address the inadequacies for the students they teach.[7]

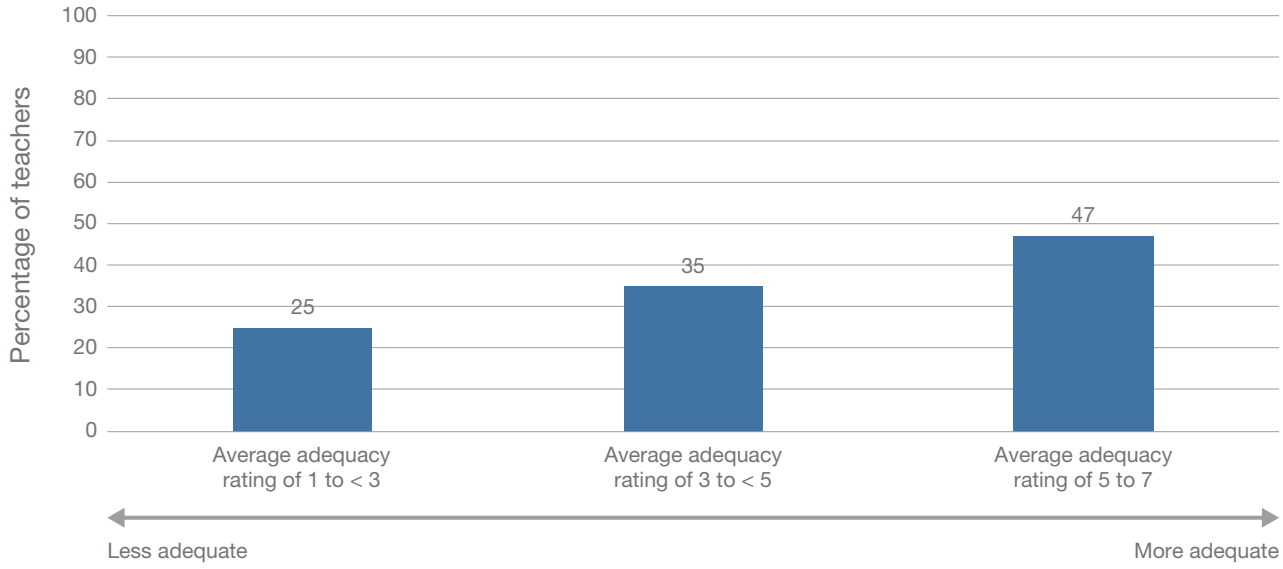
Notably, very few teachers, only 3 to 4 percent, indicated that they do not have a need to address these inadequacies at all, suggesting that teachers have a desire to address shortcomings in the way their materials address anti-bias topics. Most teachers preferred to have at least some additional support from their school or district in addressing the inad-

equacies of their materials, although most teachers also preferred to retain some level of autonomy in addressing inadequacies. Across the six purposes that we asked teachers about, roughly one in five teachers preferred to address the inadequacies of their materials completely through better school- or district-provided materials; about one in three teachers preferred to address the inadequacies of their materials mostly through better school- or district-provided materials but with some work on their own; and about one in three teachers preferred to address the inadequacies mostly on their own, but with some better school- or district-provided materials. These results point to an opportunity and desire for school and district leaders to provide more support to teachers. In addition, because about two-thirds of teachers reported that they would prefer to address the inadequacies in their materials through some combination of better school- or district-provided materials and their own work, these data suggest that there is an opportunity for teachers to collaborate with district or school leaders and co-develop materials that are tailored to their needs. A relatively smaller proportion of teachers—about 15 percent across all six purposes—stated that they would prefer to address these inadequacies completely on their own.

Importantly, teachers who, on average, had more-positive perceptions about the extent to which their school- or district-required or -recommended materials adequately addressed anti-bias topics (e.g., a higher average rating across the six items presented in Figure 3) also were significantly more likely to use school- or district-provided materials for their subject area to provide anti-bias instruction, as demonstrated in Figure 4. This finding further demonstrates that schools and districts likely have an opportunity to support anti-bias education by ensuring that teachers have appropriate instructional materials that adequately address anti-bias topics.

FIGURE 4

Percentage of Teachers Who Used School- or District-Provided Materials for Their Subject Area to Provide Anti-Bias Education, by the Extent to Which They Perceived Their School- or District-Required or -Recommended Materials as Adequately Addressing Anti-Bias Topics



NOTE: Because teachers' responses across the survey items about the adequacy of their instructional materials (shown in Figure 3) were correlated, we created a summary scale measuring teachers' perceptions about their materials across all of the items by averaging teachers' responses. A higher average adequacy rating indicates that, on average, teachers felt that their school- or district-required or -recommended materials more adequately addressed anti-bias topics, whereas a lower average adequacy rating indicates that, on average, teachers felt that their school- or district-required or -recommended materials less adequately addressed anti-bias topics. All pairwise comparisons are significant at $p < 0.05$.

"I made sure that materials are culturally appropriate, using language or words universal to everyone regardless of their origin, sexual orientation, religion, etc."

— Elementary ELA teacher

"Using books such as Zaretta Hammond's [*Culturally Responsive Teaching*] *and the Brain*, Gholdy Muhammad's *Cultivating Genius*, and Joe Feldman's *Grading for Equity*, along with the Teaching Tolerance Anti-Bias framework, I have created critical discussions using novels to teach anti-bias topics."

— High school ELA teacher

Teachers' Beliefs and Feelings of Preparedness Were Associated with Their Provision of Anti-Bias Education, but Many Teachers Did Not Have Professional Learning Opportunities That Prepared Them to Address Anti-Bias Topics

Finally, we investigated factors that could be associated with teachers' provision of anti-bias education to better understand how teachers might be supported in addressing these topics with their students. Specifically, we examined several key potential factors or supports and the relationships between these factors—teachers' beliefs, their perceptions of how well prepared they were to provide anti-bias instruction, their professional learning opportunities, and the preparation that they received through their teacher preparation programs.

As we described earlier, other equity-oriented approaches to education, including culturally responsive teaching and culturally relevant pedagogy, align with the anti-bias goals of identity, diversity, justice, and action. Thus, we examined teachers' beliefs about the importance of culturally relevant pedagogy. Forty-two percent and 41 percent of teachers reported that they consider culturally relevant content and approaches extremely important or somewhat important, respectively, when choosing instructional materials to use in their classroom lessons.

Although teachers broadly considered culturally relevant content and approaches to be important, when we asked teachers how well prepared they felt to provide anti-bias instruction, nearly four in ten teachers reported that they felt "not prepared at all" or "not very well prepared."

When we examined the characteristics of teachers who reported, in response to the open-ended questions, that they used materials that were specifically designed to address anti-bias topics, such as Facing History and Ourselves or Learning for Justice (formerly Teaching Tolerance), roughly eight in ten of these teachers reported that they felt somewhat or very well prepared to provide anti-bias instruction. Perhaps seeking out and using such anti-bias materials helps teachers feel more confident and prepared for instruc-

tion, or, alternatively, perhaps teachers who feel more prepared to provide anti-bias education might actively seek and use these types of materials.

Next, we delved further into the factors that could affect teachers' perceptions about how prepared they feel or the beliefs and mindsets they bring to their teaching practices, such as their professional learning and teacher preparation experiences. In Figure 5, we summarize the extent to which teachers felt that their professional learning opportunities and teacher-preparation programs prepared them to engage in instructional activities linked to the anti-bias domains of identity, diversity, justice, and action.[8]

A fairly large proportion of teachers—roughly four in ten—indicated that their professional learning opportunities during the 2020–2021 school year did not prepare them *at all* to address anti-bias topics. Additionally, in line with earlier findings, a slightly larger proportion of teachers reported that their professional learning opportunities and teacher preparation programs did not prepare them or prepared them only to a slight extent to engage with instructional activities promoting students' understanding of bias and systemic injustice, as well as appropriate action against bias in comparison with instructional activities to promote students' positive social identities and respect for diversity.

FIGURE 5

The Extent to Which Teachers' Professional Learning Opportunities and Preparation Program Experiences Prepared Them to Address Anti-Bias Topics

NOTE: Only teachers who completed their teacher preparation program in the past five years were presented with the items about their teacher preparation experiences. In addition, for the survey item asking about teachers' preparation program experiences, bars do not sum to 100 percent because teachers were also able to select "I don't remember or N/A." Other bars might not sum to 100 percent because of rounding.

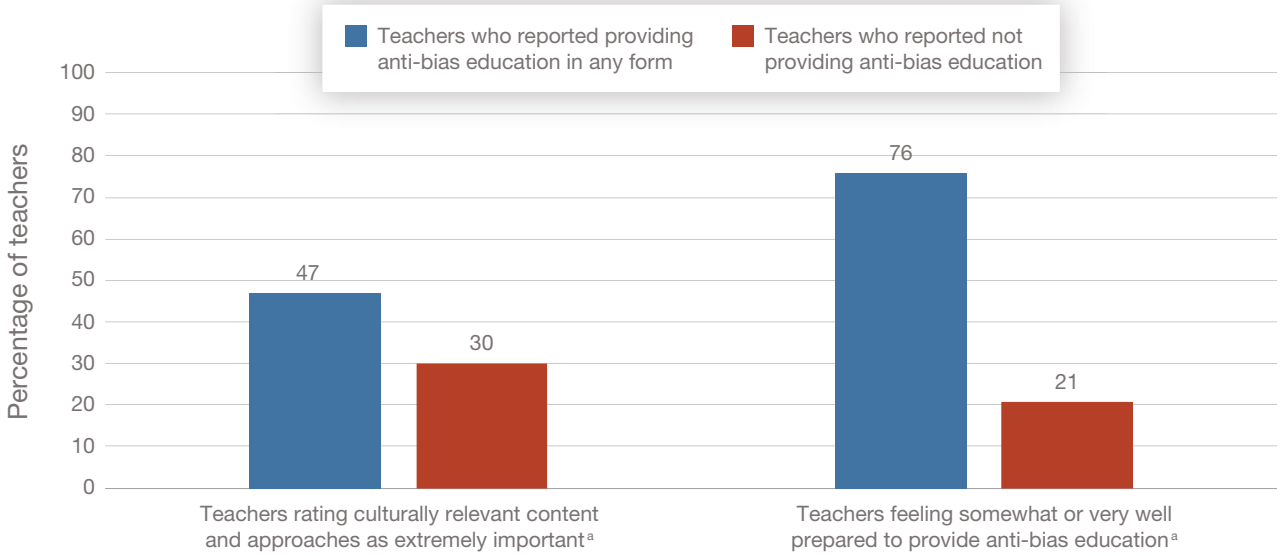
Teachers' preparation and professional learning opportunities might be important for supporting their feelings of preparedness and shaping their beliefs. When we average across their responses to the professional learning items shown in Figure 5,[9] teachers who received professional learning that better prepared them to address anti-bias topics were significantly more likely to consider culturally relevant pedagogy extremely important.[10] Only 36 percent of teachers who received professional learning that least prepared them to address anti-bias topics considered culturally relevant teaching extremely important, while 71 percent of teachers who received professional learning that most prepared them considered it extremely important.

We observed similar patterns when exploring significant differences in how well prepared teachers felt to provide anti-bias instruction, suggesting that preparation programs and school- or district-provided professional learning can support teachers' feelings of preparedness. Forty-three percent of teachers who received school- or district-provided professional learning that *least* prepared them to address anti-bias topics considered themselves somewhat or very well prepared to provide anti-bias instruction, compared with 88 percent of teachers who received professional learning that *most* prepared them to address anti-bias topics. Teachers might have a variety of experiences or other sources of knowledge upon which they draw to prepare them to provide anti-bias instruction, and this finding suggests that district- or school-provided professional learning is a critical source of knowledge and a mechanism for supporting teacher preparedness. Additionally, teachers who reported that their teacher preparation programs most prepared them to address anti-bias topics were also significantly more likely to report that they felt somewhat or very well prepared to provide anti-bias education than teachers who reported that their preparation programs least prepared them.

These findings are critical because both teachers' perceptions about their preparedness and their beliefs about the importance of culturally relevant content and approaches are strongly correlated with whether they provide anti-bias education to their students. As shown in Figure 6, teachers who reported providing anti-bias education were significantly more likely than teach-

FIGURE 6

Difference in Preparedness and Beliefs Between Teachers Who Did and Did Not Provide Anti-Bias Education



NOTE: [a] Indicates that the difference between teachers who reported providing anti-bias education in any form and teachers who reported not providing anti-bias education was significant at $p < 0.05$.

ers who reported not providing anti-bias education to consider culturally relevant content and approaches extremely important or feel somewhat or very well prepared to provide anti-bias education.

Implications and Recommendations

In this report, we presented a national picture of the provision of anti-bias education in U.S. K–12 schools. We explored several areas of inquiry with regard to the implementation of anti-bias education, including who is providing anti-bias education, what types of materials they are using to provide anti-bias education, and the various factors that might be related to teachers' provision of anti-bias education.

At the beginning of this report, we noted that several states have passed recent legislation restricting how teachers can discuss racism and bias in their classrooms. However, our data demonstrate that most teachers reported providing at least some anti-bias education. Most teachers also reported that they considered culturally relevant content and approaches somewhat or extremely important when selecting instructional materials. Thus, many teachers across the United States likely support an approach to education that nurtures students' social identities and addresses systemic inequities. In addition, our data examining how teachers would like to address the inadequacies in their instructional materials suggest that teachers actually desire *more* support from their schools or districts to provide anti-bias education. Therefore, leaders from state departments of education and district and school leaders should focus on supporting and providing guidance to teachers within the bounds of the law rather than constraining the conversations and learning that take place in the classroom. The recommendations we offer are intended to encourage and support state and local education policymakers, district and school leaders, and others to consider the ways they can support teachers in the implementation of high-quality anti-bias education.

Develop a shared definition of anti-bias education and a clear framework for implementation. Several of our findings point to this need. Nearly three-quarters of surveyed teachers reported that they provide anti-bias instruction in some form. However, teachers' open-ended responses revealed that they engaged in a variety of activities and practices while providing anti-bias instruction, suggesting that some teachers were, at times, conflating approaches that are related—but not equivalent—to anti-bias education. Only a small proportion of teachers reported using instructional materials that explicitly focused on anti-bias concepts. Instead, teachers more commonly reported using SEL curricula for anti-bias education. Some teachers also noted the use of other equity-oriented approaches, such as restorative practices or positive behavioral interventions and supports. Others reported obtaining their anti-bias materials from a variety of sources, including Teachers Pay Teachers or YouTube. Nearly four in ten teachers reported finding their own materials for anti-bias education, and roughly one-quarter of teachers reported creating their own instructional materials for anti-bias education. Altogether, these data suggest that the wide-ranging nature of the materials, activities, and approaches teachers are leveraging for anti-bias education might make it difficult for education leaders to assess their quality and content.

Thus, a more standardized definition for anti-bias education and a framework for implementation would allow policymakers, education leaders, and educators themselves to share a common language, which can facilitate discussions of how to ensure high-quality implementation by clarifying goals and objectives. State and district leaders could collaborate with local school leaders and teachers to adopt or adapt the definition and framework to meet the needs and goals of their communities. A shared definition and vision can then form the basis for other activities and supports, including curriculum selection and development, professional learning, and progress monitoring. The organization Learning for Justice has developed Social Justice Standards that outline grade band–specific student competencies keyed to the four domains of identity, diversity, justice, and action (Learning for Justice, 2016). These standards might provide a starting point for state or local policymakers who are developing a vision for what anti-bias education could look like in their school communities. To the extent that state and local education leaders are already devel-

oping frameworks or beginning initiatives to support the implementation of related approaches, such as culturally responsive education, they also might consider how anti-bias education can be integrated into existing frameworks and initiatives such that the overall approach to and messaging around supporting students is coherent.

Identify and encourage the use of evidence-based instructional materials and instructional practices for anti-bias education. Drawing on a shared definition and vision for anti-bias education, policymakers, education leaders, and other stakeholders, such as curriculum developers and researchers, might consider how they can develop, offer, and promulgate a set of evidence-based practices and instructional materials that schools and teachers can adopt across different grades and subjects. First, researchers should aim to collaborate with curriculum developers and others to strengthen the evidence base behind materials designed to address anti-bias topics. For example, the curriculum Facing History and Ourselves, which is designed to use "lessons of history to challenge teachers and their students to stand up to bigotry and hate" (Facing History and Ourselves, undated), is among one of the materials deemed by the Collaborative for Academic, Social, and Emotional Learning to be an evidence-based program (Collaborative for Academic, Social, and Emotional Learning, undated). One study using a randomized controlled trial found that students who engaged with the program reported stronger civic self-efficacy and more tolerance for differing viewpoints; the students also felt more positively about their classroom climate compared with students who did not engage in the program (Barr et al., 2015). To the extent that some anti-bias instructional materials do not yet have an evidence base to support their use, policymakers and curriculum developers could collaborate with researchers to start developing that evidence base.

To the extent that some anti-bias instructional materials do not yet have an evidence base to support their use, policymakers and curriculum developers could collaborate with researchers to start developing that evidence base.

Our data suggest that anti-bias instructional materials that are specifically designed to teach about systemic inequities, such as Facing History and Ourselves and Learning for Justice, are not widely used, indicating that many teachers are leaving resources and instructional materials that support anti-bias education untapped. Teachers might not be aware of the existence of such materials, or they might not have adequate support in understanding how to use them. Education policymakers might consider (1) reviewing existing anti-bias materials, (2) curating and promoting a set of instructional materials that align with their vision for anti-bias education, and (3) providing professional learning to support teachers' use of those materials. To the extent that some materials have an evidence base to support their use, policymakers might consider ensuring that local school leaders and educators are aware of the research and evidence behind those materials to better support buy-in and uptake.

Understand the barriers that teachers face in providing anti-bias education. Although the provision of anti-bias education was prevalent across our sample of surveyed teachers, some categories of teachers were less likely to report that they were providing anti-bias education. Notably, teachers with more years of experience, math and science teachers, male teachers, rural teachers, and secondary teachers were more likely than their counterparts to report that they do not provide anti-bias instruction.

These teachers might not be engaging in anti-bias education for a variety of reasons—they might lack support from leadership; believe that anti-bias education is not appropriate in schools or for their subject matter; have difficulty prioritizing it among their other responsibilities; or lack resources and materials that are appropriate for their subject, which might be especially pertinent for math and science teachers. The reasons that teachers are not engaging in anti-bias education likely vary according to individual and local context, so education leaders should seek to better understand the barriers that teachers are facing. One first step might be to collect data from teachers about their beliefs, the resources they have available, and the needs and challenges that they face. These data can support local leaders in better tailoring professional learning or curating and offering appropriate instructional materials.

Additionally, given the recent passage of legislation banning critical race theory and certain discussions of racism and other forms of bias in classrooms, states now have different policies about the types of content that teachers can present to students. It is possible that these bans might have an impact on the provision of anti-bias education in some states. Large majorities of teachers reported that they provide anti-bias education, that they consider culturally relevant content and approaches within their instructional materials to be important, and that they prefer more support from their leadership. Therefore, state and local policymakers and school leaders should consider how they can provide teachers with tools—such as professional learning and curriculum materials—that meet teachers' needs and desires to address anti-bias topics without violating the legislation in their states. In particular, state and local policymakers might consider reviewing the text of their state's legislation and collecting data to understand the perspectives of their own teachers when crafting guidance on the implementation and enforcement of these bans.

Incorporate anti-bias concepts, particularly those around justice and action, into curriculum development and selection processes. Integrating anti-bias elements into academic curricula could reduce the burden on teachers by allowing them to meet academic and anti-bias objectives simultaneously, especially because elements of anti-bias education are linked to positive academic outcomes. One-third of teachers are already using school- or district-provided materials for their subject area to provide anti-bias instruction, and our analysis of teachers' open-ended responses indicated that many teachers are thinking of anti-bias education as intertwined with their academic instruction and curricula. Curriculum developers might consider how they can integrate anti-bias elements into their academic curricula. Because teachers felt that their materials more adequately addressed identity and diversity than justice and action, curriculum developers also might consider how they can more deeply integrate the concepts of justice and action within their content.

Curriculum developers might consider how they can integrate anti-bias elements into their academic curricula.

States might leverage their curriculum review processes to support districts and schools in identifying and selecting curriculum materials that address anti-bias topics. For example, the curriculum review process used by the Massachusetts Department of Elementary and Secondary Education has several indicators on one of its curriculum review rubrics relating to the extent to which materials represent and elevate diverse identities and perspectives and support students in thinking about "identity, equity, power, and oppression" (Massachusetts Department of Elementary and Secondary Education, undated). Other curriculum review processes might similarly consider integrating these concepts into their review rubrics to generate greater transparency about whether materials are addressing these topics. Greater transparency and a more rigorous review of anti-bias concepts in instructional materials might support curriculum developers in understanding

how they can more adequately address these topics in their materials.

Invest in efforts to increase the diversity of the educator workforce and provide opportunities for Black or African American educators and educators of color to lead anti-bias initiatives. Prior research has demonstrated the value of teachers of color for all students, and especially students of color (Carver-Thomas, 2018; Cherng and Halpin, 2016; Egalite, Kisida, and Winters, 2015; Gershenson et al., 2017). Our findings contribute to this existing body of evidence.

Specifically, our data demonstrate that Black or African American teachers were more likely to provide anti-bias education than non-Black or non–African American teachers. Even though fewer math or science teachers engaged in anti-bias education when compared with ELA teachers, we still found that Black or African American science teachers were more likely to provide anti-bias education than their non-Black or non–African American counterparts. According to our data, teachers of color also were more likely than their White counterparts to engage in anti-bias education through school- or district-provided instructional materials for their subject area. Additionally, we found that Black or African American teachers—and, more broadly, teachers of color—were more likely to feel somewhat or very well prepared to provide anti-bias instruction when compared with their counterparts. Altogether, these data highlight the importance of diversifying the educator workforce and drawing on and elevating the voices and experiences of Black or African American teachers and teachers of color when engaging in anti-bias initiatives within schools. There are numerous ways that these teachers can contribute their knowledge. They might take on, and be appropriately compensated for, leadership roles in curriculum development, review, adoption, and implementation processes. They also might lead professional development or provide mentorship to teachers who feel less prepared to provide anti-bias instruction, especially in subject areas where teachers might struggle to obtain content-specific anti-bias instructional materials.

Limitations

This report uses nationally representative survey data to provide insights into the state of anti-bias education across the country. There are several limitations to keep in mind. First, the 2021 AIRS included only teachers who identified as early childhood or general elementary teachers or as departmentalized ELA, math, or science teachers. Our sample did not capture teachers whose main teaching assignment fell outside these subjects, including, most notably, social studies teachers, who are especially well-suited to provide anti-bias education. Therefore, our findings actually might underestimate the extent to which teachers are providing anti-bias education, especially among secondary teachers. Second, all analyses across different types of teachers are purely descriptive and do not suggest causal relationships. Third, all AIRS items involve self-reported measures, which might be subject to reporting bias, particularly on survey items that are difficult for teachers to self-assess or that have socially acceptable answers. We cannot guarantee that teachers interpreted the definition of *anti-bias education* in a uniform way, and we also have no knowledge about the quality of their anti-bias education implementation—for example, whether they were engaging in anti-bias topics with the appropriate depth, at a level that was developmentally appropriate for the ages of their students, and whether they were creating an environment in their classrooms that was inclusive of the diverse identities represented by their students and their school communities. Thus, although the majority of teachers reported providing anti-bias education in some form, the actual implementation and depth of anti-bias education might vary widely between teachers. Finally, when reporting on differences by teachers' self-reported racial identity, we are unable to distinguish between the more-specific ethnicities and cultures encompassed by the broad racial categories used for analyses in this report. Furthermore, a lack of statistically significant differences among teachers from different racial groups might stem from the small sample sizes of the racial categories that constitute teachers of color.

How This Analysis Was Conducted

This report uses responses from 7,217 K–12 public school teachers in the 2021 AIRS, which was administered in May and June 2021, focusing on items from the portions of the survey relating to anti-bias education; teachers' perceptions about their school- or district-required or -recommended instructional materials; the importance that teachers place on various characteristics of instructional materials when choosing materials to use in their ELA, math, or science classrooms; teachers' professional learning; and teachers' preparation programs. Additional information about the survey methodology, weighting procedures, and descriptive tables for AIRS survey questions can be found in the AIRS 2021 Technical Appendix (Doan et al., 2021). We compared teachers' responses across different school characteristics, including school enrollment of students who were eligible for FRPL, school enrollment of students of color, and school urbanicity (city, suburban, and rural). We also compared teachers' responses across different teacher characteristics, including teachers' reported years of experience, race/ethnicity, gender, grade level, and main subject assignment.

To analyze the open-ended survey items about teachers' use of instructional materials to provide anti-bias instruction, one researcher reviewed a random sample of teachers' open-ended responses to generate a set of keywords and categories of materials, which included materials deemed to explicitly address anti-bias topics; SEL curricula; integration of anti-bias concepts into academic curricula or use of other unspecified instructional materials (e.g., Teachers Pay Teachers); and, finally, responses that did not name instructional materials, such as references to professional development. To determine whether materials could be appropriately categorized as intentionally addressing anti-bias topics, such as identity, diversity, justice, and action, the researcher examined publishers' claims about the purpose and content of the materials through a web search. Another member of the research team used the keywords and categories developed to further categorize the remaining open-ended responses. To identify trends in the types of teachers using these materials, we matched teachers' open-ended responses with demographic data, such as their subject matter, grade level, and self-reported racial identity, as well as teachers' responses to other survey items, such as those asking how prepared they felt to provide anti-bias instruction. Additionally, we examined the open-ended responses to provide examples illustrative of the survey findings.

School demographic characteristics were obtained from the 2019–2020 NCES Common Core of Data, with the remaining characteristics identified through teachers' survey responses to the 2021 AIRS. All comparisons mentioned in this report are unadjusted for statistical controls and tested for statistical significance using *t*-tests; all comparisons are significant at the $p < 0.05$ level unless otherwise specified. We tested the robustness of these patterns using regression models that controlled for the inclusion of school characteristics (e.g., urbanicity, FRPL eligibility rate, racial composition) and teachers' total years of experience, race/ethnicity, gender, grade level, and main subject assignment. Because these results are substantively similar, we present only unadjusted descriptive results in this report.

Notes

[1] We asked teachers, "With which of the following do you identify?" and teachers were able to select all racial identities that apply from the following response options: American Indian or Alaska Native; Asian; Black or African American; Hispanic, Latino, or Spanish origin; Native Hawaiian or Pacific Islander; White; and other. Teachers were also able to decline to respond to the question.

[2] These results were drawn from the 2020 Omnibus Survey, which was administered to a nationally representative sample of 1,579 K–12 public school teachers in September 2020. Twenty-eight percent of teachers reported that anti-bias education was a part of the curriculum they teach or their teaching practices to a small extent, 26 percent of teachers responded "to a moderate extent," and 16 percent of teachers responded "to a large extent." Eighteen percent of teachers reported that although anti-bias education was not at all a part of the curriculum they teach or their teaching practices, they were interested in it, while 11 percent of teachers responded, "not at all; I am not interested in this." These numbers are rounded, so they will not sum exactly to 71 percent.

[3] We compared teachers' responses across different school contexts, including school enrollment of students who are eligible for free or reduced-price lunch (FRPL), school enrollment of students of color, and school urbanicity (city, suburban, and rural). We also compared teachers' responses across different teacher characteristics, including teachers' reported years of experience, race/ethnicity, gender, grade level, and main subject assignment. School demographic characteristics were obtained from the 2019–2020 National Center for Education Statistics (NCES) Com-

mon Core of Data, with the remaining characteristics identified through teachers' survey responses to the 2021 AIRS.

[4] In comparison, 73 percent of teachers who identified as of Hispanic, Latino, or Spanish origin; 73 percent of teachers who identified as White; 75 percent of teachers who identified as American Indian or Alaska Native; 71 percent of teachers who identified as Asian; and 76 percent of teachers who identified as Native Hawaiian or other Pacific Islander reported providing anti-bias instruction. Teachers were able to select all the racial groups with which they identify, meaning that teachers were not sorted into mutually exclusive racial groups. Differences between teachers in these racial groups and their counterparts (e.g., Asian teachers versus non-Asian teachers) were not statistically significant, but this lack of statistical significance could be attributable to small sample sizes.

[5] One other hypothesis for why elementary school teachers in our sample were more likely to provide anti-bias education than were middle school and high school teachers is that elementary school teachers often are in self-contained classrooms. However, when we looked within subjects and compared middle and high school teachers only with elementary teachers who primarily taught a single subject, we found that elementary math teachers were more likely than their high school colleagues to provide anti-bias education, with 75 percent of elementary math teachers reporting that they provided anti-bias education compared with 48 percent of high school math teachers. We observed a similar pattern for science teachers, although the difference between elementary and high school science teachers was not statistically significant. Interestingly, we observed a reverse pattern for ELA teachers. Across teachers whose main teaching assignment was ELA, the provision of anti-bias education held high across all grade levels, but high school ELA teachers were significantly more likely than elementary ELA teachers to report providing anti-bias education.

[6] Data on student race and student poverty were drawn from the 2019–2020 NCES Common Core of Data. We compared teachers who served schools in the bottom 25 percent (first quartile) and top 25 percent (fourth quartile) of enrollment of students of color (defined as non-White students). We also compared teachers who served schools in the bottom 25 percent (first quartile) of enrollment of FRPL-eligible students and teachers who served schools in the top 25 percent (fourth quartile) of enrollment of FRPL-eligible students.

[7] Only teachers who rated their materials less than 5 on the adequacy scale were presented with these survey items.

[8] Only teachers who completed their teacher preparation program in the past five years were presented the items related to their teacher preparation experiences. Thus, our data do not capture the experiences of teachers who attended their preparation programs more than five years ago.

[9] Because teachers' responses across the survey items about their professional learning opportunities and preparation program experiences (shown in Figure 5) were correlated, we created two summary scales—one using the professional learning items and one using the preparation program items—by averaging teachers' responses across the 4-point scale, where 1 meant "did not prepare me at all" and 4 meant "prepared me to a great extent." We defined teachers as receiving professional learning opportunities or preparation program experiences that *least prepared them* to address anti-bias topics if they had an average score of 1, while we defined those who had professional learning opportunities or preparation program experiences that *most prepared them* if they had an average score of 4.

[10] We did not observe a significant relationship between the extent to which teachers' preparation programs prepared them to address anti-bias topics and the likelihood that teachers considered culturally relevant content and approaches extremely important.

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About This Report

The American Educator Panels (AEP) are nationally representative samples of teachers, school leaders, and district leaders across the country.

RAND researchers leverage nationally representative survey data of kindergarten through 12th grade public school teachers to examine how teachers across the country view anti-bias education.

We are extremely grateful to the U.S. public school teachers and leaders who have agreed to participate in the panels. Their time and willingness to share their experiences are invaluable for this effort and for helping us understand more about how to better support their hard work in schools. We also thank our reviewers, Saroja Warner, Peter Nguyen, Rhianna Rogers, and Katherine Carman for helpful feedback that improved this report. We also thank Blair Smith for her editorial expertise and Monette Velasco for overseeing the publication process for this report.

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