

Culturally Responsive Education and Assessments in U.S. Schools

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Supporting Whole-Child Development: Survey Findings From a National Sample of U.S. Teachers

Introduction

In recent decades, the United States has experienced a remarkable shift in the demographic composition of its K–12 student populations with respect to students’ race, ethnicity, language, culture, socioeconomic status, and varying educational backgrounds (Bennett, 2023). Such diversity highlights the importance of instructional approaches that acknowledge and value the cultural backgrounds, experiences, identities, and perspectives of students and that emphasize creating inclusive learning environments (Gay, 2000; Ladson-Billings, 1995; Stemberge, 2020). One such approach is culturally responsive education (CRE), which refers to instructional strategies that incorporate culture into teaching (see Evans [2021b] for a discussion of related terms). Culturally responsive assessments (CRA) seek to apply CRE principles in assessment contexts to allow students the opportunity to bring their cultural background and identity into demonstrations of achievement (Institute of Education Sciences, n.d.; Ladson-Billings, 2021a). CRA are designed to measure what students know and can do by including material that avoids privileging those from the dominant culture over those from minoritized or historically disadvantaged backgrounds. Scholars have argued that CRA have the potential to increase test engagement and performance among students from historically marginalized backgrounds (Bennett, 2023; Evans, 2021a; Walker et al., 2023), improve assessments’ reliability and validity (Nortvedt et al., 2020; 7Sinharay & Johnson, 2023), and reduce equity gaps (Evans, 2021a; Institute of Education Sciences, n.d.). However, despite the widespread enthusiasm for CRA, there is scant empirical research on these claims and on their acceptance among educators.

This report is one in a series of three brief reports summarizing the results of a nationally representative survey of U.S. teachers. The full series is available at: air.org/cama/resources/wholechildsurvey



Several factors could influence what teachers think about CRA and CRE, and thus the goal of this study was to explore teachers' perspectives on these topics. Given the increasing cultural diversity of the United States, teachers may find CRE helpful for improving (a) their knowledge and understanding of the diverse cultures represented in their classrooms and (b) their ability to integrate cultural elements into teaching practices and assessments appropriately (Nortvedt et al., 2020). However, implementing CRE and CRA may be associated with several challenges that could influence their acceptability among teachers. One challenge may be the perception of additional complexity and time demands on teachers' workloads required to enact these approaches. The current divisive political climate in the United States (Harper, 2023) poses another challenge, because it may hinder teachers' willingness to incorporate CRE and CRA into their instruction or lower the likelihood that school district administrations or state departments of education would offer professional development on these approaches. Consequently, teachers may feel ill equipped or uncertain about how to integrate cultural elements into their teaching and assessment practices effectively.

Understanding Teachers' Perspectives

It is widely acknowledged that teachers' attitudes and beliefs significantly influence classroom activities and instructional approaches (Nortvedt et al., 2020; Richardson, 1996), underscoring the importance of considering their viewpoints on topics such as CRE and CRA. This report contributes to the understanding of teachers' perspectives on CRA and CRE by drawing on nationally representative survey data collected from K–12 public school teachers in the United States. A team of researchers with expertise in assessment development, validation, and use, as well as on culturally responsive practices, developed a set of survey questions about specific CRE practices and CRA characteristics without mentioning the terms CRE and CRA explicitly (reactions to which may be driven by one's political perspectives or affiliation as opposed to their views on a particular behavior or practice). For example, we asked teachers about the importance of offering different items/tasks to students based on their social and cultural contexts and the importance of including content representing different cultures and social backgrounds—characteristics typical of CRA but without referencing that term. Survey experts reviewed the questions, and the team revised them in response to these reviews. The survey questions were administered to teachers in November 2022 via the RAND Corporation's American Teacher Panel (ATP).¹ We received responses from 1,087 K-12 teachers, and the sample includes teachers of all grades and subjects.

In the following sections, we describe overall teacher response patterns based on data weighted to be nationally representative following RAND's technical and statistical procedures for the ATP (Robbins & Grant, 2020). We also describe several teacher characteristics (e.g., gender, grade level) and school characteristics (e.g., geographic region) that were significantly associated with teachers' responses

¹ RAND American Educator Panels, American Teacher Panel, 2022 Teacher Experience Survey, data file, RAND, Santa Monica, CA [January 4, 2023].

based on a series of logistic regression analyses adjusted for multiple variables. Due to the large number of comparisons conducted, we only highlight results that were statistically significant at $p < .01$ (see Data Analysis Methods box at the end of the report for more details on these analyses). Readers should note that our CRE and CRA survey items were embedded in a larger data collection that included items on civic learning and social-emotional learning (SEL). As a result, this report relies on a relatively small number of questions that, while informative, cannot provide a comprehensive view of teachers' perspectives on CRE and CRA. Results related to civic learning and SEL are shared in the other two reports in this series. Because these topics encompass related concepts, some results shared in this report might be helpful for understanding teachers' perspectives on civic learning and SEL. The full set of survey questions is provided in an appendix.²

Teachers' Perceptions of CRE

The survey questions analyzed in this report regarding culturally responsive education are shown in Exhibit 1.

Exhibit 1. Culturally Responsive Education Survey Questions

Q1. How much emphasis **does your school place** (or do you anticipate it placing) on each of the following topics or activities this school year (2022–23)? *[No emphasis / Slight emphasis / Moderate emphasis / Major emphasis]*

- Topics relevant to, and engaging for, the cultures represented in your school
- Valuing and respecting the knowledge and perspectives of ethnically diverse cultures, families, and communities

Q2. How much emphasis have you placed (or do you anticipate placing) **in your classroom(s)** on each of the following topics or activities this school year (2022–23)? *[No emphasis / Slight emphasis / Moderate emphasis / Major emphasis]*

- Providing opportunities for students to engage in real-world problems relevant to their lives

Q3. The following questions are intended to gauge your opinions about the purposes of public schools in the United States. How important is it that **K–12 public schools** in the United States help students develop the following skills, attitudes, and other outcomes? *[Not at all important / Somewhat important / Very important / Essential]*

- Commitment to addressing social justice issues

Q4. How **confident** are you in your ability to teach or support students in developing the following skills, attitudes, and other outcomes? *[Not at all confident / Somewhat confident / Very confident / Extremely confident / Not applicable to my teaching role]*

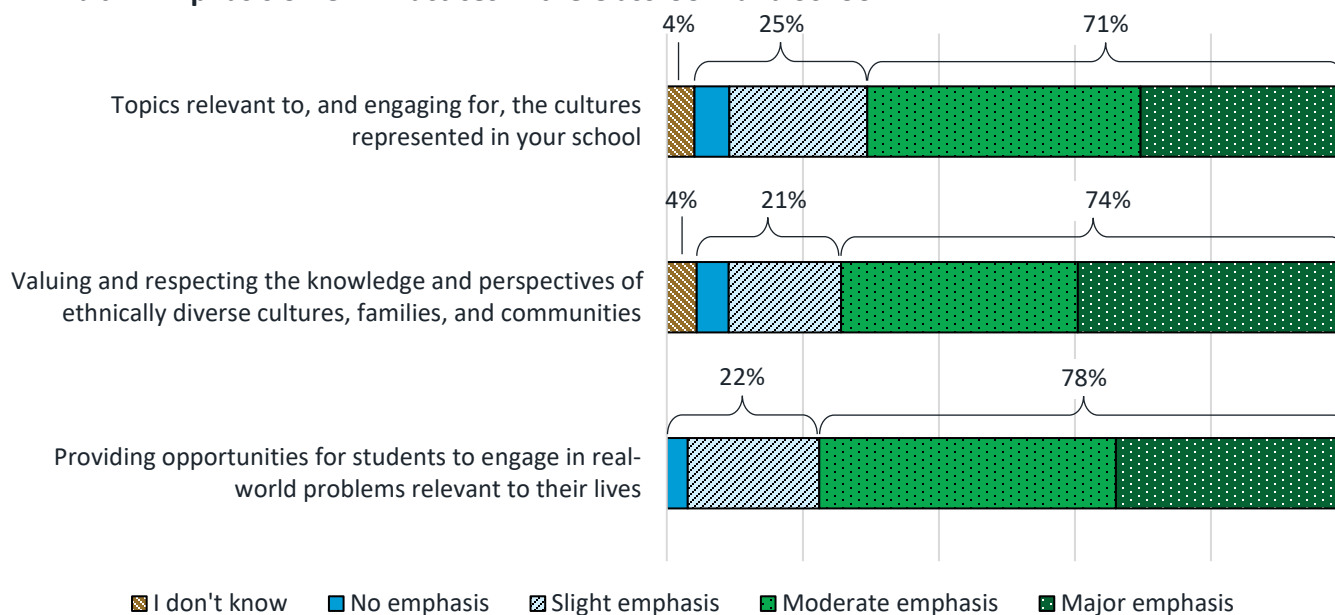
- Commitment to addressing social justice issues

² The briefs and appendix are available at www.air.org/cama/resources/wholechildsurvey.

Most teachers reported moderate or major emphasis on CRE.

We asked teachers about the extent to which their schools (Q1 in Exhibit 1) and they individually (Q2 in Exhibit 1) emphasized (or planned to emphasize) CRE practices such as including topics relevant to the cultures represented in their school, valuing diverse cultures, and providing opportunities to engage in real-world problems (Exhibit 1). We found that most teachers reported moderate or major emphasis on these CRE practices (Exhibit 2), which suggests that despite concerns that integrating CRE may involve additional workload for teachers, some elements of CRE are already being enacted in U.S. public schools and classrooms. The large proportion of teachers who indicated placing moderate or major emphasis on the CRE practice of providing classroom opportunities for students to engage in real-world problems relevant to their lives supports Ferlazzo’s (2022) notion that CRE does not need to represent an added burden on teachers, but instead can be a mindset and foundation guiding their instructional practices. Analysis examining the factors associated with teachers’ responses revealed that, after controlling for other covariates,³ the emphasis placed on valuing diverse cultures was associated with teacher gender identity, such that more female teachers (80%) than male teachers (70%) indicated placing moderate or major emphasis on this aspect of CRE.

Exhibit 2. Emphasis on CRE Practices in the Classroom and School



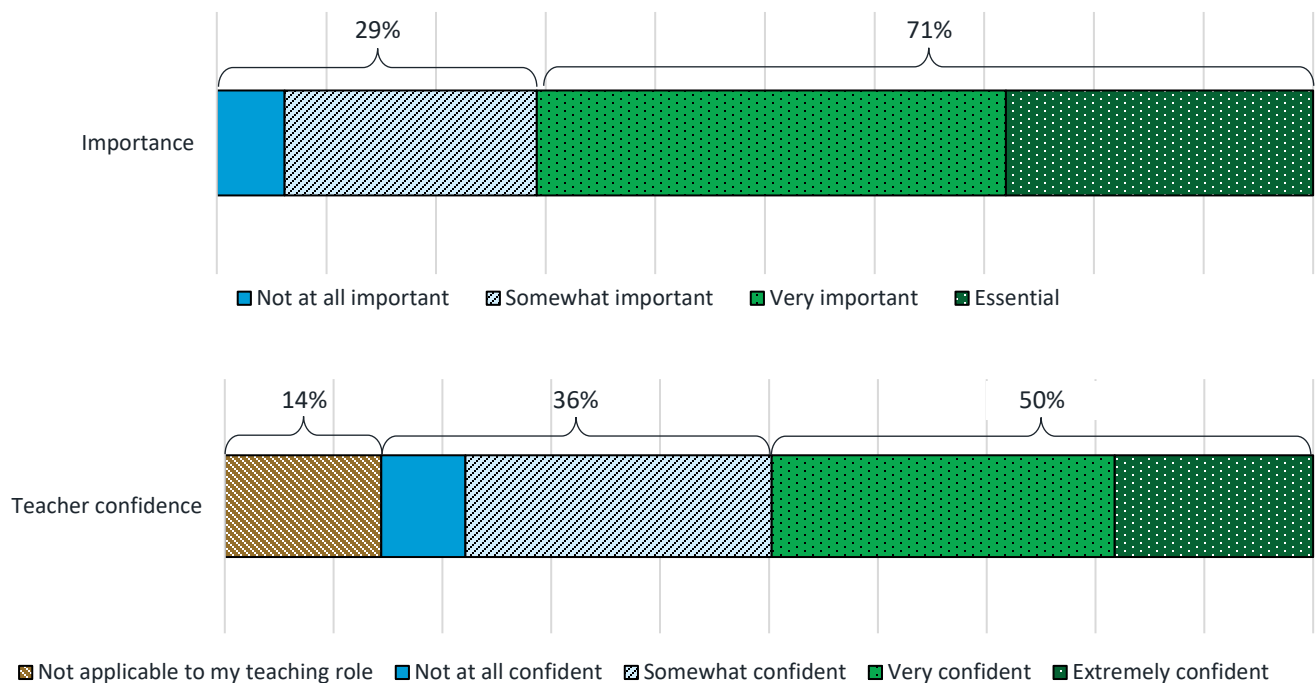
Note. Teachers were asked about the emphasis **their schools place** on the first two practices: “topics relevant to, and engaging for, the cultures represented in your school” and “valuing and respecting the knowledge and perspectives of ethnically diverse cultures, families and communities.” Teachers were asked about the emphasis **they place** in their classrooms on “providing opportunities for students to engage in real-world problems relevant to their lives.” CRE = culturally responsive education. Because of rounding, percentages may not sum to 100.

³ Although not described in depth here, all significant associations presented in this report control for a set of covariates covering teachers’ and schools’ characteristics. The list of variables is found in the Data Analysis Methods box at the end of this report.

Only half of teachers felt confident addressing social justice issues.

One component of CRE frequently ignored in practice is that of fostering sociopolitical or critical consciousness (Ladson-Billings, 2021a). To understand how teachers felt about this aspect, we asked them about both the importance of schools helping students develop a commitment to social justice issues (Q3 in Exhibit 1) and their confidence in supporting students in developing such a commitment (Q4 in Exhibit 1). We found that whereas 71% of teachers indicated that it was important for schools to help students develop a commitment to social justice issues, only half indicated feeling very or extremely confident teaching or supporting students and 14% indicated that helping students develop this type of commitment was not applicable to their teaching role (Exhibit 3). The importance attributed to this issue was significantly related to racial identity, such that more Black teachers (82%) than White teachers (70%) indicated that it was very important or essential to help students develop a commitment to social justice. Similarly—and aligned with previous studies indicating that females tend to be more supportive of social justice activism versus males (Center for American Women and Politics, 2023; Grayman & Godfrey, 2013; Hooghe & Dassonneville, 2013; Roberts et al., 2019)—we found that more female teachers (74%) than male teachers (65%) as well as more Black teachers (82%) versus White teachers (70%) indicated that social justice activism was very important or essential.

Exhibit 3. Importance Versus Confidence of Commitment to Social Justice Issues



Note. Because of rounding, percentages may not sum to 100.

We found that whereas 71% of teachers indicated that it was important for schools to help students develop a commitment to social justice issues, only half indicated feeling very or extremely confident teaching or supporting students.

Teachers' Perceptions of CRA

The survey questions analyzed in this report regarding culturally responsive assessments are shown in Exhibit 4.

Exhibit 4. Culturally Responsive Assessment Survey Questions

Q6. In the next set of questions, we refer to **summative assessments**, which are those used at the **end** of a unit or course to understand how much students have learned. How often do the **summative** assessments you use in your classroom have the following characteristics? [*Never or Rarely / Sometimes / Often / Usually or Always / I don't know*]

- Include content representing a variety of cultural and social backgrounds
- Are suitable for students from different linguistic backgrounds (i.e., who speak a language other than English or are learning English)
- Provide useful information to help you address inequities in learning outcomes among your students
- Produce score reports or results that are useful for informing your instruction
- Are engaging for students
- Offer **different items/tasks** to students based on their social and cultural contexts
- Favor ways of thinking and knowing aligned with the predominant United States culture

Q7. How important is it for **summative** assessments to have the following characteristics? [*Not at all important / Somewhat important / Very important / Essential*]

- Include content representing a variety of cultural and social backgrounds
- Are suitable for students from different linguistic backgrounds (i.e., who speak a language other than English or are learning English)
- Provide useful information to help you address inequities in learning outcomes among your students
- Produce score reports or results that are useful for informing your instruction
- Are engaging for students
- Offer *different items/tasks* to students based on their social and cultural contexts
- Avoid favoring ways of thinking and knowing aligned with the predominant United States culture

Q8. If you had to choose between using one of the following two types of assessment in your classroom for summative purposes, which would you use?

- A. Assessment that includes content representing a variety of cultural and social backgrounds, **with the same set of items or tasks** being administered to all students
- B. Assessment offering **different items or tasks** to students based on their social or cultural backgrounds

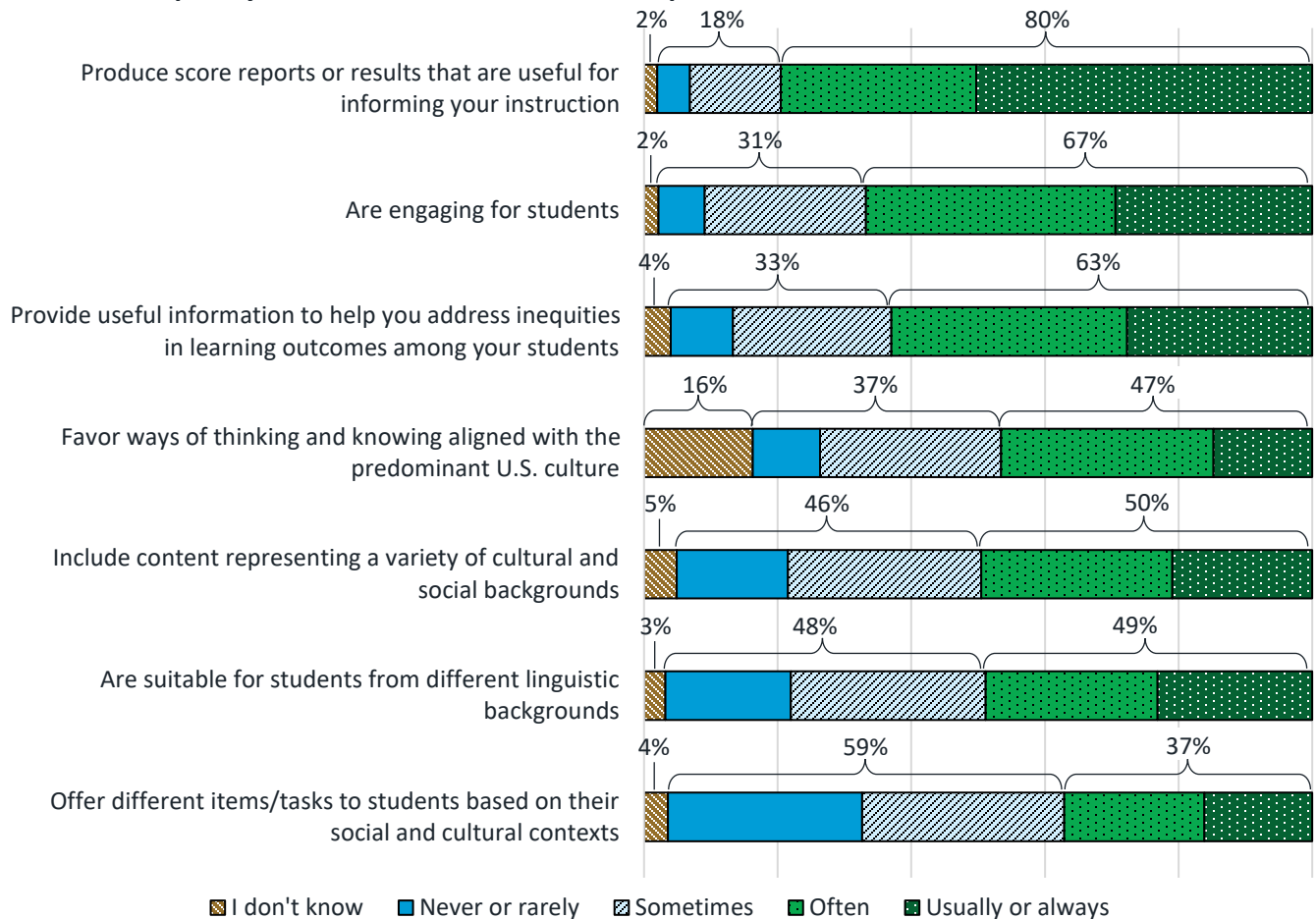
Most teachers supported CRA characteristics, but fewer than half reported that they were implemented in summative assessments.

To understand the opportunities students have to demonstrate their knowledge via CRA, we asked teachers about the extent to which the summative assessments they used in their classroom incorporated assessment characteristics emphasized by CRA (Q6 in Exhibit 4), such as including content representing a variety of cultural and social backgrounds, being suitable for students from different linguistic backgrounds, and offering different items/tasks to students based on their social and cultural contexts (Exhibit 4). Another set of items included in Q6 addressed characteristics of helpful assessments that are relevant to CRA but that are also widely considered to be features of high-quality assessments, such as providing useful information to address inequities in learning outcomes, producing score reports that are useful for instruction, and being engaging to students (Exhibit 4). We found that half of or fewer teachers reported that the summative assessments they used embraced CRA characteristics often or always (Exhibit 5). In contrast, characteristics less specific to CRA—such as producing assessment results useful for informing instruction and information to help address inequities—were reported as included in assessments often or always by 80% and 63% of teachers, respectively.

Critics of current standardized approaches to assessing student achievement have argued that assessments disadvantage minoritized students by favoring ways of thinking and knowing supported by the predominant U.S. culture (Randall, 2021; Sireci, 2020). Our results show that 47% of teachers indicated that this was often or always true of the summative assessments they used (Exhibit 5). Interestingly, this item showed the largest proportion of teachers indicating that they did not know (16%) compared with the other items, for which the percentages marking this response ranged from 2% to 5%. There are several possible explanations for this finding, such as ambiguous wording (e.g., it may have been unclear to teachers what “predominant United States culture” referred to) or general hesitancy to respond to this item (e.g., due to political sensitivity). To facilitate higher response rates, future research should consider this finding in structuring related survey questions.

We found that half of or fewer teachers reported that the summative assessments they use embrace CRA characteristics often or always (Exhibit 5). In contrast, characteristics less specific to CRA—such as producing assessment results useful for informing instruction and information to help address inequities—were reported as included in assessments often or always by 80% and 63% of teachers, respectively.

Exhibit 5. Frequency With Which Assessments Incorporate CRA and Other Characteristics

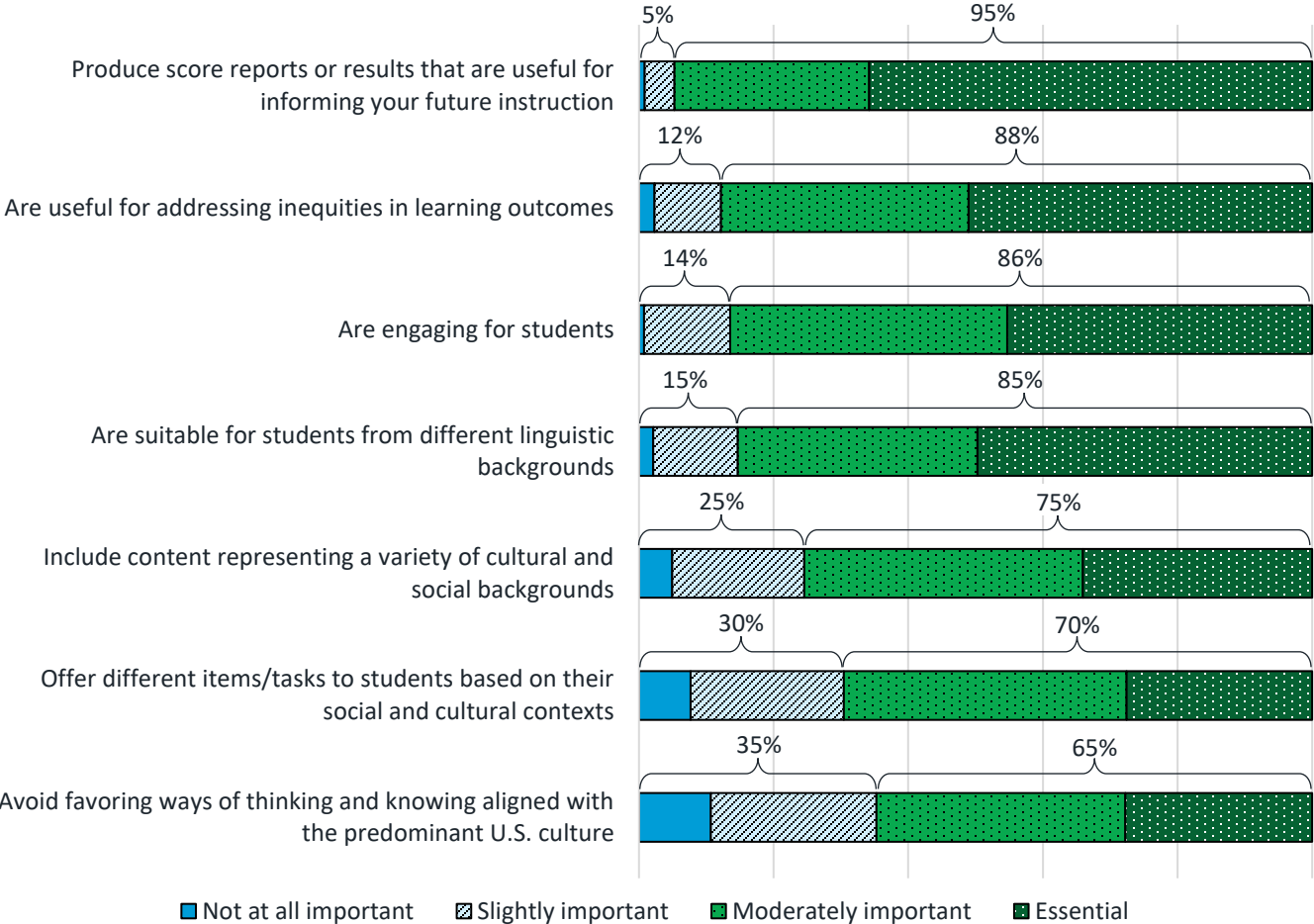


Note. CRA = culturally responsive assessment. Because of rounding, percentages may not sum to 100.

The CRA characteristic least often reported by teachers as incorporated in their summative assessments was offering different items or tasks to students based on their social and cultural contexts. Since this characteristic implies tailoring students’ assessment experiences to their social and cultural contexts—difficult to achieve given the time required to develop, score, and interpret such assessments—it was not surprising that most teachers (59%) reported that it was never or only sometimes part of the assessments they used. Still, a meaningful proportion of teachers (37%) indicated that their assessments often or always offered different items or tasks to students depending on their social and cultural background, suggesting that teachers might be implementing some form of adaptation to students’ contexts more frequently than we expected. Although follow-up studies should be conducted to explore some of the assessment practices teachers use that allow for this level of adaptation, one possibility that may have resulted in 37% of teachers endorsing this survey item is their use of open-ended response items where students are asked to write about a topic of their choice. Another possibility is that, due to the increase in online learning resulting from the COVID-19 pandemic, teachers may have more guidance, experience, and tools at their disposal for offering students a personalized learning and assessment experience (Johnson et al., 2022).

In addition to asking about the extent to which their current assessments included characteristics emphasized by CRA, we also asked teachers about the importance of such features (Q7 in Exhibit 4). Overall, we found strong support for CRA characteristics (Exhibit 6), with most teachers (at least 65%) indicating that assessment characteristics emphasized by CRA were moderately important or essential. The three assessment characteristics not specific to CRA (i.e., “produce score reports or that are useful for informing your future instruction,” “are useful for addressing inequities in learning outcomes,” and “are engaging for students”) were those considered moderately important and essential by the largest proportion of teachers (between 86% and 95%).

Exhibit 6. Perceived Importance of CRA Characteristics



Note. CRA = culturally responsive assessment. Because of rounding, percentages may not sum to 100.

These results also showed a considerable discrepancy between the frequency with which teachers indicated that current assessments included CRA features (Exhibit 5) and the importance of such features (Exhibit 6). For example, whereas 85% of teachers indicated that it was moderately important or essential to have summative assessments suitable for students from different linguistic backgrounds (Exhibit 6), only 49% indicated that current assessments achieved that objective often or always (Exhibit 5). The field could benefit from efforts to close these gaps and offer CRA assessments or to help teachers create their own classroom assessments incorporating the characteristics of CRAs.

The perceived importance and prevalence of CRA characteristics in current assessments were related to teacher and school characteristics.

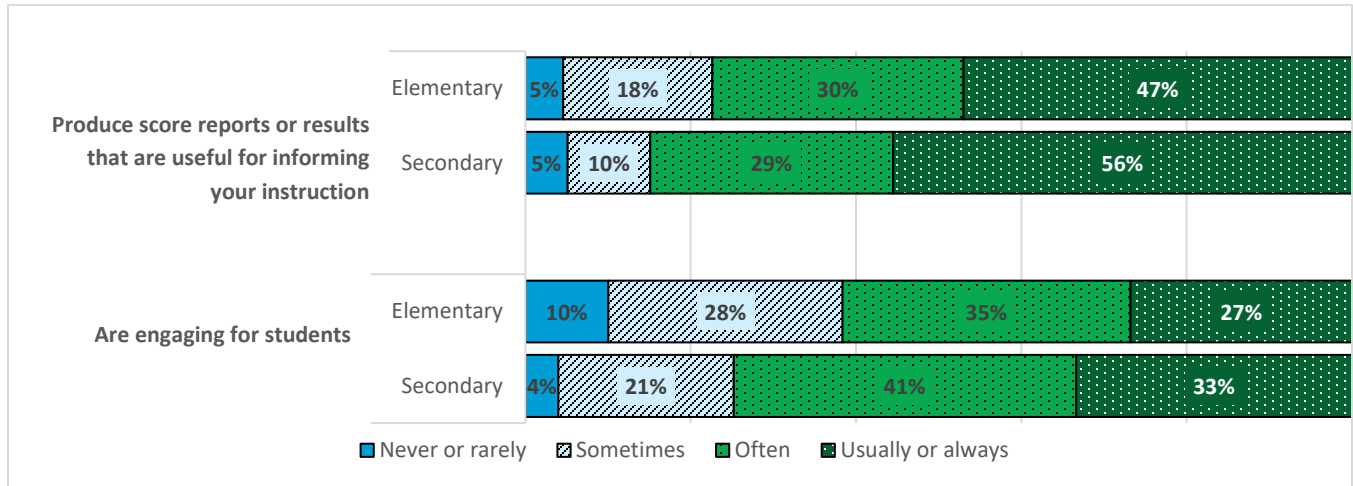
Analyses examining factors related to teachers' perceptions of the frequency of assessment characteristics indicate that the geographic region of their school and grade level were related to their responses across several items. We found that a larger proportion of teachers in the West (61%) versus the South (49%) indicated that assessments were often or always suitable for students from different linguistic backgrounds.⁴ However, we were unable to conduct more granular analyses at the state level due to small sample sizes per state. Furthermore, we did not find that teachers' perspectives were associated with schools' location in rural, urban, or suburban areas.

We also found that, in comparison with elementary school teachers, secondary school teachers were more likely to indicate that assessments were often or always engaging for students and that their score reports were useful for informing instruction (Exhibit 7a). Grade level was also associated with the perceived importance of CRA characteristics, such that in comparison with secondary school teachers, a higher proportion of elementary school teachers indicated that it was very important or essential that summative assessments include content representing diverse cultural and linguistic backgrounds, offer different items based on students' social and cultural context, and avoid favoring ways aligned with the predominant culture (Exhibit 7b).

Teachers' gender and racial/ethnic identities were associated with the perceived importance of assessment characteristics, some of which are emphasized by CRA. For five of the seven CRA characteristics examined, we found that female teachers were more likely to assign them higher levels of importance than were male teachers (Exhibit 8). Regarding teachers' race/ethnicity, we found differences in only one item, such that a higher proportion of Black teachers (82%) considered offering items or tasks to students based on their social and cultural contexts to be moderately important or essential, in comparison with 67% of White teachers. No significant differences were found in this regard between Hispanic and White teachers.

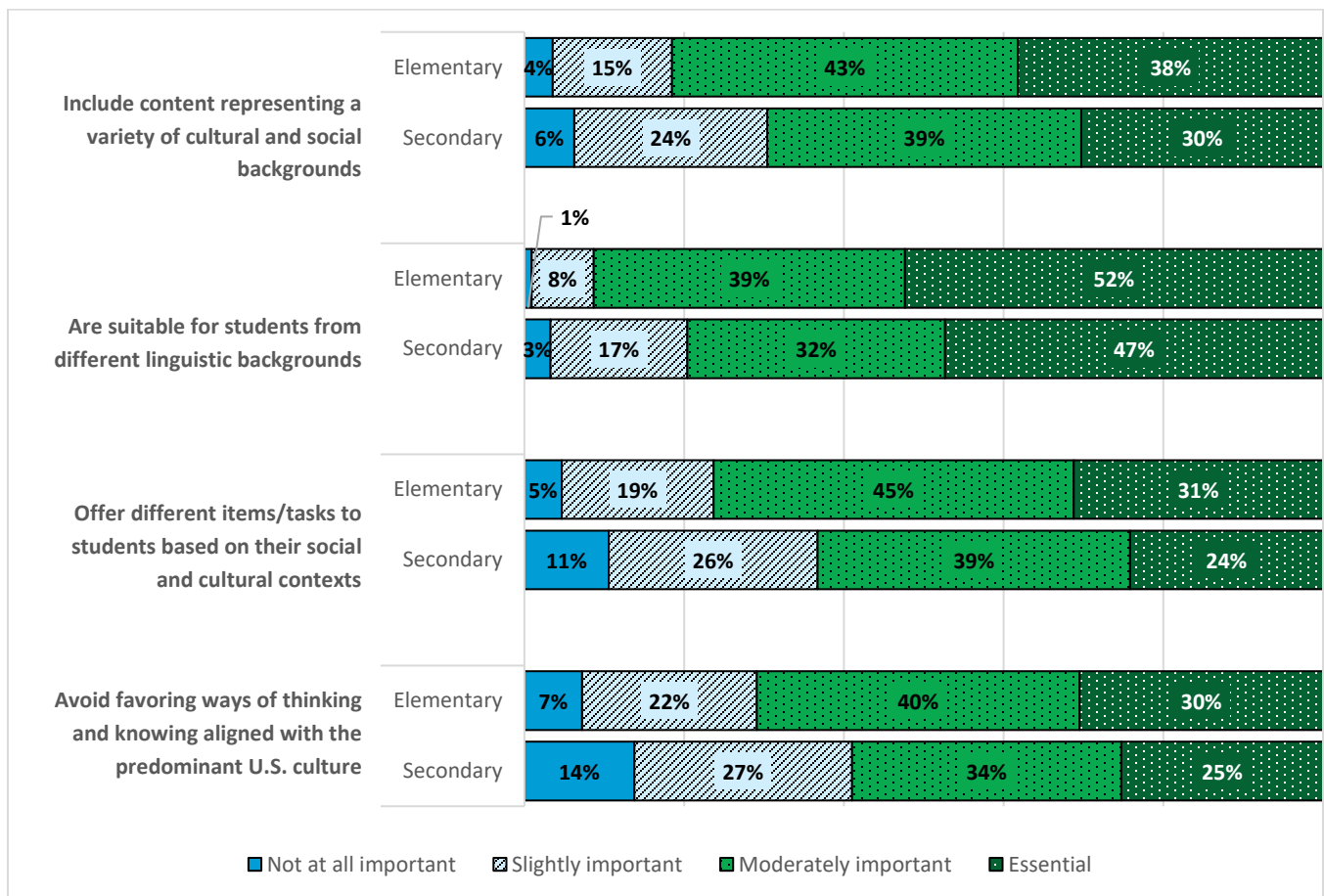
⁴ The differences between West and South may be related to differences in the proportion of English learners in each region. We conducted additional analysis, adding an indicator to our model showing whether teachers used a language other than English during their classroom interactions with students (as a proxy for the proportion of English learners per region). In that model, significant differences remained between the West and South regions in the extent to which teachers perceived that assessments were often or always suitable for students with different linguistic backgrounds.

Exhibit 7a. School-Level Differences in the Frequency of Implementation of CRA Characteristics



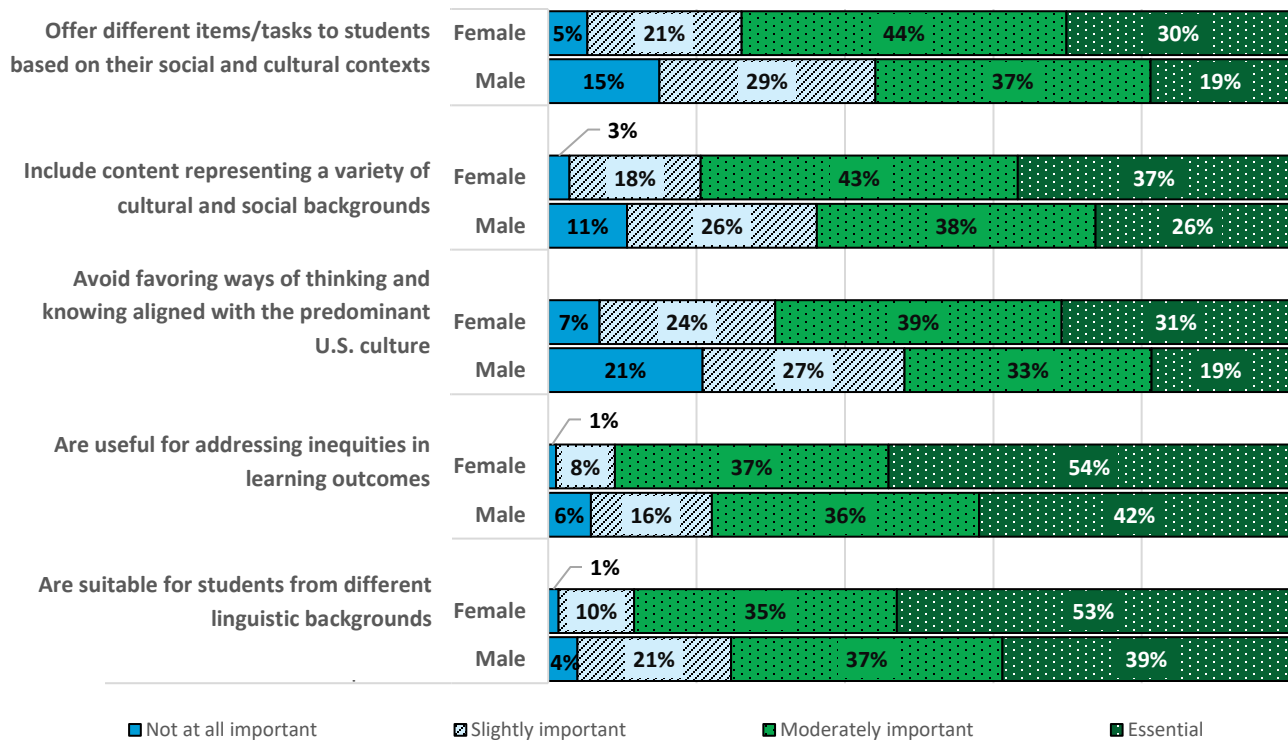
Note. This exhibit shows only the items with statistically significant differences between elementary and secondary school teachers. CRA = culturally responsive assessment. Because of rounding, percentages may not sum to 100.

Exhibit 7b. School-Level Differences in the Perceived Importance of Implementation of CRA Characteristics



Note. This exhibit shows only the items with statistically significant differences between elementary and secondary school teachers. CRA = culturally responsive assessment. Because of rounding, percentages may not sum to 100.

Exhibit 8. Gender Differences in the Perceived Importance of CRA Characteristics



Note. This exhibit shows only the items with statistically significant differences between male and female teachers. CRA = culturally responsive assessment. Because of rounding, percentages may not sum to 100.

Most teachers preferred assessments that included a common set of items with diverse cultural content for presentation to all students over assessments personalized based on students' cultural and social backgrounds.

Advocates for CRA seek to increase student engagement and performance by presenting content aligned with students' social and cultural backgrounds. Broadly speaking, two ways of doing this are to design assessments (a) with the same set of items presented to all students, such that the item content represents a diverse array of cultural and social backgrounds, or (b) with different items or tasks presented to students dependent on their social or cultural backgrounds. We asked teachers about their preference between these two approaches (Q8 in Exhibit 4), finding that 71% preferred the former, more standardized approach, whereas only 29% opted for the latter, more personalized approach. This finding is aligned with Faulkner-Bond's (2022) position that the solution to traditional assessments that tend to favor the dominant U.S. or "White" culture is not to create homogenous assessments favoring other backgrounds, but instead to produce assessments covering a wide range of backgrounds to benefit all students. Although Faulkner-Bond (2022) recognized that it may be challenging for students to encounter terms or contexts unfamiliar to them in such assessments, teachers can provide scaffolding and definitions to improve student understanding, and content relevant to diverse cultures can signal the value of learning about those other cultures. That is, assessments offer an opportunity to measure what students know and can do while also reflecting the diverse range of perspectives and experiences students may encounter in their lives.

Implications and Key Takeaways

Given the shifting demographic makeup of the U.S. population, implementing teaching approaches such as CRE may be important for ensuring that all students feel welcome in school and find instruction relevant. Similarly, CRA have the potential to improve students' engagement in the assessment process, which in turn might increase the likelihood that students will put forward their best efforts when taking tests. As we discussed in the introduction, many claims about the effects of CRA are untested, and the research we present in this report does not provide evidence regarding issues such as whether adopting CRA features improves the validity of scores. Our work focuses on understanding teachers' attitudes and perspectives toward CRE and CRA. High-quality implementation of CRE and CRA will depend on teachers' buy-in, and our results, using nationally representative data, shed light on teachers' responses and experiences in ways that might inform the provision of professional development or other supports to teachers. In the following sections, we present several focal takeaway findings from this study.

High-quality implementation of CRE and CRA will depend on teachers' buy-in, and our results, using nationally representative data, shed light on teachers' responses and experiences in ways that might inform the provision of professional development or other supports to teachers.

Overall support for CRE and CRA among U.S. K–12 teachers is high.

We found broad support overall for principles and practices associated with both CRE and CRA among teachers in U.S. public schools. Although these topics may address issues with the potential to generate controversy in our current political climate, teachers continue to recognize the importance of providing students with robust educational opportunities and are currently working to implement aspects of both domains in their classrooms. Although our study does not address teachers' perceptions of or responses to the term “culturally responsive” directly, lessons learned from parents' perceptions of other potentially controversial topics such as SEL (Tyner, 2021) suggest that to engage teachers and the general public in meaningful and productive conversations about CRE and CRA, those conversations should avoid vague or politically charged terms and instead focus on specific practices (e.g., using instructional content representative of an array of cultural and social backgrounds).

Emphasis on CRE is more widespread than implementation of summative CRA.

We found that although most teachers reported that elements of CRE are emphasized in U.S. public school classrooms, CRA characteristics were not as common. In part, this finding may have resulted from only asking a limited number of questions about each domain in our survey, but an alternate hypothesis is that this finding stems from CRE having a longer history of prominent discussion in the field (Ladson-Billings, 1995; Ladson-Billings, 2021b) compared with CRA. Although we did not use the terms CRE and CRA specifically in our survey, the movement to integrate culturally responsive elements into standardized and other assessments has become markedly more prevalent in the past

few years (Bennett, 2023; Kūkea Shultz & Englert, 2021; Montenegro & Jankowski, 2017; Walker et al., 2023). This represents an opportunity for researchers in the field to partner with practitioners to develop CRA and (importantly) examine evidence for the validity of claims that they (a) measure what students know and can do and (b) facilitate increased test engagement among minoritized students by incorporating materials that avoid privileging students from the dominant culture.

Additional resources are likely needed to support the implementation of CRE and CRA.

Whether or not schools should provide instruction related to social justice has been a topic of debate (Alvarez, 2019; Hess, 2017). In light of the large majorities of teachers who indicated support for social justice, however, teachers are likely to need professional development as well as guidance on navigating the political landscape to increase their confidence and effectiveness in teaching students in this area (Woo et al., 2023). Similarly, in recognition of the fact that many student assessments used in the classroom—including many end-of-chapter or end-of-unit tests—are “homegrown” or developed by teachers for use only with their own students, the field should seek to develop guidelines for teachers (supported by accessible professional development and job-embedded coaching experiences) designed to help them incorporate elements of CRA in such assessments in ways that enhance both assessment quality and student engagement. Publishers of textbooks and other instructional materials that come packaged with chapter or unit tests could support these efforts by incorporating features of CRA into those tests. As digital curricula—often with embedded assessment—become more prevalent in schools, advances in technology will offer new opportunities to personalize instruction and assessment in ways that are responsive to students’ cultural contexts (Ober et al., 2023).

Follow-up studies are needed to understand the large rates of “I do not know” and “Not applicable to my teaching role” responses on certain questions.

It would be worthwhile for future research to explore the few items in our survey where we observed relatively large rates of teachers indicating “I do not know” (i.e., 16% of teachers selected this response regarding the frequency with which current assessments favor ways of thinking and knowing aligned with the predominant U.S. culture) or “Not applicable to my teaching role” (i.e., 14% of teachers selected this response regarding their confidence to support students in developing their commitment to addressing social justice issues). While these items provided helpful information relevant to CRE and CRA, they may also have been interpreted by some teachers in unexpected ways that discouraged substantive responses. Qualitative research may be helpful in discovering such interpretations or revealing alternative ways of phrasing such items to address the same targeted elements and achieve higher response rates.

Teachers' responses are related to their gender and the grade levels they taught.

We examined the relationship between teachers' responses and various demographic and school characteristics, but only gender and grade level were significant predictors across multiple survey items. Overall, a higher proportion of female teachers reported support for and emphasis on CRE and CRA than did male teachers. One avenue for future research is to focus on understanding male versus female teachers' perspectives on CRE and CRA as well as the unique challenges that one or both groups may face.

Only gender and grade level were significant predictors across multiple survey items.

Differences observed by grade level indicate that elementary school teachers assigned more value to the cross-cultural aspects of CRA (e.g., including content representing a variety of cultural and social backgrounds), whereas secondary teachers tend to value characteristics that, although emphasized by CRA, are not unique to this approach (e.g., producing score reports useful for informing instruction). These findings appear aligned with the relatively greater focus on academic achievement and high-stakes assessments in the secondary grades (e.g., as students approach high school graduation).

Conclusion

Responses from a nationally representative sample of teachers in U.S. public schools indicated broad support for principles and strategies related to CRE and CRA. Teacher response patterns also suggested notable differences in how strongly elements of CRE and CRA are endorsed—primarily across gender identity and school-level groups, but also across racial and ethnic identity groups and school geographic regions in a few items. These distinctions should be explored further through thoughtful, participatory research to improve the field's understanding of the factors associated with the range of teacher perspectives on CRE and CRA. In turn, developing such an understanding is critical to facilitating the generation of effective instructional resources, guidance, professional development, and education policies to support teachers' culturally responsive practice. Given the volatile nature of current discussions around cultural responsiveness in education and civic life in general, it will also be important to track teacher attitudes and perspectives on CRE and CRA longitudinally. That is, the more our educational systems can understand and be responsive to teacher perspectives on these issues, the more they can provide support for individual teachers' responsiveness to their students (the ultimate goal of CRE and CRA).

DATA ANALYSIS METHODS

Across the United States, 1,087 public school teachers responded to survey questions about culturally responsive education and assessments, civic learning, and social and emotional learning. These questions were part of a survey fielded by the RAND Corporation to its American Teacher Panel (ATP) between October 27, 2022, and November 21, 2022. Survey respondents were probabilistically sampled, with oversampling of teachers identifying as Black or Hispanic to facilitate reporting of responses for these groups. We used analysis weights calculated by RAND in all our statistical models to obtain results that were nationally representative of public school teachers in the United States. To understand how teachers' response patterns varied across salient demographic groups and both school and teacher characteristics, we estimated a series of logistic regression models in which each survey item (recoded to a binary format—e.g., agreement vs. disagreement) was entered as the dependent variable and the following covariates were entered as independent variables:

- (a) Grade level (elementary [K–5] vs. secondary [Grades 6–12])
- (b) School race/ethnic enrollment (majority White vs. non-White)
- (c) School geographic setting (urban, suburban, town, or rural)
- (d) School's location by region of the country (Midwest, Northeast, South, West)
- (e) School size (more or less than student $N = 450$)
- (f) School poverty level (majority vs. minority of students receiving free or reduced-price lunch)
- (g) Teacher education level (bachelor's degree or less vs. beyond a bachelor's degree)
- (h) Teacher experience (total number of years teaching)
- (i) Teacher gender identity (male vs. female)
- (j) Teacher race/ethnic background (Black, Hispanic, White, multiracial, other)

School demographic variables were gathered from the Common Core of Data maintained by the National Center for Education Statistics and linked to the ATP survey. We reviewed statistical significance test output by the regression models to determine whether survey response patterns were statistically differentiable across demographic or other groups denoted by the covariates listed in this box. In our report, we describe differences among teacher groups only in cases where the p value for a given difference was less than .01.

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