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THE AREA THAT CONTINUES TO BE UNADDRESSED IN PUBLIC-SCHOOLS:  
TEACHER BIAS IN THE EC-12 SETTING

by

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## **Dedication**

This dissertation is dedicated to the two most influential females in my life: my mother and my wife. The support and encouragement of these two women has been invaluable in life.

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## ABSTRACT

### THE AREA THAT CONTINUES TO BE UNADDRESSED IN PUBLIC-SCHOOLS: TEACHER BIAS IN THE EC-12 SETTING

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The purpose of this mixed methods study was to examine the relationship between a teacher's level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. A purposeful sample of Black, Hispanic, and White public-school teachers in a large region of southeast Texas was solicited to complete the race *Implicit Association Test* (IAT) and the *RIVEC Prejudice Scale*. The survey data were analyzed using a correlation and analysis of variances while the qualitative data were analyzed using an inductive coding process. The quantitative findings indicated that the Hispanic and White participants have a higher implicit bias against Black people than the Black participants did against White people. In contrast, all three racial groups, on average, held the same level of explicit bias. A teacher's years of experience had no effect on the level of bias a teacher possesses. The qualitative portion of this study identified the following themes related to bias and the role bias plays in the

school setting: (a) implicit bias reactions, (b) explicit bias reactions, (c) lack of preparation and professional development, (d) bias in the academic setting, and (e) bias in discipline practices.



## TABLE OF CONTENTS

List of Tables .....	xi
CHAPTER I: INTRODUCTION.....	1
Research Problem .....	2
Significance of the Study .....	5
Research Purpose and Questions .....	6
Definitions of Key Terms .....	7
Conclusion .....	8
CHAPTER II: REVIEW OF LITERATURE .....	10
Implicit Bias.....	10
Explicit Bias.....	18
Bias and Student Outcomes .....	21
Student Academic Outcome Disparities .....	21
Student Discipline Disparities.....	27
Professional Development .....	32
Summary of Findings.....	36
Theoretical Framework.....	37
Conclusion .....	41
CHAPTER III: METHODOLOGY .....	43
Overview of the Research Problem .....	43
Operationalization of Theoretical Constructs .....	44
Research Purpose, Questions, and Hypothesis .....	44
Research Design.....	45
Population and Sample .....	45
Participant Selection .....	47
Instrumentation .....	47
Implicit Association Test .....	47
RIV EC Prejudice Scale.....	50
Data Collection Procedures.....	51
Quantitative.....	51
Qualitative.....	52
Data Analysis .....	52
Quantitative.....	52
Qualitative.....	53
Qualitative Validity.....	54
Privacy and Ethical Consideration.....	54
Research Design Limitations .....	55
Conclusion .....	56

CHAPTER IV: RESULTS.....	57
Demographic Characteristics of the Participants.....	57
Research Question 1 .....	62
Research Question 2 .....	77
Research Question 3 .....	78
Research Question 4 .....	79
Implicit Bias Reactions.....	83
Explicit Bias Reactions.....	89
Lack of Preparation and Professional Development.....	94
Bias in the Academic Setting.....	101
Bias in Discipline Practices .....	108
Summary of Findings.....	113
Conclusion .....	114
CHAPTER V: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS .....	115
Discussion.....	115
Connection to Theoretical Framework .....	119
Implications.....	122
District Leaders.....	123
Campus Administrators .....	124
Classroom Teachers.....	126
Recommendations for Future Research .....	127
Conclusion .....	128
REFERENCES .....	130
APPENDIX A: RACE IMPLICIT ASSOCIATION TEST .....	146
APPENDIX B: RIVED PREJUDICE SCALE.....	147
APPENDIX C: EDUCATOR INTERVIEW PROTOCOL.....	150
APPENDIX D: PARTICIPANT CONSENT FORM.....	151

## LIST OF TABLES

Table 3.1	Region Student Demographic Data .....	46
Table 3.2	Region Teachers by Race/Ethnicity.....	47
Table 4.1	EC-12 Qualitative Survey Participants .....	59
Table 4.2	EC-12 Qualitative Interview Participants .....	61
Table 4.3	Interview Participants Survey Outcomes.....	62
Table 4.4	Implicit and Explicit Score Correlations .....	63
Table 4.5	Participants' Implicit Association Test Outcome.....	66
Table 4.6	Participants' Implicit Association Test Outcome by Race.....	66
Table 4.7	Participants' Level of Identified Implicit Bias from the IAT .....	67
Table 4.8	Participants' Level of Identified Implicit Bias from the IAT by Race .....	68
Table 4.9	Implicit Association Text Words and Visuals Used.....	69
Table 4.10	RIVEC Prejudice Scale Participant Responses .....	72
Table 4.11	RIVEC Prejudice Scale Participant Responses Collapsed .....	75
Table 4.12	One-way ANOVA of Variance of Race and Implicit Bias Scores .....	78
Table 4.13	One-way ANOVA of Variance of Race and Explicit Bias Scores .....	78
Table 4.14	One-way ANOVA of Variance of Years in Education and Bias Score .....	79
Table 4.16	Frequency of Explicit Bias Reaction Coded Interview Responses.....	89

## CHAPTER I: INTRODUCTION

Jamal, a young Latino, walks into class late after a loud violent morning at home with his siblings, his mother, and her boyfriend. As Jamal enters Ms. Wilton's classroom, he is immediately confronted about being late which shifts to his current lack of academic performance and proceeds to ridicule a minor dress code violation. The impact of teachers' beliefs and perceptions of their students' academic abilities are vital factors linked to students' personal beliefs in their academic achievement and attitudes toward school (Diamond et al., 2004; Hallinan, 2008; Jussim & Harber, 2005). The manner in which teachers treat students may be attributed to unintended personal bias formed over their lifetime. The bias might be a racial, socio-economic, gender, sexuality, or body-type (Banaji & Greenwald, 2016; Mitchell et al., 2020). However, biases, in some form, are present in everyone from the mundane daily tasks people do without detailed thinking to the difficult decisions a person makes (Gullo et al., 2019).

Implicit biases, as defined by Staats (2016), are the stereotypes and attitudes in the unconscious mind that inform how people act, make decisions, and comprehend the world around them. Explicit biases are the direct intentional verbal or nonverbal mistreatment of someone based on a particular identifier (Clarke, 2018). On the surface, educators may not appear to possess any explicit biases but have implicit biases actively working in their attitudes and interactions with stakeholders. There are biases that are obvious and measurable by the individuals themselves (Boysen, 2010). Many Americans are in denial that Blacks are treated any differently in society, yet these same Americans implicitly associate Blacks with negative thoughts due to the infectious antiblackness present in the nation's society (Marcucci, 2020). The purpose of this study was to examine the relationship between a teacher's level of implicit and explicit bias, as well as

teacher perceptions of the role bias plays in the school setting. This chapter will examine the research problem, the purpose, research questions, and the key terms associated with this study.

### **Research Problem**

According to the United States National Center for Education Statistics (NCES, 2021) the demographics for White, Black, and Hispanic educators in the U.S. is 79%, 7%, and 9% respectively. Demographic data from the National Center for Education Statistics reveals that racial/ethnic distributions of public-school student population across the U.S. have changed drastically in comparison to the teachers who are teaching students. When examining the student demographic data from NCES, only 47% of the public-school students in grades one through twelve are identified as White, while students identified as Hispanic, and Black comprise 42% of the student population in public-schools (NCES, 2021). With a cursory review of these data, it is evident that the majority of teachers in the U.S. are not the same race as the students they are teaching. While this may not present as alarming to most, a possibility remains that there are hidden biases creeping into various aspects of teaching and learning in a teacher's classroom performance that should be acknowledged and addressed. Teachers' racial biases, explicit or implicit, may prove to be a significant factor when analyzing the affect these biases may have on academic achievement, management of discipline, and the level of engagement of students (Hinojosa & Moras, 2009). Teachers' lack of understanding of the students who differ from themselves, and students who are unfamiliar with classmates who are different than themselves, can highlight biases in the classroom setting through the manner in which teachers may act and react with diverse students.

In recent years the discussion of discipline disparities (differences in how the discipline of students is managed when comparing the minority student's race/ethnicity to

the frequency of White students) among minorities in schools around the U.S. has raised awareness of the design of the public-school discipline system (Gregory et al., 2016; Marcucci, 2020; Skiba et al., 2011; Skiba et al., 2002;). Present school discipline codes (how the behaviors and consequences are tracked) such as being insubordinate, disrespectful, disruptive, and/or disobedient are vague and offer little concrete and objective ways to assess student discipline (Staat, 2016). A staff member on a school campus may not connect the personal application of discipline to personally held racial attitudes, yet research supports the validation of racial disparities that exist particularly for African American students (Staat, 2016; Whitford & Emerson, 2019).

In a study conducted at Stanford University, Staat (2016) explains that teachers assigned stricter discipline consequences for the exact same behavior, except one student's name was a stereotypical Black name, while the other name was a stereotypical White name. The Black students received a harsher consequence for the same recorded behavior. The intentionality of the teacher assigning harsher consequences to the Black students is not obvious as the action may be implicit, unintended, and lacks awareness, but negatively impacts the Black students. If these biases are not addressed regarding student discipline, academic achievement, social emotional well-being of students, and teachers' capacity to manage their classrooms with an equity lens, then one should not expect a change or shift in mindset (Gregory & Fergus, 2017). Many times, discipline issues, in addition to teacher bias issues, are connected to a lack of student engagement and belonging in the classroom which shows how detrimental biases can be (Bottiani et al., 2017; Tucker et al., 2002).

How engaged a student is in their education is dependent on the positive relationships with the campus staff, and these relationships greatly affect the student's academic success (Tucker et al., 2002). Tucker et al. (2002) determined that teacher

behavior can disproportionately affect student engagement. When there is a teacher who exhibits biases against students, whether implicit or explicit, the student's academic and social emotional well-being is at-risk. How involved the teacher is in the student's school life will determine the student's success (Tucker et al., 2002). A brief examination of implicit bias is offered below.

Implicit biases are not something that is commonly and willingly discussed in casual conversations in any field, and typically not in educational professional development or teacher preparation curriculum. The lack of awareness of one's implicit biases is connected to the racial and cultural stereotypes that have "persistence and power" over a person (Whitford & Emerson, 2019, p. 672). Unless a teacher is aware of personal implicit biases, he or she will not be able to prevent the biases from affecting instruction, interactions with students, and relationships with other stakeholders (Whitford & Emerson, 2019). Until educator preparation programs, at all levels, begin to require training, the cycle will continue, and in turn, continue to adversely affect students.

The central issue with implicit bias in education is for educators to understand what implicit bias is, what it looks like in the various areas of education, and how to combat biases to prevent adding roadblocks to students' academic and social success. If education preparation programs are not training pre-service educators on implicit bias, the biases may negatively affect marginalized students they teach who are from a different demographic group. With the increase in diversity in classrooms and with many urban communities now growing into major cities, current in-service teachers need awareness training on personal biases along with professional development on how to create an inclusive community with diverse students, diverse abilities, and the creating possibility for all students. There is no space for racism in education with the diversity of public education and the rise in minority student population. Education is not always a

one-size-fits-all curriculum package that will be successful in any setting, with any cultural makeup, in any community. Professional development is a necessity for in-service teachers to raise their awareness of bias in the classroom to work towards the elimination of bias in schooling (Cherng, 2017). As the demographic make-up of the U.S. changes, so should the preparation programs and professional development for educators (Harrison & Lakin, 2018).

### **Significance of the Study**

Educators are focused on teaching and learning, providing interventions and academic support, and creating a positive environment for all students. As classrooms become more diverse, teachers are faced with new languages, cultural norms, religious beliefs, and parental expectations that may shift over time. How students are perceived by their teachers, or society, can positively or negatively impact the student/teacher relationship as well as student academic outcomes (Grace & Nelson, 2019; Whitford & Emerson, 2019). The lack of a teacher's positive perceptions toward any group of students has been correlated with below average academic achievement in addition to social deficiencies (Whitford & Emerson, 2019). If educational institutions continue operating as they have been (i.e.: ignoring the biases that are present), the community should not expect great progress in areas where the demographics of the teaching population differ from that of the students they serve. An acknowledgment that implicit biases exist should lead to additional research to determine ways to address personal biases in hopes of minimizing or eliminating them in educational setting (Hahn & Gawronski, 2018).

Acknowledgement is one facet when looking at implicit bias. Once biases have been identified, taking action to reduce or eliminate biases, especially in the classroom, is the essential element of research needed. Whitford and Emerson (2019) demonstrated



that having an empathic intervention was successful for reducing bias with pre-service teachers. Examining in-service educators' biases is critical because as student demographics shift, teachers' attitudes may remain unchanged. The goal of educational organizations student success, which sometimes requires the teachers to shift their level of engagement with the students and be directly involved in establishing and maintaining strong relationships with all students, especially marginalized students (Tucker et al., 2002).

There has been a deluge of research related to examining implicit bias in individuals (Schlacter & Rolf, 2017); however, there is a lack of mixed method studies with public-school educators as participants examining implicit and explicit bias (Ladson-Billings, 1995). Additionally, there is a lack of qualitative analysis on teacher bias coupled with a dive into the teachers' reactions, knowledge or awareness of policy and practices within a school system that might perpetuate racism and soliciting specific experiences of teachers that might possibly explain a level of bias (Ladson-Billings, 1995). Ladson-Billings (1995) argues that mixed method studies are needed to delve into the "deeply textured, multilayered enterprise of teaching," (p. 484) which this study will explore.

### **Research Purpose and Questions**

The purpose of this study was to examine the relationship between a teacher's level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. The research questions for this study were as follows:

- 1) Is there a relationship between a public-school teacher's measured implicit bias and his or her measured explicit bias?
- 2) Does the race of the teacher influence a teacher's implicit and explicit bias?

- 3) Is there a statistically significant mean difference between a public-school teacher's years in education and his or her level of implicit bias?
- 4) How do public-school teachers react to his or her implicit and explicit bias score and identify personal experiences that support his or her understanding of racism in education?

### **Definitions of Key Terms**

*Explicit Bias:* Attitudes, beliefs, and views expressed through symbols, words, and/or coded language towards another group which can be obvious or inferred by a person or listeners (Clarke, 2018).

*Attitudes:* A disposition that can be deemed positive or negative toward something such as places, people, and policies (Greenwald & Banaji, 1995).

*Bias:* Human cognition that consistently creates an understanding that systematically inaccurate based on how things really are (Hasselton et al., 2015).

*Empathy:* The ability to comprehend the experiences and perspectives that someone else possesses and being able to also communicate that comprehension (Whitford & Emerson, 2019).

*Implicit Association Test (IAT):* Measure of strengths of automatic associations determined based on speed where the association strength influences the results (Greenwald et al., 2003).

*Implicit bias:* Stereotypes and attitudes that one possesses that influences their understanding, decision, and actions, all occurring in an unconscious state (Staat, 2016).

*In-Service Teacher:* A current practicing teacher; typically associated with the process of a teacher updating their skillset on curriculum and pedagogically sound practices (Ayvaz-Tuncel & Cobanoglu, 2018).

*Pre-Service Teacher:* A teaching candidate completing coursework, observing, and being mentored throughout formal educational training in preparation to pursue a career in education (National Science Teaching Association [NSTA], 2021).

*Primes:* Images used in research that facilitate a response which typically involves the participant's impression or judgement which mostly occurs outside of the person's intention or awareness (Molden, 2014).

*Professional Development:* the practice of teachers to participate in their own development and learning to transform new knowledge into practice to benefit student outcomes (Avalos, 2011).

*Racism:* prejudices and discriminations held by a person as well as prejudices evident in laws, rules, policies, and practices that are sanctioned by various levels of governmental entities and part of the economic and societal systems (Bailey et al., 2021).

*RIVEC (Rejection, Intimacy, Values, Emotions, and Culture) Prejudice Scale:* an instrument adapted from Pettigrew and Meertens blatant and subtle prejudice items categorizing the fifteen instrument items into rejection, intimacy, values, culture, and emotions to assess the level of one's prejudice (Martini et al., 2016).

*Stereotype:* A common socially shared idea about characteristics of a specific group of individuals in a social category (Greenwald & Banaji, 1995).

## **Conclusion**

There is clear evidence that implicit bias exists in education (Gullo et al., 2019). The common goal among all education institution is student success. Overcoming barriers is what teachers do daily. Having a conversation regarding race and bias is not sufficient to erase the effects of bias, but acknowledging the impact bias, race, and racism has on education as it relates to pedagogy and practices and working towards systemic changes must be a goal (Carter et al., 2017). The following chapter will look at implicit

and explicit bias, and professional development as it relates to public education, as well as detailing how Critical Race Theory (CRT) is the applicable theoretical framework for this study.

## CHAPTER II: REVIEW OF LITERATURE

In recent time, the conversation has increased regarding racial disparities that exist in the United States (as well as around the globe) with the increased coverage of the killing of unarmed black men by law enforcement, politicized viewpoints of Critical Race Theory, bias in schools, and institutionalized racism (Brown, 2018; Dhaliwal et al., 2020). These factors have led to deeper discussions that focus on the need for analyzing past practices which could unveil biases and racial misunderstandings to support professional development opportunities designed to address these difficult topics. While the current research study is specifically focused in the education sector and how biases are present along with analysis the effects of those biases, society cannot ignore the fact that biases affect multiple aspects of many peoples' lives. The purpose of this study is to examine the relationship between a teacher's level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. This chapter will explore the various facets of bias with a focus on: (a) implicit bias, (b) explicit bias, (c) professional development, and a thorough discussion of the study's theoretical framework.

### **Implicit Bias**

Biases, in some form, exist everywhere in everyday life. Implicit biases are those biases that exist of which individuals are not aware, which encompass the stereotypes as well as the attitudes that a person possess which may differ from their actual racial attitude (Gullo et al., 2019). Stereotypes can be harmful and negatively take root and affect a person's actions (Banaji & Greenwald, 2016). Frequently, implicit bias, also referred to as unconscious bias, affects a person's perceptions, actions, and decisions that can be detrimental to others through false judgements like managing student discipline,

as well as minor day-to-day actions like stopping at a stop sign or saying, “excuse me”. Many times, implicit biases are present not from a person’s true beliefs or feelings, but rather an observed or taught pattern which has historically created a pattern of marginalization among minority groups in our communities (Gullo et al., 2019). While implicit biases are not always noticeable in others, teacher biases are present inside of the classroom as well as outside of the school through interactions with others.

Conversations regarding race and inequality within the educational system are lacking which has continued to perpetuate the issues affecting the schooling of students, especially students of color (Frankenberg, 2012). Educators carry their racial attitudes and biases in and out of schools that impact the learning and outcomes of the students (Quinn, 2017). Quinn (2017) utilized data from the General Social Survey (GSS) to characterize educators’ responses from 34 survey items from 1972 through 2014 to compare how educators’ attitudes and beliefs are similar or different than non-educators’ attitudes and beliefs. Quinn examined the racial attitudes of educators and how these attitudes differed from the general population, racial attitude trends, and the extent to which demographics explained the differences. Quinn found that while some educators held racial beliefs that the average person would deem harmful, students were less likely to be affected by negative racial attitudes from staff at a school. Quinn also found that educators, compared to non-educators, were more motivated to oppose negative racial stereotypes and build positive relationships with diverse students. Quinn’s study determined that there were educators who possessed racial attitudes that could harm the growth and learning of students (Quinn, 2017).

Hinojosa and Moras (2009) conducted a study to analyze the racial attitudes of White educators in the U.S. in comparison to non-educators. Analyzing and determining the racial attitudes of educators is not a popular topic of study due to the difficulty and

sensitivity of the content. For these reasons, there is a lack of research in this polarizing topic. The Hinojosa and Moras study consisted of only White educators because the predominate race of teachers in the U.S. are White. A one-way analysis of variance was conducted using data from The General Social Surveys (1994, 1995, 1996, 1998, 2000, 2004) to determine if White teachers' racial attitudes are different than individuals who are in other occupations. Ninety-four percent of White teachers approved of biracial marriages while the non-educators' approval of biracial marriage was 97.2%. White teachers living in neighborhoods alongside African American neighbors were approximately 14.0% less than the non-teaching population. The area where White teachers (58.8%) scored lower compared to non-teachers (69.0%) was in relation to sending their own children to a school where most of the students were African American. This study illustrated that professionals within the field of education were not uniquely lacking implicit biases toward minorities. The White educators possessing implicit biases are the same educators teaching a child of any race or culture who walks into his or her classroom.

Assessing one's attitude towards another racial group is not a common practice for educators. A study conducted by Dovidio et al. (2002) focused on the behavior of White educators analyzing their verbal and nonverbal interactions with Blacks. A group of forty White students at a northeastern college were selected from a group of 143 participants who had completed the Attitudes Towards Blacks Scale earlier in the semester. The study consisted of two tasks. The first task was a decision task with images as primes and connecting those images to descriptors. Primes are images used in research that facilitate a response which typically involves the participant's impression or judgement which mostly occurs outside of the person's intention or awareness (Molden, 2014). The second part of the experiment consisted of a one-on-one interaction with a

participant and either a Black participant or another White participant and interactions were recorded. Participants were rated on five areas (pleasant, cruel, unfriendly, unlikable, and cold) and coders analyzed the recorded interactions for reliability. There was a connection between the Attitudes Toward Black Scale and the participants' ratings of verbal friendliness from the recordings as well as a connection between the participants' implicit prejudice related to the nonverbal friendliness as scored from the recordings (Dovidio, 2002). There was no statistically significant relationship from the analysis of the participants' gender. This study supports the theory that racial attitudes, whether implicit or explicit, influence the verbal and nonverbal interactions that in turn could influence other people's perceptions of a particular group of individuals, highlighting the need to address the bias and the effect bias has on interpersonal relations.

Racial attitudes toward other racial groups exist in all regions of the world. A study conducted with Dutch educators and students by Bergh et al. (2010) found that a teacher's implicit attitude has a direct influence on the perceived relationship between a student's ethnicity and their achievement academically. This study involved 41 teachers (16 males, 25 female) who worked in a multicultural classroom setting, and a total of 494 students from first grade to sixth grade. Teachers' explicit prejudice was measured using an adapted version of the Modern Racism Scale (MRS) with items being reworded to match the Dutch culture. Teachers also completed an Implicit Association Test (IAT). Teachers then rated their academic expectations of various students. The results of the study indicated a lower academic expectation for students who are Turkish or Moroccan compared to the Dutch students. Teachers' prejudiced attitudes may contribute to the widening of the academic achievement gap of minority students (Bergh et al., 2010). Considering most of the teachers in the U.S. are White, any biases or prejudice the



teacher's hold may influence the teachers' pedagogy with minority students and pose an academic and social threat to students.

Teachers' perceptions of students' academic success contribute to false placements of students as indicated in the study by Glock et al. (2013). This study consisted of 54 teachers at primary schools in Luxembourg. The teachers assigned a secondary academic track to 16 case descriptions of students with a Luxembourgish background or a Portuguese background. Student cases varied on background and academic level. The results of the study showed that teachers assigned a lower track to students with immigrant backgrounds even when their academic data was the same as a student from Luxembourg. Teachers in this study demonstrated that some teachers may unconsciously allow the students' ethnic background to influence judgements for the students' academic track selection. This study validates the hypothesis that teachers use students' profile information and make judgements which can adversely affect the student. The biases that a teacher possess may influence the judgements that he or she makes, both implicit and explicit, which can in turn affect students. This was further confirmed with another study by Glock and Krolak-Schwerdy (2013) which found that when background information was omitted from the student profile, students were more often referred to a higher academic track. Knowing the students' background negatively affected the selection of the students' secondary academic track.

A similar study conducted by Kumar et al. (2015), administered the IAT and the Pattern of Adaptive Learning Survey to 241 teachers located in the mid-western U.S region with a large population of Arab students. The survey focused on teachers' effect on student learning, effort, understanding, individual progress, and enjoyment of learning. Teachers completed a race IAT as well as a three-item Likert scale survey which assessed White teachers' stereotypical beliefs related to minorities and low

socioeconomic students. Teachers' IAT results indicated a higher preference for White students over other races in contrast to the scale assessing a teacher's possession of explicit stereotypes in preference for White students and students with more affluence. There was an identified negative relationship between a teacher's explicit negative stereotypic belief and their responsibility for participating in culturally responsive teaching. These findings indicate that a teacher's willingness to promote a respectful and tolerable classroom might be impacted depending on the teacher's level of implicit bias, which can affect minority students in a classroom where the educator has a high level of implicit bias. Kumar et al. (2015) determined that there is a strong need to assist teachers in recognizing his or her role as the classroom culture facilitator, that the actions and behavior the teacher displays can be influenced by past experiences and learned values and beliefs which some teachers may be very unaware of the behavioral implications these beliefs may have on minority or low socioeconomic students.

Identifying an educator's bias can create a wide range of reactions to the reality that there are actual biases present. Clark and Zygmunt (2014) conducted a qualitative study with 302 graduate teachers, of whom 92.0% were White. The students completed two IAT tests: one on race and one on skin tone. After the tests were taken, the teachers posted a personal reaction to their own IAT test results on a discussion board. Results were collected over a period of three years. Ninety-six percent of the teachers stated their IAT results showed they have a bias towards non-European Americans. Fifty nine percent of the teachers labeled their reaction to their IAT test results as disregard or disbelief. Twenty-two percent of the teachers' reactions were characterized as acceptance with 19% labeled as discomfort or distress. Out of the 302 teachers, less than half of them acknowledged that they do have bias while some were uneasy with the results. These reactions are in line with Bennett's Developmental Model of Intercultural

Sensitivity (DMIS) and the ethnocentric stages of denial, defense, disregard, disbelief, and acceptance. The DMIS is a framework that gauges the intercultural communication a person experiences. As a person increases their awareness of cultural differences paired and cultural experiences, his or her intercultural communication also increases (Bennett, 2017). Banks (as cited in Monroe & Ruan, 2018) explained that teachers who lack intercultural sensitivity may have a higher level of bias if he or she does not interact with people from other cultures, address cultural biases, and widen his or her perspective.

If biases are not explored in a person, then little change will occur naturally. Gonzalez et al. (2019) conducted a qualitative study with 56 fourth year medical students using 11 focus group interviews to discuss perceptions of the current and future instruction related to implicit bias. The main ideas that were discovered through the focus groups were resistance, shame, negative role of hidden curriculum, and structural barriers. Curriculum is not always designed to uncover and address the biases. Actual implicit bias instruction can be a threatening environment for the leader and the participants. It is critical for these settings to be designed to address the biases, help the participants acknowledge their biases, and provide ways to decrease a person's biases from influencing others. With the empirical data support the call to examine school practices, especially with discipline, stakeholders in communities cannot continue to ignore the role race plays in the racial disparities in schools (McNeal, 2016).

Another study conducted in the medical field by Sukhera et al. (2018) included 14 medical professionals who participated in a longitudinal study. This study started with a professional learning activity related to implicit bias. There was a follow up study approximately a year later. Participants, when provided the opportunity to reflect in a judgement free arena, were able to reflect and identify reasons why they were still harnessing the biases. As the workplaces were allowed to adopt changes to decrease

biases, change was noticed. Several participants admitted to being frustrated with themselves for allowing biases to influence their professional actions. In this study, when participants were provided the opportunity to reflect with others in a safe environment, they adjusted their behavior intentionally to make changes and decrease biases. Educators need explicit and direct bias training, time for reflection and observation of their own practices and behavior, and a plan of action to proactively work towards a reduction of bias to minimize the possible effects against students. Just as the medical professionals in the study participated in a professional learning activity related to bias, educators are also in need of bias related training to shed light on educators' own biases (Zellars, 2016).

Nadan and Stark (2017) conducted a study involving 83 undergraduate social work students in Israel. The students completed an IAT test and then wrote a paper on reflecting on reactions to the results of their IAT test. The reflection papers were dual coded by two individuals and three themes emerged. Participants felt pushed out of their comfort zone and experienced negative emotions for possessing biases as well as some exhibiting feelings of shock, surprise, and even disappointment. The ways the participants coped with their IAT results was the second theme. Some participants did not accept the test results as valid or reliable, attempted to validate reasons for their results, and some even indicated that they were strategic with the test and created results that matched how they viewed themselves in the world. Insights were gained from the process. Some participants indicated they related to various groups on the spectrum and others were not sure if their implicit bias was reflective of themselves or social concepts. Biases that educators possess can translate into various methods of treatment of students from different racial backgrounds, as well as also internalizing and adopting the stereotypes that are socially present within the school community or region, which would

also interfere with the students' level of success in school. Being presented with your own biases and forced to reflect on the biases can be a powerful tool in working towards an environment where minimal biases are present.

The findings in Hillard et al. (2013) study identified the themes as negative reactions to the IAT experience, positive reactions, a feeling of acceptance, relating the test to stereotypes present in society versus stereotypes present in the participant, and interethnic identity also known as multiculturalism. Most of the participants were identified as preferring European Americans. The participants who have a stronger preference for European Americans also had the highest level of negative effect as well. Interestingly, participants who viewed the IAT as negative were more likely to respond to the wrong email. This study supports the notion that participating in an IAT and experiencing negative feelings toward the assessment may increase a person's willingness to adjust their thinking and act to decrease their bias. If educators are provided with the opportunity to examine their implicit bias, there is a possibility of decreasing one's bias, which would benefit the students.

### **Explicit Bias**

Explicit biases are the outward thinking that we use to process our thoughts and provide reasoning to our actions and decision making (Gullo et al., 2019). Explicit biases are evident in a person's voting habits, religious beliefs, feelings towards a culture or racial group, and even their categorization of people. Explicit biases are usually held in the system 2 cognition processing (Staats, 2016). As a human processes millions of pieces of information in small minute increments of time, much of the processing is done in system 1, outside of a person's conscious awareness (Staats, 2016). System 1 and 2 cognition is part of Dual Process Theory and cognitive operation (Tay et al., 2016). System 1 cognitive processing is categorized as intuitive and the thoughts that are created

in a person's system 1 are generated without great effort as it is associated with previous experiences, learned behaviors, context clues, pattern recognition and hunches (Pelaccia et al., 2011; Tay et al., 2016). In contrast to system 1, system 2 cognition is the conscious, deliberate, and slower analytical thinking a person does based on collected information in the person's environment through logical judgements (Pelaccia et al., 2011; Tay et al., 2016).

Kumar and Hamer (2012) conducted a sequential design study with 868 White preservice teachers to examine the level of endorsement of stereotypic beliefs. The survey instrument was adapted from the teacher section of the Patterns of Adaptive Learning Survey and addressed beliefs about minority students, low socioeconomic status, minority assimilation into mainstream culture, and discomfort in interacting with diverse students and faculty. Teachers who possessed stereotypic beliefs about minority students were also likely to hold the same beliefs toward students who are labeled as low socioeconomic as well. There was also a correlation between teachers with high stereotypical beliefs about minority students and their level of comfort when it comes to working with a diverse group of students. This same group of teachers also believe that minority students should assimilate into the mainstream classroom with minimal adaptations. The learning that the participants received as part of the licensure program positively shaped preservice teachers' attitudes in relation to culturally diverse classrooms (Kumar & Hamer, 2012). Kumar and Hamer (2012) found that stereotypical beliefs that teachers possess are related to classroom pedagogy and motivation techniques which can impact, positively and negatively, students.

Teachers selecting students, Black and White, for an academic honor society based on a male's cumulative score from GPA ratings, recommendations, and interviews were more likely to employ a lower standard for the Black applicants than the White

applicants (Axt, 2017). In Axt's study (2017) 618 educators viewed a group of Black and White students who were up for admission in a hypothetical honor society using a set of criteria. Participants were involved in a viewing phase where applications were presented and a selection phase where participants either accepted or reject candidates for the honor society. Each application provided included the applicant's face, science GPA, humanities GPA, recommendation letters, and an interview score. There were 60 applications in the set: 30 that were more qualified and 30 that were less qualified with each group containing 15 Black applicants and 15 White applicants. Participants completed a task related survey using a Likert scale whether they were easier on the Black applicants or White applicants or tougher on the Black or White applicants. When told to accept half of the participants, the educators decreased the criterion they used to admit the Black students in the imaginary honor society than they did for the White students in contrast to 70% of the participants indicated they treated both racial groups equally. This study supports research that standards are shifted for different groups when evaluating the level of a student versus a set criterion regardless of race and occurs unconsciously (Axt, 2017; Biernat & Manis, 1994).

Quinn (2020) conducted a study with teachers to examine if there was any racial bias at play with grading student work when there was a vague rubric and when there was a detailed descriptive rubric. Quinn's study consisted of 1,549 participants who were K-12 schoolteachers who were grading purported writing samples of second graders. The names on the student samples were Deshawn for the Black student and Connor for the White student. Teachers graded the writing samples prior to any bias measure being tested. This study found that when teachers are provided with a detailed and thorough rubric to analyze student work with their explicit biases are less likely to contribute to the grading of student work. This study underscores the necessity of assessment tools

removing a subjective element to prevent racial bias inhibiting student success and provide accurate results of student achievement.

This study's literature review found that while there is an extensive bank of studies relating to implicit bias in multiple sectors, including education, studies focusing on explicit bias are extremely limited. Studies in education related to teacher explicit bias are almost nonexistent. Looking at the legal aspect in the U.S., explicit bias and racial discrimination is sometimes ignored if the intent of the legislation or ruling was to protect the national security of the country (Clarke, 2018). One must question why there is such a lack of studies related to explicit bias, especially in education, with the evidence of disproportionate actions taken against minorities.

### **Bias and Student Outcomes**

The classroom setting and the success of the students who are placed in that environment are largely molded by the classroom teacher. Students who have teachers that believe in their ability to achieve greatness within the academic setting are more likely to do just that. Students of color are more likely to experience great academic success with a supportive teacher (Cherng, 2017).

### **Student Academic Outcome Disparities**

Glock and Schwerdt (2013) also looked at the stereotypic views held by teachers. 40 student teachers from Saarland University were analyzing student reports of a number one student that was either German or Turkish, and a below level student that was underperforming. The participants rated the students on a Likert scale from one to seven. The results showed that students who were both at the same level, low performing, the Turkish student was rated less competent than the German student in regard to reading comprehension, spelling ability, and language comprehension. The study determined that participants who looked at the top performing Turkish student thought that it was less



likely that the immigrant student would slow down the instructional pace of the classroom compared to those who viewed the below level Turkish student. Other teachers' thoughts were also that students with an immigration background can be viewed as a stigma, and generally need more tutoring. This study confirms that a name can be attached to stereotypical beliefs considering the top performing Turkish and German students possessed the exact same report details, just as the below level reports.

Glock (2016) also conducted a study independently with 83 experienced teachers from Germany. The teachers looked at above-average and below-average student descriptions. Students were labeled with the ethnic majority or the ethnic minority. Participants judged the student based on engagement, social isolation, math achievement, and language proficiency on a Likert scale. Then the teachers completed a questionnaire on his or her attitudes toward students who are part of the ethnic minority.

Overall, educators in this study rated above-average students as more engaged than the below-average student. When just looking at the above-average students, the educators rated the minorities as more engaged than the majority. The minority students were judged as more socially isolated, less ability in mathematics, and less proficient in regard to language. Teachers in this study were more willing to teach an above-average minority student than a below level student. More prejudiced beliefs were indicated when looking at the ethnic minority student. In summary, the teachers' biases to the students were affected as a result of the students' academic abilities. Teachers also showed higher biases towards minorities without academic information involved.

Diamond et al. (2004) conducted an ethnographic study at five elementary campuses with semi-structured interviews and participant observations to determine if (1) teachers' expectations of students and (2) the campus collective sense of responsibility for student achievement were influenced by the campus demographics of the student

population as well as the level of economic disadvantaged students. The researchers found that the educators' beliefs about the students they served was connected to his or her sense of responsibility for the academic achievement of all students. The five schools studied included a campus that was predominantly White, a campus that was predominately Chinese, with the other three predominantly African American. The three schools with the majority of students being African American, two of the campuses had 90 to 98 percent low-income students, and the third campus with 85 percent receiving free or reduced lunch. The results of the study indicated that in the majority White campus, 71 percent of the teachers' recognized the students' assets over the students' deficits compared to only 23 percent of teachers at the African American campuses recognizing student's assets over the students' deficits. For the schools that that are comprised of more than 90 percent or higher low-income population, a meager 10 percent of teachers recognized students' assets over the deficits. As the percentage of low-income student population decreased the percentage of teachers' placing assets before deficits increased. The race of the teacher was not an identified pattern in this study.

Teacher's positive adjustment of instructional practices to maintain high expectations for low-income students was almost non-existent on campuses where the staff believed that the students' background presented the necessity to lower the curriculum expectations with the shared understanding that the students were unable to achieve high levels of learning (Diamond et al., 2004).

The percentage of students of color, particularly Black students, in academic settings designed for gifted students is dramatically lower than White students (Grissom & Redding, 2015). Student academic performance indicators are bypassed for students of color when it comes to the identification of students for a gifted and talented program. Many programs allow for teachers to use his or her discretion when it comes to student

referrals for a gifted assessment which contributes to the disproportionality in recommending Black students for a gifted program. Grissom and Redding (2015) found that even when Black students had similar scores on assessments, were less likely to be provided with gifted services in reading when those students were taught by a non-Black teacher. Most Black students are taught by non-Black educators. With little diversity in the demographics of teachers, the gaps in academic achievement of Black students will be perpetuated.

Tenenbaum and Ruck (2007) conducted a meta-analysis study to determine if teacher's expectations are different for minority students than for European American students. Three of the four meta-analysis studies indicated that teachers held lower expectations for students characterized as Latinx and African American when compared to European American. The expectations held by the teachers shift to more positive and neutral speech patterns towards European American students which contributes to different academic performances for minority children and creates a classroom culture and climate that can be deemed as less fair and limits the academic opportunities for minority students.

The effect of teacher bias, as noted in the study above, affects academic student outcomes. Jacoby-Senghor et al. (2016) conducted a study where 210 participants took part in a same-race and cross-race dyad experimental design. The instructor and learner did not meet ahead of the lesson time. The instructors were all white, and the learners were a mix of White and Black participants. The instructors participated in a priming task to assess their implicit bias, but it was not the IAT. After the instructor delivered the lesson, there was up to a 5-minute discussion period. After the lesson period, participants were separated, and the learner took a short assessment while the instructor completed the Attitudes Toward Blacks (ATB) scale. This study indicated there was no correlation

between the instructor's implicit bias measure and the explicit bias measure. Instructor behavior was rated by coders who could not see the instructor and rated them on anxiety, nervousness, discomfort, stiffness, awkwardness, clarity, and ease of the lesson. As the researchers predicted, the greater implicit bias the instructor possessed, the lower the test score was for the Black learner, but not the White learner. This study indicates that teachers with high implicit bias may deliver ineffective lessons to Black students, and possibly minority students which may contribute to the academic gaps or minority students.

Teachers may possess a bias towards other races than their own, and they may also possess a bias towards students with disabilities. Cooc (2017) used data from the Educational longitudinal Study from 2002 which contained a sample of 13,348 sophomores in high school as they transitioned into postsecondary education and career fields. The data in this study is from 752 public and private schools and includes follow-up data from 2004, 2006, and 2012 along with 2013 college transcripts. Part of this data includes math and English teachers' perceptions of their students. There are 28,818 teacher observations included in this study. The data sample used in this study was more than 10 years old, but a unique sample since it included the teacher observations. The results indicated that the Asian and White students tended to have higher academic achievement and less self-reported behavior issues than Black and Hispanic students. This study also found that Black, Hispanic, and Native American students are at a higher risk for being perceived as a student who has a learning disability. These results support the literature that minority students are affected by the academic disparities that are present in the school setting.

Addressing teacher bias in the academic disparities of students of color was a goal of a study by Copur-Gencturk et al. (2020) to analyze teacher bias against the

mathematical ability of females and minority students through a controlled study conducted in the southern U.S. with 390 Black, Hispanic, and White teachers. Teachers were grading student work for accuracy and then rating the student's mathematical ability using a 7-point Likert scale ranging from very low to very high mathematical ability. The student work samples were placed in a random order, but each paper had a name at the top that was a common name of Black, Hispanic, or White students. The results of this study revealed that gender or race did not play a factor in the rating of correctness of the students' responses to the math problems when there was an absolute answer. When there were partially correct answers, the White sounding names were given higher ratings than the partially correct responses of the Black and Hispanic sounding names. Male student names were also given higher ratings than female sounding names. In relation to race and the students' mathematical ability, the White students were rated higher for mathematical ability than the Black and Hispanic sounding names. Interestingly, the non-White teachers rated the abilities of the White sounding names higher than the White teachers rated them. This study signifies how students' perceptions of their academic readiness and abilities are developed based on the inferences students make from their social environment, including their peers and their teachers. Teacher bias can contribute negatively to the perception a student may possess of their academic abilities which can be detrimental to their educational career.

There are instances where teacher's expectations are falling in line with the self-fulfilling prophecies of inferiority and a lowered standard for minority students, partly because human judgement is involved, along with bias, and contributes to academic success of all students, positively and negatively (Gullo et al., 2019). Scott et al. (2019) suggest that a key component to facilitating high level of success for all students is to focus on high instructional practices which, in turn, can deteriorate teacher bias in the

instructional setting with an additional focus on meaningful relationships and engaging instruction for all students. Teacher bias, in addition to school leaders' bias, is just one of the many factors that are contributing to the inequities that exist in the educational setting and reflect larger issues that are present in society which affect the stakeholders (Turetsky et al., 2021).

### **Student Discipline Disparities**

It has been widely researched and reported that racial and ethnic minority students are more harshly disciplined than White students. In particular, African American students are disproportionately disciplined when looking at similar behaviors for White students. All children, regardless of race or ethnicity, are required to receive equal access to effective instructional environments that are positive, safe, predictable, and equitable (Skiba et al., 2011).

Skiba et al. (2011) conducted a study to examine the racial and ethnic disparities with office referrals and the discipline consequences handed down by campus administrators in a nationally representative sample in the United States. The data sample included 272 schools at the elementary level (K-6) and 92 schools at the middle school level. The authors defined disproportionality as overrepresentation or underrepresentation in comparison to the White students (the index group). African American students were overrepresented in office referrals in relation to the proportion of enrollment at both levels studied. At the elementary level, African American students were 2.19 times more likely to receive an office referral than the White students. The African American students in middle school were about four times as likely to be referred to the office for behavior than their White classmates. Latino students' referral rates at the middle school level is 1.71 times greater than the White students.

Analyzing the administrative decisions made when students were referred to the office shows African American students and Latino students were overrepresented in consequences being assigned compared to the White classmates. African American students were more likely than White students to receive a consequence of suspension for minor infractions. This study presents a comprehensive look at the disproportionality in discipline at various school levels and with various racial/ethnic groups. A prominent factor in the disproportionality of discipline for minorities is evident when the misbehavior indicated on the office referral is in a category that is subjective such as disrespect and defiance (Skiba et al., 2002).

Teachers who are coached through various methods of solid instructional practices through a targeted program are more likely to increase student engagement and critical thinking for all students, thus reducing student office referrals, especially for Black students according to a study by Gregory et al. (2016). Gregory's study focused on classrooms that were implementing a two-year coaching program, My Teaching Partner Secondary (MTP-S), which included five steps that involved videotaping lessons and highlighting strengths and weaknesses with the teacher and coach discussing the observations in various setting with different focuses each time. The researchers analyzed discipline data for students in the classrooms of teacher's who were MTP-S participants and a control group of teachers who were not part of the coaching model. The study involved 86 secondary teachers, with the majority of the teachers being White (56.0%). The student participants in the study (n=1,195) were predominately Black (58%). Teachers in the MTP-S program decreased overall office referral use and exhibited no discipline disparity along racial lines in their classrooms. Black students in the control classrooms were two times likely to be referred to the office than their non-Black peers. The study indicates the importance for a classroom to have a strong focus on problem

solving and higher-level thinking to maintain high levels of learning for all students, thus reducing the need to refer students to the office for behavioral issues.

Skiba et al. (2002) identified that Black male students were overrepresented in multiple areas of school discipline while White students and females were underrepresented in a study of a middle schoolers in a midwestern U.S. school district that serves over 50,000 students. The study analyzed discipline records for 11,001 students that were attending 19 middle schools. The disproportionality of discipline against Black males increased as the severity of consequences increased from suspension to expulsion. These researchers found that males and Black students were overrepresented in all measures of school discipline (referrals, suspensions, and expulsions) and that White students and females were underrepresented. The rate of suspension and expulsion for Black students increases as the consequence increased. When the socioeconomic level of the student was also taken into account, there was no variance in disparity of discipline between the Black students and the other racial groups. Interestingly, this study also found that the majority of the disparity is accounted for in the number of referrals to the office highlighting that it is a teacher concern contributing to the disproportionate disciplinary actions against Black males. Black students are disproportionately disciplined in relation to subjective judgements indicating a connection between the disproportionality and teacher possessing bias. Educators who are likely to accept the societal stereotype that Blacks are threatening or dangerous may overreact when it comes to behavioral incidents in the classroom towards the teacher's authority, especially when the misunderstanding of cultural or societal norms (Skiba et al., 2002).

Along the same lines, a study conducted by Marcucci (2020) used a priming condition during a standard vignette for 287 teachers. A Black racial prime was used 143 times and a White racial prime was used 144 times. After the teacher read the vignette,



they were asked 7 questions which were categorized as rehabilitative approaches to behavior and punitive approaches to behavior. Participants also completed a feelings thermometer related to warmth towards Blacks or African Americans and Whites. The results of the study showed that the teachers were significantly more likely to discipline the White students more harshly than the Black students. When isolating high-school teachers only, they were more likely to isolate the Black student in the classroom versus the White student when a disruptive behavior was exhibited. Marcucci (2020) attributed the results to the shifting standards theory to indicate that teachers have an implicit bias towards Black students with discipline issues, so the vignette was a routine scenario the teacher is accustomed to.

Just as the previous study indicated that schools are more likely to punish Black students more than White students, Martin et al. (2016) conducted an analysis of 42,780,631 students across 95, 635 K-12 public schools in the U.S. to determine what the discipline distribution was across racial and gender lines. In this study Black students made up 15.4% of the participants, Hispanic students made up 24%, and White students made up 51%. The remaining groups were less than 6%. In each stage of the discipline level, the levels for Native American and Black students were higher than any of the other racial groups. In this study, Black students were twice as likely to receive in-school suspended than White students. Out of school suspensions were three-and-a-half time higher for Black students than White students. The authors recommend that teacher preparation programs must revamp the multicultural programs and courses along with exploring White supremacy in schools and in society. The authors continue suggesting that educators must deconstruct white privilege and racism, defy colorblindness, address Black stereotypes, and interrogate the idea that schooling is fair for all students.

Wegman and Smith (2019), in a study of 4,101 Black and White students in North Carolina, had similar findings as previous authors. Students completed the School Success Profile (SSP) and the Trouble Avoidance scale to identify how frequently students engaged in problem behaviors at their schools within the last 30 days. Five of the items inquired about the disciplinary actions students experienced within the last 30 days. This study determined that all of the discipline consequences displayed disproportionality against Black students compared to White students. Black students were suspended almost 50% of the time and were referred to the office for behavior issues more than 50% of the time. The Black students made up 57% of the parent contact by teachers for behavioral issues. This study underscores the common thread throughout the literature that Black students are disproportionately disciplined than their peers which in turn will disproportionately affect the academic progress of Black students contributing to the achievement gap.

When students are not in school class due to disciplinary actions, academic decline is a real possibility. Noltemeyer et al. (2015) conducted a meta-analysis to identify a relationship between school suspensions and student outcomes. This study analyzed previous studies' data from 1986 through 2012, which consisted of 53 cases from 34 studies with a total of 7579 participants in over 100 schools. This study determined that schools must not rely on suspension to address student misbehavior. The authors recommend that educational organizations examine their practices and policies using the discipline evidence to address disproportionate discipline. This study also supported the negative relationship between suspensions and student academic achievement and dropout rates and advise that schools determine other methods of discipline and minimize the use of exclusionary consequences. This research supports another study by Noltemeyer and Mcloughlin (2010) who found that low-income and

urban schools use suspensions at higher rates than other schools, and these same schools are the ones that have greater difficulties with academic achievement and higher dropout rates.

The method in which teachers manage their classrooms and campuses administer discipline consequences can determine the trajectory of minority students, particularly Black students. The role bias plays in the management of discipline was part of a study conducted by Okonofua et al. (2020) to determine if interventions targeting bias and structural interventions were effective at reducing the impact bias may have on students and the discipline management. This first experiential study consisted of 246 participants (K-12 teachers) who were randomly assigned to two groups (one was a student growth treatment; the other was a journal entry). The researchers employed a policy/skill building activity and psychological theories to work against the anti-Black bias as it relates to discipline decisions teachers make. The results indicated that the teachers who were assigned the student perspective and assumed the mindset that the student-teacher relationship could improve, are likely to be able to circumvent the effect of bias as it relates to discipline decisions. The findings indicate that it is necessary to target the process of the bias, not the bias itself. Focusing on the process of bias was useful in curbing harsh discipline with students when bias was at play in the situation. Perspective taking in this study allowed educators to view the situation from outside of themselves which had an effect on the action the teacher would take. Addressing the process of bias in a teacher is one idea to reduce the discipline disparity which plagues minority groups in the U.S.

### **Professional Development**

In any profession, professional growth is desired and expected. Changing a person's attitude or behavior towards something is not an easy feat. Amodio and

Swencionis (2018) conducted multiple studies with the goal of decreasing biases through proactive control measures of low and high interference. Through four different research studies, it was determined that, through a self-regulation to improve goal-relevant processing, to reduce unintended implicit bias influenced responses, proactive control was an effective strategy to reaching a goal without biases creeping in. While there were implicit biases toward Blacks such as associating Blacks with guns, stereotypes about athleticism, and negative evaluations in relation to White people, when response interference was heightened, without any race primes, there was no evidence of implicit bias. This was consistent across the studies. Careful interventions may not eliminate bias in an individual but make him or her more aware and increase proactive control to reduce the effect of one's bias. It was hypothesized by the researchers that when there is low interference and the participant has more time to respond, they can be more intentional in working against their implicit biases.

Interventions are sometimes needed to reduce a person's bias because he or she might not be aware that they exist. Whitford and Emerson (2019) conducted a pretest-posttest control group design study with 34 White female undergraduate students who were currently enrolled in a teaching program. Each participant completed a race Implicit Association Test (IAT) test, and the experimental group read ten different accounts of a Black person experiencing racism and journaled how the experience made them feel, detail their ideas about how they may have reacted if they were the person in the vignette, and what childhood might be like growing up in that type of environment, and ended with suggestions of ways to reduce the bias these students experienced. The results of the study indicated that the participants' IATs showed no significant difference when analyzing the various factors of the participants including their age, graduation plans, where they grew up, and shared living expenses. However, the participants who

read stories of university students encountering racism reduced their bias. Participating in a brief empathic exercise with reading short stories and writing exercises reduced the bias present. Empathic activities for educators act as an apparatus that allows teachers to identify patterns in their own “beliefs, values, and attitudes about race and cultural difference,” (Warren, 2018, p. 169). The empathic activities also provide teachers with a critical tool to put into practice in their career (Warren, 2018).

Not all biases are race based as seen in the study conducted by Harrison and Lakin (2018) looking at the pre-service teachers’ implicit attitudes related to English Language Learners (ELLs), determine if there was a correlation between a teacher’s implicit attitude and belief and his or her explicit attitude and belief, and to determine if there was a relationship between the explicit beliefs a teacher might possess. This study involved 102 preservice teachers. The participants took the IAT – English Learners (IAT-EL) assessment via computer as well as Reeves’ (2006) Explicit Attitude Survey. The results of the explicit measure showed that the average participant had a slightly positive attitude towards a student who is classified as an English learner. In contrast, the results of the IAT-EL indicated that those participants with high levels of negative implicit bias are the same ones who indicated a positive attitude towards English learners. The preservice teachers showed from slight preferences to strong positives for ELLs than in-service teachers typically have. This is partly contributed to the fact that preservice programs are tailored to address the real needs for preservice teachers to be prepared for the classroom of students they will be servicing with a focus on diversity. This should enable the pre-service teachers to put teaching training into practice in the classroom.

Diversity in the classroom does not always refer to race, but sometimes language proficiency, academic ability, and even gender. Jackson et al. (2014) conducted an experimental study with a focus on changing attitudes toward women involved in

Science, Technology, Engineering, and Mathematics (STEM). Two hundred forty-three faculty involved in STEM programs at the university level participated in this experimental study. Participants completed three explicit attitude scales prior to either the meeting or training. The control group participated in a regular staff meeting, while the experimental group participated in a gender diversity training module where data was shared on the representation of women in the STEM fields across the nation. A portion of the training included ways to overcome the biases that exist. Participants also completed four trait measures. The results of this study showed men's implicit associations improved after the completion of the diversity training. The explicit measures in this study indicated a positive attitude towards women in the STEM field for both men and women, but the men scored lower on the explicit measure than the women (Jackson et al., 2014). This study supports the idea that conducting implicit assessments can raise awareness of any biases that are present in an individual as well as supporting previous research that shows little to no correlation between implicit and explicit measures.

Professional development takes place in a variety of forms. Multiple have already been identified through research studies that utilized various methods of professional development to address racial bias in the school setting. Ispa-Landa (2018) recommends that educational leaders require teachers participate in additional add-ons to disciplinary initiatives. Two suggestions of add-ons that will address racial bias in decision making are individuation and perspective taking. Individuation involves the participation (the teacher) focusing on the unique characteristics and qualities of the student, rather than a group that the student may belong to, or identify with (Burgess et al., 2007). Burgess et al. (2007) explains perspective taking, a cognitive component, as an empathy exercise that is promising when interracial interactions occur which helps to expose barriers that prevent empathic understanding of individuals from a different race and in turn, reducing

the activation of an implicit bias connected to stereotypes and prejudices and contributing to a greater interest in the other's perspective.

### **Summary of Findings**

The research demonstrates the need for all levels of education to acknowledge that bias affects education with the majority of the professionals in the field being White (NCES, 2021). There are educators who harbor implicit and explicit attitudes that are not supportive of a positive classroom community of diverse students which is problematic considering the number of students characterized as a minority is 51% (NCES, 2021). There is clear evidence that educators need to be made aware of their biases, stereotypes, and the negative differential treatment towards students who are not White (Gullo et al., 2016; Hinojosa, 2009; Staats, 2016). The reality of today's education system in the U.S. is one where biases are contributing to the education inequities against the low-achieving students through various racial attitudes educators possess as well as the stereotypes that infiltrate schools, decisions, and curriculum (Warikoo et al., 2016). Dobbin and Kalev (2018) identify numerous organizations who implement a form of diversity training with the hopes of eliminating bias within the organization and the results indicate that training is not the fix to eliminate bias or discrimination, but rather what is needed is to combine multiple measures with diversity training to reduce bias with the most important being engaging the decision makers of the organization in the discussion of solving the problem, which in schools would involve leadership teams and teacher leaders. Educators not proficient in a multicultural pedagogy will possess biases that will persist and infiltrate classroom instruction, attitudes, and actions which will greatly affect the students (Gullo et al., 2019).

## **Theoretical Framework**

The theoretical framework for this study is based on Critical Race Theory (CRT). CRT was developed by a coalition of legal scholars and activists who delved into the intersection of groups in relation to race, power, class, and racism in a broad context which includes perspectives that cover a wide range of areas including, but not limited to, economics, history, group, self-interest, setting, emotions, and the unconscious (Delgado et al., 2017). CRT started out as Critical Legal Studies (CLS) which asserted that law was not “objective or apolitical” (239) and began to go against the widely accepted idea that knowledge was neutral and not affiliated with any social or political connections (Baszile, 2015). Ladson-Billings and Tate (1995) centered CRT in the educational area and connect the legal studies tenets to real and tangible elements in schooling. CRT scholars acknowledge the need for law in society as well as the notion that law also has the potential, when used correctly, to achieve racial equality, centering the conversation around race within multiple facets of society (Annamma & Morrison 2018; George, 2021). CRT pulls from broad law literature, sociology, history, ethnic studies, women’s studies, and storytelling as its foundational base for working towards the elimination of racism with the clear understanding that law may perpetuate the unjust social order that is present (George, 2021; Soloranzo & Yosso, 2002). CRT is a vital critique of the ongoing institutional racism and social construction of race that allows for the continuation of a system that repeatedly places non-Whites at the bottom, which goes beyond the Black-White binary (George, 2021). CRT cannot be “confined to a static and narrow definition” (George, 2021, p. 2) but is a malleable practice of framing and interpreting the world around us with a specific “race-conscious” lens to identify inequities that are present within social structures (George, 2021; Zamudio et al., 2010)

The tenets of CRT are:



1) Racism is ordinary and not unusual for people of color. Many times, issues of racism are difficult to address because they are not recognized or acknowledged (Delgado, Stefancic, & Harris 2017). Racism is an element of everyday life within the structures, practices, and organizations of our society which most fail to notice how it takes shape around himself or herself because it is not a biological reality that humans are born knowing and understanding (George, 2021; Lopez, 2003).

2) The priority of “white-over-color” in the foundations of the United States in both material meaning as well as the psychological sense which enables the system to continue because there is a lacking sense of necessity to eradicate it with the benefit to elites and the middle-class White community (Delgado, Stefancic, & Harris, 2017). Bell (1995) points to the sympathies held by those in control in the United States to acknowledge possible fears that Whites possessed in regard to more protests by Blacks for equality as for a rationale for civil rights decisions as well as to put the country in a positive light as trying to right the wrongs, when in reality, the motivation was essentially to still benefit the majority. Racism is a deep-rooted element of life in the United States and will stay cemented as such with minor progress socially as allowed by the majority – the White population (Lopez, 2003). Racism is also still present in the law that govern our societies, the structures by which communities operate, and the systemic method in which racism is perpetuated (George, 2021).

3) Social construction theory of race as a byproduct of social relation and social thought. The features that make up a person’s race are minimal in characteristic when analyzing differences among people, but rather lacks the focus on commonly held human traits such as personality, moral behavior, and intelligence to name a few (Delgado, Stefancic, & Harris 2017). CRT leaders identify an element of a reality that appears as ordinary to most as well as the racial side of reality which is largely ignored via

ensorship and suppression (Lopez, 2003). CRT examines the relationship between that social construction and ideas such as "the rule of law" and "equal protection" (Crenshaw, 1995). The yearning to not seek an understanding of racism in the society, but to invest in the power to seek and contribute to change (Crenshaw, 1995). This tenet of CRT is, in recent times, the crux of the politicized debate of CRT in public education and the wholistic teaching of the nation's history, or the lack thereof. The storytelling aspect of CRT is critical to raise awareness of the experiences that minorities have to share in an effort to illuminate the areas where racism has shown up whether blatant or subtle, and directly name it. This aspect of CRT is crucial for groups who claim racism does not exist anymore as storytelling will provide evidence that racism is present in today's society and is explicit and implicit (George, 2021).

4) The commitment to social justice where research should be formulated, analyzed, written, and utilized in a manner that promotes social justice for populations that are subjugated to racial injustice (Johnson-Ahorlu, 2017). Parker and Villalpando (2007) assert that CRT employs multiple avenues of criticism with the goal of seeking social justice in the legal and societal discourse on race and other forms of injustice. CRT has a foundational commitment to social justice to eradicate subordinations that occur in the form of racial, gender, language, status, and class (Matsuda, 1996). Solorzano and Yosso (2002) envision a social research agenda that sheds light on ways to eliminate racism, sexism, and poverty as well as empowering minority groups towards social justice action. CRT researchers understand that educational institutions are hypocritical in nature with the ability to continue to, "oppress and marginalize coexisting with their potential to emancipate and empower" (p.26) and acknowledging that there are multiple layers of oppression and discrimination as well as systems of resistance (Solorzano & Yosso, 2002). Resistance to racism can translate into the activation of social justice in research

and practice in the educational sector to seek social change in support of communities of color (Bernal, 2002).

5) CRT acknowledges that the centrality of experiential knowledge of minorities is vital to understanding racial inequities and inequalities and that the experiences of people of color is appropriate, legitimate, and critical to a comprehensive understanding of the discrimination that has been endured (Parsons et al., 2011; Solorzano & Yosso, 2002). This experiential knowledge from minorities is viewed as valuable resource that is explored from storytelling, family history, biographies, scenarios, parables, chronicles, and other narratives to illuminate the unique experiences of the malignment of minorities (Bernal, 2002; Parker & Villalpando, 2007). Particular emphasis should be places on the experiential knowledge of minorities to “challenge the assumptions about meritocracy and neutrality as a camouflage for the interests of the dominant groups” (Tate, 1997, p. 235)

CRT and the implications in the field of education allow for explanations and examples of how state’s educational systems have sustained inequity that minorities experience relating to curriculum, instruction, and assessment (Ladson-Billings, 1998). Schooling curriculum has perpetuated racism by the deliberate act of publishing companies (and districts that adopt their published curriculum) excluding the lived experiences and history of non-Whites and chose the pathway of a white-washed history instead of truth telling curriculum that includes a wide variety of experiences and stories (George, 2021; Wenger, 2021). The academic and discipline disparities that are evident in circadian practices of many educational institutions, even though most are implicit, are upholding the malignment of minorities (Diamond et al., 2004; Grissom & Redding, 2015; Skiba et al., 2002, Tennebaum & Ruck, 2007). This study looks to highlight areas of the educational system related to public-school teachers and possible biases that exist

that perpetuate the current system of malignment through assessing teacher's biases, observing and recording reactions to identified bias, as well as soliciting stories and experiences of teachers related to their professional practices.

This research study was grounded in three tenets of CRT: (a) racism is an ordinary aspect, (b) the commitment to social justice and (c) the experiential knowledge of people of color. Racism is ordinary through the educational world was identified through historical actions of minority students being punished more harsh than the White students, the underrepresentation of minority students in advanced tracked coursework, and the discipline disparities against Black students that have been well researched and still continue. The commitment to social justice in identifying areas where bias is present in today's educational institutions and how it manifests itself repeatedly through curriculum, assessment, academics, and teacher bias. The qualitative portion of this study highlights aspects of teacher's lived experiences where racism and bias has been at play and witnessed experiences where bias continues to plague stakeholders in the school setting.

### **Conclusion**

This chapter presented a review of relevant literature relating to the purpose of this study which was to examine the relationship between a teacher's level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. With a gap in the literature revealing that while implicit bias studies have been conducted, there is a lack of mixed method studies that incorporate implicit and explicit bias in teachers coupled with a qualitative look into a teachers' reactions, knowledge or awareness of policy and practices within a school system that might perpetuate racism and soliciting specific experiences of teachers that might possibly explain a level of bias. Ladson-Billings (1995) argues that mixed method studies are needed to delve into the

“deeply textured, multilayered enterprise of teaching” (p. 484). In Chapter three, methodological aspects of this dissertation are detailed to include the operationalization of theoretical constructs, research purpose and questions, research design, population and sampling selection, data collection procedures, data analysis techniques, privacy and ethical considerations, and the research design limitations for the study.

## CHAPTER III: METHODOLOGY

The purpose of this study was to examine the relationship between a teacher's level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. This mixed methods study collected survey as well as interview data from a purposeful sample of Caucasian, African American, and Hispanic public-school EC-12 educators in the Southeast Texas region. The *Implicit Association Test* (IAT) and the *Rejection, Intimacy, Values, Emotions, and Culture* (RIVEC) *Prejudice Scale* were administered to collect survey data. Qualitative data were collected through interviews to identify teachers' reactions to one's IAT and *RIVEC Prejudice Scale* results and identify possible ways educators might contribute to decreasing someone's bias. This chapter presents an overview of the research problem, operationalization of theoretical constructs, research purpose and questions, research design, population and sampling selection, instrumentation to be used, data collection procedures, data analysis, privacy and ethical considerations, and the research design limitations of the study.

### **Overview of the Research Problem**

Educators' biases, whether implicit or explicit, play a major role in the outcome of student success (Hinojosa & Moras, 2009). White educators make up the largest segment of ethnicity of public-school teachers in the U.S. (NCES, 2021). In schools where the percentage of minority students increase, the staff that represents the minority also increases until roughly 90%, then the minority labelled staff makes up a larger portion than the White educators (NCES, 2021). When a person possesses a bias, or multiple biases in some cases, their decision making is possibly influenced by the bias that is present and is sometimes reflective of the stereotypes and marginalization patterns that are present in society which can differ from how a person views themselves and

portrays themselves to the general public. Combating the biases in education is necessary in order to minimize any marginalization that might exist. Making a person aware of their own biases is a critical first step to creating sustainable change which is possible due to the fact that a human brain is malleable (Staats, 2016).

### **Operationalization of Theoretical Constructs**

The study consists of two constructs: (a) implicit bias and (b) explicit bias. Implicit bias is defined as the stereotypes and attitudes that one possesses that influences their understanding, decision, and actions, all occurring in an unconscious state (Staats, 2016). This construct was measured by the *Implicit Association Test* (IAT) (Greenwald, McGhee, & Schwartz, 1998). Explicit bias is defined as the attitudes, beliefs, and views expressed through symbols, words, and/or coded language towards another group which can be obvious or inferred by a person or listeners (Clarke, 2018). Explicit bias was measured by *RIVEC Prejudice Scale Prejudice Scale* (Martini et al., 2016).

### **Research Purpose, Questions, and Hypothesis**

The purpose of this study was to examine the relationship between a teacher's level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. The research questions that guided this study are as follows:

1. Is there a relationship between a public-school teacher's measured implicit bias and his or her measured explicit bias?

H<sub>a</sub>: There is a relationship between a public-school teacher's measured implicit bias and his or her measured explicit bias.

2. Does race influence a teacher's implicit and explicit bias?

H<sub>a</sub>: Race does influence a teacher's implicit and explicit bias measure.

3. Is there a statistically significant mean difference between a public-school teacher's years in education and their level of implicit bias?

H<sub>a</sub>: There is a statistically significant mean difference between a public-school teacher's years in education and their level of implicit bias.

4. How do public-school teachers react to his or her implicit and explicit bias score and identify personal experiences that support his or her understanding of racism in education?

### **Research Design**

For this study, a mixed methods research design was used. This design consisted of a quantitative phase I and a qualitative phase II. A purposeful sample of Caucasian, African American, and Hispanic public-school EC-12 educators in the Southeast Texas region was used. The EC-12 public-school teachers were solicited to complete the *Implicit Association Test* (IAT), and the *RIVEC Prejudice Scale* to measure a person's explicit bias or prejudice towards another race. Interviews were conducted to discuss the participants' reactions to their results, personal experiences related to racism in education, as well as what steps public-school teachers can take to help mitigate biases in public-schools. The advantage of conducting interviews allowed for further analysis of how implicit and explicit bias impacts education and provide an in-depth look into the various perceptions and experiences of public-school teachers that might have contributed to a level of bias. Quantitative data were analyzed using Pearson's Product Moment Correlations and one-way ANOVA, while qualitative data were analyzed through an inductive coding process.

### **Population and Sample**

The population of this study consisted of a large region of school districts located in the southeastern region of Texas. This area is comprised of 48 public school districts



and 39 charter schools and encompasses a total student population of 1,245,068 which is approximately 23.0% of Texas' students (TEA, 2020). Most of the students located in this region are Hispanic (51.8%), with 20.1% being White, and African American students making up 18.4% of the region's population. The White teachers in this region of Texas make up 50.9% of all teachers, with African American and Hispanic educators each making up 21.8%. Table 3.1 provides the region data for student population obtained from the 2019-2020 Texas Academic Performance Report. Table 3.2 provides the teaching population for the region.

Table 3.1

*Region Student Demographic Data*

Racial Distribution	Frequency (n)	Percentage (%)
African American	228,537	18.4
Hispanic	644,524	51.8
White	250,660	20.1
American Indian	5,138	0.4
Asian	87,956	7.21
Pacific Islander	1,528	0.1
Two or More Races	26,725	2.1
Economically Disadvantaged	769,487	61.8
Section 504 Students	58,160	4.7
English Learners (EL)	299,406	24.0
At-Risk	680,406	54.6

Table 3.2

*Region Teachers by Race/Ethnicity*

Ethnic Distribution	Frequency (n)	Percentage (%)
African American	16,937	21.8
Hispanic	16,942	21.8
White	39,466	50.9
American Indian	259	0.3
Asian	2708	3.5
Pacific Islander	171	0.2
Two or More Races	1060	1.4

A purposeful sample of White, African American, and Hispanic public-school teachers were chosen to participate in this study. These three ethnicities were chosen for this study because they represent 94.7% of the teaching population in the southeast Texas region (TEA, 2020). The teachers in this sample are public-school teachers in various levels of education (elementary, middle, and high school).

**Participant Selection**

All public-school educators located in the southeastern region of Texas were sent an email soliciting their participation in this study. One of the survey items at the end of the survey asked for participants to provide their contact information if they were willing to participate in an interview. Of the survey respondents, 12 teachers were selected to participate in an interview with a variety of implicit and explicit measures identified.

**Instrumentation**

**Implicit Association Test**

The *Implicit Association Test* (IAT), created by Greenwald, McGhee, and Schwartz (1998) was used to determine a person’s socially associative structures through automatic evaluation of a stimuli. This measurement tool has been touted to measure

automatic associations even when a participant might not want those associations exposed (Greenwald, McGhee, & Schwartz, 1998). The IAT quantifies a person's bias that is a part of their conscious awareness (Gullo et al., 2019). The IAT is completed by the participant assigning an attribute to an image on the computer screen using one response with the left hand and one response with the right hand (Greenwald et al., 1998). The assessment categories pleasant words with images as well as unpleasant words with images. The IAT (Greenwald et al., 1998) has various versions which assess race, body images, sexual orientation, etc. Greenwald et al. (1998) determined that the varying degree of difficulty between the initial target-discrimination and the later attribute discrimination provides the implicit bias measure. The IAT is designed so that even though a participant might vehemently deny any bias towards any out-group, the IAT would reveal a possible level of implicit bias (Greenwald et al., 1998).

Participants, utilizing a standard keyboard functioning device, are presented with several sets of images and words to match to a category using the E and I on a keyboard. The categories, African Americans, European Americans, Bad, and Good are located in the top left and top right of the screen. A set appears with just images and the racial categories to match. A set appears with words, such as attractive, delightful, angry, and annoying, that the participant categorizes as good or bad. A set then appears with all four categories on the screen in two sets with good and bad matched with African American and European American and the participant matches the positive and negative words to the correct side with the race categories also present. The combination of the two categories on each side of the screen then flip with each race appearing with good and bad. The sets are repeated with the words and the facial images. The latency periods are measured to determine the time it takes the participant to respond.

Greenwald et al. (1998) conducted three different studies to determine the validity and reliability of the IAT. The first experiment was conducted with 32 students from the University of Washington. The participants classified items (flowers, insect names, weapons, musical instruments) with pleasant and unpleasant words. Response latencies were included in the data for each trial. The first two trials of each block were not included due to their large latency period. The IAT effect sizes were  $d=0.78$  for the flowers and insect trials while the musical instrument and weapon trial IAT effect size was  $d=2.30$ .

Experiment two consisted of 17 Korean American and 15 Japanese American students from the University of Washington. The students completed an IAT measure classifying Korean names versus full-length Japanese names, with the second Korean names with shortened Japanese names. This round also included a paper questionnaire measure to identify involvement in the Korean or Japanese cultures as well as Asian cultures relative to American culture. Experiment two showed a similar IAT effect size compared to experience one.

The third experiment consisted of 26 White American students from the University of Washington who assigned names to either belong to a White American or to a Black American (both male and female names) as well as an explicit measure as in experiment two. The results of experiment three showed that there was more favorability towards associating White names with positive words than Black names with positive words. The self-reporting measure showed less prejudice towards Blacks than the IAT did. This confirms that the IAT measures implicit bias in a person. The IAT, inclusive of the variations, reliabilities typically reach consistency estimates (Cronbach's alphas) between 0.70 and 0.90 which is a satisfactory (Schnabel, Banse, & Asendorpf, 2006).

## **RIVEC Prejudice Scale**

The *Subtle and Blatant Prejudice Scale* was developed as a 20-item Likert scale with 10 questions for subtle prejudice and 10 for blatant prejudice (Pettigrew & Meertens, 1995). The alphas were high for the blatant measure with 0.87 – 0.90 and lower for the subtle measure with 0.73 – 0.82. There was some inconsistency in the instrument because of the nature of possessing negative feelings towards an outgroup but not being blatant about them. The instrument authors address the validity of the instrument with confirmatory models and adjusting scales based on the region being tested. The data consisted of 3,810 European participants from different regions and answering questions to different out-groups depending on the region they were located in.

Pettigrew and Meertens (1995) validate their instrument using confirmatory factor analysis and the two-factor model was more acceptable than the one-factor model although the authors agree more testing is needed before a definite choice can be made with a structure. The *Subtle and Blatant Prejudice Scale* has received criticism for being inaccurate in determining two distinct levels of prejudice and with the mathematical analysis that was conducted (Coenders, et al., 2001; Martini et al, 2016).

Martini et al. (2016) adapted Pettigrew and Meertens *Subtle and Prejudice Scale* to create the *RIVEC (Rejection, Intimacy, Values, Emotions, and Culture) Prejudice Scale* using the Chilean adaptation of the original instrument to increase the validity and reliability of an instrument to determine the level of prejudice in an individual. The *RIVEC Prejudice Scale* authors adjusted the new instrument to address the issues of avoiding double assertions, bias in the wording of the items, as well as not labelling items as subtle or blatant ahead of time on the instrument. The new instrument measures an overall level of prejudice which indicates a person's intensity of prejudice towards a particular group.

The *RIVEC Prejudice Scale* was developed and tested with 471 participants in the Antofagasta region of Chile. The *RIVEC Prejudice Scale* consists of 15 items using a Likert scale (absolutely disagree to absolutely agree) still holding true to the elements developed by Pettigrew and Meertens (2016). In the data analysis, a participant with a raw score of 50% or greater to the total possible score indicates a prejudice presence in the individual. Martini et al. (2016) classified participant's scores into six categories: absence (0), low intensity (one component present), presence (two components present), low-medium intensity (three components present), medium-high intensity (four components present), high intensity (four components present), and extreme intensity (all five components present). The *RIVEC Prejudice Scale* was determined acceptable when using second-order factor analysis. The second-factor order loadings were high when looking at all of the five components connected with a level of overall prejudice. The *RIVEC Prejudice Scale* reliability coefficient for the overall instrument was  $\alpha = .88$ . The breakdown for each subset was as follows: Rejection  $\alpha = .81$ , Intimacy  $\alpha = .73$ , Values  $\alpha = .75$ , Emotions  $\alpha = .69$ , and Culture  $\alpha = .61$  (Martini et al., 2016)

### **Data Collection Procedures**

#### **Quantitative**

Prior to data collection, the researcher gained approval from University of Houston Clear Lake's (UHCL) Committee for the Protection of Human Subjects (CPHS). Participants in this study were provided the study link via Qualtrics which contained the two survey instruments after the survey cover letter. Each participant completed the IAT and *RIVEC Prejudice Scale* and consent was obtained. The survey cover letter stated that participation is voluntary, the approximate time frame needed for the quantitative and qualitative portion of the study, and that the information collected as well as the participants' identity will remain confidential. Participant email information was solicited

from the region education service center database. Survey information from the IAT and *RIVEC Prejudice Scale* was collected over a period of six weeks with four reminders sent via Qualtrics. Once the survey window for the IAT and *RIVEC Prejudice Scale* closed, all full survey completion data was entered into quantitative research software Statistical Package for the Social Sciences (SPSS) for analysis.

### **Qualitative**

For the qualitative portion of this study, interview participants were selected from the list of those who shared their email address and phone number from the survey. Participants reviewed the data collected during the survey and participated in a 45 to 90-minute discussion about the experience and reactions to IAT result as well as the level of explicit bias towards Blacks based on their *RIVEC Prejudice Scale*. The interviews also compared participant's IAT score with the *RIVEC Prejudice Scale*. Interviews were conducted in person as well as via video conferencing software. Interviews were recorded for accuracy, transcription processes, as well as a tool to analyze verbal and non-verbal communication. All data collected will be secured in a password protected folder located on the research's computer on a password protected device. All data will be maintained by the researcher for five years, which is the time required by CPHS and will be destroyed by the researcher once the deadline has expired.

### **Data Analysis**

#### **Quantitative**

All survey data were exported from Qualtrics and cleaned up in Microsoft Excel. Data from the Excel spreadsheet was imported into IBM SPSS for further detailed analysis. To answer research question 1, *Is there a relationship between a public-school teacher's measured implicit bias and his or her explicit bias?*, a Pearson's Product Moment Correlation was conducted to determine if there is a relationship between a

public-school teacher's implicit bias measure and explicit bias measure. Both variables are continuous in measurement. Coefficient of determination ( $r^2$ ) were used to determine the effect size (Cohen, 1998).

To answer research question 2, *Does a public-school teacher's race influence his or her implicit bias measure?*, a one-way ANOVA was conducted to determine if a public-school teacher's race influences their implicit bias measure. Each racial group (Black, White, Hispanic) was analyzed in comparing the race and the participant's implicit bias measure. Eta-squared and Omega-squared were utilized to calculate the effect sizes and the Tukey post-hoc test to examine differences between pairs. To answer research question 3, *Is there a statistically significant mean difference between a public-school teacher's years in education and the level of his or her implicit bias?*, a one-way ANOVA was conducted to determine if there is a statistically significant mean difference between a public-school teacher's implicit bias measure and the length he or she has been teaching in education. A significance value less than 0.05 was used.

### **Qualitative**

To answer research question 4, *How do public-school teachers react to his or her implicit and explicit bias score and identify personal experiences that support his or her understanding of racism in education?*, interviews were be recorded for in person interviews as well as interviews that take place via teleconference platform, video and audio recorded and then later transcribed. Interview transcripts were coded with NVivo software using an inductive and deductive coding process to analyze the participant responses during the duration of the interview. Saldana and Omasta (2016) describes coding as "heuristics for labeling each individual datum for purposes of pattern detection, categorizing, and unifying" (p. 216). The interview transcripts were coded based on the key ideas and themes across the multiple interviews that emerge from the participant



responses as well as current literature. The thematic responses were sorted into subcategories within each theme and a narrative description of the findings will be presented with a detailed discussion of the participants responses. This information was used in conjunction with the quantitative data to provide a more wholistic view of the participant's bias.

### **Qualitative Validity**

This study's validity was strengthened by the triangulation of results across the quantitative and qualitative data. Interview responses were grouped together into themes based on the repeated message. Peer review was utilized by having another doctoral student review the transcripts and data analysis for the qualitative portion of this study which will help to reduce any bias present, create a more rigorous data analysis, and provide an additional layer of acumen into the development of themes (Burnard et al., 2008). Interview participants participated in member checking to verify that the findings are recorded accurately during the transcription phase.

### **Privacy and Ethical Consideration**

Prior to data collection, the researcher gained approval from University of Houston Clear Lake's (UHCL) Committee for the Protection of Human Subjects (CPHS). Participants in this study were provided the survey link with the survey cover letter at the beginning. Each participant completed the IAT and the *RIVEC Prejudice Scale* and was invited to provide their personal contact information to participate in an interview. Consent to participate in the study will be assumed when a fully completed survey and having clicked on the agree to participate button to begin the study. The informed survey cover letter stated that participation is voluntary, the approximate time frame needed for the quantitative and qualitative portion of the study, and that the information collected as well as the participants' identity will remain confidential.

Survey information from the IAT as well as the *RIVEC Prejudice Scale* were collected over a period of six weeks. Interviews were conducted following the data collection. The *Implicit Association Test* and *RIVEC Prejudice Scale* data were entered into quantitative research software Statistical Package for the Social Sciences (SPSS) for analysis. All data collected were secured in a password protected folder located on the research's computer on a password protected device. All data will be maintained by the researcher for five years, which is the time required by CPHS and will be destroyed by the researcher once the deadline has expired.

### **Research Design Limitations**

There are several limitations in the present research design. First, the most significant limitation was the honesty of the participants in taking the IAT seriously as well as being honest when taking the *RIVEC Prejudice Scale*. Participants' honesty was also a limitation during the interviews as some participants might withhold their true emotions and hesitate to provide an honest response. Second, the researcher identifying as White was a limitation. This might contribute to some hesitation for non-white participants to fully disclose perceptions, reactions, and experiences regarding race. Some non-white participants may not have fully embraced this study as a legitimate research study being that the researcher is White.

Third, was the wide range of locations of participants. There could have been more than 50 miles between participants, so location of an interview can pose a limitation. Hosting an interview via a teleconference platform can prohibit the observance of body language at times. There might be quality participants who refuse to drive to the assigned location because of the distance they would have to travel. The fourth limitation in this study was the *RIVEC Prejudice Scale's* Likert scale. The middle rating on the scale is "neither agree nor disagree". This is a limitation because

participants possibly chose this answer for survey items with the mindset that they are choosing a neutral stance, however when the data is collapsed, they are scoring medium because their answer does not disagree with the statement, even though the continuum is established to identify a level of prejudice. A “neither agree nor disagree” falls in the medium range of prejudice.

### **Conclusion**

The purpose of this study was to examine the relationship between a teacher’s level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. The relationship between a person’s implicit bias measure and explicit bias measure was essential with the qualitative portion of this study. In the following chapter, the survey data as well as the interview data were analyzed and discussed in detail.

## CHAPTER IV:

### RESULTS

The purpose of this study was to examine the relationship between a teacher's level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. Participants completed a race *Implicit Association Test* (IAT) as well as the *RIVEC Prejudice Scale*. This chapter provides demographic characteristics of the study participants as well as presents the results from the quantitative and qualitative data analysis of the study. Quantitative data were analyzed using frequencies, percentages, Pearson's correlations, and one-way ANOVA. Interview data were analyzed with a deductive coding process using NVivo. This chapter begins with a presentation of the participant demographics, instrument reliability, and data analysis for each of the research questions, concluding with a summary of the findings.

#### **Demographic Characteristics of the Participants**

Participants for this study consisted of teachers (classroom teachers, interventionists, and instructional coaches) working in the EC-12 setting in the southeast region of Texas. The survey was emailed out to approximately 69,000 teachers in the region with 925 responses received. Of the 925 responses, 374 participants completed the survey in its entirety, with 115 participants also indicating they would be willing to participate in an interview for the qualitative portion of the study. Table 4.1 displays the survey participant demographics data regarding gender, race/ethnicity, age, years in education, level of education held, level predominantly taught in, and current role. The participants for the quantitative portion of this study consisted of 77.3% female (n = 289), 21.9% male (n = 82), and 0.8% identifying as other (n = 3). The race/ethnicity of the participants was 66.3% White (n = 248), 20.1% Black (n = 75), and 13.6% Hispanic (n = 51). The age of the participants consisted of 5.9% (n = 22) reporting their age range from

20-29 years old, 17.9% (n = 67) from 30-39 years old, 25.4% (n = 95) from 40-49 years old, 33.7% (n = 126) from 50-59 years old, 15.0% (n = 56) from 60-69 years old, and 2.1% (n = 8) at age 70 or higher. The participants years in education consisted of 9.6% (n = 36) in the 0-5 years of experience, 18.2% (n = 68) ranging in the 6-10 years of experience, 17.6% (n = 66) in the 11-15 years of experience, 19.0% (n = 71) ranging from 16-20 years of experience, and the majority of participants with 20 or more years of experience making up 35.6% (n = 133).

The highest level of education that the participants have obtained at this point in their careers as educators is 45.2% (n = 169) with a bachelor's degree, 49.7% (n = 184) with a master's degree, and 5.6% (n = 21) with a doctoral degree. The level of education that the participants have predominately work in consists of 33.4% (n = 125) teaching at the elementary level, 5.1% (n = 19) at the intermediate level, 20.3% (n = 76) at the middle school level, and the majority of participants 41.2% (n = 154) teaching at the high school level. The participants are currently 92.0% (n = 344) classroom teachers, 4.3% (n = 16) interventionists, 3.5% (n = 13) instructional coaches, and one participant representing 0.28% (n = 1) did not respond.

Table 4.1

*EC-12 Qualitative Survey Participants*

	Frequency (n)	Percentage (%)
1. Gender		
Female	289	77.3
Male	82	21.9
Other	3	0.80
2. Race/Ethnicity		
Black	75	20.1
White	248	66.3
Hispanic	51	13.6
3. Age		
20-29 years	22	5.9
30-39 years	67	17.9
40-49 years	95	25.4
50-59 years	126	33.7
60-69 years	56	15.0
70 years or older	8	2.1
5. Years in Education		
0-5 years	36	9.6
6-10 years	68	18.2
11-15 years	66	17.6
16 – 20 years	71	19.0
20 or more years	133	35.6
6. Level of Education		
Bachelor's Degree	169	45.2
Master's Degree	184	49.2
Doctorate Degree	21	5.6
7. Level Predominantly Taught		
Elementary	125	33.4
Intermediate	19	5.1
Middle School	76	20.3
High School	154	41.2

A total of 12 participants were selected to be interviewed. Table 4.2 displays the interview participant demographics. Table 4.3 displays the qualitative participants specific outcomes related to their survey responses. The educators participating in the qualitative portion of this study consisted of 75.0% female ( $n = 9$ ) and 25.0% male ( $n = 3$ ). The race/ethnicity of the participants was 41.7% White ( $n = 5$ ), 25.0% Black ( $n = 3$ ), and 33.3% Hispanic ( $n = 4$ ). The age of the participants consisted of 8.3% ( $n = 1$ ) reporting their age range as 20-29 years old, 16.7% ( $n = 2$ ) from 30-39 years old, 41.7% ( $n = 5$ ) from 40-49 years old, 25.0% ( $n = 3$ ) from 50-59 years old, and 8.3% ( $n = 1$ ) from 60-69 years old. The participants years in education consisted of 8.3% ( $n = 1$ ) in the 0-5 years of experience, 33.3% ( $n = 4$ ) ranging from 6-10 years of experience, 16.7% ( $n = 2$ ) in the 11-15 years of experience, 25.0% ( $n = 3$ ) ranging from 16-20 years of experience, and the majority of participants with 20 or more years of experience making up 16.7% ( $n = 2$ ).

The highest level of education that the participants have obtained at this point in their careers as educators is 25.0% ( $n = 3$ ) with a bachelor's degree, 66.7% ( $n = 8$ ) with a master's degree, and 8.3% ( $n = 1$ ) with a doctoral degree. The level of education that the participants have predominately work in consists of 25.0% ( $n = 3$ ) teaching at the elementary level, 16.7% ( $n = 2$ ) at the middle school level, and the majority of participants 58.3% ( $n = 7$ ) teaching at the high school level. The participants are currently 91.7% ( $n = 11$ ) classroom teachers, and 8.3% ( $n = 1$ ) interventionists.

Table 4.2

*EC-12 Qualitative Interview Participants*

	Frequency (n)	Percentage (%)
1. Gender		
Female	9	75.0
Male	3	25.0
2. Race/Ethnicity		
Black	3	25.0
White	5	41.7
Hispanic	4	33.3
3. Age		
20-29 years	1	8.3
30-39 years	2	16.7
40-49 years	5	41.7
50-59 years	3	25.0
60-69 years	1	8.3
5. Years in Education		
0-5 years	1	8.3
6-10 years	4	33.3
11-15 years	2	16.7
16 – 20 years	3	25.0
20 or more years	2	16.7
6. Level of Education		
Bachelor's Degree	3	25.0
Master's Degree	8	66.7
Doctorate Degree	1	8.3
7. Level Predominantly Taught		
Elementary	3	25.0
Middle School	2	16.7
High School	7	58.3



Table 4.3

*Interview Participants Survey Outcomes*

Pseudonym	Race/ Ethnicity	IAT Score	IAT Rating	RIVEC Score	RIVEC Rating
AnneMarie	Hispanic	-0.24	Slight White Preference	0	Absence
Betty	Hispanic	-0.66	Strong White Preference	0	Absence
Debbie	Hispanic	-0.13	Little Preference (White)	0	Absence
Eleanor	Black	-0.26	Slight White Preference	0	Absence
Gloria	Black	0.57	Moderate Black Preference	0	Absence
Judy	White	-0.62	Moderate White Preference	3	Medium-High
Karen	White	0.01	Little Preference (Black)	2	Low-Medium
Margie	Black	0.25	Slight Black Preference	0	Absence
Mary	Hispanic	0.11	Little Preference (Black)	2	Low-Medium
Richie	White	-0.73	Strong White Preference	2	Low-Medium
Ronnie	White	0.38	Moderate White Preference	1	Low
Terry	White	-0.38	Moderate White Preference	0	Absence

**Research Question 1**

Research question one, *Is there a relationship between a public-school teacher's measured implicit bias and his or her measured explicit bias?*, was answered by conducting a Pearson's product-moment correlation to determine if there was a statistically significant mean difference between a teacher's implicit and explicit bias measure. Table 4.4 displays the mean difference between the implicit and explicit bias scores. The results of the Pearson's product moment correlation indicated that there was

a statistically significant negative relationship between a teacher’s implicit and explicit bias score,  $r(372) = -.120, p = 0.02, r^2 = .014$ . These findings indicated that as a participant’s level of implicit bias increased, his or her explicit bias decreased. This indicates that a person may verbalize that they have little to no bias through their explicit bias, which is in their conscious awareness, but their implicit bias, the bias that operates in a person’s unconscious awareness, says otherwise creating essentially a contradiction. The proportion of variation in a participants’ explicit bias score attributed to his or her implicit bias score was 1.4%.

Table 4.4

*Implicit and Explicit Score Correlations*

	N	M	SD	RIVEC
IAT Score	374	-.213	.478	-.120*
RIVEC	374	27.4	5.30	

\*Correlation is statistically significant at the 0.05 level (2-tailed)

The implicit bias measure for this research study, the *Implicit Association Test* (IAT), is a visual test that matches words and pictures through seven trials. The word associations are in two categories, good and bad, and the visual images are of Black faces and White faces which are matched into the two categories African American and European American. The participant uses the “E” and the “I” key on a keyboard to match the word or picture to the correct category that is listed in the upper left-hand and right-hand corner of the screen. This assessment measures the time it takes the participant to match the words and visual associated with the two racial groups. Table 4.5 illustrates the frequency/percentage of the participants’ IAT score into two classifications, implicit preference for Black people relative to White people. Table 4.6 breaks down both of the preference groups by racial demographics. Table 4.7 illustrates

the frequency/percentage of the participants' IAT score into the categories for little to no preference, slight preference, moderate preference, and strong preference for Black and White people. Table 4.8 illustrates the frequency/percentage of the participants by racial group, Black, Hispanic, and White into the level of bias identified by the IAT. Table 4.9 illustrates the words and pictures used in the IAT.

Of the 374 participants, 70.0% ( $n = 262$ ) of them showed a preference for White people over Black people. Thirty percent of the participants ( $n = 112$ ) showed a preference for Black people over White people. When analyzing the results of each preference group, the results indicated that the two most common preference groups for preferring Black people over White people were slight preference consisting of 33.9% ( $n = 38$ ) and moderate preference consisting of 27.7% ( $n = 31$ ). Sixty-three percent ( $n = 165$ ) of the preference group for White people over Black people consisted of the moderate and strong preference group. The moderate preference consisted of 35.5% ( $n = 93$ ) and the strong preference group consisted of 27.5% ( $n = 72$ ).

The Black participants whose IAT results show a preference for Black people over White people are fairly evenly spread among the four categorical groups with the exact same number ( $n = 13$ ) in the slight, moderate, and strong preference groups. Of the 51 Hispanic participants, only 15.7% ( $n = 8$ ) showed a preference for Black people over White people. There is a fairly even split of the number of Black participants in each of the four groups in the preference for White people over Black people. Thirty percent ( $n = 16$ ) of the Hispanic participants showed a strong preference for White people over Black people. Of the White participants, 49.2% ( $n = 129$ ) of their implicit bias scores fell into the moderate and strong categories in the preference for White people over Black people indicating that while all three racial groups do have a preference in both areas (White over Black and Black over White), the White and Hispanic participants have a

stronger preference for the White racial group than the Black racial group. The Black participants ( $n = 75$ ) were more evenly distributed between the two preference groups when compared to the White and Hispanic racial group with 58.7% ( $n = 44$ ) showing a preference for Black over White and 41.3% ( $n = 31$ ) showing a preference for White over Black.

Table 4.5

*Participants' Implicit Association Test Outcome*

Preference Racial Group	Frequency (n)	Percentage (%)
1. Preference for Black over White	112	30.0
2. Preference for White over Black	262	70.0

Table 4.6

*Participants' Implicit Association Test Outcome by Race*

Preference Racial Group	Frequency (n)	Percentage (%)
1. Preference for Black over White	112	30.0
Black	44	39.3
Hispanic	8	7.1
White	60	53.6
2. Preference for White over Black	262	70.0
Black	31	11.8
Hispanic	43	16.4
White	188	71.8

Table 4.7

*Participants' Level of Identified Implicit Bias from the IAT*

IAT Ratings	Frequency (n)	Percentage (%)
1. Preference for Black over White		
Little to no preference	27	24.1
Slight preference	38	33.9
Moderate preference	31	27.7
Strong preference	16	14.3
2. Preference for White over Black		
Little to no preference	39	14.9
Slight preference	58	22.1
Moderate preference	93	35.5
Strong preference	72	27.5



Table 4.8

*Participants' Level of Identified Implicit Bias from the IAT by Racial Group*

IAT Ratings	Frequency (n)	Percentage (%)
1. Preference for Black over White		
Little to no preference	27	24.1
Black	5	18.5
Hispanic	3	11.1
White	19	70.3
Slight preference	38	33.9
Black	13	34.2
Hispanic	3	7.9
White	22	57.9
Moderate preference	31	27.7
Black	13	41.9
Hispanic	2	6.5
White	16	51.6
Strong preference	16	14.3
Black	13	81.3
Hispanic	0	0.0
White	3	18.7
2. Preference for White over Black		
Little to no preference	39	14.9
Black	11	28.2
Hispanic	7	17.9
White	21	53.8
Slight preference	58	22.1
Black	9	15.5
Hispanic	11	19.0
White	38	65.5
Moderate preference	93	35.5
Black	9	9.7
Hispanic	9	9.7
White	75	80.6
Strong preference	72	27.5
Black	2	2.8
Hispanic	16	22.2
White	54	75.0

Table 4.9

*Implicit Association Text Words and Visuals Used*

Category	Items
Good	Smiling, Enjoy, Joyous, Friend, Cheer, Delight, Fantastic, Celebrate
Bad	Rotten, Failure, Evil, Hurtful, Hate, Tragic, Disgust, Selfish
Black Faces	
White Faces	

The RIVCEC Prejudice Scale, the explicit bias measure in this study, includes a 5-point Likert scale for each of the items (1 = Absolutely Agree, 2 = Agree, 3= Neither Agree nor Disagree, 4 = Disagree, and 5 = Absolutely Disagree). This survey was designed to identify the level of prejudice a participant has related to a particular group. For this research study, the survey was measuring a person’s prejudice towards Blacks. Seven of the survey items in the RIVCEC Prejudice Scale are reversed coded to establish participant consistency with responses. Table 4.10 illustrates the frequency/percentage of individual participant responses. Table 4.11 illustrates the participants’ collapsed responses on the 15 items regarding a level of prejudice towards Blacks.

The items, *Blacks live worse than Whites because they belong to a less able race*, and, *Blacks take jobs, housing, and school places that should be filled by Whites*, and *In general, Blacks are people that you cannot trust*, the majority of respondents, 84.2%, 87.2%, and 88.0% respectively, were in absolute disagreement. On average, as the survey progressed, the number of respondents choosing neither agree nor disagree increased. This indicates that as the items referenced friendships, family values, travel



for work, and traditional White values, the percentages of respondents that remained neutral are higher than the other items.

In analyzing the collapsed RIVEC Prejudice Scale results, participant responses in seven of the survey items were 80.0% or higher. Three of the seven survey items scored higher than 90.0% in disagreement. *Blacks live worse than Whites because they belong to a less able race* was 92.0% ( $n = 344$ ) disagreement. *Blacks take jobs, housing, and school placed that should be filled by Whites* was 95.7% ( $n = 358$ ) disagreement. *In general, Blacks are people that you cannot trust* was also 95.7% ( $n = 358$ ) disagreement. The other four items, *I perceive that Blacks living in the U.S. do not have friendship values that Whites have in the U.S.*, *the disadvantage of Blacks using some services (rentals, hospitals, etc.) is that they not know how to respect the established norms*, *Blacks do not have the ingrained values that Whites give to the family in the U.S.*, and *the Black children who go to school in the U.S. should assimilate to the White culture than their culture* were in the 83% - 88% range of disagreement. Two of the reversed scored items, *I would not mind if a Black person with a cultural level similar to mine married someone from my family*, and *If my child has a Black classmate, he or she will be enriched by recognizing different traditions and customs* were scored in 82.9% and 82.6% agreement respectively.

In three of the survey items, the response of “neither agree nor disagree” was close to 30%. For the survey item, *I admire Blacks who look for better job opportunities*, 28.9% ( $n = 108$ ) of the participants responded with “neither agree nor disagree,” while 69.3% ( $n = 259$ ) agreed. Two hundred of the participants, 53.5%, were in disagreement with the survey item, *If a Black child attends school in the U.S. they should be required to respect the White cultural values and traditions*, while 31.6% ( $n = 118$ ) chose “neither agree nor disagree” as their response. Of the 374 Participants in this study, 28.1% ( $n =$

105) chose “neither agree nor disagree” for the item, *In general, I feel sorry for Blacks living in the U.S.*, while 28.6% ( $n = 107$ ) were in agreement.

Table 4.10

*RIVEC Prejudice Scale Participant Responses*

Item Number	Absolutely Disagree	Disagree	Neither Agree nor Disagree	Agree	Absolutely Agree
1. Blacks live worse than Whites because they belong to a less able race.	84.2 (n = 315)	7.8 (n = 29)	4.8 (n = 18)	2.4 (n = 9)	0.8 (n = 3)
2. Blacks take jobs, housing, and school places that should be filled by Whites.	87.2 (n = 326)	8.6 (n = 32)	4.3 (n = 16)	0.0 (n = 0)	0.0 (n = 0)
3. In general, Blacks are people that you cannot trust.	88.0 (n = 329)	7.8 (n = 29)	3.7 (n = 14)	0 (n = 0)	0.5 (n = 2)
4. I do not think there is a difference between a Black good friend and a White good friend.**	8.0 (n = 30)	6.1 (n = 23)	10.2 (n = 38)	19.0 (n = 71)	56.7 (n = 212)
5. If I have to travel for work with a co-worker, I would prefer to travel with a White than a Black.	58.8 (n = 220)	16.3 (n = 61)	21.7 (n = 81)	2.7 (n = 10)	0.5 (n = 2)
6. I would not mind if a Black person with a cultural level similar to mine, married someone from my family.**	1.6 (n = 6)	1.9 (n = 7)	13.6 (n = 51)	18.7 (n = 70)	64.2 (n = 240)

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\*\* Reversed Scored Items

Table 4.10 cont.

*RIVEC Prejudice Scale Participant Responses*

Item Number	Absolutely Disagree	Disagree	Neither Agree nor Disagree	Agree	Absolutely Agree
7. I perceive that Blacks living in the U.S. do not have friendship values that Whites have in the U.S.	70.6 (n = 264)	17.4 (n = 65)	9.6 (n = 36)	0.8 (n = 3)	1.6 (n = 6)
8. The disadvantage of Blacks using some services (rentals, hospitals, etc.) is that they do not know how to respect the established norms.	66.6 (n = 249)	19.5 (n = 73)	8.3 (n = 31)	4.5 (n = 17)	1.1 (n = 4)
9. Blacks do not have the ingrained values that Whites give to the family in the U.S..	67.6 (n = 253)	17.6 (n = 66)	9.6 (n = 36)	4.8 (n = 18)	0.3 (n = 1)
10. I admire Blacks who look for better job opportunities.**	1.1 (n = 4)	0.8 (n = 3)	28.9 (n = 108)	25.7 (n = 96)	43.6 (n = 163)
11. In general, I feel sorry for Blacks living in the U.S.**	20.9 (n = 78)	22.5 (n = 84)	28.1 (n = 105)	23.8 (n = 89)	4.8 (n = 18)

\*\* Reversed Scored Items

Table 4.10 cont

*RIVEC Prejudice Scale Participant Responses*

Item Number	Absolutely Disagree	Disagree	Neither Agree nor Disagree	Agree	Absolutely Agree
12. In general, I consider Blacks to be friendly and educated.**	0.5 (n = 264)	2.9 (n = 11)	19.5 (n = 73)	40.6 (n = 152)	36.4 (n = 136)
13. If my child has a Black classmate, he or she will be enriched by recognizing different traditions and customs.**	0.8 (n = 3)	1.1 (n = 4)	15.5 (n = 58)	27.3 (n = 102)	55.3 (n = 207)
14. The Black children who go to school in the U.S., should assimilate to the White culture than their culture.	52.4 (n = 196)	31 (n = 116)	15.2 (n = 57)	0.5 (n = 2)	0.8 (n = 3)
15. If a Black child attends school in the U.S., they should be required to respect the White cultural values and traditions.**	33.4 (n = 126)	20.1 (n = 75)	31.6 (n = 117)	12.8 (n = 48)	2.1 (n = 8)

\*\* Reversed Scored Items

Table 4.11

*RIVEC Prejudice Scale Participant Responses Collapsed*

Survey Item	Absolutely Disagree / Disagree	Neither Agree nor Disagree	Agree / Absolutely Agree
1. Blacks live worse than Whites because they belong to a less able race.	92.0 (n = 344)	4.8 (n = 18)	3.2 (n = 12)
2. Blacks take jobs, housing, and school places that should be filled by Whites.	95.7 (n = 358)	4.3 (n = 16)	0.0 (n = 0)
3. In general, Blacks are people that you cannot trust.	95.7 (n = 358)	3.7 (n = 14)	0.5 (n = 2)
4. I do not think there is a difference between a Black good friend and a White good friend.**	14.2 (n = 53)	10.2 (n = 38)	75.7 (n = 283)
5. If I have to travel for work with a co-worker, I would prefer to travel with a White than a Black.	75.1 (n = 281)	21.7 (n = 81)	3.2 (n = 12)
6. I would not mind if a Black person with a cultural level similar to mine, married someone from my family.**	3.5 (n = 13)	13.6 (n = 51)	82.9 (n = 310)
7. I perceive that Blacks living in the U.S. do not have friendship values that Whites have in the U.S.	88.0 (n = 329)	9.6 (n = 36)	2.4 (n = 9)

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\*\*Reversed Scored Items

Table 4.11 cont.

*RIVEC Prejudice Scale Participant Responses Collapsed*

Survey Item	Absolutely Disagree / Disagree	Neither Agree nor Disagree	Agree / Absolutely Agree
8. The disadvantage of Blacks using some services (rentals, hospitals, etc.) is that they do not know how to respect the established norms.	86.1 (n = 322)	8.3 (n = 31)	5.6 (n = 21)
9. Blacks do not have the ingrained values that Whites give to the family in the U.S..	85.3 (n = 319)	9.6 (n = 36)	5.1 (n = 19)
10. I admire Blacks who look for better job opportunities.**	1.9 (n = 7)	28.9 (n = 108)	69.3 (n = 259)
11. In general, I feel sorry for Blacks living in the U.S.**	43.3 (n = 162)	28.1 (n = 105)	28.6 (n = 107)
12. In general, I consider Blacks to be friendly and educated.**	3.5 (n = 13)	19.5 (n = 73)	77.0 (n = 288)
13. If my child has a Black classmate, he or she will be enriched by recognizing different traditions and customs.**	1.9 (n = 7)	15.5 (n = 58)	82.6 (n = 309)
14. The Black children who go to school in the U.S., should assimilate to the White culture than their culture.	83.4 (n = 312)	15.2 (n = 57)	1.3 (n = 5)
15. If a Black child attends school in the U.S., they should be required to respect the White cultural values and traditions.**	53.5 (n = 200)	31.6 (n = 118)	15.0 (n = 56)

\*\*Reversed Scored Items

## Research Question 2

Research question two, Does teacher race influence a teacher's implicit and explicit bias?, was answered by conducting a one-way ANOVA. Table 4.12 displays the one-way ANOVA results of the implicit and Table 4.13 displays the one-way ANOVA results of the explicit scores. Findings indicated a statistically significant mean difference among racial groups and their level of implicit bias,  $F(2, 371) = 37.80$ ,  $p < .001$ ,  $\eta^2 = .164$ ,  $\omega^2 = .169$ . The portion of variance explained in implicit bias scores by the racial makeup of the participants ranges from 16.4% - 16.9%. The results of the Tukey HSD Post Hoc testing indicated the largest mean difference was between the implicit bias scores of the Black racial group and the White racial group ( $Md = -.477$ ). Additionally, there are statistically significant mean differences in the implicit bias score between the Black racial group and Hispanic racial group ( $Md = -.538$ ). Findings, however, did not indicate a statistically significant difference among racial groups and the level of explicit bias,  $F(2, 371) = 1.61$ ,  $p = .201$ . These findings indicate that there is a higher level of implicit bias within the White and Hispanic racial groups compared to the Black racial group. When comparing the explicit bias among all three racial groups, there is less variance between the groups.



Table 4.12

*One-way ANOVA of Variance of Race and Implicit Bias Scores*

	N	M	SD	F-Value	df	p-value	w <sup>2</sup>	n <sup>2</sup>
Black	75	.176	.478	37.795	(2, 371)	<.001*	.169	.164
Hispanic	51	-.362	.393					
White	248	-.301	.432					

\*Statistically Significant (p < .05)

Table 4.13

*One-way ANOVA of Variance of Race and Explicit Bias Scores*

	N	M	SD	F-value	df	p-value
Black	75	27.68	4.316	1.613	(2, 371)	.201
Hispanic	51	28.55	5.773			
White	248	27.13	5.456			

\*Statistically Significant (p < .05)

### Research Question 3

Research question three, Is there a statistically significant mean difference between a public-school teacher's years in education and their level of implicit bias?, was answered by conducting a one-way ANOVA. Table 4.14 displays the one-way ANOVA results of the teacher's years in education and the level of implicit bias. Results of the one-way ANOVA indicated that a teacher's years in the educational profession does not influence the level of his or her implicit bias,  $F(4, 369) = .987$ ,  $p = .415$ . These results indicated that the number of years a teacher has been in the educational profession does not contribute to his or her level of bias.

Table 4.14

*One-way ANOVA of Variance of Years in Education and Implicit Bias Scores*

Years	N	M	SD	F-value	df	p-value
0-5 Years	36	-.162	.384	.987	(4, 369)	.415
6-10 Years	71	-.150	.510			
11-15 Years	64	-.303	.382			
16 – 20 Years	71	-.222	.462			
20+ Years	132	-.212	.530			

\*Statistically Significant ( $p < .05$ )

**Research Question 4**

Research question four, How do public-school teachers react to his or her implicit and explicit bias score and identify personal experiences that support his or her understanding of racism in education?, was answered using comparison coding of 12 semi-structured interviews with teachers across the southeastern region of Texas.

Below is a detailed description of the 12 interview participants including where they grew up, attended college, areas they have taught in during their career, and their implicit and explicit bias scores. All participant identities were protected through the use of pseudonyms throughout this chapter.

Gloria, a Black female, has been in education for 20 years, working in various cities, spending most of her time in southeast Texas teaching English, Language Arts, and Reading (ELAR) at the secondary level. Gloria grew up in the southeastern United States and graduated from a Texas university. After a career outside of education for approximately eight years, Gloria completed an alternative certification program in

Texas. Gloria's implicit bias score was 0.57, moderate Black preference, and explicit bias score was 0, absence of prejudice.

Margie, a Black female, grew up in south Texas and moved to north Texas during her teenage years. Margie went to college in Texas and has been teaching in Texas for eight years. Margie has spent her career thus far teaching special education students in the elementary setting. Margie's implicit bias score was 0.25, slight Black preference, and explicit bias score was 0, absence of prejudice.

Terry, a White male, grew up in Ohio and attended a small rural school with less than 25 students from first grade to eighth grade. After high school, Terry attended a Catholic university in Ohio. Terry has been in education for approximately 47 years (public and private) and has taught in multiple states with the majority of his career in Texas. Terry retired from education for one year and jumped back into the public school system supporting special education students through inclusion at the secondary level. Terry's implicit bias score was -0.38, moderate White preference, and explicit bias score was 0, absence of prejudice.

Judy, a White female, grew up around the world as her father was in the military. Judy attended college at an east Texas university and has been in education for 28 years, all at the same campus in southeast Texas. Judy is currently a special education department chair at an elementary school and anticipates moving into a district leadership role soon. Judy's implicit bias score was -0.62, moderate White preference, and explicit bias score was 0, absence of prejudice.

AnneMarie, a Hispanic female, grew up in the central Texas military community as her father served in the military and was located in Texas for the majority of his career. AnneMarie attended college in southeast Texas and started her career in Human Resources before shifting to a career in education six years later. AnneMarie completed

an alternative certification program through a regional educational service center in Texas and has taught at the secondary level since becoming certified. AnneMarie's implicit bias score was -0.24, slight White preference, and explicit score was 0, absence of prejudice.

Richie, a White male, grew up in southeastern Texas near the border of Texas and Louisiana. For college, Richie went to a west Texas university with a plan to study theater but shifted to education as an English major. After college, Richie worked for ten years in the marketing industry before shifting to education and working at the high school level. Richie became a certified teacher through an alternative education program. Richie's implicit bias score was -0.73, strong White preference, and the explicit score was 2, low-medium prejudice.

Betty, a Hispanic female, was born in Mexico but was raised in Panama and moved to the United States when she was ten years old. After owning her own business, getting divorced and needing a steady income, Betty became a certified teacher through an alternative certification program. Betty, in her 11th year as a teacher, currently teaches a foreign language at the secondary level. Betty's implicit bias score was -0.66, strong White preference, and her explicit bias score was 0, absence of prejudice.

Karen, a White female, was born in the U.S. but spent most of her childhood overseas, but did spend high school at a boarding school in the eastern U.S. Karen has earned two college degrees both on the western coast of the U.S. After a career outside of education in Alaska, Karen moved to Texas and began her career as a teacher after getting certified through an alternative certification program and has been teaching at the secondary level for 12 years. Karen's implicit bias score was 0.01, little to no Black preference, and her explicit bias score was 2, low-medium intensity of prejudice.

Debbie, a Hispanic female, is in her first five years as a teacher and currently teaching at the secondary level but has also taught at the elementary level. Debbie grew up in the greater Houston, Texas area but attended college out of state in the eastern U.S. When Debbie returned to Texas after college, she went through an alternative certification program to get certified to teach. Debbie's implicit bias score was -0.13, little or no White preference, and her explicit bias score was 0, absence of prejudice.

Ronnie, a White male, grew up in Texas and started a career outside of education in the marketing industry after graduating from a Texas university. Ronnie became certified through an alternative certification program through a local community college outside of Houston, Texas, and began teaching at the elementary level in a rural district, but currently teaches at the secondary level in an urban district in southeast Texas. Ronnie also works part time through a community college teaching at a federal women's prison teaching marketing classes. Ronnie is currently in his eighth year of teaching. Ronnie's implicit bias score was 0.38, moderate White preference, and his explicit bias score was 0, absence of prejudice.

Mary, a Hispanic female, grew up in southeast Texas in an urban area and teaches in the same area she grew up in. Mary went to college at a southeast Texas university and started her career working for an organization that managed learning centers around a large urban city where she would teach ESL and GED classes. Mary also taught homeless youth at a shelter and then decided to pursue her teaching license and completed an alternative certification program through a school district in southeast Texas. Mary teaches at the secondary level and is currently in her 18th year as a teacher. Mary's implicit bias score was .011, little to no Black preference, and her explicit bias score was 2, low-medium intensity of prejudice.

Eleanor, a Black female, grew up in Mississippi and joined the military after high school. Eleanor retired from the military and continued a career as a contractor until she was furloughed. Eleanor completed her bachelor's degree through a university in the northwestern U.S. while in the military, and after being furloughed, became certified through an alternative certification program in Texas. Eleanor is currently in her ninth year of teaching, all at the elementary level. Eleanor's implicit bias score was -0.26, slight White preference, and her explicit bias score was 0, absence of prejudice.

After coding each transcript, the following themes emerged: (a) implicit bias reactions, (b) explicit bias reactions, (c) lack of preparation and professional development, (d) bias in the academic setting, and (e) bias in discipline practices. These major themes and their subsequent themes are explained in depth below.

### **Implicit Bias Reactions**

During the interviews and soliciting reactions to participants' identified bias from the IAT, the following themes emerged: presumptive, agreeable, surprised, shocked, and embarrassed. The frequency of coded responses is illustrated in Table 4.9. Each theme is detailed and explained below.

Table 4.15

*Frequency of Implicit Bias Reaction Coded Interview Responses*

Theme	Frequency (n)	Percentage (%)
Presumptive	4	33.3
Agreeable	4	33.3
Surprised	1	8.3
Shocked	2	16.7
Embarrassed	1	8.3

**Presumptive.** Four of the participants characterized their thoughts and feelings related to their identified bias from the *IAT* as presumptive with a seeming expectation and lacking any surprise to his or her identified bias. Mary was not surprised by the results of her implicit bias assessment, but also shifted her response to an exterior reason stating, “It doesn't really surprise me just because I feel like the place we are in as a country is really frightening to me right now. I try not to read the news cycle, as much as I used to, but I just think like, for my own kids, were living in a scary place that this is not an America that I recognize.” Mary continued illustrating that she feels like there is so much “subjugation” going on that is creating more bias in people.

Ronnie explained, “It doesn't surprise me. I was born in the '60s in the civil rights movement in Texas. My children are the first generation of my family. I'm first-generation college graduate, my three boys were the first generation to grow up in our family not hearing the N-word. It takes a long time for change to happen. Does not really surprise me that [bias] would be that ingrained in me.” Ronnie ended with, “My conscious part says, no, here is what I know is right. Here is what I believe as a Christian

person and as somebody who cares about all students.” Similarly, Judy used supporting evidence from her childhood and current campus to justify why she possess bias towards Blacks concluding, “Even with all of our travels and interactions, I'd still have had limited interaction with Black persons. My campus has a good spread, ethnicity-wise, but even our staff that is Black are not ones I associate with just because of where their area is versus where I am. Growing up military, I don't remember there being any blacks in our units that we were associated with or that dad was associated with and none that were ever close family friend associations. What I know is friends I've made through school or friends I've made through work, and it's been that person. It hasn't been with their family or their work or that type of stuff. My exposure is not big, so therefore I haven't built more knowledge of preferences for them.

“I'm not surprised but it's not a bad thing,” Gloria said after receiving her implicit bias score, “It may say I'm pro-black, but I'm very cosmopolitan. I'm well-traveled. All my brothers-in-law are white, [laughs] whatever that means. It just is what it is. I think I understand struggle and integration and assimilation on a whole lot of levels.”

**Agreeable.** Four of the qualitative participants reactions are characterized as agreeable. Margie explained, “I think it's accurate because I had to build myself to be this way. For all of elementary and middle school, I was the only Black child, and I was taught to see it the other way. As an adult, I've had to build my self-esteem back up as far as my race and how it goes.” Debbie stated, “I think it makes sense. Half of my family is White. I was always surrounded by African Americans and Blacks. My mom's best friends are very strong, very proud African American women. Even with them, it's a much older generation of ideas. When I went into college, the college I entered into was also very White. Of a class of 4,000, they were celebrating the fact that 400 of us were entering as minorities, so a very, very, very White school. While I was there, it really



opened my eyes to different things. Since then, I've made a conscious decision to start learning about implicit biases and working towards what is there, trying to work against things that I had already known.”

Karen cited her experiences in life as the reason she has little to no bias saying, “Honestly, I believe from my life experiences around the world and just life in general that it's all about the individual and how that individual is raised. The color of your skin - you can be a jerk in any color. I judge people based on what I see them do as far as actions go. Some of my best students, I've had wonderful African American students, I've had wonderful White students and I've had horrible African American students and horrible White students. As a teacher of 12 year, it's all about the character of the individual, the character of the parents, and the situation they come from that really determines what goes on, not the color of their skin.”

Terry was also in agreement with where his implicit bias score fell stating, “Having absolutely nothing to say about where I fall in there. I don't have a problem with saying that's probably pretty accurate too.” Terry also added, “I will say when I was doing the actual test, I had physical problems getting it to respond. That being said, it probably doesn't mean much, but I wanted to tell you that that is probably the main reason I wanted to do the interview,” almost excusing his level of bias because of the technical aspect of the assessment but also adding that his professional experience tells a different story as he has worked with predominantly Black students throughout his career.

**Surprised.** Eleanor, a Black female with a bias score of slight preference for White, said she was, “Surprised, but from my experience what I think is ironic is that when you look at the demographics, the demographic with brown-colored people have the worst demographics for behavior. Then when you're teaching, that is like what you

gravitate to. I guess just trying to say like, this is always being negative where when you go to teach in a big district it's like sometimes the demographics show that there's more problems in the school with brown kids, and there's more problems there. The kids are reading lower, there's more discipline. That's where I think I have that problem. That's just something that you see," citing her experience in education with performance levels being lower for minorities as a reason why bias score indicated a pro-White bias.

**Shocked.** Two participants' reactions to their identified bias are categorized as shocked. AnneMarie reacted to her identified implicit bias stating, "I will tell you wholeheartedly I'm shocked because when I was in high school like I said, we were a little bit of everybody with everybody like I my best friend was Asian and my other closest friend, she was Black but when I went to [college] and I got to that place where I had to find a place to fit in I fit in it was all of the Black students that accepted me so all my time in college, all of my friends were Black, my roommates were Black, the guys that I went out with were Black. My husband is Black. My daughter is by multiracial you know, Hispanic and Black, so to see that I honestly - when just hearing you say that I would have thought I was going to be a pro Black."

Betty, a Hispanic educator, was eager to learn what her implicit score was, interrupting the researcher while explaining the scoring with, "I want to know what my score is!" The participant explained her thinking about her score as more of a socioeconomic situation versus a racial bias laughing:

I don't think this is right. I don't think this is right. It's not that I would have a negative association to Black or anything like that. I just think that, I guess, as a Hispanic person, when you look at the, I don't want to say the White way of life. I don't like to say that in the White way of life, or the assimilation of the-- I think people are-- I don't know. God, this is horrific. I'm glad my kids aren't here. They would say, "Mom, you're a

racist." I'm like, "No." Oh, my God. This is crazy. I don't even know how I'm thinking about, and maybe I was looking at the wrong test (laughs again). What is this? Here we go. I am Hispanic person, but I do feel that it really doesn't have to do with, to me, it doesn't have to do with Black or White. It's more about socioeconomic status, right? I mean that poor people tend to not look at education as a way to change your life. I think that whenever you have more of an upper-class people, they're very more into education being important. To me it's more of a socioeconomic status than it is a pro-White or pro-Black because there is, obviously when you're a poor White person, or you're a poor Black person, you don't think education as a gateway to anything, you just go from high school to work. Yes, to me it's more of a different socioeconomic status than it is more of a color thing.

**Embarrassment.** One participant's reaction is characterized as embarrassment when looking at their reaction to their identified implicit bias score. Richie, a White male educator who has taught predominantly Black and Hispanic students, first responded to his implicit score with, "Oh my God, can I take a picture of this?" Richie continued with, "I have a lot of feelings about this. I am embarrassed. I actually thought I would be a little to the right of zero. I'm going to be honest, I really did, because my natural-- I'm very suspicious of my own people. It's weird to say that, but I grew up in all Black public schools. I graduated with one of two White people in my graduating class. One of two. I'm embarrassed because if my wife-- My wife's going to kill me. My wife's Asian. She's not Black, but she's never going to let me live this down. This is bad. The other thing is, it's not something I can control as far as I can tell. there's a part of my brain that wants to throw up excuses." When the researcher asked what those excuses would be, Richie answered with:

How much of this is nature versus nurture? How much of this is watching the television that we watch every day, or how much of it is literally something that I deliberately do? That doesn't matter in the long run. If you were to ask a Black person if it matters, which of those it is, it doesn't matter why someone is the way they are. The people who could be harmed by this don't care why I am the way I am. Why should they? Oh my God.

### **Explicit Bias Reactions**

All qualitative participants were presented with their identified explicit bias from the RIVEC Prejudice Scale and reactions were solicited. The following themes emerged: accurate, relief, deflection, acknowledgement, and disappointment. The frequency of coded responses is illustrated in Table 4.10. Each theme is detailed and explained below.

Table 4.16

*Frequency of Explicit Bias Reaction Coded Interview Responses*

Theme	Frequency (n)	Percentage (%)
Accurate	5	41.7
Relief	4	33.3
Deflection	1	8.3
Acknowledgement	1	8.3
Disappointed	1	8.3

**Accurate.** Mary stated that her explicit bias score of low-medium intensity was accurate, and further explained why, “I’ll be honest, I mean I’m also not around a lot of people that are Black you know, on a weekly daily basis, so my interactions [are] limited.

I guess like if I'm we're out and about and we're doing things that are going to put us in an area that might have we might have more interaction with someone, that is Black, but I would guess that probably different. I'm not dealing on a daily basis." Terry also indicated that he felt his explicit score of absence of prejudice was the "the right score to have," but also explained, "I don't want to go into the realm of being an over-guilty liberal, but it's very, very difficult to be a white person and not have some level of prejudice, conscious or unconscious. I think prejudice is a term that makes it more emotionally charged than differences; that there is sort of a social-cultural differences in that it is more complicated."

Eleanor, with an identified explicit score of absence, cited her racial identity and childhood experience stating, "probably because I am Black, and I understand a lot of why people do things and say things. I know the different generations of what life was like down south." Margie indicated that her explicit bias score of absence of prejudice was accurate and added that, "I do not think that White people are the standard of what society should be. That is why I do not think that Blacks should be compared to White because we are all here, no one race is the standard." Gloria also responded to her agreement with her explicit bias score of absence, stating that, "I've seen the good, the bad, and the ugly," referencing her life experiences as a Black woman in the south, and adds, "Is anybody really ever impartial? I would like to think I do not have prejudice towards anybody. I would just say that I am very informed; I was not born yesterday."

**Relief.** Betty, with an explicit bias score of absence of prejudice, jumped right in with, "There we go. See, I knew it. I think it's none. It's non-existence. There we go. See. Once again-- Once again, I don't think of race. I think about socioeconomic status. I think about how it's just a harder life when you don't have parental support and when you don't have the tools that other kids have. It has nothing to do with race. It has to do more with

money and how if a parent has a good job, then they have time for their children. If a parent has to work two part-time jobs to make ends meet, then you don't have time for your kids. I think that that's a lot of the things that these kids are lacking. It's just very, very hard for them, so they end up raising themselves, and when they raise themselves, it's just not good. I'm glad that this has absent on there because I thought, oh look at those, they're extremely intensity (pointing to the higher end of the scale profile). I was like, Oh my God.

AnneMarie, with an explicit bias score of absence of prejudice, stated, “Well, I would hope, I feel much better than the implicit bias one and not necessarily because you know yay but, like, I said that the experience that have shaped me like.” AnneMarie went on to explain, “I even told my husband, you know I went to a college, and I was going to leave because I felt alone, and there was a group of people (referring to the Black population) that accepted me wholeheartedly and helped me have the most amazing college experience and I ended up staying and graduating and if this group of people. And you know, and I can say specific people but yes, the black community, you know, taking me to their house for Christmas or Easter when I couldn't go home; taking me to church, you know so not just hey we're friends at school, like truly bringing me into the community. I appreciate that and I hope that those experiences have allowed me to see life in a different lens. I'm not black - doesn't matter, my friends or my husband or my daughter are Black - but to appreciate some of the things by being close within the Community, the culture, that I can be fair and not be prejudiced towards them.

Ronnie, with an explicit bias score of low intensity, exhibited some relief and quickly responded with:

That's encouraging because I know the way I grew up I had some reprogramming to do of myself. I also did not have African American friends in college. For

whatever reason in my circle at all, it wasn't intentional, so I had to be pretty intentional about the Black friends that I have collected. Not that I have token friendships because I had some really good friends, they were awesome. Through common interests, through church, music and that kind of stuff. Anyway, but what this tells me is that my efforts pull me to that end (pointing towards the absence of prejudice marker on the profile sheet). I didn't grow up that way. If you'd done this when I was in High School, I probably would've been up here (pointing to the extreme intensity end of the profile sheet). Education and then my personal intent to say, "I don't want to be this way." I think those two things pretty strongly, and then my belief system as well.

Debbie, with an identified explicit bias score of absence of prejudice, said, "definitely relieved to see that. I'm definitely happy that I'm there, especially working where I do with the population that I do. One of the common accusations when a teacher does something is, "It's because you're racist." Not just me, all the teachers at my school, we've gotten these accusations because it's a - If I do this, then maybe you'll be investigated, or you'll feel that you need to accommodate me, so I don't make these accusations. Seeing this makes me feel a little bit more validated and not like, 'Okay, what I'm doing is not bad and we're at a good spot.'"

**Deflection.** Judy, with an identified explicit bias score of medium-high intensity of prejudice, said she felt like she would have "expected to be a step-down" referring to the low-medium intensity prejudice level, and continued with an awkward chuckle, "We do have some good friends that are Black. I interact with them really well. I do have at least an intellectual awareness of differences in culture and those type of things that I try to keep in mind. I also guess that from some of the experience, [with the] interactions I have had doesn't surprise me that I'm a little more prejudiced. I think where my prejudice,

in my opinion, mostly comes from is, that parenting and education component. In my experience, a lot of our Black parents don't put as much value in education and appropriate parental upbringing. When you work with those kids (referring to the Black children), I tend to be working with parents who are very abrupt, who are very hurt and tend to be very angry themselves, and similar behaviors the child is exhibiting. They tend to care about their kid if they tend to want what's best for their kid, but they don't know how to do the communication to get that or they haven't done the medical care that's necessary, or they don't have the learning themselves to be able to advocate and ask for different things.”

**Acknowledgement.** Karen, with an explicit bias score of low-medium intensity, commented with, “I have to say it's probably some subconscious issues I'm dealing with, but I guess it is what it is. It'll be something for me to continue to work on,” and adding that, “I probably said neither agree nor disagree because, as I said, I know the color doesn't [matter]. You can be a punk-ass student, you can be a good student, regardless of color, so I know that as I was going through that (the survey) I was like, "Well, it depends on the individual." That's probably why I'm right there. Karen also extended her thinking reflecting on the students she typically has the most negative interactions with citing, “I'd have to say, to be honest, as an educator, my toughest group for me to deal with personally are the behavioral issues with my really academically unmotivated, African American boys who play sports and are very physical. That's always been a challenge for me, and it probably has to do (1) because I'm a woman, and (2) because they're dudes and their life experience and perceptions are so vastly separate from mine. I was never athletic; I was the artsy nerd kid and much more dedicated to my education. That's been the areas I've had issues and I think it also has to do with their perceptions because I'm a middle-aged white woman and I don't really relate to them at all and that's been my



biggest struggle to relate to those that student population. That's usually where I have the largest amount of discipline issues.”

**Disappointment.** Richie, with an explicit bias score of low-medium intensity, expressed disappointment in where he fell on the RIVEC prejudice scale. Richie’s initial reaction was, “I should have done better on this.” After a few pauses and attempts to start talking, Richie continued, “Disappointing. Before you put it down, I thought it would be one to the left at worse. I thought it would be low intensity at worse. That probably makes me feel a little disappointed. I guess I'm happy it's not worse. I remember these questions and my God, this one seems like it's more about me and my beliefs than the last one, the ones I control. In a way, it's a little more disappointing, because it feels more like a personal judgment, I guess I would say. For a boy born in 1981, in Beaumont, Texas, it may not be that bad. I had to work against it (referring to possessing prejudice towards Blacks). I had to work against what I was taught by my own family, friends, teachers in some cases. I had a teacher in the sixth grade, Texas history. She was this older White woman, and I'll never forget this, she picked up the newspaper and she said, ‘Children, Beaumont is 60% Negro.’ The way she said it was like we're all going to die. That's a teacher. You're 12 years old in the sixth grade. I had to unlearn a lot of that stuff, and I did that work to unlearn a lot of it. That's why I felt it should have been (long pause) it's not to say that I should get an award. I've taught 1,100 students in my career, and I don't want to do any of them any harm.”

### **Lack of Preparation and Professional Development**

The theme of lack of teacher preparation and lack of professional development for in-service teachers to teach in a diverse setting emerged from the current literature review as well as in the qualitative portion of this study. Based on coded participant interviews

related to preparation and professional development there were several categories of responses.

**Traditional Pathway for Preparation.** Two of the participants took the traditional route to become a certified teacher. Terry described his preparation for teaching in a diverse setting as “pathetic” and related that lack of training to the era he went to college stating, “this tells you something about how long ago it was. I had to take a test on writing on a blackboard clearly and making no noise. Best teacher training I had was terrible teachers. I recognized early on I was pretty bright, and I'd love to learn. I went to the library. I did stuff. That was my life. I had a good model there of saying, "just don't do that and I think I've got some other ways to go." I did, however, have a reasonable foundation in a couple of graduate courses. These were like in the late 60s, early 70s kind of thing.” Judy explained her preparation through a Texas public university as, “Our program had us in the school, from the time we were sophomores, we worked with multi-ages, infants through high school depending on your program. We weren't sent to the money school. We were sent to the low-income schools for our internships. Now it is, I realized, that's because that's where they needed the staff. Back then, it was like, ‘Oh, wow. This is eye opening,’ that type of thing. We had an entire semester on multiculturalism in the classroom. That was not just building multi-cultural reflective curriculum materials and multicultural materials in the classroom, it was working with multicultural [students] and realizing there could be language barriers, there could be number barriers, there could be social barriers. Thirty years ago, that was a much more limited span of knowledge for them to be able to impart to us, but I still use that type of things on a daily basis. I think nowadays, a lot of our teachers are ACP candidates, and they get little to none for it because of how short the program is. They can only cover so much. They have good programs, but their focus is not teaching.

They're not focusing on child development. They're not focusing on discipline. To some extent, they're doing classroom management, but we don't get all the other features that need to be done nowadays.”

**Alternative Certification Programs Preparation for Diverse Setting.** Ten participants in the qualitative portion of the study became certified teachers through an alternative certification program (ACP). Eight of the ten ACP teachers stated that they receive no coursework or training on teaching in a diverse setting. Mary explained, “I think the bigger concern is they are trying to prepare you to get in that classroom and deal with those students. We're not really preparing you for the various differences you're going to encounter from your own life experience, and I don't even know how they could begin to do it, but they certainly aren't even trying to do it; There's no semblance of that.”

AnneMarie echoed the same experience receiving no training for teaching in a diverse setting explaining, “Honestly scale of one to 10 I would say about a one. Well, I think you know and keep in mind now you know I'm going back about 17 years. You know I did the application; I did the interview; I paid the fee, and they check the boxes, you know ‘Oh, she has a degree Oh, she has these college credits Oh, she can make the payment.’ And then we went to class on this day, here's lesson plans, here's this. Looking back, I don't recall them talking about understanding that you may go to a campus that is totally opposite of what you've ever seen. You may go to a campus that is more affluent you may go to a campus that has little to no financial resources, you may go to a campus where 99% of the parents have never graduated from high school themselves. I don't recall any conversations like that it was strictly this is teaching, this is what you do here's some of your expectations, this is a lesson plan. Nothing about dealing with the whole student, not just the curriculum. I felt it was more curriculum based what to expect the things that you'll need to do as a teacher, but not you're going to

have kids who are homeless, you're going to have kids whose parents don't speak English, you're going to have kids who the one meal that they get is at school.” Ronnie and Karen both recall their ACP program’s focus was on passing the required content and pedagogy tests to get certified. Ronnie said, “No, not at all. There was nothing about behaviors of different cultures or different children of poverty or things like that. It's mostly aimed helping you pass the different content areas of your test.”

Two of the participants characterized their preparation for teaching in a diverse setting as minimal. Margie stated, “I did the internship my first-semester teaching, and there probably was like a day with an article or something.” Debbie recalled her preparation program preparing her by, “having courses on multicultural teaching. To me, it seemed very cookie cutter. It's like when I was teaching math, my assessment for that was putting together a multicultural lesson. It was considered to be enough for me to just be like well, when I'm teaching financial literacy, I'll bring in currency from different cultures. done.” They (the ACP facilitators) were like, “Yes, that is a great multicultural lesson.” It's like, but is it? They're just seeing different currencies. Are they learning the history behind these currencies? Are they learning where these currencies are coming from? Are they really understanding what it is, what it means? I think they tried. I think they definitely made an improvement of focusing more on socioeconomics, that these students have been proven to not have. I wouldn't necessarily say I felt prepared to engage in these different cultures, and understand the history of these difficulties, and understand the different ways these families are approaching education, because of their history.”

**Lack of In-Service Professional Development.** Nine of the participants indicated that they have received some professional development in relation to diversity and teaching in a diverse setting but that the campus or district lacks the knowledge to

truly affect change within the school community. Margie recalled not having any professional development regarding diversity or race until recently and felt it was because, “of course the racial uprising.” Margie continued, “They had like a speaker about what is racial bias, but that's about all. There hasn't been that development. It was just a speaker talking about what was going on. Margie feels like schools are avoiding addressing racial issues in the school community because:

I feel it would uncover too many different things and they're afraid to see what would come out of it. I'm not going to say, I'm sure. I believe that there are a lot of teachers who have biases against non-White people. If you address it, then you're going to force people to show who they really are and what they really mean, and I don't think they're going to do that. It's going to be uncomfortable for some people. They don't want to make anybody uncomfortable enough because it's going to raise some heated conversations, and I guess they just don't want to risk that. Everyone's just trying to make it seem everything is cool. All teachers are just here for all kids and it's not true, but I guess they don't want to say that they know that it's not true.”

AnneMarie explained that her first 13 years in the education professional the professional development focused on classroom management and curriculum, but the most recent years, “we've had more opportunities for SEL we've had more opportunity for diversity we've had training on implicit bias an explicit bias” and the campuses have created committees to “talk about issues that have come up on campus where people have been invited to share their opinions and work to understand where some of your kids come from when it comes to cultures and ethnicities.” Judy recalls, after a lengthy pause, a webinar the district had staff participate in stating, “This year we did something on racial equity. There was a 45-minute webinar that obviously didn't have a lot of impact--

Was it racial equity? Maybe it was in with the bullying and the racial, that type of stuff. One of those mandatory courses that you got to take at the beginning of the year with all the other 15 zillion more you have to do.” When asked why the district has not addressed racial bias within the professional development timeline, Judy responded, “It's low down the totem pole when it comes to things, because our campuses are so segregated by demographic areas. I don't know how much people, plus the turnover, and our main office doesn't help. I don't know how much they understand that race really is the cause of some of the problems. Not because kids and our staff aren't capable of learning. When you have so many other stressors happening, you can't perform.”

Debbie acknowledges that her district is attempting to address racial issues with the staff but says that there is no long-term plan to continue the conversation and that other factors take over stating, “Every year we would do a version of a privilege walk. Every year, we would do a version of an implicit bias test by the staff, and talk through it, how does it impact your teaching, and things like that. After that, it kind of fizzles out. I know from talking with some of the people on the admin team, that wasn't ever the plan. The plan was to continue those conversations throughout the year, but they just never happened. I know admin asked us to think about when we're looking at our failure rates, when we're looking at disciplinary, who we're having issues with. They will ask us. What kind of students are the ones that are failing the most? Why is that? What kind of students are you having those problems with? Why is that? But that's more on a one-to-one basis, if you have high failure rates, if you have a lot of disciplinary issues. If you're not having those issues, those conversations aren't actually happening. I want to say, the desire to have it is there. It's just never actually executed.” When asked why any professional development is never executed long-term, Judy responded, “I think the lack of knowledge on their part about how to have those conversations, and then also just lack of time. With

everything else that we have going on, when are we going to have these conversations? When are we're going to have these meetings?"

Two participants stated that they have never participated in any professional development related to diversity or teaching in a diverse setting. Karen did not recall any professional development related to diversity but the closest thing she could connect to was, "They have one questionnaire that they send out to identify and try and identify low-income minority students that are not in upper-level classes, because they're trying to push an even distribution of minorities in upper-level classes like AP and pre-AP. We have a questionnaire distributed where they say like, 'These kids haven't ever taken a Pre-AP class, do you recommend that any of these guys-- Are they capable of it?' Then you check-- I think Little Timmy can, but Don J bless his little heart can barely add two and two together, don't put him in a pre-AP class, he'll struggle. That sort of thing." Karen continued to add, "It's all about the numbers. They care about looking good on paper, because that's how they're ranked, that's how they're rated. They want to be rated well, so they want to get more even minority distribution in those upper-level classes, because that makes them look better. To be honest, as a teacher from the ground floor, that's what I see. They do not care about what's actually going on in the classroom. The only thing they care about is if their numbers turn out well on those EOC tests. I know that because I've been an EOC teacher and I've been a non EOC science teacher, and I've felt the pressure between them, and I also teach AP. Then there's a letter of the law and then there's a spirit of the law, and they'll definitely fulfill the letter of the law, but they don't give a damn about the spirit of the law. I can tell you because my class sizes are way beyond what they're supposed to be, and my support is way below what it's supposed to be. As long as those numbers are pretty, they're happy." Gloria, through quite a few long pauses said, "I've never had any of that. I don't think I have. You know what? Yes, we

did, maybe 2006, 2007. They said, ‘Our population is going to be changing,’ and so we had to do a book study,” and laughs.

### **Bias in the Academic Setting**

Based on the current literature and the purpose of this study, the theme of bias in the academic setting was identified within the participant responses to the interview questions and discussions. Bias in the academic setting themes were identified by responses describing how teacher bias presents itself in the school setting. Based on the coded participant responses to interview questions, there were subcategories within the bias in the academic setting theme which participant responses were classified into pathways, interactions, curriculum, and socioeconomic status.

**Pathways.** It has been well documented that within the academic setting of schools, there is a lack of representation of minorities in advanced placement courses as well as an over representation of minorities, particularly Black students, in special education placements. Margie attributes the academic disparity of minorities to standardized testing not being equal for everybody, stating, “in my experience it's easier for a Black or non-White student to be labeled as low because the testing isn't equal for everybody. We don't all the same experiences and most standardized testing is favoring White people. Once you give the test to somebody who's not, it's like they already are at a disadvantage. That's how a lot of minority children fail on the tests because those teachers, if they're not a diverse staff, there's teachers there who don't know how to handle that because they've never been around that. They show up in the schools and they don't know what to do with it. They just go ahead and put a label on it and push it to the side.” Judy has observed that students in her district are not getting the appropriate course preparation for the advanced diplomas saying, “To get into some of the more involved tracks or to get into the recognized diplomas, you have to have A, B, and C, D



in place by the end and our kids, aren't getting through middle school with what they need to get to those higher tracks once they get to high school. If that's because its behavior and they're having to repeat, or the campuses don't have those programs to be able to let them excel if they were able to get into one of the specialized program schools-type thing. If you look at the magnet numbers across [the district], the majority of the magnet programs are white, they're not minority students.

Judy also stated that "I have more of our Black students that tend to be in behavior classrooms. Some of that is an identification issue. They're [the Black students] over-identified or misidentified, and that's the easiest way to deal with them is to put them in a small group classroom setting. Our African American students tend to be much more slated for behavior programming for being in trouble, being singled out for being in trouble, for having lower expectations than others. I've heard this year at my other campus that 'We just want to get out of fifth grade. He'll never make it out of middle school.', I get, he's got behavior challenge and by all means there are four-year-olds that I have taught in pre-K that I went, 'Yes, that one's going to end up in jail' but my goal is to get him out of that setting, not to just put you in and you're stuck there."

Debbie referred to the gifted and talented testing methods that many districts use explaining:

I think certain schools will go out of their way to make sure certain opportunities are offered to minority students because they recognize that bias has played a part in the past. I think, at other campuses "it's cool we've offered it to everyone, that's good enough" and there's not that extra bit of effort of, "Hey, you would qualify for this, you should apply for it." I think that, again, is just looking at it like, "But we offered it to everyone, I don't understand why we need to make an extra effort.

I don't understand why I might need to do a little bit more.” The rates of minorities in GT versus non-GT - well, everyone tested, why do we look at anything else? Why do we need to educate parents on what GT testing is, and their options if they fail the test, and what they can do outside of it?" I don't think they think it's important. Whether that's because of unconscious biases they have, whether they're happy it is the way it is, or it's just like, "I genuinely don't understand why what I did for this person isn't working for this person."

Education has been the way that it has for a century, and so telling people that the way it's been working for a century isn't working like, "what do you mean it's not working?" I think it's really difficult to change people's minds and change, "Hey, what worked for you didn't work for everyone, and it's not continuing to not work for everyone, let's fix it." That's hard to change people's mindsets. Especially in the United States where everyone goes through public education.

AnneMarie shared her observations at her high school and the lack of minorities in the advanced placement courses, explaining, “we have advanced placement and dual enrollment with our community college, and you can see like there not a lot of Hispanic males, but there's a lot of Hispanic males in the welding program, not a lot of black males. I even remember telling somebody it is like we have gatekeepers here. Others have said ‘yeah there's a few.’ I started finding out like these are the advanced placement teachers who've been teaching advanced placement forever and they've made statements, there are certain kinds of people who aren't supposed to be in advanced placement, they never said Black students or Hispanic males but, in their actions, and some of their words I would infer that was the intention.”

**Interactions.** Within a school campus interactions are occurring all the time inside and outside of the classroom. The sub theme of interactions within the academic

setting related to bias was a theme several participants mentioned. Terry stated, “They really do not expect African American students to excel. They don't demand the same thing. They don't work with them the same way. They are a lot more circumscribed about how their interactions are,” citing that he feels like these actions are because the teachers are lacking experience in addition to possibly the influence of media.

AnneMarie mentioned, “They may call on a certain group of students, because those students know the answer, the white kids are smart or in a certain class the Hispanic kids are smart, or in math the Asian kids are smart. I do think that that is there, I do think that teachers have that.” Margie has colleagues that avoid interacting with Spanish speaking families because of the language barrier even though they have translators to assist.

**Curriculum.** A common subtheme of the bias in the academic setting is within the area of school curriculum, including assessment. All participants referenced some area of curriculum where they feel like bias is at play. The most common area where curriculum is failing is standardized assessments. Terry says test creators, whether at the state level or the district level are going to “reflect your own experience; What you like, what seems reasonable to you.” Mary cited elitism when she referred to assessments stating, “I just feel like they always pick some things that are so inaccessible that you're like why the hell, are you picking that poem; I can't even read that and understand it.”

AnneMarie explained:

I think when you go back to backgrounds and experiences, I think of ELA [English Language Arts] and if I'm having to write a passage or I'm supposed to read a passage that has to deal with motivation or someone that has inspired me, but if I come from a community where there's no true inspiration, there has not been some of these things which unfortunately tend to be more some of our lower socio economic students of color then how do they write to explain some of those

things, how do they express some of these things and relate to those passages. I talk about you know traveling the world and I've got some kids that never left [the town they live in] and you want them to understand worldly things. I think that's a bias."

Karen felt like the bias was not a racial bias with assessments but a lack of cultural awareness and common experiences. Karen also said it was, "more of a socioeconomic issue, whereas if you have a wealthier economic background, then you're more likely to have parents that have exposed you to these higher-level concepts and it happens. They're [lower socioeconomic children] less likely to be exposed to the higher-level experiences like being sent to a science camp." Richie recalls a writing test when he was in fifth grade, recalling, "writing a personal narrative about our best day that we ever had in our life. I only bring this up because at the time, I remember my mom asking me, 'What was the prompt?' I told her and she said, 'That's ridiculous. We are a privileged family, your best day is so exciting but think of (she named a poor Black family down the block), their best day. How could it compare in writing to your best day? 'There is some bias in the text itself.'"

Margie indicated that she felt like assessments and curriculum are "very geared towards the middle class or upper-middle class. I work a lot of kids who don't really experience anything outside their neighborhood, but it's like when you get the curriculum, they're supposed to have background knowledge that they don't have. A lot of times I struggle with kids [when] we are talking about things like that they've never been to, but a lot of curriculum is built on things that they think that all children have done, and they don't really take into account that all children don't get to do certain things. It's harder on our end to just keep up with the syllabus. We struggle to keep up with the curriculum because we have to backtrack and just build that knowledge into them."

Debbie also feels like the wording of curriculum and assessments do have a bias against lower socioeconomic populations stating, “You can see it in courses like math, the way word problems are formed, what are the word problems depicting? Are they depicting scenarios that other students might have experience with or are they always foreign concepts to these students?”

Five of the participants referenced the lack of diversity in curriculum in various subjects, but each participant also noted that they have seen a shift recently within their departments to teach various perspectives and bring in a wide range of voices that the students can connect to. Debbie noted:

I do think a lot of the literature we read, unless you have a specific instructor who's making conscious decisions about the literature that they want to introduce to students, very Western-focused, classic English, American literature. There are no Asian writers, there's no Asian poetry that we could read instead of reading another sonnet by Shakespeare? There are no Latin American writers that we could read, instead of reading another English novel. You're really telling me that the only quality writers we've had in this 6,000-year history of human civilization are Western authors? I think that still plays a role in the education system of like, this is what we've always taught. This is what we know kids are going to get. These are the conversations that the wealthy are having around this literature, so we're going to continue teaching that literature.”

Ronnie references the current Texas history textbook his school district uses and feels like, “they're very intentional about including lots of Hispanics, there's a lot of opportunity to include Hispanic legacy in Texas with Spanish and Mexican and the Tejano in the Texas revolution,” and he goes to recall recent assignment where some of his Black students chose to write about a slave who was pictured with the explorer and

asked the students why they chose that perspective to write about to which the students responded, “He’s the only Black think we have seen in this unit.”

Karen said she has noticed how racial and gender bias have played a role in the curriculum that her district uses in science stating, “There's mostly men talked about, and then mostly White men. Even in science, when we were talking about the history of science and we're flipping open the textbooks, it's old White dudes. I like to do my research. I'm on a whole bunch of history pages and web feeds and so I toss in a whole bunch of female explorers. There is nothing but male explorers. I try to toss in different cultures too, like a famous Chinese Explorer. Here's a famous Indian explorer, through all sorts of discoveries, but I have to go out and do that on my own. It's not in the textbooks that we use.” When asked if she felt like the district was aware of the lack of racial and gender diversity in the textbooks, Karen responded with, “I'm sure on paper if you asked them, they are. Do they care? I don't think our school board gives a damn. They're all White and they're all Republican. I bet if I got them behind closed doors, because I've taught a couple of their kids, I have a feeling I would know how they talk.” Karen goes on to discuss the history textbooks:

What are we going to teach in the textbooks about slavery and all the history of the United States? Well, we don't want to make the US look bad. We want to put it in a positive life, so what? We're just going to not mention the genocide of the Native Americans or not mention the fact that slaves were brought over and basically forced to do this horrible labor and terrible conditions with horrible treatment for generations and how do they frame it? Those textbooks have a huge impact on the perception that the students are going to grow up with of what the United States is like, or what the history of the United States is, and those kids are like, "Oh, we didn't have Native Americans in Texas." We did, they just didn't put

it in the textbook now, did they? We never subjugated anyone, or we never had any terrible treatment. Well, we did, it just didn't get taught to them. All of a sudden, what they know as truth is not necessarily accurate and so you can really mess with history, a lot.

Richie and Mary both indicated that within their departments at their district they are working hard to provide text selections that are diverse and represent various perspectives. Richie's new district English coordinator recently, "just completely revamped it, opened it up, decolonized the texts. We are reading living poets instead of dead ones, we were reading Black authors, we're reading migrant literature, we were reading world literature. Very few old, dead white men in the curriculum now. She built in places for teachers to insert their own supporting texts based on what's going on in their classroom. That gives us the room to decolonize the classroom and to center our Black students. They want to read; they beg to read more now. That's what we're doing now versus what we were then." Mary says that during the planning meetings a common discussion centers around diversifying the literature they expose children to stating, "How about let's bring in some other voices that look like the students that we teach. Maybe bring in some of the great women."

### **Bias in Discipline Practices**

Based on the current literature and the purpose of this study, the theme of bias in discipline practices was identified within the participant responses to the interview questions and discussions. The bias in discipline practices theme was identified by responses describing how bias is at play within discipline management on the school campus. A practice of documenting student behavior and sending the student to the administrators' office for disciplinary action is common among all school campuses. The

infractions that cause the teacher to take action can be related to dress code violations, failure to follow classroom rules, fighting, etc.

Terry has observed unequal treatment by teachers who will send one student to the office for one infraction, but not send the other students. He goes on to recall a time when he taught in another district saying, “There’s always a trap door that can sprung that isn’t necessarily there for other students. I always said that the alternative schools, they won’t send any white kids over there. I know those kids were over there taking drugs, they were doing the same things. It is difficult thing to define exactly how it happens, but it does.”

Mary stated that she has witnessed comments from teachers regarding student discipline saying, “I would say more like with the teacher and a student where that came into play, where you can hear the lingering overture of ‘you know their background and their parents don't care’.” Margie has noticed that, “teachers who didn't grow up in that culture, they see a little Black boy who's just energetic or and they take that as bad behavior, but if a White student were to do it, they come with all the supports, but the other students get sent to in suspension, called home, they're yelling. They just handle it differently from children all the way up to grownups, because it's just a thing where Black kids don't get to be kids. They're automatically seen as adults and threats starting at a young age to where it's like, okay, people are already threatened by a child, even though he's acting out just like any other child would.” Eleanor has also witnessed differential treatment of Black students compared to other races stating, “when this Black girl would act up, she [the administrator] would call her dad there to the campus, and she would get a little out of control. I've seen other kids just turn a desk over, throw things at a teacher, come and curse at you, say the F word to you when you're talking to them and they [the



administrator] would just say ‘Let's put them here. Let's put them in here, ’” indicating that there are more severe consequences for the minority children.

AnneMarie said, “I have seen a White student and Spanish student do the same thing and it seemed like, ‘Oh, we don't want to punish the White kid we don't want them to get in trouble,’ where we don't care that that Hispanic kid is not going to do anything [with his life] anyway, so it doesn't matter if he has it on his record. It just seems like some of those things that tend to be a little more serious that could truly affect the student more long term that there is more of a ‘let me see how it's going to hurt this White young man and is it going to stop him from getting that scholarship,’ where as maybe with a black student or Hispanic students I don't hear some of those discussions happening for those students. AnneMarie also went on to explain:

I tend to see more students of color get sent for insubordination to teachers versus white students, again I don't know if that's a fear of minority students, black students, or the teacher is having a bad day that day.

Judy feels like the discipline disparity is related to teachers’ lack of understanding or experience with other races stating, “I think it goes back to experiences from the staff that’s doing the singling out. Some of it goes back to misinterpreting language and gestures. A lot of the younger Black generations that is from the [community] uses very abrupt language, very foul language, and it can come off as disrespectful and sometimes that’s enough to set a teacher off. The disrespectful one is the one that did it even if the White child is the one that’s egging on the other child, or the Hispanic one is the one that’s egging the Black child on. The Black one is the one that’s getting in trouble because they’ve been the loudest or the noisiest, or they’re the one that threw the punch, but it was the white child picking on them all day long that got them to the point at two o’clock in the afternoon that we had to throw the punch, type thing.”

Karen has noticed a shift in the discipline on her campus where the Black students are not receiving referrals and consequences because the campus is trying to lower the number of referrals for the Black students due to the “concern about not have African American kids get disproportionately disciplined.” Karen added, “There's a couple of teachers that complained about their loud Black girls that just won't stop talking in class no matter what they say or do. It's the little Black girls that are too loud. I never have that issue. I try to listen and I'm thinking, ‘What are they talking about’. In my 12 years teaching, I have mostly Black girls in one of my classes, and I don't have that issue. I don't understand because you say you can't get them to shut up, but in my class, they do. They do their work and they're silent. Maybe it's the time of day, maybe it's the subject matter. It must stick out in their mind more and it bothers them more than the White kids.

When asked if she felt like the girl picked up on the other teacher's frustration with them, Karen said, “I think they do. They're still not cognitively developed. They still don't have the self-control that you get as you get older, but still, they're very highly sensitive. It's the age where you come super sensitive to any subtle social reaction, or any subtle physical or non-verbal communication given. I know that some of those teachers probably give off some of those cues.”

Richie recalls a specific incident where two girls, one Black and one White, were in the restroom about to fight and the officer asked them to leave. The White student left while the Black student asked the officer to wait a second so she could fix her lashes. The officer then dragged her out of the bathroom. Richie continued saying:

My students who are Black get suspended. This isn't something I pulled off the internet. I saw it myself. They get suspended at a ridiculous rate. It always seems like it comes down to a physical perception. What I mean by that is, I learned not to press the Black button on the wall early because they bring the SWAT team.

It's not right. Once you send a kid into that office, they're in the prison pipeline. Guaranteed. We start that process in the classroom with that write-up (referral). The pushing of the Black button brings police, but why is it that they always seem to tackle my Black students? I've seen it where a student will get into it with a teacher and the Black males are aggressive. They're aggressive. Even among the male-female split, there's a difference because the Black females are less likely to be called aggressive. Our Black boys, some of them are big boys in ninth grade. Some of them are pretty big, and when they get upset, they're labeled aggressive. I'm a tall guy and I've had colleagues say the same about me. When a 6'5 guy raises his voice at you, it feels more aggressive than when a five-foot whatever guy raise his voice at you. I'm not even saying that people are doing intentionally. I think a lot of it is just baked in like, 'We got to get a handle on these big, aggressive animal children.'

Two of the participants, Betty and Ronnie, do not feel like there is any racial bias at play in the school setting as it relates to student discipline management. Ronnie stated, "I would say even if anything maybe cutting more slack to minority students when you take into account their background." When asked if he thought any of his students had experienced differential treatment because of their race with previous teachers, he said, "At our school, I can't imagine." Betty said she was unaware of any different treatment of students based on their race and continued with, "If a kid was disrespectful, yes, it didn't matter what color they were. You can't talk to me like that. You can't just be doing whatever you want to. I have kids like that all the time and then I have to call home for Black kids or Hispanic kids. It's not like I'm just calling home on the Black kids." When asked if she thought students are all treated equally as far as discipline is handled on the campus she said:

Well, that's the whole thing. At the beginning of the school year, that was the big thing because the first thing that they talked about was how many Black kids are getting written up, and it was disproportionate to the other races, then they were saying that they didn't want to write up as many Black kids as they did. Then they said the White kids don't ever get written up. To me, they didn't break it down in school population. We don't have that many White kids. The fact that you are writing up what we mostly have, to me, is just very with the school population.”

### **Summary of Findings**

This chapter presented the results of the quantitative and qualitative data analysis of this research study. The average implicit bias score from the *IAT* across the total sample ( $n = 374$ ) was -0.21 which is categorized as slight White preference. The average explicit bias score as measured from the RIVCEC Prejudice Scale was 1 which is categorized as low intensity of prejudice against Blacks. There was a statistically significant mean difference, with a small effect size, between the implicit bias and explicit bias scores indicating that as a person's implicit bias score increases, their explicit bias score is decreasing. There was also a statistically significant difference among the racial groups' implicit bias score but not the racial groups' explicit bias score, indicating that a person's explicit bias may differ greatly from their implicit bias score. The White and Hispanic racial groups were closely aligned with a preference for White over Black. The years of experience that teachers had did not have an effect on their level of implicit bias.

Participant reactions to their identified biases, implicit and explicit, spanned a continuum from shock and embarrassment to an expected level of bias. Qualitative analysis illustrated that there are similarities and differences between the participants experiences with bias in the school setting. The vast majority of the participants

identified a lack of preparation to teach in a diverse setting with diverse student populations and also cited a lack of quality professional development to continue the growth for teachers to teach diverse populations. Most of the participants identified areas within the school setting where academic disparities and discipline disparities are present impacting minority students as well low socioeconomic students.

### **Conclusion**

Implicit and explicit bias exists in our world and the teaching profession is no different. The White participants' implicit bias average score was -0.30 which is categorized as moderate White preference. The Hispanic participants' implicit bias average score was -0.36 which is categorized as moderate White preference. Both the White and the Hispanic racial groups averages are similar. The Black participants' average implicit bias score was 0.17 which is categorized as slight Black preference. The qualitative analysis found that five themes emerged: *implicit bias reactions, explicit bias reactions, lack of preparation and professional development, bias in the academic setting, and bias in discipline practices*. In the next chapter, this study's findings will be compared and contrasted with prior studies documented in the literature research. Additionally, the implications of this study's results will be discussed with considerations towards recommendations for school districts and other educational institutions as it relates to the way biases show in the school setting.

## CHAPTER V: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Teachers are the greatly contributing factor when impacting a child's academic development throughout the schooling process and conflict in the teacher-student relationships can diminish a child's academic growth (Split et al., 2012). Biases, conscious and unconscious, are present in individuals and teachers are no different when it comes to harboring a bias and can affect one's perceptions, actions, and decision making (Banaji & Greenwald, 2016; Gullo et al., 2019; Starck et al, 2020). In the school setting, biases can be at play with teacher to student interactions, student to student interactions, how discipline is managed at the classroom level as well as the demonstration level, the curriculum, assessments, and academic trajectories students.

The purpose of this study is to examine the relationship between a teacher's level of implicit and explicit bias, as well as teacher perceptions of the role bias plays in the school setting. This research study was completed during the 2021-2022 school year. Teachers located in the southeast region of Texas were solicited to complete the survey instruments. Twelve teachers participated in semi-structured interviews. The quantitative data was analyzed using Pearson's correlation and one-way ANOVA. The qualitative portion was conducted using deductive coding using NVivo software. This chapter includes a discussion, implications, and recommendations of the findings.

### **Discussion**

In this research study, the quantitative data analysis found that, in research questions one, there was a statistically significant negative relationship between a teacher's implicit and explicit bias measure. Research question two data was analyzed and found that there was a statistically significant mean difference among the racial groups and their level of implicit bias. Research question two data also found that there

was not a statistically significant mean difference among the racial groups and their level of explicit bias. Findings for research question three indicated that there was not a relationship between the number of years a teacher has been in the education profession and his or her level of implicit bias.

Research questions one, Is there a relationship between a public-school teacher's measured implicit bias and his or her measured explicit bias?, was answered by conducting a Pearson's Product Moment Correlation to determine if there is a statistically significant relationship between a teacher's implicit and explicit bias measure. Quantitative data analysis of the participants' implicit and explicit bias measure demonstrated that there was a negative relationship between a teacher's implicit and explicit bias measure. These findings indicate that as the IAT score increases, the RIVEC Prejudice Scale scores decreased. This indicates that a person may verbalize that they have little to no bias through their explicit bias, which is in their conscious awareness, but their implicit bias, the bias that operates in a person's unconscious awareness, says otherwise creating a contradiction.

The relationship between implicit and explicit bias is heavily debated within the research community. Nier (2005) found that when participants knew that their true attitudes, implicit and explicit, were being assessed that there was a significant relationship between the two measures highlighting that social desirability concerns might be a huge contributing factor to the disassociation of the implicit and explicit bias measures. Devine (2003) recommended that bias assessments also explore the motivational factors that contribute to a participant's responses indicating that some bias measures may not be completely accurate of the true beliefs a person has towards another racial group. Sometimes participants can articulate that they do not hold prejudicial views towards a racial group, but still may, in fact, hold biases towards others as a result

of their upbringing and instilled views from other sources (Kumar et al., 2015; Pettigrew, 1987). The variance in the implicit and explicit bias measures support research that a teachers' implicit bias can marginalize students in relation to academic achievement, discipline management, and interactions even though the teachers' explicit bias measure indicates there is no prejudice (Glock & Krolak-Schwerdy, 2013; Kumar et al., 2015).

Research question two, Does teacher race influence a teacher's implicit and explicit bias?, was answered by conducting a one-way ANOVA to determine if there was a statistically significant mean difference between the teachers' race and his or her implicit and explicit bias measure. The findings indicated that there is a statistically significant mean difference between the Black racial group's implicit bias measure and the White and Hispanic implicit bias measure. The Black racial group's average bias was closer to zero (no bias or preference for one racial group over the other) than the Hispanic or White racial group indicating that while the Black racial did have a preference for Black over White, it was 44% less preference for their own racial group than the White racial group and 53% less preference for their own racial group than the Hispanic racial group. The findings also indicated that there was not a statistically significant mean different between the racial groups and their level of explicit bias indicating that the explicit bias measure was relatively consistent across the three racial groups tested in this study.

The level of implicit bias, or preference for Black over White, in this research study for the Black racial group was lower than the level of preference for White over Black for the White and Hispanic racial groups. Beady and Hansell (1981) confirmed that White teachers in their study did not have as high aspirations for their Black students as the Black teachers did indicating that a teacher's bias can affect a student's academic outcomes in school. The literature on teacher implicit bias confirms that a teacher's bias



towards other racial groups can greatly affect a student's academic outcome and contribute to the discipline disparities of minority students (Chin et al., 2020; Diamond et al., 2004; Glock, 2016; Grissom & Redding, 2015; Gullo et al., 2019). Scott et al. (2019) found that regardless of whether the teacher was Black or White, the Black students received more negative feedback from the teacher further perpetuating the academic and discipline disparities among Black students and that teacher bias may be more aligned with the faulty expectations of how students should behave based on a set criterion.

Research question three, Is there a relationship between a public-school teacher's years in education and their level of implicit bias?, was answered by conducting a one-way ANOVA to determine if there was a statistically significant mean difference between the years a teacher has been in education and their level of implicit bias. The findings indicated that there was not a relationship between a teacher's level of implicit bias and his or her years they have been in the education profession. In contrast, Project Implicit data indicates that White people who are over the age of 60 years have a 5%-10% higher level of bias than younger IAT participants. Gonsalkorale et al., (2009) found in their research that preference for White over Black increased as the age of the participants increased. Research of implicit bias related to age is lacking in the literature.

Research question four, How do public-school teachers react to his or her implicit and explicit bias score and identify personal experiences that support his or her understanding of racism in education?, was answered using an inductive thematic coding of 12 semi-structured interviews of classroom teachers within the same region of southeast Texas. Qualitative analysis illustrated that the participant responses could be classified into the following themes: (a) implicit bias reactions, (b) explicit bias reactions, (c) lack of preparation and professional development, (d) bias in the academic setting, and (e) bias in discipline practices.

In line with this research study's qualitative section, Clark and Zygmunt (2014) findings included a wide range of reactions to identified implicit bias which is to be expected based on Bennett's Developmental Model of Intercultural Sensitivity (DMIS) which details that everyone is at a different level when it comes to intercultural communication and personal experiences that can possibly influence one's level of bias. Reflecting on one's identified bias through assessment measures and judgment free space to process, participants can actively work to decrease their biases (Amodio & Swencionis, 2018; Sukhera et al., 2018).

Interventions are sometimes needed to actively work to decrease a person's bias and participating through an empathic exercise can raise awareness about the role bias plays in one's life (Whitford & Emerson, 2019; Warren, 2018). Learning about bias (racial, gender, academic ability, language proficiency, weight, sexual orientation), discovering personal biases that are held, and participating in activities designed to reduce the effects of bias on students were discussed in the interviews as things that the participants did not have experience with during their teacher preparation programs as well as minimal experience with during in-service professional development (Harrison & Lakin, 2008; Jackson, Hillard, & Schneider, 2014;). With the well documented research detailing the academic and discipline disparities in addition to the identified themes in the interviews, bias is at play within the academic setting in schools as well as with the discipline management, which supports this research study (Diamond et al., 2004; Glock, 2016; Glock & Schwerdt, 2013; Gregory et al., 2016; Grissom & Redding, 2015; Skiba, 2011; Tenenbaum & Ruck 2007).

### **Connection to Theoretical Framework**

The theoretical framework for this research study is based on Critical Race Theory (CRT). For this research study, the applicable tenets of CRT that connect directly

to the findings are: (a) Racism is ordinary, (b) social justice commitment, and (c) experiential knowledge of minorities. Public education is plagued with somewhat seeming camouflaged racial undertone with curriculum, discipline management, and teacher bias in a sector where the conversation of race and racism are relatively silent and perpetuate the marginalization of minority students (Ladson-Billings & Tate, 2017).

The implicit bias scores of the White and Hispanic racial groups support the notion that racism is ordinary in society and the school setting through subtle actions, verbal and non-verbal, that are affecting minority stakeholders. The educational institutions are “replicating racial inequality” (Magdaleno, 2021, p 10) as racism is a standard element that is woven throughout the institution and the systems. Refer back to the creation of the U.S. as an independent nation and the creation of the constitution where the argument of property rights and human rights were centered around the distinction between the color of a person’s skin and his or her rights based on skin color (Duncan, 2017). Educators who possess a level of bias against minorities are contributing to the continuation of a system that mistreats minorities and many times these episodes of mistreatment are unnoticed or ignored. The interviews in this study support the CRT tenet that racism is ordinary as the participants indicated the frequent interaction with racism throughout their lives and it continues currently as though it is a standard operating element in the professional lives of educators and students as well as in society. The continuation of bias and racism in education is visible through the disproportionate discipline management of Black students compared to other race students, the underrepresentation of minorities in advanced classes, the assessment bias against minorities and low socioeconomic students, and the inability of a few participants to be able to identify and name ways bias is at play in schools. It is worth noting that while racism is pervasive and a permanent epidemic in today’s society, there is not a finality

about it, but rather an opportunity for educators to contribute to the vision of hope for the future (Dixson & Anderson, 2017). Unfortunately, racism is an omnipresent element in the U.S. (Mathur & Rodriguez, 2021).

The findings of this research study also support the CRT tenet of social justice commitment as educators in this study indicated. Achieving social justice is dependent on collective awareness, understanding, and interest in problem solving ways to dismantle systematic, structural, and institutional discriminatory practices and behaviors (Salinas & Guerrero, 2018). The U.S. education entity is plagued with oppression and inequities which has been perpetuated for decades (Johnson-Ahorlu, 2017). The majority of the participants were able to identify areas of disparity with minority students and express this discontent for such situations, and articulate ways they are intentional with combating racism and bias in the school setting through intentional student relationships, adjusting curriculum and assessment elements to be more inclusive, mindful of discipline management practices that contribute to the bias problem, and speaking out against such situations in the professional setting. Johnson-Ahorlu (2017) states that activists for social justice engage the racial injustices that exist. Participants in this study have indicated their awareness of social justice issues and their active desire to contribute their actions towards reducing those injustices. This study also contributes to the commitment to social justice as it has identified quantitative and qualitative racial bias elements in education as well as identifying next steps for educational professionals to employ to address such issues that typically are not discussed. This study is linked with the experiential knowledge of minorities as multiple of the minority participants shared personal experiences from their childhood as well as experiences during their professional career where bias and racism were at play either against themselves or against students and families. These experiences highlight that while the dominant

narrative in the U.S. is that racism is no longer occurring with the passage of the Civil Rights Act of 1964, racism and bias are alive and well in society and in education which is affecting stakeholders. Dershowitz (2020) stated:

In the 1860s, Americans believed that racism had ended with the victory over the Confederacy and the enactment of the thirteenth, fourteenth, and fifteenth Amendments. In the 1940s, many thought that racial justice had been achieved when the army was integrated. In the 1950s, we thought that justice had been achieved when the Supreme Court ordered desegregation of the public schools. In the 1960s, the civil rights and voting act promised equal justice. In every generation, the quest for justice has achieved better and better results. But no one looking at today's America can rightfully conclude that we have achieved ultimate justice for African Americans. The same is true of other disadvantaged and discriminated-against groups. We are on a road that doesn't end. (p.92)

Racism and bias are still hard at work in ways that are obvious and ways that subtle and go unnoticed by many, but the experiential knowledge of minorities can shed light on those areas with a goal of creating change to disable the place racism and bias have in society and especially in education.

### **Implications**

This research study explored the areas of implicit and explicit bias in classroom teachers across Black, Hispanic, and White racial groups. This study's findings have identified implications for multiple stakeholder groups within the public school system. While this research focused on the school setting, there is a larger issue at play with the biases that are present in society. Addressing bias in the educational sector is a practice that has recently started a conversation, but classroom teachers, campus administrators,

and district leaders are lagging in addressing serious bias issues that are plaguing minorities in schools (Losinski et al., 2019).

### **District Leaders**

As the qualitative portion of this research study has found, teachers did not identify any significant impact on the district level as it relates to working on implicit or explicit bias with staff members in an effort to reduce bias. The research overwhelmingly supports the idea that minority populations are subject to teacher bias, in addition to assessment and curriculum bias, which is impacting their schooling experience and academic trajectory. If any true sustainable change is going to occur with the attempt to reduce a person's bias, or the effect of a staff member's bias on the students, then district leadership must find feasible and effective ways to address this concern. Two interview participants indicated that they felt like the reason districts are not addressing bias issues with the staff is either because (a) they do not want to uncover the realities that might be present in the district and (b) district leaders are ill-equipped to handle addressing bias in a deeper sense versus a surface level action item that is a "one and done."

It would be beneficial for a school district to invest a significant amount of time and funding to address bias within the district to create a positive impact on students, specifically marginalized students. Districts should employ an outside firm that is experienced in addressing issues of bias, diversity, inclusion, and equity and allow the firm full access to collect valuable data from stakeholders (staff, students, and parents) without judgement or being selective with who participates in the assessments. While this may uncover some taboo areas in the school district and highlight glaring disparities, this step is necessary for an organization to evaluate the current state of the district and develop a plan moving forward, with various stakeholders, to address issues that are

exposed. It is necessary for school districts, with stakeholders, to identifying inequitable practices in a district, using concrete data as it relates to gender, race/ethnicity, national origin, disability, age, or any other group affiliation in addition to ensuring educational opportunities are available for all people groups to remove barriers that are contributing to the malignment of minorities (Dodman et al., 2019; Skrla et al., 2009). Before educational leaders can comprehensively address equity issues within their organization, the leaders must understand, identify, and have the capacity to work towards restoring equity (Palmer et al., 2019).

Once the initial assessment process has been conducted, results should be presented to all stakeholders and a committee formed that represents a diverse range of stakeholders to formulate a plan moving forward, with key checkpoints established during the process. Transparency must be visible throughout the process as well. Planned follow-up assessments should be calendared and handled from an outside source to determine the effectiveness of the district's improvement process to address issues that are uncovered. The school district must also hold campus leaders accountable for monitoring the effect of bias within the campus setting so the efforts are not just being implemented from the central office.

### **Campus Administrators**

Conducting work on reducing bias has gained considerable traction in the corporate world as a response to racial incidents that are exposed by employees, customers, and social media. It is not uncommon for an organization to require employees to participate in diversity training or participate in taking an IAT with the goal of marking the check box that the organization took action to protect their stakeholders. Taking an IAT test does not suffice for acceptable interventions to decrease bias within an organization. Campus leaders must be willing to observe and address bias behavior on

the campus throughout the school year. This action is not a one-hour professional development session the first day back for the new school year and then never revisited again. Many times, microaggressions, the subtle and covert behaviors, are fueled by the implicit bias a person possesses, and the cumulative effect of the microaggressions against other staff members, students, and parents are largely ignored, though it may be unintentional and sometimes unnoticed. It is vital for campus administrators to facilitate the conversation with stakeholder groups, including students and parents, to identify areas that need to be addressed as it relates to bias issues.

Examining the multiple sources of data (discipline, special education referral and placement, gifted vs general education pathways for minority students) that is available on a campus is necessary to identify patterns that are negatively affecting students. Campus administrators should review data regularly to identify patterns that need to be addressed. Identifying patterns is not enough if action moving forward is not paired with the analysis. Campus leaders need to communicate the findings of the data with the stakeholders and look for action steps to combat any bias that might be at play. This might require campus leaders to be equipped with the tools necessary to conduct this type of analysis. Unfortunately, district leadership may not have the capacity to train and mentor campus leaders in this area, so it is critical that the resource is identified to assist campus leaders with this action item.

Along with discipline data analysis, academic data analysis is critical to identify areas where a deeper dive into the achievement scores of all students is necessary and look for areas where bias might be a contributing factor. This might involve campus leaders having the uncomfortable conversations with teachers into the racial groups in their classroom, achievement scores, and create a plan of action. This type of action must be done on an individual basis versus during a content professional learning community



(PLC) meeting where there could be 5-7 content teachers present. Campus administrators lack the training and skills necessary to conduct in-depth work related to bias and racism in education (Young & Laible, 2000). District leadership must equip campus leaders to do the necessary work to address barriers prohibiting success to minority students. Grissom and Redding (2015) found that when Black and White students' standardized test scores were similar among students in their study, Black students were still less likely to be referred for gifted and talented testing. Copur-Gencturk et al. (2020) found that teacher bias is at play with grading as well as determining academic ability as the teachers (White and non-White) rated White students as having a higher ability level with the same responses on Black and Hispanic student work. Leaders must be consistently work with mindful consideration of implicit bias remediation in their decisions (academic and discipline), reflective, implore continued experience, and diligent in working to eliminate the perpetuation of inequities (Gullo & Beachum 2020).

### **Classroom Teachers**

Just as Whitford and Emerson (2019) determined that an empathic exercise was an effective intervention for a person to explore the biases they possess, teachers need to be given the opportunity to also explore their own biases and view bias through the lens of other stakeholders, particularly students and parents. Burgess et al. (2017) suggests that participants engage in individuation and perspective taking to step outside of themselves and look at a person's unique characteristics as a person, not part of a a group, and examine their perspective to create a broader understanding of the individual who may be of a different race. A classroom teacher might be unaware of the many of the implicit bias actions that are present in classrooms and the effect that might have on the students which can also affect the relationship with the parents. Teachers, as well as

campus employees, should all participate in an implicit bias measure as a starting point. While teachers may experience a wide range of emotions, as seen in this research study, identifying bias is the starting point.

Once a teacher's biases are identified, there should be an experience provided where teachers learn from another person of another race than themselves and what implicit bias looks like in the day-to-day life in a school. These experiences could come from a colleague who has experienced the bias or discrimination and could also come from a student or parent. It is critical that all of these actions must occur in a judgement free space, which can be challenging.

Another recommendation for classroom teachers is to frequently video themselves teaching during an entire lesson and analyze the video looking for specific things related to bias. The teacher checklist might include items such as, frequency of interactions of different racial or gender groups, how seats are assigned, positive and negative comments given to students, are interactions conditional or unconditional, what text pieces are used and who do they connect with, are the classroom scenarios connecting with all students, tone used when interacting with students, etc. The video task will provide tangible evidence of actions the teacher engages with and actions the teacher does not engage with which could highlight areas where a teacher's bias might be affecting the students.

### **Recommendations for Future Research**

This quantitative portion of this research study consisted of 374 participants across a region of southeast Texas. The qualitative portion of this research study consisted of 12 teachers across the same region. One future research opportunity would be to assess the implicit and explicit bias in terms of district breakdowns with varying racial makeups. This type of research study might possibly pinpoint areas within a

specific region that might have a higher level of bias than other areas (i.e.: urban vs rural, urban vs suburban).

A second recommendation for future research would be to include more stakeholders in the study. Including campus administrators, students, and parents would provide greater insight, especially the qualitative portion, into ways that bias is present in schools and classroom. Expanding the participant selection to a wider range of stakeholders would allow some cross connections to possibly occur and shed light on areas where bias might be present that teachers do not realize. Having multiple perspectives would increase the understanding of bias in schools.

A final recommendation for future research would be to also include a teacher's history with disciplinary referrals to examine if there is a relationship between discipline management and level of bias across multiple student racial groups within one teacher's classroom. These recommendations provided in this section have the possibility to facilitate strategic and purposeful data collection which could lead to sustainable racial change in the U.S. educational system improving the quality of education for minority students.

### **Conclusion**

Implicit bias, the unconscious thoughts that affect our decisions, perceptions, and actions whether significant or insignificant, are at play in everyday life in society as well as the school setting (Gullo et al., 2019; Staats, 2019). If implicit biases are not identified and explored with classroom teachers and educational institutions, then the system of discipline disparities and academic achievement gaps will be perpetuated with the minority populations continuing to be maligned. In this research study 374 teachers across the southeast region of Texas were assessed using the Implicit Association Test (IAT), which measures the level of implicit bias, and the RIVEC Prejudice Scale was

used as the explicit bias measure. Of the 374 participants for the quantitative participants, 12 of them were interviewed for the qualitative portion of this study to solicit their reactions to the identified bias, implicit and explicit, as well as explore teacher perceptions of the role bias plays in the school setting. The quantitative data were analyzed using Pearson's correlation and one-way ANOVA, and the interviews were analyzed for common themes using the NVivo software. The quantitative results revealed the disassociation of a teacher's implicit bias score with his or her explicit bias score. The results also revealed that the White and Hispanic racial groups were similar in the average level of implicit bias for a preference of White over Black, with the categorized level of bias being moderate preference and slight preference respectively. When analyzing the results of the explicit bias outcomes, all three racial groups averaged the same level of prejudice towards Blacks. Through an analysis of the participant interviews, the classroom teachers identified that bias is at play within the academic setting, assessment, curriculum, and in discipline management. Majority of the teachers also indicated that they lacked adequate preparation for teaching in a diverse setting and have not experienced much professional development for teaching in a diverse setting.

Society is becoming increasingly more aware of the role of implicit bias through recent events in the U.S. and educational organizations are not immune to biases and discrimination as seen through the academic and discipline disparities present with minority students. Sevon, Levi-Neilsen, and Tobin (2021) highlighted the disparities in school discipline related to the implicit bias of the school staff as well as the influence of the White sociocultural norms present in schools across the country and the effect on the school discipline system. If school leaders do not address the disparities and the impact biases have in schools, then the academic and discipline gaps will continue to exist.

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











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APPENDIX A:

RACE IMPLICIT ASSOCIATION TEST

**A**

For pleasant words and for African American children's faces, mark in the circle to the left. For everything else (unpleasant words and European American children's faces) mark in the circle to the right. Start at top left, go from top to bottom doing all items in order, then do the second column. At bottom right, record the elapsed time in seconds.

pleasant or Afr. Am. faces	unpleasant or Eur. Am. faces	pleasant or Afr. Am. faces	unpleasant or Eur. Am. faces
<input type="radio"/> disaster <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> agony <input type="radio"/>	<input type="radio"/>  <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> hatred <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> smile <input type="radio"/>
<input type="radio"/> honest <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> sincere <input type="radio"/>	<input type="radio"/>  <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> grief <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> crash <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> lucky <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> diamond <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> peace <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> sweet <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> rotten <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> tragedy <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/>  <input type="radio"/>

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Number of seconds: \_\_\_\_\_  
Number of errors: \_\_\_\_\_

**B**

For unpleasant words and for African American children's faces, mark in the circle to the left. For everything else (pleasant words and European American children's faces) mark in the circle to the right. Start at top left, go from top to bottom doing all items in order, then do the second column. At bottom right, record the elapsed time in seconds.

unpleasant or Afr. Am. faces	pleasant or Eur. Am. faces	unpleasant or Afr. Am. faces	pleasant or Eur. Am. faces
<input type="radio"/> disaster <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> agony <input type="radio"/>	<input type="radio"/>  <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> hatred <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> smile <input type="radio"/>
<input type="radio"/> honest <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> sincere <input type="radio"/>	<input type="radio"/>  <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> grief <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> crash <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> lucky <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> diamond <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> peace <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> sweet <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/> rotten <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/> tragedy <input type="radio"/>
<input type="radio"/>  <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/>  <input type="radio"/>	<input type="radio"/>  <input type="radio"/>

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Number of seconds: \_\_\_\_\_  
Number of errors: \_\_\_\_\_

APPENDIX B:

RIVEC PREJUDICE SCALE

**DIRECTIONS**

Please circle the appropriate response to each question. You are being asked to be as honest opinions for each question below using the established scale:

1 = absolutely disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = absolutely agree

Threat and Rejection Items (Rejection)	Absolutely Disagree	Disagree	Neither Agree nor Disagree	Agree	Absolutely Agree
Blacks live worse than Whites because they belong to a less able race.	1	2	3	4	5
Blacks take jobs, housing, and school places that should be filled by Whites.	1	2	3	4	5
In general, Blacks are people that you cannot trust.	1	2	3	4	5

Intimacy Issues (Intimacy)	Absolutely Disagree	Disagree	Neither Agree nor Disagree	Agree	Absolutely Agree
I do not think there is a difference between a Black good friend and a White good friend.	1	2	3	4	5
If I have to travel for work with a co-worker, I would prefer to travel with a White than a Black.	1	2	3	4	5
I would not mind if a Black person with a cultural level similar to mine, married someone from my family.	1	2	3	4	5

Traditional Values Items (Values)	Absolutely Disagree	Disagree	Neither Agree nor Disagree	Agree	Absolutely Agree
I perceive that Blacks living in the U.S. do not have the friendship values Whites have in the U.S..	1	2	3	4	5
The disadvantage of Blacks using some services (rentals, hospitals, etc.) is that they do not know how to respect the established norms.	1	2	3	4	5
Blacks do not have the ingrained values that Whites give to the family in the U.S..	1	2	3	4	5

Positive Emotions Items (Emotions)	Absolutely Disagree	Disagree	Neither Agree nor Disagree	Agree	Absolutely Agree
I admire Blacks who look for better job opportunities.	1	2	3	4	5
In general, I feel sorry for Blacks living in the U.S..	1	2	3	4	5
In general, I consider Blacks to be friendly and educated.	1	2	3	4	5

Cultural Differences Items (Culture)	Absolutely Disagree	Disagree	Neither Agree nor Disagree	Agree	Absolutely Agree
If my child had a Black classmate, he or she will be enriched by recognizing different traditions and customs	1	2	3	4	5
The Black children who go to school in the U.S., should assimilate to the White culture than their culture.	1	2	3	4	5
If a Black child attends school in the U.S., they should be required to respect the White cultural values and traditions.	1	2	3	4	5



APPENDIX C:  
EDUCATOR INTERVIEW PROTOCOL

**Educator Reactions to IAT, RIVEC Prejudice Scale, and bias in education**

**Introductions:**

Introduce yourself by telling the focus the following:

your age, where you grew up, where you attended college, what level of education do you have, without telling the district name, how long you have been in education and what levels you have taught

**Interview Questions:**

Looking at your IAT score, how would you characterize your feelings or thoughts?

Looking at your RIVEC Prejudice Score, how would you characterize your feelings or thoughts?

How does the location where a person grew up affect a person's level of bias?

What role does bias play in the school setting?

What role does race play in a school setting?

Tell me about your preparation to teach in a diverse setting?

How has your professional development provided useful training for teaching other races and cultures?

How would you describe discipline management on your campus, or previous campuses, as it relates to students' race?

Thinking about curriculum, how would you characterize the curriculum's ability to connect diverse with students?

## APPENDIX D:

### PARTICIPANT CONSENT FORM

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may otherwise be entitled. You are being asked to read the information below carefully and ask questions about anything you don't understand before deciding whether or not to participate.

**Title:** Implicit Bias in Public Educators

**Student Investigator(s):** Shawn Verow

**Faculty Sponsor:** Dr. Jennifer Grace

**Purpose of the Study:** Identify reactions between participants IAT results and his or her self-reported measure.

**Procedures:** Participants will participate in taking the *Implicit Association Test* (IAT), the *RIVEC Prejudice Scale*, and possibly participate in a focus group.

**Expected Duration:** 30 minutes for assessments / 60 minutes for an interview

**Risks of Participation:** The current study does not involve physical risk. However, it is possible that there might be some psychological mental conflict with identifying a person's racial preference and prejudice.

#### **Benefits to the Subject**

There is no direct benefit received from your participation in this study, but your participation will help the investigator(s) to better understand how implicit biases can be addressed with public education.

#### **Confidentiality of Records**

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by the Principal Investigator or Faculty Sponsor for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

#### **Compensation**

There is no financial compensation to be offered for participation in the study.

#### **Investigator's Right to Withdraw Participant**

The investigator has the right to withdraw you from this study at any time.

**Contact Information for Questions or Problems**

The investigator has offered to answer all of your questions. If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Investigator by telephone or by email at verows4568@uhcl.edu. If you have additional questions during the course of this study about the research or any related problem, you may contact The Faculty Sponsor, Dr. Jennifer Grace may be contacted by email at gracej@uhcl.edu.

**Identifiable Private Information**

Information or biospecimens collected as part of the research, even if identifiers are removed, will not be used or distributed for future research studies.

**Signatures**

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

**Subject’s printed name:** \_\_\_\_\_

**Signature of Subject:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Investigator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281.283.3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE #FWA00004068