

Oregon Social Sciences Summit

Equity Implications

Martha I. Martinez, PhD
Education Specialist
ODE Equity Unit

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Key Terms

Culture refers to the collective knowledge, experience, beliefs, values, attitudes and religion by a group of people generally without thinking about them.

Diversity refers to group differences and inclusiveness, and can be related to the following characteristics: race, ethnicity, socioeconomics, gender, religion, age, language, and/or sexual orientation within a group, society, or organization.

Key Terms

Race refers to the idea (social construct) created by western Europeans following exploration to account for differences among people and justify colonization, conquest, enslavement, and social hierarchy among humans. It is most often linked to a person's physical appearance (phenotype), including skin color, eye color and shape, hair color and texture, etc.

Ethnicity refers to cultural factors such as nationality, place of origin, ancestry, beliefs, etc. Ethnicity is often characterized by cultural features, such as dress, language, religion, and social organization.

Key Terms

Achievement Gap refers to the gap in education achievement outcomes between groups of students (e.g., based on race/ethnicity, socioeconomic status, gender, English proficiency); most often illustrated in standardized assessment outcomes.

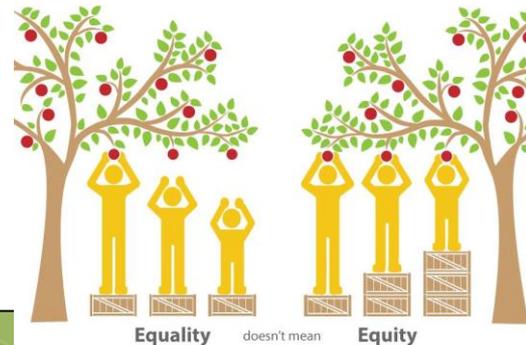
Opportunity Gap refers to the ways in which the opportunities for learning and/or positive life outcomes are frequently differentially distributed to individuals and groups based on their race, ethnicity, socioeconomic status, English proficiency, wealth, neighborhoods, or other factors.

Education Equity

- The notion that each and every learner will receive the necessary resources they need to thrive in Oregon's schools regardless of their national origin, race, gender, sexual orientation, disability status, first language, or other distinguishing characteristic.¹
- Refers to the transformed ways in which systems and individuals habitually operate to ensure that every individual in whatever (learning) environment has the greatest opportunity to work (learn) enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for life.²

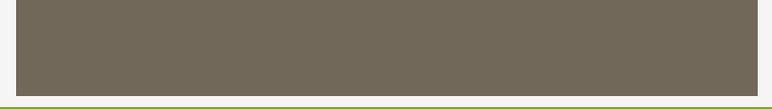
¹ Adapted from OEIB Equity Lens.

² Adapted from Skrla, McKenzie, & Scheurich (2008).



What Does this Imply for Social Sciences Standards and Instruction?

- Who is represented in the curriculum?
- Whose story is told/how is it told?
- Culture/perspective/power is inherently intertwined in the subject matter
- Importance of reflecting on our own biases, not just others



Questions?