

Useful Definitions for Exploring Educational Equity



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Ableism	Discriminatory belief, behaviors and institutional practices directed against people with disabilities. Continues the segregation of people with disabilities by restricting their mobility or access to mainstream culture and institutions. (Nieto, 1992/PEO)
Acculturation	<p>Process of learning aspects of a culture <u>other than one's own</u>, influenced primarily by schools.</p> <p>The process or result of adopting the traits, habits, norms, or customs of another group through lengthy or continuous interaction. The degree to which an individual chooses to conform to the dominant group or culture. (PEO)</p>
Ageism	Discriminatory beliefs and behaviors directed against people because of their age. (Nieto, 1992)
AHANA	Acronym representing African, Hispanic, Asian and Native American; used to replace the deficit-oriented term "minority".
Ally	One (a non-target group member) who is united with another (a target group or member) to actively intervene, interrupt, challenge and counter personal & institutional attitudes and behaviors that perpetuate oppression.
Androcentric	An attitude, belief, action, or institutional policy that is male-centered. (Iowa Department of Education, 1989)
Anti-bias Education	An active/activist approach to challenging prejudice, stereotyping and bias, and the "isms." In a society in which institutional structures create and maintain sexism, racism, ableism etc., it is not sufficient to be non-biased (and also highly unlikely), nor is it sufficient to be an observer. It is necessary for each individual to actively intervene, to challenge and counter the personal and institutional behaviors that perpetuate oppression. (Derman-Sparks, 1989)
Anti-semitism	Discriminatory beliefs and behaviors directed against Jews. (Nieto, 1992)
Bias	<p>Any attitude, belief, or feeling that results in, and helps to justify, unfair treatment of an individual because of his or her identity. (Derman-Sparks, 1989)</p> <p>An inclination for or against a person or group of persons based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability that inhibits impartial or objective judgement affecting pupils. (PI 9.02)</p>

Bias, Six Forms of

Curricular bias in materials and structure include:

1. **Invisibility:** Under-representation of certain groups, which can imply that these groups are of less value, importance, and significance.
2. **Stereotyping:** Assigning only traditional or rigid roles or attributes to a group, thus limiting the abilities and potential of that group; denying students a knowledge of the diversity and complexity of, and variations among, any group of individuals.
3. **Imbalance/Selectivity:** Presenting only one interpretation of an issue, situation, or group; distorting reality and ignoring complex and differing viewpoints through selective presentation of materials.
4. **Unreality:** Presenting an unrealistic portrayal of this country's history and contemporary life experience.
5. **Fragmentation/Isolation:** Separating issues relating to people of color and women (or other protected groups) from the main body of text.
6. **Linguistic Bias:** Excluding the roles and importance of females by constant use of the generic "he" and sex biased words. Linguistic bias includes issues of ethnicity, culture and language proficiency as well. (Bethke, 1985)

Bicultural

Refers to the successful integration of two (or more) separate aspects of one's cultural identity. Maintaining various components of one's cultural identity and effectively expressing them at the appropriate times can be important bicultural skills. (PEO)

Bilingual

An educational approach that uses two languages of instruction for students who are LEP. **Bilingual-Bicultural** education means the cultures associated with the primary and secondary language are incorporated into the curriculum. **Developmental Bilingual** education builds and develops native language literacy and extends that literacy to students' second language (English). **Transitional Bilingual** Education provides students with all or most of their content-based instruction in their native language while learning English as a second language. **Two-way bilingual** education-a program model to integrate students whose native language is English with those for whom English is a second language for the purpose of developing bilingualism in both kinds of students. **Submersion bilingual** education- "sink or swim"-places students in a totally English language environment without using their native language and related literacy experiences as a basis for instruction. (Nieto, 1992)

Classism

Discriminatory beliefs and behaviors based on differences in social class, generally directed against those from poor and/or working-class backgrounds. (Nieto, 1992)

Cross-cultural

The interaction, communication, or other connections between people from two or more different cultures. (PEO)

Culture

The collective behavior patterns, communication styles, language,

beliefs, concepts, values, institutions, standards, symbols, and other factors unique to a community that are socially transmitted to individuals and to which individuals are expected to conform. (PEO)

The ever-changing values, traditions, social and political relationships, and world view shared by a group of people bound together by a combination of factors that can include a common history/herstory, geographic location, language, social class, and or religion. (Nieto, 1992)

"Culture consists of all the people, objects, and events that impart meaning in our lives. It is not only our past history and traditions observed in our families, but also the detail of our present everyday lives. Cultures change from generation to generation, from locale to locale. Still, there is a thread of connection that allows us to derive at least part of our identity from that belonging." (Leslie R. Williams as quoted in Minnesota)

The ways of believing, feeling, and behaving of a group of people; the way of life of a people, their values, skills, customs, and resulting material culture. All people have culture. (Iowa Department of Education, 1989)

Culture is the name of what people are interested in, their thoughts, their models, the books they read and the speeches they hear, their table-talk, gossip, controversies, historical sense and scientific training, the values they appreciate, the quality of life they admire. All communities have a culture. It is the climate of their civilization. (Walter Lippmann, (1889-1974), U.S. Journalist)

Cultural Adaptation

The adoption of the cultural behavior patterns and language (behavioral assimilation) of the host or dominant culture by newcomers to the society; the exchange of cultural traits between minority and majority groups; accommodation to environmental conditions and to available natural and technological resources; the ability to retain one's own cultural identity while successfully participating in the mainstream culture. (Iowa Department of Education, 1989)

Cultural Awareness

Consciousness of cultural similarities and differences; cognizance of one's own culture and that of others. (Iowa Department of Education, 1989)

Cultural Competence

Being able to function effectively in the context of cultural differences. To be a culturally competent provider of services, one needs to: be aware of and accept cultural differences; be aware of one's own cultural values; understand that people of different cultures learn different ways of communicating, behaving, and problem solving; have basic knowledge or the skills to find out about a client's culture; and be willing to adapt

or adjust the way one works with people to take into consideration cultural differences. (Focal Point, 1988)

A life long process which includes the examination of personal attitudes, the acquisition of relevant knowledge, and the development of skills which facilitates working effectively with individuals and groups who are culturally different from you.

Six Steps to Cultural Competence

1. The personal recognition and acceptance that all types of cultures have a profound influence on our lives.
2. The personal awareness that oppression is pervasive in our society, it is part of our history and, as much as we may want to escape that fact, it colors our relationships.
3. The acceptance that there are cultural differences and we need to learn to respect what we may not understand.
4. Having the humility to accept that we do not know everything about other cultures, and never will; therefore, we need to ascertain what it is we need to know about the specific groups with whom we are working.
5. A willingness to pursue that information in all the ways available to us.
6. When we are unable to do the above, having the courage to identify and confront our personal resistance, anger, and especially our fears. (Mohamed, 1992)

Culturally Competent System, Institution or Agency

Five essential elements contribute to an agency's ability to become more culturally competent. Such an agency values diversity, has the capacity for cultural self-assessment, is conscious of the dynamics of cross-cultural difference, has institutionalized cultural knowledge, and has developed adaptations to diversity. Further, each of the five elements must function at each level of the agency. (Focal Point, 1988)

Cultural Democracy

The interface or relationship between the ideals of U.S. democracy (e.g. "freedom, equality, justice for all," often referred to as the American Creed) and the historical and social realities of our pluralistic society. This concept encompasses the gap between the realities of social practice and our democratic ideals. (Iowa Department of Education, 1989)

Cultural Informants or Confidants

Individuals from particular cultural groups who can share information and insights about their culture and connect someone to important individuals, groups and organizations representing a specific culture. Such individuals are often bi-cultural and may have tips and

suggestions for working cross-culturally.

Cultural Literacy

Knowledge of history, contributions, and perspectives of different cultural groups, including one's own group; sensitivity to and understanding of cultural groups in the U.S. and other countries; preparation of citizens to function effectively in multiple cultural settings. (Iowa Department of Education, 1989)

Cultural Pluralism

A society characterized by cultural pluralism is one in which different cultures or ethnic groups live together in harmony and mutual respect, each retaining some of its cultural identity. There is cooperation of the various groups in the civic and economic institutions of the society and a peaceful coexistence of diverse lifestyles, folkways, manners, language patterns, religious beliefs and practices, and family structures. (PEO)

A characterization of U.S. society as a universal (common) culture that includes microcultural groups. It accepts ethnic and cultural diversity and the desirability of maintaining ethnic identity within the economic and political systems of the common U.S. culture. This is a view of the U.S. society as a "salad bowl" rather than a "melting pot". Another emphasis is on the ideal that cultural diversity is a valuable resource that should be preserved and extended. This view of U.S. society endorses the principle that there is not one model American.

It is the philosophical basis for multicultural, nonsexist education. (Iowa Department of Education, 1989)

**Culturally Relevant or
Culturally Responsive
Instruction**

The skill of recognizing (or seeking information on) the cultural resources each student brings to the classroom and creating a classroom culture which builds and expands on those resources. A culturally responsive pedagogy rejects the notion of a universal model of human development and assumes (and embraces) variation in approaches to learning across culturally varied communities. Teachers have the skills to maximize learning opportunities for each child by knowing the communities represented in their classrooms and translating that knowledge into instructional practice. Teachers have a wide repertoire of instructional strategies, and are skilled at selecting those strategies most appropriate for the students in their care. In short, it is using cultural knowledge to create rewarding classrooms for culturally diverse students. (Villegas, 1991)

Desegregation

An intermediate point on a continuum that extends from segregation to integration. The bringing together of students of different races (or other factors, e.g. sex and national origin) in common schools. (Vergon, 1981)

Discrimination	Any action, policy, or practice, including bias, stereotyping, and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles, or rewards based, in whole or in part on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, or which perpetuates the effects of past discrimination. (PI 9.02)
Diversity	Differences among people or peoples reflected in a variety of forms, including but not limited to race, culture, perspective, talent, interest, ability, gender, sexual orientation, age, religion, language and socio-economic status. (PEO)
Elitism	An attitude, or institutional practice which subordinates or oppresses people due to their economic class, social position, or lifestyle. A belief of people holding power that they are superior to those without power. (Iowa Department of Education, 1989)
Enculturation	Process of learning one's own culture, influenced primarily by home and family.
Ethnic	Of or relating to people grouped according to a common racial, national, tribal, religious, linguistic or cultural origin. People who share a sense of group identity because of these factors. (PEO)
Ethnic or Cultural Group Identity	That part of each of us that relates to what we have learned and internalized from the cultural group or groups to which we belong. Individuals may identify with one or more ethnic or cultural group according to how they define themselves or they may be assigned this identity by others. Even within groups, differences are apparent and discrimination or harassment may occur among group members due to attitudes held about factors such as social standing, skin color, dialect, national origin, or tribal affiliation. Sensitivity to the way group identity has been determined and the way individuals accept or reject this identification is important.
Ethnic Studies	<p>The scientific and humanistic analysis of behavior influenced by variables related to ethnicity and ethnic group membership. It can refer to a specific course of study or be integrated into mainstream courses or curricula. (Banks and Banks)</p> <p>Levels of Integration of Ethnic Content:</p> <ol style="list-style-type: none">1. The <u>contributions</u> approach-focuses on heroes/sheroes, holidays, and discrete cultural artifacts.2. The <u>additive</u> approach-ethnic content, concepts, themes, and perspectives are added to the curriculum without changing its

structure.

3. The transformation approach-the structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups.
4. The social action approach-students make decisions on important social issues and take actions to help solve them.

Ethnicity

A sense of togetherness shared by members of a group linked through cultural tradition, ancestry, national origin, history, or religion. (PEO)

A sense of peoplehood shared by members of a group who continue to identify themselves with a common ancestry, national heritage, religion, language, values, attitudes, and perceptions. Degree of ethnic identification and affiliation is by individual choice. (Iowa Department of Education, 1989)

Ethnocentrism

Belief in the superiority of one's own ethnic group.

Discriminatory beliefs or behaviors based on ethnic differences. (Nieto,1992)

Ethnoviolence

Violence motivated by prejudice and bigotry based on race, ethnic background, or religion,

Equal Access

Traditionally means impartiality in opportunity. It usually applies only to physical or legal barriers.

Equal Educational Opportunities

Providing the same resources, opportunity, treatment for each student

Equality

Sameness of status or competency (everybody gets the same)

Equity

Fairness and justice or impartiality (getting what you need). Beyond equal educational opportunity (which means providing the same resources, opportunity, and treatment for each student),

Educational Equity

The educational policies, practices, and programs necessary to: (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth. Educational equity knowledge and practices in public schools have evolved over time and require a comprehensive approach. Equity strategies are planned, systemic and focus on the core of the teaching and learning process (curriculum, instruction and school environment/culture). Educational equity activities promote the real possibility of equality of educational **results** for each student and

between diverse groups of students.

FEP Student

The goal and outcome of a bilingual/ESL program. A Fully English proficient student is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. Four language skills contribute to proficiency: reading, listening, writing, and speaking. (CCSSO,1992)

Gender

Refers to a means of classification based on female or male designations including the feelings, thoughts, and behaviors that are identified as either female or male; the culturally determined behavior of males and females. (New Jersey,1993)

The sum of our feelings about sex status; the feelings, thoughts, and behaviors that are identified as either female or male; the culturally determined behavior of males and females. Gender identity reflects the person's conviction that behaviorally and biologically he or she is either male or female. (Iowa Department of Education, 1989)

Gender Equity

Gender Equity is a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals, regardless of gender. It is integral to and supports race, ethnic, economic, disabilities, and other equity concerns. In education, gender equity is specific action undertaken to create conditions that provide high-quality educational experiences for female and male students and enables outcomes of educational achievement with no differences based on gender. Gender equity is: an equal chance for learning for females and males; equitable options to learn subjects and prepare for future education, jobs, and careers; no limits on expectations due to gender; equal encouragement for both females and males to develop, achieve, and learn; and equitable treatment for female and male students. (Katherine Hanson, Education Development Center, 1996)

Global Education

Concerned with issues and problems related to the survival of human beings in a world community. International studies is a part of global education, but the focus of global education is the interdependence of human beings and their common fate, regardless of the national boundaries within which they live. Many teachers confuse global education and international studies with ethnic studies, which deal with ethnic groups within a national boundary, such as the United States. (Banks and Banks)

Harassment

Behavior toward pupils based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile, or offensive school environment. (PI 9.02)

Hate Crime	Any act, or attempted act, to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic or other slurs and bigoted epithets, vandalism, force, or the threat of force motivated all or in part by hostility to the victim's real or perceived race, ethnicity, religion, gender or sexual orientation. (Bodinger-DeUriarte, 1992)
Heterosexism	<p>The belief in the inherent superiority of one pattern of loving and thereby its right to dominance. Social standards and norms which dictate that being heterosexual is better or more moral than being lesbian, gay or bisexual, and that everyone is heterosexual or should be. (Thompson, 1990)</p> <p>Discriminatory beliefs or behaviors directed against gay men, lesbians and bisexuals. (Nieto, 1992)</p>
Homeless Individual	1. An individual who lacks a fixed, regular, and adequate nighttime residence; 2. An individual who has a primary nighttime residence that is (a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), (b) an institution that provides a temporary residence for individuals intended to be institutionalized, or (c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; 3. any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State Law is excluded from the definition of homeless individuals. (Stewart B. McKinney Homeless Assistance Act)
Homophobia	The fear of feelings of love for members of one's own sex and therefore the hatred of those feelings in others. (Thompson, 1990)
Inclusive Education	<p>An inclusive educational program should provide both <u>access and success</u> for all students. It employs curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of all the groups present in the local, national, and global communities. It offers students and staff learning and teaching opportunities that reflect the wide range of contributions by and roles open to people similar and different from themselves. Information that is accurate and free of stereotypes and bias is infused in all aspects of the curriculum, which is taught from the perspectives of all groups. This fosters respect and appreciation for the diversity present in our pluralistic society. (Minnesota, 1990)</p> <p>Inclusive curriculum functions as both "window and mirror" for everyone regardless of race, culture, gender or disability. Inclusive language (words, phrases and structures that do not discriminate, that include rather than exclude) facilitates communication across cultures, genders</p>

and abilities. Such an approach ensures that students will know the positive contributions of men and women of all races, cultures, and abilities in all areas of life. (Minnesota, 1992)

Institutional Bias

Attitudes, actions, and structures of institutions which subordinate any individual or group on the basis of sex, race, age, religion, national origin, ancestry, creed, sexual orientation, pregnancy, marital or parental status, disability, socioeconomic status, size or looks; inequalities created by institutions (i.e. schools, courts, banks, hospitals, etc.) which result in discrimination against a microcultural group. It may be intentional but usually is the result of established practices or "business as usual," thus it is covert and subtle. Institutional bias functions through a combination of power, embedded in the established and respected forces in society, and prejudice toward a microcultural group. (Iowa Department of Education, 1989)

Internalized Oppression

Condition in which individual members of oppressed groups internalize the negative beliefs and attitudes about self and other group members. Results in perpetuating limited or biased expectations for self and for other group members.

Turning prejudice on one's self or others of one's targeted group.

LEP Student

One who meets one or more of the following conditions: a) the student was born outside of the U.S. or whose native language is not English; b) the student comes from an environment where a language other than English is dominant; or c) the student is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; AND has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms. (Title VII, ESEA)

Macroculture

The universal or national culture that is shared by most citizens. The dominant cultural influence on the U.S. macroculture and its institutions has been white, male, Anglo-Saxon and Protestant. (Iowa Department of Education, 1989)

Microculture mainstream. Members of a culture or group define themselves and identify their differences from norms, attitudes, and values that gives them distinctiveness. (Iowa Department of Education, 1989)

Minority Group

A minority group is one that is fewer in number than the largest, or majority group in a society. Although strictly related to numerical presence, "minority" is sometimes incorrectly used to designate groups that are perceived as having lesser status than the majority. While the term "minority" has recently fallen into disfavor in popular usage in the United States (due to the negative and stereotypic messages

about those groups to which it refers), it continues to be used by many as a term referring to the racial, ethnic and cultural groups protected by law.

Multicultural Education

An idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, and cultural groups will have an equal chance to achieve academically in school. (James Banks)

Banks has identified four dimensions of multicultural education.

1. **Content integration**-the extent to which teachers use examples and content from a variety of cultures in their teaching.
2. **Knowledge construction**-the ability of teachers to help students understand, investigate, and determine how the implicit cultural assumptions, frames of reference, perspectives and biases within a discipline influence the ways that knowledge is constructed.
3. **An equity pedagogy**-modifying teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender and social class groups.
4. **An empowering school culture**-examining and changing the rules, roles and relationships, as well as differential participation and achievement/outcomes, across diverse racial, ethnic, cultural, gender, and other social group distinctions, between student, staff, and community members.

A process of comprehensive and basic education for all students. Multicultural education challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, gender, sexual orientation, etc.) that students, their communities and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students and parents, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action as the basis for social change, multicultural education furthers the democratic principles of social justice. (Nieto,1992)

"An education that is multicultural is a lifelong process of learning and development that promotes mutual respect, excellence, and achievement for all by confronting historical and current inequities, fostering responsibility, productivity, and active participation in a diverse and evolving society" (Developed by the Northeast Consortium for Multicultural Education at the Multicultural Education Working Conference, February 1993)

Multicultural Education

Goals

Vary for each organization. A contemporary set might include the following:

1. To enable students and school staff to recognize and make appropriate responses about discrimination based on race, sex, religion, national origin, ancestry, creed, sexual orientation, pregnancy, marital or parental status, or disability and strive for equity and unity in a diverse society;
2. To provide students with multicultural experiences designed to enable them to interact and contribute more effectively in a pluralistic society and an interdependent world;
3. To transform curricular content areas to include ideas, perspectives, and experiences of women and men of diverse ability, social, cultural, and racial/ethnic groups;
4. To create a school and classroom climate that enhances learning by recognizing the history and culture of all people;
5. To empower students and their families to become active participants in the process of learning.
6. To increase students' knowledge of diverse cultural attitudes, traditions, and values;
7. To assist students in developing a positive self-image;
8. To improve intergroup/interpersonal relations, communication and understanding;
9. To provide a school atmosphere that fosters respect for all languages and dialects;
10. To develop student's ability to recognize, critically analyze, and make intelligent decisions about complex social problems and issues such as discrimination and oppression in contemporary society so that students will act as agents of social change.

(adapted from Guidelines for Education that is Multicultural, G.E.M., New Jersey Department of Education, 1993)

National Origin Groups

Ethnic groups consisting of persons from environments in which the dominant language may be other than English and who, as a result of linguistic and/or cultural differences do not have an equal educational opportunity. (New Jersey, 1993)

Oppression

The systematic subjugation of one social group by another. Oppression is having the power to carry out systematic discriminatory practices through and with the support of major societal institutions. Examples are racism, sexism, heterosexism, classism, ageism, ableism, anti-semitism.

Levels / Types of Oppression

Level 1 - Individual - attitudes, beliefs, socialization, interpersonal interactions, individual behaviors.

Level 2 - Institutional - housing, employment, education, media,

religion, health services (psychological & physical), government, legal system.

Level 3 - Cultural/ systematic - values, norm, needs, language, standards of beauty, holidays, sex roles, societal expectations, logic system. (Katz,1978)

People of Color

A collective term, which includes all the various national, ethnic, or cultural groups of the U.S.A. that are regular targets of bigotry and prejudice, including African Americans, Asian Americans, American Indians, Latino or Hispanic Americans. Historically termed minorities, these people are numerically the majority globally and in parts of the U.S.A. (PEO)

Pluralism

A state of society in which members of diverse gender, ethnic, racial, religious, or social groups maintain autonomous participation in both a common civilization and in separate cultural ones. (PEO)

Plyler v. Doe

A 1982 Supreme Court ruling which guarantees the rights of undocumented immigrant children to a free public education. The decision was based on the equal protection provisions of the 14th amendment to the U.S. Constitution. The court held that children should not be denied a public education because their parents are undocumented.

School personnel are not always aware that it is illegal to require students to have proof of U.S. Citizenship or residency to enroll in public schools.

Prejudice

A preconceived, usually unfavorable opinion marked by suspicion, fear, intolerance, or hatred, that is directed against a certain racial, religious, cultural, ethnic or gender group or individuals perceived to be members of such a group. (PEO)

An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason. Prejudice can be prejudgment for or against any person, group, or sex. (Derman-Sparks, 1989)

Prejudice Reduction

Planned efforts to acknowledge and reduce prejudice. Prejudice reduction strategies aimed at students most often include:

1. Increasing social contact between various groups
 2. Improving self-esteem and mental health
 3. Increasing cognitive sophistication
 4. Increasing empathy and understanding of other groups
- (Byrnes, Deborah A., 1988)

Privilege

A right or resource that only one group (Dominants) have access to that other groups are denied.

Examples include: legalized, recognized marriages for heterosexuals;

knowing that the hair care needs of whites can be met in every geographic area; men being able to walk downtown or on campus at night without fear of sexual assault; having the good deeds of Gentiles reinforced as the Christian thing to do; as able-bodied people we are assumed to be intelligent until proven otherwise.

The more memberships one has from Dominant social groups the more privileges and access to power one has. Whites, men, able-bodied/able-minded, Gentiles, heterosexuals, middle-aged, English-speaking, middle to upper class people and WASP's make more decisions for their counterparts than the reverse, and have more access to and availability to resources. (University of Massachusetts-Amherst)

A special advantage, benefit or bonus that some people or groups have. Privilege is not always earned; people are born with it by virtue of membership in a socially dominant group. Privilege is usually unasked for and assumed as the norm; therefore it is often invisible to the person or group possessing it.

Protected Group Status

Refers to identifiable group membership specifically protected by federal or state civil rights or nondiscrimination laws. Under Wisconsin's Pupil Nondiscrimination statute and rule, pupils are protected on the basis of their: sex; race; religion; national origin; ancestry; creed; sexual orientation; pregnancy, marital or parental status; and/or physical, mental, emotional or learning disability.

Race

An arbitrary and artificial concept with multiple meanings and thus with very limited usefulness in describing groups of people.

1) Biological definition—a concept used by physical anthropologists to differentiate between various human subgroups based on their physical characteristics. 2) Social definition—a group of people whom others believe are biologically distinct and whom they treat accordingly; a concept used to isolate, separate, and stigmatize groups, which results in differential treatment of people of different skin colors. (Iowa Department of Education, 1989)

Racism

Discriminatory beliefs and behaviors directed against people of color.

Racism couples the false assumption that race determines psychological and cultural traits with the belief that one race is superior to another. Based on their belief in the inferiority of certain groups, racists justify discriminating against, segregating, and/or scapegoating these groups. (ADL)

"Any attitude, action or institutional structure which subordinates a person or group because of their color...Racism is not just a matter of attitudes, actions and institutional structures can also be a form of racism. (U.S. Commission on Civil Rights)

A belief that human groups can be validly grouped according to their biological traits and that these identifiable groups inherit certain mental, personality, and cultural characteristics that determine their behavior. Racism, however, is not merely a set of beliefs but is practiced when a groups has the power to enforce laws, institutions, and norms, based on its beliefs, that oppress and dehumanize another group. (Banks and Banks)

Religion

A set of beliefs and values, especially about explanations that concern the cause and nature of the universe, to which an individual or group has a strong loyalty and attachment. A religion usually has a moral code, rituals, and institutions that reinforce and propagate its beliefs. (Banks and Banks)

Resiliency

The ability of a child to recover from or adjust to misfortune or change. The resilient child is one who, despite adversity, continues to "work well, play well, love well, and expect well". Resiliency is characterized by four common factors:

1. Social Competence-in the form of responsiveness, empathy, flexibility, caring, and a sense of humor.
2. Problem Solving Skills such as abstract thinking, developing alternative solutions, planning and goal setting.
3. Autonomy in the form of independence, a strong sense of self and identity, and a sense of mastery.
4. Sense of Purpose and Future-A most important factor that includes a strong sense of educational achievement, strong goals, persistence, and a positive view of the future. (Tim Burns, *From Risk to Resiliency*)

Right

A resource or position that everyone has equal access or availability to regardless of their social group membership. (University of Massachusetts-Amherst)

Scapegoating

Refers to the deliberate policy of blaming an individual or group when the fault actually lies elsewhere. Prejudicial attitudes and discriminatory acts lead to scapegoating. Members of disliked groups are denied education, employment, housing, social or political rights or social privileges. Scapegoating can lead to verbal and physical violence. (ADL)

Segregate

To separate or isolate from others or from a main body or group. To impose separation on the basis of race, gender, class, ability, religion, age, etc. within society. To practice a policy of racial or other separation. Segregation is the policy and practice of imposing social separation based on race et. al., or the condition of being segregated.

The courts have distinguished between two kinds of racial segregation. *De jure* segregation is segregation which is brought about or maintained by intentional state (school district) action directed specifically at the segregated schools. The existence of *de jure* segregation imposes upon school officials the duty to take affirmative steps to eliminate the segregation and corresponding racial discrimination. *De facto* segregation is defined as segregation which is innocently arrived at, without the assistance of the state (school district) which is usually the result of social and economic factors. If segregation is *de facto*, the courts have generally held that school officials do not have an affirmative duty to take actions to eliminate the segregation or to lessen racial imbalance in the schools. (They may do so on a voluntary basis.) However, districts may not in this situation take actions which perpetuate or exacerbate racial segregation. If they do so, the *de facto* segregation could be converted to *de jure* or intentional segregation, thus triggering the obligation to desegregate.

Sex	Identity as female or male, based on biological distinctions in the reproductive organs.
Sex Bias	Behaviors resulting from the assumption that one sex is superior to the other. (PL 94-482, VEA of 1976)
	The under-lying network of assumptions or beliefs that says that men and women are different and should be different, not only physically but in tastes, talents, interests and personalities. (Smith, 1978)
Sexism	Discriminatory beliefs and behaviors directed at one sex or the other.
	An assumption that each sex has a distinctive make-up that determines the development and role of their respective lives; that one sex is superior and has the right to rule the other. It is the degree to which an individual's beliefs or behaviors are prejudiced on the basis of sex. Sexism describes prejudice and discrimination at both the individual and institutional levels. It is the collection of institutional policies, practices, and structures which subordinate or limit a person on the basis of sex. Power plus sex bias equals sexism. (Iowa Department of Education, 1989)
Sexual Orientation	Having an orientation of heterosexuality, homosexuality, bisexuality; having a history of such an orientation or being identified with such an orientation.
Stereotype	An oversimplified generalization about a particular group, race or sex, which usually carries derogatory implication. (Derman-Sparks, 1989)
	Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis, in whole or in part, of the sex, race,

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religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. (PI 9.02)

Unitary

A unitary district is either one that never practiced racial segregation or one that, through good faith compliance with court orders, has remedied to the extend practicable the vestiges of such discrimination. A unitary school district either has not been subject to judicial supervision or should be released from court jurisdiction when segregation is remedied.

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Minnesota	Minnesota Department of Education. <u>Multicultural and Gender Fair Curriculum: Planning for Inclusive Education in Minnesota</u> , St. Paul, MN., 1990.
Mohamed	Mohamed, Inca, Ford Foundation, 320 E. 43 rd St, New York, NY, 10017, 212-573-5387, FAX: 212-286-0871, (1992)
New Jersey	New Jersey Department of Education, Guidelines for Education that is Multicultural: G.E.M., October 1993.
Nieto	Nieto, Sonia, <u>Affirming Diversity: The</u>

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Northeast	Northeast Consortium for Multicultural Education is an ad hoc group of educators concerned with multicultural education from the eastern seaboard and northeast. Their definition is quoted in New Jersey.
PEO	Programs for Educational Opportunity, 1005 School of Education, University of Michigan, Ann Arbor, MI 48109-1259, 313-763-9910, Dr. Percy Bates, Director. PEO is a Title IV of the Civil Rights Act Desegregation Assistance Center which has many publications related to equity.
PI 9	Refers to Wisconsin Administrative Code PI 9 on Pupil Nondiscrimination.
PL 94-482, VEA 1976	Refers to the federal Vocational Education Act which was reauthorized in 1976 and included for the first time a requirement for sex equity in career and vocational education programs
Smith	Smith, Amanda, <u>New Pioneers: The North Carolina Program to Expand Sex Roles Through Elementary and Secondary Education</u> , North Carolina DPI, 1978.
Thompson	Thompson, Cooper. <u>A Guide to Leading Introductory Workshops on Homophobia</u> . Campaign to End Homophobia, P.O. Box 819, Cambridge, MA 02139, 1990.
Title VII, ESEA	Refers to the federal Bilingual Education Act which is Title VII of the Elementary and Secondary Education Act.
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