

The Encyclopedia of Educational Equity

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*To those who, despite the noise, strain, and challenges, keep
pushing for justice.*

*To those who, amid the shifting politics and turbulent times,
keep standing for every child and family!*

This book is for you, the Champions of Equity!

The Encyclopedia of Educational Equity

A Resource for Dialogue
and Impactful Change

Shannon D. Holder

CORWIN

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Printed in the United States of America

Paperback ISBN 978-1-0719-5543-7

This book is printed on acid-free paper.

25 26 27 28 29 10 9 8 7 6 5 4 3 2 1

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Visit the companion website at
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for this book's downloadable appendices.

Acknowledgments

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To my beloved mother, Shirley Ann Holder, whose spirit continues to guide and inspire me from above. I feel your loving presence and see your smile in every step I take. Your strength and wisdom have been my beacon, and I carry your love with me always.

To my father, Dr. Haywood Holder, my eternal rock and unwavering support, your steadfast love and encouragement have been my foundation through this journey. Your belief in me has given me the courage to pursue my dreams. I am deeply grateful for your constant presence and unconditional love.

To my children, Dakotah and Savannah, you are my “why.” The pursuit of educational equity stems from the deeply rooted need for you two to be seen in all educational environments.

I am profoundly grateful to the incredible professors at the University of Illinois, Urbana-Champaign. Your dedication, passion, and unwavering commitment to excellence have imparted invaluable knowledge and wisdom to all of your students. Your guidance and mentorship have been instrumental in shaping my academic journey and inspiring me to strive for greater understanding and equity in our work. Thank you for your tireless efforts and for being such an integral part of my educational experience.

To my incredible support circle, I am deeply grateful. Your unwavering encouragement and belief in me have been my lifeline. Whether it was a heartfelt “Sis, you got this” or a gentle “SunShan, did you work on your book today?,” each word of support has touched my heart and propelled me forward. You have not only reminded me of the importance of this work but have also enriched my life in immeasurable ways. Thank you for being my anchors, my cheerleaders, and my inspiration.

Publisher’s Acknowledgments

Corwin gratefully acknowledges the contributions of the following reviewers:

Susannah Boyle
Associate Professor
Millersville University
Millersville, Pennsylvania

Ronda Gray
Clinical Associate Professor
University of Illinois Springfield
Springfield, Illinois

Melanie S. Hedges
National Board Certified Teacher
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Dr. Shannon D. Holder is the mother of two who has dedicated nearly thirty years to the field of education, serving in a variety of roles including teacher, assistant principal, principal, director, manager, specialist in family engagement, and senior manager of equity and student conduct. Her leadership experience includes founding principal roles at both a secondary alternative school and an elementary public charter school. Currently, she is the CEO of Onyx Equity Consulting and Changing the Trajectory, LLC, where she collaborates with schools to cultivate their

ideal cultural environments. In addition to her consulting work, Dr. Holder is the author of two children's books, is currently employed in the public-school system, and serves as an adjunct professor at George Mason University.

Dr. Holder holds a bachelor's degree from Virginia State University, a Master's in Education Leadership from George Mason University, and a Doctorate in Educational Policy and Organizational Leadership with a concentration in Diversity and Equity from the University of Illinois, Urbana-Champaign. She has facilitated workshops at numerous local, national, and international conferences, addressing critical topics such as equitable family engagement, equity in education, discipline disparities, and colorism in schools. Her work is driven by a deep passion for social justice and educational equity.

Introduction

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Welcome to the *Encyclopedia of Educational Equity* (EEE), a comprehensive resource designed to provide clarity and understanding of key terms, concepts, and practices in the pursuit of educational equity. Although deeply embedded in education reform, revolution, and progressive discourse, in more recent years, educational equity has emerged as a central focus in discussions surrounding education policy, practice, and transformation. This encyclopedia aims to demystify the often politicized and misinterpreted language surrounding educational equity and serve as a valuable tool for Pre-K–12 educators, college students and professors, policymakers, researchers, and advocates striving to create more equitable educational systems and opportunities for all learners. The EEE is not exhaustive and not intended to replace equity textbooks or other resources of educational equity tools. We highly recommend reading the recommended reads and resources suggested at the end of this book as they provide deeper guidance in educational equity, diversity, and inclusion work in schools, school divisions, academia, and policy.

Why an Encyclopedia of Educational Equity?

The need for a shared understanding of terms related to educational equity has never been greater. As societies grapple with persistent disparities in educational outcomes based on race, ethnicity, socioeconomic status, language, gender, ability, and other factors, it is essential that stakeholders possess a common vocabulary to engage in meaningful dialogue, policy development, and action.

These disparities are deeply rooted in historical and systemic inequities that continue to affect educational opportunities and achievements for marginalized and minoritized groups. Without a shared understanding of the terms and concepts that describe these issues, efforts to address them can be fragmented and ineffective. A common vocabulary allows educators, policymakers, researchers, and community members to communicate more effectively, share insights, and collaborate on solutions.

This *Encyclopedia of Educational Equity* (EEE) seeks to bridge gaps in understanding and promote informed discourse by providing clear definitions, explanations, and examples of key terms and concepts related to educational equity. By doing so, it aims to unpack complex issues and make

them accessible to a broader audience. When stakeholders have a precise and common understanding of terms such as “systemic racism,” “implicit bias,” “culturally responsive pedagogy,” and “achievement gap,” they are better equipped to identify problems and devise strategies to overcome them.

This resource serves as a foundation for professional development and continuous learning. Educators can use it to enhance their instructional practices and create more inclusive classrooms. Policymakers can refer to it when crafting legislation and policies that aim to promote equity in education. Researchers can build on its definitions and frameworks to advance the field of educational equity. Community advocates can leverage it to raise awareness and mobilize support for equitable educational practices.

In essence, the EEE not only facilitates a shared understanding but also empowers stakeholders to take informed and concerted action toward educational equity. By providing a common language, it helps to unify efforts across different sectors and disciplines, fostering a collaborative approach to addressing disparities in education. The ultimate goal is to create an educational system where all students have the opportunity to succeed, regardless of their background, and to build a more just and inclusive society.

Through this encyclopedia, we acknowledge the complexity of educational equity and the importance of precision in language. It is a tool for learning, reflection, and action—a resource that supports our collective journey toward a fair and equitable educational landscape.

Who Can Benefit?

This encyclopedia is intended for use by a diverse audience of stakeholders committed to advancing educational equity. Educators at all levels—from early childhood through higher education—will find valuable insights to inform their practice and pedagogy. Policymakers and administrators can use this resource to inform policy decisions and initiatives aimed at promoting equity within educational systems. Researchers and scholars will find definitions and references to support their work in studying and addressing educational disparities. Additionally, students, parents, community members, and advocates will find this encyclopedia to be a valuable tool for understanding and advocating for equitable educational opportunities. Depending on your positionality, this resource can serve as a foundation or prelearning guide, assist in expanding your learning, supplement other equity-focused resources, or, at its simplest form, be a lexicon of educational equity terminology.

For those new to the field of educational equity, this resource can provide foundational knowledge, helping to establish a strong understanding of key concepts and principles. It can serve as a prelearning guide, offering an introduction to the terminology and ideas that are essential for deeper exploration and comprehension of equity issues in education, in addition to be used by anyone needing quick access to definitions or explanations of specific concepts.

For individuals who already have some background in educational equity, this resource can help expand their learning by introducing more advanced concepts, diverse perspectives, and the latest research. It can deepen their

understanding and enable them to engage more critically and thoughtfully with equity-related challenges and opportunities

Additionally, this resource can supplement other equity-focused materials, providing additional context, examples, and explanations that enrich the learning experience. It can be used alongside other resources to create a more comprehensive and nuanced understanding of educational equity.

A Note About Language and Terminology

Language is ever-evolving, and what is considered the best and most equitable term today may change tomorrow in response to new research, social considerations, or new evaluations of inherited language conventions. In EEE, I want to call specific attention to the terms “Black,” “Latinx,” “Asian,” “Indigenous,” and “white.” Following the lead of many scholars and publishers, including Rachele Kanigel in *The Diversity Style Guide* and Sarah Glover of the National Association of Black Journalists, I capitalize Black when referring to skin color because it is used as a substitute for many ethnic identities, and it names both a culture and group of people with a shared history that exists around the world. As Alexandria Neason of the *Columbia Journalism Review* put it, “If we are going to capitalize *Asian* and *South Asian* and *Indigenous*, for example, groups that include myriad ethnic identities united by shared race and geography, and to some degree, culture, then we also have to capitalize *Black*” (Laws, 2020). The tendency, however, for white supremacist groups to capitalize “white” has led many scholars and organizations, including the Associated Press, to leave this term lowercase. I have chosen this convention for the same reason, and because, as many have pointed out, the history and cultures of white people are not shared in the same way as they are for Black people, especially in the United States.

Though debate about these terms is extant, the forms I have selected are widely known and understood within education and professional development, and my intent is to be both equitable and easily understood. Where significant disagreement about the use of a term is notable, I have included relevant details about the debate.

In most cases, I have chosen to preserve terms as quoted from authors and/or speakers even where they differ from my own preferences. These quotations are cited accordingly.

Conclusion

As we embark on this journey through the *Encyclopedia of Educational Equity*, let us remain mindful of the transformative power of language and the role it plays in shaping our understanding and actions. Language is not just a tool for communication; it is a powerful agent of change that can influence thoughts, perceptions, and behaviors. The words and terms we use can either reinforce existing biases and inequities or challenge and dismantle them.

By engaging with the terms and concepts presented in this encyclopedia, we commit ourselves to a deeper understanding of educational equity. Each term has been carefully defined and contextualized to provide clarity and insight into the complex and multifaceted nature of equity in education.

This engagement is not a passive act but an active pursuit of knowledge that empowers us to recognize and address the systemic barriers that hinder equitable access to education for all students.

Moreover, by incorporating this terminology into our daily conversations, educational practices, and policy-making processes, we contribute to creating a common language that fosters inclusivity and equity. This shared vocabulary helps bridge gaps in understanding and facilitates meaningful dialogue among educators, families, students, policymakers, and community members.

As we delve into this encyclopedia, we are not merely learning definitions; we are expanding our capacity to think critically about issues of equity and justice. We are equipping ourselves with the knowledge and tools needed to advocate for systemic change. This commitment to learning and using equitable language is a step toward realizing a more just and inclusive society, where all individuals have the opportunity to succeed and thrive regardless of their backgrounds or circumstances.

What Is a Micro-Check?

Micro-level thinking refers to analyzing and understanding phenomena, issues, or situations at a small scale, focusing on individual components or specific interactions within your brain. This approach zooms in on the detailed aspects of a topic, often examining the minute elements that contribute to larger patterns of your thinking.

Micro-Checks are intended to help you think about your thinking. At your deepest core, your beliefs are at a micro level and should be explored, unpacked, and interrogated. Use these moments in the book to delve deeply into the root cause of your beliefs. Ask yourself the following questions:

- ▶ Why do I think the way I do?
- ▶ Where do these beliefs come from?
- ▶ Who or what caused me to think this way?
- ▶ If needed, figure out how to counter these thoughts and beliefs.



This is when true change begins. These are your Micro-Checks

Motivation and Inspirations

As my children and I were isolated in our home during the unprecedented pandemic of 2020, the world outside seemed to come to a halt. At that time, I was immersed in my doctoral work at the University of Illinois, Urbana-Champaign, delving deeply into research on diversity and equity and their profound impacts on our schools while often pivoting to support my children learning virtually for the first time. Amidst this academic journey and daunting time period, I witnessed the tragic and senseless death of George Floyd on May 25, 2020, unfold on our television screen.

The juxtaposition of reading about systemic inequities and seeing such a blatant act of injustice unfold before my eyes was a moment of profound awakening. It felt as if the world had stopped, not just because of the pandemic, but because we were collectively confronted with a painful truth that could no longer be ignored. The brutality of George Floyd's death was not just an isolated incident; it was a glaring reminder of the deep-seated racial inequities that continue to plague our society. His death, and the subsequent global protests, highlighted the urgent need for systemic change in all facets of life, including education. *This Encyclopedia of Educational Equity* is born from the collective grief, outrage, and resolve to create a more just and inclusive world.

My motivation for compiling this encyclopedia stems from years of witnessing the profound disparities in educational opportunities and outcomes for marginalized and minoritized communities. As an educator and advocate for equity, I have seen how the lack of understanding and awareness around these issues perpetuates inequality. The George Floyd incident ignited a global movement and reckoning, reaffirming my commitment to dismantling the barriers that prevent all students from reaching their full potential.

The purpose of this encyclopedia is to provide a comprehensive resource that defines the critical terms and concepts related to educational equity. It aims to equip educators, policymakers, students, and advocates with the language and knowledge needed to address and combat inequities in education. By fostering a deeper understanding of these concepts, we can work toward creating learning environments where every student feels valued, supported, and empowered.

This work is not just an academic endeavor; it is a call to action. It is inspired by the countless voices demanding justice and the courageous individuals who have fought and continue to fight for equality. The creation of this encyclopedia is a step toward amplifying those voices and ensuring that the principles of equity are embedded in our educational systems.

I am deeply grateful to the community of scholars, activists, and educators who have contributed to this work.

A

To any citizen of this country who figures himself as responsible—and particularly those of you who deal with the minds and hearts of young people—must be prepared to “go for broke.” Or to put it another way, you must understand that in the attempt to correct so many generations of bad faith and cruelty, when it is operating not only in the classroom but in society, you will meet the most fantastic, the most brutal, and the most determined resistance. There is no point in pretending that this won’t happen.

Baldwin (1963)

A

Anti-Black and Anti-Blackness

The Council for Democratizing Education defines anti-Blackness as a two-part formation that both voids Blackness as valuable and systematically marginalizes Black people and their issues.

The first form of anti-Blackness is overt racism. Beneath this overt racism lies covert structural and systemic racism, which categorically predetermines the socioeconomic status of Black individuals in this country. This structure is maintained by anti-Black policies, institutions, and ideologies.

The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard arises from class, race, and gender privilege that certain individuals experience due to these anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism. Anti-Blackness, as a two-part formation, both dehumanizes Blackness and systematically marginalizes Black people. Society also associates politically incorrect comments with the overt nature of anti-Black racism. Beneath this overt racism lies covert structural and systemic racism, which predetermines the socioeconomic status of Black individuals and is upheld by anti-Black policies, institutions, and ideologies (The Movement for Black Lives, 2021).

Anti-Blackness is also the disregard for anti-Black institutions and policies. This disregard is the product of class, race, and gender privilege certain individuals experience due to anti-Black institutions and policies. Anti-Blackness refers to the prejudice, attitudes, beliefs, stereotyping, or discrimination directed at people of African descent, rooted in their unique history and experience of enslavement and colonization.

Micro-Check



What are some strategies for collectively fighting against anti-Blackness and dismantling systems of oppression?

AAPI: Asian American Pacific Islander

AAPI refers to a diverse group of people with ethnic and cultural origins in East Asia (e.g., China, Japan, Mongolia, North and South Korea, and Taiwan), Southeast Asia (e.g., Cambodia, Indonesia, Philippines, Thailand, Vietnam), South Asia (e.g., Bangladesh, India, Nepal, Pakistan, Sri Lanka), and the Pacific Islands (e.g., Fiji, Republic of Marshall Islands, Samoa, Tonga, Vanuatu). It is important to note that AAPI is an umbrella term that represents a wide range of cultures, languages, and ethnicities.

1905

The U.S. Supreme Court mandates that California extend public education to the children of Chinese immigrants.

Applied Behavior Analysis (ABA)

Applied Behavior Analysis is the science of behavior, with a history extending back to the early 20th century. The guiding philosophy and principle is behaviorism, which is based on the premise that attempts to improve the human condition through behavior change (e.g., education, behavioral health treatment) will be most effective if behavior itself is the primary focus.

ABA is commonly used to help individuals with developmental disorders, particularly Autism spectrum disorder (ASD), to improve various skills and behaviors.

Key Principles of ABA

- 1. Behavior:** Behavior refers to any observable and measurable action that a person does. ABA focuses on understanding and modifying these behaviors.
- 2. Reinforcement:** This principle involves using rewards or positive outcomes to encourage the repetition of desirable behaviors. Positive reinforcement is often used to increase the likelihood of a behavior occurring again.
- 3. Positive Punishment:** While less commonly emphasized, punishment involves implementing positive or negative consequences to reduce the occurrence of undesirable behaviors.
- 4. Antecedents and Consequences:** ABA examines the antecedents (events or conditions that occur before a behavior) and the consequences (events or conditions that follow a behavior) to understand and influence behavior patterns.
- 5. Shaping:** This technique involves reinforcing successive approximations of a target behavior, gradually leading to the desired behavior.
- 6. Generalization:** ABA aims to ensure that learned behaviors are transferred across different settings and situations, making the skills useful in various contexts.

While ABA has been widely implemented and has shown effectiveness in teaching skills and modifying behaviors, there has also been controversy and criticisms in areas such as ethical concerns, normalization focus, lack

of input from individuals with Autism spectrum disorders, and cultural considerations.

ABA Coach/ABA Therapist

An ABA coach/therapist uses the ABA pedagogy to work with individuals, often children with developmental disorders such as ASD, to improve various skills and behaviors. Key roles and responsibilities of an ABA coach or therapist include the following:

1. Assessment and goal setting
2. Developing intervention plans
3. Implementing ABA techniques
4. Data collection and analysis
5. Training and support for caregivers
6. Creating a supportive environment
7. Collaborating with multidisciplinary teams
8. Promoting generalization of skills

Ability

In the context of educational equity, the term “ability” refers to the diverse range of skills, talents, and capacities that students possess. It encompasses intellectual, academic, social, emotional, and physical abilities. Recognizing and valuing the diverse abilities of students is crucial in promoting educational equity, as it involves providing all students with the support, resources, and opportunities they need to succeed, irrespective of their individual strengths or challenges.

Ableism

Ableism is a pervasive system of discrimination, bias, and exclusion that marginalizes individuals identified as different or inferior by social institutions and societies, based on their physical, mental, and emotional capabilities. This comprises a collection of convictions or actions, whether at the individual, community, or systemic tiers, which depreciate and discriminate against individuals with physical, intellectual, or psychiatric disabilities. Such discrimination frequently hinges on the premise that individuals with disabilities require some form of “fixing.”

An example of ableism in education is a school not providing accessible facilities, resources, or assistive technologies for students with physical, intellectual, or sensory disabilities. It perpetuates a system that marginalized these students. This may manifest as inaccessible classrooms, limited support services, or a failure to implement individualized education plans (IEPs, see page 144) effectively.



Micro-Check

How can educational institutions systemically identify and dismantle ableist practices and policies to ensure that students with disabilities receive equitable access to quality education and inclusive opportunities for success?

1973

Section 504 of the Rehabilitation Act prohibits discrimination based on disability in public schools.

Abolition

Abolition in the context of education equity typically refers to the idea of abolishing or dismantling systems, structures, and practices within education that perpetuate inequity and injustice. This concept is often associated with efforts to eliminate discriminatory policies, practices, and beliefs that disproportionately affect marginalized groups in educational settings.

The abolitionist approach in educational equity is rooted in the belief that reforming existing systems may not be sufficient to address deeply ingrained inequities. Instead, it advocates for a transformative shift away from oppressive systems toward more just and inclusive alternatives. Abolitionists argue for reimagining education systems, policies, and practices to center on fairness, justice, and equal opportunities for all students, regardless of their background, race, ethnicity, socioeconomic status, or other identity factors. The abolitionist perspective in education equity is closely linked to broader social justice movements and often involves challenging traditional power structures, advocating for anti-racist practices, and promoting policies that foster inclusivity and equality within educational institutions.

One historical example of abolition in education is related to the dismantling of racially segregated schools in the United States during the mid-20th century. The process of desegregation was a significant aspect of the broader civil rights movement. Before the landmark Supreme Court case of *Brown v. Board of Education* in 1954, racial segregation was legal in many parts of the United States, leading to “separate but equal” facilities for Black and white students. However, the reality was that the facilities and resources for Black students were often inferior, perpetuating systemic inequality.

The *Brown v. Board of Education* decision declared state laws establishing separate public schools for Black and white students to be unconstitutional. The ruling marked a crucial step in the abolition of racially segregated education, challenging the notion of separate but equal. While the legal decision was a significant milestone, the actual process of desegregating schools was complex, with ongoing struggles and resistance in various parts of the country. The desegregation efforts aimed to abolish discriminatory practices within the education system, paving the way for more inclusive and equitable opportunities for students of all races. Despite challenges and ongoing work to achieve true educational equity, the *Brown v. Board of Education* decision remains a landmark example of abolition in education history.

1954

In the landmark case *Brown v. Board of Education of Topeka*, the Supreme Court unanimously rules that segregated schools are inherently unequal and must be dismantled. However, nearly 45 years later, in 1998, schools, particularly in the northern states, remain as segregated as ever.

1957

A federal court mandates the integration of Little Rock, Arkansas public schools. Governor Orval Faubus deploys the National Guard to obstruct nine African American students from enrolling at the all-white Central High School. President Eisenhower intervenes, sending federal troops to enforce the court order not out of support for desegregation but to prevent a state governor from defying the federal government's authority.

Abolitionist Movement

The abolitionist movement was the social and political effort to end slavery everywhere. Fueled in part by religious fervor, the movement was led by people like Frederick Douglass, Sojourner Truth, and John Brown. The early 1800s saw the rise of organized abolitionist movements, both in the United States and the United Kingdom. Groups like the American Anti-Slavery Society (founded in 1833) and individuals like William Lloyd Garrison and Frederick Douglass played crucial roles in advocating for the immediate abolition of slavery.

Abolitionist Teaching

Love (2021) describes abolitionist teaching as it being built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving.

Abolitionist Teaching Network (ATN)

The Abolitionist Teaching Network is a nonprofit organization established in 2020 to support teachers and parents fighting injustice in their schools and communities.

Aboriginal

Aboriginal is a general term that collectively refers to First Nations. The original or earliest-known people to inhabit a region. However, in Australia, it specifically refers to the people who lived on the continent before European colonization. In addition, under Canadian Law, Canadians refer to Inuit, Métis, and First Nations people as “Aboriginal.”

Accessibility

Accessibility refers to the design of products, devices, services, or environments for people with disabilities. The term *accessibility* is also used to discuss students having access to curriculum, activities, and learning. Educational materials and technologies are “accessible” to people with disabilities if they are able to “acquire the same information, engage in the same interactions, and enjoy the same services” as people who do not have disabilities (U.S. Department of Justice and U.S. Department of Education, 2010).

Accomplice

Being an accomplice is considered one of the first steps in race and social justice work. The term *accomplice* encompasses allyship but goes beyond to advocacy. An accomplice uses their privilege to challenge existing conditions at the risk of their own comfort and well-being (Love, 2019).

Accountability

Within the realm of racial equity initiatives in education, accountability pertains to how individuals and school communities uphold their commitments and actions while recognizing the values and groups they are accountable to. Being accountable involves transparency, where one is openly visible about their agenda and processes. In contrast, invisibility serves as a means to evade scrutiny and detection. True accountability requires a dedicated commitment to plight of equity work and all that it entails.

Acculturation

Acculturation is a process through which a person or group from one culture comes to adopt the practices and values of another culture, while still retaining their own distinct culture. This process is most commonly discussed regarding a minority culture adopting elements of the majority culture, as is

typically the case with immigrant groups that are culturally or ethnically distinct from the majority in the place to which they have immigrated.

The result is that the original culture of the person or group remains, but it is changed by this process. When the process is at its most extreme, assimilation occurs wherein the original culture is wholly abandoned and the new culture adopted in its place. However, other outcomes can also occur that fall along a spectrum from minor change to total change, and these include separation, integration, marginalization, and transmutation.

In education, a part of the acculturation process might be a family of immigrants who have recently moved to a new country. Initially, they may continue to practice many of their traditional customs and speak their native language at home. However, over time, as they interact with the local community, their children attend local schools, and they become part of the new culture, they begin to adopt some of the customs, language, and traditions of their new country. This process of adapting to and integrating aspects of the new culture while still retaining some elements of their own culture is an example of acculturation. However, acculturation can also be explained as a person outside of a race/ethnicity mimicking stereotypical characteristics, vernacular, attire, or hairstyle of another race or ethnicity.

Micro-Check



When we expect our students to acculturate to our cultural norms, who's needs are prioritized? How do we find ways to honor our students where they are? In education, do we expect our students to change to fit our systems, or do we change our systems to fit our children? How does acculturation help or hinder our experiences as educators? When might acculturation be harmful?

Ace

Another term for asexual. Not to be confused with the acronym ACE (adverse childhood experiences, see page 14). See page 27 for the definition of asexual.

Achievement Gap

The achievement gap is the persistent disparity in academic achievement between minority and disadvantaged students and their white counterparts. More recently, scholars have moved away from using the term due to its focus on problematizing the student and not the systemic obstacles students face that perpetuate gaps in achievement like resource allocations.

Actually Autistic

A hashtag (#ActuallyAutistic) used by people with Autism spectrum disorders to share their experiences and perspectives online and in social media. The use of the hashtag signifies self-representation, advocacy, connection, pride, and awareness. It is meant to create a safe space for individuals within the Autism spectrum.

Adapting to Diversity

Adapting to diversity means having the will to learn about others and the skill and ability to use others' cultural experiences and backgrounds in educational settings. It includes being aware that change is natural, normal, and necessary for growth and progress (Louque et al., 2020).

Adaptive Expertise

An adaptive experience is

A broad construct that encompasses a range of cognitive, motivational, and personality related components, as well as habits of mind and dispositions. Generally, people demonstrate adaptive expertise when they are able to efficiently solve previously encountered tasks and generate new procedures for new tasks. (Safir & Dugan, 2021)

Adaptive expertise allows individuals to adjust, rethink, and adapt their approaches when faced with new or unexpected challenges. It is increasingly valued in today's society due to its fast pace and need for innovation.

Adultification Bias

Adultification bias is a form of racial prejudice where children of minoritized groups, such as African Americans in the United States, are treated as being more mature than they actually are by a reasonable social standard of development. Adultification is a form of dehumanization that robs Black and Brown children of their childhood by associating them with adults and adult behaviors.

Adverse Childhood Experiences (ACEs)

Adverse childhood experiences (ACEs) are traumatic events that affect a person, including students, such as abuse, neglect, or family death. ACEs consist of ten experiences: child physical abuse; child sexual abuse; child emotional abuse; emotional neglect; physical neglect; mentally ill, depressed, or suicidal person in the home; drug addicted or alcoholic family member; witnessing domestic violence against the mother; loss of a parent to death or abandonment by parental divorce; and incarceration of any family member for a crime. The Centers of Disease Control and Prevention (CDC) continues to collect data on ACEs and health outcomes. Some research has started to expand the definition of ACEs to include the impact of racism, oppression, and community violence. Researchers are finding similar correlations between

these adverse experiences and long-term health outcomes: racism, poverty, systemic oppression, exposure to community violence, microaggressions, stereotype threat, and overly punitive school discipline.

AFAB (Assigned Female at Birth)

The acronym AFAB stands for “assigned female at birth.” Individuals designated as such may or may not consistently identify as female themselves. The term proves valuable in discussions about experiences related to such individuals without necessarily implying a strict connection to womanhood or femaleness. (Refer to the term “transgender” on page 318.)

Affinity Bias

Affinity bias is the tendency to show favor or feel more kinship toward people who are more like you. It may be based on some aspect of identity that we share with that person, or it could be similar interests and backgrounds.

Affinity Groups

A group of people who come together based on shared interests, identities, backgrounds, and or goals is referred to as an affinity group. They are typically formed to be a space of support and connection over commonalities, advocacy, and shared objectives. Affinity groups play a crucial role in creating spaces where individuals can foster inclusion, build community, and promote understanding within organizations such as schools.

Affirm

To affirm someone is to offer emotional support or encouragement. Children must feel valued and affirmed in their personal identity in order for them to actively participate in the classroom and school environment. This same sentiment is true for adults. Teachers need to feel recognized, valued, and affirmed at school. To affirm is to acknowledge, respect, value, and support someone’s full identity and self—including race, ethnicity, sexual orientation, gender identity and expression, experiences, ideas, beliefs, and so on—and to encourage the development and exploration of who they are.

Affirmation

Affirmation includes noticing and naming the unique talents and gifts of each child, especially those culturally grounded ways of being and expressing oneself.

Affirmative Action

Affirmative action began when President John F. Kennedy issued Executive Order 10925 on March 6, 1961. This order mandated that government contractors must actively ensure equal employment opportunities without discrimination based on race, creed, color, or national origin. The aim was to affirm the government’s dedication to equal opportunity for all qualified individuals and to actively promote efforts toward achieving genuine equality for everyone. Eventually, the order expanded to include educational institutions and businesses.

Affirmative action includes a set of policies and actions designed to address historical discrimination and promote equal opportunity for marginalized groups, particularly in areas such as employment policies, education admissions, and contracting and business opportunities. It aims to level the playing field by actively considering factors such as race, gender, ethnicity, or other characteristics that have historically led to discrimination or underrepresentation.

The primary goals of affirmative action include the following:

- 1. Promoting Diversity:** Affirmative action seeks to increase the representation of minority groups in various sectors of society, such as workplaces, educational institutions, and government bodies. By doing so, it aims to create environments that are more inclusive and reflective of the diverse population.
- 2. Addressing Historical Injustice:** It acknowledges and attempts to rectify the systemic discrimination and historical disadvantages faced by certain groups, such as racial minorities, women, and individuals with disabilities. Affirmative action seeks to provide opportunities for these groups that may have been denied to them in the past due to discriminatory practices.
- 3. Ensuring Equal Opportunity:** Affirmative action strives to ensure that everyone has an equal chance to succeed, regardless of their background or identity. By actively recruiting and considering individuals from underrepresented groups, it aims to counteract biases and barriers that may hinder their advancement.

Critics of affirmative action argue that it can lead to reverse discrimination or unfair treatment of individuals who are not from underrepresented groups. They may argue that such policies should be based solely on merit rather than considering factors like race or gender. However, proponents argue that affirmative action is necessary to address systemic inequalities and promote diversity and inclusion. Overall, affirmative action remains a complex and contentious issue, with ongoing debates about its effectiveness, fairness, and legality in various contexts.

More recently, in June 2023, the U.S. Supreme Court issued a landmark ruling that effectively ended race-conscious admissions programs at colleges and universities, marking a significant shift in the legal landscape of affirmative action in higher education. The Court's decision overturned decades of precedent that allowed educational institutions to consider race as one of many factors in their admissions processes to promote diversity and address historical inequities. This ruling has sparked widespread debate and concern about its potential impact on the representation of underrepresented minority groups in higher education and the broader implications for efforts to achieve racial equity in the United States. Institutions now face the challenge of finding alternative ways to cultivate diverse student bodies while complying with the new legal constraints.

Consequently, the state of affirmative action is in flux. While some institutions are shifting toward race-neutral policies, debates continue over equity, access, and systemic barriers. Supporters argue that alternative strategies are necessary to ensure diverse representation, while opponents claim merit-based approaches should prevail. The future of affirmative action now hinges on legal battles, policy shifts, and institutional adaptations.

1996

California passes Proposition 209, barring affirmative action in public employment, contracting, and education. Other states follow suit with their own initiatives, while right-wing factions aim to enact similar legislation at the federal level

Affirmed Gender

Affirmed gender is the gender by which one wishes to be known. This term often replaces terms like “new gender” or “chosen gender,” which imply that an individual’s gender was not always their gender or that the gender was chosen rather than simply in existence.

African-Centered Schools

African-centered schools empower students to view the world through a lens that places Africa at the core. This approach goes beyond instructional methods and curriculum changes that reshape students’ perspectives; it fosters a fundamental shift in their values and actions. More than just the textbooks and learning materials they use, these schools cultivate an environment that is supportive, affirming, and inspiring. At its foundation, this philosophy insists that children are seen as capable learners and as heirs to a rich legacy of scholarship.

Ageism

The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to age. An example of ageism in education might be a teacher position advertised as the ideal candidate for a fifth-grade teacher being “young and dynamic.” This implies that older individuals may not be considered for the role, regardless of their experience, qualifications, or abilities. This is an example of ageism because it discriminates against older individuals based on their age, assuming that youth is a more desirable trait for the job, even if it’s not relevant to the actual requirements of the position.

Agency

“Agency is the feeling that you can do what you want to do. It means that you have a sense of control over your actions and their consequences. It’s similar to feeling empowered or experiencing a sense of autonomy” Aguilar (2024). An example of student agency might be a high school junior who, after recognizing a lack of mental health resources at their school, decides to take action. They research the topic, meet with the school administration, and propose the creation of a peer support group. The student then collaborates with a counselor to develop a program, recruits other students to join, and organizes regular meetings. This demonstrates the student’s capacity to identify a need, formulate a plan, and take initiative to make a positive change in their school community.

Agender

Agender pertains to an individual who does not identify with a gender or who does not experience a sense of gender at all. This differs from nonbinary (refer to Nonbinary) because many nonbinary individuals will have a sense gender identity or an experience of gender that aligns with binary categories (male and female).

Agitation Literacies

Agitation literacies are ways of reading, writing, thinking, and speaking that are connected to the intention and action to upset, disturb, disquiet, and unhinge systemic oppression, for example, reading and responding to literature through a critical lens and enabling students to analyze and understand the deep-rooted structures of oppression in society (Muhammad, 2019). Students might recognize the historical context and recognize the historical foundations of racial oppression, understanding how past policies, practices, and biases have perpetuated systemic inequalities.

ALANA

ALANA is an acronym for people who identify as African, Latino, Asian, or Native American

Alaska Native-Serving Institutions (ANSIs)

Alaska Native-serving institutions are institutions that have at least 20 percent Alaska Native students. The U.S. Department of Education provides grants and other related assistance to these institutions to enable them to improve and expand their capacity to serve ANSIs.

Alien in Own Land

“Alien in own land” is a phrase coined when people of color are assumed to be foreign-born. If someone appears foreign, especially to majority individuals in a particular region, they may hear questions like “where are you from?” or “where were you born?” and they may hear statements like “you speak good English,” implying the speaker believes their first language must be something other than English. Such comments are often received negatively because they imply the individual must not be American or that they are a foreigner simply because of their appearance.

Allistic

An allistic person is an individual who does not have an Autism spectrum disorder but who may be affected by other mental health conditions, like anxiety or obsessive-compulsive disorder.

Allosexual

Allosexual people might identify as gay, lesbian, bisexual, pansexual, or of another sexual orientation. Allosexual people feel both romantic and sexual attraction to someone, generally meaning that they want to be in a relationship and perform sexual acts as a part of that relationship. In contrast, an asexual person may want to be in a relationship with someone because of their *romantic* attraction to them, but they feel no desire to perform sexual acts with their partner.

Allosexism

Allosexism is the pervasive system of discrimination and exclusion that oppresses asexual people; it is built on the assumption that everyone does and should experience sexual attraction.

Ally and Allyship

In equity terminology, an ally refers to an individual who supports and advocates for minoritized or underrepresented groups, often in the context of social, racial, and gender justice (among others). An ally is someone who actively works to challenge and dismantle systems of oppression, prejudice, and discrimination. This support involves understanding and acknowledging the struggles faced by the marginalized group, using one's privilege to amplify their voices, and promoting inclusivity.

An individual who dedicates themselves to acknowledging their privilege (stemming from factors such as gender, class, race, sexual identity, etc.) and actively supports marginalized communities in the pursuit of equality. Allies recognize that eliminating all forms of oppression, even those from which they may personally benefit, is essential for their own well-being and for fostering a just society.

Allyship is an action, not an identity. Members of the advantaged group recognize their privilege and work in solidarity with oppressed groups to dismantle the systems of oppression(s) from which they derive power, privilege, and acceptance. It requires understanding that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. It means taking intentional, overt, and consistent responsibility for the changes we know are needed in our society that are often ignored or left for others to deal with; it does so in a way that facilitates the empowerment of persons targeted by oppression.

Ally is a term relating generally to individuals who support minoritized groups. In the LGBTQ+ community, this term is used to describe someone who is supportive of LGBTQ+ individuals and the community, either personally or as an advocate. Allies include both heterosexual and cisgender people who advocate for equality in partnership with LGBTQ+ people, as well as people within the LGBTQ+ community who advocate for others in the

community. “Ally” is not an identity. Instead, allyship is an ongoing process of learning that includes action (PFLAG, 2024)

Allyship is leveraging personal positions of power and privilege to fight oppression by respecting, working with, and empowering marginalized voices and communities; using one’s own voice to project other less represented voices. This is not something you achieve that is permanent. Instead, it is fluid and depends on how you are perceived by others. Allyship is an active and consistent practice of using power and privilege to achieve equity, inclusion, and justice while holding ourselves accountable to marginalized people’s needs.

An example of allyship in educational equity might involve a teacher actively supporting and advocating for the needs and rights of marginalized students within a school system. Here’s a scenario to illustrate allyship: A teacher notices that students from a particular marginalized group consistently face obstacles in accessing educational resources or opportunities. This teacher, recognizing the importance of allyship, takes several actions:

1. Advocating for inclusive policies
2. Amplifying marginalized voices
3. Addressing bias and microaggressions
4. Collaborating with colleagues
5. Seeking professional development opportunities to enhance their understanding of cultural competence, diversity, and equity

Alternative Schools

Alternative schools are educational settings that prioritize specialized approaches to learning, focusing on small class sizes, personalized instruction, and reduced emphasis on competitive assessments. They often feature high teacher-to-student ratios and less structured classroom environments to better meet the individual needs of students. They offer nontraditional approaches to teaching and learning. These schools typically cater to students who may not thrive in traditional school settings due to various reasons such as learning disabilities, behavioral issues, personal circumstances, or academic struggles. Alternative schools often provide smaller class sizes, individualized instruction, flexible schedules, and specialized programs to meet the diverse needs of their students. They may focus on specific educational philosophies or methodologies, such as Montessori or project-based learning, and often prioritize holistic development and student-centered approaches. Some alternative schools also offer programs tailored to specific interests or career paths, providing hands-on experiences and vocational training. Overall, alternative schools aim to provide a supportive and inclusive environment where students can thrive academically, socially, and emotionally.

1848: Massachusetts Reform School

The Massachusetts Reform School at Westboro commences operations, providing a facility for children who have resisted attending public schools. This marks the inception of a lengthy tradition of “reform schools or alternative schools,” which integrate aspects of both the education and juvenile justice systems.

The war with Mexico concludes with the signing of the Treaty of Guadalupe-Hidalgo in 1848, granting the United States nearly half of the territory then belonging to Mexico. This includes the entirety of what is now the U.S. Southwest, along with portions of Utah, Nevada, and Wyoming, as well as the majority of California. The treaty ensures citizenship rights for all inhabitants of these areas, primarily Mexicans and Native peoples, and guarantees the preservation of the Spanish language, including its use in education. However, in 1998, California breaches this treaty by passing Proposition 227, which prohibits teachers from speaking Spanish in public schools.

AMAB (Assigned Male at Birth)

AMAB is the acronym meaning assigned male at birth. AMAB people may or may not identify as male, either some or all of the time. See “transgender” (page 318) for more information. AMAB is a useful term for educating people about transgender and specifically AMAB-related issues without making an unnecessary and binary connection between a sense of “manhood” and maleness (i.e., the traditional binary sense of male gender, PFLAG, 2024).

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) is a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities. Disabilities covered by the act include ADHD, Autism spectrum disorders, blindness, cancer, deafness, HIV/AIDS, mobility impairments (including those that require a wheelchair), multiple sclerosis,

muscular dystrophy, posttraumatic stress disorder, schizophrenia, and many others. The ADA prohibits discrimination on the basis of disability just as other civil rights laws prohibit discrimination on the basis of race, color, sex, national origin, age, and religion. The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs.

It is important to note that sexual orientation was once incorrectly labelled as a disability. The ADA Amendments Act of 2008 explicitly strikes this down, stating that “homosexuality and bisexuality are not impairments and as such are not disabilities.” But in 2022, the United States Court of Appeals for the Fourth Circuit ruled that the ADA does cover gender dysphoria, which granted transgender people legal protections they did not have under the ADA before that ruling.

Amplifying Voice

The use of amplification to give credit to and volume to the voices of under-represented people is referred to as amplifying voice. Doing so gives space and lifts the voices of marginalized and minoritized communities.

Androgyny

Androgyny is a nonbinary gender identity linked to androgyny, wherein individuals embody both feminine and masculine qualities, though not necessarily in a balanced manner. Presently, Western society does not prescribe specific gender roles for androgynes. The term “andro” pertains to male/masculinity, while “gyne” pertains to female/femininity.

Anti-Asian

Anti-Asian racism encompasses the historical and persistent discrimination, negative stereotyping, and injustice faced by individuals of Asian descent due to assumptions about their ethnicity and nationality. People of Asian origin encounter explicit and nuanced racist tropes and stereotypes on both individual and systemic levels, contributing to their continuous social, economic, political, and cultural marginalization, as well as unequal treatment.

Anti-Bias

Anti-bias refers to an approach or stance that actively opposes and seeks to eliminate biases, prejudices, and discrimination based on factors such as race, ethnicity, gender, sexual orientation, socioeconomic status, or other characteristics. The goal of an anti-bias perspective is to promote fairness, equality, and justice by challenging and confronting discriminatory attitudes, behaviors, and systems. This approach aims to create inclusive environments that respect and value the diversity of individuals, fostering understanding and empathy while actively working against any form of bias or discrimination. Anti-bias education, for example, is an educational approach that emphasizes awareness, understanding, and action to address and prevent bias and prejudice.

Anti-Bias Curriculum

Anti-bias curriculum is an approach to early childhood education that sets forth values-based principles and methodology in support of respecting and embracing differences and acting against bias and unfairness. Anti-bias curriculum is designed to help educators and students recognize and challenge biases related to race, ethnicity, gender, disability, and other aspects of identity. It promotes critical thinking and problem-solving skills that enable individuals to identify, reflect upon, and address bias and inequality in various contexts.

Anti-bias teaching requires critical thinking and problem solving by both children and adults such as the following:

- ▶ Critical self-reflection
- ▶ Interrogating stereotypes
- ▶ Perspective-taking
- ▶ Challenging injustice
- ▶ Promoting an equity mindset
- ▶ Deconstructing bias in policy and practice

Anti-Bias Education

Anti-bias education is a pedagogical approach aimed at fostering an appreciation for diversity and its significance in nurturing a society characterized by respect and civility. It actively opposes prejudice, stereotyping, and any manifestation of discrimination within educational settings and communities. This methodology integrates an inclusive curriculum that encompasses a range of experiences and viewpoints, instructional techniques that promote the progress of all learners, and tactics for establishing and maintaining secure, inclusive, and respectful learning environments.

Anti-bias education is an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students' learning, and strategies to create and sustain safe, inclusive and respectful learning communities. (The Teaching Tolerance, 2018)

Anti-Black Racism

Any stance, conduct, custom, or policy that overtly or subtly conveys the notion that Black people are inferior to another racial group is considered anti-Black racism. This form of racism manifests in interpersonal, institutional, and systemic dimensions and is rooted in the ideology of white supremacy.

Anti-Fat/Anti-Fatness

The bias against overweight individuals, both implicit and explicit, is rooted in a sense of blame and presumed moral failing. In Western culture, being overweight or fat is highly stigmatized. It is also known as weightism.

Anti-Hate Education

Anti-hate education pedagogy stems from the belief that acts of discrimination, bullying, harassment, violence, vandalism, or any form of intimidation have no place in school.

Anti-Intellectualism

Anti-intellectualism is opposition or animosity directed toward intellectuals and the contemporary theories associated with academia, art, social dynamics, religion, and other fields, especially science and politics. Such opposition represent a growing trend of anti-intellectualism that has been written about in America since at least the 1960s (see, for example, Richard Hofstadter's 1964 Pulitzer-winning book, *Anti-Intellectualism in American Life*). It is the belief or doctrine that the intellect and reason hold less significance than actions and emotions in addressing practical issues and comprehending reality.

An instance of anti-intellectualism in education could involve the refusal or dismissal of expert viewpoints, scientific consensus, or evidence-based methodologies in favor of unsubstantiated beliefs or ideologies. For example, if a school board opts to omit well-established scientific theories like evolution or climate change from the curriculum based on ideological or nonevidence-based rationales, it would demonstrate anti-intellectual tendencies in education. Such actions undermine the principles of critical thinking, scientific inquiry, and the pursuit of knowledge grounded in evidence, all of which are fundamental to a robust educational framework.

Anti-Meritocracy

Politicians across the ideological spectrum continually return to the theme that the rewards of life—money, power, jobs, university admission—should be distributed according to skill or ability, effort, and merit (i.e., one worked hard to get what they have). Meritocracy has become a leading social ideal around the world. “Anti-meritocracy” describes a perspective against such a system.

Anti-Oppression/Anti-Oppressive

Anti-oppressive pedagogy and thinking recognizes the various oppressions that exist in our society and attempts to mitigate their effects with the aim of equalizing the power imbalances in our communities. It is a philosophical viewpoint and a set of principles and practices aimed at identifying, challenging, and dismantling systems of oppression and discrimination in various social, cultural, and institutional contexts. The goal is to create equitable and just systems that recognize and value diversity, ensuring that all individuals are treated fairly and have equal access to opportunities, resources, and rights

Anti-Racism

Anti-racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and is set up in opposition to individual racist behaviors. It must begin at the personal and individual level in order to make impact on the institutional level. It is the conscious and intentional efforts to challenge, disrupt, and dismantle racial prejudice, dominance, discrimination, and privilege both at the individual and institutional levels (*Race Reporting Guide*, 2015).

Anti-Racism Education

Anti-racism education is the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism. It is an approach to learning that aims to address and eradicate racism in all its forms. It goes beyond merely promoting tolerance or diversity and actively seeks to challenge and dismantle systems of racial oppression. The primary goals of anti-racism education are to foster awareness, understanding, and empathy, while equipping individuals with the knowledge and skills to actively combat racism in their communities and institutions.

Anti-Racist

An anti-racist individual actively supports anti-racist policies through their actions or by advocating anti-racist ideals. This involves affirming the equality of racial groups and rejecting the notion that any group needs development or are less than other groups of people. It also entails endorsing policies aimed at diminishing racial inequities.

Anti-Racist Ideas and Concepts

An anti-racist concept posits that all racial groups are inherently equal despite visible differences and that no racial group is inherently inferior or superior. Advocates of anti-racism contend that racial injustices stem from racist policies.

Micro-Check



What are some strategies for collectively fighting against anti-Blackness and dismantling systems of oppression?

Anti-Semitism

Anti-Semitism is hostile behavior, prejudice, and discrimination toward Jews just because they are Jewish, including stereotyped views and teachings proclaiming the inferiority of Jews. A person who holds such positions is called an anti-Semite.

Anti-White Racist

An anti-white racist is someone who classifies people of European descent as biologically, culturally, or behaviorally inferior. Anti-white racists tend to conflate the entire race of white people with racist power (Kendi, 2019).

Apartheid

Apartheid was a system of institutionalized racial segregation and discrimination that was implemented in South Africa from 1948 until the early 1990s. The term “apartheid” comes from the Afrikaans word meaning “apartness,” reflecting the regime’s policy of separating and discriminating against people based on race. Elements of apartheid include passing laws that required Black South Africans to carry passbooks that were used to control their movement. It restricted where and when they could travel. If found outside of their approved jurisdictions, they could be arrested. In addition, apartheid was based on racial classification, which allowed for geographical segregation, political disenfranchisement, and discrimination in public services such as schools, hospitals, and transportation.

Apartheid Schools

Apartheid schools are modern-day segregated schools. For example, in some areas, there may be schools with predominantly low-income students that lack adequate resources, experienced teachers, and access to advanced coursework compared to schools in wealthier neighborhoods. This can create a de facto segregation based on socio-economic status, leading to significant educational inequities (Love, 2023).

Aromantic

A person who experiences little to no romantic attraction to others is referred to as aromantic. This means that they do not typically have the desire to form romantic relationships, which are often characterized by feelings of love, infatuation, or the desire for a romantic partner.

“Artifacts” for Student Work

In education, artifacts in student work refer to tangible and observable pieces of evidence that demonstrate a student’s learning, progress, and achievements. These artifacts are products or creations resulting from a student’s engagement with educational activities and assessments. Examples of artifacts in student work that provide insights into the students’ culture and positionality include essays and papers, projects, portfolios, presentations, artwork, STEAM projects, assessment responses, digital media, and lab reports. Artifacts in student work serve as valuable evidence for assessing and understanding a student’s learning journey, allowing educators to gauge their strengths, weaknesses, and overall progress. They also play a role in fostering reflective practices and personalized feedback.

Ascription of Intelligence

The ascription of intelligence in education refers to the tendency to attribute specific intellectual abilities or potential based on factors such as race, socio-economic status, or cultural background, rather than assessing individual

capabilities objectively (Bensimon, 2004). For example, when assigning intelligence based on race or racist beliefs, you might hear “you are a credit to your race” or “you are so articulate.” An example of ascription of intelligence in a classroom setting is a teacher unconsciously ascribing higher intelligence to students from more affluent backgrounds. For example, Alex and Taylor, attend the same school but come from different socioeconomic backgrounds. Alex comes from a well-off family with access to various educational resources and extracurricular activities. Taylor, on the other hand, comes from a lower-income family with limited resources. Despite both students demonstrating equal intellectual capabilities, the teacher may unknowingly ascribe higher intelligence to Alex, assuming that the financial advantages in Alex’s life automatically translate to greater cognitive abilities. As a result, the teacher might provide more challenging opportunities and positive feedback to Alex, while Taylor may receive fewer opportunities and less encouragement. This ascription of intelligence based on socioeconomic status can contribute to educational disparities and limit the potential of students who may excel academically regardless of their economic background. Addressing and mitigating such biases is crucial for fostering an equitable and inclusive learning environment.

Asexual

Sometimes abbreviated as “ace” (see page 13), the term asexual refers to an individual who does not experience sexual attraction. Each asexual person experiences relationships, attraction, and arousal differently such as romantic, aesthetic, sensual, intellectual, and platonic attraction. Asexuality is distinct from chosen behavior such as celibacy or sexual abstinence; asexuality is a sexual orientation that does not necessarily entail specific chosen behaviors. Asexual people exist on a spectrum of sexual attraction and can use terms such as gray asexual or gray ace to signify they rarely or under certain circumstances experience sexual attraction.

Assessing Cultural Knowledge

Assessing cultural knowledge means being aware of what you know about your culture, the culture of the school community, others’ cultures, how you react to others’ cultures, and what you need to do to be effective in cross-cultural situations (Louque et al., 2020).

Asset Pedagogies

Ladson-Billings (1994) defines asset pedagogies as “teaching practices that empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (p. 17). Asset pedagogies use the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology (Gay, 2002; Ladson-Billings, 2014; Paris, 2012; Paris & Alim, 2017).

Asset-Based Thinking

Asset-Based Pedagogies center on the positive attributes and strengths that a diverse student body contributes to the classroom environment. This approach serves as a direct departure from historical deficit-based

educational models. In asset-based pedagogies, the diverse characteristics students bring to the classroom—such as culture, language, disability, socio-economic status, immigration status, and sexuality—are perceived as valuable assets that enhance the learning environment and community. Moreover, asset-based pedagogies acknowledge the fluidity in students' identities, recognizing that individuals may navigate and identify with multiple groups simultaneously.

Assimilation/Assimilationist

Aguilar (2020) defines assimilation as “the full adoption (by an individual or a group, forced or voluntary) of cultural values and patterns of a different social, linguistic or religious ethos, resulting in diminished or eliminated attitudes and behaviors of the original cultural group” (p. 371). According to Kendi (2019), “an assimilationist is one who is expressing the racist idea that a racial group is culturally or behaviorally inferior and is supporting cultural or behavioral enrichment programs to develop that racial group” (p. 30).

Attribution Bias

Attribution bias describes how people explain the behavior or outcomes for themselves or others, for example, attributing a person's success to their natural abilities, versus seeing that success as the result of luck or favoritism.

Atypically Developing

Development that is unusual in its pattern, is not within normal developmental milestones, and adversely affects the child's overall development is considered atypical. Atypical children or students are those whose development, whether cognitive, physical, social, emotional, or behavioral, deviates from the typical developmental milestones or norms expected for their age group. These developmental differences may be evident in various areas, including learning abilities, social interactions, communication, motor skills, and emotional regulation.

Audacious Hope

Audacious hope is an idea that educators must reconnect to collective experience by struggling alongside one another, sharing in the victories and the pain (Duncan-Andrade, 2009). This idea describes a form of hope that is deeply rooted in the realities of struggle and oppression, yet remains committed to the possibility of creating a better future. This idea of hope goes beyond superficial optimism and instead embraces a courageous, realistic, and action-oriented approach to facing and overcoming challenges, particularly in the context of education and social justice.

Augmentative and Alternative Communication (AAC) Systems

Augmentative and alternative communication systems are methods used instead of oral speech. AAC systems can include body language, vocalization, sign language, low-tech pictures and text systems, and high-tech electronic

tablet applications or speech-generating devices. People who use AAC frequently use multiple types and may also use speech in some circumstances.

Authoritarianism

The principle of unquestioning obedience to authority, contrasting with the promotion of individual freedom of thought and action, characterizes authoritarianism. In the realm of governance, authoritarianism refers to any political system wherein power is centralized within a leader or a small elite, exempt from constitutional accountability to the broader populace.

For instance, the belief that challenging historical topics (like racism or slavery) should be withheld from public knowledge aligns with an authoritarian perspective. In educational equity, the authoritarian approach neglects the diverse cultural, social, and economic backgrounds of students, leading to a lack of equity in the educational system. The government, under the autocratic rule, enforces a one-size-fits-all approach to education, disregarding regional variations and the unique needs of different communities. The curriculum is designed without consulting educators, parents, or local communities, resulting in a disconnect between what is taught and the realities of students' lives.

1851

The State of Massachusetts enacts its first compulsory education law, aiming to ensure that the children of impoverished immigrants receive education aimed at instilling “civilized” behavior, obedience, and restraint. The objective is to cultivate a workforce of compliant individuals who do not contribute to social unrest.

Autistic Self Advocacy Network (ASAN)

ASAN is a 501(c)(3) nonprofit organization run by and for autistic people. ASAN is a national grassroots disability rights organization for the autistic community. Find more information at <https://autisticadvocacy.org/about-asan/>

Autism Spectrum Disorder (ASD)

ASD is a neurodevelopmental condition that affects how people learn, communicate, interact with others, and behave. It can be diagnosed as early as three years old and last the person's life. Symptoms can improve overtime, and there are varying levels of severity of the symptoms. ASD affects people differently, with some requiring significant support in their daily lives, while

others may live independently and lead successful lives. ASD can impact the following:

- ▶ Social communication and interactions such as challenges in social reciprocity, difficulty forming relationships, and/or language differences
- ▶ Repetitive behaviors and restricted interests such as the need for routine and predictability and intense focus on special interests
- ▶ Sensory processing differences that might include under and over responsiveness and sensory interests
- ▶ Cognitive and learning differences, including varied cognitive abilities and learning styles

Autism Spectrum Disorder is a complex and diverse condition that affects how individuals communicate, interact, and process the world around them. Understanding and supporting people with Autism requires recognizing their unique needs and abilities, providing tailored interventions, and fostering inclusive environments where they can thrive. However, in recent years, there have been significant shifts in the understanding, diagnosis, and treatment of ASD. These changes reflect ongoing research, evolving perspectives within the medical and psychological communities, and growing advocacy from individuals with Autism and their families. The shifts include but are not limited to the following:

- ▶ Research and genetic insights
- ▶ Educational shifts
- ▶ Increased advocacy and self-advocacy
- ▶ Changes in treatment approaches
- ▶ Changes in diagnostic criteria
- ▶ Broader understanding of ASD

