



Oregon

Kate Brown, Governor



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Colt Gill

Director of the Oregon Department of Education

ETHNIC STUDIES/HB2845

House Bill 2845 directed ODE to convene an advisory group to develop statewide ethnic studies standards for public kindergarten through grade 12. The advisory group includes representation from middle and high school students; the State Commissions (Indian Services, Asian and Pacific Islander, Black Affairs, Hispanic Affairs, and Oregon Disabilities); the LGBTQ community; the ODE Office of Equity, Diversity and Inclusion; a K-12 educator; a college or university professor of ethnic studies; and an expert in the field of Middle Eastern Studies and Jewish Studies. They have met monthly over the past year.

Currently, there are Oregon Social Sciences Standards that indicate what students should know and be able to do in civics, economics, financial literacy, geography, history, and Social Science Analysis. These standards include a multicultural section that is missing what the emphasis on ethnic studies can add. Ethnic Studies Standards will go much deeper and create teaching and learning opportunities for students to examine identity, race, ethnicity, community, religion, nationality and culture in the United States.

These standards will equip students with a more robust historical narrative that centers on the histories, contributions, and perspectives of historically, traditionally and/or currently marginalized communities and individuals. This will include Native American or Americans of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent, women, people with disabilities, immigrants, refugees and individuals who are lesbian, gay, bisexual or transgender. These standards will also assist students in developing a critical lens to see the world by understanding the systems and power at the root of American society.

Although not an exhaustive list, the following summarizes what the group has accomplished thus far:

- Engaged in conversations as to what meaningful, relevant and engaging instruction should be for students in kindergarten through grade classrooms and discussed the need to create learning outcomes by grade band.
- Discussed the importance of creating environments that integrates academic rigor with race- and culture- conscious approaches to teaching and learning.

- Discussed what is missing in the current version of the multicultural section of the social sciences standards and how important it is for the standards to provide a variety of teaching and learning opportunities where the histories, contributions and perspectives of ethnic and social group members (indicated above) are taught and celebrated.
- Identified the importance of culturally sustaining pedagogies being central to the learning outcomes and recommendations that will emphasize language and literacies, culture and content, and advocacy and action.

Next steps and timeline...the advisory committee:

- Will meet six times in 2019.
- Plans to examine more research and promising practices for teaching ethnic studies.
- Will engage social and ethnic minorities regarding their experiences to ensure a variety of perspectives and voices are included in the final version of the recommendations.
- Will finalize learning outcomes and recommendations for the ethnic studies standards.
- Will submit a final report this summer (2019) to ODE proposing ethnic studies standards.

Note: Scheduled to be adopted by 9/15/2020. Meanwhile, teachers/school districts should continue to plan on teaching content of the multicultural standards as they appear at this time.

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