
OREGON EDUCATOR LICENSURE ASSESSMENTS®

**PROTECTING STUDENT AND CIVIL RIGHTS IN THE
EDUCATIONAL ENVIRONMENT EXAMINATION**

TEST FRAMEWORK

December 2008

Copyright © 2008 by the Oregon Teacher Standards and Practices Commission

Oregon Educator Licensure Assessments, ORELA, and the ORELA logo are trademarks, in the U.S. and/or other countries, of the Oregon Teacher Standards and Practices Commission and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).

OREGON EDUCATOR LICENSURE ASSESSMENTS®

PROTECTING STUDENT AND CIVIL RIGHTS IN THE EDUCATIONAL ENVIRONMENT EXAMINATION

TEST FRAMEWORK

June 2008

Subareas	Range of Objectives
Legal Foundations	01–02
Equity in the School Environment	03–05

Copyright © 2008 by the Oregon Teacher Standards and Practices Commission

Oregon Educator Licensure Assessments, ORELA, and the ORELA logo are trademarks in the U.S. and/or other countries of the Oregon Teacher Standards and Practices Commission and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).

This document may not be reproduced for commercial use but may be copied for educational purposes.

OREGON EDUCATOR LICENSURE ASSESSMENTS

PROTECTING STUDENT AND CIVIL RIGHTS IN THE EDUCATIONAL ENVIRONMENT EXAMINATION

TEST FRAMEWORK

Legal Foundations
Equity in the School Environment

LEGAL FOUNDATIONS

0001 Understand federal and state laws that protect individual civil rights and prohibit discrimination in educational settings, as well as ethical standards for educators in Oregon.

For example:

- recognizing categories of discrimination in educational settings addressed by federal and state laws and regulations (e.g., race, national origin, religion, sex, age, disability, marital status)
- demonstrating knowledge of federal and state laws and regulations that protect individual civil rights, prohibit discrimination, and promote educational equity (e.g., Title VI of the Civil Rights Act of 1964, Title III of the No Child Left Behind Act of 2001, Title IX of the Education Amendments of 1972, Americans with Disabilities Act, Oregon statutes prohibiting discrimination in employment in public schools)
- recognizing the constitutional foundations (e.g., First and Fourteenth Amendments to the U.S. Constitution; Article I, Bill of Rights, of the Oregon Constitution) and legal principles (e.g., equal treatment under the law) underlying federal and state laws related to civil rights and discrimination
- applying knowledge of standards and guidelines for acting fairly, ethically, and with integrity in varied educational contexts, as outlined in the Standards for Competent and Ethical Performance of Oregon Educators
- identifying procedures available to teachers and students for seeking recourse when laws relating to civil rights, civil liberties, or discrimination may have been violated, and recognizing educators' personal responsibility for reporting and responding to violations of federal and state antidiscrimination laws

**PROTECTING STUDENT AND CIVIL RIGHTS IN THE EDUCATIONAL
ENVIRONMENT EXAMINATION
TEST FRAMEWORK**

0002 Understand federal and state court decisions related to individual civil rights and discrimination in educational settings.

For example:

- examining federal and state court decisions that address individual civil rights including freedom of speech, freedom of the press, and freedom of religion (e.g., *Tinker v. Des Moines Independent Community School District*, *Hazelwood School District v. Kuhlmeier*, *Harper v. Poway Unified School District*)
- examining federal and state court decisions that address discrimination on the basis of race, ethnicity, language, gender, age, religion, or disability (e.g., *Brown v. Board of Education of Topeka*, *Lau v. Nichols*, *United States v. Virginia*, *Childers v. Morgan County Board of Education*, *West Virginia State Board of Education v. Barnette*, *Board of Education v. Rowley*)
- recognizing the constitutional principles on which federal and state court decisions that prohibit discrimination and promote educational equity are based (e.g., personal liberty, due process of law, privacy, equal opportunity)
- analyzing educational situations involving constitutional issues related to civil rights, civil liberties, and discrimination

**PROTECTING STUDENT AND CIVIL RIGHTS IN THE EDUCATIONAL
ENVIRONMENT EXAMINATION
TEST FRAMEWORK**

EQUITY IN THE SCHOOL ENVIRONMENT

0003 Understand strategies for ensuring equity, inclusion, and cultural awareness in the educational environment.

For example:

- applying knowledge of how to create and sustain an equitable, nondiscriminatory learning environment for all students, including but not limited to students with diverse cultural, racial, language, socioeconomic, and religious backgrounds; students of either gender; students with different sexual orientations; and students with disabilities
- identifying skills and strategies for promoting a sense of community in the classroom and ensuring positive, productive interactions among students with diverse characteristics, backgrounds, and needs
- recognizing factors that influence student perceptions and behaviors related to diversity and effective methods for promoting students' understanding and respect for racial, cultural, language, national origin, and other differences
- applying knowledge of skills and criteria for designing curricula and selecting materials for the learning environment (e.g., texts, classroom displays) that reflect diversity in positive ways and are representative of the diversity of the school and the broader society
- identifying effective and appropriate educator responses to specific classroom problems related to equity and inclusion
- demonstrating knowledge of educator responsibilities in regard to creating a safe, caring environment for all students; protecting students from all forms of harassment and other types of discriminatory treatment; and ensuring that the rights and dignity of all students are respected
- demonstrating knowledge of how to communicate and collaborate positively and effectively with families and coworkers who have diverse needs, backgrounds, and perspectives
- demonstrating knowledge of how to recognize and respond to situations involving employment discrimination in the educational environment

**PROTECTING STUDENT AND CIVIL RIGHTS IN THE EDUCATIONAL
ENVIRONMENT EXAMINATION
TEST FRAMEWORK**

0004 Understand the implications of student diversity for teaching and learning and how to interact with all students in ways that promote their self-confidence and achievement of educational goals.

For example:

- applying knowledge of strategies that educators can use to increase their own understanding of student diversity and its impact on teaching and learning
- applying knowledge of the educational implications of student differences (e.g., cultural background, home language, national origin, sexual orientation, disabilities, talented and gifted) and how to meet the needs of all students in ways that promote learning and self-esteem
- demonstrating knowledge of behaviors that show sensitivity and responsiveness to students with diverse characteristics and needs in various educational settings
- applying knowledge of how to treat all students equitably
- demonstrating awareness of the importance of avoiding stereotyping students and of treating all students as individuals
- applying knowledge of skills and strategies for working and interacting effectively with all students, including but not limited to students with diverse racial, cultural, and language backgrounds; students of both genders; students from various socioeconomic circumstances; students with disabilities; and students with different sexual orientations and diverse family arrangements

**PROTECTING STUDENT AND CIVIL RIGHTS IN THE EDUCATIONAL
ENVIRONMENT EXAMINATION
TEST FRAMEWORK**

0005 Understand situations involving equitable student access to educational courses, programs, and experiences, and nondiscriminatory grading and advising.

For example:

- demonstrating knowledge of situations in which inequitable treatment of students leads to inequitable educational opportunities, including the overrepresentation or underrepresentation of certain categories of students in particular courses and programs, and ways educators can respond to these situations
- identifying appropriate remedies for school personnel to use in responding to past practices that result in discrimination against certain categories of students and discourage their enrollment and participation in particular courses
- applying knowledge of factors in the classroom (e.g., grouping practices, testing and grading practices, teacher attitudes and behaviors) and in the school (e.g., tracking, advising) that can lead to inequitable student access to courses, programs, and learning experiences, and ways educators can avoid or respond to these situations
- demonstrating knowledge of factors contributing to the disproportionate enrollment of students with particular racial, cultural, language, and socioeconomic backgrounds in special education programs and appropriate methods used by educators to address this problem
- demonstrating knowledge of the problems of discriminatory grading and advising based on gender, racial, and other stereotypes and ways educators can avoid these problems
- identifying situations in which separation of students according to sex, disability status, or other criteria is legally acceptable (e.g., separation by sex in contact sports in physical education classes, ability grouping for some classroom activities) and situations in which such separation is not legally acceptable
- recognizing subtle forms of exclusionary and inequitable treatment and strategies to eliminate these practices in the school and classroom