A message from the editor

Last month I had the opportunity to speak at Seattle Central about the impact of IDEA, a law that can trace its roots to the civil rights movement and the U.S. Supreme Court decision in Brown v. Board of Education (1954). During the civil rights movement, the prevailing definition of equity and access was challenged to end racial segregation. In the early 1970s additional court cases led to the passing of the Education for All Handicapped Children Act (Public Law 94-142) in 1975—an act that redefined equity and access for students with disabilities. In the 21st century, equality has a much deeper meaning. Not only do we think about gender, race, ethnicity, and disability but poverty and sexual orientation. No longer is it enough to ensure that all students have equal access to an education. It is our duty as educators to ensure that all students have the necessary tools and supports to achieve.

Article IX of the Washington State Constitution states, “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” The theme for this edition of Curriculum in Context is Equity, Access, and Achievement for All. From differentiation of instruction to infusing jazz to engage students in history lessons, the words, equity, access, and achievement take on a life of their own. Each of us views the world through our life experiences. As you read this edition, I challenge you to consider your preconceived ideas about equity, access, and achievement and to think about how you might apply the ideas presented in this journal to your practice—whether it is in the classroom, district, or state level.

In keeping with the theme of equity and access, our next journal will focus on supporting culturally and linguistically diverse (CLD) learners. We encourage you to submit your articles and book reviews. We are looking for teachers, administrators, and faculty, as well as organizations that support culturally and linguistically diverse learners to write articles detailing how to support CLD learners of all ages. We want to hear from you.

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