

Standard 4 *Diversity*

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

4.1 Design, Implementation, and Evaluation of Curriculum and Experiences

The early childhood education program has had an explicit commitment to diversity since at least February 1993, when the Interdisciplinary Multicultural Education Committee was established in the Department of Elementary Education. That committee's work influenced activities related to diversity within the College of Education and across the University of Georgia.

The University of Georgia established the following policy on diversity in undergraduate programs, adopted by the University Council in June 1997:

In order to further enrich the educational experience of the University of Georgia and to ensure that our graduates acquire the understanding and respect for cultural differences necessary for an enlightened citizenry, all undergraduate students will be required to study cultural diversity within a domestic or global context before graduation. This requirement may be completed by curricular or extracurricular experiences. The curricular requirement option may include study abroad, supported learning experiences, infusion of content across courses, or one course or a series of courses, so long as the particular approach meets the approval of the student's college or school. The extra-curricular option may be fulfilled with a community service program or related project approved by the individual school or college. Having once satisfied this requirement, the student will not have to fulfill it again unless it is part of program requirements for his or her major. Both the curricular and extra-curricular options will be developed or revisited by each school or college in consultation with students from that particular school or college. The cultural diversity requirement should enable students to develop their understanding of issues of race, religion, ethnicity, gender, and class, not only within the cultures they are studying, but also as applied to their own cultures. Thus faculty teaching courses or supervising extra-curricular experiences should help students process their experiences and insights by application to the contemporary culture(s) in which they live.

Each school and college is charged with determining what courses and/or experiences of domestic or global study fulfill the curricular option, and what activities fulfill the extra-curricular option. Units will design the requirement so that there is not an increase in hours beyond the approved limit. Each school and college will be responsible for monitoring the compliance of its students to the requirement, beginning in the Fall of 1998.

The University will not mandate a cultural diversity requirement for students in post baccalaureate programs. However, each school or college with a post baccalaureate program is encouraged, using its own procedures, to evaluate the adequacy of those

programs with respect to diversity content and issues and to make modifications where necessary.

The early childhood education program has a diversity requirement at the undergraduate and graduate levels, in both initial and advanced programs.

Partnership Program

In the initial certification partnership program, diversity is infused in both courses and field experiences. For example, the sequence of early childhood education (EDEC) courses offered includes a program strand on diversity, with the following topics in each course:

EDEC 4010: Diversity issues in candidates' personal histories and preprofessional experiences; the place of diversity in one's personal philosophy; the child's point of view; developmentally appropriate practices; cultural contexts; book studies related to classroom practices situated in diverse settings; culturally responsive teaching; gender and self in teaching; hidden curriculum.

EDEC 4020: Assumptions about race, ethnicity, culture, gender, and social class; cultural biographies to explore personal experiences of power, justice, and equity; consideration of special needs; modification in planning for students; culturally responsive instruction and specific strategies based on developmentally appropriate practice; ability grouping; critical reflection on diversity issues in field experience; childhood stress and abuse.

EDEC 4030: Responding to issues of race, ethnicity, culture, gender, and social class; character education; family and community issues; linguistic diversity; sensitivity about holidays and religious beliefs; critical reflection on field experience (e.g., power, justice, and equity in the physical environment, discourse, and classroom procedures; negotiated roles; views of knowledge and authority).

EDEC 4040: A proactive stance on issues of race, ethnicity, culture, gender, and social class; laws and policies related to services for children with special needs; school environments for children with special needs; family configurations; engagement with families and the community; examination of power, justice, and equity with regard to professional responsibility.

Preprofessional courses (e.g., in special education, child and family development) and other courses in the professional sequence (i.e., in language education, reading education, mathematics education, science education, and social science education) also include an explicit focus on diversity issues.

Prekindergarten to Grade 2 Emphasis

In the prekindergarten to grade 2 emphasis, courses in early childhood education (EDEC), child and family development (CHFD), and special education (SPED), have specific foci on diversity (see Table 4.1.1.):

SPED/EDEC 5100: Impact of disabling and at-risk conditions on early development; strategies for adopting a holistic approach to meeting the needs of children with disabilities in the context of the family, school, and community; developing intervention in naturalistic and inclusive environments.

CHFD 5130: Respect for diversity and modification of instruction for children with disabilities and children who have different levels of achievement; integration of creative activities with a lens on the diverse learning needs of children for art, music and movement, nutrition, health, dramatic play, and computer applications.

CHFD 2896: Strategies in working with diverse groups of children and parents; sensitivity to family values and beliefs about children's development, behavior, and interactions with others.

EDEC/CHFD 4020: Diversity in the classroom and how it influences children's learning; program models for young children with special emphasis on ethnicity, socioeconomic status, religion, and gender; Head Start, multicultural, and anti-bias models for the care and education of young children; formal child study.

EDEC/CHFD 4030: Diversity in curriculum planning, especially for children with special needs; specific focus on children with different abilities, children who speak different languages, and gender issues.

CHFD/EDEC 5150: Interaction among families, schools, and communities; diverse family structures and patterns and their implications; diverse societal influences that impinge on families.

Preprofessional courses (e.g., in special education, child and family development) and other courses in the professional sequence (i.e., in language education, reading education, mathematics education, science education, and social science education) also include an explicit focus on diversity issues.

Initial Preparation Programs and the Advanced Program at the Master's Level

The initial preparation programs at the master's level (ECCO, MAT) have the same diversity requirement as the advanced program at the master's level:

The early childhood education program has a commitment to increasing candidate's knowledge and sensitivity to multicultural education and diversity issues. All candidates who enroll in graduate programs must satisfy a diversity requirement of the College of Education. Master's degree candidates in early childhood education must include in their program of study at least one course in which there is a substantial emphasis on diversity issues. Such issues include but are not limited to race, ethnicity, age, gender, educational and socioeconomic status, language, religion, national origin, disability status, and sexual orientation (College of Education Diversity Requirement, 1998). The following courses are suggested:

ARED 7310	Multicultural and Cross-Cultural Study in Art Education
EDEC 7120	Children's Social Lives
EDEC 7180	Understanding Cultural and Linguistic Diversity in Schools
EDEC 8140	Cross-Cultural Perspectives On Learning Environments for Children and Young Adolescents
EDEC 8150	Family-School-Community Interactions
EDEC 8180	Research in Multicultural Teacher Education
EDEC 8200	Early Educational Intervention for Young Children Placed At-Risk
EFND 7100	Gender and Education
EFND 7110	The African-American Educational Experience
EFND 7140	Social and Cultural Context of Teaching
EFND 7200	Multicultural Education in the United States
ELAN 6631	Teaching Language-Minority Students
ELAN 7318	Culturally Diverse Children's Literature
ELAN 7600	Reading and Writing in Non-Native Languages
ELAN 8040	Languages, Cultures, and Literatures
ELAN 8310	Women and Minorities in Literature for Young People
EPSY 8160	Multicultural Concerns in Education
PEDS 7060	Human Diversity in Curriculum and Instruction
READ 7800	Sociopolitical Perspectives in Literacy Education
READ 8300	Culture, Literacy, and the Classroom

Other courses as agreed upon by the candidate and the advisor are acceptable.

ECCO also explicitly includes appreciation of diversity as one of its thematic threads, and knowledge and skills related to diversity are assessed in ECCO's comprehensive assessment process.

Specialist and Doctoral Advanced Programs

Candidates in specialist and doctoral programs may, instead of taking a course to satisfy the diversity requirement, complete an alternative experience related to diversity. Examples include community service programs or related projects; supported learning experiences in off-campus settings (including service-learning projects, study abroad, internships, etc.); participation in campus or community lectures or workshops; attendance at multicultural events sponsored by the College of Education. Candidates who choose this option must submit a proposal for the experience to be formally approved by the advisor. An accompanying product that illustrates critical reflection on the experience is also required. Candidates must enroll in an independent study course if this option is chosen. A required list of readings will supplement the experience.

Diversity of Field Experiences

Diversity is also an important element of field experiences. Table 4.0.1 *Diversity of Field Experiences* lists indicators of diversity in candidates' field experiences in initial preparation programs.

Standards and Specific Proficiencies

Candidates in early childhood education are expected to meet the early childhood education standards and proficiencies below. The courses and field experiences in which the proficiencies are developed by candidates are listed in Table 1.0.1 *Program Standards, Courses, and Experiences-Initial* and Table 1.0.2 *Program Standards, Courses, and Experience-Advanced*, and the assessments and feedback mechanisms used to ensure that candidates become proficient in dealing with issues of diversity are listed in Table 2.0.1 *Data Points at Assessment Points-Initial* and Table 2.0.2 *Data Points at Assessment Points-Advanced*.

The label for each of the proficiencies listed below corresponds to the label used in Table 1.0.1 *Program Standards, Courses, and Experiences*.

PSC EARLY CHILDHOOD EDUCATION STANDARD I: Child Development and Learning. The program shall prepare early childhood professionals who:

- (i) Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children.
- (ii) Use knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children.
- (iii) Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities.
- (iv) Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.
- (v) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- (vi) Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of children.
- (vii) Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.

PSC EARLY CHILDHOOD EDUCATION STANDARD II: Curriculum Development and Implementation. The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.

(ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.

(iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.

(iv) Demonstrate a high level of competence in use of the English language areas and know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

(vii) Know, understand, and use the major concepts and modes of inquiry from the social studies—integrated study of history, geography, the social sciences, and other related areas—to promote P-5 students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

(xi) Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.

(xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.

(xiii) Evaluate and demonstrate appropriate use of technology with children, including assistive technologies for children with disabilities.

(xv) Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.

(xvii) Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.

(xvii) Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSP's into daily activities and routines.

(xx) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.

(xxii) Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.

(xxiii) Recognize signs of emotional distress, child abuse, and neglect in children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

PSC EARLY CHILDHOOD EDUCATION STANDARD III: Family and Community Relationships. The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.
- (ii) Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- (iii) Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
- (iv) Support parents in making decisions related to their child's development and parenting.
- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- (vi) Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.
- (vii) Link families with a range of family-oriented services based on identified resources, priorities, and concerns.
- (viii) Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

PSC EARLY CHILDHOOD EDUCATION STANDARD IV: Assessment and Evaluation. The program shall prepare early childhood professionals who:

- (i) Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
- (ii) Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
- (iii) Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
- (iv) Participate and assist other professionals in conducting family-centered assessments.
- (vi) Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and

Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.

(vii) Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

PSC EARLY CHILDHOOD EDUCATION STANDARD V: Professionalism. The program shall prepare early childhood professionals who:

(i) Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.

(ii) Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for children and the early childhood profession.

(vi) Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.

(vii) Serve as advocates on behalf of children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.

PSC EARLY CHILDHOOD EDUCATION STANDARD VI: Field Experiences. The program shall prepare early childhood professionals who:

(i) Observe and participate under supervision of qualified professionals in a variety of settings in which children are served (such as public and private; centers, schools, and community agencies).

(ii) Work effectively over time with children of diverse ages (preschoolers, or school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.

(iii) Demonstrate ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practica experiences in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities.

(iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

4.2 Experiences Working with Diverse Faculty

Table 4.0.1 *Diversity of Field Experiences* also indicates the diversity of school faculty with whom candidates interact. The institutional report presents the diversity of professional education faculty and faculty from other units with whom candidates interact. The early childhood program has demonstrated its good-faith efforts to increase faculty diversity with its two most recent hires at the assistant professor level: an African American female (hired for 2004-2005) and an Asian female (hired for 2002-2003). In a program and department that are majority female, the hire of a male department head (hired for 2005-2006) also demonstrates attempts to diversify the faculty. Of the 10 faculty assigned to early childhood education, 4 are of diverse racial and ethnic backgrounds (in addition to the 2 most recent assistant-professor hires, the early childhood faculty includes a Puerto Rican female and a female faculty member of Native American heritage).

Faculty in professional education classes and public school faculty with whom candidates work have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities (see Table 3.2.1 and Table 4.2.1). School faculty members teach in diverse settings and meet state requirements for proficiency during their preparation for teaching children with special needs. Mentor teachers and teacher liaisons work with program faculty to design and assess field experiences which include diversity requirements. In addition, professional education faculty in the program have research specializations in working with children with special needs, children and families of different cultural backgrounds, and children and families whose first language is not English.

4.3 Experiences Working with Diverse Candidates

The University of Georgia has struggled to increase the diversity of its student population and has made good-faith efforts to increase diversity. Included in those efforts are the establishment of an Office of Institutional Diversity which has facilitated more efforts at recruitment and more sustained efforts to retain admitted students. The program has revised its admissions criteria in part in order to increase the diversity of candidates. Although academic achievement is still an important criterion, the use of essays and letters of recommendation has allowed the faculty to consider applicants' experiences with diversity in making admission decisions.

4.4 Experiences Working with Diverse Students in P-12 Schools

Table 4.0.1 *Diversity of Field Experiences* indicates that candidates are placed in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups where candidates develop and practice their knowledge, skills, and dispositions for working with all students (see also Table 4.4.1). Table 2.0.1 *Data Points at Assessment Points-Initial* and Table 2.0.2 *Data Points at Assessment Points-Advanced* indicate the assessments and feedback mechanisms used to ensure that candidates develop the ability to help all students learn.