



## 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.*

Professional education at UNCG is committed to ensuring that our teacher candidates understand and promote the various forms of diversity that exist in our society and more specifically in teaching and learning environments. Diversity education addresses issues related to culture, race, ethnicity, gender, sexual orientation, language, age, national origin, religion, learning, exceptionality and socioeconomic background. Although our diversity education acknowledges individual and group differences, it also celebrates similarities in the human condition. It is the goal of our community of professional educators to create an environment where diversity can thrive as we all work together towards common goals.

### **4.1. Design, Implementation, and Evaluation of Curriculum and Experiences**

Programs include content about diverse learning styles, language, interaction styles, cultures, teaching strategies, sexual orientation, and assessment for the purpose of helping all candidates develop skills as culturally responsive teachers (Smith, 1998). Undergraduate programs are doing the following:

- The *elementary program* in the Department of Curriculum and Instruction has incorporated curriculum content on diversity in the second semester seminar (CUI 375) and then the content is infused throughout the seminars attached to field experiences. Proficiency is evaluated by having students respond to a problem-based learning (PBL) case that revolves around an elementary school teacher who has an inclusion classroom.
- The *middle school program* requires three courses (CUI 350-Internship I: Inquiry in Teaching and Learning, CUI 375-Internship II: Inquiry in Teaching and Learning and CUI 400-Internship II: Inquiry in Teaching and Learning) that focus on understanding individual ways of knowing, exceptionalities, and cultural understandings. Each of the seminars include readings, discussions, and assignments that focus on multicultural curriculum content.

- Programs within and outside of the Department of Curriculum and Instruction at the *secondary level* require that candidates take CUI 545-Diverse Learners, where they gain knowledge and skills as well as explore and investigate their own dispositions regarding the aforementioned forms of diversity. Proficiency is demonstrated through the design of lesson plans, including accommodations, case studies, position papers, and reflections on structured field experiences.
- Faculty members in the *Department of Specialized Education Services* have systematically infused diversity content into their courses. To ensure that this topic was adequately addressed, the department developed a *Diversity Statement*, which defines its goals and beliefs. This Statement was then used to conduct an audit of each SES program to ensure that the requisite content was sufficiently addressed and well-integrated.
- In the undergraduate *Birth through Kindergarten* (B-K) program, the methods courses are team taught by faculty in early childhood and early childhood special education in order to model recommended practices in the field. In addition, students take one course as an introduction to the field of disabilities (SES 242: Introduction to Exceptional Children-Early Years) and other courses related to diversity of culture and family functioning styles (i.e., HDF 410: Cultural Variations in Families and Children, HDF 411: Individual Variations in Families and Children).
- The *K-12 programs* vary somewhat in their approach but all have developed creative ways of incorporating content about teaching diverse populations in their discipline. Both courses and course projects have been developed. ESS 330: Sociocultural Analyses of Sport and Exercise, MUS 46:8 Teaching Music in a Multicultural Population, and MUS 469 Music for Exceptional Children are examples of courses that have been developed. Art 361: Foundations of Art Education II is a new course that will be taught for the first time in spring, 2007. In this class, even more emphasis will be placed on the diversity of public school populations: various learning styles, multiple intelligence, cultural or ethnic backgrounds, physical or mental disabilities, or linguistic diversity. Teacher candidates will be required to demonstrate in their long and short term curriculum planning differentiation of instruction for the diversity in their classrooms, whether that diversity relates to linguistic, ethnicity, socio-economic, cultural, or disability.

- All graduate degree- and certificate-seeking school counseling candidates in the ***Department of Counseling and Educational Development*** must take a diversity course. For candidates in the degree-seeking option, CED 605: Counseling Diverse Populations is a required course; candidates in the Post-Master's Certificate in Advanced School Counseling must take CED 688D: Contemporary Topics Seminar: Multicultural Counseling. In addition, all courses in the Department incorporate diversity issues and perspectives.

In addition, CUI 450-Educational Psychology, ELC 381-Institution of Education and all the methods courses also address issues related to diversity through chapter readings and assignments and CUI/LIS 120- Introduction to Instructional Technology for Educational Settings introduces candidates to adaptive devices for students with various disabilities as a part of learning how to integrate technology into the curriculum. Specific content area courses also include assigned readings and activities that expose students to a variety of diverse beliefs, opinions, and practices.

In most of the ***M.Ed. programs***, CUI 545: Diverse Learners is a core course. This course focuses on understanding diversity of all kinds: ethnic, social economic linguistic, gender, religious, age, disability, and race. This course also focuses on strategies for teaching diverse learners including understanding and meeting the needs of students with various disabilities. CUI 622: Differentiated Instruction focuses on the assessment, diagnosis, and instruction of students with diverse needs. CUI 669: Educational Implications of Learning and Developmental Theory and all the pedagogical methods and professional development/leadership courses also provide additional content knowledge about diversity and include best practices for teaching diverse learners.

All programs also have structured ***field experiences*** to the degree possible that require candidates to work in diverse field settings, teaching students from backgrounds different from the candidates' backgrounds. As part of the field experience, all candidates' lesson plans and classroom teaching are evaluated during observations with regard to their attention to meeting the needs of the diverse learners in their classrooms. Additionally, programs require students to write reflections about their experiences working in diverse settings with diverse students, and students' skills in contextualizing and individualizing learning for a variety of different students are evaluated on the T-GAP. Additionally, the Dispositions Profile contains the item: Affirming of diversity as well as several other items that indirectly assess this skill (e.g., the items having to do with ethical and inclusive behaviors).

#### 4.2. Experiences Working with Diverse Faculty

Candidates interact with faculty within the School of Education as well as faculty across the university. As the tables below indicate, we have had some success in increasing faculty diversity during the last three years. Both the actual number of ethnic minority faculty who have been recruited and hired for the past several years as well as the percent of faculty who are ethnic minorities have increased among tenured/tenure earning faculty in both the School of Education and in the professional education programs across campus. We have had a large increase in the number of adjunct and visiting faculty. Although the absolute number of adjunct ethnic minority faculty has increased from 2003, the percentage of minorities in this group is less impressive. Even though the data indicate that our candidates are interacting increasingly with a diverse faculty within the University, this is a goal that we continue to focus on for continued improvement.

**Table 35: UNCG SOE Full-Time Tenure Track Faculty – 2003-2005**

Year	Female	Male	A/PI	AA	H	Other	Total Ethnic Min	White
2003	28	22		3	1		4 (8%)	46 (92%)
2004	24	25		6	3		9 (18%)	40 (82%)
2005	32	22		7	3	1	11 (20%)	43 (80%)

**Table 36: Professional Education Full-Time, Tenure Track Faculty outside the SOE, 2003-2005:**

Year	Female	Male	A/PI	AA	H	Other	Total Ethnic Min	White
2003	18	7		2			2 (8%)	23
2004	17	2		2	1		3 (16%)	16
2005	24	8		3	2		5 (16%)	27

**Table 17: Adjunct and Visiting Education Faculty, 2003-2005**

Year	Female	Male	A/PI	AA	H	Other	Total Eth Min	W
2003	60	13		6			6 (8%)	67
2004	84	10	1	11		1	13 (14%)	81
2005	114	27	2	14		1	17 (12%)	124

It should be noted that all faculty searches follow the university's affirmative action policies and procedures.

Candidates also interact with diverse faculty in our partner schools. Data are not available that detail the ethnicity of cooperating teachers, but the web sites from each district where candidates are placed provide some information regarding the diversity of teachers in our partner schools. The clear majority of our candidates are placed in high need schools in Guilford County, which is second to Durham County, the most racially/ethnically diverse school district.

**Table 38: Diversity of Teachers in Cooperating School Districts (2004/2005)**

	Total Teachers	White	Black	Other
Alamance	1510	87.02%	10.07%	2.91%
Asheboro City	328	92.68%	5.49%	1.83%
Chatham	516	91.67%	6.59%	1.74%
Davidson	1188	98.57%	1.09%	0.34%
Durham	1860	64.30%	34.52%	1.18%
Forsyth	3316	77.32%	20.93%	1.75%
Guilford	4444	73.02%	23.49%	3.49%
Lexington City	228	80.70%	16.23%	3.07%
Randolph	1135	96.65%	2.64%	0.70%
Rockingham	944	85.81%	12.92%	1.27%

### **4.3. Experiences Working with Diverse Candidates**

The professional education community at UNCG values diversity and is committed to increasing ethnic minority representation in our programs. Teacher education faculty and administrators routinely participate in the university's Black Student Visitation program as well as events sponsored by the Office of Multicultural Affairs. The Department of Specialized Education Services' Summer Partnership Educational Interpreting program is targeted at recruiting ethnic minority students to attend intensive summer training to become educational interpreters; approximately 60% of the students enrolled are from underrepresented groups.

In 2005-2006, 25% of the UNCG's Teaching Fellows were identified as ethnic minority students. Over the past five years, there has been a steady and slight increase in the number of ethnic minority teaching fellows (It was 20% in 2000.). In 1999, the School of Education began to support non-traditional student scholarships through a \$45,000 per year award from the Tom Haggai Foundation. To date, a total of 63 Haggai scholarships have been awarded to adult students who have returned to school to become teachers; 29% were ethnic minorities.

The School of Education is a member of the Institute for Recruitment of Teachers (IRT), a consortium of 37 universities housed at Phillips Academy in Andover, Massachusetts. IRT finds and recruits at least 75 outstanding African American, Latino, and Native American college students from across the nation who are interested in pursuing advanced teaching and other professional education degrees. Members of the IRT consortium have access to these students through a summer recruitment fair and on-going communication between IRT and the individual institutions.

**Table 39: Number of IRT Scholarships Awarded**

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1	2	4	3	3	2

In spring, 2006, a team of faculty and doctoral students attended the Holmes Partnership Annual Conference for the purpose of developing a Holmes Scholars program at UNCG. We plan to institute this program during the 2006-2007 academic year. This program provides ethnic minority students with support, professional development opportunities, and a national network of minority scholars. We believe it will assist us in recruiting and retaining ethnic minority doctoral students and it will provide us access to a talented pool of well trained ethnic minority young faculty members.

As the tables below indicate, in spite of our efforts, professional education programs have not been as successful as the university in recruiting a diverse pool of students. We will continue to pursue the goal of ensuring that our candidate pool is representative of our multicultural society.

**Table 40: Racial/Ethnic Comparison of Undergraduate/Graduate Candidates in Education with Student Population at UNCG**  
*(includes students admitted to Education Fall, 2001 to Spring, 2006)*

	<b>Undergraduate Students at UNCG who are members of Ethnic Group</b>	<b>% of Education Candidates who are members of Ethnic Group</b>	<b>Graduate Students at UNCG</b>	<b>Candidates In Advanced Preparation Programs</b>
	N (% of UGs )	N (% Ed UGs)	N(%)	N (%)
<b>American Indian or Alaskan Native</b>	48 (<1%)	8 (<1%)	15 (<1%)	1 (<1%)
<b>Asian or Pacific Islander</b>	405 (3%)	12 (.7%)	201 (5%)	23 (1.5%)
<b>Black, non-Hispanic</b>	2,437 (20%)	208 (13%)	489 (13%)	207 (14%)
<b>Hispanic</b>	275 (2%)	27 (1.6%)	61 (1.6%)	18 (1%)
<b>White, non-Hispanic</b>	8,595 (70%)	1,365 (83.4%)	2,854 (75.7%)	1,170 (81%)
<b>Race/ethnicity unknown/Other</b>	531 (4%)	15 (1%)	149 (4%)	26 (1.8%)
<b>Female</b>		1,362 (83%)		1,200 (83%)
<b>Male</b>		273 (16.7%)		245 (17%)
<b>Total #</b>	<b>12,291</b>	<b>1,635</b>	<b>3,769</b>	<b>1,445</b>

**4.4. Experiences Working with Diverse Students in P-12 Schools**

Every effort is made to ensure that candidates are placed in a variety of settings across the field experiences and clinical practice. The districts within the greater Triad region are both urban and rural schools as well as schools that serve a diverse student body in terms of race/ethnicity, income, and exceptionality.

**Table 41: Ethnic/Racial Diversity in Schools Where Candidates Are Placed**

School District	# of schools used as training sites	% of Title I schools in district	% of African Am students	% of Asian students	% of Hispanic students	% of Indian students	% of White students
Alamance	4	25	22.9	1.91	10.7	0.45	64.05
Asheboro City	3	33.33	17.16	2.58	15.96	0.28	64.02
Chatham	1	100	19.64	0.3	66.62	0	13.44
Davidson	2	0	1.09	1.03	1.37	0.11	96.4
Durham	1	0	46.75	1.07	3.07	0.21	48.89
Forsyth	9	22.22	33.99	0.97	8.74	0.28	56.02
Guilford	47	36.17	37.26	4.53	5.29	0.66	52.25
Lexington City	1	100	39.12	3.24	22.35	0	35.29
Randolph	2	0	3.7	0.6	1.55	0.6	93.55
Rockingham	3	0	31.88	0.4	5.9	0.27	61.56

Although not evident yet in the data, some of the school districts are undergoing dramatic changes in the ethnic and racial composition of their classrooms. Historically, most districts in the Triad consisted of EuroAmerican and AfroAmerican students. Increasingly, districts have large numbers of Hispanic students as well as a substantial number of other international students. For example, Smith High School, one of the settings where our secondary students are routinely placed, serves students in ninth through twelfth grade. Students enrolled at Smith come from 44 different countries, and many of these students speak English as a second language. The racial/ethnic composition of the student body is shown in **Table 42**.

**Table 42: Smith High School, Guilford County**

	AMER. INDIG.	ASIAN	HISPANIC	BLACK	WHITE	MULTI-RACIAL	TOTAL
# & % of students in group	11 (1%)	147 (9%)	153 (10%)	1130 (70%)	110 (7%)	53 (3%)	1604

Data about the number of exceptional students and students who speak English as a second language are presented in **Table 43**. These data are based on 2003-2004 data, the most recent available. Experience suggests that in some districts, the number of LEP students has increased considerably.

**Table 43: Number and Percent of LEP/ELL and Students with Exceptional Needs by School District**

	<b>Total # students in system</b>	<b># of LEP/ELL students</b>	<b>% LEP/ELL students</b>	<b># Ex Ed students</b>	<b>% of Ex Ed students</b>
<b>Alamance-Burlington</b>	21,788	2,108	9.6%	3,244	14.8%
<b>Asheboro City</b>	4,447	807	18.1%	590	13.2%
<b>Chatham County</b>	7,291	844	11.6%	931	12.8%
<b>Davidson County</b>	19,549	107	.5%	2,408	12.3%
<b>Durham Public</b>	30,889	2,248	7.2%	3,973	12.9%
<b>Forsyth County</b>	47,788	3,149	6.6%	6,936	14.5%
<b>Guilford County</b>	66,971	3,877	5.8%	10,714	16%
<b>Lexington City</b>	3,262	416	12.8%	509	15.6%
<b>Randolph County</b>	18,211	854	4.7%	2,343	12.9%
<b>Rockingham County</b>	14,799	724	1.9%	2,310	15.6%

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