PREPARING EARLY CHILDHOOD TEACHERS TO SUCCESSFULLY EDUCATE *ALL* CHILDREN: THE CONTRIBUTION OF STATE BOARDS OF HIGHER EDUCATION AND NATIONAL PROFESSIONAL ACCREDITATION ORGANIZATIONS

A Report to the Foundation for Child Development

October 2006

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Support for this study was provided by the
Foundation for Child Development
New York, New York

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EXECUTIVE SUMMARY

A growing consensus acknowledges that teacher preparation and professional development must help *all* teachers gain knowledge and practice skills that contribute to the educational achievement of *all* children (Ladson-Billings, 1999; NAEYC, 2002; Ray, 2000). But, the failure to adequately prepare teachers who can effectively educate children who have special needs, children of color, children who are low-income, immigrants, second language learners and second dialect speakers has been identified as evidence of pedagogical, instructional and conceptual problems in teacher preparation (Dieter, Voltz, & Epanchin, 2000; Irvine, 1990; Ladson-Billings, 1999; Ray, 2000; Voltz, 1998). Concern about the education of these children has often been discussed as an issue of 'diversity'. Insufficient attention has been given to how the developmental and educational needs of these children have been addressed by the organizational infrastructure that defines and mandates early childhood teacher standards, accreditation and credentialing (Miller, Strosnider & Dooley, 2002). This infrastructure includes an amalgam of entities, such as—state boards of higher education, professional accreditation organizations, and institutions of higher education. The relative emphasis they give to *all* children's developmental and educational needs, including children who have special needs, children of color, and others signals to teachers how significant the education of these children *should be* to teachers' professional preparation. Despite their central role there is a dearth of research that examines the contribution of these entities to assuring that all early childhood teachers can consistently educate *all* children. The present study makes a contribution to filling this void by examining the role of national professional accreditation organizations and state boards of higher education[1]. Specifically, this study reports how the developmental and educational needs of children of color, poor children, 2nd language/dialect speakers, and others are addressed in early childhood teacher standards (Pre-K – early elementary grades) developed by state boards of education and professional accreditation organizations. The goals of the study are to answer the following questions: 1) identify and describe diversity content (e.g., references to 8 student characteristics e.g., race, social class) in early childhood teacher standards of state boards of education; and 2) identify and describe references to 8 student characteristics e.g., social class, language) in early childhood teacher standards developed by national professional accreditation organizations.

METHODS

This research study includes the following two analyses each with its own research questions:

STUDY 1 'DIVERSITY' CONTENT IN EARLY CHILDHOOD TEACHER STANDARDS OF STATE BOARDS OF EDUCATION: Three research questions were examined: 1) which diversity

[1] For a discussion of the role of undergraduate teacher preparation in assuring that early childhood teachers can effectively meet the developmental and educational needs of all children see Ray, A., Bowman, B., & Robbins, J. (2006). *Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of Four-Year Undergraduate Teacher Education Programs*, Project on Race, Class and Culture in Early Childhood, Erikson Institute, Chicago, IL., Report to the Foundation for Child Development, New York, NY.

categories, if any, are addressed in early childhood teacher standards (Pre-K through early elementary grades), and elementary teacher standards with early childhood endorsement; 2) are definitions of diversity language or terms provided in the early childhood teacher standards; and 3) to what extent are the diversity categories integrated across 18 teacher competency domains (e.g., social studies, instructional practices) identified in the early childhood teacher standards?

Sample. Websites of boards of higher education of the 50 states and the District of Columbia were examined to identify whether they had early childhood teacher standards. Two types of teacher standards that apply to early childhood teachers were identified in 30 states—12 states have early childhood teacher standards, and 18 states have elementary teacher standards with early childhood endorsement.

Coding and Data Analysis.
Diversity content in standards: Teacher standards for 30 states were coded for the presence of diversity content or the presence of language and phrases that refer to 8 children's characteristics we labeled diversity categories. These diversity categories are race, culture, ethnicity, language, social class, immigration status, special needs, and all children. Specific and related references to a specific diversity category (e.g., race, racism, racial minority) found in teacher standards were coded, and regardless of how many references to a particular diversity category (e.g., culture) appeared in a teacher standard that category was only coded once per standard. If a standard referenced more than one diversity category (e.g., race and language) each category was coded for that standard. State board of education staff members were interviewed for clarification of questions and issues that emerged as coding and analyzing data commenced. The early childhood standards (n=12 states) were examined to assess the degree to which diversity content was infused across the 12 state early childhood standards of was assessed.
Eighteen domains of teacher competence: For the 12 states with early childhood teacher standards 18 domains of teacher competence generally recognized as central to effective teaching were identified and used to evaluate teacher standards and diversity content. The 18 teacher competency domains are: 1) foundations of early childhood education; 2) general curriculum; 3) curriculum area—language arts and literacy; 4) curriculum area—social studies; 5) curriculum area—mathematics; 6) curriculum area—science; 7) curriculum area—arts/fine arts; 8) curriculum area—physical development; 9)human and child development; 10) diversity; 11) instructional planning;12) learning environment; 13) instructional delivery; 14) communication and engagement with children, families, communities, and others; 15) assessment; 16) collaborative relationships with colleagues, families and communities; 17) professional leadership; and 18) professional growth and reflective practice.
Definitions of diversity categories: Definitions of diversity categories within the 12 states with early childhood teacher standards were looked for and examined for the degree to which they address children's characteristics such as culture, language, and special needs.

STUDY 2. 'DIVERSITY' CONTENT IN EARLY CHILDHOOD TEACHER STANDARDS: PROFESSIONAL ACCREDITATION ORGANIZATIONS: Two research questions were addressed: 1) which diversity categories, if any, are addressed in early childhood teacher

standards developed by professional accreditation organization; and 2) do the early childhood teacher standards of national accreditation organizations include definitions of diversity categories?

Sample. Websites of 21 national accreditation and professional organizations were searched for early childhood teacher standards. Standards were located for 3 organizations—Council for Exceptional Children, National Association for the Education of Young Children, and National Board for Teacher Professional Standards.

Coding and Data Analysis. Early childhood teacher standards were searched for diversity content and 8 diversity categories (as defined in Study 1), definitions of diversity terms, and infusion of diversity content across the standards. Professional organization staff members were interviewed for clarification of questions and issues that emerged as coding and analyzing data commenced.

FINDINGS

SUMMARY OF STUDY 1: DIVERSITY AND STATE EARLY CHILDHOOD TEACHER STANDARDS

- 60% of states (n=30) have either early childhood teacher standards (n=12) or elementary teacher standards with early childhood endorsement (n=18), and all state standards contain diversity categories.
- In both early childhood teacher standards and elementary teacher standards with early childhood endorsement the most commonly referred to diversity categories are *culture, language, special needs* and *all children*.
- In both early childhood teacher standards and elementary teacher standards with early childhood endorsement the least commonly referred to diversity categories are *immigration status, race, ethnicity* and *social class*.
- 25% of 12 states (n=3) with early childhood teacher standards define some, but not all diversity terms that appear in their standards.
- Diversity content is <u>most</u> likely to be referred to when 12 states' standards address the following domains of early childhood teacher competence: 1) human and child development; 2) curriculum; 3) instructional planning; 4) collaborative relationships; 5) learning environment; and 6) assessment.
- Diversity content is <u>least</u> likely to be referred to when 12 states' standards address the following domains of early childhood teacher competence: 1) instructional delivery; 2) communication; 3) professional leadership; 4) professional growth; and 5) foundations.
- 16% of 12 states (n=2) have an early childhood teacher standard dedicated to diversity.
- The integration of diversity content across 18 teacher competency domains (e.g., instructional planning, assessment) is very uneven. No state refers to all 8 diversity categories in all of its standards; and across the 12 state early childhood standards the integration of diversity content ranges from a low of 17% for Florida, Oklahoma and Virginia to a high of 50% for New Mexico and Indiana. New Mexico and Indiana, address diversity categories in 9 of 18 teacher competency domains, and Illinois in 8 of 18. But the majority of states do so in less than 1/3rd of teacher competency domains.

SUMMARY OF STUDY 2: DIVERSITY AND PROFESSIONAL ACCREDITATION ORGANIZATIONS

- 3 national professional accreditation organizations—Council of Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), and the National Board of Professional Teacher Standards (NBPTS)–have early childhood teacher standards, and all address the developmental and educational needs of children of color, children with special needs, second language/dialect speakers, children who are immigrants, and/or low-income.
- CEC and NAEYC refer to diversity categories in each of their early childhood teacher standards; but NBPTS does so only in a separate standard devoted to 'diversity'.
- The most commonly referred to diversity categories in early childhood teacher standards addressed by CEC, NAEYC and NBPTS are *diversity, culture, language, special needs, social class,* and *all children*.
- The least commonly referred to diversity categories are *immigration status, race,* and *ethnicity.*
- 2 of 3 national professional accreditation organizations define some, but not all diversity terms that appear in their standards.

DISCUSSION AND RECOMMENDATIONS

This study found ample evidence that accrediting bodies recognize diversity as relevant to knowledge and practice of early childhood teachers. Although the study did not determine exactly how long diversity has been mentioned in teaching standards certainly major efforts to address this issue have come largely in the last 50 years. Three factors contribute to this interest in the United States: movements by disenfranchised groups for social change and equity influenced beliefs, attitudes, and behaviors regarding their rights; world wide competition for educational leadership awakened concerns about the quality of the nation's schools and educational achievement of all children; and immigration and demographic changes emphasized the importance of teaching children from different cultural and linguistic backgrounds. Despite the obvious interest of state boards of higher education and professional accreditation organizations in the developmental and educational needs of children of color, second language/dialect speakers, and others the findings suggest that *state early childhood teacher standards convey a inconsistent and ambiguous message regarding domains of teacher competence and the developmental and educational needs of a very complex population of children (e.g., children of color, second language/dialect speakers) their families, and communities*. The developmental and educational needs of *all* children are simply *not* at the center of teacher standards. In light of these results it is not surprising that teachers report their professional preparation has not prepared them for all the children they educate (Association for Children on New Jersey's Early Learning Initiative, 2005; Kearney & Durand, 1992; Ray & Bowman, 2003). What are the implications of these findings for the preparation of *all* teachers who can effectively educate *all* children and work successfully with *all* families and communities represented in U. S. early childhood classrooms (Pre-K-early elementary grades)? How can early childhood teacher standards contribute to significantly improved outcomes for groups that have persistently not succeeded in schools?

Given the influential role national and professional organizations perform in setting criteria for early childhood teacher competence it is imperative that the standards they devise adequately reflect the developmental and educational needs of all children in U.S. early childhood classrooms. But, there are significant systemic barriers to the development of early childhood teacher standards that include the developmental and educational needs of all young children. These barriers in relation to both professional accreditation and state teacher standards include: the fact that most states have not even developed separate early childhood teacher standards (i.e., only 12 states have early childhood standards); the process for reforming existing state teacher standard may be cumbersome; identification individuals and organizations within states and nationally that can spearhead an effort to develop inclusive standards may be difficult; and teacher standards may only have weak enforceability. Despite these realities we argue for early childhood teacher standards that: 1) are based on a rationale and conceptual model that includes the developmental and educational needs of children with special needs, children of color, low-income children, second language/dialect speakers, and immigrants; and 2) include content that consistently and clearly describes the competencies early childhood teachers must have to address the developmental and educational needs of children with special needs, children of color, low-income children, second language/dialect speakers, and immigrants

RATIONALE AND CONCEPTUAL MODEL

- *Recommendation 1.* Early childhood teacher standards of the states and accreditation bodies need to provide carefully thought out and detailed rationales regarding the relationship of the developmental and educational needs of all children to teaching and learning. Language used to describe child characteristics (e.g. race, ethnicity) should be clearly defined.

- *Recommendation 2.* Accreditation bodies should specifically address the educational needs of groups identified by race, language, social class, ethnicity and immigration status in teacher standards, and professional training (e.g., curriculum, course work, program reviews, and course descriptions).

CONTENT OF TEACHER STANDARDS

- *.Recommendation 3.* All accrediting organization teacher standards should include a standard/ standards dedicated to describing the knowledge and practice skills related to the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, and immigrants that early childhood teachers must master.

- *Recommendation 4.* All state teacher standards should include a standard/standards dedicated to describing the knowledge and practice skills related to the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, and immigrants that early childhood teachers must master.

- *Recommendation 5.* All state and accreditation organization early childhood teacher standards should clearly state the groups to which the standards refer.

- *Recommendation 6.* All state and accreditation organization early childhood teacher should address the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, and immigrants across the content of the standards and the domains of teacher competency.

- *Recommendation 7.* Greater emphasis on accountability related to the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, and immigrant children in teacher education should be included in state standards.

- *Recommendation 8.* Given the extent of both harm and benefit inherent in early education, greater attention should be paid in teacher standards to teacher values, beliefs, biases, prejudices, and commitment to professional and ethical practice that supports equity and social justice.

- *Recommendation 9.* Standards that address the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, immigrant children and teaching should apply to all disciplines in the curriculum.

ACKNOWLEDGEMENTS

Most large research studies are rarely the work of a single individual and this effort is no exception. The authors are grateful for the support of the Foundation for Child Development and especially acknowledge Fasaha Traylor's wise counsel throughout the study. We are grateful for the cooperation and assistance of staff members of state boards of higher education and national professional organizations. Also, we acknowledge the advice regarding data analysis offered by Charles Chang, and are thankful for the generous contribution the following individuals made to this research project: Elizabeth Akinwale, Mary Bergin, Miriam Beyer, Gabriel Carryon, Sean DeSantis, Alexis Kennedy, Cathi Odothan, and Karin Urban. Finally, this study would not have been successfully completed with out the insight, hard work, good humor and dedication of research assistants: Veronica Arriaga, Precious Johnson, Janvier Jones, Michael Kennedy, Kiana Merritt, Susan Stolzer, and Barbara Swem.

INTRODUCTION

TEACHING AND SCHOOL SUCCESS FOR *ALL* CHILDREN[2]

American schools have held the promise of equal opportunity for generations of children regardless of background or circumstance. The guarantee of educational equity for all Americans is presumed to assure a fair chance at economic and social opportunity where all can achieve through perseverance, hard work, and determination (Moses, 2002). Opportunity, equality, and individual effort are the mantras of American educational mythology. But, these powerful cultural beliefs are contradicted by the reality of schools that across generations replicate and reinforce structural inequalities based on race, social class, language, ethnicity, gender, and disability (Banks & Lynch, 1986; Moses, 2002; Ray, 2000).

The urgency to understand how children's characteristics (e.g., race, social class), teaching, and children's school success intersect is driven by the greater likelihood that low-income children, children of color, immigrant[3] children and others are more likely to have poor educational outcomes than White children; changing demographics; and concern regarding the ability of all teachers to adequately teach children from backgrounds different from their own.

Educational Outcomes. Children from poor communities of color, poor children of immigrants, children for whom 'standard school' English is a new language or a second dialect, and children with behavioral, psychological or medical challenges are at greater risk of school failure than their middle class, monolingual, able bodied White peers. Dissimilarities in children's

[2] Throughout this paper we use the term 'all children' to mean children typically referred to as 'diverse' or 'minorities' including but not limited to children of color, immigrant children, second language and dialect speakers, low-income children, immigrants, and children from all cultural and ethnic traditions. We do not exclude the developmental and educational needs of White middle class, able bodied, monolingual children from this construct. This term implies equity, inclusion, and investment in all children's developmental and educational needs in teaching and learning in early childhood classrooms, and at all levels of professional development and training.

[3] Our use of the term immigrants refers to two groups—children born in the U. S. who are citizens, but whose parents where born elsewhere, and children born outside the U. S.

educational attainment appear early (Bondy & Ross, 1998; Bowman, Donovan & Burns, 2001; Knapp & Associates, 1995). For example, in comparison to their white middle class peers poor and minority children are more likely to have lower educational achievement in reading and math; and be disproportionately assigned to special education classrooms. More money continues to be spent on the education of White students than students of color; schools are more likely to severely discipline students of color than White students; and low-income children and children of color are more likely to attend schools that are poorly equipped in which teachers are less experienced and less well prepared to educate them (Kozol, 1999). All are enduring legacies of unequal education and social injustice.

Changing Demographics. America has always been a multilingual, multicultural, multiethnic, and multiracial society (Garcia, 2005; Irvine, 2003; Jones & Black, 1995; Ray 2000). But currently the U. S. is undergoing profound racial, cultural, generational, and linguistic changes. It is simply becoming younger and more nonwhite (Maharidge, 1996). In 1998 the United States Census Bureau reported that people of color comprised 28 percent of the population, but estimated that they will be 47 percent of the population by 2050 (U. S. Bureau of the Census, 1998). One-quarter of all 3- to 9-year-old children have parents who were born outside the U. S.; over one-third of 3- to 9-year olds are children of color (e.g., African American, Latina/o, Native American, Asian American and Pacific Islanders) (U. S. Bureau of the Census, 1999); and children of color are the majority in 25 of the largest U. S. school districts (Gay, 1995). In addition, growth of particular racial/ethnic/cultural groups is increasing faster than others. For example, the percentage of children who are Latina/o has increased faster than that of any other racial or ethnic group, growing to 19 percent of the child population in 2003. By 2020, it is projected that nearly 1 in 5 children in the U. S. will be of Latina/o origin (Federal Interagency Forum on Child and Family Statistics, 2005). One-quarter of Head Start children (Head Start Bureau, 2000), and nearly

one-fifth of school-age children speak a language other than English (Federal Interagency Forum on Child and Family Statistics, 2005). One in five American children are poor, but poverty disproportionately affects children of color. African American and Latina/o children have poverty rates twice that of white children (Children's Defense Fund, 2000, p. 5). Further, 5 percent of U. S. children between birth and 5 years of age are children with special needs (U. S. Bureau of the Census, 1994). In addition, the nature of American families is changing. A majority of mothers are in the workforce, single parents head a significant proportion of all families, and many families need two working parents to make ends meet (Bureau of Labor Statistics, 1999). These changes require early childhood teachers (Pre-K to early elementary grades) who are adequately prepared to effectively teach young children who have complex and varying developmental and educational needs, and represent all communities and groups present in U. S. early childhood classrooms.

Teacher preparation programs. The failure to adequately prepare teachers who can educate all children has been identified as evidence of pedagogical, instructional and conceptual problems in teacher preparation (Dieter, Voltz, & Epanchin, 2000; Irvine, 1990; Ladson-Billings, 1999; Ray, 2000; Voltz, 1998). Teacher education programs are social institutions in which knowledge is organized and produced through processes of exclusion and inclusion. These processes are embedded in and reflect historical, political and social arrangements that generally benefit groups with power and privilege (Giroux, 1996). Curriculum and teaching practices are areas in which groups representing competing societal interests (such as, monolingual versus bilingual education) have struggled over what knowledge will be taught, which 'voices' will be heard or silenced, and ultimately how social power and advantage will be distributed in society. Early childhood teacher education programs may through instructional practices, pedagogy and curricula reward and privilege the developmental and educational needs of certain groups of

children over others thereby reproducing inequality (Gay, 1986; Giroux, 1996; Irvine, 2003; Ladson-Billings, 1995; Ray, 2000).

Teachers—their training, dispositions, subject knowledge, ability to understand the children, families and communities—are the most important factor in the educational enterprise (Bowman, Donovan & Burns (2001). Research on teacher preparation in early childhood classrooms has focused on improving classroom instructional practices, increasing early childhood teachers' reflective practice, reshaping content of professional development, and increasing the number of minority and bilingual teachers. Significantly less attention has been given to how children's characteristics (e.g., race, culture, language, ethnicity, special needs) have been addressed by the organizational infrastructure that defines and even mandates early childhood teacher standards, accreditation and credentialing (Miller, Strosnider & Dooley, 2002; Tom, 1996). This infrastructure includes an amalgam of entities, such as state boards of higher education, professional accreditation organizations and institutions of higher education[4]. The relative emphasis they give to the developmental and educational needs of children of color, second language learners, children from many cultures and ethnicities, and immigrant, poor and special needs children may signal to teachers how critical these children's education success *should be* to their professional preparation and competence. Despite their central role in early childhood teacher professional development there is a dearth of research that examines the contribution of state boards of higher education and national accreditation organizations to assuring that these capacities and skills are central to early childhood teacher competence. The present study attempts to examine their role in the development of early childhood teacher standards and makes a

[4] For a discussion of the role of undergraduate teacher preparation in assuring that early childhood teachers can effectively meet the developmental and educational needs of all children see Ray, A., Bowman, B., & Robbins, J. (2006). *Preparing Early Childhood Teachers to Successfully Educate <u>All</u> Children: The Contribution of Four-Year Undergraduate Teacher Education Programs*, Report to the Foundation for Child Development, New York, NY. Project on Race, Class and Culture in Early Childhood, Erikson Institute, Chicago, Illinois.

contribution to filling this void, but in order to do so we first discuss problems in conceptualizing the developmental and educational needs of all children; and the role of early childhood teacher education programs in preparing teachers who can effectively educate all children.

CONCEPTUALIZING THE EDUCATIONAL AND DEVELOPMENTAL NEEDS OF ALL CHILDREN

In early childhood research and practice literatures the educational and developmental needs of children who have special needs, children of color, and children who are low-income, immigrants, second language learners and second dialect speakers are often clustered under the construct of 'diversity'. The roots of the notions of diversity and diverse children lie in American economic, political and social injustice. Specifically, our current concern with 'diversity' can be traced to U. S. social movements led by disenfranchised groups including African Americans, Mexican Americans, Native Americans, women, the disabled, gays and lesbians, who have demanded and fought for the elimination of *de facto* and *de jure* oppression, segregation, and discrimination. Despite these origins the concern about 'diversity', 'diverse children, 'minority children' in teacher standards has focused more on awareness of children's differences and less on equity, shared power and redistribution of resources. We contend early childhood teacher preparation research and practice literatures are characterized by a 'diversity discourse' that has four conceptual problems contribute to a lack of specificity and clarity in defining developmental and educational needs of children and their relationship to teacher preparation. These are: 1) a tendency to dichotomize children's developmental needs into 'mainstream' and 'diverse' which privileges the former; 2) a tendency to refer to a very complex population (e.g., children with special needs, poor children) with different developmental and educational needs under a single construct (e.g., diverse) which risks perpetuating misunderstanding and poor educational outcomes; 3) a tendency to address one or two characteristics of children despite the fact that children are more than the sum of these characteristics; and 4) a tendency to insufficiently address

how teachers are to assure the educational success of all children in intergenerational, multi-cultural, multi-ethnic, multi-class, multi-racial, multi-lingual and multi-ability classrooms. Teacher standards tend to provide blueprints that may insufficiently inform teachers how to meet the developmental and educational needs of children they encounter in their classrooms.

'Diversity' compared to what?—Privileging 'mainstream' development. The diversity discourse frequently differentiates the educational needs of so-called 'mainstream' versus 'diverse' or 'majority' versus 'minority' children. This dichotomy may explicitly and implicitly suggest to teachers that the developmental and educational outcomes of White, middle class, able bodied, monolingual children are the standard by which children of color, poor children, second language learners, children with special needs, and children from ethnic, cultural and racial groups are to be judged. Research grounded in ethnocentric developmental theories that is conducted on 'diverse' children (e.g., low-income, African American, Mexican immigrant) that conclude they are 'disadvantaged', 'deficient', 'deviant' or 'at-risk' have been criticized for theoretical and methodological biases (Irvine, 2003; Ladson-Billings, 1999; Pewewardy, 1994; Vàldes, 1996). Yet, prospective early childhood teachers are often expected to master theories that may be inappropriate for the children they teach, and research which often implicitly suggests these children, their families and communities are deficient. We acknowledge that students are often encouraged to critically evaluate these theories and research, but we are not convinced that students are able to make use of these critiques in their practice with actual children. The possible consequences of these problems in theory and research are that they may encourage teachers: 1) to view the developmental and educational needs of so-called 'diverse' children as essentially the same as those of so-called 'mainstream' children without actually considering how their needs might differ; 2) to not examine or consider family and community expectations for children's development especially if they differ from those of middle class, White, monolingual parents

(Vàldes, 1996); and 3) to learn 'scientific' theories and research that justify and reinforce unexamined biases students may hold about children of color, poor children, children of immigrants, second language learners, and children with special needs.

'Diversity' masks complex developmental and educational needs of children. The 'diversity' construct and its proxies (e.g., diverse children, culturally and linguistically diverse children, minority children) masks or obliterates the specific developmental and educational needs of children. This is particularly problematic in discussions that do not detail for teachers the developmental and educational needs of children with sufficient specificity to guide teaching and learning. For example, the term "minority children" is both increasingly inaccurate and potentially dangerous. It throws together children who by some measure (e.g., race, class) are not White or middle class and risks maintaining a racist, social class and other hegemonies, implying that White, monolingual, middle class, able bodied children are the norm; it ignores the rapidly changing demographics that have begun to challenge the utility of such notions as 'majority' and 'minority' groups; it ignores how individuals and groups identify themselves; and it implicitly gives permission to ignore differences in children due to factors (e.g., race, culture) that may have implications for teaching and learning.

For the preparation of early childhood educators the possible consequences of masking salient characteristics of children may encourage teachers to engage in a kind of diversity reductionism—concluding that children who are described as 'diverse' or 'minorities' need similar types of educational teaching and learning strategies. The opposite appears to be the case. For example, effective teaching of young children for whom English is a new language or second dialect necessitates teachers specially trained in language development of both monolinguals and bilinguals (Fillmore & Meyer, 1992; Fillmore & Snow, 2000; Garcia, 2005; Menken & Antunez, 2001). Children with special needs (e.g., autism, attention deficit disorders, dyslexia, speech

disorders) must have teachers trained to assure their educational and developmental success (Kalyanpur & Henry, 1999). Children from culturally diverse communities, poor children, and children from marginalized racial groups have better educational outcomes when teachers have knowledge and practice skills that support home culture and language (Au & Mason, 1981, 1983; Dee, 2004; Knapp & Associates, 1995; Pewewardy, 1994). Teacher standards should identify the specific competencies teachers need to have to address the developmental and educational needs of children with particular characteristics (e.g., second language learners, low-income children). Failure to do so or the inclusion of some groups and the exclusion of others may lead teachers to conclude that they only need to demonstrate competence for included groups.

Individual children have complex identities and complex educational and developmental needs. The 'diversity' discourse may lead teachers to focus on discrete characteristics of children (e.g., race, or race and social class) and thereby fail to incorporate additional salient factors of children's identities (e.g., gender, religion) that may influence developmental and educational outcomes. Research (Phinney & Rotheram, 1987; Waters, 1996; Zentrella, 1997) and autobiography (Khu, 2001; Liu, 1998; Shyer & Shyer, 1996) have shown that the construction of identity by individuals and groups is multi-layered, complex and dynamic. For example, individuals, including young children, do not appear to define themselves by one construct, such as race, but assemble a complex and evolving identity that may include gender, race, ethnicity, social class, language, age, physical and mental capacities, religious/philosophical worldview, and experience (Phinney & Rotheram, 1987; Tatum, 1997; Zentrella, 1997). In actual early childhood classrooms teachers encounter young children that have multiple characteristics by which they define themselves—for example, they may include a Dominican–American girl whose first language is Spanish and maneuvers through the classroom in a wheelchair, while her best friend is a second generation Japanese-American boy who only speaks English and has mild dyslexia. It is

this complexity, multiplied across thousands of U. S. classrooms and hundreds of thousands of children, that challenges early childhood teachers, their preparation and the knowledge of teacher educators.

The implications for the development of teacher standards are: 1) that teachers have to successfully educate children who are not *just* Spanish speakers or *just* Japanese-American, but children from varying backgrounds combine multiple capacities and complex identities; 2) in the face of the complexity of children's developmental and educational needs teachers, especially if not effectively prepared, may retreat to practices that simply 'celebrate' differences, but does not know how to address children's actual differences as they are expressed in teaching and learning processes; and 3) teacher standards must convey to teachers that they have to address this complexity in teaching and learning in early childhood classrooms.

Preparing teachers for today's, multi-cultural, multi-ethnic, multi-class, multi-racial, multi-lingual and multi-ability early childhood classrooms. Early childhood classrooms are meeting grounds that reflect modern American society in all its complexity. This is especially true in large urban school districts but increasingly characterizes classrooms in suburbs, small towns and cities where immigrant children and families are settling (Daniel & Friedman, 2005). For example, in Chicago, and other large cities, the typical early childhood classroom operated by the Chicago Public Schools have children representing cultures and languages from Asia, Africa, Europe, Central and Latin America as well as native born Americans from different cultural, ethnic and language traditions. As U. S. classrooms grow more racially, culturally, and linguistically complex the majority of teachers (78-97 percent) remain predominately White, able bodied, monolingual and middle class (Darling-Hammond, Pittman & Ottinger, 1987; National Education Association, 2004; Saluja, Early & Clifford, 2002). But the characteristics of children (e.g., race, ethnicity, social class) are not only a challenge for White teachers—all teachers encounter children

with characteristics and backgrounds different from their own. African Americans teach Mexican American children, able-bodied teachers teach children with physical disabilities, females teach male students, straight teachers educate gay children, teachers fluent only in English instruct children fluent only in Cantonese, and middle class teachers serve children who are poor. And, even when teachers and young children share a common cultural, linguistic, ethnic, racial or class background they may not be able to translate their own experiences into effective educational practices that benefit children (Zeichner, 1996, p. 133). Standards must convey to teachers their responsibility for the educational success of all students in their classrooms.

EARLY CHILDHOOD TEACHER PREPARATION

Highly qualified early childhood teachers *specifically trained to work with effectively with children and families from many different communities and with varying and complex developmental and educational needs* are essential if early childhood programs are to provide the foundation that helps all children succeed in school. Five reasons can be advanced to explain why highly qualified early childhood teachers *specifically trained to work with all children* are singularly suited to improve the educational outcomes: 1) young children are in the process of beginning to develop social expectations for themselves and others that affect their emotional and social competence; 2) greater numbers of young children than ever before spend increasing portions of time in settings that include children who represent various cultural, ethnic, racial, social class, ability, and language groups and with adults other than their parents; 3) early childhood teachers play a powerful role in forming children's attitudes about themselves and others; 4) teachers' ability to use children's home culture and language in class instruction is associated with improved educational outcomes; and 5) early childhood programs commonly include parent education programs or parent involvement strategies that require them to be sensitive to all the families they serve. Influencing what young children learn from interactions in

early childhood settings can be important for altering their attitudes and beliefs about themselves and others, their adjustment to school, educational achievement, and their behavior toward people from different backgrounds. Appropriately trained teachers are a keystone of such change.

Research (Banks, 1993; Banks & Lynch, 1986; Derman-Sparks & Phillips, 1997; Gay, 1995; Tom, 1997; Vavrus, 2002) suggests that educational and pedagogical practices designed to support equity and ameliorate social, racial, cultural and economic inequities are dependent upon the transformation of teachers and teacher education. Vavrus (2002) asserts that, "teachers with recognized teaching credentials and advanced degrees may lack the multicultural repertoires and sensibilities appropriate for providing the kind of academic and social help their students need under conditions of racial discrimination and poverty" (p. 16). In addition, children with particular characteristics (e.g., poverty, not proficient in English) that have been associated with poorer educational outcomes may require teachers with specialized knowledge and practice skills that support their school achievement. For example, effective teaching of young children for whom English is a new language or second dialect necessitates teachers specially trained in language development of both monolinguals and bilinguals (Fillmore & Meyer, 1992; Fillmore & Snow, 2000; Garcia, 2005; Menken & Antunez, 2001). Children with special needs (e.g., autism, attention deficit disorders, dyslexia, speech disorders) must have teachers trained to assure their educational and developmental success (Kalyanpur & Henry, 1999). Children from culturally diverse communities, poor children, and children from marginalized racial groups have better educational outcomes when teachers have knowledge and practice skills that support home culture and language (Au & Mason, 1981, 1983; Dee, 2004; Knapp & Associates, 1995; Pewewardy, 1994).

Teachers' beliefs about children of color, poor children, second language and dialect speakers, and immigrant children suggest that they have little knowledge of the families and

communities that have nurtured children in their classrooms (Vàldes, 1996); express ideologies that support the social, political, and racial status quo (Howard, 1999; Sleeter, 1993); frequently deny or fail to address children's racist behavior in schools (Rizvi, 1993; Van Ausdale & Feagin, 2001); and feel unprepared to teach in multicultural and multilingual classrooms (Ray & Bowman, 2003; Valli & Rennaert-Ariev, 2000). Moulty (1988 cited in Grant & Secada, 1990) found that almost 40 percent of pre-service teachers did not believe that institutionalized racism influences the experiences of minorities, were not aware how teachers' and students' beliefs, values, biases, and stereotypes might influence learning and teaching, and did not believe that educators could significantly affect how teaching professionals think about learners in a diverse society.

An additional factor, namely the efforts of teacher educators (i.e., teacher college classes on multiculturalism and in-service training) to change teachers' stereotyped attitudes towards racial, ethnic, and cultural groups with which they are not familiar have had only moderate success (Webb-Johnson, Artiles, Trent, Jackson & Velox, 1998), and there is a dearth of longitudinal research that investigates whether positive interventions have lasting effects on teaching practices. Further, teachers' report not feeling adequately prepared to educate children who are culturally and linguistically different from them. Early childhood teachers with 5 or more years of experience report (Ray and Bowman, 2003) that they had learned to work effectively with culturally and linguistically different children from the children, families, and other teachers, but not from their teacher training programs. Ryan, Ackerman, & Song (2005) found that of all the course work teachers had taken those that addressed second language learners were the most inadequate for their current teaching experience. In addition, very little research has been done on the degree to which teacher preparation programs incorporate content and requirements that prepare teachers for competence in educating all children, including children of color, second language learners, children from many cultures and ethnicities, and immigrant, poor and special needs children.

EARLY CHILDHOOD TEACHER STANDARDS: RESEARCH FOCUS

Nationally, the vast majority of teachers working in early childhood public school classrooms have bachelor's degrees. Yet fewer than fifty percent of head teachers in preschool classrooms with three- and four-year old children have this credential (Whitebook, Bellm, Cruz, Munn, Jo, Almaraz, & Lee, 2004). However a growing consensus of early childhood educators support more rigorous requirements for teacher preparation including academic subject content, child development, and knowledge of appropriate teaching practices (Bowman et al., 2001; Darling-Hammond, 2000; National Commission on Teaching and America's Future, 1996). The national movement toward both teacher standards and learning standards for children has influenced the growth of this consensus. Teacher standards developed by state boards of education and accreditation organizations often define expectations of teacher *knowledge* and *practice* in various domains considered essential for effective educational outcomes, including curriculum, child development, instructional practices, and work with families. Increasingly, states have moved toward adopting teacher standards, but less than one-quarter of the states have developed specific early childhood teacher standards. Federal legislation, such as *No Child Left Behind* (NCLB), the Bush administration's effort to ameliorate failing schools, also stresses improving teaching and the placement of "a highly qualified teacher in every public school classroom by 2005" (U. S. Department of Education, 2002, p. 2).

Our rationale for investigating early childhood teacher standards is the increasing influence of the standards movement on teacher education requirements and certification (Ackerman, 2003; Standards in Teacher Education, 2003), the influence of state education offices on early childhood programs, and the increasing number of preschool children in state supported programs. National professional accreditation organizations and state agencies that govern higher education and teacher certification have established standards for early childhood teacher education. How these

accreditation bodies have incorporated the developmental and educational needs of poor children, children with special needs, second language/dialect speakers, immigrant children, and children of color into their constructs of undergraduate early childhood teacher preparation is important because of the central role these institutions and organizations play in determining the parameters of professional preparation. The present research is divided into two separate studies each with its own research questions. Study 1 examines teacher standards established by state boards of higher education and Study 2 standards created by professional accreditation organizations.

Content in Early Childhood Teacher Standards that Refers to the Developmental and Education Needs of 'Diverse' Children: State Boards of Higher Education. Study 1 is limited to early childhood teacher standards established by state boards of higher education, and specifically to content in the standards that references obliquely or directly the developmental and educational needs of poor children, children of color, children with special needs, second language/dialect speakers, immigrant children, children from many cultures and ethnicities. We examine teacher standards for diversity categories (e.g., race, social class), definitions of diversity categories, and domains of teacher competence within the standards that contain diversity categories. Study 1 (S1) addresses the following specific questions:

S1Q1. Which diversity categories, if any, are addressed in early childhood teacher standards (Pre-K through early elementary grades), and elementary teacher standards with early childhood endorsement?

S1Q2. Are definitions of diversity categories provided in the early childhood teacher standards?

S1Q3. To what extent are diversity categories integrated across teacher competency domains (e.g., social studies, instructional practices) found in the early childhood teacher standards?

Early Childhood Teacher Certification Standards Related to Diversity: Professional Accreditation Organizations. Study 2 examines early childhood teacher standards created by

national accreditation organizations that define professional competencies for early childhood teacher preparation. These organizations are often influential advocates for professional excellence. Through their activities (e.g., publications, advocacy, conferences, professional training) they shape expectations, and disseminate knowledge and practice related to teacher preparation. Study 2 (S2) addresses the following questions about diversity content in early childhood teacher standards of these organizations:

S2Q1. Which diversity categories, if any, are addressed in professional accreditation organization early childhood teacher standards?

S2Q2. Do the early childhood teacher standards of national accreditation organizations include definitions of diversity terms or language?

LIMITATIONS OF THE STUDY

Application of the findings from this study should be considered in view of the following issues. Data were drawn from on-line sources maintained by state boards of higher education and professional accreditation organizations, and so may reflect errors that are the result of website design, maintenance and development. Although we contacted staff of state boards of higher education and national accreditation organizations to ascertain the degree to which content reflected current requirements and policies, in a few cases, personnel could not confirm or were unaware of the status of the content of on-line documents, and could not direct us to current documents. Results from this study need to be evaluated in relation to this limitation. Data collection occurred between June 2003 and July 2004. Data analysis only reflects documents available and examined during that period of time.

METHODS SUMMARY[5]

Methodological factors related to both Study 1 and Study 2. These two studies examine teacher standards for adults working with preschool and early elementary age children (e.g., 3 to 8 years of age, or Pre-K through 3rd grade). Because of the variability in ages covered in early childhood teacher standards, we include teacher standards that cover a *continuous* age range from birth to early elementary school ages. Excluded are standards that address only preschoolers (e.g., birth to 4 years of age) or only early elementary age children (e.g., kindergarten through 5th grade).

Sample. In order to establish the universe of all eligible entities for each data set, we conducted Internet searches for accreditation organizations and state teacher standards. The specifics regarding the construction of each data set are described in each study. All aspects of data collection were directed by the principal investigators including web searches, data collection, and other tasks related to the research project goals. Coding instruments were developed by the principal investigators; research staff were trained to apply these to data; and coding was checked by the principal investigators. We analyze documents available online for text that included references, phrases, terms and language related to the educational and developmental needs of children defined by such factors as culture, race and special needs.

Coding. Initially we examined standards for seven categories associated with 'diversity': *race, ethnicity, culture, language, immigrants, social class* and *special needs.* We labeled these *diversity categories* and each includes synonyms of the category identifier (see Appendix A Table 10). For example, if a term appears in the data that signifies race (e.g., racial identity, racism, racial characteristics, and racial group) it is coded in the race category. We created additional categories if new language appeared frequently in documents and did not fit easily into existing

[5] For a complete description of the methods employed in Study 1 and 2 see Appendix A.

categories. For example, in teacher standards the term *all children* frequently appeared and was added, to total eight categories. The category 'other' included diversity terms that very infrequently appeared in standards, for example, gender, gender preference, sexual orientation, and religion. All coding decisions were checked by the principal investigators and differences resolved through consensus.

Data analysis. The statistical analyses used throughout are descriptive—tallies, percentages, ranges, and ratios. The data does not support the use of *t*-tests or other more elaborate statistical analyses. It is beyond the scope of this study to determine authors' intent in language used in standards to refer to children's race, language, social class and other factors. It appears that some types of language may be used interchangeably (e.g., culture and ethnicity, race and ethnicity). Because of this the principal investigators felt that these terms do not always form discrete mutually exclusive categories (despite our attempt to impose order on them).

STUDY 1 'DIVERSITY' CONTENT IN EARLY CHILDHOOD TEACHER STANDARDS OF STATE BOARDS OF EDUCATION

Sample. Websites of boards of higher education of the 50 states and the District of Columbia were examined to identify whether they had early childhood teacher standards. Two types of teacher standards that apply to early childhood teachers were identified in 30 states—12 states have early childhood teacher standards, 18 states have elementary teacher standards with early childhood endorsement, and 20 states have neither.

Coding and Data Analysis. Diversity content in standards—Teacher standards for 30 states were coded for the presence of *diversity content* or the presence of language and phrases that refer to 8 children's characteristics we labeled *diversity categories* (see Appendix A Table 10). These diversity categories are *race, culture, ethnicity, language, social class, immigration status, special needs,* and *all children.* Specific and related references to a particular diversity category (e.g.,

race, racism, racial minority) found in a teacher standard (e.g. instructional planning) were coded, and regardless of how many references to that diversity category (e.g., race) appeared in that teacher standard the category was only coded once per standard. If a standard referenced more than one diversity category (e.g., race and language) each category was coded for that standard. State board of education staff members were interviewed for clarification of questions and issues that emerged as coding and analyzing data commenced. The 12 states' early childhood standards were examined to assess the degree to which diversity content was infused across them. Eighteen domains of teacher competence—For the 12 states with early childhood teacher standards 18 *domains of teacher competence* generally recognized as central to effective teaching were identified and used to evaluate teacher standards and diversity content. The 18 teacher competency domains are: 1) foundations of early childhood education; 2) general curriculum; 3) curriculum area—language arts and literacy; 4) curriculum area—social studies; 5) curriculum area—mathematics; 6) curriculum area—science; 7) curriculum area—arts/fine arts; 8) curriculum area—physical development; 9) human and child development; 10) diversity; 11) instructional planning;12) learning environment;13) instructional delivery; 14) communication and engagement with children, families, communities, and others; 15) assessment;16) collaborative relationships with colleagues, families and communities;17) professional leadership; and 18) professional growth and reflective practice. Definitions of diversity categories—Definitions of diversity categories within the 12 states with early childhood teacher standards were looked for and examined for the degree to which they address children's characteristics such as culture, language, and special needs.

STUDY 2. 'DIVERSITY' CONTENT IN EARLY CHILDHOOD TEACHER STANDARDS: PROFESSIONAL ACCREDITATION ORGANIZATIONS

Sample. Websites of 21 national accreditation and professional organizations were searched for early childhood teacher standards. Standards were located for 3 organizations—Council for Exceptional Children, National Association for the Education of Young Children, and National Board for Teacher Professional Standards.

Coding and Data Analysis. Early childhood teacher standards were searched for diversity content represented by 8 diversity categories (as defined in Study 1), definitions of diversity terms, and infusion of diversity content across the standards. Professional organization staff members were interviewed for clarification of questions and issues that emerged as coding and analyzing data commenced.

FINDINGS

STUDY 1 'DIVERSITY' CONTENT IN EARLY CHILDHOOD TEACHER STANDARDS OF STATE BOARDS OF EDUCATION

In examining references in early childhood teacher standards developed by state boards of higher education regarding to the developmental and educational needs of poor children, children with special needs, second language/dialect speakers, immigrant children, and children of color we sought answers to three research questions, the results of which are described below.

S1Q1. Which diversity categories are addressed in early childhood teacher standards (Pre-K through early elementary grades) of the 12 states, and elementary teacher standards with early childhood endorsement of 18 states?

Table 1 indicates that to varying degrees all 30 state standards refer to the developmental and educational needs of poor children, children with special needs, second language/dialect speakers, and/or immigrant children. We found references to 8 diversity categories—race, ethnicity, culture, language, immigrant status, special needs, social class, and all children. The standards for these 30 states reference at least one of these eight categories. Specifically culture

Table 1. States with Diversity Content in Early Childhood Teacher Standards or Elementary Teacher Standards with Early Childhood Endorsement[1]

State	Early Childhood Certification/ Endorsement P-Early Elementary	Continuous Early Childhood Teacher Standards	General Education Standards	Type of Diversity Language in Teacher Standards									Diversity Defined
	v = Yes	v = Yes	v = Yes	RACE	ETHNICITY	CULTURE	LANGUAGE	IMMIGRANT	SPEC. NEEDS	CLASS	ALL CHILD	OTHER[2]	v = Yes
1. Alaska	v		v			v	v		v				
2. Arkansas	v	v			v	v	v		v		v	v	
3. California	v		v	v	v	v	v		v	v	v	v	v[3]
4. Colorado[4]	**v**					**v**	**v**		**v**	**v**			
5. Connecticut	**v**[5]		**v**			**v**	**v**		**v**			v	
6. Delaware	**v**		**v**	**v**	**v**	**v**	**v**	**v**	**v**	**v**		v	v[6]
7. Florida	**v**	**v**		**v**		**v**	**v**		**v**			v	
8. Hawaii	**v**		**v**			**v**	**v**				**v**	v	
9. Idaho[7]	**v**		**v**		**v**	**v**	**v**		**v**	**v**		v	
10. Illinois	**v**	**v**				**v**	**v**		**v**	**v**	**v**	v	
11. Indiana	**v**	**v**				**v**	**v**		**v**		**v**	v	v[8]
12. Iowa	**v**		**v**				**v**				**v**	v	
13. Kansas	**v**	**v**			**v**	**v**	**v**		**v**	**v**	**v**	v	
14. Kentucky[9]	**v**					**v**	**v**		**v**	**v**		v	
15. Maine	**v**		**v**	**v**	**v**	**v**		**v**	**v**		**v**	v	
16. Maryland	**v**		**v**		**v**	**v**			**v**	**v**			
17. Massachusetts	**v**		**v**				**v**					v	
18. Michigan	**v**		**v**	**v**	**v**	**v**			**v**				
19. Minnesota	**v**	**v**		**v**	**v**	**v**	**v**		**v**	**v**		v	

State	Early Childhood Certification/ Endorsement P-Early Elementary	Early Childhood Teacher Standards	General Education Standards	Type of Diversity Language in Teacher Standards[2]									Diversity Defined
	v = Yes	v = Yes	v = Yes	RACE	ETHNICITY	CULTURE	LANGUAGE	IMMIGRANT	SPEC. NEEDS	CLASS	ALL CHILD	O[3] THER	v = Yes
20. Missouri	**v**	**v**				**v**	**v**		**v**	**v**	**v**	v	
21. New Jersey	**v**		**v**			**v**	**v**			**v**		v	
22. New Mexico	**v**	**v**		**v**		**v**	**v**		**v**		**v**	v	v[8]
23. North Carolina	v		v		v	v			v	v	v	v	
24. Oklahoma	v	v				v			v		v		
25. Rhode Island	v		v			v	v		v		v	v	
26. Texas	v	v				v	v			v	v	v	
27. Tennessee	v		v			v	v		v		v	v	
28. Vermont	v	v				v	v		**v**		v		v[8]
29. Virginia	v	v				v	v		v			v	
30 Wisconsin	v		v			v	v		v			v	
TOTAL	30	12	18	7	10	28	25	2	25	13	16	24	5

[1] Twenty states and the District of Columbia are not included in this analysis because they did not have early childhood teacher standard, elementary teacher standard with early childhood endorsement or add on, or early childhood certification. The states are: Alabama, Arizona, Georgia, Louisiana, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New York, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Washington, West Virginia, and Wyoming.

[2] Includes language such as: gifted and talented; gender; sexual orientation; citizens in a pluralistic society; religion; family structure, differing family and community contexts; and equity.

[3] The GTS for California (*California Standards for the Teaching Profession*) defines diversity.

[4] Colorado has two sets of teacher standards for Pre-K and a separate set for K-3rd grade.

[5] Connecticut has an early childhood/early childhood special education blended certification, and GTS.

[6] The GTS for Delaware (*Delaware Professional Teaching Standards*) defines the following terms: culturally and/or linguistically diverse, diverse learners, and multicultural.

[7] Idaho offers only blended early childhood certification and GTS (see *The Idaho Certification Manual Part 2, Certification Standards and Code of Ethics of the Idaho Teaching Profession 2001, XII. Early Childhood/Early Childhood Special Education Blended Certification (Birth-Grade 3).*

[8] See Table 3.

[9] Kentucky has Interdisciplinary Early Childhood Education which is a combination of early childhood and special education.

was referred to by 28 states; language by 25 states; special needs by 25 states; all children by 16 states; social class by 13; ethnicity by 10 states; race by 7 states; and immigrant status by 2 states. In addition, 24 states referred at least once to terms or phrases that we placed in the category other, such as gifted and talented; gender; sexual orientation; citizens in a pluralistic society; religion; equity; and family structure.

These findings indicate that certain diversity categories, namely culture, language and special needs are most frequently found in state teacher standards. In addition, two diversity categories, race and immigration status, are rarely found. Five states define diversity terms. California and Delaware have teacher standards for elementary grades that define terms; and Indiana, New Mexico and Vermont have early childhood teacher standards that offer definitions of diversity language (see Study 1 Question 2).

Table 2 isolates the results for 12 states with early childhood teacher standards. The most common diversity categories are culture referred to by 12 states; language by 11 states; special needs by 11 states; all children by 9 states; social class by 5 states; and 3 states each referred to race and ethnicity. No states reference children or families' immigration status. These results indicate that an array of diversity terms appear in the standards, but certain terms, such as culture, language, special needs and all children appear most frequently.

Table 2. Diversity Content in State Early Childhood Teacher Standards

State	Early Childhood Teaching Standards	Type of Diversity Categories in Teacher Standards									Diversity Defined
	v = Yes	RACE	ETHNICITY	CULTURE	LANGUAGE	IMMIGRANT	SPECIAL NEEDS	CLASS	ALL CHILDREN	O[1] THER	v = Yes
1. Arkansas	**v**		**v**	**v**	**v**		**v**		**v**	v	
2. Florida	**v**	**v**		**v**	**v**		**v**			v	
3. Illinois	**v**			**v**	**v**		**v**	**v**	**v**	v	
4. Indiana	**v**			**v**	**v**		**v**		**v**	v	v[2]
5. Kansas	**v**		**v**	**v**	**v**		**v**	**v**	**v**	v	
6. Minnesota	**v**	**v**	**v**	**v**	**v**		**v**	**v**		v	
7. Missouri	**v**			**v**	**v**		**v**	**v**	**v**	v	
8. New Mexico	**v**	**v**		**v**	**v**		**v**		**v**	v	v[2]
9. Oklahoma	**v**			**v**			**v**		**v**	v	
10. Texas	**v**			**v**	**v**		**v**	**v**	**v**	v	
11. Vermont	**v**			**v**	**v**				**v**		v[2]
12. Virginia	v			v	v		v			v	
TOTAL	12	3	3	12	11	0	11	5	9	11	3

[1] Includes: gifted and talented; gender; sexual orientation; citizens in a pluralistic society; religion; family structure; equity.
[2] See Table 5.

S1Q2. Are definitions of diversity categories provided in the 12 states' early childhood teacher standards?

Three quarters of states with early childhood teacher standards do not include definitions of diversity categories. The exceptions are Indiana, New Mexico, and Vermont (see Table 3). But these three states do not define all of the diversity categories they use. For example, Indiana's standards contain language that falls into the following 4 categories—

culture, language, special needs and all children, but only defiines the latter term. New Mexico refers to terms that fit into 5 diversity categories (race, culture, language, special needs, and all children), but, with the exception of culture (i.e., 'variations across cultures/cultural diversity'), it does not define theres terms. Instead it defines 'adaptive behavior' and 'anti-bias'. Vermont refers to 4 diversity categories (culture, langauge, special needs, and all children), and defines only "diverse learning needs". The state standards do not explain why only some terms are defined and others are not.

Table 3. Diversity Definitions in State Early Childhood Teacher Standards

State	Diversity Terms Defined
Indiana Professional Standards Board (2002)	" 'all children or all young children' in this document is a phrase that is meant to be inclusive and refers to all children who may be in an early childhood professional's classroom including boys and girls from culturally and linguistically diverse groups, whether typically, atypically, or exceptionally developing." (p. 1).
State of New Mexico (1995)	"'Adaptive behavior'means the effectiveness or degree with which the child meets the standards of personal independence and social responsibility expected or comparable age and cultural groups." "'Anti-bias' means actively confronting, transcending, and eliminating personal and institutional barriers based on race, sex, or ability." (p. 1) "'Variations across cultures/cultural diversity' means the curriculum, environment, and learning materials are reflective of distinct groups that may differ from one another physically, socially, and culturally (p. 2)
Vermont Department of Education (2003)	"'Diverse learning needs' means the needs of all students including: females as well as males; members of ethnic and racial minorities as well as ethnic and racial majorities; students who are socio-economically disadvantaged, as well as those who are more advantaged; students who have not been successful in school as well as those who have been successful; and students who have been denied access in any way to educational opportunities as well as those who have not." (p.1)

S1Q3. To what extent are the diversity categories integrated across teacher competency domains (e.g., social studies, instructional practices) found in 12 states' early childhood teacher standards?

Early childhood teacher standards developed by 12 state boards of higher education differ in terms of emphasis and organization. For example, 5 states (Arkansas, Illinois, Kansas, Texas and Vermont) divide teacher standards between knowledge and practice, while Virginia includes knowledge, practice, and disposition. The remaining states (Indiana, Florida, Minnesota, Missouri, New Mexico, and Oklahoma) do not divide their standards into these aspects of teacher competence. Also, the number of teacher standards vary from state to state, as does the specific content of standards. But, despite these differences there is considerable similarity across early childhood standards in relation to domains of competence an early childhood teacher is expected to know and demonstrate. These domains of teacher competence (e.g., instructional strategies) are generally recognized by early childhood professional educators, professional organizations, accreditation bodies, and teachers as essential for effective teaching and learning in early childhood classrooms. For example, the National Association for the Education of Young Children (Hyson, 2003) identifies 5 domains of knowledge and practice early childhood professionals must master; the National Board for Professional Teaching Standards (2001) has 9 early childhood/generalist standards, and the Council for Exceptional Children (2003) has 10 standards of early childhood teacher competence (see Study 2 Table 6 for a discussion of the standards of these organizations). While each organization has arranged the content differently there is considerable agreement between the standards of specific professional organizations regarding what constitutes early childhood professional competence.

An examination of the early childhood teacher standards of the12 states reflects a shared vision of teacher competence. In these 12 sets of standards we identified 12 separate domains of early childhood teacher competence. Some states divide curriculum into distinct content areas (e.g., science) while others only describe a general curriculum competency. To reflect this variation we have added to the 12 separate domains an additional 6 distinct curriculum content domains (see numbers 3 through 8 in the list below) to create a total of 18 teacher competency domains. These domains are:

1. Foundations of early childhood education
2. General curriculum
3. Curriculum area—Language arts and literacy
4. Curriculum area—Social studies
5. Curriculum area—Mathematics
6. Curriculum area—Science
7. Curriculum area—Arts/Fine arts
8. Curriculum area—Physical development
9. Human and child development
10. Diversity
11. Instructional planning
12. Learning environment
13. Instructional delivery
14. Communication and engagement with children, families, communities, and others
15. Assessment
16. Collaborative relationships with colleagues, families and communities
17. Professional leadership
18. Professional growth and reflective practice

Content of each state's early childhood teacher standards was organized under these 18 competencies by one of the principal investigators, and separately by another early childhood teacher preparation expert. Discrepancies between the two coders were rare and resolved through consensus.

Once arrayed in the 18 teacher competency domains each state's teacher standards were coded for diversity content using the diversity categories. Table 4 allows us to observe specific diversity content in 18 teacher competency domains for an individual state; the

domains of teacher competence that do not contain diversity content both within and across the states; and to compare state results to one another. In Table 4 we have collapsed the 7 curriculum domains into one domain. This reduces the 18 teacher competency domains in the standards to 12.

It is apparent that divesity content is not addressed in all teacher competency areas within any of the states, and that within each state diversity categories appear in some domains of teacher competence and not in others. For example, Arkansas is typical. It refers to the developmental and educational needs of children who are poor, of color, immigrants, second langauge/dialect learners, and/or children with special needs in only 5 teacher competency domains—curriculum; human/child development; instuctional planning; instructional delivery; and communication with children, families, communities and colleagues. Arkansas' standards suggest to early childhood teachers that in relation to curriculum planning, they need to attend to children's culture and special needs, but in instructional planning teachers also need to consider ethnicity and language. No rationale is presented by Arkansas (or any other state) for these patterns of diversity content is particular teacher competency domains. It was not possible to determine why these patterns exist. Anecdotally, we contacted state education staff to ask for explanations for the patterns of diversity categories we found. In general, we either could not find staff who could explain these patterns, or found staff who could not speak definatively about these patterns. For example, one state officer explained that the least contentious language was used probably to avoid controversy. Another staff officer suggested that the decision to use language (e.g., race, culture, langauge) was probably not well thought out by the authors of standards.

Table 4. Diversity Content in State Early Childhood Teacher Standards and 18 Teacher Competency Domains[1]

State	State ECT Certifi-cation (g=grade)	18 Teacher Competency Domains												Total # Diversity Categories by State	Total # Standards with Diversity By State
		A	B–H [2]	I	J	K	L	M	N	O	P	Q	R		
		Found	Curric	HD& CD	Div	Instr. Plan.	Learn Enviro	Instr. Deliv	Comm	Asses	Collab Relat	Prof Growt	Prof Leader		
Arkansas	P-4th g		3 6 9[3]	1 3 6 8 9		2 3 4 6 9		3 9	4 8 9					7	5
Florida	P-3rd g			1 3 5 6	4 6 8 9								6	7	3
Illinois	0-3rd g		3	3	3 4 6 8 9	3	3 6	6	9	6				5	8
Indiana	P-3rd g	8	3 8	4 6 8		6 8	8 9	3 4 8 9		8	3 8 9	8 9		5	9
Kansas	0-3rd g		2 3 4 7	3 4 6 9		3 4 6				3 6	3 6 9			6	5
Minnesota	0-3rd g			3				9		3	3			2	4
Missouri	0-3rd g	6		6		6					3 4 7			4	4
New Mexico	0-3rd g		3 4 6 9	3 4 6		3 4 6 8	3 4 6 8	3 4 6 8		3 4 6	3 4	3 4 6 9	3 4 6 9	5	9
Oklahoma	P-3rdg		3 6 8				3 6 8				9			4	3
Texas	EC-4th g			3 4 7 8		8	6 8		8					5	4
Vermont	0-3rd g		3	3 6						4 6	8 9		9	5	5
Virginia	P-3rd g		6 3	1 2 3 6 7 8			4 6							7	3
Total Categories by Standards Content[4]		2	7	9	5	6	5	5	3	4	6	5	4		
Total States by Standards Content		2	8	11	2	7	6	5	3	6	6	2	3		

[1] 18 teacher competency domains are: A) Foundations; B-H) curriculum including general curriculum, language and literacy, social studies, mathematics, science, arts and fine arts, and physical development; I) human and child development; J) separate diversity content area; K) instructional planning; L) learning environment; M) instructional delivery; N) communication; O) assessment; P) collaborative relationships; Q) professional growth; and R) professional leadership.

[2] We combined the 7 subcategories of curriculum (e.g., social studies, literacy) into one curriculum category.

[3] Each individual number in a state row or column represents a diversity category: 1=race; 2=ethnicity; 3=culture; 4=language; 5=immigrant; 6=special needs; 7=social class; 8=all children; 9=other (e.g., religion). For example, the number 3 6 9 indicates that in the Arkansas early childhood teacher standards culture (3), special needs (6), and other (9) are mentioned.

[4] The total number of diversity categories (e.g., culture, race) addressed by all states in that content area. For example, in column A) foundations only Missouri included diversity content (e.g., special needs) in describing teacher competence.

Illinois and Florida are unique among the 12 states because they each have a separate standard that addresses diversity. Illinois has 17 early childhood standards, 7 of which have diversity content including culture and special needs (see Table 4). Illinois' diversity standard is divided into knowledge and performance indicators, and these mention diversity categories such as culture, special needs, and language. The diversity standard states,

The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted to children from birth through grade three.

a) Knowledge Indicators – The competent early childhood teacher:

1. understands conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns related to specific disabilities.
2. understands cultural and linguistic diversity and the significance of familial, socio-cultural, and political contexts for development and learning.
3. recognizes that children are best understood within the contexts of family, culture, and society.
4. understands the function of the home language in the development of young children and the interrelationships among culture, language, and thought.

b) Performance indicators – The competent early childhood teacher:

1. creates and modifies environments and experiences that meet the individual needs of all children from birth through grade three and their families, including children with disabilities, developmental delays, and special abilities.
2. respects and affirms culturally and linguistically diverse children from birth through grade three and their families.
3. supports home language preservation and creates learning environments and experiences that are free of bias.
4. demonstrates sensitivity to differences in family structures and social and cultural backgrounds.
5. works effectively over time with children of diverse ages (infants, toddlers, preprimary and primary students), with children of differing abilities, and with children reflecting culturally and linguistically diverse family systems (State of Illinois, 2002, Ch. I, Section 26.190 Diversity).

Florida has 10 early childhood teacher standards, 4 of which address diversity. One of these, Standard 7, focuses on early childhood teachers' responsibility for children with

special needs, children for whom English is another language, and children "at risk" (although the risk is not specified). The standard states,

Knowledge of the special needs of all children and their families:

1. Identify strategies to adapt curriculum for children with special needs who have been mainstreamed into the least restrictive environment.
2. Identify the characteristics of children with special needs and identify procedures for appropriate referrals.
3. Identify strategies that support and facilitate family involvement with children who have special needs.
4. Identify programs, curricula, and activities that provide for the language needs of children and their families who have limited English proficiency.
5. Identify characteristics of at-risk children and demonstrate knowledge of strategies for appropriate intervention.
6. Demonstrate knowledge of strategies that promote the acceptance of diversity in the classroom (State of Florida Department of Education, 2002, Standard 7).

The distribution of diversity categories in relation to the18 competency domains in 12 states' early childhood teacher standards is shown in Table 5. We found evidence that all 8 diversity categories are present. Culture, language, and special needs are referred to in 12 or 67 percent of teacher competency domains and all children in 11 or 61 percent. But social class and ethnicity are referred to in only 3 or 18 percent of teacher competency domains. Immigrant status and race appear only in relationship to human and child development. The distribution of the diversity categories in each of 7 curriculum domains appears in this table. Only curriculum domains contain references to diversity categories. Specifically, language and literacy contains references to 6 diversity categories, namely culture, language, special needs, all children, social class and ethnicity. General curriculum includes references to three diversity categories, culture, language and special needs; and social studies includes culture. But, no state early childhood teacher standards refer to diversity categories in describing teacher competence in relation to mathematics, science, arts/fine arts, and physical development. Two of these curriculum domains, namely the teaching of mathematics and science, are often of central concern in assessment of school achievement. It appears that the

absence of references to children's characteristics (e.g., second language learners, special needs) may convey the message to early childhood teachers that in these critical curriculum domains they need not demonstrate competence in teaching children with characteristics (e.g., race, social class) of the type examined in the present study.

In Table 6 we have collapsed the 7 curriculum domains into one thereby reducing 18 domains of teacher competence to 12. The number and percentage of states with early childhood state teacher standards that contain diversity language in 12 teacher competency domains are shown in Table 6. Apparently, there is considerable variation in the percentage of states that address diversity in each of the standard teacher competency domains. For example, almost all states (92 percent) include diversity language in describing teacher responsibilities for applying human and child development knowledge in early childhood teaching. More than three-fifths of states include diversity content in relation to curriculum, and just under three-fifths do so in instructional planning. One-half of states have diversity content in 3 domains—collaborative relationships, learning environment, and assessment; and over two-fifths of states in instructional delivery. One-quarter of states include diversity language in communication, professional leadership and professional growth. Less than one-fifth of states include diversity language in describing teachers' responsibility for foundations content, namely understanding the historical, political, and social development of early education.

Table 5. Frequency of Diversity Content in State Early Childhood Teacher Standards, by Eighteen Teacher Competency Domains

Early Childhood Teacher Competency Domains in the Standards		Diversity Categories									
		CULTURE	LANGUAGE	SPECIAL NEEDS	ALL CHILDREN	CLASS	ETHNICITY	IMMIGRANTS	RACE	OTHER	Total Diversity Categor-ies per domain
1	Foundations			v	v						2
2	Human & Child Development	v	v	v	v	v	v	v	v	v	9
3	Separate Diversity Standard	v	v	v	v					v	5
4	Instructional Planning	v	v	v	v		v			v	6
5	Learning Environment	v	v	v	v					v	5
6	Instructional Delivery	v	v	v	v					v	5
7	Communication		v		v					v	3
8	Assessment	v	v	v	v						4
9	Collaborative Relationships	v	v	v	v	v				v	6
10	Professional Growth	v	v	v	v					v	5
11	Professional Leadership	v	v	v						v	4
12	General Curriculum	v	v	v						v	4
13	Curriculum Area (CA)—Language Arts & Literacy	v	v	v	v	v	v				6
14	CA-Social Studies	v									1
15	CA-Mathematics										0
16	CA-Science										0
17	CA-Arts/Fine Arts										0
18	CA-Physical Development										0
	Total # of standards per diversity categories	12	12	12	11	3	3	1	1	10	65
	Percent* of competency domains with specific diversity content	67	67	67	61	16	16	5	5		

*All percentages rounded

Table 6. Percentage of Twelve States with Diversity Language in Eighteen Teacher Competency Domains

Teacher Competency Domains		Number	%**
1	Human & Child Development	11	92
2	Curriculum*	8	67
3	Instructional Planning	7	58
4	Collaborative Relationships	6	50
5	Learning Environment	6	50
6	Assessment	6	50
7	Instructional Delivery	5	42
8	Communication	3	25
9	Professional Leadership	3	25
10	Professional Growth	3	25
11	Foundations	2	16
12	Separate Diversity Standard	2	16

* Seven diversity categories merged ** All percentages rounded up

Additionally, we examined the degree to which diversity terms, language and content are infused across the competency domains of early childhood teacher standards. We found that none of the states include diversity terms or language in all of the teacher competency domains (see Table 7). Only New Mexico and Indiana addressed diversity in 50 percent of the competency domains for which teachers are responsible, followed by Illinois (44 percent). The remaining states address diversity in one-third or fewer teacher competency domains—Arkansas, Kansas and Vermont (28 percent); Minnesota, Missouri, and Texas (22 percent); Minnesota, Missouri and Texas (22 percent); and Florida, Oklahoma and Virginia (17 percent).

Table 7. Percentage of Eighteen Teacher Standard Competency Domains with Diversity Language, by States

State	Teacher Competency Domains with Diversity Language	% of 18 Standard Content Domains*
New Mexico & Indiana	9	50%
Illinois	8	44%
Arkansas, Kansas & Vermont	5	28%
Minnesota, Missouri & Texas	4	22%
Florida, Oklahoma & Virginia	3	17%

* All percentages rounded up

SUMMARY OF STUDY 1: DIVERSITY AND STATE EARLY CHILDHOOD STANDARDS

- 60% of states (n=30) have either early childhood teacher standards (n=12) or elementary teacher standards with early childhood endorsement (n=18), and all state standards contain diversity categories.

- In both early childhood teacher standards and elementary teacher standards with early childhood endorsement the most commonly referred to diversity categories are *culture, language, special needs* and *all children*.

- In both early childhood teacher standards and elementary teacher standards with early childhood endorsement the least commonly referred to diversity categories are *immigration status, race, ethnicity* and *social class*.

- 25% of 12 states (n=3) with early childhood teacher standards define some, but not all diversity terms that appear in their standards.

- Diversity content is <u>most</u> likely to be referred to when 12 states' standards address the following domains of early childhood teacher competence: 1) human and child development; 2) curriculum; 3) instructional planning; 4) collaborative relationships; 5) learning environment; and 6) assessment.

- Diversity content is <u>least</u> likely to be referred to when 12 states' standards address the following domains of early childhood teacher competence: 1) instructional delivery; 2) communication; 3) professional leadership; 4) professional growth; and 5) foundations.

- 16% of 12 states (n=2) have an early childhood teacher standard dedicated to diversity.

- The integration of diversity content across 18 teacher competency domains (e.g., instructional planning, assessment) is very uneven. No state refers to all 8 diversity

categories in all of its standards; and across the 12 state early childhood standards the integration of diversity content ranges from a low of 17% for Florida, Oklahoma and Virginia to a high of 50% for New Mexico and Indiana. New Mexico and Indiana, address diversity categories in 9 of 18 teacher competency domains, and Illinois in 8 of 18. But the majority of states do so in less than 1/3rd of teacher competency domains.

STUDY 2. DIVERSITY CONTENT IN EARLY CHILDHOOD TEACHER STANDARDS: PROFESSIONAL ACCREDITATION ORGANIZATIONS

S2Q1. Which diversity categories are addressed in Council on Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC) and National Board of Professional Teacher Standards (NBPTS) early childhood teacher standards?

The standards developed by Council on Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC) and National Board of Professional Teacher Standards (NBPTS) reflect the growing awareness within professional accreditation organizations of the importance of preparing teachers for effective teaching and learning for all children. For example, *Birth-8 Years, NAEYC Initial Licensure Standards* (2001) explains that in contrast to an earlier edition the current document makes "even more explicit" the emphasis on linguistic and cultural diversity, inclusion of children with special needs, knowledge of communities within which children live, diversity as a factor in assessment, and declares that the rationale for these modifications are due to changing demographics and increased awareness that teaching competence includes knowledge and practice that supports all children (p. 6).

Table 8 indicates the three professional the accreditation organizations have early childhood teacher standards that address diversity. This table allows us to compare each professional accreditation organizations' early childhood teacher standards in relation to one another and in relation to the18 teacher competency domains we developed in Study 1. In order to better accommodate the standards of the 3 organizations we have reduced the 18 to

10 teacher competency domains by combining professional growth and professional leadership, and collaborative relationships and communication. Also, because the organizations' standards generally do not provide detailed curriculum content areas (e.g., social studies, mathematics) we combined all of the curriculum competency domains into one category. On Table 8 an asterisk (*) indicates that diversity is addressed in the standard.

The Council on Exceptional Children document, *CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students* (2002) describes 10 standards: 1) foundations; 2) developmental characteristics of learners; 3) individual learning differences; 4) language; 5) instructional planning; 6) instructional strategies; 7) learning environment and social interactions; 8) assessment; 9) collaboration; and 10) professional and ethical practices (see Table 8). These early childhood standards are divided into two domains of competence referred to as the common core that applies to all teachers, and early childhood that specifically refers to professionals who work with young children. Each of these domains of competence is further divided into knowledge and skill. All 10 of the CEC standards reference diversity. Five diversity categories (56 percent) are addressed in these standards—culture, language, special needs, diversity, and social class (see Table 9). Additional categories include two diversity terms we coded as 'other'—'gender differences' and 'sexual orientation'.

NAEYC has developed 5 early childhood teacher standards (see Table 8) each of which includes diversity content: 1) promoting child development and learning; 2) observing, documenting and assessing to support young children and families; 3) building family and community relationships; 4) becoming a professional; 5) teaching and learning which has 3

Table 8. Comparison of Diversity Content in the Early Childhood Standards of Professional Accreditation Organizations

Teacher Competency Domains	CEC 10 Standards	NAEYC 5 Standards	NBPTS 9 Standards
Foundations	Foundations*		
Human & Child Development	Development Characteristics of Learners* Individual Learning Differences* Language*	Promoting Child Development & Learning*	Understanding Young Children
Diversity Standard			Equity, Fairness, & Diversity*
Instructional Planning	Instructional Planning*	Building Meaningful Curriculum (sub-standard of T&L)*	Knowledge of Integrated Curriculum
Instructional Delivery	Instructional Strategies*	Using Developmentally Effective Approaches (sub-standard of T&L)*	Multiple Teaching Strategies for Meaningful Learning
Learning Environment	Learning Environments & Social Interactions*	Teaching & Learning (4 sub-standards of T&L)*	Promoting Child Development & Learning
Assessment	Assessment*	Observing, Documenting, & Assessing to Support Young Children & Families*	Assessment
Collaborative Relationships	Collaboration*	Building Family & Community Relationships*	Family & Community Partnerships
Professional Growth & Leadership	Professional & Ethical Practice*	Becoming a Professional*	Reflective Practice Professional Partnerships
Curriculum including language & literacy, social studies, math, science, arts/fine arts, physical development		Understanding Content Knowledge in Early Childhood (sub-standard of T&L)*	

* Indicates diversity content appears in this competency

sub-standards—building meaningful curriculum, using developmentally effective approaches, understanding content knowledge in early childhood. These standards are outlined in *NAEYC Standards of Early Childhood Professional Preparation: Baccalaureate or Initial Licensure Level* (2002). Eight categories of diversity (89 percent) appear in NAEYC standards—race, ethnicity, culture, language, special needs, social class, all children and diversity. In addition, the standards reference 'bias-free', 'biases', and 'anti-bias perspectives' (see Table 9). Diversity categories appear in each of the 5 standards (Table 8). Each standard includes a description of the standard, a detailed supporting explanation, and key elements that include descriptions or examples of what teachers should do. In NAEYC standards the majority of diversity content is located in the supporting explanation.

The National Board of Professional Teaching Standards (NBPTS) (2001) has 9 teacher standards for early childhood/generalist: 1) understanding young children; 2) equity, fairness and diversity; 3) knowledge of integrated curriculum; 4) multiple teaching strategies for meaningful learning; 5) promoting child development and learning; 6) assessment; 7) family and community partnerships; 8) reflective practice; and 9) professional partnerships (see Table 8). Twenty-two percent of diversity categories are referred to in the standards, all children and diversity, and the phrase 'fairness and equity' which was coded as other (see Table 9). But, diversity language is isolated in the diversity category and is not infused across the other 8 standards. The 9 standards are not divided into knowledge and practice domains of teacher competence. Each standard includes a statement and a narrative that explains, in greater detail, early childhood teachers' professional responsibilities. Of the three professional organizations NBPTS is the only one with a separate diversity standard, titled Equity, Fairness, and Diversity. This standard states,

Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect others to treat them with, equity, fairness, and dignity (National Board for Professional Teacher Standards, p. 11).

Table 9. Diversity Categories in Early Childhood Teacher Standards of National Professional Accreditation Organizations

Diversity Categories in Teacher standards v = Yes	Council for Exceptional Children	National Association for the Education of Young Children	National Board for Professional Teaching Standards
Race		v	
Ethnicity		v	
Culture	v	v	
Language	v	v	
Immigrant Status			
Special Needs	v	v	
Social Class	v	v	
All Children		v	v
Diversity	v	v	v
Other*	v	v	v
Total & % of 9 diversity categories addressed per organization	5 (56%)	8 (89%)	2 (22%)
Diversity Defined	Yes	Yes	No

*Not included in calculating the number and percent of 9 diversity categories.
**All percentages are rounded

S2Q2. Do the early childhood teacher standards of national accreditation organizations include definitions of diversity terms or language?

Two organizations provide a definition of diversity terms in their standards, but like the standards of state boards of education (see Study 1) do not define all the diversity terms that are included.

- The Council for Exceptional Children (2002) states that, "'individual with exceptional learning needs' is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents" (no page number given, see last page of document).
- The National Association for the Education of Young Children (2001) asserts, "'All children' means all: children with developmental delays or disabilities, children who are gifted and talented, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs" (p. 8). NAEYC also defines culture as: "'Culture' includes ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs" (p. 8).

The National Board of Professional Standards does not include definitions of diversity terms or language in their standards.

SUMMARY OF STUDY 2: DIVERSITY AND PROFESSIONAL ACCREDITATION ORGANIZATIONS

- 3 national professional accreditation organizations—Council of Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), and the National Board of Professional Teacher Standards (NBPTS)–have early childhood teacher standards, and all address developmental and educational needs of children of color, children with special needs, second language/dialect speakers, immigrants, and/or low-income.
- CEC and NAEYC refer to diversity categories in each of their early childhood teacher standards; but NBPTS does so only in a separate standard devoted to 'diversity'.
- The most commonly referred to diversity categories in early childhood teacher standards addressed by CEC, NAEYC and NBPTS are *diversity, culture, language, special needs, social class,* and *all children*.
- The least commonly referred to diversity categories are *immigration status, race,* and *ethnicity.*

- 2 of 3 national professional accreditation organizations define some, but not all diversity terms that appear in their standards.

DISCUSSION AND RECOMMENDATIONS

This study examines the degree to which teacher standards developed by state boards of higher education and national professional accreditation organizations expect early childhood teachers to master knowledge and practice skills related to the educational and developmental needs of *all* children. State boards of higher education and professional accreditation organizations are part of an influential infrastructure that mandates and defines teacher competence. Within the states teacher training institutions must be responsive to mandates from state boards of education that identify areas of teacher competence, and early childhood teacher standards of professional organizations influence state standards. Ample evidence was found that these entities recognize that teacher competence includes the ability to effectively teach children who represent the complexity of cultures, languages, abilities, races, and ethnicities present in early childhood classrooms. Although, the study did not determine how long the developmental and educational needs of these children have been mentioned in teacher standards, certainly major efforts to address this issue have come largely in the last 50 years. Three factors contribute to this interest in the United States: movements by disenfranchised groups for social change and equity influenced beliefs, attitudes, and behaviors regarding their rights; world wide competition for educational leadership awakened concerns about the quality of the nation's schools and educational achievement of all children; and immigration and demographic changes emphasized the importance of teaching children from different cultural and linguistic backgrounds.

Despite the obvious interest of state boards of higher education and professional accreditation organizations in the developmental and educational needs of children of color, second language/dialect speakers, and others the findings suggest that *state early childhood teacher standards convey a inconsistent and ambiguous message regarding domains of teacher competence and the developmental and educational needs of a very complex population of children (e.g., children of color, second language/dialect speakers) their families, and communities*. We contend that teachers receive a powerful message about the relative importance of so-called 'diverse' children's education (e.g., poor children, children of color) through teacher standards. For example, the degree to which standards reference the development and education of *all* children or only *some* children has consequences, both for the student's competence as an educator and perceptions of whose education really matters. Further, we suggest that teacher standards may privilege the developmental and educational needs of some groups of children over others thereby reproducing inequality (Gay, 1986; Giroux, 1996; Irvine, 2003; Ladson-Billings, 1995; Ray, 2000). The results suggest that early childhood teacher standards send an unambiguous message to future teachers—professional competence requires weak and uneven knowledge and practice skills for children with special needs, children of color, low-income children, second language/dialect speakers, and immigrants. The developmental and educational needs of *all* children are simply *not* at the center of teacher standards. In light of these results it is not surprising that teachers report their professional preparation has not prepared them for all the children they educate (Association for Children on New Jersey's Early Learning Initiative, 2005; Kearney & Durand, 1992; Ray & Bowman, 2003).

What are the implications of these findings for the preparation of *all* teachers who can effectively educate *all* children and work successfully with *all* families and communities represented in U. S. early childhood classrooms (Pre-K-early elementary grades)? How can early childhood teacher standards contribute to significantly improved outcomes for groups that have persistently not succeeded in schools? Given the influential role national and professional organizations perform in setting criteria for early childhood teacher competence it is imperative that the standards they devise adequately reflect the developmental and educational needs of all children in U.S. early childhood classrooms. But, there are significant systemic barriers to the development of early childhood teacher standards that include the developmental and educational needs of all young children. These barriers in relation to both professional accreditation and state teacher standards include: the fact that most states have not even developed separate early childhood teacher standards (i.e., only 12 states have early childhood standards); the process for reforming existing state teacher standard may be cumbersome; identification individuals and organizations within states and nationally that can spearhead an effort to develop inclusive standards may be difficult; and teacher standards may only have weak enforceability. Despite these challenges we argue for early childhood teacher standards that: 1) are based on a rationale and conceptual model that includes the developmental and educational needs of children with special needs, children of color, low-income children, second language/dialect speakers, and immigrants; and 2) include content that consistently and clearly describes the competencies early childhood teachers must have to address the developmental and educational needs of children with special needs, children of color, low-income children, second language/dialect speakers, and immigrants.

RATIONALE AND CONCEPTUAL MODEL

With the 1954 U. S. Supreme Court decision *Brown v. Board of Education*, the passage in 1966 of Head Start legislation and special education legislation (P.L. 94.142) in 1975, the nation's effort to provide an equal education for particular groups of children was firmly established. Federal and state statutes and case law obligated schools to focus on the education of children from groups historically denied equal access to the resources and instruction necessary for scholastic achievement. Implicit to both legislation and judicial opinion is the principle that education should be tailored to meet the needs of specific populations. Central to acceptance of this principle is a clear statement or rationale detailing why the developmental and educational needs of children of color, second language/dialect speakers, children with special needs, and low-income and immigrant children should be of concern to teachers. Acceptance of this principle suggests that state departments of higher education and professional accreditation organizations develop statements or rationales that detail why the developmental and educational needs of children of color, low-income, special needs, immigrant children and others should be of central concern to teachers. This rationale should form the foundation of teacher standards developed by both entities. The detailed rationale should include the following: a clear explanation of the implications of children's developmental and educational needs to teaching and learning in early childhood contexts; an explanation of how their needs are related to issues of social justice and equity; and a description of educators' unique obligations to specific groups of children (e.g., poor children, second language learners). The rationale should make clear that specialized knowledge and practice skills are needed for teaching children with diverse characteristics (e.g., special needs, English as a second language, social class, culture, and race) (see Ray et al., 2006). With 2 of 3 professional accreditation organizations and only 5 of 30 states defining some diversity

categories in their standards, and only certain areas of teacher competency referred to in state teacher standards, it is not obvious that states and professional accreditation organizations expect early childhood teachers to have any special knowledge and skills. The narrative statements that appear in NAEYC and NBPTS early childhood teacher standards can serve as good models of rationales.

Early childhood teacher standards need to be based on a conceptual model of development that integrates practice, research and developmental theory with expert knowledge that includes all children, including children of color, poor children, second language/dialect speakers, immigrants, and others. What are teachers who are effective educators for all children expected to know and do? Our study suggests that typically teacher standards require that teachers demonstrate only fragmented and inconsistent knowledge of young children who are low-income children, children of color, children with special needs and others. Hence, significantly improving how standards define teacher competence for effective practice with *all* children is required.

There are many challenges to the creation of a comprehensive development model for all children, including: prominent theoretical orientations in early childhood reflect normative development of White American, middle class, monolingual, able-bodied children, and may inadequately explain development of children growing up in other contexts and cultural communities; may not sufficiently consider contextual influences (e.g., family members, community networks, social stratification) beyond child-caregiver dyads (Hyson, 1996; Weber, 1984); research on children of color and low-income children is often characterized by conceptual, ideological, and methodological problems (Irvine, 1990; Murrell, 2002; Garcia,

2005); and a dearth of research on young children with special needs from many ethnic, racial, cultural and social class backgrounds.

Despite these problems it is critical to conceptualize an enlightened view of child development that helps teachers understand children and families different from themselves. Increasingly, child development and early education researchers, teacher educators and practitioners recognize that we must do the hard work to define child development in context based on what we know and believe works well for children with different characteristics, backgrounds and abilities. Considerable research describes how cultural processes and practices (e.g., childrearing, parenting, models of child competence, language) shape child development, and increasingly is being incorporated into early childhood teacher preparation. Theoretical frameworks (e.g., Kagitçibasi, 1996; Gaskins, Miller, & Corsaro, 1992; Miller & Goodnow, 1995; Nsamenang, 1992; Rogoff, 2004) gaining ground view child development from ecological and cultural perspectives. These perspectives tend to stress the influence of external factors (e.g., relationships with multiple caregivers, interaction effects between multiple contexts) rather than internal processes such as cognition, and the role of children's participation in cultural practices as shaping knowledge, identity, and competencies. Further, because these perspectives consider interactive effects between settings in which U. S. children spend the majority of their time (e.g., school and family) they may help prospective teachers gain a deeper understanding of differing situational and contextual factors in children's everyday lives.

In order to more fully understand children's development it is essential for entities that develop teacher standards to draw on two types of expertise. The first includes traditional academic knowledge—deep understanding of research and practice in critical areas of child

development (e.g., language, social-emotional), childrearing in many contexts, role of culture and language in child development, and early education; and enlightened non-deficit perspectives on development. And, a second type of expertise derived from practice and experience with children and families of color, immigrants, various cultural traditions, the poor, and others, that offers perspectives on child development that may contradict traditional early childhood orthodoxies (e.g., age at which young children are competent to do certain tasks; care giving; disciplinary strategies; gender roles).

Throughout this paper we have asserted that the developmental and educational needs of children with seven characteristics—race, ethnicity, culture, language, immigrant status, special needs and social class—need to be placed at the center of early childhood teacher standards; that their developmental and educational needs must be defined and understood from cultural and ecological perspectives; and that research suggests that teachers need specialized knowledge to contribute to positive educational outcomes. A new conceptualization of teacher standards should identify these areas of specialized knowledge competent teachers need to have for children with these characteristics (e.g., culture) *and* multiple characteristics (e.g., culture, social class, language). An example may be helpful.

When we consider the development and education needs of immigrant, able-bodied, bilingual Mexican children living in the U. S. what competencies must teachers have? What do teacher standards that place the developmental and educational interests of these children, and their families and communities at the heart of teacher development? We believe that monolingual (English) teachers of Mexican immigrant children need to demonstrate competence in a minimum of 7 areas: culture; language and communication; instructional practices; teacher, school, family and community relations; assessment; professional growth and development; and reflective assessment of practice. We offer the following as an example to stimulate thought and discussion regarding teacher competence to address children's developmental and educational needs.

1. Culture

Teacher competence includes understanding theories regarding human development as a cultural process and their application to all children and specifically Mexican immigrant

children and families; knowledge of Mexican childrearing beliefs, values, traditions and practices; and recognition of cultural variability within and among Mexican individuals, families and communities. Competent teachers recognize that young Mexican immigrant children, as a group and as individuals, come to school already shaped by participation in family and community systems that include social roles, models of child competence, social networks, meaning systems, and cultural practices. Teachers understand how immigration may effect children's connection to family members, community, cultural ties, and psychological well being. Teachers understand the interconnection between Mexican, Mexican American, American culture and issues of identity. Teachers have knowledge of Mexican history and heritage and how these experiences influence successful educational outcomes. Teachers express and behave in ways that demonstrate respect for children and families' culture. Teachers use their interactions with children, families and community members to learn about Mexican cultural values, beliefs, traditions and mores. Teachers incorporate Mexican culture into teaching and learning throughout the curriculum and the classroom. Teachers understand general principals of the interaction of culture and social class in Mexican families and communities including how stress due to poverty, immigration, loss of cultural ties, and acculturation may influence parenting, child development and learning.

2. Language and Communication

Competent teachers understand theories of monolingual and bilingual language acquisition, linguistics, language in context, and the role of language in teaching and learning. Teachers employ a repertoire of instructional strategies and techniques for helping children retain their home language and develop capacity in the second language. Teachers use culturally relevant materials to engage children in language and communication activities. Teachers engage individuals fluent in the child's home language as participants in classroom activities. Teachers use multiple strategies, materials and activities to incorporate children's language and communication styles into classroom instruction. Competent teachers recognize children and families' use of language (e.g., English, Spanish) as linguistically valid. Teachers recognize language usage variability within Mexican American communities. They understand the historical, social and political controversies surrounding second language usage in school settings.

3. Instructional Practices

Teachers believe all Mexican immigrant children can learn—no exceptions (Scheurich, 1998), and that it is the teacher's responsibility to assure their educational success while in their care. Competent teachers design instructional programs and activities based on—extensive knowledge of subject content, material, curricula, resources; have the capacity to create, select, alter and adjust instruction and materials to meet children's developmental and educational needs; have knowledge of sequencing educational material; and have knowledge of family and community values regarding teaching and learning. Competent teachers do not rely on a 'one-size fits all' approach to teaching Mexican immigrant children, or simplistic notions of relational or cognitive styles. Teachers recognize that group and classroom management issues may have their roots in pedagogical, curriculum and instructional issues, and can adjust accordingly. Teachers recognize each child's unique development, capacities, and challenges, and design instructional responses to support optimal outcomes. They encourage and support usage of Mexican immigrant children's home language and code switching in classroom

instruction. Competent teachers support early literacy by using a variety of educational strategies, materials, and activities that build on children's knowledge of their families, friends, communities and experiences. Competent teachers employ anti-bias strategies and activities in their classrooms. They create learning environments that encourage problem solving, collaborative learning, inquiry, and intellectual growth.

4. Teacher, school, family and community relations

Competent teachers are able to communicate effectively with Mexican parents/family members/guardians, or are able to effectively use interpreters to support communication. Teachers understand and respect parents/family members/guardians language preferences. They employ a variety of strategies to keep parents/family members/guardians informed. They create and maintain collaborative supportive relationships with parents/family members/guardians that engage them in setting expectations for educational outcomes. They recognize that working effectively with children, families, and communities from a culture different from their own necessitates awareness of one's own culture. Competent teachers employ effective problem-solving and negotiation strategies. They engage parents/family members/guardians in supporting and achieving developmental and educational goals for children. Competent teachers invite and encourage parent/family member/guardian participation in classroom and school activities as cultural resources.

5. Assessment

Competent teachers understand the relationship of assessment to teaching and learning; can use and critique a variety of assessment methods, procedures and tools appropriate for second language and monolingual child assessment; and use on-going assessment strategies (e.g., work samples, tests) to inform everyday teaching and learning. Teachers understand cultural biases present in existing assessment procedures and tools, and the possible misuses of assessment in the education of Mexican immigrant children and second language learners. Competent teachers are able to effectively communicate with colleagues and parents/family members/guardians information regarding assessment purposes and procedures conducted in their children.

6. Professional Growth and Development

Competent teachers demonstrate behavior that meets recognized professional standards of ethical practice, and are aware of culturally appropriate conceptions of honesty and fairness. Teachers engage in formal (e.g., meetings, conferences, courses) and informal (e.g., self-directed reading) professional development activities that expand their knowledge of culturally relevant and effective educational practices that contribute to optimal child outcomes. Teachers advocate for educational excellence, equity and social justice for Mexican immigrant children. Competent teachers share knowledge and information regarding Mexican students and families with colleagues and others in respectful ways that maintain child and family confidentiality.

7. Reflective Assessment of Practice

Competent teachers understand their own culture's values, beliefs and practices, and recognize how they influence and impede their practice. They continuously evaluate their work with Mexican immigrant children and families through self-reflection alone and in partnership with

colleagues, supervisors and others. Competent teachers seek out guidance and support from Mexican immigrant and Mexican American peers/colleagues regarding their practice. When conflicts arise with children, parents/families/guardians or peers teachers critically examine their own histories, cultural perspectives and biases.

In summary, this conceptualization of teacher competence for young Mexican immigrant children (which is not exhaustive) suggests that state boards of education and national accreditation organizations will need to develop similar descriptions of what competent teachers need to know and do for each group of children defined by particular characteristics (e.g., low-income) of interest in this paper. We recognize that what we propose requires time and effort, but will result in early childhood teacher standards that reflect expectations of teacher competence based on complex knowledge about all children, families, and communities.

- *Recommendation 1. Early childhood teacher standards of states and accreditation bodies need to provide carefully thought out and detailed rationales regarding the relationship of the developmental and educational needs of all children to teaching and learning. Language used to describe child characteristics (e.g. race, ethnicity) should be clearly defined.*

While there seems to be broad acceptance of the principle that the developmental and educational needs of all children must be effectively addressed by teachers, it is apparent from this study that there is considerable ambiguity about whom and which characteristics of individuals (e.g., race, language) are the target for teacher's knowledge and skills in teaching and learning. Children with special needs are highlighted in most standards, followed by mention of children from cultural and language communities. Race, immigrant status, ethnicity and social class are referred to less frequently. And some diversity categories traditionally related to discrimination, such as gender and sexual orientation, almost never appear in the standards. Further, other diversity categories (e.g., learner characteristics) do not specifically refer to groups historically subject to discrimination. These differences in

definition beg the questions: Why are some groups mentioned by name and others not? Why are various terms used or avoided? It may be that the specificity of the legal mandate for services to children with special needs accounts for the frequency with which they are explicitly mentioned. It is also likely that avoidance of other groups reflects the general discomfort in the United States in regard to racism and racial differences, use of foreign languages for public purposes, and class inequalities.

Given the long troubled history in America of educational discrimination based on race, language, national origin, and social class, the absence of references to children of these groups is remarkable. The reticence to directly refer to such disparities in education, and to the groups associated with those disparities certainly needs to be challenged and overcome. The use of vague terms makes compliance less likely and may encourage a general undervaluing of the diversity mandate itself. In addition, it may signal to teachers that avoiding uncomfortable issues related to child characteristics, such as race, is *de facto* acceptable professional practice.

- *Recommendation 2. Accreditation bodies should specifically address the educational needs of groups identified by race, language, social class, ethnicity and immigration status in teacher standards, and professional training (e.g., curriculum, course work, program reviews, and course descriptions).*

CONTENT OF TEACHER STANDARDS

The presence of a separate standard dedicated specific characteristics of children, such as second language speakers or children with special needs, conveys *directly* to teachers, teacher training institutions, and the general public that the ability to teach these children is expected and must be mastered. Without question, taken as a whole, state and national teaching standards do show awareness of special populations and the responsibility of schools to serve them. But, despite this awareness the treatment of the developmental and educational

needs of children of color, children with special needs and others in teacher standards is uneven and insufficient.

Two types of institutions have standards that refer to diversity content: national accrediting organizations and state boards of education. Three of 21 national accrediting organizations reviewed (CEC, NAEYC, and NBPTS) have explicit early childhood standards that describe what teachers should know and be able to do. These organizations' standards are used by and influence the standards of other organizations.

- *Recommendation 3. All accrediting organization teacher standards should include a standard/ standards dedicated to describing the knowledge and practice skills related to the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, and immigrants that early childhood teachers must master*.

Thirty state boards of education have either early childhood teacher standards or elementary teacher standards with early childhood endorsement. All 30 states' standards mention diversity categories (e.g. language, culture). This study did not determine whether the 20 states that do not have teaching standards assume that the legislative and court mandates and/or national and state accrediting organizations are sufficient to insure equal educational opportunities for particular groups. Of the 12 states with early childhood standards, only 2 have a specific standard dedicated to 'diversity'. A dedicated diversity standard indicates to teachers that they are responsible for knowledge and practice related to teaching and learning of children with characteristics mentioned in that standard, typically children with special needs and second language speakers.

- *Recommendation 4. All state teacher standards should include a standard/standards dedicated to describing the knowledge and practice skills related to the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, and immigrants that early childhood teachers must master*.

The most common groups identified in standards are culture, language, special needs, social class, and all children. Least common groups are immigrant, racial, cultural, and ethnic.

- *Recommendation 5. All state and accreditation organization early childhood teacher standards should clearly state the groups to which the standards refer.*

The 12 states with early childhood teacher standards unevenly refer to the developmental and educational needs of children, such as low-income, immigrants, second language learners, and others, in relation to 18 domains of teacher competency (e.g., instructional strategies)—none of the states address the developmental and educational needs of these children in all competency domains and the maximum coverage by any state does not exceed 50%. No states provide a rationale for this inconsistency. For teachers this may lead to an unfortunate conclusion with profound implications for child learning—the developmental and educational needs of children with particular characteristics (e.g., language, race) need only be consider in some, but not all, aspects of teaching and learning.

- *Recommendation 6. All state and accreditation organization early childhood teacher should address the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, and immigrants across the content of the standards and the domains of teacher competency.*

Ideally, all state and professional accreditation teacher standards would contain individual competencies that can be assessed and monitored. No Child Left Behind (NCBL) legislation (Elementary and Secondary Education Act Reauthorization, 2001) has attempted to guarantee the educational rights of particular groups by disaggregating test data and requiring that all students must be educated by "highly qualified" teachers. Yet NCLB does not sufficiently address the link between high qualifications, teacher preparation, and competence to effectively educate culturally and linguistically diverse students (National Collaborative on

Diversity in the Teaching Force, 2004). Teachers need to acquire the necessary skills and knowledge before accountability can be enforced.

- *Recommendation 7. Greater emphasis on accountability related to the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, and immigrant children in teacher education should be included in state standards.*

As in all teaching, competence depends upon the knowledge and skills the teacher brings to the educational process. For teachers of young children, more than for teachers of older ones, competence includes more than discipline knowledge. The emotional and social availability of young children makes them more responsive to educational intervention but also more vulnerable to mis-education. Teachers' beliefs, values and behavior related to so-called 'diverse children', including subtle and overt biases and prejudices based on race, culture, ethnicity, national origin, language, special needs, gender, sexual orientation, and social class must be a focus of professional development.

- *Recommendation 8. Given the extent of both harm and benefit inherent in early education, greater attention should be paid in teacher standards to teacher values, beliefs, biases, prejudices, and commitment to professional and ethical practice that supports equity and social justice.*

While there is considerable variability across the 12 states with early childhood standards, it is interesting that teacher competency domains least likely to contain diversity content are: foundations, math curriculum and science curriculum. One wonders why math and science are perceived of as less responsive to children's developmental and educational needs than other teacher competency domain curriculum areas such as, social studies. More importantly, why is the historical and political context of education of various groups less relevant than literacy for example? If learning were affected by the developmental and educational needs of children, including poor children, second language/dialect speakers,

immigrants, children with special needs and others, it would seem essential to note both its importance in the disciplines as well as in the social context in which education occurs.

- *Recommendation 9. Standards that address the developmental and educational needs of children of color, low-income children, children with special needs, second language/dialect speakers, immigrant children and teaching should apply to all disciplines in the curriculum.*

Future Directions and Next Steps

As more states and professional accreditation organizations consider how to address the developmental and educational needs of all children, it is well to consider how their response might be improved. Following are suggestion for further consideration and study.

1. Standards are designed to provide guidance, not blueprints. Too many and too narrowly conceived standards run the risk of stifling creativity and creating "one size fits all" educational practices, which are unlikely to be successful. The authors have recommended greater specificity. Will such explicitness have unexpected and undesirable consequences?

2. From the study, there are two strategies for applying diversity content in standards to curricula. In one, the course explicitly addresses the developmental and educational needs of all children, including poor children, children of color and others and presumably requires instruction to directly address it. In the other the developmental and educational needs of all children are embedded in course work across the curriculum and occurs in a variety of different courses. The standards are silent as to whether the response to the developmental and educational needs of all children, including poor children, and others represents a self-contained unit of knowledge, which applies to all group differences, or separate sets of skills and knowledge for each group, such as found in the disciplines.

Infusing the developmental and educational needs of all children, including poor children, children of color and others across the curriculum is, on first consideration, the more attractive

option. Quite clearly, children's differences affect many different aspects of their learning, which ought to be considered. However, often responsibilities delegated to a number of different agents results in no one taking direct responsibility for meeting the standard.

While we see the advantage of both strategies, the central issue is whether student teachers acquire the relevant skills and knowledge. Whether the developmental and educational needs of all children, including poor children, children of color and others is contained in a stand-alone standard or infused across the curricula and practice teaching, is a major problem is monitoring and accountability.

3. Monitoring and accountability depend to a large extent on decisions about what constitutes teaching competence for children of color, children with special needs, second language/dialect speakers, low-income children, immigrant children, and others. It is in this area that the knowledge base is probably inadequate for some groups and additional research should have high priority. Specific areas that need to be investigated further include:

- Second language acquisition in young children and the implications for teaching and learning in early childhood classrooms;
- Second dialect acquisition in young children and the implications for teaching and learning in early childhood classrooms;
- Interaction between, pedagogy, school management techniques, and the exacerbation of discipline problem;
- Variations within communities and individuals and alignment of teaching strategies to these variations;
- Assessment of learners, and effective and appropriate interventions for children with different group and individual characteristics; and

- Techniques for communicating and working collaboratively with all families and communities.

4. The list of topics we suggested above indicates that the specialized knowledge and practice skills early childhood teachers need to have to effectively educate all children are extensive. In the few short years of teacher education, they are expected to learn to adapt curricula and methods to children who are as diverse as America has become. Realistically, bachelor's degree programs may not be able to adequately teach all the knowledge and skills necessary. How might the developmental and educational needs of all children, including children of color, children with special needs, second language/dialect speakers, low-income children, immigrant children, and others be addressed across the professional life course of a teacher? Can we define the knowledge and practice competencies related to specific stages of professional development (e.g., novice vs. veteran teachers)? These questions and others need to be addressed by a broad constituency of early childhood leaders, including teacher educators, teachers, state boards of education, and national early childhood accreditation organizations.

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Appendix A. Complete Methods for Studies 1 and 2

Early childhood teacher standards developed by both state boards of higher education and professional accreditation organizations are discussed. In order to reduce redundancy we first discuss the factors that apply to both studies. We examine how children's characteristics (e.g., race, culture, social class, ethnicity, special needs) are discussed in the standards and the expectations of teacher competence regarding these characteristics of children.

Methodological factors related to both Study 1 and Study 2. Our intention was to limit this study to early childhood teacher standards for adults working with preschool and early elementary age children (e.g., 3 to 8 years of age, or Pre-K through 3rd grade). But, because of the variability in ages covered in early childhood teacher standards, we include teacher standards that cover a *continuous* age range from birth to early elementary school ages. Excluded are standards that address children in only preschool (e.g., birth to 4 years of age) or only early elementary grades (e.g., kindergarten through 5th grade). For example, standards prepare teachers only for Pre-K or birth through age 4 and do not include children in kindergarten and early elementary grades were not included in this analysis.

In order to explore how children's developmental and educational needs are addressed in teacher standards we analyze documents available online for text that included references, phrases, terms and language related to the educational and developmental needs of children defined by such factors as culture and special needs. Our definition of diversity initially included seven categories: race, ethnicity, culture, language, immigration status, special needs, and social class. Each category includes synonyms of the category identifier (see Table 10). For example, if a term appears in the data that signifies race (e.g., racial identity, racism, racial

characteristics, and racial group) it is coded in the race category. All coding decisions were checked by the research staff and differences resolved through consensus.

The original seven categories are defined as follows:

- *Race* refers to terms and phrases related to an American social construction that relies on a concentration of particular physical features (e.g., skin color) in assigning individuals to racial categories (e.g., White), and in distributing particular social, economic and political benefits based on racial group assignment.

- *Ethnicity* refers to the "real or putative common ancestry, memories of a shared historical past, and a cultural focus on one or more symbolic elements" such as kinship patterns, language or dialect, that define a group within an existing society (Schermerhorn, 1970, 1978, p. 12).

- *Culture* is defined as "the prism through which members of a group see the world and create shared meaning" (Bowman, 1989, p. 2). It is a dynamic social construction that adapts to collective experiences, historical time, and ecological conditions.

- *Language* refers to second language and second dialect speakers.

- *Immigrant status* refers to children and families who are first generation migrants to the U. S., and children born in the U. S. whose parents are recent immigrants.

- *Social class* refers to the comparative economic disadvantage of poor children to their middle class peers, and is generally defined by parental income and education.

- *Special needs* refers to conditions (e.g., physical, psychological) that limit a child's ability to engage in activities typical for children of a given age, and eligibility for services or therapy for developmental needs (U. S. Bureau of the Census, 1994).

For both studies we reviewed teacher standards searching for text and language that references these seven diversity categories, but created additional categories if new language appeared frequently in documents and did not fit easily into existing categories (see Table 10). For example, in reviewing early childhood teacher standards the term *all children* is frequently used and we added it as an eighth diversity categories. The category 'other' included diversity terms that very infrequently appeared in standards, for example, gender, gender preference, sexual orientation, and religion.

Table 10. Diversity Categories

	Coding Category	Examples of Terms Associated with Diversity Categories
1	Race	Race, people of color, racism, multiracial, racial groups
2	Ethnicity	Ethnicity, heritage, ethnic identity, ethnic background
3	Culture	Culture, multicultural, diverse cultures, cultural identity
4	Language	English language learners, new language learners, first language is not English, second language learners, second language acquisition, Spanish (and other specific languages), Bilingual, ELL, ESL, ESOL, TESOL, dialect speakers, dialect differences, home language
5	Immigrant Status	Immigrant(s), nation of origin, foreign, foreign-born
6	Special Needs	Special needs, disabilities, atypically developing, exceptionalities, inclusion, special populations, mainstreaming, handicapped, IEP/IFSP
7	Social Class	Social Class, socioeconomic, low-income, poor, class
8	All Children	All Children, all individuals, all students

In order to establish the universe of all eligible entities for each data set, we conducted Internet searches for accreditation organizations and state teacher standards. The specifics regarding the construction of each data set are described in each study. All aspects of data collection were directed by the principal investigators. A doctoral level graduate student was trained as a project manager, and supervised the work of research assistants regarding web searches, data collection, and other tasks related to the research project goals. Masters- and doctoral-level research assistants familiar with teacher standards and teacher preparation were recruited to the project staff. Coding instruments were developed by the principal investigators; research staff were trained to apply these to data; and coding was checked by the principal investigators.

The statistical analyses used throughout are descriptive—tallies, percentages, ranges, and ratios. The data does not support the use of t-tests or other more elaborate statistical

analyses. The intent of authors of teacher standards in using diversity language is beyond the scope to this study. It appears that some types of diversity language may be used interchangeably (e.g., culture and ethnicity, race and ethnicity). Because of this the principal investigators felt that diversity terms do not always form discrete mutually exclusive categories (despite our attempt to impose order on them).

STUDY 1 EARLY CHILDHOOD TEACHER STANDARDS AND DIVERSITY: STATE BOARDS OF HIGHER EDUCATION

Sample. Our review is limited to the policies established by entities within the 50 states and the District of Columbia responsible for overseeing bachelor's degree early childhood teacher certification. These entities typically are state boards of higher education, but in some states are referred to as education departments, departments of public instruction or state boards of teacher certification. In this report we will refer to all of these bodies as 'state boards of higher education'. All 50 state and District of Columbia boards of higher education maintain websites on which they post teacher preparation standards and/or the criteria necessary for teachers to receive state teaching certification or licensure (see Appendix A). In Spring 2003, we conducted a preliminary survey to assess the reliability of this data and found that, in general, we could locate information related to teaching requirements and certification.

The National Association of State Boards of Education (NASBE) website links were used to access each state's board of higher education website. However, in a small number of instances websites did not reflect current policies or teacher certification requirements changed during our study. For example, information for Wyoming was inaccessible, and New Hampshire was in the process of changing requirements and had contradictory information on

its website. In cases where data was incomplete or appeared contradictory we telephoned state board of higher education personnel to confirm current certification requirements or categories.

Data Collection and Analysis. Research assistants were trained to conduct web searches for early childhood teacher standards for the 50 states and the District of Columbia. Initial searches were limited to three types of teacher standards:

- Teacher standards that specifically apply to early childhood and include a *continuous* age span from preschool (e.g., ages 2-5) to early elementary (e.g., ages 6-8);

- Teacher standards labeled by the state as applying to early childhood but of two types—the first is for children between birth and kindergarten or birth and preschool, and a second that is for kindergarten and early elementary (we refer to this type of state standard as *discontinuous*); and

- *Elementary teacher standards* that offer an early childhood add-on or endorsement (see Appendix A). Our primary analyses are limited only to states that have continuous early childhood state teacher standards (Pre-K through early elementary).

An initial scan and collection of on-line documents was conducted from June-October 2003, and a second scan was conducted in February-July 2004 to ascertain if there were new documents or amendments has been made to exisiting documents. Only a few documents had changed and these changes involved minor amendments that did not alter our initial analyses. No additional documents were retrieved after July 2004. The following information was located on each state's website, downloaded to electronic files and analyzed:

1. Which states have early childhood teacher standards (Pre-K-early elementary), or elementary teacher standards with an early childhood add-on or endorsement?

2. What categories of diversity, if any, are addressed early childhood teacher standards, and elementary teacher standards with an early childhood add-on or endorsement?

3. What diversity terms or language, if any, are defined in early childhood teacher standards?

Table 11. Early Childhood Teacher Standards, Certification and Endorsements in the Fifty States and the District Of Columbia

	N	50 States & District of Columbia		
States with early childhood teacher standards & Pre-K-early elementary certification*	12	Arkansas Florida Illinois Indiana	Kansas Minnesota Missouri New Mexico	Oklahoma Texas Virginia Vermont
States with elementary teacher education standards with early childhood endorsement*	18	Alaska California Connecticut Delaware Hawaii Idaho	Iowa Maine Maryland Massachusetts Michigan Montana	New Jersey North Carolina Rhode Island Tennessee West Virginia Wisconsin
States only with accreditation standards, no early childhood teacher standards or only early childhood/special education teacher standards**	19	Alabama Arizona Colorado Georgia Kentucky Louisiana Mississippi	Nebraska Nevada New Hampshire New York North Dakota Ohio Oregon	Pennsylvania South Carolina South Dakota Utah Washington Wyoming
Information could not be found**	1		District of Columbia	

* Included in Study 1 **Excluded from Study 1

Only 24 percent (n=12) of the 50 states have continuous early childhood teacher standards (see Table 11). Thirty-six percent of states (n=18) have only elementary teacher standards with early childhood endorsement. Standards for these 30 states and particularly the 12 states with early childhood teacher standards form the basis of analyses in Study 1. Forty percent of states (n=20) are not included in this study because they did not meet study criteria. Specifically, they only have accreditation standards that apply to college and university teacher education programs, and/or do not have early childhood teacher certification, early childhood teacher standards, or elementary teacher standards with an early childhood endorsement or add-on

(Appendix B). Information regarding the District of Columbia could not be located after repeated attempts to do so, and for this reason is not included in this study.

When all websites had been searched, and evidence of state teacher standards were printed and filed, we created decision rules to govern the coding of documents. These rules applied only to documents from the 12 states with early childhood teacher standards, and 18 states with elementary teacher education certification and early childhood endorsement. Researchers coded documents for the presence of 8 diversity categories and captured additional diversity categories where appropriate.

Documents varied in both the diversity categories used and in the frequency with which synonyms for categories appeared in the text. We found that simply counting the number of times a state's early childhood teacher standards referred to a particular diversity category (e.g., culture) led to a false impression that risked associating quantity of use of diversity language with greater attention to diversity issues. It was impossible to determine the intent of the authors of standards who used a term such as culture numerous times, but did not refer to other categories of diversity. To address this concern we only counted each use of a specific diversity category once in a state's standard. Hence regardless of how many times a given set of early childhood standards referred to culture, we only tallied culture once for that set of standards. Only the standards themselves were coded, not introductions or certification materials. Documents were searched for definitions of diversity language. We also examined teacher competency domains (e.g., instructional practices) addressed in teacher standards, and assessed which domains of competence addressed diversity. Again, categories of diversity present in domains of competence addressed in states' teacher standards were only tallied once per domain.

Study 2. Diversity Content in Early Childhood Teacher Standards: Professional Accreditation Organizations

We collected, summarized and analyzed the stated goals and objectives of standards relevant to early childhood education and diversity developed by accreditation organizations beginning with a survey of websites of national, regional and professional organizations.

Sample. In July 2003, the research team performed Internet searches for accreditation organizations which returned links to the U.S. Department of Education (USDE) (see http://www.ed.gov/offices/OPE/accreditation/natlrecognition.html). This site explained the process by which both the federal government and the Council for Higher Education Accreditation (CHEA) recognize independent, not-for-profit organizations as eligible for accreditation status. Recognition by either the USDE or CHEA (or both) enables an accrediting agency to evaluate educational institutions against standards or criteria of quality. The lists of CHEA and USDE recognized accreditation organizations overlap. The National Council for the Accreditation of Teacher Education (NCATE) is one of two organizations that are recognized by CHEA and USDE as professional/specialized teacher education accreditation bodies.

In looking at how accreditation organizations frame the developmental and educational needs of children identified by such factors as race, ethnicity, culture, social class, immigration status, and special needs, we chose to focus on NCATE and its member organizations. These organizations have written standards for early childhood education teacher candidates. NCATE was originally recognized as an accreditation organization in 1954 and has operated continuously since that time. NCATE has directly accredited over one-third of the teacher

preparation programs in the U.S., and has a strong influence on teacher preparation in the United States (see http://www.nces.ed.gov/ipeds/cool/InstList.asp).

While NCATE has its own general standards of quality governing basic functions of teacher preparation in higher education and these address diversity (Troutman, Jones & Ramirez, 1997), it has partnered with professional bodies that provide expertise in curriculum content, policy, and other areas. For example, NCATE collaborates with the National Association for the Education of Young Children (NAEYC) for program standards relating to early childhood education; with the Council for Exceptional Children (CEC) for special education standards; and with National Council for Teachers of Mathematics (NCTM) for mathematics standards. NCATE has adopted the standards written by these organizations as a part of its process of accreditation review.

The list of NCATE member organizations was reviewed to determine if any had adopted early childhood teacher standards. Twenty-one organizations (see Appendix B) were reviewed against the following criteria: 1) the organization had written early childhood teacher standards for candidates in bachelor's degree teacher preparation institutions; and, 2) organization representatives must participate in accreditation reviews of teacher preparation institutions. Three organizations met both criteria: Council for Exceptional Children (CEC); National Association for the Education of Young Children (NAEYC); and the National Board of Professional Teaching Standards (NBPTS). The standards of these organizations form the basis of our analysis.

Data Collection and Analysis. The following information was collected from the standards of each accreditation organization:

1. Does the organization have continuous early childhood teacher standards (Pre-K-early elementary)?

2. Is diversity addressed in the organization's early childhood teacher standards?
3. Which categories of diversity are addressed in the organization's standards?
4. Are definitions of diversity terms provided in the organization's standards?

We adapted the decision rules for online state standards searches (see description provided in Study 1 Methods section) to the search for professional organization accreditation standards. Accreditation standards were coded using the same process as the state teacher standards, highlighting occurrences of the eight diversity categories. In addition, definitions of diversity terms in early childhood standards were identified.

Appendix B. Early Childhood in the Fifty States and the District of Columbia: Certification, Endorsement and Standards

1	2	3	4	5
STATE	DOCUMENT TITLE (Adoption Date)	E.C. CERTIFICATION AGES/GRADES OR ENDORSEMENT (with bachelor's degree)	CONTINUOUS ECE TEACHER STANDARDS (ECTS); DISCONTINUOUS ECE STANDARDS (DECTS); & GENERAL TEACHER STANDARDS (GTS)	NOTES
Alabama	Alabama Rules for Preparing Educators, Chapter 290-3-3 -- New Teacher Education (pp. 253-254) (9/11/03)	P-3rd	No*	*Only State Accreditation Standards. Document web address: ftp://ftp.alsde.edu/documents/66/Alabamapercent20Rulespercent20forpercent20Preparingpercent20Educators.pdf
Alaska	Standards for Alaska's Teachers (1994; amended 1997)	Early Childhood Endorsement as part of P-3rd or K-3rd*	GTS	*EC endorsement requires a full major in EC. However, Alaska allows the college/universities to define the grade levels that EC constitutes. Document web address: http://www.eed.state.ak.us/standards/pdf/teacher.pdf Also, there is a "Type E" certification of Early Childhood Assistants. Web address: http://www.eed.state.ak.us/TeacherCertification/Certification.html
Arizona	Provisional Elementary Education Teaching Certificate K-8 (E info) (12/3/1998)	No EC cert	GTS*	* Professional Teaching standards (not ECE specific); Dept of Ed will begin EC Cert. in 2009. Currently, there are Certifications for EC Spec Ed (0 to 5yrs) and Bilingual endorsements (K-12th). K-12 Academic standards for the following grade groups: K, 1st-3rd, 4th-8th, 9th-12th.
Arkansas	Early Childhood P-4 (Teacher Competencies) (6/21/01)	P-4th grade	ECTS	Document's address: http://arkedu.state.ar.us/pdf/competency_areas/early_childhood.pdf
California	California Standards for the Teaching Profession	Pre-K* Other**	GTS	*Credential specifically for State funded Preschool/child development programs and covers Birth to 5yrs. **Specific credentials offered for groups ranging from preschool to adults. Outcomes for each grade (K-12) in English-Language Arts, Mathematics, History-Social Science, and Science; each grade (Pre-K-12) in Visual and Performing Arts [Dance, Music, Theatre, Visual Arts]

Colorado	Rules for the Administration of the Educator Licensing Act of 1991 ; Performance Based Standards for Colorado Teachers (5/12/94)	Pre-K; K-3rd*	DECTS	*Colorado has content standards for grades K-12 broken into the following grade groups: k-4, 5-8, 9-12. Early Childhood standards for ages 2 1/2-5 are provided for Mathematics, Reading & Writing, Science and Arts. However, no indication that the Early Childhood standards ("Building Blocks") are mandated/required. Document's web address: http://www.cde.state.co.us/cdeboard/download/bdregs_301-37.pdf
Connecticut	Connecticut's Common Core of Teaching (1999)	Integrated Early Childhood/ Special Ed (Pre-K-3rd grade)	GTS	Document address: www.state.ct.us/sde/dtl/curriculum/ccteach_all.pdf
Delaware	Delaware Professional Teaching Standards (4/1997; revised 6/2003)	Early Care and Education 0-K	GTS	Document address: www.doe.state.de.us/DPIServices/teacher.htm
District of Columbia	Could not locate*			*Repeated attempts to locate ECTS or other standards were unsuccessful
Florida	FTCE Competencies and Skills, 9th Ed.: Preschool Education, Pre-kindergarten/Primary, Section 53.	Preschool Education (0-4); Pre-K/Primary (Pre-K-3rd Grade)	ECTS	Document address: www.firn.edudoe.sas.ftcehome.htm (click on FTCE Competencies & Skills, 9th ed.)
Georgia	Educator Preparation-Georgia 2000 Standards (12/1/01)	Early Childhood (P-5th grade)	No*	*Only State Accreditation Standards. Document address: www.gapsc.com/TeacherEducation/Standards2000
Hawaii	Teacher Performance Standards (attachment to Teacher Licensing and Credentialing Standards)(6/98)	Early Childhood Generalist (3-8 years of age)	GTS	Document address: www.htsb.org/standards/teacher.html
Idaho	Idaho Core Teacher Standards (Draft version revised 5/04)	Pre-K-3rd grade*	GTS	* An endorsement; State also has an Early Childhood/Early Childhood Special Education Blended Certificate Document address: www.sde.state.id.us/certification/StandardsDrafts.asp
Illinois	Standards for Certification in Early Childhood Education and in Elementary Education (4/22/02)	Birth-3rd grade	ECTS	Document address: www.isbe.net/rules/archive/pdfs/26ark.pdf
Indiana	Indiana Department of Education, Licensing Rules 2002 Teachers of Early Childhood (1/22/98)	Preschool (0-K); Pre-K – 3rd Grade*	ECTS	* EC defined in documents of Indiana DOE as pre-K-3rd grade; also, per phone conversation with Laura Capshaw at IN DOE, IN now allows school districts to determine what EC is considered (8/2/04) Document address: http://www.state.in.us/psb/standards/EarlyChildDevStds.html

Iowa	Iowa Teaching Standards and Model Criteria/Model Descriptors to Support the Iowa Teaching Standards and Criteria (5/10/02)	Pre-K-K Pre-3rd grade	GTS	
Kansas	Regulations and Teaching Standards for Kansas Educators (Fall 2002, Revised 6/16/04)	Pre-K-3rd & Birth-3rd Grade*	ECTS**	* On July 1, 2008 only Birth-8 will be valid. **Gen Teacher Standards have diversity language, less language in ECTS Document address: www.ksde.org/cert/CertHandbook.doc
Kentucky	New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood (Birth to Primary) (1/1995; Revised 3/2003)	Interdisciplinary Early Childhood-Special Education (Birth-5)* & Elementary cert. K-5th grade	ECT-SpEd**	Document address:www.kyepsb.net/standards/iece_stds.html *Is a combination of EC and EC SE for main certificate type. **Specifically written for new teachers. Have general new teacher standards as well, but diversity content/wording is very similar to specific EC teacher standards. Also have document on rationale/framework for multicultural education (not specifically addressed to teachers)
Louisiana	Louisiana Components of Effective Teaching (9/1992; Revised 4/1998)	Pre-K-3rd grade & Other*	No**	*Persons holding an Elem. Certificate (1-6) can get a PK-3 add-on with only 12 additional semester hours of EC content ** Only State Accreditation documents Document address: www.doe.state.la.us/lde/uploads/870.doc
Maine	Maine's Initial Teacher Certification Standards	K-3rd grade	GTS	Document address: www.state.me.us/education/aarbec/Teaching_Standards (click on Quick Reference)
Maryland	Essential Dimensions of Teaching (9/1994)	Pre-K-3rd grade	GTS	Information on certification areas for teaching available at www.certificationmsde.state.md.us *Have additional document re: MD philosophy/framework for multicultural education--not related to teacher training.
Massachusetts	Professional Standards for Teachers (Section 2: Standards for All Teachers Except Library Teachers) (10/2001; rev. 6/2003)	Pre-K-2nd grade	GTS	Document address: www.doe.mass.edu/lawsregs/603cmr7/7.08.html
Michigan	Entry Level Standards for Michigan Teachers and Related Proficiencies (Oct. 24, 2002)*	Early Childhood (Birth-K)**	GTS*	*These appear to be both standards teachers are to use and State Accreditation standards for EC Early Childhood Birth-K endorsement--minimum 20 semester hours added to an Elementary certificate) **Endorsement
Minnesota	Board of Teaching Adopted Permanent Rules Related to Teacher Licensing (9/2001)	Birth-3rd grade	ECTS*	Document address: www.revisor.leg.state.mn.us/arule/8710/3000.html8 * EC Standards and General Teacher Standards-- GTS have specific diversity standard; EC does not

Mississippi	N/A	No EC certification*	No	*Most MS colleges are preparing their grads to teach K-8; 3 colleges have the N-1 endorsement, a supplemental endorsement that can be added to Elem Ed certificate. Also, a "Child Development" license (Pre-K-K)* One college (MS State) allows one the option of a program that certifies N-1/K-4 or K-4/4-8
Missouri	Early Childhood Teacher Certification Areas of Study and Competencies	Birth-3rd grade (0-8 years)	ECTS	Document address:dese.mo.gov/divteachqual/teached/Compentencies/earlypercent20childhood.
Montana	Board of Public Education Chapter 58 Educator Licensure—Elementary (9/30/00)	No EC certification	GTS	Document address:www.opi.state.mt.us/PDF/ARM/57chapter.pdf
Nebraska	Early Childhood Education Endorsement Guidelines To Accompany Rule 24 (11/9/01)	Early Childhood Education*	No**	Document address: www.nde.state.ne.us/LEGAL/documents/CleanRule24Guidelines11-7-03 *"Endorsement" in NE requires BA w/ 30 semester hours EC (ECE degree or 45 semester hours EC/SE (EC Unified) **Only State Accreditation Standards for EC
Nevada	N/A	No BA in EC available*	No*	*On the NV DOE website, only Elem and Secondary licenses are listed. However, at University of Nevada at Reno, there is a BA in ECE which suggests that it leads to a NV state license in ECE (0-2nd grade). When contacted by us the Licensing Office was not able to clarify this inconsistency. They are mailing the latest NV licensure requirements to us. Elem Educ K-8 (an Endorsement in EC can be added with 12 addtl. sh EC coursework). Document address:www.doe.nv.gov/licensure (click on Elementary Licenses and Endorsements)
New Hampshire	N/A	Nursery-3rd grade* & Pre-K-K	No*	*Endorsement for age levels/subject areas applied to licensure **Only State Accreditation Standards.
New Jersey	Professional Standards for Teachers	Pre-K-3rd grade	GTS	
New Mexico	Title 6 Primary and Secondary Education Chapter 61 School Personnel--Specific Licensure Requirements for Instructors Part 8 Licensure in Early Childhood Education, Birth-Grade 3 (11/14/98)	Birth-3rd grade (0-8 years)	ECTS	
New York	N/A	Birth-2nd grade	No*	*Only State Accreditation Standards. (have EC specific content)

North Carolina	Model Standards for Beginning Teachers**	Preschool *	GTS	* Add-on endorsement- earned with 6 courses required **These are for the mentoring program in which beginning teachers participate. Additionally, NC also has Core Stds for Teachers in North Carolina
North Dakota	NA	Birth-3rd grade (0-8 years)	No*	*Only State Accreditation Standards.
Ohio	NA	Pre-K-3rd grade	No*	* Have very basic mentoring standards for "early performance based evaluation". NAEYC is used for program accreditation.
Oklahoma	Full, Subject-Matter Competencies for Licensure and Certification (1997, some portions revised 2002)	Pre-K-3rd grade	ECTS	
Oregon	N/A	Pre-K-4 grade*	No**	*One is licensed in EC, Elem or Secondary. Then an addtl "endorsement" area can be added to the license. You can get an EC endorsement on an Elem/SE/ Pre-K-12 License by taking 21 quarter hours of EC coursework **State Accreditation Standards only (includes EC specific content).
Pennsylvania	N/A	Nursery-3rd grade	No*	*State Accreditation Standards only (includes EC specific content).
Rhode Island	Beginning Teacher Standards (12/1/95)	Pre-K-2nd grade	GTS	
South Carolina	N/A	P-4th grade*	No**	*Current grade level certification to change as of July 1, 2005. At that time an EC certificate will cover Pre-K-grade 3 and Elementary will cover grades 2-6 **State Accreditation Standards (adopted NAEYC) only.
South Dakota	N/A	Birth-8 years*	No**	*Also can get a Birth-Pre-K endorsement w/ 18 sh EC coursework & 135 clock hrs experience w/ 0-Pre-K added to K-8 cert.; can get "Kdg endorsemnt" w/ 9 sh EC coursework & ST/practicum in Kdg (added to 0-8, 0-Pre-K, K-8 cert). **Only State Accreditation Standards.
Tennessee	Tennessee Standards for Teaching: A guide for mentoring (2000; revised 2001)	P-4th grade	GTS*	*These are used in a beginning teacher mentoring programs; TN also has Prof Ed/ EC State Accred. Stds with specific diversity stds
Texas	Pedagogy and Professional Responsibilities (EC-4) Standards (adopted 02/01; effective 2002)	EC-4th grade Generalist	ECTS	*These standards are intended to be implemented by educator preparation programs, according to the introduction. However, they are also being used to create beginning educator tests and are called “new sets of standards for beginning educators in an entry-level position”.
Vermont	Vermont Department of Education--State Board of Education Manual of Rules and Practices	Birth-3rd grade (0-8 years)	ECTS*	*EC Stds are a part of 5440 licensing endorsement standards. General teacher standards are a part of 5200 licensing regulations (the term endorsement is used to mean the grade level at which a teacher is licensed).

				Diversity language in general teacher standards.
Virginia	Virginia Licensure Regulations for School Personnel (7/1/98)	Pre-K-6th grade*	ECTS	*Endorsement is grade level certification on a license. **These are EC Stds even though some of the wording reads like state accreditation Stds. VA has a separate accreditation document titled "Regulations Governing Approved Programs for Institutions of Higher Education" EC Stds Document address: www.pen.k12.va.us/VDOE/Compliance/TeacherED/nulicvr.pdf
Utah	N/A	Early Childhood K-3 grade*	No**	*In the certification document, it notes that an EC certificate is "required" for Kdg and "permits assignment for K-3" but is only "recommended" for grades below kindergarten. State does not appear to require BA for Pre-K and under. **Only State Accreditation Standards.
Washington	N/A	Birth-8 years*	No	*Endorsement of 16 semester hours ECE added to an elementary or special education certificate.
West Virginia	Series 5100 Approval of Educational Personnel Preparation Programs (Appendix A-2 West Virginia Professional Teaching Standards)	Early Education (Pre-K-K)*	GTS**	*WV approved teacher education programs mainly offer K-6 with add-on endorsement in "Early Education". **Found in Appendix A-2 of WV state accreditation standards www//wvde.state.wv.us/policies/p5199.pdf
Wisconsin	Chapter PI 34 Teacher Education Program Approval and Licenses -- Wisconsin Standards for Teacher Development and Licensure*	Birth-3rd grade	GTS	Document address: http://www.dpi.state.wi.us/dpi/dlsis/tel/standards.html *Licensing system overhauled (adopted July 2004)--affects all graduating after Aug 31,2004. General teacher stds contained within this document.
Wyoming	Professional Teaching Standards Board-Teacher Certification Chapter No. 1(3/10/94)	No*	No**	*Per phone call to Wyoming Department of Education on 7/22/03 **Standards Are State Accreditation Standards For Teaching Programs.

Appendix C. National Professional Accreditation Organizations Document Retrieval

	Organization	File Format & Title(s)	Date Retrieved	Date Adopted or Updated	Online Location
1	American Association of Colleges for Teacher Education (AACTE)	[word] "AACTE standards" (these are not standards, merely the combination of resolutions into one file, AACTE has no teacher education standards)	1/13/2004	updated 2003	*http://www.aacte.org
		[adobe] aacte multicultural paper	1/28/2004	3/1/2002	http://www.aacte.org/Multicultural/default.htm
2	Association of Teacher Educators (ATE)	[word] "ATE standards"	1/13/2004	updated 2003	*http://www.ate1.org
		[adobe] "ATE - FieldExpStandards"	1/13/2004	2/1/1999	*http://www.ate1.org/teampublish/120_620_2303.cfm
3	American Federation of Teachers (AFT)	[word] "AFT resolutions"	1/13/2004	updated 2002	*http://www.aft.org/about/resolutions/2002/early_child.html
		[adobe] "AFT-Teacher Prep report"	1/13/2004	4/1/2000	*http://www.aft.org/edissues/teacherquality/Tealic.htm
4	National Education Association (NEA)	No teacher prep standards	(1-21-04)		
5	Council of Chief State School Officers (CCSSO)	[word] "CCSSO Policy Statements"	1/15/2004	1/13/2004	http://www.ccsso.org
		[adobe] "CCSSO core standards"	1/15/2004	updated 1992	
		[adobe] "CCSSO Early_childhood_policy_99"	1/15/2004	11/1/1999	

6	National Association of State Boards of Education (NASBE)	No teacher preparation standards. Many policy statements at website	(1/21/04)		http://www.nasbe.org/Educational_Issues/Teacher.html
7	International Reading Association (IRA)	[adobe] "ncate.program.stds.for.ira"	1/14/2004	10/1/1998	http://www.ncate.org/standard/programstds.htm
		"Standards for Reading Professionals" no longer available for .pdf download online			
8	National Council of Teachers of Mathematics (NCTM)	[adobe] "ncate.program.stds.for.nctm"	1/14/2004	10/1/1998	http://www.ncate.org/standard/programstds.htm
		[word] "NCTM position statements"	1/14/2004	1998 - Dec 2002	http://www.nctm.org
9	National Council of Teachers of English (NCTE)	[word] "NCTE standards for the English Language Arts"	1/14/2004		http://www.ncte.org
		[word] "NCTE position statements"		1970/1974	http://www.ncte.org
		[adobe] "ncate.program.stds.for.ncte"		10/24/2003	http://www.ncate.org/standard/programstds.htm
10	National Science Teachers Association (NSTA)	[adobe] "ncate.teacher.prep.stds.2003"	1/16/2004	revised 2003	http://www.nsta.org/main/pdfs/NSTAstandards2003.pdf
		[adobe] "ncate.program.stds.for.nsta"		10/1/1998	http://www.ncate.org/standard/programstds.htm
		[word] "NSTA position statement"		7/1/2000	http://www.nsta.org
11	Teachers of English to Speakers of Other Languages (TESOL)	[adobe] "tesol.ncate.program.stds"	1/16/2004	4/1/2002	http://www.ncate.org/standard/programstds.htm
12	Association for Childhood Education International (ACEI)	[word] "ACEI standards"	1/13/2004	1998-2002	www.udel.edu/bateman/acei/
		[word] "ACEI - Rubrics for NCATE Standards"	1/13/2004	8/1/2002	www.udel.edu/bateman/acei/
		[adobe]"ncate.program.stds.for.elem.teacher.prep.acei"	1/14/2004	2/5/2000	http://www.ncate.org/standard/programstds.htm

13	Council for Exceptional Children (CEC)	[word] "CEC Chart-KnwSkl SpecEd Standards"	1/14/2004	2002-2004	http://www.cec.sped.org/
		[word] "CEC Perf-Bsd Standards"		9/15/2003	
		[word] "CEC Chart-BegSpecEdTchr Standards"		8/8/2002	
		[adobe] "cec.ncate.program.stds"		2001	http://www.ncate.org/standard/programstds.htm
14	National Association for the Education of Young Children (NAEYC)	[word] "NAEYC accreditation criteria"	1/16/2004	7/11/2003	http://www.naeyc.org/accreditation/naeyc_accred/info_general-components.asp
		[adobe] "naeyc.draft.ec.program.stds"		1/1/2005	http://www.naeyc.org
		[adobe] "naeyc.ec.ed.position.statement"		11/1/1995	http://www.naeyc.org
		[adobe] "naeyc.revised.initial.licensure.stds		Spring 2003	http://www.naeyc.org/profdev/prep_review/preprev_standards.asp
		[adobe] "naeyc.revised.advanced.stds" [adobe] naeyc.initial.licensure.stds		Spring 2004 1994	http://www.naeyc.org/profdev/prep_review/preprev_standards.asp
		[adobe] "ncate.program.stds.for.naeyc"		9/1/1994	http://www.ncate.org/standard/programstds.htm
15	American Educational Research Association (AERA)	[word] "AERA Policy Statement"	1/13/2004	2/12/1999	http://www.aera.net/about/policy/diverse.htm
16	Society for Research in Child Development (SRCD)	No teacher prep standards	(1/21/04)		
17	Association for Supervision and Curriculum Development (ASCD)	No teacher prep standards	(1/21/04)		
18	National Association of Black School Educators (NABSE)	No teacher prep standards	(1/21/04)		

19	National Association of Elementary School Principals (NAESP)	No teacher prep standards (plethora of diversity articles) [word]"NAESP diversity article"	(1/21/04)		http://www.naesp.org/ContentLoad.do?contentId=48 (Follow: Home>Leadership Topics>Diversity)
20	National Board for Professional Teaching Standards (NBPTS)	[word] "NBPTS standards overview"	1/14/2004	5/30/2003	http://www.nbpts.org/standards/stds.cfm
		[adobe] "NBPTS core standards"	1/14/2004	8/1/2002	http://www.nbpts.org/about/coreprops.cfm
21	National Council for Social Studies (NCSS)	[word] NCSS Teacher Standards	3/3/2004	4/27/1997	http://www.ncss.org