

September 8, 1995

Mr. Allan Kullen
Dr. Gail C. Christopher
Co-Developers-- "*Americans All*"
National Education Program
5760 Sunnyside Avenue
Beltsville, MD 20705

Dear Mr. Kullen and Dr. Christopher:

I have greatly appreciated the opportunity to guide the pilot study and implementation of the "*Americans All*" program in the Wichita Public Schools over the last three (3) years. As the Assistant Superintendent for Desegregation/Integration and Chapter 2 Federal Projects, I have become keenly aware of several national program initiatives that attempt to address the issues of equity, diversity and inclusion. My charge as the keeper of the school district's Desegregation/Integration Plan, made it imperative to seek out such programs. We studied and considered such diversity programs, such as R.E.A.C.H.; World of Difference; Teacher Expectations and Student Achievement (T.E.S.A.); and others. I can state without hesitation that I believe the "*Americans All*" Training and Resources are of the most effective tools for helping our school district to achieve one of it's goals of assisting students to learn respect for themselves and value all people within our diverse and pluralistic society.

One of the most impressive aspects of the program is the degree to which teachers actually utilize the resources in their day to day classroom activities and teaching strategies. As I have supervised and administered different programs throughout the school district related or unrelated to my duties and responsibilities as an assistant superintendent, I have been quite pleased to observe numbers of schools and classrooms that display photographs, posters, art work, and the use of slides from the "*Americans All*" collection and instructional materials. Several schools have been creative in utilizing the program to initiate parent involvement and community outreach activities that foster greater appreciation for diversity. It is noteworthy to mention that I have seen students utilize many learning activities to help improve communications and peer relationships. The Youth Council of the Wichita Public Schools (student representatives from all high schools) has endorsed the "*Americans All*" program and stress that it be completely adopted for the entire school district. It is that this program can be found in the hands of many teachers and students of our school district. It does not merely sit on the library media center shelves or hidden in storage rooms of the classrooms! As stated previously, I believe the intensive in-service training component is a critical factor and highly valuable in assuring a meaningful application and follow-through of the "*Americans All*" Program.

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The holistic and inclusive philosophy of the "*Americans All*" Program provides a unique vehicle that enables participation to overcome their entrenched perceptions and barriers to growth in very sensitive areas. I have observed hundreds of teachers, counselors and principals working together in a safe and secure in-service experience as they used the "*Americans All*" Resources to acquire new classroom and school management skills, as well as to tackle challenging subject matter, content and conflict resolutions. Teachers learn from one another, in addition to receiving the wealth of data and information generated from the "*Americans All*" Resources. Educators are fortunate when they share unique, stimulating and instructional methodologies that are generated from "hands-on-workshop" trainings and demonstrations. The post-training and post-program evaluations have been consistently excellent. To date, the Wichita Public Schools System has trained approximately 450 of its educators in the pilot and implementation phases of the "*Americans All*" Program. Our pilot and implementation phases have been applied in grades K-12. We have utilized the "School Team Concept", a selection of classroom teachers, library media specialists, principals, and curriculum directors. The library media center and its specialist serve as the custodian of the materials for the school. However, every classroom teacher, counselor, principal and/or curriculum director receive their resource materials during the in-service training phase and keep them for personal use. I have recommended to the Assistant Superintendent for Curriculum Design and Support Services that the "*Americans All*" Program be placed first in the media centers, secondly in classrooms for Social Studies/History at high school and middle school levels, and in all elementary schools. The vision is to place in each library media center "a short set" of the "*Americans All*" Program and Resources and "a school team" of key teachers and principals be provided some degree of training and receive technical assistance.

As I served as an advocate for the "*Americans All*" program within the public school administrative council/division, it was my responsibility to pilot and implement diversity and equity programs within the school district and keep the Board of Education members and other key decision/policy makers apprised as to the success and effects of the programs being piloted. I strongly believe that a comprehensive design of the "*Americans All*" Program and its resources could help us achieve the district's diversity program goals and mandates. The "*Americans All*" Resources, particularly the learning activities which include the teachers' guides, can enable us (school district) to draw linkages between our plans for desegregation, building student self-esteem, avoid violence, address drop out and drug abuse prevention and other critical priorities. The program's outstanding historical content makes it more easily to promote a project that meets our academic and curricular goals as well.

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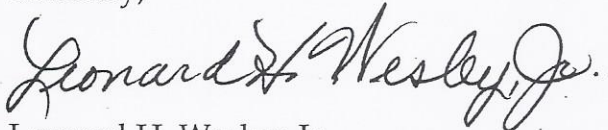
September 9, 1995

Leonard H. Wesley, Jr.

As an educator of more than thirty-seven (37) years, it is a rare and memorable pleasure for me to have observed a diverse group of educators working together enthusiastically to address one of the most intractable problems of our times. The "*Americans All*" Teacher Training and Program Resources provided me with such an opportunity on repeated occasions. I witnessed teachers move along the continuum of Multicultural and Human Development at measurable speed. They did so with expressed appreciation and commitment to continue their own growth and achievement. As co-developers of the unique resource for this nation's schools, you should take a great deal of pride in this accomplishment.

If I can be of further assistance in networking and assisting other school districts to experience the "*Americans All*" Program, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Leonard H. Wesley, Jr." with a flourish at the end.

Leonard H. Wesley, Jr.

cc: Dr. John Morton, Assistant Superintendent,
Curriculum Design & Support Services

AMERICANS ALL
Report of the Pilot Study Group

Prepared by Tonya Huber, Ph.D.
Wichita State University
College of Education
Wichita, KS 67208

December 1, 1993

AMERICANS ALL REPORT

12-1-93 draft

Prepared by Tonya Huber, Ph.D.

The Committee endorses the adoption of the Americans All program materials grades 2-5 based on the following considerations and related recommendations (R) :

IMPLEMENTATION and OUTCOMES

The Americans All materials are an excellent resource in terms of supplemental curricula which is how they need to be implemented. They can be correlated to other curriculum materials and, as such, are an invaluable resource. They do not stand alone; rather, they enhance other curricula and further understanding of what it means to be "American."

Many elementary children do not know their heritage. For them, no one has ever shared the history of their roots and heritage. The Americans All program opens up a way to introduce not only the cultures that make up America, but the cultural backgrounds of the students. Map activities and timelines are an excellent way to help students get a practical understanding of their own particular "roots." Reported one teacher, "I find that even the parents of some of my students are unaware of their ancestry. The entire family and multiple generations can become involved in Americans All activities, exploring yesterday and today to prepare for tomorrow."

Extensive professional development is absolutely imperative in the implementation of this program. The pilot participants found it most helpful that Dr. Gail Christopher conducted the training. As one participant reported: "She made me fall in love with the program before even using it. As the author, she had a vested interest and a passion for the program and its ability to address the need for multicultural education nationwide."

Evaluation of the pilot experience produced the following endorsements:

- * The students have opportunities to role play and internalize empathy for other peoples.
- * Americans All assists teachers in dispelling myths.
- * The program helps students recognize a common culture that borrows from all cultures, celebrating the contributions of all peoples to the making of America.

- * The program promotes recognizing similarities between members of the human race.
- * Americans All enhances student motivation and self-esteem by increased participation and active involvement in learning.
- * The emphasis on understanding the backgrounds and motivations of others gives "Conflict Management" a global perspective.

Evaluation of the pilot experience produced the following recommendations for the most effective implementation:

- R1: A minimum of two days professional development but, ideally a three-hour course, should be instituted to implement this program. Dialogue is critical. For this reason, long-term intensives should be provided and are essential to the success of this program.
- R2: The program lacks a much needed literature-based approach, therefore, for implementation to be successful, literature resources need to be provided at each school site. An annotation of resources found to be particularly significant by the teachers who piloted the program follow (see Appendix Two: Annotated Bibliography).
- R3: All USD 259 outcomes for grades 2-5 need to be correlated to Americans All.
- R4: To be implemented successfully in USD 259, the material needs to be supplemented with information about Southeast Asians.
- R5: Articulated integration of content across the curriculum by grade level (2-5) will prevent redundancy in activities.
- R6: School libraries need to be updated to provide related and required materials.
- R7: Teachers need to model ethical and cultural sensitivity in word choice and vocabulary:
 - a. Individual names, such as Inuit, Métis, or Yup'ik instead of "Eskimo" and Cheyenne, Comanche, or Iroquois instead of "Indian" need to be employed.
 - b. A glossary of appropriate terminology and "trigger words" (offensive) would be helpful to the teacher unfamiliar with culturally responsible pedagogy.
 - c. A pronunciation guide is needed for names, geographic locations and unusual terms.
- R8: Each teacher needs his or her own set of materials. Slides and photos can be shared across grade level.

TEACHING STRATEGIES

Americans All curriculum includes a variety of opportunities for a teacher to apply a variety of instructional strategies and methods to meet the learning styles and multiple intelligences of her students. For example, Activity 15: "Cultural Background and Citizenship" includes (1) interactive instruction through brainstorming in small groups to determine whether the people pictured are U.S. citizens, (2) guided inquiry to form generalizations, and (3) individual study through writing a research report on the various ways people become a citizen of the United States.

Each time a teacher employs the Americans All curriculum guidelines for small group and cooperative group activities, students have the opportunity to develop their social and human relations skills. This is an opportunity to foster student self-esteem, critical to learning and development of potential. In addition, the students have an opportunity to realize that their way of thinking is not the only way, nor is it always the best way.

Americans All encourages the development of thinking skills because every activity contains a critical and creative thinking objective. For example, in Activity 14: "People Count," students are required to compare and contrast the histories of six ethnic groups that peopled America. Then, a recent newspaper article (USA Today) that explored the reasons Asian immigrants have come to America is compared. The program helps teachers make history relevant and meaningful for their students.

Evaluation of the pilot experience produced the following endorsements:

- * The lessons accommodate curriculum integration providing the opportunity for cross-curricular activities.
- * The Teachers' Guide contains objectives and student outcomes that relate to all learning styles and modalities.

Evaluation of the pilot experience produced the following recommendations for the most effective implementation:

- R9: Classroom sets of consumable student essays and all of the maps need to be provided to prevent excessive copying.
- R10: Field experiences and guest lectures can provide a vital link between content and understanding for many of these activities. Local events such as pow wows, the Black Art Festival, the Asian Festival, Cinco de Mayo, and other events should be incorporated as learning activities with this program.

VISUALS

The photos are a strength of this program. The collection of 262 photographs and slides in this collection are valuable as authentic and documented representations of the period depicted. Photos provide a fresh and exciting way to understand the past and connect with the future. A tally of the groups represented reveals the following:

14	Statue of Liberty
37	Ellis Island
39	Ellis Island and immigrants
35	Angel Island
20	Native American/American Indian
35	Asian/Asian American
19	Mexican/Mexican American
12	European/European American
33	African/African American
18	Puerto Rican

Evaluation of the pilot experience produced the following recommendations for the most effective implementation:

R11: Greater representation of modern cultural diversity and the diversity **within** groups is needed. For example:

- a. the photos, as currently packaged, poorly reflect the demographics of the nation. More European American heritage peoples need to be included to represent the range of experiences for those Americans of European heritage. A more thorough representation of the various immigrants and forced migrations of others needs to be included;
- b. the photos need expanded to represent current reality (i.e. American Indians live in the present; the photos perpetrate the myth that they are historical only);
- c. transparencies should be visually appealing and reflective of real human beings;
- d. teachers need to stress visuals and content representation of the mixed-blood history of America rather than further the myth that we are a nation of totally separate race/ethnic groups;
- e. pictures of people of color in military service are needed (i.e., buffalo soldiers, code talkers, . . .).

EVALUATING CURRICULUM MATERIALS
Curriculum & Instruction 755
Fall 1993
3 credit hours, line #9511

PROJECT DIRECTOR: Dr. Leonard Wesley, Jr.

COURSE FACILITATOR: Dr. Tonya Huber-Bowen

OFFICE: 113 Corbin

ADDRESS: Box 28, Dept. of C&I

OFFICE HOURS: by appt.

PHONE: 689-3322

CATALOG DESCRIPTION: This workshop is designed to provide disciplined inquiry in the development of evaluation guidelines for curriculum materials being piloted for course adoption. The second of a two-part course, this component will explore "Americans All" and Houghton Mifflin curricula to determine the appropriateness of its adoption in consideration of Wichita Public Schools U.S.D. #259 Student Outcomes. Emphasis will be given to diversity issues in the social studies outcomes.

FEES: Off-campus workshop; location TBA

DATES: The class will meet on each of the following from 4:30-7:30 p.m.

Wednesday, September 22

Tuesday, October 5

Tuesday, October 19

Wednesday, November 10

Final class meeting will be Wednesday, December 1, from 4:30-8:30 p.m.

In addition, grade-level and building teams will meet for additional discussions each month. These times will be set at the class meetings.

COURSE OBJECTIVES: Participants will

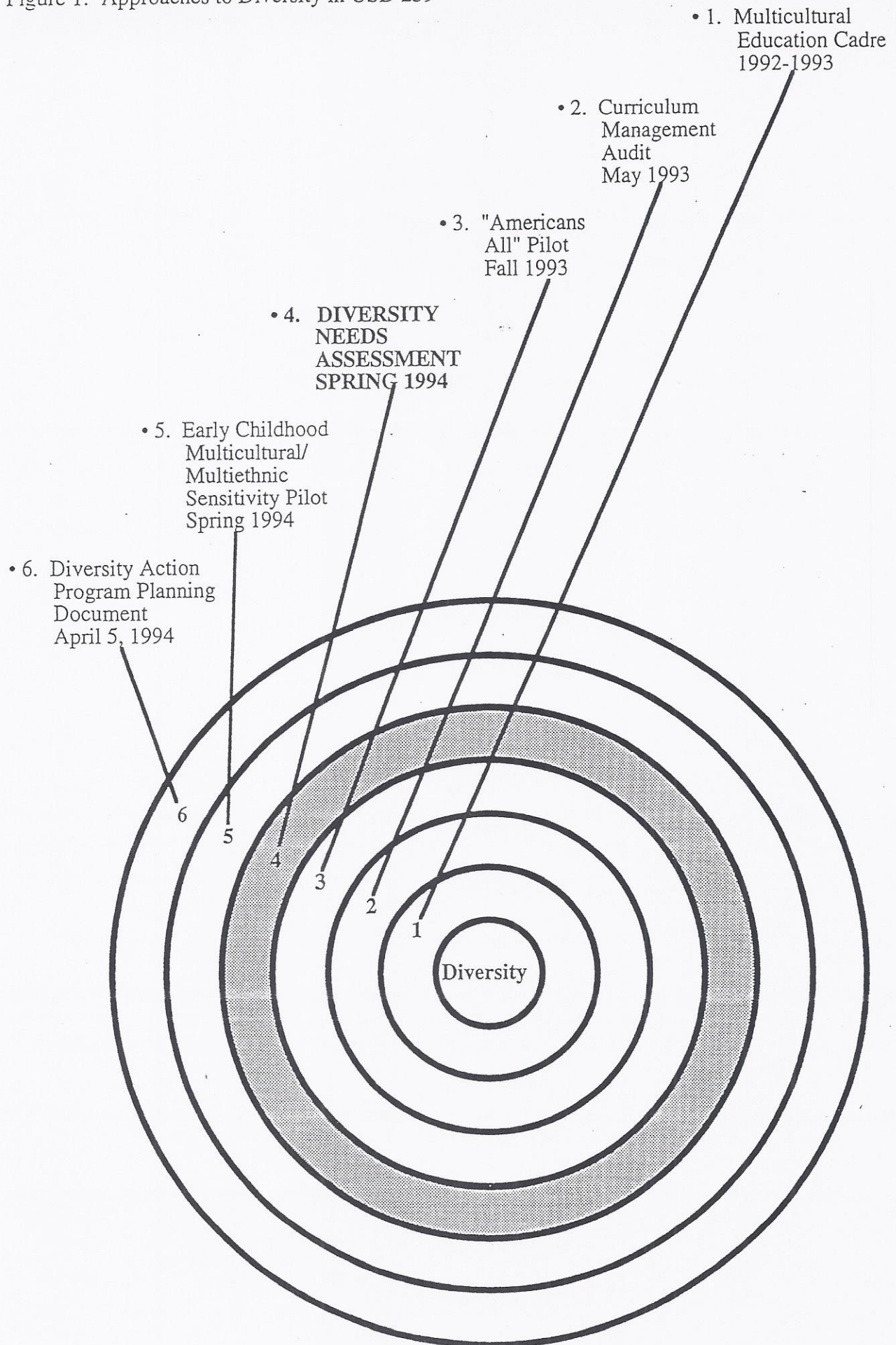
1. evidence an appreciation of diversity and the significance of its inclusion in curriculum development in America;
2. explore curriculum issues to be cognizant of while piloting the new materials;
3. pilot curricula materials in their classrooms;
4. maintain a log of critical reflections on the pilot process, including meeting times and issues discussed;
5. determine the appropriateness of the "Americans All" curriculum materials in meeting student outcomes.

REQUIRED MATERIALS:

Boyer, J. (1992). Elementary-Secondary Multicultural Instructional Inventory Manhattan, Kansas: Author.

Huber-Bowen, T. Curriculum Resource Evaluation Instrument. Wichita, Kansas: Author.
Wichita Public Schools U.S.D. #259 Student Outcome, 1992-93, Grades PreK-5 for Social Studies.

Figure 1: Approaches to Diversity in USD 259



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