

An Evaluation of

AMERICANS ALL

A National Multicultural Education Program

**Results of an Evaluation of Pilot Demonstrations
in San Diego, California and Chicago, Illinois**

Mark F. Testa, Ph.D.

Associate Professor

School of Social Service Administration

The University of Chicago

February 1991

Handwritten mark



UNITED STATES DEPARTMENT OF COMMERCE
Patent and Trademark Office
Assistant Commissioner for Trademarks
2500 Crystal Drive
Arlington, VA 22202-4342

Handwritten initials

REGISTRATION NO. 1102603 TRIAL NO. 14/082041 PAPER NO. 14/082041
MAILING DATE: Jan 13, 1993

MARK: AMERICANS ALL

REGISTRANT: Coordinating Committee for Ellis Island, Inc., The

CORRESPONDENCE ADDRESS:
CHARLES N. MARMELSTEIN

TURN

STANLEY MARMELSTEIN MURRAY & GRAM LLP

METROPOLITAN 20
455 15TH ST NW G2 ST LOBBY STE 100
WASHINGTON DC 20005-2701

- 1. The name, address, and telephone number of the applicant.
- 2. The name, address, and telephone number of the attorney-in-fact.
- 3. The name, address, and telephone number of the agent for service of process.
- 4. The name, address, and telephone number of the person to whom all correspondence should be sent.
- 5. The name, address, and telephone number of the person to whom all notices should be sent.

RECEIPT IS ACKNOWLEDGED BY THE REGISTRANT UNDER SECTION 2 OF THE TRADEMARK STATUTE AND BY THE REGISTRANT UNDER SECTION 15 OF THE TRADEMARK STATUTE AND BY THE REGISTRANT UNDER YOUR REQUEST FULFILLS THE STATUTORY REQUIREMENTS AND HAS BEEN ACCEPTED.

Handwritten signature: D.C. Higgins

SARAH A. HARRIS
ATTORNEY-AT-LAW
TRADemark EXAMINING DIVISION
(703) 308-5225 EXT. 131



Copyright © 1991 by Americans All, Washington, DC 20011. All rights reserved. No portion of this publication may be reproduced without written permission from Americans All.

Printed and bound in the United States of America.

TABLE OF CONTENTS

| | |
|---|----|
| Executive Summary | |
| Introduction | 1 |
| Findings | 1 |
| Recommendations | 4 |
| Evaluation Report | |
| Introduction | 6 |
| Background | 6 |
| Americans All: Conceptual Framework | 9 |
| Teacher Evaluations of San Diego and Chicago Training Workshops | 11 |
| Teachers' Ratings of the San Diego and Chicago Pilot Implementation | 14 |
| Teachers' Use of Program Resources | 16 |
| Characteristics of Students and Teachers | 17 |
| Teachers' Rating of Student Outcomes | 18 |
| Use of Program Resources and Teachers' Ratings | 21 |
| Program Resources, Student and Teacher Characteristics and Teachers' Ratings | 22 |
| Classroom Applications and Teachers' Assessments of Program Resources | 22 |
| Parental Involvement and Teacher Support | 23 |
| Programmatic Correlates of Positive Teacher Ratings | 24 |
| Conclusion | 27 |
| References | 27 |
| Figures and Tables | |
| Figure 1— Americans All Teacher Training Evaluation | 12 |
| Figure 2— Comparison of the Americans All and Sample Teacher Distributions by Grade Level, San Diego | 15 |
| Table 1— Teachers' Comments on the Americans All Teacher Training Workshops .. | 13 |
| Table 2— Method of Americans All Instructions by Grade Level, San Diego | 16 |
| Table 3— Teacher Agreement with Statement: Use of Americans All Activities and Materials Increases the Level of Student Participation in the Class, San Diego | 19 |
| Table 4— Teachers' Descriptions of the Positive Changes They've Noticed in the Attitudes and Behaviors of Students Toward One Another | 20 |
| Table 5— Regression of Teacher Ratings on Class and Teacher Characteristics, San Diego | 25 |

EXECUTIVE SUMMARY

Introduction

Americans All is a national multicultural education program that promotes student appreciation for and sensitivity to cultural diversity by drawing on the history of the American people's experiences of enslavement, migration, immigration and resettlement (voluntary and forced). By promoting appreciation of self, others and the diverse groups who helped to shape this nation, the program seeks to address one of the roots of chronic school failure, namely feelings of cultural estrangement, rejection and apathy, and to inculcate in all students the creative and critical thinking skills that are required for responsible citizenship and competitive achievement in a multicultural society and global economy.

Pilot demonstrations of Americans All were implemented in 26 elementary and secondary schools in San Diego, California and in five elementary schools in Chicago, Illinois during the 1989-90 academic year. Sixty-one teachers participated in Americans All training workshops, and 45 San Diego and 10 Chicago teachers implemented major portions of the program. The teachers filled out two sets of questionnaires on the Americans All program: one at the completion of the training workshop and another at the end of the academic year. A total of 28 San Diego teachers and all 10 Chicago teachers filled out the later questionnaire, which asked them to assess the implementation of the Americans All program in their classes and to rate its impact on students. Summarized below are the major findings from a preliminary analysis of these data.

Findings

Training was enthusiastically received by teachers.

Answers by teachers clustered in the "agree" to "strongly agree" range in response to such statements as: the workshop increased my understanding of the Americans All program, opportunities exist within the school year for utilizing the materials and I will display charts and photographs within the classroom. Open-ended replies to the question of what part of the training they enjoyed most included: the presentation style of the workshop leaders, the quality of the materials, introduction to the philosophy and concepts of the program and the opportunity to interact with peers. The part of the training they enjoyed least was: its slow pace at times, its overlap with comparable training activities and the lack of interest shown by some fellow teachers.

While the Chicago trainees were overwhelmingly positive in their feedback, there was not the same exceptionally high level of enthusiasm as was expressed by the San Diego trainees. A review of Chicago participants' comments suggests that the differences may have been due to the weekend scheduling of the training. Also, the Chicago training was condensed to a one and one-half day format. The site differences in responses, although minor, suggest that a two-day workshop is the desired format and that weekend sessions should be avoided if possible.

Implementation of program varied in amount of instruction and use of materials.

Although the average amount of instructional hours reported by San Diego teachers was 46, the range was quite large from one to 425 hours. Because the Chicago demonstration was implemented late in the academic year, the average amount of instructional hours reported by Chicago teachers was only six hours. San Diego teachers varied in how they presented the material. Most (41 percent) drew on materials periodically to support other subject matter, while an almost equal proportion (37 percent) taught the material as a single unit. The remainder of the San Diego teachers (22 percent) employed both methods. Most (67 percent) Chicago teachers drew on the materials periodically.

The ethnic composition of classes was diverse in San Diego but quite homogeneous in Chicago.

An estimated 2,250 children participated in the Americans All pilot demonstration in San Diego and 230 children in Chicago. Eighty percent of the sampled San Diego teachers taught classes in which non-Hispanic white children were less than the majority of students. In Chicago, nearly all of the classes were over 95 percent black or 95 percent Asian. Only one class in Chicago was mixed ethnically (60 percent Hispanic and 40 percent non-Hispanic white).

The vast majority of teachers believed that Americans All increased "very much" or "a lot" minority and non-minority students' level of interest and motivation.

Eighty-five percent of San Diego teachers and 75 percent of Chicago teachers reported they thought the Americans All program increased minority students' level of interest and motivation "very much" or "a lot." Seventy percent of San Diego teachers said they thought the program increased non-minority students' level of interest and motivation "very much" or "a lot." Chicago teachers could not make an assessment for non-minority students because of the few numbers.

Most teachers attributed greater student participation, self-expression and appreciation for cultural diversity to their use of Americans All materials.

Ninety-six percent of San Diego teachers and all Chicago teachers said they "strongly agreed" or "agreed" that use of Americans All activities and materials increases the level of student participation in class; 89 percent of San Diego teachers and all Chicago teachers said they "strongly agreed" or "agreed" that Americans All increased the level of student self-expression in class; and 100 percent of both San Diego and Chicago teachers "strongly agreed" or "agreed" that students show a lot more appreciation for ethnic diversity as a result of Americans All activities and materials.

A majority of San Diego teachers linked Americans All to increased peer interaction among students of different ethnic backgrounds and to positive changes in attitudes and behaviors of students toward one another.

Fifty-seven percent of San Diego teachers reported that peer interaction among students of different ethnic backgrounds increased as a result of the Americans All program, and 67 percent said they noticed changes in the attitudes and behaviors of students toward one another. Chicago teachers found less evidence of increased interaction and changes in attitudes and behaviors. These differences were, in large measure, artifacts of the greater ethnic homogeneity of the Chicago classrooms.

Teachers' ratings in San Diego were sensitive to grade level and the ethnic diversity of the classroom.

Less favorable assessments of the impact of Americans All on students in San Diego were concentrated among the lower grades. This reflected, in part, teachers' concerns that some of the Americans All material was too difficult for younger students. Several third and fifth grade teachers suggested that the material be simplified for the younger grades. Chicago teachers expressed similar concerns. Teachers of upper grades in San Diego were also more likely to report increased peer interaction among children of different ethnic backgrounds and greater change in attitudes and behavior than teachers of lower grades. This was partly an artifact of the greater ethnic homogeneity of the lower grades, which presented less opportunity for increased interaction between children of different ethnic groups.

Involvement in teacher support groups and wider student exposure to ethnic heritages was associated with more favorable ratings of student outcomes in San Diego.

Independent of teacher and classroom characteristics, San Diego teachers who participated in the teacher support group and regarded that participation as useful were more likely to report increased student appreciation of ethnic diversity and to report positive changes in students' attitudes and behaviors towards one another than teachers who did not participate. Whether this association reflects greater prior commitment of teachers to the program or suggests that participation enhances teacher performance cannot be determined from this cross-sectional analysis. However, the correlation suggests that greater teacher involvement in support groups has the potential of improving program functioning. Also teachers who reported exposing students to a larger number of different ethnic groups were more likely to report increases in appreciation and positive changes in behavior.

Chicago teachers were more likely to focus on one ethnic heritage and less likely to display multiple ethnic heritages on the classroom walls than San Diego teachers. These differences reflected both the shorter amount of instruction in Chicago and the greater ethnic homogeneity of the classes.

Forty percent of Chicago teachers reported focusing on one ethnic heritage in particular from the Americans All materials. Forty percent also did not display on the classroom walls any photographs, posters or student artwork that depicted various cultural and ethnic backgrounds. These compare to less than 10 percent in San Diego. Among those teachers who decorated the classrooms in both cities, there were fewer ethnic groups represented in Chicago than in San Diego. Some of the differences between demonstration sites in exposing students to multiple ethnic heritages is attributable to the shorter amount of time teachers had to work with the materials in Chicago as well as to the greater ethnic homogeneity of the classes.

Americans All has designed a successful intervention for delivering the resources and methods of multicultural education and appreciative learning into our nation's schools.

Although definitive assessment of the program's impact must await careful evaluation of its effects on children, the program appears to be sufficiently well developed and well received to warrant taking the next step. This will involve evaluating the program's effect on students' self-esteem, appreciation for others, multicultural awareness and academic competence and will require careful design in order to be able to assess the degree to which the program accomplishes its intended purposes. The next phase of the evaluation will move into measuring changes in student attitudes and behavior and into correlating these changes with whether or not students have participated in the Americans All program. The public school districts of Washington, D.C., Chicago, Illinois and San Diego, California are presently participating in this second phase of the evaluation. If all aspects of the evaluation operate as planned, preliminary results should be available by October of 1991.

Recommendations

Some recommendations for improving the Americans All program based on teacher responses and the analysis of the questionnaire data were provided to Americans All staff in the fall of 1990. The original recommendations and the responses to them (as provided by Dr. Gail C. Christopher) are as follows:

1. Promote greater standardization of teachers' use of Americans All materials.

The Americans All Teacher's Guide was revised in 1990 to include overview sections for each grade level. These sections clearly delineate the core activities that should be utilized during program implementation. These instructions should result in greater standardization of teachers' use of the materials.

2. *Improve accessibility of materials to lower grades and create new materials for lower grades.*

Student essays have been developed for third grade students as well as a line-drawing picture book. In addition, an Americans All Classroom Guide for kindergarten through second grade is currently being developed.

3. *Devise additional activities to promote student appreciation for cultural diversity in ethnically homogeneous classrooms.*

The Americans All resource books that chronicle the history of six groups, Native Americans, Europeans, Africans, Mexicans, Puerto Ricans and Asians, who helped to build this nation, have been adapted to a set of essays for use by the students. Learning activities in all sections of the Americans All Teacher's Guide now require that students engage in cross-cultural and peer group activities that focus on all six groups. Students are asked to compare, contrast, review and think critically about similarities and differences among diverse groups. Revised activities direct the use of visuals and teaching aids in ways that promote consideration of all six groups.

4. *Encourage participation in teacher support groups.*

Efforts are being undertaken to test several different models for teacher support. In two school-wide implementations, teacher support will be tailored to existing leadership and support structures in the schools. The San Diego school district has offered more time for teachers to attend half-day support activities. Chicago and Washington teachers have demonstrated more willingness to be self-directed and peer-directed in their ongoing support efforts. The teacher workshops have been modified to encourage this level of leadership. Also, some strategies have been explored for using volunteers in this area.

EVALUATION REPORT

Introduction

The changing demography of the United States child population requires that educators prepare students to function in an increasingly multiethnic society. The future dimensions of this change are already discernible in the ethnic profiles of the five states with the largest populations under 18 years of age—California, Florida, Illinois, New York and Texas. Together they account for 35 percent of the nation's child population. At present, 43 percent of the children of these states have non-European ethnic origins: Hispanic Americans (24 percent), African Americans (14 percent) and Asian Americans (five percent). By the year 2000, children of non-European ethnic origins will constitute the majority of students in these five states. Toward the middle of the twenty-first century, this pattern will become characteristic of the entire nation if current demographic trends continue.

A crucial component of preparing students to function in a multiethnic society is to instill in them an appreciation for and sensitivity to ethnic diversity. Americans All is a national multicultural education program that draws on the history of the American people's experiences of enslavement, migration, immigration and resettlement (voluntary and forced). By promoting appreciation of self, others and the diverse groups who helped to shape this nation, the program seeks to address one of the roots of chronic school failure, namely feelings of estrangement, rejection and apathy, and to inculcate in students the creative and critical thinking capacities that are required for responsible citizenship and competitive achievement in a multicultural society and global economy.

This report is an evaluation of the pilot implementation of the Americans All program in San Diego, California and Chicago, Illinois. The pilot program was implemented between January and June, 1990 in 31 schools and involved the participation of 55 teachers. This evaluation draws on data from questionnaires completed by teachers at the conclusion of Americans All training workshops and on data from questionnaires completed with a convenience sample of 28 San Diego and 10 Chicago teachers at the end of the 1989-90 school year.

Background

Americans All is the synthesis of two initiatives: Images of Ellis Island and the Appreciative Learning Motivational Support Program for Urban Educators. The former, funded by the Portfolio Project, Inc. under the direction of the Coordinating Committee for Ellis Island, Inc.,¹ consists of a set of curriculum materials and artwork which commemorates the immigrant experience and the historic importance of Ellis Island. It includes pamphlets on Ellis Island and the Statue of Liberty; collections of posters, period-specific photo-

¹ The Coordinating Committee is a 501(c)(3) educational organization that is separate from the Statue of Liberty/Ellis Island Foundation.

graphs, slides and filmstrips; instructions for conducting a simulation of the Ellis Island immigration process; and a related teacher's guide. The later program of Appreciative Learning, developed by Dr. Gail Christopher, is a teacher training and support program to enhance teachers' abilities to build student self-awareness and self-esteem, to foster students' critical thinking skills and to promote their self-respect and self-confidence. The merger of these two initiatives is an outgrowth of the evolution of Images of Ellis Island from its inception as supplementary materials on immigration for use in existing social studies curricula into a national multicultural education program—Americans All.

The history of Americans All dates from the founding of the Coordinating Committee for Ellis Island, Inc. by Eleanor Sreb in 1982. Under the leadership of Allan Kullen, the Coordinating Committee distributed the Images of Ellis Island materials to more than 300 schools and school districts in the United States. While teachers were required to teach immigration as part of the existing social studies curriculum, most lacked the materials to do it effectively. Images of Ellis Island was offered as a means of filling this "void." Teachers' reactions to the materials were highly favorable.

In early 1988, the Coordinating Committee for Ellis Island, Inc. asked Dr. Gail Christopher to review the Images of Ellis Island materials and to offer suggestions for helping the Committee to achieve its goal of delivering these materials to every public school in the country. After reviewing the materials and the letters of response from almost 300 school districts, she concluded that the project presented an opportunity for delivering needed resources to our nation's schools. The opportunity existed because: (1) there was a place in the existing social studies curriculum for the use of these materials; (2) the materials had been favorably received by a number of school districts and (3) the materials provided a vehicle for delivering related teacher training, parental outreach, teacher support and student motivational activities to the classroom.

In March of 1988, the Coordinating Committee for Ellis Island, Inc. contracted with Dr. Christopher to develop a national program and marketing strategy to support the dissemination of Images of Ellis Island to local schools and school districts. During this planning phase, Dr. Christopher became convinced of the potential for using the Images of Ellis Island material as a vehicle for addressing one of our nation's most serious educational problems, the high rates of school failure among minority students.

One common indicator of educational disadvantage is whether or not a child has been held back or repeated a grade in school. Data recently released by the National Center for Education Statistics on a nationally representative sample of eighth graders (NCES 1989) reveal that minority students are substantially more likely to have repeated a grade than nonminority students. Whereas only 16 percent of non-Hispanic white eighth graders ever repeated a grade, the retention rates were 23 percent for Mexican Americans, 26 percent for African Americans, 26 percent for Puerto Ricans and 28 percent for American Indians. Although Asian students as a rule exhibit very low grade retention rates, there is substantial diversity within the Asian population itself. Whereas less than three percent of Japanese eighth graders ever repeated a grade, the retention rates were 10 percent for Chinese, 11 percent for Koreans and 18 percent for Pacific Islanders.

The reasons for these ethnic disparities in educational disadvantage include the familiar sociological factors of insufficient family income, limited English proficiency and lack of parental support. Among the psychological factors thought to underlie these high rates of grade retention among minority students are their feelings of estrangement from the wider society and lack of appreciation by dominant social groups. An argument that is gaining acceptance among educators is that these feelings of estrangement and lack of appreciation are being reinforced by the absence of culturally diverse offerings in the school curriculum and by a lack of formal acknowledgment of the racial, ethnic, gender and class tensions in the wider society. Ignoring cultural diversity in the curriculum and downplaying social antagonisms inside and outside of the classroom are issues perceived as having an insidious effect on the self-esteem of minority students and on the sensitivity of majority students to cultural differences. Many argue that the consequences of low self-esteem and cultural insensitivity can be found in the high rates of school failure that minority children experience.

Educational programs to increase minority students' self-esteem have proliferated in recent years. One approach that was first tested in Chicago in 1987 is the Appreciative Learning Motivational Support Program for Urban Educators developed by Dr. Gail Christopher. The intention of the program is to offer teachers a peer support and learning experience that would improve their capacity to instill self-respect in students, build self-confidence and foster critical thinking skills. An evaluation of the program at the St. Ambrose Catholic School, located in one of Chicago's high-poverty neighborhoods, confirmed that the program was a highly favorable and effective intervention for working with high-risk students.

After careful deliberation and research, the decision was reached to combine the Appreciative Learning Motivational and Support Program with Images of Ellis Island to create a more comprehensive initiative called "Immigrants All... Americans All." In the spring of 1990, the program was named "Americans All" to communicate more effectively its focus on the history of the "peopling of America" by immigrants, slaves, migrants and refugees. The new initiative was a multicultural educational program that sought to be inclusive of all ethnic group experiences, to provide needed appreciative learning training and motivational support for teachers, to engage parents and community in the education of their children and to promote the development of critical and creative thinking skills and knowledge of cultural diversity in American history.

The program quickly gained the support of key national education organizations. The American Federation of Teachers, The National Education Association, The National Association of Elementary School Principals and The National Association of Secondary School Principals, as well as the Learning Channel educational television organization, co-sponsored a public meeting in May of 1989 to introduce the project to the public.

Although both Images of Ellis Island and Appreciative Learning were proven programs, it was agreed that the combined programmatic intervention should be pilot tested in at least two ethnically and geographically diverse settings. Negotiations to implement Americans All on a pilot basis in the San Diego schools—the thirteenth largest school district in the nation—got underway in the spring of 1989. San Diego was selected as one of two pilot sites (Chicago was the other) because it is a multiethnic community that was “facing the challenge of a large influx of immigrant families and school children” (Prokop 1989). In August of 1989, The Hitachi Foundation awarded a two-year grant to the Coordinating Committee to implement the Americans All pilot program in San Diego. The John D. and Catherine T. MacArthur Foundation later awarded a one-year grant to the Committee to implement the pilot program in Chicago. In October of 1989, the program received formal approval by the San Diego School Board for implementation in the 1989-90 school year. Efforts to implement the program in the Chicago Public Schools were delayed, but meanwhile the program was implemented in four Catholic schools and one suburban public school in the Chicago area.

In the following sections, preliminary results are reported from an analysis of questionnaire data collected from participants in the San Diego and Chicago training workshops and questionnaire data collected from a convenience sample of 28 teachers in San Diego and all 10 teachers in Chicago on their implementation of the program in their classrooms. Before presenting these findings, a brief overview of the conceptual basis of Americans All is presented.

Americans All: Conceptual Framework²

Americans All combines two educational support initiatives. The first is a set of curriculum materials, Images of Ellis Island, and the second is a motivational training program for urban educators, Appreciative Learning. By combining and expanding these approaches, Americans All seeks to deliver both the subject content and instructional methods that can increase student motivation to learn and to remain engaged in the educational process.

The conceptual framework of the Americans All program rests on four theoretical foundations: (1) theories of human motivation, (2) theories of stress and adaptation, (3) theories of self-esteem and (4) theories of multicultural education.

Americans All instructional methods recognize that healthy human development and positive motivation depend on helping children to meet their basic human needs. The basic needs that most often are identified as fundamental for human survival and growth include: physiological comfort, safety and structure, love and belonging, self-esteem,

² Portions of the following are abstracted from Gail C. Christopher, *The Peopling of America: A Teacher's Manual for the Americans All Program* (Washington, D.C.: The Portfolio Project, Inc. 1990).

mastery over one's life and personal competence. These needs are thought to form a hierarchy such that the capacity for higher level motivation (e.g., self-esteem) is hypothesized to depend on the proper fulfillment of lower level needs (e.g., love and belonging). Failure to fulfill needs at one level creates stresses that interfere with acquiring the skills and assets needed to fulfill needs at a higher level. As a result, for example, the capacity for building student self-esteem rests on teachers reinforcing students' sense of safety, structure, love and belonging.

The relationship between student self-esteem and academic competence is a complex one which continues to generate debate. While some studies support the existence of a positive relationship between the two variables, others do not (Jordan 1981). Americans All recognizes the need to move beyond global "I feel good about myself" approaches and to stimulate specific areas of self-esteem and self-motivation with regard to academic competence. An important aspect of this new approach is greater recognition and acknowledgment of the multicultural bases upon which student self-identity and self-appreciation is built in our society.

In a recent editorial (August 16, 1990), *The Washington Post* characterized "multicultural education" as this decade's all purpose educational buzzword, which like "relevance" in the sixties, applies to a wide assortment of educational principles and reforms. Originally linked solely to concerns about racism in schooling, the concept has been broadened to include long overdue curriculum reforms such as incorporating greater information on the contributions of minority groups to our nation's history as well as more controversial measures such as curriculum revisions to mobilize students politically to challenge social inequities in the classroom and in the wider community. Given this broadness of definition, it is important that an evaluation of a program of multicultural education make explicit the goals of the particular program that it is evaluating and differentiate these goals from those of like programs that also operate under the heading of multicultural education.

A comprehensive literature review published in the *Harvard Educational Review* (Sleeter and Grant 1987) identified five distinct approaches to multicultural education: (1) "to assimilate minority students into the cultural mainstream and existing social structure by offering transitional bridges within the existing school program"; (2) "to help students of different backgrounds get along better and appreciate each other"; (3) "to foster cultural pluralism by teaching courses about the experiences, contributions and concerns of distinct ethnic, gender and social class groups"; (4) "to promote cultural pluralism and social equality by reforming the school program for all students to make it reflect diversity" and (5) "to prepare students to challenge social structural inequality and to promote cultural diversity."

The Americans All program reflects each of the five approaches above in varying degrees, but its primary emphasis is on helping students from various ethnic groups to develop a greater appreciation for themselves and for others by fostering cultural pluralism in the curriculum through teaching courses about the experiences, contributions and concerns of six ethnic groups who helped to people the United States: American Indians, Europeans, Africans, Mexicans, Puerto Ricans and Asians. This focus on multicultural develop-

ment follows naturally from the beginnings of Americans All in the Images of Ellis Island curriculum program and its later integration with the Appreciative Learning Motivational Support Program for Urban Educators.

In the following sections, we shall examine teachers' assessments of the goodness-of-fit between the Americans All program and its goal of fostering greater multicultural awareness and appreciation among students.

Teacher Evaluations of San Diego and Chicago Training Workshops

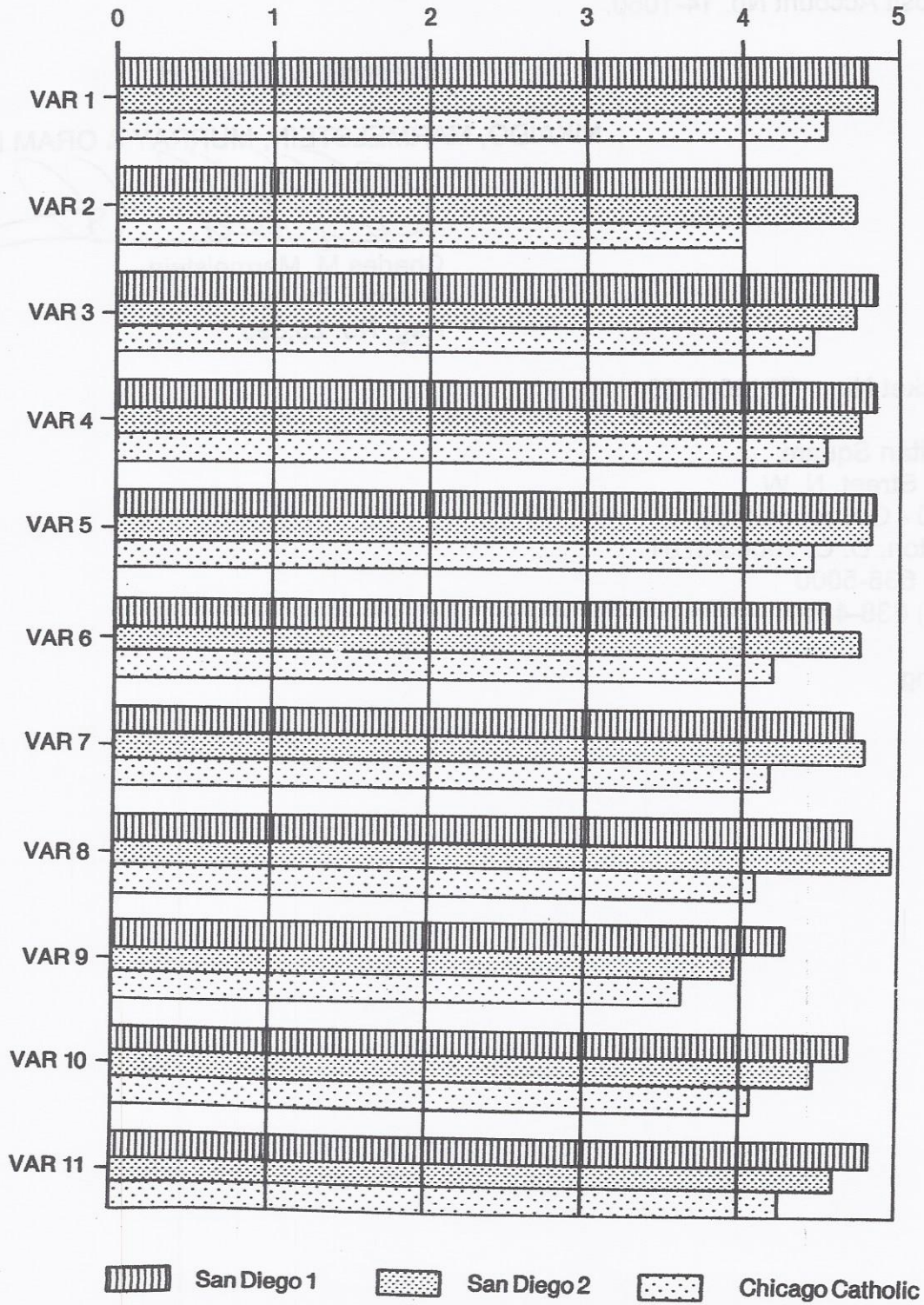
In San Diego, Americans All staff conducted two two-day training workshops with teachers, one in late November, 1989 and another in early January, 1990. In total, 49 teachers representing 26 different schools participated in the workshops, and 45 began the programs in their schools. The Committee hired Melanie LoCoco to be the local coordinator in San Diego. She organized a community advisory board and initiated several outreach programs to encourage parental and student involvement and to increase media exposure of the program. Steven Sreb was retained as the local coordinator for training and teacher support. In Chicago, Americans All staff conducted a one and one-half day training workshop with teachers. In total, 12 teachers representing five different schools participated in the workshop, and 10 began the program in their schools.

Each workshop participant was asked to rate their level of agreement (five -point scale from strongly disagree to strongly agree) with 11 "close-ended" statements (evaluation indicators) about their experience in the training. The 11 statements are as follows:

1. My understanding of the Americans All program and in-school curriculum materials has increased.
2. I have enough information about the materials to begin to use them in my classes.
3. I believe that there are opportunities in my school year for using these materials.
4. I had an opportunity to practice using the materials and to work with my peers during the practice session.
5. I had ample opportunities to work in small groups with my peers and to work with the Americans All materials.
6. I understand the core concepts and skills that underpin the program.
7. I will use the Americans All materials to work on student self-esteem, small group process and critical-thinking skills development.
8. I will display photographs and/or charts in my classroom.
9. I will use the project to increase parent involvement.
10. I will work with volunteers that are provided by the project.
11. I am interested in future workshops or seminars that are tailored to the ethnic population of my school.

Figure 1—Americans All Teacher Training Evaluation

1 = Strongly Disagree . . . 5 = Strongly Agree



**Table 1 — Teachers' Comments on the Americans All
Teacher Training Workshops**

-
- The materials are put together to provide maximum use by teachers. There is enough information that teachers can study on their own. The teacher's guide is easy to use. The combination of the above materials make it an invaluable resource to teachers.
 - I appreciated the fact that issues like racism, ethnocentrism, exploitation of immigrant workers and other important, but controversial topics were brought up. We need to address these "social ills" before we can rid ourselves of them.
 - There needs to be better linkages among the concepts of Americans All. Are we pushing for the Americanization of our population? I, for one, hope so! I don't mean the "melting pot" but the grasp that there is a commonality of spirit and ideals that Americans share.
 - There was so much information, I felt glassy-eyed. Overall, great presentations and very expert.
 - This is the best workshop I ever attended. It was meaningful, well taught by wonderful people who were gracious, caring and well informed. I feel lucky to have had the opportunity to be involved with this project. I wish there could be a workshop of this quality for every unit I teach.
 - My only criticism, which is small because I do feel I understand the core concepts and skills, would be more of an introduction to the program before we started. This was done, but I came away wanting to know more. Everyone was great, and it was a very valuable experience.
 - This is an excellent program. We've needed this material for years. Many, many thanks.
 - I have questions about the fifth, eighth and eleventh grade carry-over as students pass through the grades. How do we avoid duplication?
 - This was an exceptionally well-organized workshop, with a nice emphasis on friendly cooperation, affable approach and an intense focus on projecting the good, positive aspects of a new curriculum. I look forward to implementing the program. It is grounded in principles I firmly believe in!
 - The pictures and slides need to be organized into a file that can be used more easily by classroom teachers and students.
 - I feel I've developed a broader appreciation of my own experience as an American.
-

Figure 1 graphs teachers' responses. It shows that all responses were in the "strongly agree" or "agree" categories. The statement that received the weakest endorsement was the one concerning parental involvement. Discussion with workshop trainers revealed that this component of the program was not emphasized much during the training activities because it was thought to be primarily an Americans All staff or volunteer function. After some deliberation, however, Americans All staff decided to increase the attention given to parental involvement in future training sessions.

Figure 1 also subdivides teachers' responses by workshop. Comparisons among the three workshops (San Diego 1, San Diego 2 and Chicago Catholic) indicate that while the Chicago participants were largely positive in their feedback, they did not voice the same high level of enthusiasm as the San Diego participants. A review of written comments by the Chicago participants suggests that this difference may have been due to their displeasure with the training's being scheduled on a Friday and Saturday. The training was also condensed from a two-day to a one and one-half-day format. Even though the Chicago teachers were given stipends for their participation on the weekend, it seems from their written comments that weekend workshops should be avoided and that two-day workshops should be the norm.

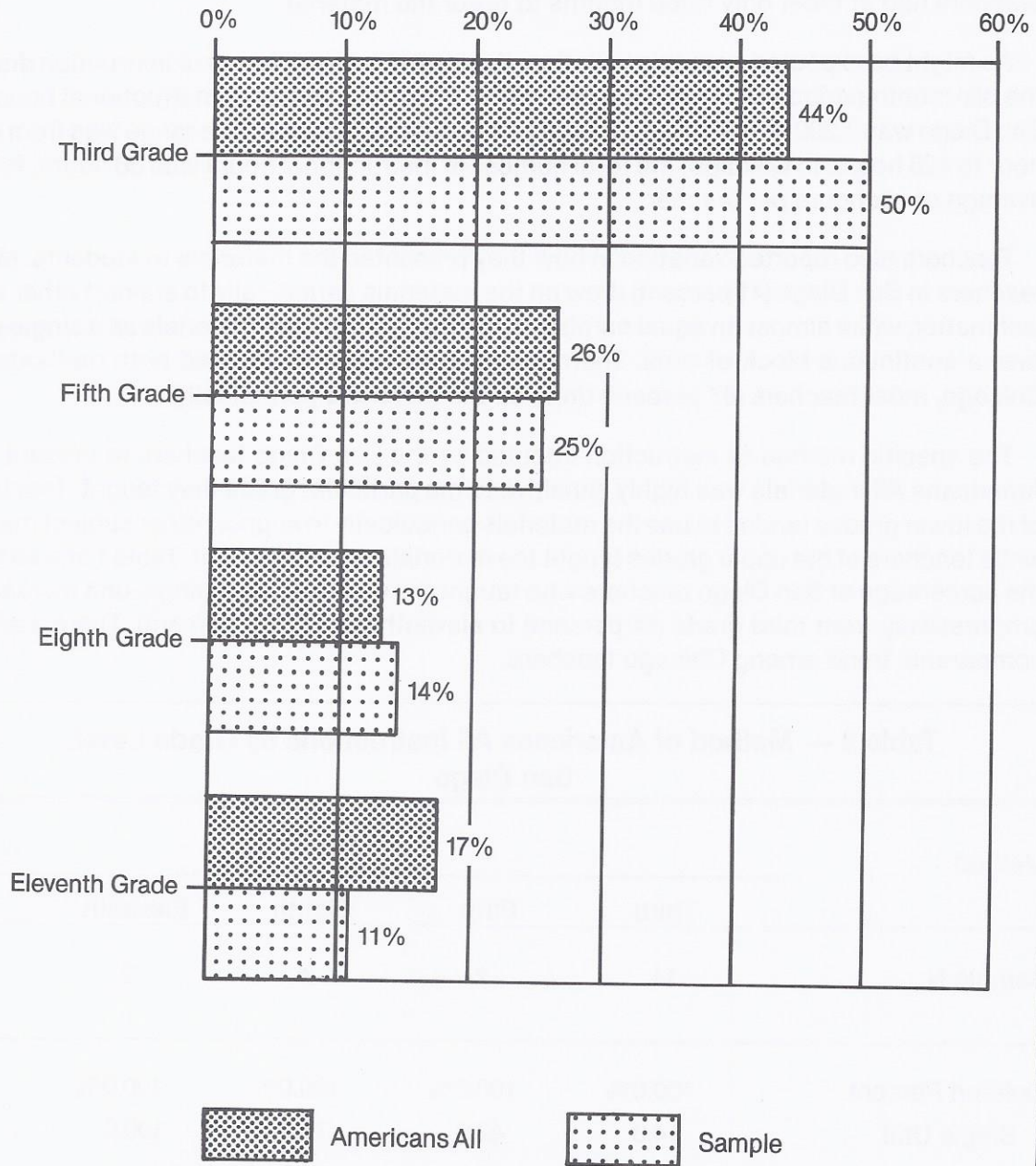
Teachers were also provided space on the evaluation form for written comments and feedback. Table 1 reproduces some of the comments from the 39 teachers who provided written feedback.

Teachers' Ratings of the San Diego and Chicago Pilot Implementation

A total of 45 teachers implemented some portion or all of the Americans All curriculum in 26 different schools in San Diego. A total of 10 teachers implemented some portion or all of the program in five different schools in Chicago. In order to obtain a systematic assessment from these teachers about their use of the materials, their estimation of the program's impact on students and suggested areas for improvement, the evaluator developed a questionnaire in consultation with Americans All staff. The questionnaire was administered during May and June by the local coordinators with a convenience sample of 28 teachers representing 21 different schools in San Diego, and during the summer with all 10 teachers representing five different schools in Chicago.

The fact that the sample of San Diego teachers was selected non-randomly raises some question about its representativeness. Compared to the grade distribution of all 45 teachers, the convenience sample of 28 was slightly skewed toward the younger grades. Figure 2 shows that proportionately more of the third grade teachers and fewer of the eleventh grade teachers were included in the sample. While these 28 teachers do not constitute a random subset of the total 45 teachers who participated in the Americans All program, there is little reason to suspect that the sample gives an unrepresentative view of the pilot implementation of the Americans All program in San Diego. Since all 10 teachers were interviewed in Chicago, there is no comparable concern about sample bias. Half the teachers taught third grade or lower, and the other half taught fifth or eighth grades.

Figure 2— Comparison of the Americans All and Sample Teacher Distributions by Grade Level, San Diego



Teachers' Use of Program Resources

At the date of interview, 72 percent of the San Diego teachers reported that they were still teaching the Americans All program. In Chicago, most of the interviews were completed after classes had ended. The amount of instruction or discussion that San Diego teachers reported for the January to June period varied considerably. Two teachers said they taught the program for one month only, and seven teachers said they taught the program for the full six months. The modal number of months taught by all San Diego teachers was two months (eight teachers). Since the program was introduced much later in Chicago, the teachers had at most only three months to cover the material.

As might be expected from this variation, the total number of hours of instruction during the six-month period also varied substantially. The total number of instructional hours in San Diego was 1,290 hours for an average of 46 hours per teacher. The range was from one hour to 425 hours. In Chicago, the total number of instructional hours was 56 hours, for an average of six hours per teacher.

Teachers also reported variation in how they presented the materials to students. Most teachers in San Diego (41 percent) drew on the materials periodically to support other subject matter, while almost an equal number (37 percent) taught the materials as a single unit over a continuous block of time. The remainder (22 percent) adopted both methods. In Chicago, most teachers (67 percent) drew on the materials periodically.

The specific method of instruction adopted by the San Diego teachers to present the Americans All materials was highly sensitive to the particular grade they taught. Teachers of the lower grades tended to use the materials periodically to support other subject matter while teachers of the upper grades taught the materials as a single unit. Table 1 shows that the percentage of San Diego teachers who taught the materials as a single unit increased progressively from third grade (14 percent) to eleventh grade (100 percent). There was no comparable trend among Chicago teachers.

**Table 2 — Method of Americans All Instructions by Grade Level,
San Diego**

| Method | Grade | | | |
|----------------|--------|--------|--------|----------|
| | Third | Fifth | Eighth | Eleventh |
| Sample N | 14 | 7 | 4 | 2 |
| Column Percent | 100.0% | 100.0% | 100.0% | 100.0% |
| Single Unit | 14.3 | 42.9 | 75.0 | 100.0 |
| Periodic | 50.0 | 42.9 | 25.0 | — |
| Both | 35.7 | 14.3 | — | — |

Both method of instruction and grade level account for some of the variation in hours of instruction. If we exclude the “outlier” of 425 hours from the analysis, the regression of instructional hours on method and grade indicates that, independent of grade level, teachers who varied between teaching the material as a single unit or inserting it periodically to support other subject matter registered two fewer hours on average than teachers who specialized in one method. Also, independent of method of instruction, third grade teachers spent seven more hours teaching the material on average than upper grade teachers.

Characteristics of Students and Teachers

An estimated 2,250 children participated in the Americans All program in San Diego. This estimate is based on an extrapolation from the sample average of 50 children per teacher (which includes multiple classes per teacher) to the entire 45 teachers who participated in the program. In Chicago, the total number of students was reported to be about 250.

The ethnic composition of the San Diego classes was quite diverse—80 percent of the sampled teachers taught classes in which non-Hispanic white children were less than a majority of the students. Slightly more than one-half of the teachers taught classes in which non-Hispanic white children were a plurality, and the remainder taught classes in which other ethnic groups were a plurality: Asian Americans (15 percent), Hispanic Americans (15 percent) and African Americans (15 percent). Five teachers out of the 28 taught classes in which one ethnic group comprised 75 percent or more of the students: Asian American (one), African American (one) and European American (three). Nearly all of these more ethnically homogeneous classes were concentrated in the third grade (80 percent). The ethnic composition of the Chicago classes was quite homogeneous—only one class was ethnically mixed (60 percent Hispanic and 40 percent non-Hispanic white). Two were entirely Asian, and the remaining six were more than 90 percent black.

The San Diego teachers were predominantly European in ethnic origin (78 percent); the Chicago teachers were predominantly African American (six). The remainder of San Diego teachers were African American (11 percent), Hispanic American (four percent) and mixed European and other ethnic heritage (seven percent). The remainder of Chicago teachers were European (two), Asian (one) and mixed heritage (one). There was no relationship between the ethnicity of the teacher and the ethnic composition of the sample classrooms in San Diego. In Chicago, the African American teachers were concentrated in the predominantly black classes. San Diego teachers of non-European origins had slightly more years of teaching experience (19 years) on average than teachers of European origins (14 years). In Chicago, it was the reverse. Teachers of European origins had slightly more (13 versus 11 years). There were no significant differences in the amount of instruction by the ethnicity of the teacher or the ethnic composition of the classroom. There was also no association between the amount of instruction and the years of teacher experience.

Teachers' Rating of Student Outcomes

Teachers were asked to assess the impact of the Americans All program on their students. The areas of evaluation were as follows: (1) level of student interest and motivation; (2) level of student participation in class; (3) level of student self-expression in class; (4) level of peer interaction among children of different ethnic backgrounds; (5) appreciation for ethnic diversity and (6) changes in the attitudes and behaviors of students toward one another. In each of these areas, the teachers voiced strong support for the program.

Increased Student Interest and Motivation

Teachers were asked to appraise how much they thought Americans All materials and activities increased students' level of interest and motivation. The question was asked first about minority students. The vast majority in San Diego (85 percent) and in Chicago (75 percent) answered that they thought the program increased minority students' level of interest and motivation "very much" or "a lot": 33 percent and 52 percent, respectively in San Diego and 25 percent and 50 percent, respectively in Chicago. The remainder said "a little" (11 percent in San Diego and 12 percent in Chicago) or "very little" (four percent in San Diego and 11 percent in Chicago). These less favorable assessments were concentrated among the lower grades which reflects, in part, teachers' concerns that some of the Americans All material was too difficult for younger students. Several third and fifth grade teachers in both San Diego and Chicago suggested that the materials be simplified for the younger grades.

When the teachers who answered "very much" or "a lot" about increased student interest and motivation were asked whether their assessment held true more, about the same or less for minority students who are least educationally advantaged, 50 percent in San Diego and 29 percent in Chicago replied "more," 46 percent in San Diego and 71 percent in Chicago said "about the same" and only five percent in San Diego said "less." There was no systematic variation by grade level.

Teachers were then asked about nonminority students' level of interest and motivation. The San Diego responses were equally favorable. In Chicago, there were too few non-minority students for teachers to make an assessment. Most San Diego teachers reported that interest and motivation increased very much (29 percent) or a lot (61 percent). A few said a little (10 percent), but none reported very little. Again, when teachers who gave positive ratings were asked whether their assessment held true more, about the same or less for students who were least educationally advantaged, the responses were as favorable as those given for minority students.

Greater Student Participation in Class

Teachers were asked to express their amount of agreement with the following statement: "Use of Americans All activities and materials increases the level of student participation in class." Nearly one-third (32 percent) of San Diego teachers and one-fifth (22 percent) of Chicago teachers said they "strongly agreed," and 64 percent of San Diego and 78 percent of Chicago teachers said they "agreed." Only one teacher in San Diego (four percent) disagreed with the statement. Again there was a strong association with grade level

in San Diego. Table 3 shows that the percentage who said they strongly agreed rises steadily from 14 percent in the third grade to 67 percent in the eleventh grade. Also, teachers of non-European origins voiced strong agreement with this statement (67 percent) more often than teachers of European origins (24 percent). There were no comparable differences in Chicago.

Table 3 — Teacher Agreement with Statement: Use of Americans All Activities and Materials Increases the Level of Student Participation in the Class, San Diego

| Agreement | Grade | | | |
|----------------|--------|--------|--------|----------|
| | Third | Fifth | Eighth | Eleventh |
| Sample N | 14 | 7 | 4 | 3 |
| Column Percent | 100.0% | 100.0% | 100.0% | 100.0% |
| Strongly Agree | 14.3 | 42.9 | 50.0 | 66.7 |
| Agree | 78.6 | 57.1 | 50.0 | 33.3 |
| Disagree | 7.1 | — | — | — |

More Student Self-Expression in Class

Teachers were also asked to express their amount of agreement with the following statement: “Use of Americans All activities and materials increases the level of student self-expression in class.” The responses were distributed similarly as those for student participation: strongly agree (32 percent in San Diego and 33 percent in Chicago), agree (57 percent in Chicago), agree (57 percent in San Diego and 67 percent in Chicago) and disagree (seven percent in San Diego). One San Diego teacher (four percent) couldn’t decide on a response. Unlike student participation, however, there was no association between these responses and grade level. Still, all of the unfavorable responses in San Diego were concentrated in the third grade. Again, like student participation, teachers of non-European origins in San Diego voiced strong agreement (67 percent) more often than teachers of European origins (24 percent). There were too few teachers of European origins in Chicago to draw the same comparison.

Increased Peer Interaction Among Students of Different Ethnic Backgrounds

Most teachers (57 percent) in San Diego reported that peer interaction increased as a result of the Americans All program. There were too few ethnically mixed classes in Chicago for teachers to make an assessment. The remainder in San Diego said it stayed the same (39 percent) or decreased (four percent). As with interest, motivation and participation, there was also an association with grade level. San Diego teachers of upper grades were more likely to report increased peer interaction among students of different ethnic backgrounds than teachers of lower grades. This was partly an artifact, however, of

Table 4 — Teachers' Descriptions of the Positive Changes They've Noticed in the Attitudes and Behaviors of Students Toward One Another

- Appreciation for each others' background.
 - A Laotian girl who was normally quiet was recognized by the class and given greater nurturing.
 - Some change, but not too much. The more you use it, the more you get. Increased interaction, such as sitting together.
 - Black kids felt better; greater appreciation for ethnic differences.
 - Respect each other, families and traditions more.
 - More accepting of one another. More interaction between Hispanic students and others.
 - Bused kids felt more welcomed. More went on Washington trip and more participated in fund-raising activities. There were no complaints on room assignments.
 - Appreciated non-English-speaking Hispanic kids more. There was more thoughtfulness with respect to newcomers and how they should be welcomed.
 - Decrease in social slurs.
 - Improved self-esteem and decreased name calling. Students were more conscious of each others' feelings. There was greater knowledge of positive vocabulary, and students were thinking more.
 - Early on after the program, there was a common understanding of similar problems that immigrants face. Children realized they were not alone.
 - More pride and understanding of each other. Students are more comfortable about their background, and there is increased awareness of differences. The program makes for healthier interaction among students.
 - More awareness of subtle racism; the materials point out racial differences. Students brought in advertisements that reinforce prejudices. Told about job application that was geared toward minorities — very negative. More student sensitivity to racial/gender bias. Better communication with one another, less name calling and more humane awareness and concern.
 - Students are able to talk problems out rather than react. Teachers extended classroom time to include social studies curriculum. Students can identify more words and meanings, such as prejudice, racism, migration and immigration.
 - Students were more accepting of each others' differences. Students reacted more positively toward each other.
-

the greater ethnic homogeneity of the lower grades. Teachers who taught classes that were 75 percent or more from one ethnic group (largely third and fifth grades) noted little change in peer interaction for the simple reason that the opportunity for greater contact was not available in these classes. Removing these classes from the comparison results in a more even distribution of responses across grade levels. There was also less reported change for classes in which African American students constituted the plurality.

Greater Appreciation for Cultural Diversity

Teachers were then asked about their degree of agreement with the following statement: "Students show a lot more appreciation for ethnic diversity as a result of Americans All activities and materials." No teachers disagreed with this statement, 25 percent in San Diego and 50 percent in Chicago said they "strongly agreed" and the remaining 75 percent and 50 percent, respectively, said they "agreed." There was no significant variation in response by grade level or by the ethnic origins of teachers.

Positive Changes in Attitudes and Behaviors of Students Toward One Another

Two-thirds of the San Diego teachers and one-third of the Chicago teachers said they noticed changes in the attitudes and behaviors of students toward one another. Again responses were sensitive to the degree of ethnic homogeneity of the class. Only 20 percent of the San Diego teachers who taught classes that were 75 percent or more ethnically homogeneous reported changes in behavior compared to 76 percent of teachers who taught more ethnically diverse classes.

In Chicago, the lack of ethnic diversity in the classrooms did pose some difficulty to respondents in answering. The one teacher who taught the class of Hispanic and non-Hispanic white students, however, did report evidence of positive changes in attitudes and behavior. She noted that the children were "more aware and respectful of ethnic diversity" and said she noticed a decline in ethnic jokes.

Use of Program Resources and Teachers' Ratings

Given the variation in the amount of instruction provided by teachers, the question arises whether there was any correlation between instructional hours and teachers' ratings of the effects of Americans All on students. Because of the limited variation in hours taught in Chicago, this analysis is restricted to the responses obtained in San Diego.

A simple correlational analysis shows that there is a slight association between student self-expression, participation and change in student attitudes and behavior. On average, the more hours taught, the greater the students' level of self-expression, participation and change in attitudes and behavior toward one another. There is no sizable correlation be-

tween instructional hours and student interest and motivation, appreciation for cultural diversity or level of peer interaction. These ratings were more strongly associated with grade level (motivation and interest, appreciation), teacher experience (appreciation, peer interaction) and ethnic diversity of the classroom (peer interaction).

Program Resources, Student and Teacher Characteristics and Teachers' Ratings

A more complete analysis of the association between instructional hours and teacher ratings was done using teacher experience, grade level, ethnic diversity of the classroom, teacher's ethnicity and hours of instruction as predictors. Instructional hours remained an important predictor of student self-expression in class but not of student participation or changes in student attitudes or behavior toward one another. The more important predictors of these latter outcomes were grade level (participation, changes), ethnicity of the teacher (participation) and ethnic diversity of the classroom (changes).

Classroom Applications and Teachers' Assessments of Program Resources

All of the San Diego teachers promoted the concept of cultural pluralism in their classrooms by focusing on more than one ethnic heritage in the Americans All program. Only one-third (32 percent), however, focused on all five ethnic heritages: European, African, Hispanic, Asian and Native American. The heritage most examined by teachers was Hispanic (82 percent) and the least examined was Native American (50 percent). There was no systematic relationship between the number of groups examined and grade level, classroom diversity or hours of instruction. There was a tendency for teachers from non-European origins to concentrate on a smaller set of ethnic heritages than teachers from European origins.

In Chicago, there was more of a tendency for teachers to focus on a single ethnic heritage. Four teachers out of the 10 reported examining only one heritage in particular. One of the classes of Asian students focused exclusively on Asians and Pacific Islanders, and one of the classes of African-American students focused exclusively on African heritage. However, the other two classes of African-American students focused exclusively on European and Hispanic heritages, respectively. The specialized focus also carried over to classroom wall displays. The two classes that focused on their own ethnic roots displayed their own ethnic heritages on their classroom walls. The other two single-focus classes did not mount any special displays. Thus, it appears then that the greater tendency to examine one ethnic heritage in Chicago may be due partly to the greater ethnic homogeneity of the classes and partly to the limited time teachers had to implement the program.

In San Diego, the emphasis was more clearly on cultural diversity. Nearly all of the teachers (93 percent) displayed on their classroom walls Americans All photographs, posters or student artwork that depicted various cultural and ethnic backgrounds. Over half of these teachers (54 percent) displayed materials that represented all five ethnic heritages. Again the ethnic heritage least frequently displayed was Native American (62

percent) while the most frequently displayed was African American (92 percent). There was no systematic relationship between the number of heritages displayed and grade level, classroom diversity or teacher ethnicity.

Although cultural diversity was reflected on the classroom walls, not very many of the San Diego teachers used the Americans All activities of constructing a class census or ethnic heritage graph to depict the ethnic diversity of the students. Only 40 percent of teachers said they did one or both of these activities, but only a small number of these teachers had copies to share with the interviewer. Likewise, only a very small number (seven percent) said they made any use of the San Diego local resource guide that Americans All staff had prepared. In Chicago, none of the teachers reported doing these activities.

Teachers were asked to assess indirectly the originality of the Americans All program by saying how much they agreed or did not agree with the following negative statement about the program: "While interesting, the Americans All program does not offer much that is new compared with what is already available in the existing curriculum." Only two teachers agreed with this statement, one in San Diego and one in Chicago. The remainder either disagreed (60 percent in San Diego and 30 percent in Chicago) or strongly disagreed (36 percent in San Diego and 60 percent in Chicago). As intended, Americans All fills an important "void" in the social studies curriculum.

Another goal of the Americans All program is the fostering of critical thinking skills. Teachers were asked how much they agreed or did not agree with the following negative statement: "Americans All activities and materials do not offer much in the way of encouraging students to think critically and analytically." Again only two teachers agreed. The remainder either disagreed (79 percent in San Diego and 33 percent in Chicago) or strongly disagreed (18 percent in San Diego and 56 percent in Chicago) with the statement. The greater strength of the Chicago responses suggests that these materials may be meeting an important need in the parochial school curriculum.

Parental Involvement and Teacher Support

In addition to increasing appreciation of self and others and to promoting cultural diversity in the classroom, another major goal of the Americans All program is to engage parents and community members more fully in the education of their children. There are several Americans All activities that are designed to involve parents by exploring family roots with their children.

To assess how well Americans All does in this regard, teachers were asked how much they agreed or disagreed with the following statement: "Engaging families in Americans All activities such as filling out a family tree or discussing family immigration and migration stories increases the level of parental involvement in their children's education." A small but significant minority in San Diego (15 percent) said they disagreed with this state-

ment; most either agreed (54 percent) or strongly agreed (31 percent). In Chicago, all teachers agreed and over 60 percent strongly agreed. As was also the case with teacher ratings of student outcomes in San Diego, there was an association between assessment of parental involvement and grade level. Unfavorable assessments were concentrated among teachers of the lower grades. This was partly related to the fact that teachers who taught ethnically homogeneous classes (which is more common of the lower grades) were less likely to agree that parental involvement increased. On the other hand, teachers of non-European background were more likely to agree that parental involvement increased than teachers of European background.

Over one-half of teachers (60 percent in San Diego and 70 percent in Chicago) reported participating in one or more Americans All teacher support group sessions. Of the San Diego participants, 11 percent found the support group very useful, 67 percent found it somewhat useful and a sizable minority, 22 percent, said it was not very useful. Of the Chicago participants, 30 percent found the support group very useful, 70 percent found it useful and none reported it not useful. In San Diego, participation in a support group was more common among teachers of non-European background and among teachers who taught more ethnically homogeneous classes. Negative opinions about the usefulness of the support group were also more common among the teachers of ethnically homogeneous classes.

Programmatic Correlates of Positive Teacher Ratings

Useful participation in teacher support groups was associated with higher teacher ratings of the effects of Americans All on students' level of appreciation of cultural diversity and on changes in students' attitudes and behaviors toward each other. To assess the extent to which this association was independent of other potentially confounding factors, a linear regression analysis was performed using the following predictors: grade level, ethnic diversity of the class, ethnicity of the teacher, years of teaching experience, total instructional hours of Americans All material and useful participation in a teacher support group. The results of this analysis are presented for all five areas of teacher ratings of student outcomes. Again, because of the limited variation on many of these variables in the Chicago site, the analysis is limited to San Diego.

Appreciation, Peer Interaction and Change in Attitudes and Behavior

Table 5 displays the regression results for the three areas dealing with appreciation of cultural diversity, levels of peer interaction among children of different ethnic backgrounds and changes in student attitudes and behaviors toward one another.

The beta coefficients indicate the amount of change in teacher ratings associated with a one standard deviation change in the level of the predictor variable. For example, useful participation in a teacher support group (useful participation in group) is positively associated with teachers' agreeing that students show a lot more appreciation for ethnic diversity as a result of Americans All activities and materials. In fact, it is the largest predictor of teacher ratings as indicated by the size of its beta coefficient (0.45) relative to the other

Table 5 — Regression of Teacher Ratings on Class and Teacher Characteristics, San Diego

| Characteristics | Beta Coefficients | | |
|---------------------------------------|------------------------------------|------------------|-----------------------------------|
| | Appreciation of Cultural Diversity | Peer Interaction | Changes in Attitudes and Behavior |
| Nominal variables | | | |
| (Third grade) | 0 | 0 | 0 |
| Fifth grade | 0.09 | -0.22 | -0.54 |
| Eighth grade | -0.41 | 0.01 | 0.14 |
| Eleventh grade | -0.18 | -0.09 | -0.18 |
| (No participation or not useful) | 0 | 0 | 0 |
| Useful participation in group | 0.45 | 0.20 | 0.39 |
| (Teacher of European origin) | 0 | 0 | 0 |
| Teacher of non-European origin | 0.21 | -0.15 | 0.28 |
| (Ethnically diverse class) | 0 | 0 | 0 |
| Class 75 percent or more single group | 0.08 | -0.38 | -0.63 |
| Continuous variables | | | |
| Number of years taught | 0.37 | 0.31 | -0.17 |
| Hours of instruction | -0.18 | -0.04 | -0.10 |
| No. of groups displayed on walls | -0.14 | 0.22 | 0.29 |
| R square | 0.36 | 0.43 | 0.68 |
| Significance of F statistic | 0.48 | 0.29 | 0.01 |

coefficients. This fraction indicates that a one standard deviation increase in teacher participation in support groups is associated on average with a 0.45 standard deviation increase in teacher ratings of student appreciation of cultural diversity. Other important predictors of teacher ratings of appreciation are grade level and teacher experience. The categories in parentheses are set to 0 by definition and form the baseline for comparison.

Useful participation in a teacher support group is not as strong a predictor of teacher ratings of peer interaction among students of different ethnic backgrounds. Here the largest predictor is the ethnic homogeneity of the class. Teachers who taught classes that were 75 percent or more composed of a single ethnic group reported less change in the amount of peer interaction among children of different backgrounds than teachers of more ethnically diverse classes. This makes sense, as mentioned before, because the opportunity for increased interaction is less than in more homogeneous classrooms. Another important predictor of teacher ratings of peer interaction is teacher experience.

The analysis of teacher ratings of changes in students' attitudes and behaviors toward one another also shows the significance of ethnic diversity in the classroom on teacher assessments. Again this makes substantive sense considering the little room for change in ethnically homogeneous classrooms. The other important predictors of teacher ratings of change are grade level (fifth grade teachers saw little change in attitudes and behavior), useful participation in a teacher support group (participants saw evidence of greater change than nonparticipants) and display of multiple ethnic heritages on classroom walls (the more groups, the more likely the teacher is to report changes occurred).

Student Self-Expression and Participation in Class

There was little that was strongly predictive of teacher ratings of student self-expression in class. On the other hand, both useful participation in teacher support groups and ethnicity of the teacher were important predictors of teacher ratings of level of student participation in class. Participants and teachers of non-European background were more likely to agree than nonparticipants and teachers of European background that use of Americans All activities and materials increases the level of student participation in class. Since the regression model is not highly predictive of teacher ratings in this area, specific regression coefficients are not displayed.

Student Motivation and Interest

Similarly for teacher ratings of student motivation and interest, there was nothing that was strongly predictive aside from grade level. For this reason, specific regression coefficients are also not displayed.

Conclusion

The major conclusion that can be drawn from the evaluation of the pilot demonstrations of Americans All in San Diego, California and Chicago, Illinois is that the program has the high-quality materials, recognized tools of instruction and the positive commitment of teachers to deliver both the content and methods of multicultural education successfully into our nation's schools. Although definitive assessment of the program's impact must await careful evaluation of its effect on children, the program appears to be sufficiently well developed and well received to warrant taking this next step.

The evaluation of the program's effect on students' self-esteem, appreciation for others, multicultural awareness and academic competence will require careful design in order to be able to assess the degree to which the program accomplishes its intended purposes. The next phase of the evaluation will move into measuring changes in student attitudes and behavior and into correlating these changes with whether or not students participated in the Americans All program. The public school districts of Washington, D.C. and San Diego, California are presently participating in this second phase of the evaluation. If all aspects of the evaluation operate as planned, preliminary results should be ready by October of 1991.

References

- Jordan, T.J. 1981. "Self-Concepts, Motivation and Academic Achievement of Black Adolescents." *Journal of Educational Psychology*, 73:509-517.
- National Center for Educational Statistics. 1989. *National Education Longitudinal Survey of 1988*. Washington, D.C., Department of Education.
- Prokop, H. 1989. *Report on the Proposed Pilot Program: "Immigrants All. . . Americans All."* San Diego City Schools: Social Studies Unit.
- Sleeter, C.C. and Grant, C.A. 1987. "An Analysis of Multicultural Education in the United States." *Harvard Educational Review*, 57:421-444.