

# A WORLD OF DIFFERENCE



A Statewide Campaign Against Prejudice  
Sponsored by

The Anti-Defamation League/Jewish Community Relations Council, KSTP TV, Minnesota Coalition to Celebrate Our Differences, Timberwolves Foundation

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June 22, 1993

Ed Drury  
CURA  
330 Humphrey Center  
301 19th Ave. S.  
Minneapolis, MN 55455

Dear Ed,

Please note the enclosed survey that was completed by Mark Sinclair, the research assistant provided to our agency from CURA. The survey has been very useful to us and we appreciate your assistance to "A World of Difference." Also, we are very pleased that we are able to have another research assistant in our agency this summer. Thank you for your assistance to our project.

Sincerely,

Linda M. Loverude  
Education Director

CURA has supported the work of the author(s) of this report but has not reviewed it for final publication. Its content is solely the responsibility of the author(s) and is not necessarily endorsed by CURA.

## CURA RESOURCE COLLECTION

Center for Urban and Regional Affairs  
University of Minnesota  
330 Humphrey Center

## "A WORLD OF DIFFERENCE" TEACHER SURVEY: WINTER, 1992-3

### PROGRAM DESCRIPTION

A World of Difference (AWOD), in Minnesota is a statewide nonprofit prejudice awareness and reduction project providing workshops for community organizations, nonprofit agencies, and pre-school through adult educational institutions. Workshops address issues of multicultural education, prejudice awareness and reduction, intervention techniques, and both personal and professional issues of dealing with and appreciating diversity in the community and workplace. In the education component, the program helps teachers of all levels to address diversity in their classrooms and expand their own cultural awareness as well as that of their students.

### RESEARCH GOALS

The focus of the present study centered on the educational component of the AWOD program within the elementary and secondary public school system. Specifically, the goals involved determining and understanding the impact of AWOD teacher training workshops and curriculum materials on teachers in the classroom as well as in the school environment. Despite the consistently positive feedback received by AWOD staff and facilitators with regards to the initial AWOD teacher training workshops, there was concern that this interest/receptivity did not always translate into changed classroom or school practices which reflected a greater awareness/interest for multicultural, prejudice reduction issues. It was hoped that this research would provide empirical evidence in order to better evaluate the program's effectiveness so as to assist in future planning efforts. Related to this overriding goal were the following specific goals:

- gauge teachers' perceptions of previous AWOD workshop experience
- identify changes/additions to classroom environment, curriculum content and student behavior/products/activities due to exposure to multicultural, inclusive training/curriculum (including AWOD resources)
- measure level of utilization of AWOD curriculum materials by teachers
- identify obstacles/concerns that teachers view as hindering the implementation of multicultural, inclusive education in the class and school
- measure the level of interest in additional and future AWOD resource material
- measure the recognition and utilization of multicultural education staffpeople in teachers' schools/districts

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## RESEARCH INSTRUMENT DESIGN

Prior to designing and administering the research instrument, the research intern met with AWOD staff, attended several AWOD teacher training sessions and spoke with a variety of school personnel involved in multicultural, inclusive education in order to become familiar with the program's components.

A collaborative field research model was deemed the most appropriate means for attaining the goals of the research. Initially, staff felt that this would be carried out on-site at an urban school which had previously participated in AWOD training and was using AWOD curriculum material.

This may have provided a more detailed setting in which the research intern could evaluate different facets of the program's impact on teachers and students in a more truly collaborative approach. However, it was felt that a broader approach that attempted to survey the impact of the AWOD program involving a larger sampling of schools would be more useful in giving the organization a truer picture of the program's success and shortcomings in the classroom and school environment.

Eleven public schools were chosen taking into account the variety of school settings in which AWOD offers its program (urban, suburban, rural; elementary, intermediate, middle and high school; schools with high percentages of culturally diverse student populations to schools with homogenous (Caucasian) student populations). Additionally, a conscious attempt was made to select schools where it was felt that AWOD training/curriculum had been received differently (from supportive schools to resistant ones). These choices were based on staff recommendations and involved pre-survey interviews or telephone conversations with school contact people.

The main research instrument utilized was a 20 question survey questionnaire that was drawn up by the research intern in consultation with AWOD staff and key multicultural education resource people from selected schools. The questionnaire involved a mixture of response methods: checking the appropriate box, rating on a scale of 1 to 3 the impact of AWOD workshop and curriculum as well as space for written comments on a most questions. On many questions teacher were able to choose more than one answer. Anonymity was assured and total frankness was encouraged in the brief introductory paragraph. The term "inclusive education" was briefly explained in the introduction and then utilized in most of the questions in place of "multicultural, prejudice reduction/awareness" in the interests of brevity as well as inclusivity. The questionnaire was designed to be completed within 15 minutes.

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## ANALYSIS:

Based on the survey findings (including written and verbal comments), the workshops have had a very favorable impact. It seems more impressive when one considers that the surveyed teachers had participated in the AWOD workshops between one and two years ago. It should be noted however, that teachers felt that the workshops were not as successful in providing them with techniques and methods for changes student behavior and/or incorporating socially significant. Certainly the workshop experience can be credited with opening up doors of dialogue among many teachers and challenging common assumptions many teachers have regarding multucultural, inclusive education as well as examining their own baises.

## CHANGES/ADDITIONS TO CLASS ENVIRONMENT, CURRICULUM CONTENT & STUDENT BEHAVIOR/PRODUCTS/ ACTIVITIES

### FINDINGS:

- 46% have made additions or changes to their classroom environment due to their exposure to inclusive education (avg. of 4 responses from #3)
- 31% have made additions or changes to their curriculum content due to their exposure to inclusive education (avg. of 7 responses from #5)
- 64% have been involved in some type of social interaction (discussion, intervention, student social action) involving inclusive issues (from #5)
- 28% have observed changes in student behavior/products/activities due to their exposure to inclusive education (avg. of 7 responses from #7)
- overall, 56% of teachers attributed these changes/additions to AWOD training and/or curriculum while 25% attributed them to other inclusive education and/or curriculum and 36% attributed them to personal exploration (average of responses from #4, #6 and #8)

### ANALYSIS:

According to the findings, slightly over one-third of the teachers had made or observed changes or additions in their classroom environment, curriculum or student behavior,etc. due to their exposure to inclusive education. Additionally, over half of the teachers surveyed attributed the changes or additions that were made in the classroom environment, curriculum content or student behavior/products/activities as being influenced by AWOD workshop and/or curriculum. It should be noted that many teachers also noted other sources as influencing their changes or

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additions with regards to inclusive education. This is not surprising given the variety of sources of information that teachers receive although the quality of information is difficult to gauge. Based on the findings on question #2 (workshop perception) and questions #9 & #10 (curriculum use) it appears that the workshop was of greater benefit than the curriculum. The evidence supports this additionally in that teachers by far cited social interactions (discussions and interventions) as an area where change or additions have occurred due to their exposure to MCGF education. Drawing from the written comments, it appears that teachers are sometimes able to draw on workshop experience when dealing with spontaneous, informal discussions around issues of prejudice and racism but that the incorporation of these elements into the daily curriculum is far less.

## LEVEL OF UTILIZATION OF AWOD CURRICULUM MATERIAL

### FINDINGS:

- 11.5% of elementary teachers found curriculum material very or somewhat helpful (avg. of 6 choices from # 9)
- 9% of secondary teachers found curriculum material very or somewhat helpful (avg. of 4 choices from # 10)
- 15% of teacher found teacher training handouts very or somewhat useful
- 74% didn't answer the question on elementary curriculum
- 75% didn't answer the question on secondary curriculum

### ANALYSIS:

These findings are clearly the most discouraging in terms of curriculum implementation. While it is difficult to know why the "no answer" responses accounted for three-fourth of the responses, it does not seem far-fetched to assume that most of them simply are not using the curriculum material. Additionally, when one considers the many written responses (in question #11 & # 17) has to the problem of time constraints, it seems that at best, 1 in 5 teachers is using the curriculum. It is surprising that in the 90-91 CAREI report, the evaluators found a 95% curriculum utilization rate. In that report it was mentioned that their research focused on schools where the staff deemed support was greatest (unlike this research) so it is possible that this influenced their findings. Another factor could be that their report was done at a shorter time lapse (between evaluation and training) whereas this research was carried out with longer time lapses involved between workshop and surveying

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## OBSTACLES TO IMPLEMENT AWOD CURRIC./SIMILAR MATERIAL:

### FINDINGS:

- 9% viewed lack of institutional, teacher or student support as hindering the full implementation of inclusive curriculum (including AWOD material) (average of first 4 choices from #11)
- 19% viewed lack of more inclusive resource material/training as hindering the full implementation of inclusive curriculum
- 31% viewed the difficulty of incorporating AWOD curriculum (or similar material) as hindering the full implementation of inclusive curriculum (fifth choice from #12)
- 32% mentioned other difficulties with many stating time constraints and an overloaded curriculum as principal factors

### ANALYSIS:

The small degree to which teachers view the lack of student, teacher or institutional support as a factor in hindering the implementation of inclusive curriculum can be viewed in two different ways. On the one hand, it can be seen as a positive sign in that they perceive external barriers to the teacher's use of inclusive education material. On the other hand, one could deduce that many teachers are not aware or choose to not be aware of such barriers, in part because such issues are not confronted on a regular basis. Indeed, some written comments mentioned the difficulty of recognizing prejudice (unless it's blatant) when it arises. Additionally, some teachers may not care to recognize lack of teacher support as a problem since this would be an implication of their own lack of desire to implement inclusive curriculum. Certainly the demands of the existing curriculum must have an affect on the level of utilization of AWOD curriculum material. Time pressures were mentioned by many teachers as a limiting factor although this may also be an excuse for inaction in some cases. Strategies that ease the interface of AWOD curriculum material with existing curriculum would be helpful.

## CONCERNS IN THE CLASS OR SCHOOL

### FINDINGS:

- 59% viewed student prejudice against peers and others as a concern
- 24% viewed faculty prejudice against peers and others as a concern
- 14% viewed institutional racism/sexism as a concern

- 33% viewed that a climate that does not meet their expectations of tolerance was a concern of theirs
- 34% viewed isolation of some groups of students/teachers as a concern

#### ANALYSIS:

It seems normal that teachers would view student prejudice against peers as a cause for concern. This factor would probably be the easiest to discern and it is positive that 3 out of 5 teachers see this as a cause for concern. The fact that 1 in 4 teachers see faculty prejudice as a problem is at least a recognition of the need for further training in consciousness-raising. There seems to be a perception that multicultural education is primarily directed at multicultural student populations, despite trainers' attempts to dispel this myth.

#### INTEREST IN RECEIVING ADDITIONAL AWOD CURRICULUM MATERIAL

##### FINDINGS:

- 37% expressed interest in receiving videos on prejudice issues
- 26% expressed interest in receiving elementary art curriculum
- 32% expressed interest in receiving Minnesota specific secondary curr.

##### ANALYSIS:

The elementary art curriculum may have the greatest appeal for teachers because of its perceived novelty. Several comments requested more information on sexual harassment and physical disabilities curriculum. The lower level of interest expressed for the video material is surprising given their easy utilization. Regardless, it is positive to note a substantial increase in interest in these curricula material in light of the findings of low curricula usage (#9, #10)

#### INTEREST IN RECEIVING PERIODIC AWOD NEWSLETTER

##### FINDINGS:

- 64% expressed interest in newsletter (% includes "no answer" responses)
- 76% expressed interest in newsletter (% doesn't include "no answer" resp.)

## ANALYSIS:

This high level of interest is certainly encouraging and would apparently be well received (question didn't even mention if it was free of charge or not!) Given the low percentage of recognition and utilization of MCGF staffpeople, the newsletter could provide an important link between these resource people and teachers as well as with AWOD in order that MCGF curriculum is more thoroughly implemented.

## RECOGNITION AND UTILIZATION OF MCGF STAFF PERSON

### FINDINGS:

- 46% could identify a multicultural education staffperson in their school or district
- of those who could identify such a person, 40% used them frequently or sometimes (therefore 25% of total utilize a multicultural ed. staffperson)

### ANALYSIS:

The low level of utilization of MCGF staffperson could be explained by different factors. Firstly, the use of full time teachers who volunteer to head up multicultural education committees could be a factor in the sense that they are not readily accessible or specialized in this area. Secondly, several school districts have staffpeople who double on a variety of 'special education' tasks of which one is MCGF education and are therefore spread very thin. Lastly, it is possible that multicultural, inclusive education staffpeople are probably those individuals who most promote the idea of MCGF education and therefore may not be sought out by those teachers who are reluctant to implement new inclusive education ideas in their classroom. Hopefully, the initiation of a periodic newsletter will help build this relationship between teachers and resource staff, as well as help generate a network among resource staff between schools to facilitate more shared experiences.



## SUMMARY AND RECOMMENDATIONS:

It appears that while teachers are generally aware of the need to address multicultural issues with varying degrees of enthusiasm, the constraints of the existing workload and limited understanding of how to apply multicultural education in terms of 'curriculum permeation' stand as barriers. There appears to be a perception among many teachers that multicultural education is primarily applicable in a racially diverse student population whereas schools with racially homogeneous schools do not need to prioritize it. Additionally, while a high degree of interest exists for more information, a poor support system exists to ensure that multicultural, inclusive education is consistently and not only superficially applied in the school environment. Taking into account James Bank's "Levels of Integration of Ethnic Content" it appears that while some teachers hang on to the Euro-centric approach, most are probably between the Contributions and the Additive approaches while a small minority are utilizing the Transformation or Social Action approaches.

Taking into account the findings of this questionnaire survey, interviews and conversations with teachers and AWOD staff, the following recommendations are proposed:

Possible short term solutions could be an increase in annual teacher in-service workshops with a greater focus on curriculum implementation, review of staff hiring practices regarding diversity including greater utilization of minority community members in the school environment and improved information network on new resources for multicultural education.

Longer term solutions include institutionalization of outcome-based assessments that require teachers (as well as help them) to approach multicultural education from a more holistic perspective (currently being put in place in the Minneapolis Public Schools), more explicit anti-racist and anti-discrimination policies and teacher/student exchange programs that pair schools with different school populations.

Whenever possible it would seem valuable to lengthen the workshop so that curriculum implementation can be properly addressed. If this is not possible, as is often the case, a follow-up session should be scheduled that emphasizes curriculum implementation. This is not to understate the importance of consciousness-raising, which is the program's strong aspect, but to help this process to also affect the students more. The 10 session workshop with the St. Paul Schools seems to be a good model for such in-depth probing of the issue. Such programming <sup>might</sup> be <sup>unfeasible financially</sup> unlikely <sup>in</sup> smaller districts but could possibly be arranged through inter-district networking.

The initiation of a periodic newsletter would be an excellent way of building new bridges with school who have previously taken the workshop. This would help create a network among teachers and schools especially if the newsletter places emphasis on teacher and student participation. Information on specific lesson plans that tie AWOD curriculum to schools' outcome goals would be helpful. Contests and <sup>studies</sup> exhibits as well as multicultural calendar information ( events, conferences, etc.) would also be valuable in order to create a stronger link between AWOD and the schools.

Creation of a speaker's bureau would be helpful for many teachers who seek outside guest speakers for their classes although this must be done with a commitment to ongoing education and not the "show and tell" approach. Attempting to link community members (especially non-majority culture people) to schools and classes.

Developing a more extensive resource listing for teachers (books, videos). *Included in this effort could be a greater degree of networking with PACAF projects that share common ground w AWOD.*

Focusing more time on in-class skills for teacher to deal with prejudice issues (role-playing around classroom situations for example)

Encouraging more hiring of non-majority staff (which is currently being done by AWOD facilitators *encouraging that is*)

Using the creative arts (music, art, theater) more often for classroom activities *(Again, along with a commitment to not treating cultural diversity superficially)*

It should be noted that some of these ideas have been certainly attempted and are attempted by the AWOD staff and facilitators in their important efforts to prepare teachers for living and advocating multiculturalism and inclusivity. Their task is an invaluable one and one that, despite certain shortcomings, has made significant gains in overcoming bigotry and discrimination of all sizes and shapes.

## STATISTICAL INFORMATION

Total Count: 147 of 345 surveys returned (43%)

(For complete survey questions, refer to attached questionnaire)

1) Remember participating in AWOD workshop:

	yes	no	no answer
(147)	138 94%	5 3%	4 3%

2) Positive aspects of workshop:

	(147)	helped greatly	helped somewht	didn't help	no answr
<b>Workshop helped me to:</b>					
Examine own/others' attitudes		66 45%	66 45%	7 5%	(8) 5%
Learn effective techniques		14 10%	78 53%	19 13%	(36) 24%
Apprec. import. of confront.		46 31%	75 51%	10 7%	(16) 11%
Develop methods for incorpor.		25 17%	68 46%	20 14%	(34) 23%
Increase my knowledge		29 20%	80 54%	10 7%	(28) 19%

(18) 12% (Other positive aspects)  
(SEE "Written Comments" Section)

3) Changes/additions to classroom due to exposure to inclusive ed.:

(147)		
	70 47%	multicultural, inclusive calendar/events
	65 44%	bulletin board reflecting diversity
	65 44%	student resource material reflecting inclusive topic
	72 49%	audio-visual displays
	25 17%	other (SEE "Written Comments" Section)

4) Changes/ Additions attributable to:

(147)		
	91 62%	"A World of Difference" training/curriculum
	41 28%	Other inclusive education training/curriculum
	60 41%	Personal exploration

## 5) Changes/ Additions to curriculum content to incorp. inclusive curric:

(147)

	58	39%	Teaching style changes
	12	8%	Field trips
	43	29%	Guest Speakers
	52	35%	Celebrations/events
	20	14%	Homework assignments
	46	31%	In-class projects
	94	64%	<u>Social Interactions</u>
a)	68	46%	Discussions about prejudice awareness/reduction
b)	74	50%	Interventions in name-calling incidents
c)	22	15%	Student social action related to inclusive curriculum

## 6) Changes/ Additions attributable to:

(147)

	86	58%	"A World of Difference" training/curriculum
	41	28%	Other inclusive education training/curriculum
	54	37%	Personal exploration

## 7) Behavior change/products/ activities from student expos. to inclus ed.:

(147)

	17	12%	Written reports
	13	9%	Media reports
	31	21%	Artwork
	83	56%	Discussions
	53	36%	Greater respect for diversity in school
	41	28%	Reduction in name-calling incidents
	29	20%	Student social actions in favor prejudice reduction
	16	11%	Other (SEE "Written Comments" Section)

## 8) Changes/ Additions attributable to:

(147)

	70	48%	"A World of Difference" training/curriculum
	29	20%	Other inclusive education training/curriculum
	41	28%	Personal exploration

## 9) Aspects of AWOD elementary curriculum that have been helpful:

(72)

	very helpful	somewhat helpful	didn't help	didn't answer
Teacher training hand.10	7%	15 10%	3 2%	(44) 61%
Activities section	8 5%	14 9%	3 2%	(47) 65%

Media section	5	3 %	7	5 %	2	1 %	(58)	81 %
Lesson plans	10	7 %	12	8 %	3	2 %	(47)	65 %
Resource guide	3	2 %	10	7 %	2	1 %	(57)	79 %
Videos	6	4 %	4	2 %	2	1 %	(60)	83 %

10) Aspects of AWOD secondary curriculum that have been helpful:  
(75)

Teacher training hand.	9	6 %	10	7 %	5	3 %	(51)	68 %
Lesson plans	8	5 %	9	6 %	3	2 %	(55)	73 %
Minnesota specific	4	2 %	7	5 %	3	2 %	(61)	81 %
Videos	4	2 %	3	2 %	4	2 %	(64)	85 %

11) Barriers to fully implementing AWOD curriculum or similar material:

(147)

15	10 %	Lack of institut. support for inclusive-focused ed.
10	7 %	Lack of teacher support for implement. inclusive ed.
14	9 %	Lack of student enthus. for inclusive curric. materl.
28	19 %	Lack of more inclusive resource material/training
46	31 %	Difficulty of incorporat. within existing school curr.
19	13 %	None of the above
47	32 %	Other difficulties (SEE "Written Comments" Section)

12) Faced with the following concerns or problems in classroom/school:

(147)

85	59 %	Student prejudice against peers or others
36	24 %	Faculty prejudice against peers or others
21	14 %	Institutional racism/sexism
48	33 %	Climate does not meet your expect. of tolerance
50	34 %	Isolation of some groups of students/teachers
5	3 %	Other (SEE "Written Comments" Section)

13) Interested in receiving additional AWOD curriculum material:

(72)	38	54 %	Elementary art curriculum
(147)	54	37 %	Videos on prejudice issues
(75)	24	32 %	Minnesota specific secondary
	7	5 %	Other

14) Interested in receiving a periodic AWOD newsletter:

	yes	no	no answer
(147)	95 64%	30 20%	22 15%
(125)	95 76%	30 24%	- -

15) Multicultural education staffers. design./ identif. in school/district:

	MC staffers. identifiable	MC ed staffers. not identifiable	didn't know	no answer
(147)	68 46%	26 18%	38 26%	15 10%

16) If the MC ed. staffers. designated/identifiable, degree of utilization:

	Frequently	Sometimes	Rarely	Never
(66)	6 10%	20 30%	26 39%	14 21%

17) STRENGTHS & WEAKNESSES: see below in "Written Comments"

18) OTHER COMMENTS: see below in "Written Comments"

19) Grade level of teacher:

(147)	K-2	3-4	5-6	7-8	9-10	11-12	no answer
	23 16%	31 21%	7 5%	36 24%	7 5%	37 25%	6 5%

20) Years teaching in present school district:

(147)	less than 5 yrs.	5-10 yrs.	more than 10 years	no answer
	21 14%	27 18%	87 59%	12 9%

## B) WRITTEN COMMENTS

### 2) OTHER POSITIVE ASPECTS OF AWOD WORKSHOP:

Gave our staff a chance to become more aware together; student council member attended; served as a reinforcement for courses/workshops taken

in the past; I already implement the things we talked about in my classroom ; provided specific materials (Pine City H.S.).

Interact with other educators about their cultural backgrounds (Owatonna Middle)

Provided me with materials that I lacked time to value; gave me a "forum" for opening up discussion informally with staff (Blmgtn Oak Grove Inter.)

Provided many with a hard impacting lesson; Brought up some areas about which I lacked information(Southwest HS)

Alerted the staff to issues that they would rather not deal with (2); This was a good experience for most. I just happen to have had more experience than my peers (Minnewashta Elem.)

### 3) OTHER CHANGES/ADDITIONS TO CLASSROOM ENVIRONMENT:

Mural of different cultures (2); Bring it into my reading discussions (Ridgeview Elem.)

Required reading (Pine City H.S.)

I basically do these things in my classroom- have for years- this renewed my awareness; bringing groups and individuals into the school that represent diverse range of cultures; inclusive discussion-awareness- especially on gender issues (Stillwater Dist)

Discussion of racial differences and likeness; talk about acceptance whenever the opportunity arises; curriculum impact (Owatonna Middle)

Speakers about other cultures; I don't think I did any of the above differently; worked with multi-diverse group of student in planning activities for specific events: M.L. King Day, Human Rights Day, Women's Awareness Month. etc.; Much of what I've done has been the result of personal belief and prior knowledge (Bloomington Oak Grove Inter.)

Teaching more about the world around us (Southwest H.S)

Study of different cultures/countries/guest speakers (Minnewashta Elem.)

Incidental discussion and incorporated ideas into Skills for Growing lessons (Glencoe Elem)

#### 4) ATTRIBUT. TO OTHER INCLUSIVE WORKSHOPS/ CURRICULUM:

Our school theme was of a multi-cultural vein this year; our social studies curriculum change; visits from ethnic groups (dance, art, etc.); our school training (2); workshop I attended (Ridgeview Elem.).

Human relations courses (2); continual awareness; what I did at Social Studies Convention helped me more; Equity Institute program on targeting (Pine City H.S.)

Crizmac (a cultural diversity catalog of art prints, books, videos, etc.); other workshops (Native American, homosexuality); building a library of non-white works of literature in my English classroom; coursework at U. of M.; Columbus workshop; I'm on district inclusive committee; I've taken just about everything that comes along; Cathy Nelson seminar (Stillwater Dist)

Education in multicultural and gender issues; "Genetics of Race" class (Owatonna Middle)

More sensitivity to MCGF issues (Southwest HS)

Graduate class on Multicultural Ed. (Minnewashta Elem)

Reach Program (Lincoln Elem)

#### 4) ATTRIBUTABLE TO PERSONAL EXPLORATION:

School focus on celebrating differences; general readings, concerns and personal feelings; U of M courses, reading articles; the study for a new unit for my class (Ridgeview Elem).

Other teacher gave me material; Tech. College workshops sponsored by St. Dept. Ed.; readings- upset by, say, riots in L.A.; personal choice (Pine City H.S.).

Social Studies district committee; workshops through Discipline Based Art Education experts and the Art Institute of Mpls.; I've been interested since arriving in very white Stillwater (I am not from Minnesota and grew up in more diverse area); Native American, multi-cultural literature; I'm on district inclusive committee; graduate level coursework in liberal studies- literature and arts (Stillwater)



Mostly my own ideas; travel; Multicultural education class (Owatonna Mid.)

Books and videos which I purchased- curriculum material which I ordered to preview and purchase for my own use; family changes, religious discussions

Have attended various workshops but above all it has forced me to go to the library and read more (Southwest HS)

Taken many workshops in Art that include MC info.; newspaper articles; other workshops (Glencoe HS)

#### 5) OTHER CHANGES/ADDITIONS TO CURRICULUM CONTENT:

Used AWOD curriculum when teaching Quest which I'm not teaching now (Owatonna Middle)

#### 6) ATTRIBUT. TO OTHER INCLUSIVE WORKSHOPS/ CURRICULUM:

Dr. Martin Luther King materials/new books in media center, etc.; workshop I attended; our school philosophy; went to a seminar on inclusion (for mentally/ physically impaired); work from special ed. on social behavior (social worker); multicultural theme of school year (RI).

Human relations courses (3) (Pine City H.S.)

Coursework at U. of M.; district offerings; a combination; Cathy Nelson seminar; Crizmac cultural diversity catalog (Stillwater District)

Sexual harrassment workshop (Glencoe HS)

Info. received at Kdgn Conventn, Whole Language Inst.,etc.(Glencoe Elem.)

#### 6) ATTRIBUTABLE TO PERSONAL EXPLORATION:

U of M courses/reading articles; just life experiences really- there's prejudice all around- not just racial (RI).

Which may have included AWOD curriculum; travel; thought (Pine City H.S.).

Personal interest; a combination; workshops through Discipline Based Art Ed. (Stillwater)

Mostly my own ideas; other workshops and growing awareness (Owatonna Mid.)

Includes studies that I have done during my life. My concern for some the behavior of my class prompt me to get more involved (Southwest HS)

Graduate class on Multicultural Ed. and workshop dealing with capabilities of students; Past experience and "Roots and Wings" (Minnewashta)

I don't like any kind of name-calling - even in "jest" (Glencoe H.S.)

The heightened awareness/ need for change (Capitol Hill Elem)

Interaction with co-workers; coursework and personal awareness (Lincoln Elem)

#### 7) OTHER CHANGE/ADDITION IN STUDENT BEHAVIOR/ACTIVITY:

Haven't seen any changes (sorry to admit); reading articles (Pine City H.S.)

Students have written in their papers about their attitudes being challenged (Stillwater Dist.)

This is difficult to answer as you have different students each semester or year- the impact is not immediately apparent (Owatonna Middle)

Student group helping to organize and write curriculum for Human Rights Day Blmgtm Oak Grove Inter.)

We are working on team building and community building; cooperative work groups (Minnewashta Elem)

Not sure after exposure a few time as I do not have a multicultural student (Glencoe Elem.)

**10) COMMENTS (SECONDARY CURRICULUM):**

Have not had opportunity to use specific units (Pine City H.S.)

**11) OTHER DIFFICULTIES FOR IMPLEMENT. MCFG CURRICULUM:**

Time to read guide!, time constraints; I hope AWOD Never brings up same sex marriages/relationships as being OK or normal. Gay/lesbian relationships are not OK or normal; time (3); planning time (2) (Ridgeview Elem.)

I teach music; lack of time (6); Lack of planning time; I am SPED resource teacher- and do not specifically develop curriculum ( work with handicapped learners) I am aware of differences at all times; I don't teach on a regular basis (Pine City H.S.)

More actual contact with other cultures and races would be helpful and might be necessary to really make meaningful change; lack of "variety" in student population; time constraints despite desire to implement new ideas (3); some lessons from AWOD curriculum are time-consuming; making the effort to make inclusive educ. a part of all curriculum (Stillwater District)

Time (2); In our school system they have pushed inclusion to the max- they don't look at individual case and say that inclusion is automatically best all the time- for some special needs students, I think this is wrong (Owatonna Middle)

Time to learn/ lack of exposure to different perspectives (Blmgtm Oak Grove Inter.)

Lack of time (2) (Southwest HS)

Lack of time (3) (Minnewashta Elem)

I'm too involved in covering material in textbook - I realize this is my problem (Glencoe HS)

Emphasis on Quest (Lincoln Elem)

**12) OTHER CONCERNS/PROBLEMS:**

Lack of respect-period; community prejudice (Pine City H.S.)

more actual contact with other cultures and races would be helpful and might be necessary to really make meaningful change; I think we'd all be lying if we denied the existence [of prejudice] (Stillwater District)

There has been a lot of time since the workshop but it is hard to emphasize the importance of this curriculum when the school has such a homogeneous population  
(Minnewashta Elem)

### 13) OTHER CURRICULUM MATERIAL REQUESTED:

#### MINNEWASHTA ELEMENTARY

sexual harassment material

#### PINE CITY HIGH SCHOOL

- designed to use in Family Life Science area (child development)
- especially if related to American History prior to Civil War
- exposure to other cultures
- videos about name calling/ homophobia and racism

### 17) TEACHERS STRENGTHS: (Elementary through High School)

#### RIDGEVIEW ELEMENTARY

- Concern for the issue; awareness of the importance of doing something/hands-on materials helpful to have;
- We really focused as a school on various cultures. Had many presentations from outside speakers. Made murals of other cultures through art presentations
- Children are eager to discuss and learn about other cultures (2)
- Awareness of the problems and a willingness to devote time and energy to making plans to address issues (3)
- Willingness to discuss openly various prejudice-not only racial openness, flexibility
- Awareness of the concerns and issues-evaluating books, pictures, video,etc. as to their portrayal of stereotypes so we can delete and change interested, supportive staff members
- Self esteem, self-acceptance, understanding and accepting differences, etc. have always been very important part of my teaching
- Students, staff and materials
- It has made children proud to share their heritage

#### GLENCOE ELEMENTARY

- Sensitivity to needs of these students. Understanding of language and cultural barriers having worked with ESL students

-accept others easily

#### CAPITOL HILL ELEMENTARY

- Our team has been implementing this into our curriculum for 4-5 years now. We feel we are helping and growing in this needed area
- committment to be inclusive

#### LINCOLN ELEMENTARY

- My personal experiences and AWOD and REACH training
- Awareness of need to deal with MCGF issues (3)
- Genuine love of people and respect for all people
- Experience and exposure
- Live in the city

#### MINNEWASHTA ELEMENTARY

- Resources- I had a teacher that was on the board for Anderson Open School and I did my internship there
- previous experience
- openness

- role-model, handling of prejudicial situations if they come up
- work for sensitivity and courteousness in my classes every day

#### BLOOMINGTON OAK GROVE INTERMEDIATE

- a varied background that makes me more sensitive to others
- willingness to risk and try new material- the desire to help students recognize racism and learn how to manage conflict and change
- sensitivity, awareness of others, leadership to lead to change
- I have always done as much MC things in my classroom as possible

#### OWATONNA MIDDLE

- awareness that this is an important issue (3)
- compassion
- have personal biases about what has been done to Native Americans
- I come from a multicultural family
- I try to deal equally and fairly to all students regardless of who they are
- exposure to many cultures- born/raised in North Mpls.' Former Title IX coordinator
- topics are included in units on sociology and anthropology
- we do include in the curriculum
- being consistent
- a willingness to try new things
- open mindedness

#### PINE CITY HIGH SCHOOL

- Speak my mind; excellent staff (2)
- school curriculum support;
- open-minded, searching for materials wanting to teach in this area (7)
- being aware and committed to the philosophy and practice that each person is worthy and of value to himself/herself and society

- My background didn't lend itself to much openness but I feel that I've overcome that aspect;
- We have a small percentage of children of color here, so I need to try to integrate more AWOD curriculum to help those children.
- How to deal with certain situations
- Age level of the kids (young)
- Need more time to learn more myself about traditions in other cultures.

#### GLENCOE ELEMENTARY

- not enough training to know how to deal with special needs students in an inclusive classroom
- overloaded curriculum (2)
- no resource person

#### CAPITOL HILL ELEMENTARY

- time constraints

#### LINCOLN ELEMENTARY

- Lack of equal knowledge of all cultures
- being more patient and understanding with staff who don't feel an acute need for this focus
- lack of time and resources (2)

#### MINNEWASHTA ELEMENTARY

- Lack of time to do more (2)
- very little multi-cultural flavor to staff or student body
- not always aware of every thing going on
- need more information

#### BLOOMINGTON OAK GROVE INTERMEDIATE

- lack of time to develop ideas/exchange knowledge (2)
- making it integral and inclusive rather than a strong focus several times a trimester

#### OWATONNA MIDDLE

- Have not devoted enough of my time to finding ways to implement this
- ignorance
- have not spent enough time on the issue
- lack of training
- lack of training- area of disabilities
- maybe I don't go out of my way to assist some students who need it
- lack of appropriate help for students with disabilities
- lack of time (2)
- being aware of all aspects because of physical make up of room- art room was not planned for an art room
- we could include more in the curriculum if resources allowed it

#### PINE CITY HIGH SCHOOL

- student apathy and intolerance (2)

- continued ignorance- mind set not always allowing me to consider from new bent
- time pressures (6)
- larger classes, more topics, more issues- same time span
- staff personnel
- I get angry and its difficult to remain calm when in the presence of a bigot/ sexist.
- I need more resources for use w/my curriculum and it would be helpful to know about more guest speakers
- lack of knowledge on materials available for use
- prejudiced
- lack of courage; own victim status
- personal experience
- not exposed to many problems

#### SOUTHWEST HIGH SCHOOL

- Lack of knowledge (2)
- sense of overload with all that needs to be done

#### GLENCOE HIGH SCHOOL

- I'm probably not being "fair" to the girls in math classes because they are, for the most part, quiet and attentive and the boys are usually not
- not always knowing the "right thing" to say on the spot when a situation arises amongst student and sometimes amongst teachers
- lack of time (2)

#### STILLWATER DISTRICT (Elementary through High School)

- Knowing enough myself about other ethnic cultures
- I'm unaware of prejudice unless it is blatant
- there are many other parts of my curriculum to cover, study, discuss
- lack of personal awareness (i.e. living in a monoculture as are my students)
- materials
- time
- spineless about confronting intolerance
- living in Stillwater and not having to deal with these issues
- not addressing more areas at this point- I want to bring in more material along with parts of existing curriculum (also would like to see it built into scope and sequence of 7-12 curriculum)

18) OTHER COMMENTS/OBSERVATIONS/SUGGEST. REGARD. AWOD:  
(Elementary through High School)

RIDGEVIEW ELEMENTARY

- The book is a great help
- Speaker helped to focus on multicultural issues
- Such a great curriculum and presentation (2)
- May take a few years to properly integrate activities into our curriculum

GLENCOE ELEMENTARY

- the curriculum is good

LINCOLN ELEMENTARY

- Seems repetitive of info. we've already had
- I LOVE IT!!! It's gentle approach is great; people are more receptive since we don't put them on a guilt trip.

MINNEWASHTA ELEMENTARY

- too much audience participation- we were put on the spot
- very reflective
- I felt that the part of what would you do with the strange car in the neighborhood is a little outdated

BLOOMINGTON OAK GROVE INTERMEDIATE

- I don't think AWOD changed my teaching- I've always tried to be aware of these things
- it has made " A World of Difference" in my own personal awareness and in my relation to all students (2)
- any experience on multicultural issues a growing experience. Please continue to include the elementary teacher

OWATONNA MIDDLE

- should have been longer
- I was impressed with training materials

PINE CITY HIGH SCHOOL

- I had several positive comments on materials I used in a project for my course at St. Cloud State.
- We perhaps should have a follow-up- as we are experiencing much prejudice among students and their peers
- It was worthwhile

SOUTHWEST HIGH SCHOOL

- I appreciated the experience
- would like a list of people whom I could contact that could come in and present in class
- the curriculum's appeal to all my students varies

STILLWATER DISTRICT (Elementary through High School)

- this is very important in every school district



- I think that raising awareness allows teachers to infuse/adjust existing curriculum in a way that meets the objectives of AWOD.
- one concern is the singling out of the kids of color and making them feel even more different= and to actually create a difference

# A WORLD OF DIFFERENCE



A Statewide Campaign Against Prejudice  
Sponsored by

Anti-Defamation League/Jewish Community Relations Council, KSTP TV, Minnesota Coalition to Celebrate Our Differences, Timberwolves Foundation

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## "A WORLD OF DIFFERENCE" TEACHER QUESTIONNAIRE

"A World of Difference" prejudice awareness and reduction project is carrying out collaborative field research aimed at evaluating the use of "A World of Difference" multicultural, prejudice awareness/reduction curriculum (referred to hereafter as "inclusive curriculum") materials in the classroom and its impact on teachers and students. Through teacher feedback, "A World of Difference" hopes to serve teachers and students more effectively by providing ongoing support in attaining multicultural literacy and prejudice awareness/reduction goals in the school environment. Given the anonymity of this survey, we would appreciate your complete frankness. Thank you for your participation in this research.

### QUESTIONS:

1) Do you remember participating in the "A World of Difference" training workshop given at your school/ school district?

Yes

No

2) If you answered YES to number #1, what were some of the positive aspects that came out of the workshop for you? (check if applies and number on scale from 1-3 (1=helped greatly, 2=helped somewhat, 3=didn't help).

#### Scale

- Helped me examine my own and others' attitudes towards differences.
- Helped me learn effective techniques for promoting behavioral change.
- Helped me appreciate the importance of confronting issues of racism and discrimination.
- Helped me develop methods for incorporating socially significant issues into the curriculum.
- Helped me increase my knowledge of inclusive education.
- Other positive aspects (please explain) \_\_\_\_\_

3) List changes/additions you have made in your classroom environment due to your exposure to inclusive education:

- Multicultural, inclusive calendar/events.
- Bulletin board reflecting diversity.
- Student resource material that reflects inclusive topics
- Audio-visual displays (artwork, video, music, posters, etc.)

\_\_\_ Other (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Were these changes/additions attributable to: (check if applies)

\_\_\_ "A World of Difference" training/curriculum?  
\_\_\_ Other inclusive education training/curriculum? (please specify) \_\_\_\_\_  
\_\_\_ Personal exploration (courses, workshops, independent research)? (please explain) \_\_\_\_\_  
\_\_\_\_\_

5) List changes/additions you have made to your curriculum content in order to incorporate inclusive curriculum:

\_\_\_ Teaching style changes            \_\_\_ Celebrations/events  
\_\_\_ Field trips                        \_\_\_ Homework assignments  
\_\_\_ Guest Speakers                    \_\_\_ In-class projects  
\_\_\_ Social Interactions (check if applies)  
    \_\_\_ Discussions about prejudice awareness/reduction  
    \_\_\_ Interventions in name-calling incidents  
    \_\_\_ Student social action related to inclusive curriculum  
\_\_\_ Other (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6) Were these changes/additions attributable to: (check if applies)

\_\_\_ "A World of Difference" training/curriculum?  
\_\_\_ Other inclusive education training/curriculum? (please specify) \_\_\_\_\_  
\_\_\_ Personal exploration? (please explain) \_\_\_\_\_  
\_\_\_\_\_

7) What behavior changes, products and activities have resulted from students being exposed to inclusive education:

\_\_\_ Written reports            \_\_\_ Greater respect for diversity in school  
\_\_\_ Media projects            \_\_\_ Reduction in name-calling incidents  
\_\_\_ Artwork                    \_\_\_ Student social actions in favor  
\_\_\_ Discussions                \_\_\_ of prejudice awareness/reduction  
\_\_\_ Other (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8) Were these changes/products attributable to: (check if applies)

\_\_\_ "A World of Difference" curriculum?  
\_\_\_ Other inclusive education curriculum? (please specify) \_\_\_\_\_  
\_\_\_ Personal exploration? (please explain) \_\_\_\_\_  
\_\_\_\_\_

If you have used "A World of Difference" elementary curriculum what aspects have been helpful? (check if applies and number on scale from 1-3 (1=very helpful, 2=somewhat helpful, 3=not helpful)).

Scale

- Teacher training handouts
- Activities section (20 units)
- Media section ( 12 units)
- Lesson plans (31 units)
- Resource guide, bibliography, summary of contributions
- Videos ("Puppet Video", "Names Can Really Hurt Us", "Prejudice-A Big Word for a Little Kid")
- Comments \_\_\_\_\_

) If you have used "A World of Difference" secondary curriculum, what aspects have been helpful? (check if applies and number on scale of 1-3 (1=very helpful, 2=somewhat helpful, 3=not helpful))

Scale

- Teacher training handouts
- Lesson plans (37 units)
- Minnesota specific (local unit avail. 9/91- 12 units)
- Videos (those listed in #9 and " Minnesota Pride/ Minnesota Prejudice", Video Vignettes)
- Comments \_\_\_\_\_

1) What have been the barriers to fully implementing "A World of Difference" curriculum or similar material?

- Lack of institutional support for inclusive-focused education
- Lack of teacher support for implementing inclusive curriculum
- Lack of student enthusiasm for inclusive curriculum material
- Lack of more inclusive resource material/more training
- Difficulty of incorporating within existing school curriculum
- None of the above
- Other difficulties (please explain) \_\_\_\_\_

2) Are you faced with any of the following concerns or problems in your classroom or school? (check if applies)

- Student prejudice against peers or others
- Faculty prejudice against peers or others
- Institutional racism/sexism
- A climate that does not meet your expectations of tolerance and respect among students
- Isolation of some groups of students/teachers within school
- Other (please specify) \_\_\_\_\_

Schools that were surveyed include the following:

Ridgeview Elementary School  
Bloomington, MN.

Glencoe Elementary School  
Glencoe, MN.

Glencoe High School  
Glencoe, MN.

Capitol Hill Elementary School  
St. Paul, MN.

Minnewashta Elementary School  
Minnetonka, MN.

Lincoln Elementary School  
St. Paul, MN.

Oak Grove Intermediate School  
Bloomington, MN.

Owatonna Middle School  
Owatonna, MN.

Pine City High School  
Pine City, MN.

Southwest High School  
Minneapolis, MN.

Stillwater School District  
Stillwater, MN.

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