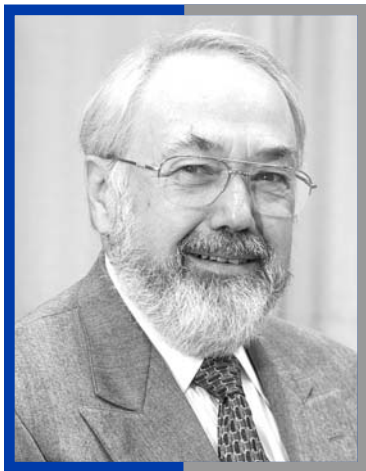


# CONSULTANTS

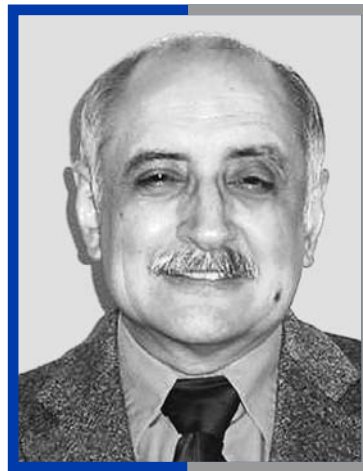
## PROGRAM CONSULTANTS

Herman Viola



Herman Viola specializes in the history of the American West, the American Indian, and the Civil War and has published on these subjects such books as *After Columbus* and *Little Bighorn Remembered: The Untold Indian Story of Custer's Last Stand*. He earned his Ph.D. from Indiana University and currently serves as curator emeritus at the Smithsonian's National Museum of Natural History.

John R. Chavez



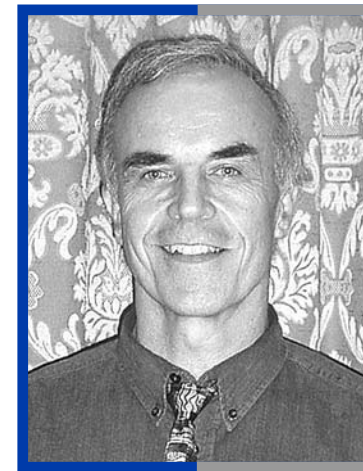
John R. Chavez is Professor of History at Southern Methodist University, Clements Department of History. He earned his Ph.D. from the University of Michigan, with a specialty in Mexican American history. His publications include *Chicanos in a Changing Society*, *Teaching Mexican American History*, and *Eastside Landmark: A History of the East Los Angeles Community Union*.

Kate Kinsella



Kate Kinsella, Ed.D. is a faculty member in the Department of Secondary Education at San Francisco State University. A specialist in second-language and adolescent literacy, she teaches coursework addressing language and literacy development across the secondary curricula. Dr. Kinsella earned her M.A. in TESOL from San Francisco State University and her Ed.D. in Second Language Acquisition from the University of San Francisco.

Kevin Feldman



Kevin Feldman, Ed.D. is the Director of Reading and Early Intervention with the Sonoma County Office of Education (SCOE) and an independent educational consultant. At the SCOE, he develops, organizes, and monitors programs related to K-12 literacy. Dr. Feldman has an M.A. from the University of California, Riverside, in Special Education, Learning Disabilities and Instructional Design. He earned his Ed.D. in Curriculum and Instruction from the University of San Francisco.

Don Deshler



Don Deshler, Ph.D., is the director of the Center for Research on Learning (CRL) at the University of Kansas. Dr. Deshler's expertise centers on adolescent literacy, learning strategic instruction, and instructional strategies for teaching content areas classes to academically diverse classes. He is the author of *Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools*, a text which presents the instructional practices that have been tested and validated through his research at CRL.