

## GSE&IS Faculty Focus on Literacy

by Shaena Engle

**R**eading and writing are the foundation on which all other education is based. Our faculty are dedicated to improving literacy programs and initiatives that improve the quality of life for individuals, families and society as a whole. GSE&IS is teaming with teachers and students from local schools to conduct several projects focusing on research and development in the field of literacy.

One important area of work is focused on English Language Learners (ELL). For nearly 5 million students nationwide, English is a second language. These ELLs are the fastest-growing student population in primary and secondary schools in the United States. Beginning this school year, the federal government's No Child Left Behind act requires yearly assessment of English language skills for all ELL students and holds schools accountable for the results.

Educators across the country are divided about the impact the controversial law will have on ELL students. The issues of how long it takes to learn academic English, as opposed to social or general uses of the language, and what programs work best are central to the debate. Additionally, most of the currently available language-proficiency tests were not designed to reflect states' academic standards and focus more on social, rather than academic, uses of

language. Yet to succeed in school, children must be proficient in academic English.

Our faculty's research on how children develop socially, linguistically, and cognitively is being used to help form a framework that states can draw upon to judge commercial assessments and create tests for ELL students that meet the new legal requirements of the No Child Left Behind act.

Assistant Professor of Education Alison Bailey and Frances A. Butler, senior researcher at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA, are co-directing studies of the assessment of English language learners and creating a blueprint for teaching and assessing the language level necessary for child and school success. "Today, there is no obvious template that states can turn to in development of the now mandatory assessments. We are creating a foundation that can be used as a reference for test-developers," said Bailey.

Recently, Bailey and Butler have conducted classroom observations to characterize the social setting and the nature of academic language required of students in fourth, fifth, and sixth grade science classes. They found that the students were predominantly exposed to the language of explanation and description through teacher oral discourse and textbook materials. Overt instruction of specialized vocabulary (e.g., *blubber*, *breaching*, *flukes*) occurred more often than overt instruction of nonspecialized vocabulary (e.g., *relationship*, *synthesize*, *refute*), and

frequently took the form of examples, rather than teachers providing formal definitions. "Going forward to survey the language required in higher grade levels helps target what skills will be needed for students to succeed. We can then create assessment, curricular, and professional development tools that better align with the language demands and needs of the classroom," Bailey added.

A second illustration of research in the literacy field brought together education professionals from a variety of areas. A team of professors, teachers, and staff including Bailey, Ronald Gallimore, Professor in the Departments of Education and of Psychiatry and Biobehavioral Studies, Margaret Heritage, former UCLA University Elementary School (UES) principal, and teachers and staff at UES and Los Angeles area schools developed a Literacy Development Checklist (LDC). The group took the perspective that teachers who are able to accurately detect early signs of weakness in individual students will be in a better position to conduct successful targeted interventions. "We wanted to find ways to support teachers in diagnosing specific areas of need in the students whose literacy development they were concerned about. The LDC was designed to broaden teachers' knowledge about the domains that contribute to the acquisition of literacy and to provide ways to assess each domain and to translate that assessment information into targeted instructional strategies," said Heritage.

Continued on Page 6, "Literacy"

## Message from the Dean

**I**t is like the rubbing of two sticks together to make a fire, the act of reading, an improbable pedestrian task that leads to heat and light. Perhaps this only becomes clear when one watches a child do it. Dulled to the mystery by years of STOP signs, recipes, form letters, package instructions, suddenly it is self-evident that this is a strange and difficult thing, this making symbols into words, into sentences, into sentiments and scenes and a world imagined in the mind's eye.

So wrote novelist and Pulitzer Prize winning columnist Anne Quindlen in her charming 1998 monograph "How Reading Changed My Life." Quindlen is a gifted writer and lifelong voracious reader. Her literacy skills are superb.

What exactly do we mean by literacy? Certainly it includes the basic Reading and Writing part of the traditional three Rs. These are essential skills for all students. Beyond that, literacy connotes sophisticated approaches to creating, interpreting, and using text-based materials.

Becoming a reader and writer is a remarkable achievement. For most, it takes work to acquire basic skills, let alone the interpretive, evaluative, and expressive skills of a truly literate person. This work is guided and supported by teachers, librarians, family members, and friends without whom most of our young people would not become competent readers and writers nor educated, literate adults.

GSE&IS's two aligned but distinct fields of education and information studies each make critical contributions to literacy and when combined provide tremendous

opportunity to advance understanding and effect positive change. At GSE&IS we prepare teachers and librarians who can support young people's literacy development, and we provide additional literacy work for those already working in these fields. We develop tests, materials, and programs to promote literacy. We also conduct research that provides the knowledge base for developing effective literacy materials and practices. Our work includes those learning to read and write when English is not their first language, as well as native speakers of English.

In this issue of *The Forum* two articles highlight some GSE&IS literacy efforts. "GSE&IS Faculty Focus on Literacy" introduces the Literacy Development Checklist, a research-based measure classroom teachers can use to identify children at-risk for reading difficulties, and it describes beginning basic research about "academic language," which must be mastered by English language learners if they are going to succeed in school. Our profile on Professor Kris Gutierrez covers some of the problem-oriented research projects that have made her one of the leading scholars addressing literacy instruction generally and also particularly for English language learners.

This is just the tip of the iceberg, so to speak. To see a little more, look at the Seeds University Elementary School's Early Literacy Institute ([www.ues.gseis.ucla.edu/opportunities/conferences.html](http://www.ues.gseis.ucla.edu/opportunities/conferences.html)), the Pacific Bell/UCLA Initiative for 21st Century Literacies ([www.newliteracies.gseis.ucla.edu](http://www.newliteracies.gseis.ucla.edu) and [www.kn.pacbell.com](http://www.kn.pacbell.com)), the California Reading and Literature Project



Aimée Dorr, Dean

([www.centerx.gseis.ucla.edu/CRLP/index.html](http://www.centerx.gseis.ucla.edu/CRLP/index.html)), and the biographical information on GSE&IS faculty ([www.gseis.ucla.edu/faculty/](http://www.gseis.ucla.edu/faculty/)).

GSE&IS's literacy research and development come alive in our extensive work with current and future teachers and librarians. Anne Quindlen ends her monograph acknowledging just these people: *A special thank-you to teachers and librarians. If not you, not me.* Our goal is to prepare people whose work for literacy will inspire the same gratitude in today's young people.

Dean

## GSE&IS Alumni Making a Difference

by Shaena Engle

This is the second in a series of articles highlighting GSE&IS graduates who are making a difference in the professional and scholarly worlds of education and information studies. We feature two alumni dedicated to improving learning at the elementary school and university level.



Tiffany Marta Barrios

Tiffany Marta Barrios came to GSE&IS with a master's degree in history and a plan to become a cataloger. One day she began a course in young adult literature featuring

Michael Cart, a nationally recognized expert in the field of teenage fiction. "That one class completely changed my direction. A passion began to brew in me and led to taking more children's courses. In those courses, I learned about all the elements that I now use in my job as a children's librarian," said Barrios. "The environment in the Information Studies Department inspired me – I was inspired by the classes, by the teachers, and most of all by my classmates. Hearing their concerns, goals, and plans made me hopeful for the future of this field," she added.

Barrios, a first-year children's librarian at the El Monte Public Library, brings her GSE&IS experience into her work in a variety of ways. "Before GSE&IS I had not picked up a children's book in a decade. By my first day of work, I had the ability to sit at the reference desk and recommend current books. In a week I was weeding out the collection, in two weeks I was planning the summer reading program. A month

later I was contacting local elementary schools, conducting a weekly storytime, and leading at least four class visits per week. It was trial by fire but one that I was prepared for by my studies at GSE&IS," said Barrios.

In addition to sharing literature with children, Barrios teaches them how to use the on-line catalog to find information. This project resulted from a course she took on teaching information skills. "I had a class project where I had to create an information course for elementary school children. Every month a fifth-grade class visits the El Monte Library and I teach them a new information skill. Without the class at GSE&IS, I would not have been as confident to teach such a difficult subject," she said. Barrios credits the Information Studies Department with teaching her the principles behind being a library manager and the theories behind intellectual freedom. "I can use what I learned to convince someone of the value of a book that they think should be banned. I also know how to bring the community into the library through contacts and programming. GSE&IS prepared me by giving me the background information to move forward with knowledge to handle situations and guide me through actual experiences."

Barrios' future goals include getting more teenagers involved in literacy by starting a book club targeted at teens. Additionally, she would like to reach out to librarians outside of Los Angeles County through local organizations such as the Children's Book Council and the California Library Association. "I want to network with others in my field and feel the same inspiration as I did at school, that will force me to continue to grow and make me become a better librarian."

Alumnus Anthony Lising Antonio entered the Education Department's Ph.D. program with two mechanical engineering degrees and very little background in social science. Eager to learn more about social science and its possibilities for social change, Antonio exchanged the aerospace world for the educational research community at GSE&IS. He specialized in higher education.

Currently an Assistant Professor of Education at Stanford, Antonio credits the Higher Education Research Institute (HERI) with providing an environment rich in academic resources and diverse research projects. "The most helpful experience I gained from GSE&IS was the one-on-one mentoring that I engaged in with newer doctoral students in the school and when working as a research assistant at HERI. Those experiences helped me begin to understand my style as an advisor, tutor, and mentor," said Antonio.

In addition to teaching, Antonio serves as the Assistant Director of the Stanford Institute of Higher Education Research (SIHER). "GSE&IS provided me with a solid methodological base to build upon and a substantive knowledge of higher education research that is at the core of my job," said Antonio.

His research projects focus on achieving a better understanding of how students and families gather and digest information about college admissions and college-going to make crucial college choice decisions. Additionally, he investigates the impact that increasing racial and cultural diversity is having on higher education.

In studying racial diversity in college, Antonio focuses on students' friendship

Continued on Page 4, "Alumni"

## Tenth Annual Frances Clarke Sayers Lecture Features Author Richard Peck

by Shaena Engle and Joanna Maurer

**O**n February 2, 2003, the Tenth Annual Frances Clarke Sayers Lecture featured Newberry Award-winning author Richard Peck speaking on the subject “Preparing the Literate for Change.” Richard Peck’s distinguished body of work includes over twenty-five acclaimed novels for young adults. His thought-provoking stories explore a wide range of social issues, such as death, suicide, rape and censorship.

Over 150 people attended the lecture, which was held on the UCLA campus. A book signing and reception directly followed the lecture. All proceeds from the book sales were contributed to the Frances Clarke Sayers Fund.

Richard Peck spent the first eighteen years of his life in Decatur, Illinois, “a Middle American town in a time when teenagers were considered guilty until proven innocent.” Since then, his vivid and clear-eyed exploration of the teenage mind and heart has resulted in such renowned novels as *A Long Way From Chicago*, *Strays Like Us*, and the Newberry-Medal-Winning *A Year Down Yonder*. Virtually every publication and association in the field of children’s and young adult literature has recommended his books. During the lecture, Peck recounted his journey to becoming an author, which started when he began writing columns for the *New York Times* while teaching junior high school. Soon after his freelancing career began, he left teaching to pursue writing full-time. For many years he signed on as a temporary lecturer for around the world cruises, which enabled him to travel and meet people who were eventually included in his stories. A life-long advocate for



Department Chair Virginia Walter, Richard Peck and Dean Aimée Dorr

literacy, he stated, “I read because every journey begins at the library.” He advised young people who want to become writers to “get to know people who don’t conform to the group,” a common theme in many of his novels.

The Frances Clarke Sayers Lecture, initiated in 1993, honors the late children’s librarian, teacher, and author who gained national recognition as an advocate for excellence in children’s literature. Ms. Sayers began her career in 1918 at the New York Public Library in the Department of Children’s Services. In 1959 she began teaching at the UCLA School of Library Service, in addition to continuing her work as a noted editor, speaker, and storyteller. Each year the Department of Information Studies invites a different author outside of Southern California to speak at the annual lectureship which honors Sayers’ memory and shares ideas and works of renowned children’s authors with the Los Angeles community.~

Alumni, Continued from Page 3

groups and networks. He has found, for example, that although many college campuses appear racially segregated on the surface, students’ circles of best friends are considerably much more diverse. He has also shown that racial diversity among best friends has many positive benefits including increased racial understanding, cultural awareness, higher educational aspirations, and intellectual self-confidence. His work has been cited in a number of amicus briefs submitted to the Supreme Court for the University of Michigan affirmative action case currently being heard by the Court.

Antonio is also in the middle of a study examining the possession of “college knowledge” among high school students – knowledge of specific college admission policies and requirements, placement tests, tuition and how the level of student knowledge might vary according to high school characteristics and among different demographic groups. Antonio and his colleagues have found that overall 11th graders in California possess very spotty knowledge of University of California and California State University admission requirements and course placement policies. Students who attend low-performing high schools, are in lower curricular “tracks,” and are less wealthy are the least knowledgeable. Based on this work, Antonio and his colleagues are writing policy briefs for legislators, as well as student and parent handbooks designed to close these gaps in college knowledge.

Tiffany Barrios and Anthony Antonio are just two of GSE&IS’ many graduates who are successfully working in universities, classrooms, libraries, archives and elsewhere to advance their fields and the professional services they provide. In future editions of *The Forum* we will continue to highlight our outstanding alumni and their contributions.~

## Kris Gutierrez: Connecting Research to Practice

by Shaena Engle

**P**rofessor Kris Gutierrez has spent her career examining the relationship between literacy, culture, and human development. She joined the UCLA faculty in 1989 as an Assistant Professor of Education in the Division of Administration, Curriculum, and Teaching Studies (now the Division of Urban Schooling). Her extensive research in literacy practices in urban school classrooms and the effects of educational policy on children from non-dominant groups eventually led to the creation of the Center for the Study of Urban Literacies. This center is the focus for Professor Gutierrez' problem oriented research projects that seek to improve educational experiences of urban and migrant farm children and communities.

Gutierrez's research focuses on the cognitive and social consequences of literacy practices in formal and non-formal learning contexts. Her work is grounded in cultural-historical activity theory—a theory that highlights the social nature of learning and the central role culture plays in learning processes. Her research examines literacy in the broader sense and, thus, includes studies of literacy development (writing and reading) and is concerned with the relationship between literacy development and the way learning is organized (the social organization of learning). This work has led to studies of how robust learning communities are created and sustained. Using interpretive and discourse analytic methods of inquiry, her studies examine the meaning-making processes in which members of a community construct literacy knowledge both individually and collectively, or how

classroom narratives help make evident the consequences of teacher's assistance strategies in literacy learning activity. The notion of "hypermediation", for example, describes the consequences of non-strategic assistance that in fact impedes student learning.

Gutierrez relies on such theory and empirical work to develop effective outreach projects in partnership with local schools and communities. One such project in the Center for the Study of Urban Literacies is UC Links, a faculty initiative that connects educational outreach to undergraduate education and community-based field projects. "The goal of the project is to increase the UC eligibility rate of historically under-served student populations by promoting literacy and problem-solving skills to urban school children," said Gutierrez.

The UCLA UC Links site *Las Redes* (Networks) is an after-school computer-mediated learning club at Moffett Elementary School in the Lennox Unified School District. UCLA undergraduates enroll in a course on language, culture, and human development and utilize the principles they learn in class at this after-school site. Now in its seventh year, the club's computer-based problem-solving activities are derived from theories taught in Gutierrez' course. "The way the course and field site are designed helps ensure that deep learning is going on as students have opportunities to make sense of the theory and course content in practice," said Gutierrez. "Students who participate in this course are much more prepared when they go into teaching than is the typical



Professor Kris Gutierrez

teacher education student. Everyone who participates becomes a more informed citizen, knowledgeable about how people learn, as well as about educational policy and practice."

Students utilize their observations of what goes on at *Las Redes* in various ways, including incorporating field notes as empirical evidence in research papers, writing a self-reflection paper, and participating in distance learning sessions with a similar course at UC San Diego. Gutierrez often uses the site for her scholarly work. "Our research expands the definition of problem solving to include the social interactional processes of collaborative learning tasks. We specifically focus on how individual children learn as they participate in routine collaborative literacy and problem-solving practices and examine how the goals inherent in social practices influence individual and ensemble knowledge production practices," said Gutierrez.

Another program under Gutierrez' guidance is the UCLA Statewide Migrant Student Leadership Institute. UCLA, in partnership with the Office of Migrant Education, the Migrant Regional

Continued on Page 7, "Gutierrez"

## Grades Improve Despite Declines in Study Time: A Snapshot of the 2002 Freshman Survey Results

by Linda J. Sax

Associate Professor-in-Residence and Director, Cooperative Institutional Research Program

In January, the Higher Education Research Institute (HERI) released the results of the 2002 Cooperative Institutional Research Program (CIRP) Freshman Survey. Conducted annually since 1966, the CIRP reports on the characteristics of students entering U.S. colleges and universities as first-time full-time freshmen. The 2002 national survey involved questionnaires completed by 409,745 freshmen entering a national sample of 697 colleges and universities. The national “norms” are based on 282,549 questionnaires from 437 institutions judged to have surveyed the most representative samples of entering freshmen.

The 2002 report highlights a growing phenomenon among students entering college: better grades despite declines in study time. Today, a record high 45.7 percent of freshmen report earning “A” averages in high school, compared to a low of 17.6 percent in 1968. During the same time period, the percent of students averaging “C” grades or lower dropped from 23.1 percent in 1968 to 5.3 percent today.

Ironically, improvement in students’ grades coincides with significant declines in study time. A record low 33.4 percent of today’s entering freshmen report studying or doing homework six or more hours per week during the year prior to entering college. Further, the percent of students

studying less than one hour per week has nearly doubled (from 8.5 to 15.9 percent) over the past 15 years.

One factor that may contribute to these marked declines in homework and study time is the increasing use of computers, and the Internet in particular. Frequent use of personal computers hit a record 83.9 percent in 2002, compared to only 27.3 percent when this item was introduced on the 1985 survey. Moreover, 78.4 percent of today’s freshmen indicate that they used the Internet for research or homework during their last year in high school, up from 40.1 percent when the question was first asked in 1998. It is unclear from these data whether computer and Internet use have enabled students to complete their homework in less time, or whether the time students spend using the computer simply takes away from the time that they could be spending on their studies.

For more information on the 2002 CIRP Freshman Survey results, see [www.gseis.ucla.edu/heri/heri.html](http://www.gseis.ucla.edu/heri/heri.html).~

Literacy, Continued from Page 1

The field already knows that skillfully crafted, individualized instruction is key for the literacy achievement of struggling readers, yet not that much is known about teachers’ decision-making in this area. A precursor to intervention is identifying which students struggle and why. “It is crucial to understand teacher’s actions and the knowledge base from which instructional modifications can stem so that researchers and teacher-educators can better help teachers hone their at-risk reasoning and decision-making processes, and tailor the intervention choices that they make,” said Bailey. Consequently, the LDC is designed to be a comprehensive assessment of early literacy and literacy-related skills, enabling teachers to effectively identify and help children at risk for reading difficulties. Work on the checklist resulted in research

funding through a National Science Foundation grant.

A pilot experiment, Building Bridges to Student and Teacher Learning: Early Literacy Assessment and Intervention, was conducted (including a web-based version of the LDC) with 17 teachers to test the efficiency of the checklist in terms of student and teacher learning outcomes. “Many teachers don’t know where young children should fall on the general spectrum of language development. The checklist provides a framework where teachers can give targeted instruction and catch any challenges that students are experiencing before they become bigger problems,” said Bailey. The results of the pilot revealed that the sources of evidence teachers may rely on to make their ratings

of students may not be sufficiently specific for making accurate judgments of some early literacy-related skills. Teachers often under-identified the degree to which students experience difficulties in some crucial areas such as oral language comprehension. Teacher identification of at-risk students may therefore need to include explicit, formal assessment of the more complex literacy-related skills.

The research on literacy at GSE&IS spans a range of subjects, including children’s early social and linguistic knowledge, the differences in general and academic language, and how children learn language. All of it has a common focus on how language relates to literacy acquisition and helps to provide direction to close existing educational and achievement gaps.~

Gutierrez, Continued from Page 5

Directors, and the Concilio de Padres Migrantes, developed and hosts the yearly state-wide Leadership Institute. Consisting of two residential programs, the Institute develops the intellectual skills and leadership abilities of high-achieving students whose parents are migrant workers. Students experience a rigorous academic and leadership curriculum developed by educational scholars, researchers, and leaders.

One program involves 50 eleventh-grade students from migrant farmworker backgrounds. They live on the UCLA campus and attend college-level classes in humanities, social science, and science. The classes help prepare the students for leadership roles at local, state, and national levels while helping eligible participants to apply to institutions of higher learning. Gutierrez estimates that roughly half of these students end up attending a UC campus.

The other program involves 150 tenth-grade students who spend a week on the UCLA campus participating in a

leadership institute in which they learn about college access and preparation, legal and legislative issues, community organizing, and coalition building.

Recent work is more policy-oriented and addresses the effects of educational reform on urban children, particularly English language learners. This work allows her to contrast the current use of reductive literacy practices in urban schools to the more productive strategies observed in non-formal learning communities, such as the after-school club she has created.

In addition to her projects within the Center for the Study of Urban Literacies, in 2001 Professor Gutierrez became the Director of the Education Studies Undergraduate Minor. Her responsibilities include overseeing the curriculum and developing a coherent body of courses.

Professor Gutierrez is a gifted teacher and mentor whose skill and dedication have been recognized by receipt of UCLA's Harriet and Charles Luckman Distinguished Teaching Award, the GSE&IS Distinguished Teaching Award, and the Spencer Foundation Mentorship Award Grant. Her research has been supported by many grants and published in a wide variety of books and journals, and at one time she contributed a monthly column on literacy for the *Los Angeles Times*. Through her projects and leadership, Professor Gutierrez illuminates mechanisms for learning and the ways in which assistance from more capable persons can aid or hinder that learning. She puts that knowledge to exceptionally good use in programs that effectively promote the learning of young people in K-12 public schools, after school learning programs, summer leadership programs, and UCLA undergraduate courses.~

## In Brief

### FACULTY HONORS AND ACHIEVEMENTS

**I**n January 2003, CRESST Co-Director and Education Professor **Eva Baker** presented "Model-Based Assessment: Why, What, How, How Good, and What Next?" at the National Research Council Workshop "Bridging the Gap Between Classroom and Large-Scale Assessment" in Washington D.C. She also presented "Technology-Based Assessment for High-Performance Learning" at the Knowledge, Models and Tools to Support Web-Based Learning Designers and Students Symposium for the International Congress for School Effectiveness and Improvement in Sydney, Australia.

Education Assistant Professor **Tyrone Howard** received a \$388,179 grant from the National Board for Professional Teaching Standards. The grant will fund a three-year study to design, implement, and disseminate optimal support structures that will increase the numbers of African American teachers achieving national board certification.

Education Professor **Peter McLaren** was the Distinguished Guest Speaker at the Odyssey Theme-Year Project at California State University, Long Beach. He presented two lectures, "The World We are Making" and "Democracy Under Siege: Critical Education in Uncertain Times." Professor McLaren also spoke at the University of Oregon in February 2003 at the workshop "Transnationalism, Ethnicity, and the Public Sphere."

Education Assistant Professor **Heinrich Mintrop** received the 2002 "Top Article of the Year" award from *Teachers College Record* for his article, "Educating Students to Teach in a Constructivist Way – Can It All Be Done?"

Continued on Page 8, "In Brief"

## Attending the ALA Conference in Toronto?

Please join Dean Aimée Dorr and Information Studies Department Chair Virginia Walter for a dessert reception on Monday night, June 23, from 8:00 to 10:00 PM at the Royal York Hotel in Confederation Room #5. RSVP by June 6 at 310-825-8799 or by email to Pat Payne at [payne@gseis.ucla.edu](mailto:payne@gseis.ucla.edu).

In Brief, Continued from Page 7

## FACULTY PUBLICATIONS

CRESST Co-Director and Education Professor **Eva Baker** and Assistant Professor of Education and Director of the Center for Research in Educational Assessment and Measurement at the University of California, Irvine **Richard Brown** published "Performance" in the *Encyclopedia of Psychological Assessment* (Vol. 2, 2003).

Education Professor **Arthur Cohen** and **Florence B. Brawer** edited *The American Community College* (Jossey-Bass, 2003). The book is an updated version of a comprehensive text on all aspects of the nation's community colleges.

Information Studies Visiting Professor **Elizabeth Cohen** published "Metadata and the Audio Media Lifecycle" in the *Journal of the Audio Engineering Society* in March 2003.

Education Assistant Professor **Tyrone Howard** published "Who Receives the

Short End of the Teaching Shortage? Implications of the U.S. Teacher Shortage on Urban Schools" in the *Journal of Curriculum and Supervision*.

Education Professor Emerita **Barbara Keogh** published *Temperament in the Classroom: Understanding Individual Differences* (Brookes Publishing, 2003). The book is targeted to teachers, school psychologists, and other professionals who work with children in grades pre-K through middle school.

Education Assistant Professor **Bill Sandoval** published "Design-based Research: An Emerging Paradigm of Educational Inquiry" in the January 2003 issue of *Educational Researcher*. He also published the paper, "Conceptual and Epistemic Aspects of Students' Scientific Explanations" in the *Journal of Learning Sciences*.

Education Professor **Noreen Webb** and Education graduate students **Stephen Zuniga** and **Kariane Mari Nemer**

published "Short Circuits or Superconductors? Effects of Group Composition on High Achieving Students' Science Assessment Performance" in the *American Educational Research Journal* (Winter 2002).

## STUDENT ACHIEVEMENTS

**Adrienne Mack-Kirschner**, a third year Educational Leadership Program (ELP) student, recently published *The National Board Certification Workbook: How to Prepare Your Portfolio* (Heinemann Publications, 2003) and *The Teacher's Guide to National Board Certification: Unpacking the Standards* (Heinemann Publications, 2003).

**Dr. Victoria Richart**, graduate of the Educational Leadership Program in 1998, was guest speaker at the first Educational Leadership Program's All Alumni Conference on October 19th in the Bradley International Center. ~

FORUM

GSE&IS

UCLA Graduate School  
of Education &  
Information Studies

2320 Moore Hall  
Box 951521  
Los Angeles  
California 90095-1521

Address Correction Requested

GSE&IS FORUM  
Aimée Dorr, Dean  
Shaena Engle, Editor/Writer  
310.825.8308  
www.gseis.ucla.edu

NON-PROFIT ORG.

U.S. POSTAGE  
P A I D  
U C L A