

Frances Clarke Sayers Lecture Features Children's Author Sharon Creech

By Shaena Engle

Renowned children's author Sharon Creech was the featured speaker at the 2004 Frances Clarke Sayers Lecture on May 2, 2004. Over 150 people attended the event which was held at Korn Hall Auditorium in the Anderson School on the UCLA campus.

Creech quoted Sayers many times during the lecture, emphasizing the importance of words, "The way we are shaped by words, the inspiration of words and their ability to lift the spirit," said Creech. Her book, *Love That Dog*, was inspired by a poem from past Sayers Lecture speaker Walter Dean Meyers. "Out of Dean's poem came the story of a boy who dislikes poetry until his teacher offers him poems for inspiration. In the poems the boy finds rhythm and words that resonate and allow him to find his own voice," said Creech. She also provided many anecdotes about her granddaughter Pearl and how Pearl, along with Creech's years of international travel, inspired many of her stories.

Known for writing with a unique style, Creech is the best-selling author of the



Department Chair Virginia Walter, Sharon Creech, and Dean Aimée Dorr

Newbery medal-winning book *Walk Two Moons* and the Newbery Honor book *The Wanderer*. She is the first American in history to be awarded the CILIP Carnegie Medal for her book *Ruby Holler*. Her books are often centered around life, love, and family relationships. Other works include the novels *Love That Dog*, *Bloomability*, *Absolutely Normal Chaos*, *Chasing Redbird*, and *Pleasing the Ghost*, and two picture books: *A Fine, Fine School* and *Fishing in the Air*.

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.

The annual lecture is made possible by continuing contributions to the Frances Clark Sayers Endowment Fund in the UCLA Foundation. ~

Message from the Dean

May 26 was the UC Alumni Associations' Sacramento Day. At the request of UCLA's Government and Community Relations Office, I participated. It was an invigorating, sobering, and surprisingly hopeful day – a day to be proud to be associated with the University of California, and a very long day of hard work for a very good cause.

Each year, at their own expense, alumni from every UC campus converge on Sacramento to meet with California Legislators and their staff. They bring to the State's Capitol passion for their campuses, personal stories of what UC has meant to them, and commitment to the University's welfare. They remind Legislators and their staff of the many important contributions UC makes to the state, let them know that UC's welfare matters to their constituents (who vote), and lobby for particular Legislative actions.

This year, a topic of every conversation was "The Compact" that the University of California President and the California State University Chancellor negotiated with the Governor. UC has had such a compact with the three previous Governors. Among the important provisions of the current agreement are guaranteed annual growth in state funding for UC's basic budget and its enrollment growth, beginning in the 2005-06 fiscal year, and predictable, moderate student fee increases in exchange for UC's commitment to accountability in specified areas. Also, the

cut to the University's 2004-05 budget will not be greater than that proposed by the Governor in January, and the funding guarantees in The Compact are floors not ceilings. The agreement extends through the 2010-11 fiscal years and provides a clear light at the end of what has been a very dark and unending tunnel.

Everyone with whom we met had questions about The Compact. In general, Republicans were comfortable with it but questioned how the State would meet the funding obligations. Democrats, on the other hand, were decidedly uncomfortable. Those actively supporting the University's interests asked why we had effectively cut short negotiations that would result in better budgets for UC and CSU beginning in 2004-05. In fact, neither The Compact nor any other plan for UC cannot become reality without substantial agreement between the Governor and Legislature. There is much room for negotiation by those in the Legislature who want more for UC and CSU in 2004-05 and/or from 2005-06 through 2010-2011. In our work on May 26, we offered both Republicans and Democrats many reasons both to embrace The Compact and to reach beyond the funding floor it provides.

I am not an alumna of any UC campus, but my connections with UCLA and UC are now long and deep. I have been a UCLA faculty member for more than 20 years. In addition, I am a former Chair of UCLA's Academic Senate and of the UC-



Aimée Dorr, Dean

wide Academic Senate. I am now Dean of UCLA's Graduate School of Education and Information Studies and Co-Chair of UCLA's Educational Outreach Steering Committee. I have become as proud, committed, and concerned as any UC alumna/alumnus. It was an honor and pleasure to join so many of them on May 26 to advocate for our University.

Dean.~

Political Engagement Rebounds Among the Nation's College Freshmen

by Linda J. Sax
Associate Professor-in-Residence
Director, Cooperative Institutional
Research Program

In January 2004, the Higher Education Research Institute (HERI) released the results of the Fall 2003 Cooperative Institutional Research Program (CIRP) Freshman Survey. Conducted annually since 1966, the CIRP reports on the characteristics of full-time students entering U.S. colleges and universities for the first-time. The 2003 national survey involved questionnaires completed by 389,338 freshmen entering a national sample of 646 colleges and universities. The national “norms” are based on 276,449 questionnaires from 413 institutions judged to have surveyed the most representative samples of entering freshmen.

Following three decades of plummeting political interest among the nation's college freshmen, the latest survey shows that students have experienced a renewed attraction to politics. The percent of entering college students who feel that “keeping up to date with political affairs” is a very important or essential life goal rose for the third consecutive year to 33.9 percent. This marks a notable increase from the item's record low of 28.1 percent reported among freshmen in 2000, and the highest level of political interest since 1994. Similarly, the percent of freshmen who “discuss politics” on a frequent basis increased from 19.4 percent in 2002 to

22.5 percent in 2003, marking the highest point reached since 1993. These trends likely reflect the nation's heightened interest and involvement in global affairs following September 11, 2001.

It remains to be seen whether the 2004 presidential election will further captivate students' political interest. It is also important to point out that current levels of political engagement are far lower than the peaks reached in the late 1960s, when 60.3 percent of the 1966 freshmen valued keeping up with politics and one-third of the 1968 freshmen discussed politics on a frequent basis. Nonetheless, these recent shifts are noteworthy given their reversal of the long-term trend toward political disengagement.

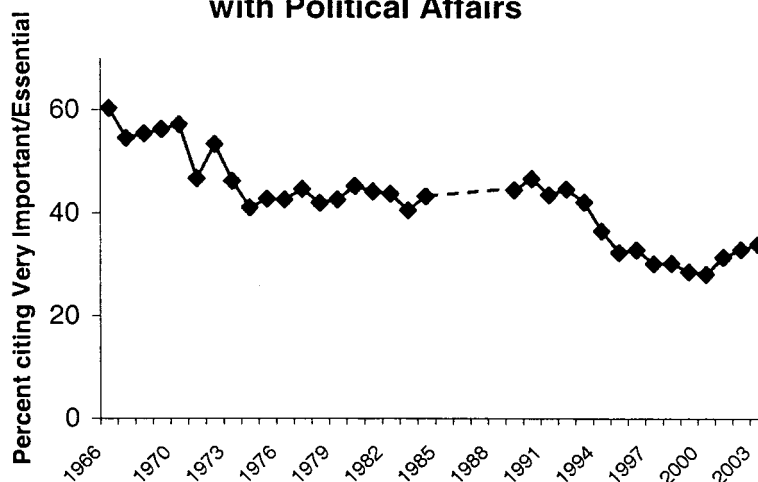
When it comes to students' involvement in their communities, the survey points to a longer-term trend. A record-high 83.1 percent of students report participating in volunteer work during their last year in high school, compared to only 66.0 percent when this question was first included on the survey in 1989. Paralleling that trend is the fact that a growing number of high schools make community service a requirement for graduation.

Nearly one in three students (31.3 percent) attend such high schools, marking a substantial increase since this item was first introduced on the 1998 survey, when only 23.2 percent of students performed service on a compulsory basis.

Regardless of students' motivations for participation in service, it appears that this growing trend at the high school level is matched by increases at the college level. In fact, the percent of students who say there is a “very good chance” that they will participate in volunteer or community service work in college also reached a record high of 25.3 percent (compared with a low of 16.9 percent when this item was introduced on the 1990 survey). An additional 41.2 percent of today's students indicate that there is “some chance” of their participation in service while in college. These trends are encouraging, since additional research conducted at HERI demonstrates that undergraduate participation in community service yields significant gains for students' cognitive and affective development.

For more information on the 2003 CIRP Freshman Survey results, see www.gseis.ucla.edu/heri/heri.html.

Figure 1. Importance of Keeping up to Date with Political Affairs



GSE&IS Alumni: Making a Difference

by Shaena Engle

Each issue of *The Forum* features GSE&IS alumni who are making a difference in the field of information studies or education. This issue presents alumnae working at two of UCLA's sister campuses in the University of California system.

Alumna Carolyn Huie Hofstetter is an Assistant Professor at the University of California Berkeley's Graduate School of Education housed in an area called Policy, Organization, Measurement, and Evaluation (POME). She decided to attend GSE&IS to acquire her Ph.D. in Education after researching the Social Research Methods (SRM) Division, the Center for the Study of Evaluation (CSE), and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), and meeting with various faculty and students. "The SRM program was attractive to me because it provided rigorous theoretical and methodological training and was very highly regarded," said Hofstetter. "The faculty, students, and research projects were also very impressive."

Hofstetter received her Bachelor of Arts degree in Political Science at the University of Arizona and her Master of Arts degree in Political Science/Public Policy at San Diego State University. While Hofstetter was earning her doctoral degree, she worked at CSE/CRESST for four years as a research associate. "GSE&IS provided a well-rounded environment for me to gain a solid foundation for the work I do today. My experience at CSE/CRESST, coupled with the education in SRM, taught me to think carefully about all aspects of the evaluation and research

process," she said.

As an Assistant Professor, Hofstetter teaches courses in evaluation theory and practice, conducts research on evaluation and assessment methodologies, writes proposals and oversees grants, and mentors students. "I still collaborate with UCLA faculty on projects. Now, a few years out of graduate school, I have even greater admiration for my former professors and the work they do," said Hofstetter.

Her projects primarily focus on evaluation and assessment issues, including a multi-site evaluation of a bilingual program in a large school district in Northern California and smaller scale studies of the validity and use of test accommodations for English learners. Hofstetter also does pro-bono consultations with area school districts and non-profit organizations that are interested in conducting evaluations, including the Oakland and Berkeley Unified School Districts, and the I Have a Dream Foundation in Oakland. She is also a former convener of the San Francisco Bay Area Evaluators.

Assistant Professor Hofstetter added a new title to her credit when she became a mother last January. "The biggest adjustment in my current position is figuring out how to organize my time to do the often solitary work of carrying out and writing up publishable research, while juggling teaching, service and other commitments, and familial responsibilities," said Hofstetter. "My GSE&IS professors were terrific role models. I was able to observe them balance their work and personal lives, and that has helped me greatly."



Professor Carolyn Huie Hofstetter

Sue Marshall is also a GSE&IS alumna who is working at a California university – UC Irvine. Marshall received her Ph.D., specializing in Psychological Studies in Education (PSE), in 2000, after completing a Bachelor of Arts in Sociology at the University of California, San Diego and a Master of Arts in Interactive Educational Technology at the Stanford School of Education in 1984. She also earned a Multiple Subject Teaching Credential from GSE&IS in 1981.

"I chose the doctoral program in PSE for a variety of reasons. The Department of Education had, and still has, a strong reputation nationwide for its graduate program," said Marshall. She was also attracted to the variety of research opportunities afforded graduate students. "I learned a lot by participating in research projects at CRESST and by doing classroom-based research at Seeds University Elementary School (UES),



Assistant Professor Sue Marshall

where I interacted with students and teachers on a daily basis.”

In her current position as Associate Director of Subject Matter Preparation Programs for the UC Irvine Department of Education, Marshall’s work is focused on attracting and preparing undergraduates for careers as teachers, especially in the areas of mathematics and science.

One of Marshall’s primary responsibilities is to work collaboratively with faculty from other campus departments, as well as from the Educational Studies Minor program, to create and get state approval for something called “subject matter preparation programs.” These programs are comprised of a set of recommended courses and field experiences that aspiring teachers can take as undergraduates to satisfy state requirements for demonstrating competency in a particular subject matter area that they want to teach.

Another related responsibility is to participate in a variety of collaborative efforts between the Department of Education and the Mathematics and Science Departments to attract and recruit a diverse pool of future mathematics and science teachers to the UC Irvine teacher credential program. “One of the things I enjoy about my job, which can also be a challenge, is the opportunity to build stronger networks and relationships between the Department of Education and faculty in other academic units at the university, and to promote the idea that K-12 teaching is a worthy career choice for talented and bright UC system graduates.”

In her current position, Marshall draws from courses, research, and development work that she did as an Education graduate student. “Because I was exposed to a broad foundation of theoretical, research-based, and practice-based experiences, I think that I was well prepared for the challenges of my profession. I often draw on the quantitative and qualitative research methods courses to design data collection instruments and to analyze and interpret data,” she said.

Another set of experiences from GSE&IS that are useful to Marshall were the many opportunities to propose, write, and present papers at a variety of professional conferences. “Those same skills have come into play when I write program proposals and later present program ideas and findings to a variety of audiences. The combination of experiences at GSE&IS have helped me to communicate effectively about both research and

practice with the different constituencies with whom I work, including teachers, administrators, teacher educators, university faculty and researchers, and funding agencies,” said Marshall.

Marshall says that she is increasingly interested in teacher preparation and professional development models that offer a continuum of experiences in a collaborative, regional partnership between institutions of higher education, school districts, and other regional organizations. “In the coming years, I would like to take advantage of opportunities to contribute to the design, implementation, and examination of these types of models,” she said. GSE&IS is still part of Marshall’s life, “One thing that continues to impress me now that I have graduated is the high regard given to a graduate degree from GSE&IS by other educational institutions and organizations. The Ph.D. from UCLA and links to GSE&IS faculty and other graduates have all helped to open doors as I have pursued different career opportunities.”



Jeannie Oakes, Presidential Professor in Educational Equity at GSE&IS, has been elected to the National Academy of Education (NAE). The Academy consists of up to 150 members who are elected on the basis of outstanding scholarship or contributions to education. Professor Oakes joins three other Education Department faculty serving on the NAE – Professors Alexander Astin, Burton Clark, and Frederick Erickson.

Carollee Howes: Exploring Early Childhood Learning and Development

By Shaena Engle

Education Professor Carollee Howes is an internationally recognized scholar in the field of child development. She is the director of the new Center for Improving Child Care Quality housed in GSE&IS and has received numerous grants for early childhood learning and development research. Howes has authored and co-authored over one hundred articles and reports on child development and has served on numerous panels on the subject including ones for the National Academy of Science, the Federal Child Care Bureau, Head Start, and the California Department of Education, among others.

Illustrative of her work is a new major grant from the National Institute for Child Health and Development, a division of the United States Department of Health and Human Services, to fund research exploring children's school readiness. Her research group will track the development of low-income, predominantly Latino children in Los Angeles from age three until they enter kindergarten. Children will be observed in community based early childhood settings differing in intensity and curriculum. A comparison group will be on the waiting lists for these programs.

The study is an extension of an earlier research effort, also led by Professor Howes from 1996-2001, between UCLA and the Children First program (an Early Head Start (EHS) program) of the Venice Family Clinic serving Latino immigrant families.

As part of the government's Early Head Start Program, the research is designed to help provide high quality child and family development services to low-income pregnant women and families with infants and toddlers. The program provides intensified services that can begin before a child is born and concentrate on enhancing the child's development and supporting the family during the critical first three years of the child's life.

The second phase of the research, Pre-Kindergarten Follow Up Phase (2001-2005), builds upon the earlier research and follows the children and families who were in the original study from the time they leave the Early Head Start program until they enter kindergarten. "We are finding that the success of EHS depends on the program's ability to support and enhance strong, caring, continuous relationships," says Howes. "Children who as infants and toddlers experience and maintain positive trusting relationships with adult caregivers will be able to construct positive relationships with adults and peers," she added. "The relationships they form early on have enormous implications for the rest of a child's life."

Another important research project headed by Howes is the Study of Best Practices in Early Childhood Education, funded by the National Center for Early Development and Learning. The project examines the varieties of teaching and learning practices involved in high quality child care for children primarily who come from low-income families.

Researchers visited sites chosen for having exemplary practices and observed the quality of the environment, adult child interactions, and instruction. Focus groups were conducted for researchers to compile information and for program teachers and directors to communicate about one

another's practices. As the project progressed, long-term outcomes at the sites were assessed by following the participating children into their new learning environments after completing pre-school.



Professor Carollee Howes

The main objective of the study was to determine whether successful patterns of the chosen sites could be learned and re-created in new sites. Another objective was to reduce barriers and increase communication between researchers and teachers. Researchers and professional development leaders shared information, enabling caregivers to receive enhanced training. "Basically, it is a unique program where we are able to train the trainers and through improved training for care-givers also improve the experiences of young children in their care," said Howes.

Howes received a Bachelor's degree from the University of Connecticut in Child Development, a Master's degree at Tufts University in Child Study, and a Ph.D. from Boston University in Developmental Psychology. Howes pursued post-doctoral studies at Harvard University in Psychiatry where she also taught on the faculty. She joined the Education Department at UCLA in 1981 as an Assistant Professor specializing in Developmental Studies. "Looking back on all my research I have learned that children form first relationships and use them as foundations for future relationships," says Howes. "It is important that we prepare childcare givers and teachers to convey a sense of excitement about learning and to develop trustfulness in the children they instruct." ~

In Brief

FACULTY HONORS AND ACHIEVEMENTS

Education Professor and CRESST co-director **Eva Baker** received the Samuel Messick Award from the Educational Testing Service at the Language Testing Research Conference in March 2004. She also assumes the role of Chair of the American Educational Research Association's governmental relations committee.

Education Professor **Kris Gutierrez** has been named the recipient of the 2004 Sylvia Scribner Award. Each year Division C of the American Educational Research Association presents the award in recognition of a program of work that has significantly influenced thinking and research in the field of learning and instruction.

Education Professor **Sandra Harding** was the keynote speaker at a conference on "Modernity in Transit" at the University of Ottawa and a plenary speaker at a conference on "The Ethics of Epistemologies of Ignorance" at Pennsylvania State University in March 2004.

Associate Research Educationist **Jane Margolis** received the 2003 Frandson Award for Literature from the University Continuing Education Association for her book (with Allan Fisher) *Unlocking the Clubhouse: Women in Computing* (MIT Press, 2002).

Education Professor **Peter McLaren** presented the keynote address, "Critical Pedagogy in the Age of Global Empire: Dispatches from Headquarters," at the Discourse, Power, Resistance: Global Issues, Local Solutions conference at the

University of Plymouth in England and "Understanding Peter McLaren," at the American Educational Research Association's annual convention in April 2004. He also received an honorary Doctorate from the School of Education at the University of Lapland, Finland in May 2004.

Information Studies Professor **John Richardson Jr.** was awarded the 2003 Edmund Lester Pearson Library Humor Award by the Molesworth Institute

Education Assistant Professor **William A. Sandoval** was chosen to participate on the National Academy of Sciences "High School Science Labs: Role and Vision" Study Committee. The committee will study current and possible roles for lab experiences in high school science education and publish a report through the National Research Council. Sandoval presented (with Education student **Kelli Millwood**) "A Comparison of Students' Beliefs About School and Professional Science," at the American Educational Research Association's annual convention in April 2004.

FACULTY PUBLICATIONS

Education Adjunct Professor **Jamal Abedi** published "The No Child Left Behind Act and English Language Learners: Assessment and Accountability Issues," in *Educational Researcher*, "Assessment Accommodations for English Language Learners: Implications for Policy Based Research," in *Review of Educational Research*, "Effectiveness and Validity of NAEP Accommodations for Students with

Limited English Proficiency," in *Applied Measurement in Education*, and "Will You Explain the Question: Linguistic Modification of Test Items," in *Principal Leadership*.

Education Professor **Marvin Alkin** published *Evaluation Roots* (Sage Publications, March 2004), examining current evaluation theories and tracing their evolution within the framework of theories using an "evaluation theory tree" as its central metaphor. The book includes 22 essays from leading evaluation theorists.

Education Professor **Ronald Gallimore** published "Revisiting John Wooden's Teaching Practice and Philosophy: Everyone's a Teacher, Everyone!" in *The Sport Psychologist*.

Education Professor **Sandra Harding** published *Science and Other Cultures: Issues in the Philosophy of Science and Technology* (Routledge, 2003), *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies* (Routledge, 2003), and the 20th anniversary edition of *Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology, and the Philosophy of Science* (Kluwer, 2003).

Education Associate Professor **Yasmin Kafai** completed a synthesis of over 400 projects aimed at increasing the participation of girls and women in science, technology, engineering, and mathematics. The findings have been published in "Under the Microscope: A Decade of Gender Equity Projects in the Sciences," by the American Association

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of University Women Educational Foundation. A free copy of the report can be found at www.aauw.org/research/.

Education Professor **Peter McLaren** published (with Education student **Valerie Scatamburlo-D'Annibale**) "Class Dismissed? Historical Materialism and the Politics of Difference," in *Educational Philosophy and Theory*.

Education Assistant Professor **William A. Sandoval** published "Explanation-Driven Inquiry: Integrating Conceptual and Epistemic Supports for Science Inquiry," in *Science Education*.

Education Assistant Professor **Jeffrey Wood** published "What Gets Dad Involved? A Longitudinal Study of Change in Parental Child Caregiving Involvement," in the *Journal of Family Psychology*.

STUDENT ACHIEVEMENTS

Educational Leadership Program Graduate and Pinetree Community School principal **Dr. Eddie Fitzer** published *How Teachers Learn Best: An Ongoing Professional Development Model* (Scarecrow Press, 2003) and *Thoughts to Inspire: Daily Messages for Young People* (Scarecrow Press, 2004).

Third year Educational Leadership Program student and Anacapa Middle School principal **Ken Magdaleno** was named California Middle School Administrator of the Year by the Association of California School Administrators.

EVENTS

The Sixth International Conference of the Learning Sciences, "Embracing Diversity in the Learning Sciences," hosted by GSE&IS will be held in Santa Monica on June 22-26, 2004. For more information, go to www.gseis.ucla.edu/~icls/.



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