

Two Senior Scholars Join GSE&IS Faculty

by Shaena Engle

Two new distinguished faculty members joined GSE&IS in January. “I am delighted that Gary Orfield and Patricia Gándara have joined UCLA as professors of education,” said Dean Aimée Dorr. “Each brings exceptional expertise and vision to work on some of the most important problems of our time.”

“Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.”

“Life’s most persistent and urgent question is, ‘What are you doing for others?’”

– Martin Luther King, Jr.

Professor Gary Orfield began addressing Dr. King’s question at a young age. While a student at the University of Minnesota, Orfield blocked a statewide tuition increase. “This made me very unpopular with university administration,” said Orfield. “I was very shaped by growing up in Minneapolis, which was a very progressive place at a very progressive time. All of the political leaders from Minnesota, such as Hubert Humphrey and Walter Mondale, were rising. I heard Dr. King speak and met him while I was an undergraduate student.”

While attending graduate school at the University of Chicago in the mid 1960s, Orfield’s professors encouraged him to focus more on providing equations and less on policy issues. “My religious and ethical background made me believe that research should be about and for something, and not merely statistical information,” he said. Determined to explore research on desegregation, he decided to write his dissertation on the transformation of the South. In addition to conducting interviews in the Southern states, Orfield traveled east



Education Professor Gary Orfield

and spoke with leaders who were administering laws in Washington D.C. His dissertation eventually became his first book, *Reconstruction of Southern Education* (John Wiley and Sons, 1968), chronicling the ending of legally imposed segregation in Southern schools. “My research led me to the absolute epicenter of a wild transformation that was going on in the South. Things that had been previously considered impossible were now being accomplished. Dr. King’s vision started to come true,” said Orfield.

After completing an MA and PhD in Political Science from the University of Chicago, Orfield continued his research as an Assistant Professor at the University of Virginia and at Princeton University. While at Princeton, the United States Civil Rights Commission offered Orfield a job as a scholar-in-residence. “I had complete freedom to choose any field of research for a year,” said Orfield.

The position allowed him to travel to ten school districts to research busing issues. As a result, he was hired by the Brookings Institution to write *Must We Bus? Segregated Schools and National Policy* (Brookings Institution, 1978), a book examining the legal, federal, and strategic issues surrounding school desegregation. “During the process of writing the book, I also



Education Professor Patricia Gándara

published many articles. Civil rights groups around the country began using the articles in court cases,” said Orfield.

This was the beginning of Orfield’s involvement as a court-appointed expert in school desegregation cases in St. Louis, Los Angeles, San Francisco, and Little Rock. Additionally, he has been called to provide testimony in civil rights suits on desegregation, fair housing, affirmative action, financial aid for college, testing, and other issues. In 1997, Orfield was awarded the American Political Science Association’s Charles Merriam Award for his “contribution to the art of government through the application of social science research.” This spring, Orfield was awarded the 2007 Social Justice in Education Award from the American Educational Research Association’s Social Justice in Action Committee. He was also elected to membership in the National Academy of Education.

While teaching at the University of Illinois at Urbana-Champaign during the late 1970s, Orfield was involved in several studies examining urban integration. “At that time, the Carter administration was very interested in our research regarding subsidized housing and combining school and housing integration policies,” said

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Dean's Message

GSE&IS's commencement ceremony, June 16th in the beautiful Wilson Plaza, will mark a turning point in the lives of more than 350 students. They are completing the minor in education as part of their undergraduate degree, Counseling in Student Affairs Program (M.Ed.), Teacher Education Program (M.Ed.), Principal Leadership Institute (M.Ed.), Educational Leadership Program (Ed.D.), Master's in Library and Information Science (M.L.I.S.) program, M.A. in education, or Ph.D. in education or information studies.

Whether entering a K-12 classroom, school or district; taking a position in a library, archives, or information organization; becoming a faculty member; continuing their studies, or advancing in their current workplace, our 2007 graduates have been well prepared by GSE&IS and UCLA to succeed as scholars, professionals, and human beings. We are proud of them and look forward to a long, rewarding relationship with our newest alumni.

June, the end of the academic year, graduation, moving on – it all sounds as though we might be heading into a lull in GSE&IS's activities. Not so. Although summer is assuredly different from the academic year, it is definitely not quiet.

GSE&IS's year-round work supporting teachers in their professional development reaches a near fever pitch in the summer. We are home to California Subject Matter Projects (CSMP) in mathematics, writing, reading and literature, history-geography, and science. All summer each CSMP offers open and selective institutes for K-12 teachers. For teachers at all grade levels, Places and Time will focus on how to use

students' existing knowledge of geography to master the California State standards. For teachers who are ready to take on leadership roles, the Mathematics Educators Leadership Institute will prepare 25 participants from high priority K-12 schools and community colleges. For middle and high school teachers, Helping English Language Learners Acquire Academic Literacy will demonstrate effective classroom practices for working with such students. And there's much more (see <http://centerx.gseis.ucla.edu/events.php>).

In the summer, youngsters are also our students. Different CSMPs offer AP Readiness courses to AP science and mathematics teachers and the students who will take their courses in the fall, an inquiry institute for middle school students, 3-week Young Writers Summer Institutes for 4th through 12th graders, and more. GSE&IS's University Elementary School opens its doors to children throughout the area to participate in a wide range of skill building and enrichment classes.

GSE&IS's year-round work with librarians, archivists, and information specialists is enriched by special summer institutes. Fourteen top leaders in the college and university library field will participate as Senior Fellows in a 3-week intensive, residential, professional development program. The California Rare Book School is open to professionals and students alike. Courses in preservation, special collections, rare book cataloging, descriptive bibliography, the book in the West, and the history of the book in 16th-19th century Latin America will enhance the knowledge and skills of all participants.



Aimée Dorr, Dean

In addition to GSE&IS's expanded summer offerings to professionals and young people, we continue many of our academic-year activities. The Teacher Education and Principal Leadership programs operate year round. Summer school courses are also available for our students in other programs. The MLIS and Educational Leadership programs begin activities late in the summer. Faculty, research staff, and PhD students dig into their investigations and scholarly writing.

So, the end of the academic year and commencement do mark a change of pace for all of us at GSE&IS. For many the pace increases. For all of us, summer is a time of opportunity, effort, challenge, and accomplishment. May it be the same for you. *

Dean

Children's Author/Illustrator Chris Raschka Shines as 2007 Frances Clarke Sayers Lecturer

by Laura Lindberg

Using artist's chalk in a rainbow of colors to create sample illustrations while he spoke, children's author and illustrator Chris Raschka delighted a crowd of about 200 with his engaging Frances Clarke Sayers Lecture on Sunday, April 22.

Raschka is the Caldecott Award-winning illustrator of *The Hello, Goodbye Window*, as well as author and illustrator of more than a dozen children's picture books. Many of his children's books were for sale before and after the Sayers lecture, with a line stretching out for about an hour and a half at the Raschka booksigning that followed his lecture.

The following day, Raschka devoted several hours to meeting with groups of children at Corinne A. Seeds University Elementary School. He engaged the children in an exploration of sound and color, using a concertina to explore the rhythm and musical notes illustrated in his picture book, *Charlie Parker Plays Be-Bop*.

For more information on Raschka's imaginative and colorful work, visit the following website: http://www.childrenslit.com/f_raschka.html

A new addition to this year's Frances Clark Sayers Lecture was the inclusion of the California Letters About Literature winners in the program. *Letters About Literature* is sponsored by the Center for the Book in the Library of Congress (California's Center for the Book is housed at UCLA) in partnership with Target Stores. Readers in grades 4 to 12 are invited to write a personal letter to an author, living or dead, explaining how that author's work changed the way that student viewed the world or him/herself.

The thirty California finalists were invited by the Center for the Book at UCLA to be acknowledged at the Sayers Lecture. Finalists and their families came from all over California to UCLA to participate in this event. California winners Julie Greiner (grades 4 to 6) and Michael Sturgis (grades 7 to 8) read their winning letters on stage for the audience. Nick Oeffinger, winner for grades 9 to 12, was recognized but unable to attend.

Everyone enjoyed the addition of this new aspect of the Sayers Lecture. Through this annual event, UCLA and GSE&IS pay tribute

to the importance of children's literature in connecting young people to knowledge and a life-long love of reading and learning.

The Frances Clark Sayers Lecture Fund was established by friends and colleagues to pay tribute to Frances Clark Sayers' (1897 - 1989) and her lifelong dedication to children and early literacy. Sayers was a member of the UCLA faculty from 1954 to 1965, first in the Department of English and later at the new School of Library Service. Ongoing contributions to the fund make possible the Sayers Lecture as an annual children's literature event for the region. The late Page Ackerman, former UCLA University Librarian, was one of the major contributors to the Sayers Lecture Fund, with ongoing support from Grace Waldrop and H. Jean Waldrop, longtime friends of Frances Clarke Sayers.

Annual giving to UCLA and the Graduate School of Education and Information Studies can be directed to the Frances Clark Sayers Fund. For more information on this giving opportunity or other opportunities, contact Laura Lindberg, GSE&IS director of development, at 310-206-0375. *



From left to right, outstanding alumnae honorees at the dinner with GSE&IS Dean Aimée Dorr: Rosalyn S. Heyman, MA '50; Floraline I. Stevens, MS' 65, EdD '73; Dean Aimée Dorr; and Debra J. DeBose, EdM '90, CRMS '90.

Dean's Scholars Dinner 2006

More than 175 people from the GSE&IS community attended the Dean's Scholars Dinner, honoring donors of student fellowships and the recipients of those fellowship awards. Held this academic year at UCLA's Covel Commons on November 30, the annual event provides an opportunity for fellowship donors to meet those whose lives they have touched through their giving. The Dean's Scholars Dinner also gives the GSE&IS community a chance to recognize outstanding GSE&IS alumni for their lifetime achievements. *

Education Professors Eva L. Baker and Gary Orfield Elected to Membership in the Prestigious National Academy of Education

Education Professor and CRESST co-director Eva Baker and Education Professor and Civil Rights Project/Proyecto Derechos Civiles co-director Gary Orfield are two of sixteen recently elected members to the prestigious National Academy of Education.



National Academy of Education members are elected on the basis of outstanding scholarship or contributions to education. Election to the National Academy of Education is among the highest professional distinctions accorded to a professor of education. *



Carlos Alberto Torres: Examining the Political Sociology of Education

by Shaena Engle

“I am a teacher who stands up for what is right against what is indecent, who is in favor of freedom against authoritarianism, and who is a defender of democracy against the dictatorship of right or left. I am a teacher who favors the permanent struggle against every form of bigotry and against the economic domination of individuals and social classes. I am a teacher who rejects the present system of capitalism, responsible for the aberration of misery in the midst of plenty.”

These are the words Paulo Freire, one of the most influential educational thinkers in the twentieth century, wrote to describe himself in his book, *Pedagogia da Autonomia* (*Pedagogy of Freedom*, Rowman and Littlefield, 1997.) They also relate a philosophy of education that is carried out today by Freire’s close friend, student, and principal biographer, Education Professor Carlos Alberto Torres.

Torres shares more with his mentor Freire than a similar belief about educational practice and a collective desire for a world “menos feio, menos malvado, menos desumano” (less ugly, less cruel, and less inhumane). Both scholars are known worldwide as teachers, philosophers, policymakers, poets, sociologists, humanitarians, and internationally recognized authors.

Professor Torres completed his undergraduate work in sociology in his hometown of Buenos Aires, Argentina, and obtained a BA and teaching credential in Sociology from the Jesuit Universidad del Salvador. “I studied sociology because it was my passion. Originally, I believed after graduating university I would continue to work at a bank and teach at night,” said Torres.

His plans changed in 1973 when one of his professors became the director of the Estudio de la Ciencia Latinoamericana (ECLA), a leading social science institute in Argentina, and Torres was invited to be General Secretary. In 1975, Torres moved to the city of Esquel in the Patagonia region of Argentina and worked as an assistant

professor at the National University of Patagonia. Additionally, he taught a course in adult education at the Costa Rica Superior Normal School, worked as a criminologist in an Esquel prison, and served as a medical sociologist in a local hospital.

Due to the 1976 Argentinean military junta, Torres left the country to pursue graduate work in Mexico. He received a fellowship at the Facultad Latinoamericana de Ciencias Sociales (FLACSO), where he obtained an MA in Political Science. “Although I had been teaching for many years, I made the decision to become a research professor after receiving my masters degree in Mexico,” said Torres.

While in Mexico, he was selected by the Mexican government to create and teach at the Universidad Pedagógica Nacional. “The secretary of public education chose ten professors to develop the university,” said Torres. “It began with 2,000 graduate students and soon grew to over 120,000. The university expanded to 64 different campuses.”

After receiving an MA in Education and a PhD in International Development Education from Stanford University in 1984, he returned to Mexico as a professor at FLACSO. In 1986, Torres received a Fulbright grant to teach at World College West in Petaluma, California. In December 1986 he moved to Edmonton, Canada, where he conducted post-doctoral studies on educational foundations in Canada at the University of Alberta. At the conclusion of his post-doctoral studies, Torres was appointed Assistant Professor of Educational Foundations and remained on the faculty at the University of Alberta until 1990, when he accepted a position as an Assistant Professor in what was then the Graduate School of Education at UCLA.

Professor Torres’ major areas of inquiry include policy, educational reform, and comparative education. His policy research focuses on issues of equality, equity, and efficiency of elementary, secondary, adult, and higher education in America. He served as Director for UCLA’s Latin



Education Professor Carlos Alberto Torres

American Center from 1995 to 2005 and his research has brought more than two and a half million dollars to UCLA. Additionally, he is considered one of the world’s leading authorities on Latin American education and globalization, and is the principal biographer of Paulo Freire.

His relationship with Freire influenced the creation of several Paulo Freire Institutes throughout the world. The first Paulo Freire Institute in São Paulo began as a result of a conversation in 1991 between Freire, Torres, and Moacir Gadotti, a distinguished professor at the Universidade de São Paulo, who became the first Director of the Paulo Freire Institute in São Paulo. “We were having coffee on the Kerkoff patio and our discussion led to an idea to create an organization to carry out Freire’s work,” said Torres. “Freire expressed a deep interest to develop a foundation that would reinvent his beliefs, as opposed to merely repeating them.”

Torres became a founding member of the Paulo Freire Institute in São Paulo and has been instrumental in creating other institutes in Portugal, Spain, Italy, Argentina, South Africa, and Taiwan. In 2002, Torres helped create and became founding director of the Paulo Freire Institute at UCLA. “The Paulo Freire Institute seeks to bring together scholars, teachers, and activists inspired by the pedagogy of Freire to foster the advancement and reinvention of Freirean educational theories in diverse settings and contexts,” said Torres. “Our work includes developing publications and an online journal, teacher training, an annual conference, The California Association of Freirean Educators Conference, or CAFÉ, and a series of research and action projects that bring together those dedicated to continuing Freire’s work.”

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Leah A. Lievrouw Awarded Sudikoff Family Institute Fellowship for 2006

by Kathy Wyer

With a background in media writing and production, journalism, and instructional media development, Professor Leah A. Lievrouw was selected the 2006 - 07 Fellow of the Sudikoff Family Institute for Education & New Media, the first Fellow selected from the GSE&IS Information Studies Department. She was awarded the Sudikoff Fellowship for her outstanding work in examining the social and cultural consequences of media and information technologies, information society issues, and the role of communication technologies in social change.

Lievrouw delves into information society issues to explore elements such as social networks and differentiation, or the specialization of interrelated aspects of an organization; intellectual freedom – open thought and expression; and information equity, or the ability to access and make effective use of information. Another key element of her work lies in the examination of how uses of communication technologies – such as PDAs (Personal Digital Assistants), cellular phones, and email – catalyze change.

Although many believe that the world is in the midst of a technological “revolution,” Lievrouw is not overly inclined to support such claims. “Technology doesn’t have any inevitable or irresistible power to make people or societies do one thing or another,” she says. “Rather, it’s a gradual, ongoing process where society and technology reflect, shape, and accommodate each other.”

Her research emphasizes two primary areas of study. The first - an inquiry into alternative and activist new media - explores how activists, artists, and underrepresented groups use the Internet and other technologies to drive their alternative, or oppositional, views of politics and culture.



Information Studies Professor Leah A. Lievrouw

These projects employ new media technologies (such as blogs, mobile phones, social software, or wikis) to build communities, gain visibility and give voice to alternative or “marginal” views, produce and share their own DIY (Do-It-Yourself) information resources, and resist, talk back, or otherwise confront and engage with prevailing media culture.

Professor Lievrouw also examines the evolution of intellectual freedom within various social situations and environments where technology has strong influence. Collaborating with Professor Michael Curry of the UCLA Department of Geography, she examines different contexts of everyday life – such as the workplace, households, public transportation, and public parks, and places such as libraries and bookstores that are open to the reading public, to see how they may encourage or inhibit free and open inquiry and discourse, and what difference the proliferation of new media and information technologies make in these settings. Curry and Lievrouw propose that different places be thought of as “ecologies of attention and forgetting,” in which various interactions or movements of information are noticed, recorded, and remembered, while others may go unnoticed, discarded, and forgotten.

The relationship between attention and forgetting in a given setting affects whether people there feel free to seek and find information, interact, and express their own opinions and views. She argues that contemporary media and information

technologies have shifted the balance toward the capture and retention of information, including information about what people read, write, listen to, and watch, as well as with whom they do these activities. Professor Lievrouw believes this shift has important consequences for intellectual freedom and political and social participation.

“In a society where our political and economic system is based on the assumption that we’re able to seek and find information without interference, to learn and form our own independent opinions about issues and events that affect us, the pervasive monitoring and profiling that we now take for granted could have serious political and cultural consequences,” says Lievrouw. “We may subtly begin to shape our tastes, opinions, and activities to conform to the expectations of the political majority and cultural mainstream.”

Having established her own web-log or “blog,” to which she contributes regularly, Professor Lievrouw has written for the online forum, OpEdNews.com, and is the co-editor of *The Handbook of New Media* (Sage Publications 2006). She is currently preparing a book, *Understanding Alternative and Activist New Media*, to be published by Polity Press, Cambridge, UK. She has served as the co-editor of the journal *New Media & Society* and contributed a regular column on new media issues for the *International Communication Association Newsletter*.

Holding a PhD in communication theory and research from the Annenberg School of Communication at the University of Southern California, Professor Lievrouw received an MA in biomedical communications/instructional development from the University of Texas Southwestern Medical Center at Dallas. She earned a Bachelor of Journalism from the University of Texas at Austin and served on the faculty of the Department of Communications at Rutgers University and the Department of Telecommunication and Film at the University of Alabama before joining the faculty of UCLA’s Graduate School of Education & Information Studies in 1995. Professor Lievrouw is also affiliated with the Communications Studies Program in UCLA’s College of Letters and Science. *

Alumni Making a Difference

by Shaena Engle

Alumna Irene E. McDermott began visiting libraries at a young age. “I grew up a library baby, going weekly with my mom and sisters to check out stacks of books from the Pomona Public Library,” said McDermott.

After graduating from Occidental College with a BA in Theater Arts and Rhetoric, McDermott pursued a career in acting. She found the perfect job to accommodate her capricious schedule, landing a position as a fact-checker for Salem Press. “It was very flexible. I worked there for ten and a half years,” she said.

As her life changed, McDermott wanted to work in a more stable and lucrative profession. “I devoted eighteen years of my life to the theater. After I got married I decided to become a librarian,” she said.

McDermott found many students beginning second careers in the library field at GSE&IS. “I especially enjoy my fellow students, who are all brilliant and have gone on to fabulous careers. My peers were all something else before they came to library school: a nurse, two lawyers, a rabbinical scholar, a pianist, and a Jesuit priest,” said McDermott. “They brought their life skills and expertise to their new careers and have done very well.”

While in library school, McDermott served as an Internet Coordinator at the Getty Research Institute through a paid internship. She learned HTML, prepared instructional materials, and taught classes to Institute librarians, scholars, and staff in the use of the Internet and the World Wide Web.

After receiving her MLIS degree, McDermott became a reference librarian at the University of Southern California. “USC considers librarians part of their teaching faculty and requested that we publish articles,” she said. She took over a job from a retiring librarian at *Searcher* magazine in 1997 and has been writing ten columns per year for the past decade. Her monthly column, “Internet Express,” focuses on trends and services on the Web.



Irene E. McDermott

That same year, she accepted a position at the San Marino Public Library and has served as an adult reference librarian for the past decade. In her current job, McDermott provides reference services to visitors, acts as the resident computer systems manager, and is responsible for collecting all the fiction and large print for the library.

In 2002, McDermott authored *The Librarians' Internet Survival Guide: Strategies for the High-Tech Reference Desk* (Information Systems, 2002). The book is a collection of her “Internet Express” columns about useful Web sites and advice on a wide range of topics, including teaching tips, developing Web pages, and basic computer troubleshooting. An updated version of the book was published in 2005. “I would like to think that my book helped some of my fellow librarians to conquer their fears and start using the Web as a powerful reference tool,” she said.

After ten years of writing for librarians, McDermott would like to expand her reading audience. “I feel as though I am preaching to the choir. I would like to write for the popular press,” said McDermott. “My goal for this year is to get a webliography (in article form) published in something like *Parade* magazine. I think that we need to put our expertise out there where regular people can see and use it.”

Alumna Maria del Pilar O’Cadiz spent a decade at UCLA pursuing graduate degrees in both the Latin American Studies Department and GSE&IS. “I considered GSE&IS because of its reputation as one of the top graduate schools of education in the nation,” said O’Cadiz. “Mainly, I was attracted to the articulated degree program which allowed me to pursue an MA in Latin



Maria del Pilar O’Cadiz

American Studies along with the Master of Education (MEd) in Curriculum, Administration, and Teaching.”

Prior to attending UCLA, O’Cadiz received a BA (a double major in Latin American Studies and Spanish) in 1986. Her love of travel and cultural history led her to study abroad at the University of Cordoba in Spain and the University of São Paulo in Brazil. “These experiences changed my life and created who I am today, from how I think about limitations and possibilities of education, to how I eat and speak, and the music and movies I enjoy,” she said. “Having this international background in my education I believe has certainly given me an edge both in the job market and on the job, as someone capable of dealing with the unfamiliar and of adapting to changing circumstances.”

O’Cadiz has fond memories of both her peers and instructors at GSE&IS. “Many of the students I met in the program were intellectually impressive and at the same time, very humane individuals,” said O’Cadiz. She found the same characteristics in the faculty. “Working towards my Masters I recall the warmth and supportive direction from Professor Concepción Valadez. She impressed me for her own accomplishments and—as one of the few Latina professors I encountered during my studies—served as a valuable role model for me,” she said. While studying for her PhD in Comparative Education, O’Cadiz found another professor who became a friend and a mentor. “Dr. Carlos Torres supported my research interests and graciously took me under his wing. He provided me with valuable intellectual guidance and support throughout my doctoral program.”

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O'Cadiz first became interested in after-school programs during her graduate studies at UCLA. She accepted a position as an educational program director, and later as executive director, for the Boyle Heights Elementary Institute. "Through this early experience, I came to view the after-school setting as an opportune space for engaging in the types of alternative pedagogies, interdisciplinary, and culturally relevant learning experiences that I had theoretically embraced in my graduate studies," said O'Cadiz. From 1998 to 2000, O'Cadiz held various teaching positions, as a visiting professor (Pacific Oaks College in Pasadena) and as an adjunct professor (Antioch University in Los Angeles and California State University, Fullerton). In 2000, she became executive director of the Collaborative After School Project (CASP) at the University of California, Irvine, and later at California State Polytechnic University, Pomona. O'Cadiz worked with dozens of Los Angeles school districts and community-based organizations to create training and technical assistance for after-school programs. "This work brought me in contact with an amazing array of community organizations and hundreds of after school

professionals and youth workers. The creativity and commitment of the after-school professionals I encountered, working under the most precarious of circumstances to expand the learning opportunities for the children and youth they serve, continues to inspire me to remain active in this field," she said.

In January 2007, O'Cadiz returned to the University of California, Irvine to join GSE&IS education graduate student Valerie Hall in a study of the Tiger Woods Learning Center (TWLC) in Anaheim. The TWLC is a technology-rich learning center providing middle and high school students career exploration experiences, a golf course, and a computer clubhouse. "During the initial year of the study, we are documenting the TWLC implementation experience. Next year we plan to examine participant outcomes," said O'Cadiz. This work will provide practitioners, policymakers, and funders with insights into the experiences of program implementation in diverse urban contexts, document challenges and successful practices, and identify the outcomes that can be expected from different program models.

Providing students with technology skills and addressing the diverse learning needs of students are some of the current challenges in education today, according to O'Cadiz. "Our youth need to develop the skills that are required for a rapidly changing workforce," she said. "Learning to read and write and score well on tests is not enough. Multimedia, interdisciplinary, and collaborative approaches to learning need to be common features of educational realities across socio-economic boundaries, and not the exceptional case or the privilege of a few."

O'Cadiz's future plans include continuing her efforts to contribute to the advancement of the field of after-school learning through research, evaluation, and community service. "I have always wanted to work for an international agency such as UNESCO in Latin America or Africa, but my daughter's diagnosis with autism as I was finishing my doctoral studies steered me away from that goal. I hope in the future I can revisit that possibility. I have always kept myself open to the unique professional opportunities that always seem to come my way. I know that my years at GSE&IS have always helped to make my prospects good." *

2007 CRESST Conference Explored Testing in Midst of No Child Left Behind

by Ron Dietel

Bringing together many of the nation's top assessment researchers, this year's National Center for Research on Evaluation, Standards, and Student Testing (CRESST) Conference, January 22-23, 2007, discussed current accountability issues and explored the future of test-based educational accountability. The two day-gathering was also an opportunity to honor UCLA graduate Robert Linn, Professor Emeritus from the University of Colorado at Boulder and one of the leading measurement experts in the nation today. A long-time CRESST director together with Eva Baker and Joan Herman, Linn was presented with the CRESST distinguished service award.

"Bob Linn has not only been a continued source of intellectual ideas for CRESST, but has lent us his enormous credibility," said Eva Baker in presenting the award. "Bob has led us into new areas, taught us, gently mentored us, and selflessly shared his access, encouragement, and help," added Baker.

Linn's work has included just about every imaginable measurement topic from computer-based, licensure, and diagnostic testing to

issues of test and item bias, evaluation models, standard setting, assessment of progress, and performance assessment. Frequently quoted in newspapers across the nation, Linn is a Past President of the American Educational Research Association as well as the National Council on Measurement in Education. He has contributed to continuous federal funding of CRESST for more than 20 years.

In her opening conference remarks, GSE&IS Dean Aimée Dorr paid tribute to Linn as well as the 200 conference participants who had traveled from as far away as Micronesia to attend this year's CRESST conference. Papers from the 15 plenary conference sessions are being made into a book, "The Future of Test-Based Educational Accountability," edited by Katherine Ryan and Lorrie Shepard to be published by Routledge/Lawrence Erlbaum in 2008. The new book addresses important accountability issues largely stemming from the No Child Left Behind Act of 2001.

Powerpoint presentations from the CRESST conference are available on the CRESST web site at www.CRESST.org. *

The Language Demands of School: Putting Academic English to the Test

by Shaena Engle

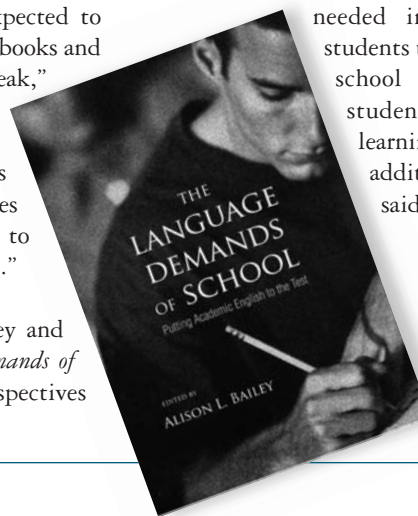
On March 20, over 45 friends, alumni, and faculty attended a book signing of *The Language Demands of School: Putting Academic English to the Test* (Yale University Press, 2007) at Dutton's Bookstore in Brentwood. The book, edited by Education Associate Professor Alison Bailey, incorporates a collection of essays that address the current challenges of educating, and correctly assessing the English-language skills of, English-language learners in grades K-12. Contributors Frances A. Butler, language testing consultant, Margaret Heritage, Assistant Director for Professional Development at

the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA, and Norma Silva, Principal at Para Los Ninos Elementary School, joined Bailey in signing books.

Drawing on the authors' expertise in language policy, testing, and instruction, the book focuses extensively on research conducted by Bailey and her colleagues at CRESST. "The book incorporates research on the language children are expected to understand as they read their textbooks and when they hear their teachers speak," said Bailey. "It is important to understand how children learn language and the differences between general and academic uses and forms of language in order to accurately assess student progress."

In addition to the work of Bailey and her colleagues, *The Language Demands of School* presents a variety of perspectives

from other researchers, policymakers, and educational practitioners. Educators and test-developers can draw upon the book to judge existing statewide language assessments, and create and implement new assessments and curricula to support the academic achievement of English language learner students, as well as English-speaking students. "The book includes information on the development of academic English-language skills that are needed in order for all students to be successful in school today, not just students who are learning English as an additional language," said Bailey. *



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Orfield. Unfortunately, the Reagan administration halted funding for further research in the 1980s. "The federal government has not supported any significant research on race relations in schools for over 20 years," said Orfield. "Since the 1960s, we have had an increase of over 500% in the number of Latino students in our schools nationwide, a decline of one-sixth in the number of white students, and an increase in black and Asian students. There hasn't been a lot of research done about how to have relationships between these students."

In 1991, Orfield joined the faculty at Harvard's Graduate School of Education. He headed the "Harvard Project on School Desegregation," and teamed with Harvard Law Professor Christopher Edley to create joint classes on civil rights policy. In 1996, they co-founded The Civil Rights Project. "We decided that there needed to be a research center focusing on multiracial civil rights issues," said Orfield. "Many people were conducting valuable research but the information was failing to reach policymakers because it wasn't defined or represented in a way that could be useful."

Over the last decade, The Civil Rights Project commissioned over 400 reports and

published 12 books. "We created a community of people who understand issues of affirmative action, school segregation, racial inequality, and education reform and provided valuable information to laypeople and policymakers in a language they can understand and utilize," said Orfield. The Supreme Court cited the project's work in the 2003 decision upholding affirmative action in college admissions.

At UCLA, the renamed Civil Rights Project/Proyecto Derechos Civiles, with Orfield as co-director, will expand its focus to include a greater emphasis on topics of critical interest to the West and Southwest, including language discrimination and immigration, and will issue reports in Spanish as well as English.

"I am very happy to continue and expand our work at GSE&IS in a setting of great interest for the future of race relations and civil rights," said Orfield.

Professor Patricia Gándara joins Orfield as Co-Director for the new Civil Rights Project/Proyecto Derechos Civiles at GSE&IS. Gándara was a Professor of Education at the University of California, Davis, where she had been on the faculty since 1990. An internationally-recognized scholar in the field of minority language instruction and Latino

education, Gándara has focused her research on issues of educational equity and access, learning and assessment, educational policy and reform, English language learners, and minority status in schooling.

After obtaining a BA in sociology and English literature at UCLA and an MS in Counseling and School Psychology at California State University, Los Angeles, Gándara worked as a bilingual psychologist in the Los Angeles Unified School District. For a time she directed an experimental diagnostic clinic for LAUSD, working intensively with African American and Latino students who were at risk of school failure. "Later, because there were very few bilingual psychologists, I traveled from one end of Los Angeles to another, getting to know a lot of different communities," said Gándara. She returned to UCLA and received her PhD in educational psychology in 1979. "At that time, most of the research was focused on problems with Latino students and their families. There wasn't a lot of research on Latinos who were succeeding in school," said Gándara. "I became fascinated with the idea of researching how some Latinos from low socio-economic backgrounds managed to be successful in school. I thought we could learn more from this than by continuing to focus on failure."

Continued on page 9, Two Senior Scholars

CAFÉ Conference

by Shaena Engle

On February 9th and 10th, the California Association of Freirean Educators (CAFÉ) held a two-day conference in Moore Hall. Over 130 scholars, students, teachers, activists, and community members attended.

The two-day conference focused on connections between the university and the community, and included presentations, workshops, and performances around the issues of equity and access, critical pedagogy, popular education, race, and university and community partnerships.

After panel discussions on Friday, a screening of “Tracking to Nowhere,” a short film by Los Angeles Unified School District students’ Josh Miller and Matt Goalen, was followed by a wine and cheese reception. The film, which juxtaposes interviews with students, faculty, and UCLA professors with relevant statistics, offers a compelling critical analysis of the issue of tracking and racial educational disparities in schools.

The conference concluded on Saturday afternoon with New York University Professor of Education and Director of the Metropolitan

Research Center Pedro Noguera’s keynote speech, “Bringing Freire to the Hood: The Relevance and Potential of Freire’s Work to Inner-City Youth.” Noguera discussed his work with inner-city youth and prison populations and ways to bring communities and politicians together to advocate for these children. He argued that Paulo Freire’s commitment to grassroots social change and bottom-up empowerment of the poor and powerless is a source of inspiration that can provide powerful tools toward this effort, if progressive educators recognize the many challenges they face and work with the communities they are hoping to transform.

“Our annual conference is a wonderful way to unite scholars and community members to dialogue and debate issues surrounding the theme of social justice and democracy in education,” said Education Professor Carlos Alberto Torres, Director of the Paulo Freire Institute at UCLA.

For more information about the Paulo Freire Institute and the CAFÉ conference, please go to www.paulofreireinstitute.org.*

Two Senior Scholars, Continued from page 8

After receiving her PhD, Gándara worked at the RAND Corporation for five years before becoming a Commissioner for the California Postsecondary Education Commission and Director of Education Research for the California Assembly. “Working in Sacramento affected the kind of research that I conduct and the way I view policy issues,” said Gándara. “The experience was invaluable. I gained the ability to have a system-wide perspective.”

For the past eight years, Gándara has served as Associate Director for the University of California Linguistic Minority Research Institute, a multicampus institute promoting research on the academic achievements of students from diverse language backgrounds. “Latinos are now the largest minority group in this nation and they have the lowest college-going rate of all ethnic populations. If we don’t figure out how to get these students educated at the same level as the mainstream of our society, the consequences for both society and the economy are enormous,” said Gándara.

In March 2007, at a hearing on school financing at the state Capitol in Sacramento, Gándara presented “Resource Needs for California English Learners,” a study including data and recommendations on the costs and resources needed to

adequately educate English learners. “English learners in California schools cannot catch up with their English-speaking peers unless the state rethinks the way resources are allocated for these students,” said Gándara. “English learners represent one-fourth of all public school students in the state and a critical portion of the state’s future workforce.”

The study, co-authored by Russell Rumberger, Professor of Education at the University of California, Santa Barbara, and Director of the University of California Linguistic Minority Research Institute, cites seven specific areas of concern for English learners in public schools. Additionally, the study confirms previous research on academic performance outcomes, including the finding that English learners, even after being classified as fluent in English, in many cases lag far behind children from English-only backgrounds.

In September 2006, Gándara co-edited (with Professor Gary Orfield and Catherine L. Horn, Assistant Professor of Educational Leadership and Cultural Studies at the University of Houston) *Expanding Opportunity in Higher Education: Leveraging Promise* (State University of New York Press, 2006), a book exploring the challenges facing California and the nation in providing

access to higher education during a time of demographic change. The work includes essays by researchers, policymakers, and academics and presents the challenges that limit efforts to address the continued gaps in higher educational opportunity. It also includes policy recommendations from Gándara and Orfield.

Gándara continues to be a consultant to numerous education evaluation studies dealing with access to higher education for low-income and minority students and with the education of English learners. She is currently working with the Mexican government on programs that promote the education of Mexican migrant students.

Additionally, she is working on a study examining the relationship, or lack of one, between high schools and community colleges and access to postsecondary education.

Gándara and Orfield look forward to working with new colleagues and students at UCLA. “Building on more than a decade of work, the new Civil Rights Project/Proyecto Derechos Civiles will take full advantage of the intellectual resources of UCLA, as well as capitalize on the University of California’s presence in both Sacramento and Washington D.C.,” said Gándara. *

Dean Aimée Dorr,
Education Chair Sandra
Graham, Education
Assistant Professor
Jeffrey Wood, and
Education Professor
Daniel Solorzano.



Convocation

By Amy Gershon and Shaena Engle

On September 26, 2006, more than 450 enthusiastic incoming students attended the GSE&IS convocation held in Moore Hall. Dean Aimée Dorr welcomed the new students, provided a short history of GSE&IS, and introduced department chairs Anne Gilliland (Information Studies) and Sandra Graham (Education). Education Professor Daniel Solorzano and Information Studies Professor Philip Agre received Distinguished Teaching Awards. Assistant Professor Jeffrey Wood received the Harold and Lois Haytin Award for Outstanding Research in Teaching and Learning, made possible by a gift from the grandparents of two Corinne A. Seeds University

Elementary School alumni and friends of GSE&IS. Information Studies and Education students also received awards: MLIS student Claire Raffel received the Information Studies Diversity Paper Award; Information Studies PhD student Ajit Kumar Pyati received the Information Studies Dissertation Proposal Award; Education PhD student Gale Stuart received the Department of Education Prize in Memory of Leigh Burstein; and Education PhD students Eden Flynn, Nathalia Jaramillo, and Rita Kohli received the Department of Education George Kneller Prize. Office of Student Services

Director Amy Gershon presented an overview of the services her office provides and introduced her staff. Students Miguel Lopez of the Graduate Students Association, Education, and Madaleine Laird of the Information Studies Governing Board also provided welcoming and informational speeches to the students. After attending convocation, the new students gathered on the Moore Hall lawn for lunch and later attended various area meetings to learn more about the specifics of their programs. *

Highlights from the 2006 CIRP Freshman Survey

By Shaena Engle

On January 19, 2007, the Higher Education Research Institute (HERI) released the results of the Fall 2006 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 2006 national survey involved questionnaires completed by 271,441 first-time, full-time students at 393 of the nation's baccalaureate colleges and universities.

This year's survey revealed that entering college freshmen are discussing politics more frequently than at any point in the past 40 years and are becoming less moderate in their political views. "This bodes well for fostering democratic citizenship during college," says Sylvia Hurtado, Education Professor and Director of the Higher Education Research Institute, who has studied how colleges prepare students for a diverse democracy. "Colleges are responsible for educating the next generation of leaders, and it's exciting that students are entering with greater political and civic awareness. This often means students will seek more information, ask questions, and interact more around issues that affect American society."

As more freshmen report that they discussed politics frequently as high school seniors (33.8 percent in 2006, up from 25.5 percent in 2004) 43.1 percent identified themselves as "middle-of-the-road," the lowest mark since first measured by the research program in 1970. Additionally, the percentage of students identifying as "liberal" (28.4 percent) is at its highest level since 1975 (30.7 percent), and those identifying as "conservative" (23.9 percent) is also at its highest level in the history of the Freshman Survey, now in its 40th year.

In addition to being asked about their political ideology, incoming freshmen were queried about their views on a number of social and

political topics, where an expanding divide is apparent between liberals and conservatives on some hot-button issues, including gay marriage and abortion.

"Given the increased interest in political discussions and the increasing polarization of student political orientation, I expect that college campuses will see an accompanying increase in political debate across varying platforms, such as college newspapers and student blogs," said John H. Pryor, Director of the Cooperative Institutional Research Program. "Where the issues also divide the student body, as with gay rights and abortion, we will likely see more controversy in those discussions."

An issue that most divides conservative and liberal freshmen is whether or not "same-sex couples should have the right to legal marital status." While four out of five liberals (83.7 percent) agree that same-sex couples should have this right, only 30.4 percent of conservatives believe the same.

Abortion is another polarizing issue. While 78.4 percent of liberal freshmen support legalized abortion, only 31.8 percent of conservative students do. Middle-of-the-road freshmen come in at 56.3 percent.

Yet there is not a great difference between liberals and conservatives on the issue of affirmative action in college admissions. A small majority of conservative freshmen (52.7 percent) say that affirmative action in college admissions should be abolished, while 44.6 percent of liberals agree. "The lines are not drawn as liberal or conservative around issues of affirmative action," Pryor said. "Liberal and conservative freshmen are divided by two of the current pressing social issues — gay rights and abortion. Middle-of-the-road students are somewhat more liberal in their actual viewpoints. So some issues have been taken up as the core of liberal or conservative beliefs, while others have not."

For more information on the 2006 CIRP Freshman Survey results, go to <http://www.gseis.ucla.edu/heri/heri.html> and click on "Recent Findings." *

In Brief

Faculty Honors and Achievements

Education Professor Emeritus **Alexander Astin** was awarded the 2007 Henry Paley Memorial Award by the National Association of Independent Colleges and Universities (NAICU). Professor Astin received the award during the NAICU annual meeting on February 6, 2007, in Washington D.C. Additionally, Professor Astin and his wife, Education Professor Emerita **Helen Astin**, presented “Assessing and Nurturing the Spiritual Life of College Students and Faculty,” the keynote address at the Uncovering the Heart of Higher Education Conference in San Francisco, February 22.

Education Associate Professor **Alison Bailey**, Education Associate Professor **Yasmin Kafai**, and CRESST Researcher **Margaret Heritage** received the 2007 Ann C. Rosenfield Distinguished Community Partnership Prize. The prize recognizes collaborations between UCLA faculty and community individuals or organizations that have enhanced the quality of life in Southern California in meaningful ways.

School Management Program (SMP) Executive Director **Dr. Dan Chernow** participated in a panel led by **Dr. Richard Elmore** of Harvard University on “Improving Instruction: Using Communities

of Practice to Bring High-Quality Teaching to Scale” in April at the American Educational Research Association’s annual meeting in Chicago.

Education Professor **Kris Gutiérrez** was awarded the 2007 Distinguished Scholar Award from the American Educational Research Association’s Committee on Scholars of Color in Education.

Education Associate Professor **Tyrone Howard** was awarded the 2007 Early Career Award from the American Educational Research Association’s Committee on Scholars of Color in Education.

Education Professor **Gary Orfield** was awarded the 2007 Social Justice in Education Award from the American Educational Research Association’s Social Justice in Action Committee.

School Management Program (SMP) faculty member **John Otterness** co-presented (with **Patrick J. Finn** and **Mary E. Finn**) at a symposium titled “Critical Teacher Education With an Attitude: Learning to Read the World of School and the Lifeworlds of Students,” in April at the American Educational Research Association’s annual meeting in Chicago. Otterness authored the chapter “Literacy with an Attitude and Understanding the Water We Swim In” for

the book *Teacher Education With an Attitude: Preparing Teachers to Educate Working-Class Students in Their Collective Self-Interest* (State University of New York Press, March 2007), edited by the Finns.

Information Studies Professor **John V. Richardson** presented “Harriet T. Eddy: Cross-Cultural Influences” on September 4, 2006, at the Conference on Soviet American Interactions Between 1910 and 1930 in Moscow, Russia. Additionally, he presented “E-Cheating – Exploring Solutions for the New Twist of the Old Problem” on March 16, 2007, at the Web Based Education Conference in Chamonix, France. He also presented “Reaction to the Bologna Process in the USA” at the National Association of Foreign Student Advisors/ European Association for International Education Joint Symposium in Amsterdam on March 22 of this year.

Education Professor **Daniel Solorzano** won the 2007 campus-wide Distinguished Teaching Award.

Faculty Publications

Adjunct Education Associate Professor **Diane Durkin** co-authored (with UCLA lecturer **Lisa Gerrard**) *Seeking Common Cause* (McGraw-Hill, 2007).

Continued on page 12, In Brief

Carlos Alberto Torres, Continued from page 4

As a result of the Institute, Torres has been working on *Paulo Freire: Education and the Possible Dream*, a book edited with Professor Pedro Noguera from NYU, that includes a number of papers presented at past conferences. “We have collected papers from the best Freireans in the world. The book, to be published by Sense Publishers in Holland, will incorporate a variety of topics including political philosophy, pedagogy, political analysis, and suggestions on how to renew and recreate educational policy,” said Torres.

Currently, Torres is working on a number of other book projects, including *The Political Sociology of Education*, a collection of his most influential articles. “This book will include a fictional article based on actual data,” said Torres. “I created stereotypes, based on real conversations, of elementary, high school, and college teachers, and created a fictional dialogue about education, power, and

political struggle.” The book is in negotiations with Teachers College Press-Columbia University for publication this year.

Another upcoming book entitled *Globalization and Educational Reform: Experiences from 18 Countries*, concentrates on understanding the impact of globalization on teachers’ lives, curriculum, educational reform, and policy in 18 countries, specifically analyzing the modalities of K-12, higher education, and popular and adult education systems and practices. “I interviewed teachers’ union leaders to investigate the relationship between the union and the government,” said Torres. “One interesting similarity I found across the board is the reversal of roles regarding the topic of vouchers. Unanimously, the research found unions opposed to vouchers while the government aggressively supports them. The

state usually represents the public trust and the unions usually represent the trust of their own membership. A government prone to privatize education by sponsoring vouchers and a union strongly opposed to vouchers represents a reverse, and fascinating, situation.” Additionally, Torres is working on publishing *The Educational Praxis of Paulo Freire and Cultural Action for Freedom: A Journal in Transformative Social Justice Learning*, a book he co-wrote many years ago with his now deceased mentor Paulo Freire.

In addition to his many book projects, Torres will teach four courses in 2007. Through the Paulo Freire Institute, books, research, and the classroom, Torres follows in the footsteps of his mentor Freire by influencing, informing, and leading educational and social reform around the world. *

In Brief, Continued from page 11

Education Professor **John Hawkins** is the co-editor (with Coordinator of the Asian Studies Development Program at the East-West Center in Honolulu, Hawaii, **Peter Hershock** and Hong Kong University Associate Professor of Education **Mark Mason**) of *Changing Education: Leadership, Innovation and Development in a Globalizing Asia Pacific* (Hong Kong University Press, 2007). Additionally, Professor Hawkins co-authored (with Director of Teacher Education at East China Normal University and Professor of Education **Ren Youcun**) "Recent Trends in Higher Education" for China's leading education journal *Global Education* (May 2007).

Education Professor **Douglas Kellner** edited and authored the *Introduction of Art and Liberation, Collected Papers of Herbert Marcuse*, Vol. 4 (Routledge, December 2006).

Education Professor **Robert Rhoads** co-authored "Reconstituting the Democratic Subject: Sexuality, Schooling, and Citizenship," for *Educational Theory* (with Education student **Shannon Calderone**); "Citizenship in a Global Context: The Perspectives of International Graduate Students in the United States" for *The Comparative Education Review* (with Education student **Katalin Szelenyi**); and "One Coin Has Two Sides: Global Influences and Local Responses at

Guangdong University of Foreign Students" for *World Studies in Education* (with Education student **Xuehong Liang**).

Information Studies Assistant Professor **Ramesh Srinivasan** authored "Where Information Society and Community Voice Intersect" for *The Information Society*; and "Indigenous and Ethnic Articulations of New Media" for *The International Journal of Cultural Studies*. Additionally, he co-authored "Return to Babel: Emergent Diversity, Digital Resources and Local Knowledge" for *The Information Society* (with Professor **Robin Boast** and Professor **Michael Bravo** from Cambridge University).

Education Professor **Carlos Alberto Torres** co-authored *Critique and Utopia: New Developments in The Society of Education in The Twenty-First Century* (Rowman & Littlefield, 2007) with Professor at the Universidade Lusófona de Humanidades e Tecnologias **Antonio Teodoro**.

Information Studies Professor **Virginia Walter** authored *War and Peace: A Guide to Literature and New Media, Grades 4-8* (Libraries Unlimited, 2007).

Student/Alumni Achievements

GSE&IS doctoral student and School Management Program (SMP) staff member

Ofelia Huidor presented (with Education Assistant Professor **Robert Cooper**) "Students of Color in a Voluntary Integration Program: Examining the Socio-Cultural Dimension of Schooling" in April at the American Educational Research Association's annual meeting in Chicago. Additionally, she presented "Parental Contributions to Education: Perceptions from Mexican-Origin Students" and co-presented (with GSE&IS doctoral student and SMP staff member **Monica Sánchez**) "Creating Professional Learning Communities in Schools: Professional Development for Teacher Collaboration with a Focus on Learning" at the conference.

Education alumna and University of Rochester Professor **Joanne Larson** has been named the Michael W. Scandling Professor of Education at the University of Rochester's Margaret Warner Graduate School of Education and Human Development.

Alumni Publications

Education alumnus and Senior Research Associate in the John Jay College of Criminal Justice at the City University of New York **Ralph Larkin** authored *Comprehending Columbine* (Temple University Press, 2007). *

FORUM
Spring 2007
Volume 9 • Number 2

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of Education & Information Studies

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