

## GSE&IS Brings UC Regents Lecturer Carlos González-Gutiérrez to UCLA

by Shaena Engle

On January 28, 2008, GSE&IS hosted a lecture and a reception honoring UC Regents Lecturer Carlos González-Gutiérrez, Executive Director of the Institute for Mexicans Abroad at Mexico's Ministry of Foreign Affairs. Approximately 40 faculty, students and friends attended the event at the Tom Bradley Building, where González-Gutiérrez spoke about education and the modern Mexican Diaspora - people of Mexican origin who live permanently in the United States and maintain sentimental or material links with Mexico.

Dean Aimée Dorr welcomed the crowd and introduced Professor Patricia Gándara. Professor Gándara provided an introduction and a brief background of her partnership with González-Gutiérrez. "Carlos was the first person to come to mind when asked for people to recommend as a UC Regents Lecturer," said Gándara. "His background and experience, both as a diplomat and as a scholar, bring a wealth of information to UCLA."

While at UCLA, González-Gutiérrez met with various departments, students, and faculty to discuss the Mexican government's efforts to cultivate and expand long-term relations with the Mexican Diaspora in the United States. In his role as Executive Director of the Institute for Mexicans Abroad, he



Dean Aimée Dorr, Carlos González-Gutiérrez, and Education Professor Patricia Gándara.

coordinates these efforts through a network of over forty consulates in the United States. Many projects focus on education, including donations of Spanish language books to elementary schools and public libraries across the USA; yearly trips by Mexican teachers to schools in the United States that have a dearth of bilingual instructors; training courses for bilingual teachers; literacy programs for adult immigrants who cannot read or write in Spanish or who wish to finish their elementary education; and campaigns to promote the enrollment of repatriated children in Mexican schools.

González-Gutiérrez began his speech by providing facts regarding the Mexican Diaspora in the United States. "One out of every three foreigners living in the United States was born in Mexico and one in every four workers who are foreign come from Mexico. Out of the new jobs created in the last decade in the U.S. economy, almost half ended up being filled by foreign-born

workers," said González-Gutiérrez. He also discussed the challenges for the Institute for Mexicans Abroad (IMA). "Our challenge is to provide some kind of voice for a very significant portion of our population who do not live in our territory," he said. In 1990, the IMA began their efforts to help Mexicans living in the United States. González-Gutiérrez ended his speech by stressing that the major problem the IMA is facing is a perception problem. "The U.S. media portray that it is the U.S. economy that subsidizes the Mexican economy. It is precisely the other way around. It is the U.S. economy that depends on foreign labor. We pay a heavy price for the exodus that we have experienced," he said. González-Gutiérrez also provided information on projects he is working on with GSE&IS.

Currently, González-Gutiérrez is teaming with Gándara and the Civil Rights

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## Dean's Message

In preparing my comments for this issue of the GSE&IS *Forum*, I vacillated between a message of good news and one of bad news. I settled on some of each.

Let's begin with the bad news that tough budget times are upon us once again. Between July 1, 2002 and June 30, 2005, during a difficult time for everyone in the State, a total of about 10% was cut from GSE&IS's permanent operating budget. When the State's finances improved, we did not recoup the loss. With the new economic downturn, GSE&IS is preparing for another permanent cut of 5-10% for 2008-09. This is hard to contemplate and even harder to achieve.

The cuts are taken from the roughly \$11 million that support those who carry out our teaching, advising, and student professional development activities (e.g., permanent faculty, temporary instructors, teaching assistants, field work and intern supervisors) and those who provide basic infrastructure support for these activities (e.g., student services, business and finance, human resources, technology services). Our expenses are almost entirely accounted for by salaries, and our people are working very hard right now.

Like everyone who must cut a budget, GSE&IS looks for fat (in short supply), strives to preserve essentials, seeks to increase efficiency, searches for lower or no cost ways to do some of the work, and investigates alternative funding. This is everyone's work right now in GSE&IS, as we determine how best to achieve the 2008-09 cut. It makes for hard times. It also increases clarity of vision and appreciation of every other fund source that can and does support GSE&IS's work. As always, we turn to GSE&IS's alumni and friends, some of them *Forum* readers such as you, for help.

To have people interested in and supportive of GSE&IS is always good news. We welcome your input about what GSE&IS is doing and whatever type of support you are able to give to our work. Let us hear from you.

The *Forum* is one way you hear from us – what our faculty, students, and graduates are accomplishing; special events; degree programs; research projects, and more. I know you will find the news and features in this issue to be informative and in some cases perhaps even inspirational.

In the next issue of the *Forum* you will hear about two very special spring events, one just passed and one soon to happen. Here's a preview.

As I write this message, faculty, staff, and students are recovering from hosting and participating in the third annual *i*Conference (February 28 – March 1). The “*i*” stands for “information.” Organized by the *i*Schools Caucus, an elite group of universities with schools, colleges, or departments focused on issues at the nexus of information, technology, and people, this year's conference attracted a record 275 scholars and professionals.

Not too long from now, GSE&IS's Corinne A. Seeds University Elementary School (UES) will celebrate its 125-year anniversary with a two-day (May 2-3) event for past and present students, teachers, and parents. There will be student performances, school tours, alumni reunions, panels and presentations, and many opportunities to renew acquaintances, catch up, and celebrate. For more information, go to <http://www.ues.gseis.ucla.edu/125th/>.

Finally, on the good news side, those of you who want to keep up with current



Aimée Dorr, Dean

activities and research about K-12 school integration can now refer to an exceptional resource. With support from the Open Society Institute, a Soros Foundation Network, our Civil Rights Project/Proyecto Derechos Civiles has launched *The Integration Report*. The web-based biweekly report can be viewed at <http://theintegrationreport.wordpress.com>. It offers summaries of recent research, up-to-date news, and briefings on key issues and is one more example of how the good work being done at GSE&IS is made possible by outside support.

As GSE&IS identifies and implements its strategies for budget cutting, we will undoubtedly have to change some of what we do, not the quality and not the general direction but some of the specifics. GSE&IS will continue to have programs and people we can be very proud of, and they will surely garner the support needed to thrive even in tough times. Together, GSE&IS's faculty, staff, students, alumni, friends, and donors can meet the challenges that confront us. \*

Dean

## School Management Program Celebrates 15th Anniversary

by Shaena Engle

The UCLA School Management Program (SMP), an initiative of the Graduate School of Education & Information Studies that collaborates with public school teachers and school administrators to improve education, celebrated its 15th anniversary on November 3, 2007, with an award ceremony at Walt Disney Concert Hall in downtown Los Angeles.

The event honored Adams Elementary School in the Santa Ana Unified School District, the Anaheim City School District, Antelope Valley Union High School District, and Miramonte Elementary School in the Mountain View School District with Outstanding Learning Community Recognition awards. The awards signify that each honoree demonstrated an effective distributive model of leadership and initiated an innovative approach to supporting student learning, resulting in higher student achievement.

The School Management Program had worked with the honored two school districts and two individual schools to improve student achievement and to provide teacher and administrator leadership with professional development institutes for teachers and staff. “We work to support the transformation of schools and districts through focused, individualized initiatives,” said Dr. Dan Chernow, executive director of the UCLA School Management Program. “SMP has been fortunate to partner with over 800 schools throughout California and New England and to touch many more by way of our various Instructional Leadership Institutes. We selected four schools to acknowledge at our anniversary event which represent many of the positive developments that have occurred with all of our partners.”

SMP is currently partnering with Los Angeles Unified School District’s Local District 4 in creating a professional

learning community at John Liechty Middle School and one of its main feeder elementary schools, Esperanza Elementary School. The initiative focuses on professional development and community-building programs to increase student achievement in the two high-poverty, predominantly English-learner populated locations. On October 12, 2007, SMP formally received \$100,000 from State Farm to fund the new “Like A Good Neighbor” initiative. The check was presented to UCLA Chancellor Gene Block. Others in attendance included Los Angeles Unified School District Superintendent David L. Brewer III, Los Angeles Unified School District Board President Mónica García, SMP Executive Director Dr. Dan Chernow, GSE&IS Dean Aimée Dorr, State Farm Agency field executives David Maciel and Cindy Vasquez, and State Farm Public Affairs Specialist Robert Villegas. \*

From left to right:  
John Liechty Middle School Principal Jeanette Stevens, Los Angeles Unified School District Superintendent David L. Brewer III, Esperanza Elementary School Principal Felicia Michell, UCLA Chancellor Gene Block, Executive Director of UCLA’s School Management Program Dan Chernow, State Farm Agency Field Executive David Maciel, LAUSD State Board President Monica García, GSE&IS Dean Aimée Dorr, and State Farm Agency Field Executive Cindy Vasquez



## Christine Borgman: Exploring Information Seeking Behavior in a Digital Age

by Shaena Engle

Professor Christine Borgman has been a denizen of university libraries since she was a child. As the daughter of a librarian, she roamed the back stacks of Wayne State University Library in Detroit during her mother's weekend shifts.

Her interest in mathematics and technology led to a BS in mathematics and a teaching certificate from Michigan State University. "In those days, becoming a teacher was the only option for women who were interested in mathematics," said Borgman. Her mother's advice led her to pursue a career in information studies. "My mother knew that computers would become an integral part of the library field in the future," she said.

While obtaining her master's in Library Science at the University of Pittsburgh in the 1970s, Borgman developed user interfaces and training programs for prototype information retrieval systems. "The University of Pittsburgh was, at that time, the hub of the latest innovations in the field of information technology," she said.

After receiving her master's degree, Borgman became the Systems Analyst for the Dallas Public Library. She combined her library and computer backgrounds to help create the first online public library catalog in the country. The system launched in 1978 and was a precursor to the online library catalogues of today.

In 1980, Borgman moved west to pursue a PhD in Communication from Stanford University. "After building retrieval

systems, I realized that the challenges lay in the human interface aspects of technology. I was interested in how people use computers to retrieve, navigate, and use information," she said.

Borgman joined the UCLA faculty in 1983. "UCLA was very advanced in the field of information science. Robert Hayes, a pioneer in library automation, recruited me to the campus when he was dean of the Graduate School of Library and Information Science," said Borgman. "In addition to the outstanding faculty, the School was conducting interesting and innovative research. Because UCLA was such a strong university overall, it was the right place to pursue interdisciplinary research."

Borgman's research interests are multidisciplinary and include information seeking, human-computer interaction, information retrieval, scholarly communication, scientific information, bibliometrics, and information policy. In 1997, she was appointed to the prestigious UC Presidential Chair in Information Studies in recognition of her distinguished career and of the growing importance and interdisciplinary nature of her field. The appointment became permanent in 2002.

From 1999 through 2005, she led the education and evaluation team of the Alexandria Digital Earth Prototype Project (ADEPT), a geo-referenced library using digital collections of maps, images, and text referenced by geographical area. "We (Anne Gilliland, Gregory Leazer, and several Information Studies students) partnered with UC



Information Studies Professor Christine Borgman

Santa Barbara and created technology in support of their library of maps, aerial photographs, and remote sensing images. We developed a system to repurpose the geo-spatial data resources intended for research in order to use them in undergraduate instruction," said Borgman. The ADEPT system allowed faculty, teaching assistants, and students to utilize data simulations-and other information resources-for both teaching and learning.

For the past five years, Borgman's research has been based at the Center for Embedded Networked Sensing (CENS). CENS is a multidisciplinary National Science Foundation Science and Technology Center headquartered at UCLA. Together with colleagues at partner institutions USC, UC Riverside, Caltech, and UC Merced, CENS is creating wireless sensing technology to connect the physical world in ways similar to those linking the virtual world of the Internet. Embedded wireless sensing systems utilize tiny sensors that are densely distributed to monitor and collect information about various aspects of the environment. "These sensors allow us to ask new questions with new types of data," said Borgman. The networks can

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be applied to a variety of areas, such as determining pollutant flows through water and land, detecting and identifying organisms that contaminate oceans, and collecting information on the structural integrity of buildings. "Our scope in CENS includes the design of infrastructure for managing scientific data, the design of tools to make data useful for educational applications, and providing guidelines on policy for sharing collected data," said Borgman. CENSEI, the CENS Education Infrastructure project, which is the base for much of the current work, is a joint effort of Professor William Sandoval of Education and Professor Borgman. They are studying both scientific and instructional applications of CENS data. Professor Noel Enyedy of Education also has partnered with the data management team on these projects.

Currently, Borgman is extending CENS research in collaboration with partners at the University of Michigan and at Santa Clara University to compare data practices in cyber-infrastructure projects. Additionally, she is chair of a new

National Science Foundation Task Force on Cyber-learning.

Borgman's work on CENS inspired her to write her latest book, *Scholarship in the Digital Age: Information, Infrastructure and the Internet* (MIT Press, 2007). "I realized that we are in the midst of radical changes in the way that scholarship is conducted. Scholarly communication and publishing increasingly rely on digital tools and services," said Borgman. "While there is a huge focus on the new technologies making this possible, it is the underlying social and policy changes that will have the most lasting effects on the future scholarly environment."

The new book examines the technical, social, legal, and economic aspects of interdisciplinary infrastructures that we are-or could be-building for future scholarly research. Borgman provides an overview of the evolution of scholarly communication and publishing and of the role of digital data in new forms of research. She compares practice and policy issues related to publishing and

data, draws comparisons between the sciences, social sciences, and humanities disciplines in resources and practices, and provides a research agenda for digital scholarship.

Borgman's previous book, *From Gutenberg to the Global Information Infrastructure: Access to Information in a Networked World* (MIT Press, 2000), won the Best Information Science Book of the Year Award from the American Society for Information Science and Technology and has been translated into seven languages.

Borgman is the author of over 190 publications in the fields of information studies, computer science, and communication, and she has lectured and conducted research in more than 20 countries. Her work on information seeking, human-computer interaction, information retrieval, scholarly communication, scientific information, bibliometrics, and information policy is internationally recognized and influential in scholarly, professional, and policy debates. \*



Education Professor Emeritus Burton Clark

## Education Professor Emeritus Burton Clark has been elected a Fellow of the American Association for the Advancement of Science (AAAS).

Election as a Fellow of AAAS is a prestigious honor bestowed upon select members of the association by their peers. Fellows are elected for their efforts to advance science or for innovations and applications that are deemed scientifically or socially distinguished.

Clark and the 470 other newly elected fellows of the AAAS were presented with official certificates of commendation as well as gold and blue rosette pins in a ceremony held on Saturday, February 16, at the AAAS Fellows' Forum during the 2008 AAAS annual meeting in Boston. \*

## Alumni Making a Difference

by Shaena Engle

**A**lumnus Mauro Bautista came to Los Angeles from his native Mexico City when he was six years old. While an undergraduate student at UCLA, he decided to become a schoolteacher. “I felt a sense of responsibility to return to my community and help in any way possible,” said Bautista. “My interest in becoming a teacher was set in motion when I began taking Education Studies’ minor classes. Prominent UCLA professors, such as Dr. Abel Valenzuela, Dr. Daniel Solorzano, Dr. Stuart Biegel, and the late Dr. James Trent were influential in guiding my decision to become a social justice educator.”

Bautista is a Bruin through and through. He earned a BA in History and Chicano Studies with a minor in Education Studies. In the Department of Education’s Teacher Education Program (TEP), he earned an EdM in Education and completed preparation for a multiple-subject teaching credential. Later he entered the Principal Leadership Institute (PLI) to earn a second EdM in Education and complete preparation for the preliminary administrative services credential.

Bautista’s teaching career began in 2000 at Hollenbeck Middle School, located in the neighborhood of Boyle Heights where he grew up and now currently resides with his wife and three children.

Bautista became an English Language Learners’ Coordinator in 2004 and in 2005 returned to GSE&IS for PLI, which is organized so that he could continue his full-time position and complete the program in 15 months. “GSE&IS molded my philosophy of education to have



Mauro Bautista

the highest expectations for my students academically and behaviorally. Additionally, it sculpted my philosophy of school leadership, encouraging me to be pro-active, professional, and collaborative,” said Bautista.

At Hollenbeck, Bautista’s responsibilities include helping English language learners (ELL) reclassify to fluent English proficient students. “Once an ELL student reclassifies, he or she earns greater access to grade-level English classes. In high school, these are college prep classes,” said Bautista. During his three years as a coordinator, the reclassification rate at Hollenbeck has improved from 2.1% in 2004 to 18.1% in 2007.

Additionally, Bautista-in collaboration with his colleagues-established a process that collects input from elementary teachers and parents of incoming students to accurately place pupils in correct classes at Hollenbeck.

At a much younger age, alumna Stephanie Medina also realized she wanted to become a teacher. “I have known since I was in elementary school



Stephanie Medina

that I wanted to become a teacher,” said Medina.

After receiving a BS in Mathematics and a BA in Psychology and Social Behavior from the University of California, Irvine, Medina entered the Department of Education’s Teacher Education Program, where she earned her teaching credential and EdM in Education. “Once I realized TEP had a focus on urban education and social justice, I knew it was the right program for me,” she said.

Since September 2004, Medina has taught mathematics at Locke High School. “Teaching mathematics at Locke is definitely a challenging task. Not only are most students convinced that they cannot understand mathematics, but many of them are still struggling with knowing the basics such as multiplication and adding negative numbers,” said Medina. She believes that the same obstacles that make teaching mathematics a challenge also make it rewarding. “There is nothing better than hearing a student’s excited reaction when he or she understands a mathematical concept,” she said.

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Her experience at GSE&IS provided the tools and skills necessary to teach at an urban school. “GSE&IS allowed me to see first-hand the struggles and changes needed in urban schools,” said Medina. “Additionally, I was surrounded by other classmates who also wanted to bring about change and to provide a better education for students who needed it most.”

Medina uses a variety of methods she learned through TEP to keep her students engaged. “I use color schemes and pictures for visual/spatial learners, interactive notebooks and foldables for students who need more structure, small group discussions for auditory learners, and hands-on investigations for my kinesthetic learners.”

Currently, Medina is working with other teachers in Locke’s mathematics department to create a solid curriculum for their algebra classes. “In the future, I would like to pursue National Board Certification which I hope will open other doors in the education field,” said Medina. “I know I will definitely continue to teach for as long as I can.” \*

## Dean’s Scholars Dinner

by Megan Linford

On Thursday, November 1, 2007, the GSE&IS community gathered at Covell Commons on the UCLA campus to celebrate the achievements of 85 GSE&IS students who received academic fellowships for the 2007-2008 school year and to recognize the generosity of the donors. More than 200 students, alumni, donors, faculty, and other friends of GSE&IS joined Dean Aimée Dorr at a reception on the terrace overlooking campus, followed by dinner and a program honoring the Dean’s Scholars fellowship recipients and those who support them and presenting the annual Dean’s Scholar Award.

Rose Gilbert, ’40 was the 2007 Dean’s Scholar Award honoree. The award is given annually at the Dean’s Scholars Dinner to a friend of GSE&IS who has made a considerable impact in the field of education or information studies. Previous honorees include Debra DeBose EdM and CRMS ’90, Rosalyn Heyman MA ’50, Kenneth Karmiole MLS ’71, former GSE&IS Dean Lewis Solmon, who created the Dean’s Scholars program, and Floraline Stevens EdD ’73.

Gilbert is the oldest full-time teacher in the Los Angeles Unified School District and possibly the nation. She has taught for more than 50 years, after graduating from UCLA with a bachelor’s degree in Spanish and her multiple subject credential (CRMS) in Education. She currently teaches Honors and Advanced Placement English at Palisades Charter High School. Gilbert’s passion for education and sharing knowledge was evident as she electrified the crowd with her acceptance speech. “This profession is one that I love,” she said. “One to which I have dedicated and devoted my life. To me, teaching will always be a labor of love.”

In addition to celebrating 45 fellowships that help support 85 students, Dean Dorr was pleased to announce the establishment of seven new fellowships being awarded for the first time during 2007. These new fellowships included the Alexander Astin fellowship, the Helen Astin fellowship, the Naomi Broering fellowship, the Zelda Gold Tribute fellowship, the Julian Jordan and Sylvia Leonore Jordan fellowship, the



Rose Gilbert

Pearson Education Foundation fellowship, and the Pergo Foundation fellowship.

Guests at the dinner also had the opportunity to hear from student fellowship recipients from both the Education and Information Studies Departments: Katie Shilton, an Information Studies PhD student and recipient of the Andrew Horn Fellowship; and Teacher Education Program student Ricardo Villegas, recipient of the Judith Levin Fellowship. \*

## The Sudikoff Family Institute for Education & New Media: 2007 - 08 Fellows

by Kathy Wyer

Established in 2002, the Sudikoff Family Institute for Education & New Media provides public engagement support for GSE&IS faculty. Initially a single individual was chosen for a twelve-month term. This year the model was revised to allow two to three GSE&IS scholars to receive Sudikoff Fellowships. Fellows propose a special project that centers on some form of communication for development, such as creating a book for public readership, writing articles and commentaries for newspapers and magazines, contributing to online journals and websites, or producing policy briefs for legislatures. The Sudikoff Family Institute provides Fellows with communications support and expertise to help successfully complete the project.

Two Education Studies scholars were awarded a Sudikoff Fellowship for 2007 - 08: Associate Professor Linda J. Sax and Assistant Professor José Luis Santos. They succeed Information Studies Professor Leah A. Lievrouw, who served as the 2006 - 07 Sudikoff Fellow.

Associate Professor Sax, who studies gender differences in college student development, secured a commitment in 2007 from publisher Jossey-Bass for her book, *The Gender Gap in College: Maximizing The Developmental Potential of Women and Men*. Sax sought support from the Sudikoff Family Institute towards redrafting her manuscript to make it accessible to a broader readership. Although her book speaks to researchers and other academics, the publisher had an interest in seeing the material reach



Education Associate Professor Linda J. Sax

practitioners in the field, including higher education administrators and student affairs professionals who develop programming and services for students.

Through her Sudikoff Fellowship, Sax learned to establish a stronger narrative flow for her book, illustrate key findings, offer suggestions and insights to the reader, and transform academic terms into colloquial language. Working on the manuscript over a six-month period, she completed the book's redraft last December, with publication set for this summer.

Assistant Professor of Education José Luis Santos was awarded a Sudikoff Fellowship for his interest in developing a series of policy briefs that will grow out of GSE&IS research, to help inform policymakers in Sacramento and Washington of key issues in higher education. Santos studies the economic factors involved in higher education and places particular emphasis on issues affecting students from under-represented groups, such as how finances influence equity and access, the burden of



Education Assistant Professor José Luis Santos

student debt, and the importance of linking tuition-setting policies with need-based aid policies. Each of the policy briefs will address a single issue of critical importance in higher education. Under consideration for the first brief is coverage of public university funding trends and the subsequent public policy implications for low-income students.

The Sudikoff Family Institute will publish and disseminate the brief to California state legislators, and may develop additional material to further communicate to educators and the broader public. It will also contribute to establishing an online presence for the Santos initiative, and will serve as a media liaison to help promote coverage in the mainstream press. After the first policy brief has been issued and distributed this spring, additional policy briefs are expected to follow later this year. \*

## In Brief

### Faculty Honors and Achievements

Education Professor **Stuart Biegel** presented “Court-Mandated Education Reform: The San Francisco Experience and the Shaping of Educational Policy after *Seattle-Louisville and Brian Ho vs. SFUSD*,” on February 2 at Stanford Law School.

Education Professor **Kris Gutiérrez** was an invited scholar at Rikkyo University in Tokyo, Japan in September 2007. Additionally, she served as the Distinguished Opponent for the dissertation of Marianne Teras at the University of Helsinki in Finland in November 2007. She delivered the Carnegie Lecture at the Lynch School of Education at Boston College in September 2007 and served as a key panelist during the Research Summit of the Association of Canadian Deans of Education at the University of British Columbia in Canada in October 2007.

On August 18, 2007, Education Professor **Peter McLaren** served as the featured speaker for the Culture of Peace Distinguished Speaker Series at the Culture of Peace Resource Center, in Santa Monica, California, sponsored by Soka Gakkai International-USA. During this event, Professor McLaren was presented with the Soka Gakkai International Liberty Award for meritorious contributions to the development of the United States and the world through his

sincere dedication to peace, liberty and the happiness of humanity.

Information Studies Assistant Professor **Ramesh Srinivasan** was an invited lecturer for the Department of Comparative Media Sources at MIT and for the Berkman Center for Internet and Society at Harvard University in November 2007.

Education Professor **Carlos Alberto Torres** presented keynote addresses on “Globalization, Multiculturalism, and Social Justice Education” at the National Association of Educational Administration (ANPAE) in Porto Alegre, Brazil in October; at the Universidade Portocalense in Porto, Portugal in October; at the Iberoamerican Network of Educational Research (UNAM) in Mexico in November; and at the National Research Association in Education in Michoacan, Mexico in November.

### Faculty Publications

Education Associate Professor **Alison Bailey** and CSE/CRESST Assistant Director for Professional Services **Margaret Heritage** authored *Formative Assessment for Literacy: Building Reading and Academic Language Skills Across the Curriculum* (Corwin Press, 2008).

Information Studies Professor **Marcia Bates** authored “What is Browsing-Really? A Model Drawing from Behavioral Science Research” for *Information Research*.

Education Professor **James Catterall** and F. Raushcer co-authored “Unpacking the Impact of Music on Intelligence,” in *Music in Neuroscience Pedagogy* (Nova Science Publishers, 2007). Additionally, he co-authored (with Dr. Kylie A. Pepler) “Learning in the Visual Arts and the Worldviews of Young Children,” for the *Cambridge Journal of Education*.

Education Associate Professor **Marjorie Faulstich Orellana** and Jennifer Reynolds co-authored “Cultural Modeling: Leveraging Bilingual Skills for School Paraphrasing Tasks” for *Reading Research Quarterly*. Additionally, Orellana co-authored with Lisa Dorner and Christine P. Li-Grining “I Helped My Mom and It Helped Me: Translating the Skills of Language Brokers into Improved Standardized Test Scores,” for the *American Journal of Education*.

CSE/CRESST Assistant Director for Professional Services **Margaret Heritage** authored “Learning Progressions: Supporting Instruction and Formative Assessment,” a white paper commissioned by the Chief Council of State School Officers.

UCLA School Management Program faculty members **Patricia Martinez-Miller** and **Lauren Cervone** authored *Breaking Through to Effective Teaching: A Walk-Through Protocol Linking Student Learning and Professional Practice* (Rowman and Littlefield, December

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Project/Proyecto Derechos Civiles on a program to offer most of the curriculum that California state universities and UC's expect of its applicants to Spanish speaking students by providing Mexican curriculum that the UC has aligned with California standards. “While students are learning English, they can also be making headway toward graduation and preparation for college,” said Gándara. “If we can provide

these curricula to students, they will be less likely to drop out of school and will be able to pursue a college education,” said González-Gutiérrez. Several schools in different districts in northern, southern, and central California have been selected to participate in a pilot program to determine if English Language Learners (ELL), studying in Spanish language algebra and science curricula, are better prepared to take high school exams. After the pilot program is completed, Gándara and

González-Gutiérrez will pursue efforts to offer Spanish language curricula in algebra and science to ELL high school students throughout California and possibly other states. “Although we are a foreign government, we can certainly help to integrate Mexican immigrants into U.S. society,” said González-Gutiérrez. “With no opportunity for education, there is no American dream.” \*

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2007). Contributors to the book include UCLA staff members **Bobby Blatt**, **Lisa DiMartino**, **Barbara Linsley**, **Juan Lopez**, and School Management Program Executive Director **Dr. Dan Chernow**.

Education Associate Professor **Ernest Morrell** authored *Critical Literacy and Urban Youth Pedagogies of Access, Dissent, and Liberation* (Routledge, 2008).

Education Professor **Robert Rhoads** and Education doctoral student **Christopher Collins** co-authored "The World Bank and Higher Education in the Developing World: The Cases of Uganda and Thailand" for *The Worldwide Transformation of Higher Education* (Elsevier Publishing, 2008).

Information Studies Assistant Professor **Steven Ricci** authored *Cinema and Fascism: Italian Film and Society, 1922-1943* (University of California Press, 2008).

Information Studies Assistant Professor **Ramesh Srinivasan** authored the chapter "How Does One Do Qualitative Internet Research That Has Global

Relevance? A Critical Response" for *Internet Inquiry: Dialogue Among Scholars* (Sage Publications, 2008). Additionally, he co-authored "Diasporic Information Environments: Re-framing Information Behavior Research" (with A. Pyati) for *The Journal of the American Society of Information Science and Technology*; "A Framework for Proactive Community Action: The New Role of the Library as a Catalyst of Social Change," (with A. Pyati) for *Libri*; and "Preserving Empowered Representations: Using Archival Principles to Maintain Context for Cultural Heritage Materials," (with K. Shilton) for *Archivaria*.

Education Professor **Carlos Alberto Torres'** book, *Comparative Education: The Dialectics of the Global and the Local* (Rowman and Littlefield, 2007), co-edited with Robert Arno, was published in its third edition.

Education Professor **Jeannie Oakes** and Education Assistant Professor **John Rogers** published the 2007 *California Educational Opportunity Report* in (November 2007). The report is the latest in a series of reports on educational opportunities in California.

## Student Alumni Achievements

Educational Leadership Program Alumna **Dr. Yasmin Delahoussaye** was appointed to the California Student Aid Commission as the California Community College Representative.

Educational Leadership Program Alumnus **Dr. Fred Navarro** was appointed Assistant Superintendent at Anaheim Union High School.

Educational Leadership Program Alumnus **Dr. Rick Perez** was appointed Vice President of Student Services at Glendale Community College.

Educational Leadership Program Alumna **Dr. Jeanne Huybrechts** was appointed Head of Harvard Westlake School.

Educational Leadership Program Alumna Gabby Bibian was one of 22 United States school administrators selected for the Fullbright Administrator Exchange Program with Argentina.

Higher Education and Organizational Change alumna Uma Jayakumar was awarded the ASHE Bobby Wright Dissertation of the Year Award in September 2007. \*



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