



UCLA  
**Urban  
Education  
Studies  
Center:**

A Center for  
Research  
and Innovation  
in Elementary  
Education

Annual Report  
2000-2001

**Urban Education Studies Center:  
A Center for Research and Innovation in Elementary Education  
Annual Report 2000-2001**

Frederick Erickson, Director

Susan John, Associate Director

Laura Weishaupt, Communications Director

Cover artwork by Alexander, age 8, UES student

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The Urban Education Studies Center at the UCLA Graduate School of Education & Information Studies (GSE&IS) provides a unique setting where nationally recognized scholars work together with teachers, administrators and policy makers to improve education for California's children.

In 2000-2001 Center researchers and practitioners continued to work together to explore issues and create innovations in areas such as early literacy, information literacy, technology integration and school safety. The Center's close partnership with Corinne A. Seeds University Elementary School (UES), the laboratory school of the GSE&IS, afforded opportunities for many of these collaborations.

In addition to building on its research and other programs, this year also marked a change in leadership for the Center when Deborah Stipek resigned her position as director to serve as Dean of the Stanford University School of Education. Professor Stipek was part of the team that envisioned and created the UESC. Her nine years of energetic leadership helped create a solid foundation for the Center's research agenda and for its continued growth and development.

In January the UESC welcomed as its new director Professor Frederick Erickson, who holds the George F. Kneller chair in Anthropology in Education in the GSE&IS. An internationally known educational anthropologist and pioneer in the technique of video-based research in classrooms, his work focuses on issues of educational equity and reform in schools, communities and families.

Among the new directions Professor Erickson envisions are combining the resources of the Center and the school to conduct more longitudinal research, and creating an interactive multimedia library/archive of UES practices to illustrate its approach to teaching thinking and understanding in depth.

This year also begins the exploration of a new name for the Center, one that better represents its mission and function. The Urban Education Studies Center: A Center for Research and Innovation in Elementary Education, is a first step in that direction.

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## The UESC Mission

In brief, the Center's educational, research and public outreach programs are designed to:

- identify issues relevant to the education and development of children in multicultural, urban communities;
- stimulate innovative research on educational practice for schools serving diverse populations of children;
- encourage the exchange of ideas among scholars, practitioners and policy makers concerned with child development and school reform;
- propose workable solutions to the problems associated with teaching diverse groups of students;
- disseminate effective educational approaches and policies pioneered at the Center and new knowledge produced by the Center.

The Center's resources include:

- Nationally prominent scholars and researchers in child development and education;
- A close partnership with Corinne A. Seeds University Elementary School (UES), California's only publicly supported elementary laboratory school—UES provides researchers with immediate access to a stable and diverse student population and a teaching staff experienced in collaborating with researchers; it also gives public school teachers an opportunity to observe innovative instruction;
- A network of schools in metropolitan Los Angeles that works closely with Center researchers and UES teachers.

### Frederick Erickson, Director

Frederick Erickson is the George F. Kneller Professor of Anthropology of Education in the UCLA Graduate School of Education & Information Studies. His research combines scholarly with applied interests. He has been involved in the development of theory and methods in contemporary ethnography, sociolinguistics and discourse analysis, and has been an innovator in video-based analysis of face to face interaction. His work focuses on issues of educational equity and reform in schools, communities and families. His approach identifies the workings of ethnicity, race, class, gender, language and culture within formal and informal educational processes. He is currently involved in developing digital multimedia representations of teachers and students daily work in classrooms.

Professor Erickson earned his Ph.D. from Northwestern in 1969. He has taught at the University of Illinois, Chicago; Harvard; Michigan State; and the University of Pennsylvania, where he directed the Center for Urban Ethnography.

Among the organizations with whom he has consulted are the National Education Association, the National Institute of Education, the National Institutes of Health and the National Academy of Sciences. His sponsored research includes support by the National Institutes of Mental Health, the National Institute of Education, the Spencer Foundation and the Ford Foundation, as well as grants from the Fulbright Commission and the British Council.

Among Professor Erickson's publications are *The Counselor as Gatekeeper: Social Interaction in Interviews* and *Sights and Sounds of Life in Schools*, as well as many articles.

The recipient of numerous honors and awards, he was a Spencer Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University in 1998-1999, and was elected a member of the National Academy of Education in 2000. In 2001 he was the Charles di Garmo Lecturer of the Society of Professors of Education, meeting with the American Educational Research Association's annual meeting.

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## **Susan John, Associate Director**

Susan John earned her Ph.D. in Education and Human Development at UC Berkeley and her undergraduate degree in developmental psychology from New York University. Her research focuses on qualitative studies of teaching, learning and development in classrooms.

At Berkeley she worked on the Math-at-Work Project, a research project that compared how middle school students and adult designers work on mathematical problems in the context of architectural design and population modeling. Her thesis focused on how a group of students learned and used mathematics as they worked on real-world problems.

Dr. John has been working with UESC Director Frederick Erickson and UES demonstration teachers to document the teachers' classroom practices. A goal of their project is to document the behind-the-scenes work that teachers do to support students' science, math and literacy learning in inquiry projects. One of the intended products of this work is a database, which will include videotape of classroom conversation, examples of student work and interviews and commentary by teachers, and can be used by experienced teachers interested in project-based instruction as well as teacher educators in conversation with prospective teachers.

## **Laura Weishaupt, Communications Director**

Laura Weishaupt has worked with the UESC since 1993, producing print and web based publications and marketing materials. She is a graduate of Union College in Schenectady, New York, and holds a bachelor of arts degree in English.

## **Research Committee**

Alison Imbens-Bailey, *chair*, professor  
Frederick Erickson, professor and director (2001)  
Margaret Heritage, principal  
Susan Oswald, teacher  
Deborah Stipek, professor & director (2000)  
Janet Wolfe, parent

## Center Grants

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<b>Ahmanson Foundation</b>	<b>\$218,500</b>
<i>Archaeology Outreach Initiative</i>	
<ul style="list-style-type: none"><li>• Margaret Heritage, Richard Leventhal, Raul Alarcon &amp; Rita Sheppard</li></ul>	
<b>Individual Donor</b>	<b>\$200,000</b>
<i>Primary Resources Institute</i>	
<ul style="list-style-type: none"><li>• grant made jointly to UES and the Young Research Library</li></ul>	
<b>National Science Foundation</b>	<b>\$185,043</b>
<i>Learning Science by Design</i>	
<ul style="list-style-type: none"><li>• Yasmin Kafai</li></ul>	
<b>The Gluck Foundation</b>	<b>\$160,000</b>
<i>Literacy in the Classroom Project</i>	
<ul style="list-style-type: none"><li>• Margaret Heritage, Ronald Gallimore &amp; Alison Bailey</li></ul>	
<b>National Science Foundation</b>	<b>\$99,400</b>
<i>Building Bridges to Student and Teacher Learning: Early Literacy Assessment and Intervention Planning Grant</i>	
<ul style="list-style-type: none"><li>• Alison Bailey, Ronald Gallimore &amp; Margaret Heritage</li></ul>	
<b>Grants Total</b>	<b>\$862,943</b>

### Early Literacy

UES: Margaret Heritage, Laurette Cano & Dana Fischer

GSE&IS: Alison Bailey, Ronald Gallimore, Ani Moughamian & Katie Scudder

Teachers and researchers from UES and the Graduate School of Education & Information Studies have been working to develop a comprehensive reading assessment and intervention for kindergarten through second-grade teachers. The tool they have developed, the Literacy Development Checklist (LDC), is designed to provide a profile for orange flag children children whom teachers are beginning to suspect have reading difficulties.

The LDC is comprehensive in scope and gives teachers information about children's strengths and weaknesses in a variety of skills associated with success in later literacy acquisition.

#### Pilot Study

In a pilot study supported by funding from the Interagency Education Research Initiative (IERI), which includes the NSF, the research team began examining the efficacy of the LDC in promoting literacy development in children who have difficulty in the early stages of learning to read and write. One study group used the LDC assessment and interventions with full support from the research team. A second group was supported only by web-based materials to examine teachers' ability to use the assessment tools effectively under more typical conditions.

An overview of the group's findings so far indicates that there were far more significant correlations between teacher LDC ratings and researcher-administered literacy assessments in the web-based LDC condition than in the manual condition. This suggests that the teachers in the

web-based condition rated their students more consistently with the established measures of literacy.

In addition, some findings that had implications for a larger-scale study are:

1) Recruitment Diversity in school principal expectations among participating schools appeared to affect the results of the study. One promising course to pursue in a future large-scale study is district level participation. With school district cooperation, the LDC could be made part of district mandated in-service training and the control could be a delayed treatment condition for equity in access and treatment among participants. This would offer the greatest assurance of participation by all K-1 teachers in any given district and avoid some of the issues of principal and teacher self-selection.

2) Use of bilingual/native language assessments For the next phase the research team is considering using bilingual tests for those students whose first language is not English. This would help the researchers better understand the students' language and literacy levels and allow the researchers to differentiate between a deficit in English reading skills caused by second language issues and a deficit in literacy development that may have other root causes, such as learning disability.

3) Revision of the LDC There are a number of areas of possible revision for the LDC and accompanying manual. For example, it became clear that there is some overlap in areas of the checklist that pertain to emergent writing performances. In addition, there was some clarification and consolidation needed in two subdomains covering the emergent stages of writing. The new writing subdomain will also be expanded to include later developments in the writing acquisition process.

4) Sample size and analysis considerations Experiences conducting this study indicate that

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relatively large sample sizes will be required in a future efficacy study. In addition, the researchers anticipate collecting data at three time points. This will allow them to utilize more appropriate statistical techniques for accurately predicting gains over time and estimating individual student growth trajectories.

5) Debriefing across the school year and issues of undue influence One unmeasured affect of the study is that the teachers had an interested and knowledgeable listener to whom they could talk about early literacy, which may have an unintended yet significant effect on results. The researchers will search for a compromise between sharing information to inform teachers and preserving the objectivity of the study.

6) Web site improvements and developments Teacher feedback on the web site was very positive overall. One unanticipated strength mentioned by teachers was the anonymity that having this information on the web afforded them. Indeed, teachers were able to use the LDC site to get help working on specific literacy issues with their students without showing administrative/support staff what they do not know. The web site also offered them a means to learn about new aspects of literacy, and a place to go for solutions.

One weakness teachers discussed was the need for more suggestions for literacy activities in the classroom. They also offered some suggestions for ways to build upon the site, such as offering ideas for using technology to build literacy in the classroom and a list of software for students and teachers that can enhance literacy.

In all, teachers in the pilot study were excited about the proposed developments to the LDC web site and were interested to continue using it. The possibilities for this technology are numerous, and the researchers hope to continue building the web site to make it not only more user-friendly, but to be more informative and a stronger teaching tool as well.

## Safe Schools

UES: Ava de la Sota; UESC: Susan John

GSE&IS: Jean Cadigan

For the past four years, UES teachers and administrators have been working with researchers to create a safe school approach that protects and nurtures the physical, mental, emotional and social well-being of all students and staff members at the school. Altering the culture of the school and involving all children, as well as the adults who teach them, helps to create an optimal learning environment in which children can learn free of fear, concern or worry about their physical or psychological well-being.

This year, in addition to refinements made to the program, two research components were conducted to gather information about (1) conflict resolution behavior among children ages 4 through 6, and (2) attitudes toward Safe School among recent UES graduates (13- and 14-year-olds).

### Conflict Resolution Among Young Children

The researchers conducted observations of playground interactions over a period of approximately six weeks. They were looking for evidence of the children using skills from the Safe School process, how conflicts were generally resolved and during what activities on the yard conflicts were most likely to occur.

The Safe School process for conflict resolution involves four steps: 1) Say Stop while making a similar hand motion; 2) Use an I statement such as I don't like it when you take the toy from me without asking ; 3) Exit the situation; and 4) Seek adult assistance, if necessary. Observations indicate that students were using the exit strategy and seeking adult assistance as needed, or both. As the Safe School lessons continued, children improved at first saying Stop, and then

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following up with I statements before exiting and seeking adult assistance. The children were more apt to first say Stop and use an I statement immediately after a Safe School lesson.

Conflicts were most likely to occur in two areas of the yard: the sandboxes and the swings. Students more often resolved conflicts on their own while using the swings than while playing in the sandboxes, which was attributed to their clear understanding of the rules on the swings. There is a set sharing procedure on the swings that everyone knows and therefore it is easier for students to attempt to resolve conflicts surrounding rule violations.

Feedback from this study shows that ongoing teaching assistant training is critical to the Safe School process. Therefore, the Safe School team instituted regular monthly meetings to update teaching assistants on what children were learning and to present real case studies for the group to practice how they can help children in ways consistent with the Safe School policy.

#### **Attitudes Among Recent UES Graduates**

The second project involved telephone interviews with 15 members (6 females, 9 males) of the 1999-2000 sixth-grade class. The telephone interviews were approximately 15 minutes and consisted of questions regarding the transition to middle school, relationships with other students in their new schools and experiences with the Safe School process at UES. The overall purpose of the project was to assess students' attitudes toward Safe School and to determine whether Safe School had any lasting effects on students after they left UES.

Findings from the project indicate that the majority of students felt that the transition to middle school from UES, while often initially difficult, was mostly smooth. In fact, few students reported any difficulties socially most of the reported problems were associated with academics. Students who found making new friends

difficult tended to be enrolled in larger schools, schools where they did not enter as the youngest students or where they entered without other UES students.

In general, students spoke favorably of Safe School and reported that they were able to transfer some of the Safe School skills to their new middle school environment. However, many students were reluctant to acknowledge the positive impact Safe School had on them, often shrugging off the benefits of skills they learned such as thinking before speaking and exiting from difficult social situations. This reticence may be due more to their developmental stage as early adolescents than to any actual failure to see benefits. Likewise, students complained about what they saw as excessive rules and teacher involvement in Safe School at UES, but some of this, too, may be linked to early adolescents' reluctance to see *any* rule as beneficial. Their concerns, however, offer some insights into adjusting the system for different age groups. For example, one seemingly universal remark from the students was that by the sixth grade they felt bored with the program, thinking they had heard it all before or it was too simple for them. Students reported that they were ready to take the lessons and skills a step further. Some suggested that the use of student-designed lessons or more sophisticated class discussions about ethical situations would be useful.

The Safe School team used this feedback to design a new curriculum component for older children who had been in the Safe School program for a number of years. While young children need repetition to put the skills into practice (as was demonstrated in the study on conflict resolution among young children), older children need a slicker, more sophisticated approach that matches and motivates the early adolescent's need to be cool. Thus, a new early adolescent component, called Cool Tools: Face-Saving/Life-Saving Strategies for Coping with Conflict, is being planned.

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## Learning Science by Design

UES: Cathleen Galas

GSE&IS: Yasmin Kafai & Kate Muir

Through this project, funded by the National Science Foundation, UES and UESC teachers and researchers have been working to develop a model for integrating the learning of science with technology for elementary school students. Student teams were asked to design and program software science simulations to instruct younger children. The work introduces students to many practices involved in science projects: conducting long term in-depth research investigations, managing project time lines and tasks and collaborating with team members. The project spans three grade levels, distinguishing between users (third graders who use and evaluate software), newcomers (fourth graders who design software for the third graders) and old-timers (fifth-grade students who had previously been newcomers and now apprentice newcomers into software design practice).

This year, the last year of the grant, the team completed the research by interviewing those 12 students who had participated in Learning Science by Design for four years. They were interested in the students final evaluations of the project. Questions focused on the students relationship with technology in school and at home; their perceptions of themselves as users, newcomers and oldtimers in the project; and their preferences for project activities.

In addition to presentations made by the principal researchers throughout the year, UES students, parents, teachers and researchers presented together in San Jose at the ACM1 exhibit *Beyond Cyberspace: A Journey of Many Directions*, which was visited by more than 25,000 people. With more than 100,000 members, ACM (the Association for Computing Machinery) is the world's largest organization of computer professionals. They funded transportation and lodging expenses for the UES group.

## Documenting Teachers' Practices

UES: Doris Levy, Lisa Rosenthal, Alejandra Santini & Linnea Shore

UESC: Frederick Erickson, Jennifer Goldberg & Susan John

This collaborative, ethnographic project, which includes a team of researchers and UES teachers, is creating multimedia representations of the work teachers do to develop inquiry-based projects in multi-age (5- to 7-year-olds) and bilingual (Spanish and English) classrooms.

The research team is focusing on how teachers and students jointly create a classroom environment that supports genuine inquiry and learning. A product of this research project is a database, which will include videotape of classroom conversations, examples of student work, and commentary by teachers, which can be used by experienced and new teachers interested in the use of long-term, inquiry-based projects.

## Documenting Literacy Practices in a K-1 Classroom

UES: Julie Kern Schwerdtfeger & Jessica Fairbanks  
GSE&IS: Ani Moughamian

In preparation for wider dissemination of UES literacy practices, teacher-researchers created case studies of three K-1 students at UES. They videotaped and recorded students as they engaged in individual reading and writing activities, collaborative writing with other students and one-on-one work with teachers. Through looking closely at the children's work and following individual students, we can get an in-depth understanding of how children construct an identity as readers and writers as well as understand individual differences in children's literacy learning.

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## Pilot Testing of a Measure to Identify Attention-Deficit Disorder

UES: Jeffrey Jacobs & Stephanny Freeman  
Pacific Christian College: Robert Lark

This study investigated the reliability of the Test of Variables of Attention-Auditory, a method of identifying attention-deficit disorder in children.

The research team conducted tests with students from UES using the T.O.V.A-Auditory to measure students' inattention and impulse control. This research is meant to aid in the identification of children who have attention-deficit disorder. The researchers hope this test will provide information about children that can serve to guide instruction and intervention.

## How Does Feedback Affect Students' Motivation?

GSE&IS: Jennifer Henderlong

This study explored ways that children's desire to learn can be enhanced and their academic performance can be improved by looking at how they react to feedback regarding their performance tasks.

Children in the study completed an interesting puzzle activity, answered opinion questions about the activity, and completed a questionnaire about the classroom context. A few days later, in a second session, the researcher returned the puzzle activity to students and gave them feedback on their performance. The researcher then asked children to give their opinions on their motivation for the activity, their attributions for performance (e.g., effort, ability) and their interest in pursuing similar tasks in the future.

Results from the study can help us understand how to use feedback effectively to enhance or sustain children's motivation.

### Internships

#### Education 193

*Susan John, UESC*

This is a field course designed to give undergraduates an opportunity to learn about children in a real-life setting and participate in the practices and profession of teaching. Many students who enroll in this course are considering applying to teacher credential programs when they complete their bachelor's degrees.

Students assist in classrooms 10 hours per week by helping children one-on-one, leading small group instruction, planning activities and evaluating student work. They work under the supervision of classroom teachers. In addition to this experiential component they keep journals and write papers in which they reflect on their classroom and child observations. They also attend three seminars to discuss their experiences and observations in the context of elementary education theory and practice. Each seminar has a focus. For example, among the topics this year students were asked to reflect on were (1) inquiry-based teaching and learning, including consideration of the kinds of questions involved, and (2) how classroom and school environments can be organized to document student learning.

#### Information Studies & Primary Resources Internships

*Judith Kantor, UES*

Lynne Deakers, a master's degree candidate in Information Studies, worked for one quarter with Judith Kantor and her staff to gain professional experience working in an elementary school library. Ms. Deakers was active in both public and technical services. She helped create information literacy curriculum, helped design a library web page and provided reference services. In addition to participating in field work, library interns attend several class meetings through the Department of Information Studies and complete written assignments.

Maureen Frank interned during summer quarter for the Institute on Primary Resources. She researched potential funding sources and created more complete citations for sources used in lessons by Institute participants.

#### Health Internships

*Muriel Ifekwunigwe, UES Health Office*

Undergraduate students Blanca Munoz and Daniel Silva worked in the UES Health Office in 2000-01. Preparing for careers in health care and psychology, the students worked with children and observed and assisted school health specialist Muriel Ifekwunigwe.

In addition, 10 pediatric nurse practitioner students from the UCLA School of Nursing worked at UES for their clinical rotation. They obtained experience in school health and health education.

Six senior nursing students from Mt. Saint Mary's College also obtained their clinical training in school health at UES. They observed and assisted in the school health office.

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## Teacher Education Program

### Principles and Methods of Elementary Reading

#### *Margaret Heritage, UES*

This course focused on literacy learning, assessment and instruction in reading and program implementation in the classroom. The objective was for students to develop an understanding of literacy acquisition, assessment tools and how to interpret results, the implications of assessment for instruction, and the implementation of a literacy program in the classroom. In addition to examining issues through readings and weekly class meetings, students spent two hours per week in UES classrooms, where they worked directly with children on literacy skills. Students also maintained a log of observations and research articles and wrote a case study on a student's literacy development.

## Graduate Student Researchers

Graduate students collaborate with UESC affiliated faculty on research and with UES teachers on instructional development. The purpose is for students to develop an appreciation for the real issues that teachers in urban schools need to address so that their research is relevant to those settings. Graduate students working at UES and with the UESC also learn how to communicate with practitioners and to share the practical implications of their research.

**Kate Muir** is a doctoral student in the Urban Schooling division of the Department of Education. With more than 10 years experience in informal and traditional science education, Ms. Muir's research work revolves around equity and access to high quality science education. This year at UES Ms. Muir worked with UCLA Professor Yasmin Kafai on the Learning Science By Design project, supported by the NSF. She assisted Professor Kafai in interviewing students about their experiences designing instructional software about the human body for third graders.

**Ciaran Trace** is a doctoral student in the Department of Information Studies. Ms. Trace assisted UES library media specialist Judith Kantor as associate director of the Institute on Primary Resources. Her primary responsibilities have been to administer the daily activities of the Institute and to support the research and development of the program.

**Katie Drummond, Ani Moughamian, Rebecca Joseph** and **Brendesha Tynes**, graduate students from the Department of Education, and **Stephanie Bunt**, an undergraduate student, have been working with Assistant Professor Alison Bailey on her work with the Literacy Development Checklist.

**Autumn Braddock, Jason Lang, Barbara Samuels, Mia Sevier** and **Krista Sutherland**, doctoral students in clinical psychology, worked at UES during the 2000-2001 school year as counselors. They saw children individually, worked with parents on children's behavioral or emotional problems and conducted family therapy. Professors Jill Waterman, Howard Adelman and other Psychology Department faculty supervised the doctoral students.

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## UESC Fellows

Each year the UESC offers fellowships to graduate students interested in doing research related to K-12 education. Fellows work closely with teachers and researchers at UES to explore issues and develop further inquiry.

### 2000-2001

**Daniel Battey** worked with Education Professor Megan Franke to develop a framework of student thinking in algebra. Mr. Battey said his work with teachers at UES helped him investigate the development of student thinking and different ways to integrate algebra content into the elementary school curriculum. He added that the collaboration with teachers was useful in generating ideas about how to engage other teachers in integrating algebraic thinking in their classrooms.

**Jean Cadigan** worked on the UES Safe School team. She participated in several different facets of the program, including observing lessons taught to all grade levels by Safe School Coordinator Ava de la Sota, conducting an observation project with the youngest UES students to determine how many of the Safe School skills they use on the yard during recess, and attending many of the staff and parent meetings associated with the program. Ms. Cadigan also worked on a project to interview students from the previous year's 6th-grade class to understand what impact Safe School had on them as they moved on to middle school.

**Ani Moughamian** worked on several projects at UES related to literacy. In addition to observing literacy instruction in K-1 classrooms and talking with the teachers about how their students develop literacy, Ms. Moughamian was involved in documenting the development of narrative skills in several young students. In addition, she was a research assistant on the Literacy Development Checklist project, a research project headed by Education Professor Alison Bailey to aid teachers in working with children who have early difficulties developing literacy, and worked with a group of students in the SRA/McGraw Hill corrective reading program.

### 2001-2002

**Charles Framularo** will collaborate with UES teacher Hasmik Avetisian to incorporate museum visits into the curriculum for 8- to 9-year-olds. Among the activities for the children will be visiting exhibits at the UCLA Fowler Museum and creating art in the spirit of the work they see. The goal for the project is to design instruction that conveys how art teaches us about who people are, what values they hold and what they believe in, as well as familiarizes children with museums and their practices and communicates that museums are a great artistic and cultural resource.

Through conferences, workshops, long-term collaborations and guided observations, UES and the UESC communicate research findings and innovative instructional approaches to teachers, administrators, policy makers and educational researchers.

### **Focusing on Early Literacy: An Institute for Educators**

**November —March, 2000-2001**

This four-session institute was designed to assist pre-service and experienced teachers in teaching effective literacy skills. It is based on the early literacy program at UES, which teaches children to read in a context of authentic literate activities that help them systematically learn the necessary skills of reading. Weaving together research, classroom observation and practice, the institute includes a combination of Saturday conferences followed by a day of observation in UES classrooms and assistance in planning for implementation with each participant. Participation is limited to fewer than 20 teachers each year to provide for more intensive collaboration. Topics of discussion include: (1) current theories of literacy acquisition and the debates in literacy instruction, (2) phonemic awareness and phonics, (3) assessment and evaluation, (4) readers and writers workshops, and (5) spelling instruction.

### **Creating a Critical Thinking Curriculum Institute**

**January—May, 2001**

This five-session institute, based on the UES curriculum *Managing Information in a Digital Age*, was designed to help teachers weave together inquiry-based learning, technology integration and information literacy to address 21<sup>st</sup> century learning. All participants were from Local District D of the Los Angeles Unified School District, a collaboration made possible by a grant from the Pacific Bell/UCLA Initiative for 21st Century Literacies.

Overall, the institute had three major goals. First, participants were invited to transform one of their units of study that employed the traditional approach to learning into one that utilized a project/inquiry-based approach.

A second goal of the institute was to help teachers recognize that technology integration occurs most effectively in the student-centered approach because it allows for meaningful integration throughout the learning process. The idea was to move teachers thinking from using technology for technology's sake to using technology to support teaching and learning.

The final goal of the institute was to help teachers embed the essential skills of information literacy (the ability to identify and collect resources, evaluate those resources, synthesize the gathered information into new knowledge and use that knowledge effectively) into the entire process.

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## **The Summer Institute of Archaeology for Educators**

**July 30 —August 10, 2001**

This one-week conference provides public school teachers an opportunity to learn skills in archaeology that can help them prepare lessons to enrich the study of ancient cultures. Workshops teach skills for field work and laboratory techniques, introduce teachers to the archaeological inquiry process and introduce teachers to the resources available at the UCLA Institute of Archaeology to develop learning experiences for students. During the institute, participants experience field techniques, including excavation methods, sampling, mapping, drawing and note-taking; work in a laboratory to explore artifact identification and analysis; and use primary sources and the inquiry process to develop lesson plans using the Institute of Archaeology's teaching collection.

## **Institute on Primary Resources**

**July 30 —August 7, 2001 and throughout the year**

A collaborative effort between UES and the Young Research Library at UCLA, this institute was designed to introduce teachers to resources available in the library's Special Collections Department and how they can be used in the K-12 classroom. The primary resources include materials such as books, games, maps, newspapers, original manuscripts, personal journals and photographs culled from the library's extensive collection of rare books and historic artifacts.

UES teachers guide project participants as they hone and refine their ideas and turn their research into workable lessons. Library personnel teach research methodology and provide assistance in finding materials.

The Institute also conducts in-services at UES and Young Research Library Special Collections during the school year and a summer advanced institute for former participants. A cadre of teacher-leaders chosen from among former Institute participants have been leading workshops on using primary sources in their own schools and school districts. To support their own professional development, teacher-leaders are given opportunities to share problems and solutions related to implementing curricula and training others to do the same, develop sample lesson plans for use by teachers who participate in the workshops and digitize images from Special Collections for use in classrooms.

Finally, Institute staff members are working with the UESC on an evaluation effort. They are examining how well the Institute is meeting its purpose to introduce teachers to resources available in the Department of Special Collections and how they can be used in the K-12 classroom, and also how well the Institute is meeting its goal to promote the use of primary sources as a tool for teacher education and student learning. The evaluation consists of a number of pre- and post-Institute writing assignments given to Institute participants.

The Institute maintains a web site at [www.ipr.ues.gseis.ucla.edu](http://www.ipr.ues.gseis.ucla.edu).

## Observations and Collaborations

In 2000-2001 UES was the site of more than 1,000 visits made by teachers, university students, policy-makers and others interested in learning more about educational innovations at the school. Some of the visits were initiated by organizations and individuals; others were invitational programs designed by UES and the UESC to meet the needs of schools. Visitors observed UES classrooms and programs to learn about a wide variety of topics, including innovative uses of technology in instruction, multi-age grouping, student-centered learning, instruction in mathematics, science, social studies, early literacy, early literacy intervention and classroom management. A sampling of the organizations represented this year includes:

### **Elementary Schools**

Accelerated School, Los Angeles  
Breed Street Elementary, Los Angeles  
Center Street School, El Segundo  
Coeur d Alene, Los Angeles  
Live Oaks School, San Francisco  
Loyola Village Elementary, Los Angeles  
Lunada Bay Elementary  
Marquez Elementary, Pacific Palisades  
Open Charter School, Los Angeles  
Potrero Heights Elementary  
The Ross School, New York  
Third Street School, Santa Monica

### **U.S. Colleges and Universities**

Biola University  
Mount Saint Mary's College  
University of Chicago  
University of California, Riverside  
Loyola Marymount University  
Saddleback College

### **International Universities and Organizations**

Foreign Ministry of Egypt  
National Institute for Educational Policy Research, Japan  
Taiwan Ministry of Education  
University of Beijing, China

### **Businesses**

Apple Computer  
Asia Pacific Economic Corporation

### **U.S. Government and Non-Profit Organizations**

Heal the Bay  
LAAMP  
MacArthur Foundation School Reform Planning Initiative  
National Academy of Science  
NCREL

- Buchanan, M., & Sutton, S. (2000). How Math Friendly Is Your Home? *Knowledge Kids Network*, a subsidiary of the Milken Family Foundation.
- Ching, C.C., Kafai, Y. B., & Marshall, S. (2000). Spaces for change: Gender and technology access in collaborative software design projects. *Journal for Science Education and Technology* 9(1), 45–56. Also in N. Yelland & A. Rubin (in press). *Ghosts in the machine: Women study women and technology*. New York: Peter Land Publishers.
- Erickson, F. (in press). From Research *On* Teaching to Research *In* Teaching: How I Have Been Learning to Collaborate with Teachers in the Portrayal of Their Work. From the *Proceedings of the Annual Meeting of the American Educational Research Association 2001*, Charles diGarmo Lecture.
- Juvonnen, J. (March, 8, 2001). Use Teachable Moments to Save Young Lives. Op-Ed. *Los Angeles Times*.
- Kafai, Y. B., Ching, C. C., & Marshall, S. (in press). Learning affordances of collaborative multimedia design. In M. Rabinowitz, F. C. Blumberg, & H. Everson (Eds.), *The impact of media and technology on instruction*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kafai, Y. B., & Ching, C. C. (2001). Affordances of collaborative software design planning for elementary students science talk. *The Journal of the Learning Sciences*, 10(3), 323-363.
- Mescavage, S., & Cookson, P. (2000). *A Parent's Guide to First Grade*. New York: Learning Express (Random House).
- Powell, J., & Sutton, S. (2000). Creating A Reading Friendly Home. *Knowledge Kids Network*, a subsidiary of the Milken Family Foundation.
- Rosenthal, L., & Michaelson, A. (in press). A Comprehensive Approach to Curriculum Development. In *Proceedings of the Symposium in Honor of Lilian G. Katz, Issues in Early Childhood Education: Curriculum, Teacher Education, and the Dissemination of Information*. Urbana-Champaign, IL: ERIC Clearinghouse
- Silva, N., & Sutton, S. (2000). Preparing Your Child for a Diverse World. *Knowledge Kids Network*, a subsidiary of the Milken Family Foundation.
- Steiner, D., & Sutton, S. (2000). How Does Your Child Learn? *Knowledge Kids Network*, a subsidiary of the Milken Family Foundation.
- Steiner, D., & Sutton, S. (2000). Are You Asking the Right Questions to Support Your Child's Critical Thinking? *Knowledge Kids Network*, a subsidiary of the Milken Family Foundation.

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Stipek, D., Givvin, K., Salmon, J., & MacGyvers, V. (February, 2001). Teachers beliefs and practices related to mathematics instruction. *Teaching and Teacher Education*.

Stipek, D., Ryan, R., & Alarcon, R. (in press). Bridging research and practice to develop a two-way bilingual program. *Early Childhood Research Quarterly*.

Sutton, S., & Umekubo, J. (2000). *Technology Professional Development in DoDEA Schools: An Educator s Guidebook*. Naperville, IL: North Central Regional Educational Laboratory.

Sutton, S. (2000). *References to Information Literacy in State Department of Education Web Sites*. A paper written for the PacBell Initiative for 21st Century Literacies Summit. Graduate School of Education & Information Studies, UCLA.

Weishaupt, L. (March 28, 2001). Respecting fellow students is a way of life at UES. *UCLA Today*, p. 5.

## UESC Publications and Web Sites

*Connections*—twice-yearly newsletter for education researchers and practitioners on effective methods of instruction. Articles are written by researchers, teachers and administrators.

*UES Programs and Practices* series of publications on innovations developed at UES:

- *Assessment at UES*—assessment methods, practices and purposes
- *Extending the Benefits of UES* — overview of before- and after-school program
- *Not Making the Grade* UES student evaluation methods and practices
- *Teachers Leading Teachers to Improve Student Learning* development of teacher leaders
- *Technology at UES* practices for integrating technology into the curriculum
- *UES Safekeepers*—on the safe schools approach developed at UES

*UESC web site* information about UESC programs. The application for conducting research at UES can be downloaded at the site. [www.gseis.ucla.edu/research/uesc/](http://www.gseis.ucla.edu/research/uesc/)

*Early Literacy Institute web site* online community of practice dedicated to improving early literacy learning and instruction. [www.earlyliterayinstitute.org](http://www.earlyliterayinstitute.org) (in development)

## Presentations

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- Erickson, F. (2001, April). *Charles di Garmo Lecture*. Presented at the annual meeting of the American Educational Research Association. Seattle, WA.
- Heritage, M. (2000, November). *Leadership in Education*. Presentation to the UCLA Education Leadership Project. Los Angeles, CA.
- Heritage, M. (2000, December). *How to tell if schools are really improving*. Presentation to the Education Writers Conference. Los Angeles, CA.
- Heritage, M. (2001, February). *Improving teaching and learning in urban schools*. Presentation to members of the MacArthur Foundation. Phoenix, AZ.
- Juvonen, J. (2001, June). *School violence prevention testimony*. Presented to the California State Assembly Select Committee on School Safety. Downey, CA.
- Kafai, Y., & Muir, K. (2001, May). *Learning potential in user-centered design*. Presentation at BITEL. Aarhus, Denmark.
- Kafai, Y., & Muir, K. (2001, May). Presentation at the International Conference on Instructional Design at Albert-Ludwigs-University. Freiburg, Germany.
- Kafai, Y., & Muir, K. (2001, April). *Unlocking Kids Creativity for Learning: Moving from GUI to PUI*. Presentation at the I3 Spring Days Conference. Porto, Portugal.
- Kafai, Y. & Muir, K. (2001, April). *Transformatory practices*. Presentation at the annual meeting of the American Educational Research Association. Seattle, WA.
- Kafai, Y., & Muir, K. (2001, March). *Beyond Cyberspace*. Invited Exhibition at ACM1. San Jose, CA.
- Kafai, Y., & Muir, K. (2001, February). *Equity 2001*. Presentation at AAUW-CA. Pasadena, CA.
- Kafai, Y., & Muir, K. (2000, December). Invited Presentation to the Cognitive Science Colloquium at Georgia Institute of Technology. Atlanta, GA.
- Nishina, A., Juvonen, J. & Leiner, W. (2001, April). *Coping With Peer Harassment: Insights From a Safe School Evaluation Project*. Paper presented at the Biennial Society for Research on Child Development Conference. Minneapolis, MN.

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- Rosenthal, L., & Michaelson, A. (2000, November). *A Comprehensive Approach to Curriculum Development*. Presentation at the Symposium in Honor of Lilian G. Katz, Issues in Early Childhood Education: Curriculum, Teacher Education, and the Dissemination of Information. Urbana-Champaign, IL.
- Sutton, S., & Kantor, J. (2001, June). *Create a Thinking Curriculum: the integration of technology, project-based learning and information literacy to create a tapestry of 21st century learning*. Workshop presented at the National Educational Computing Conference. Chicago, IL.
- Sutton, S. (2001, March). *Preparing Students for the 21st Century*. Presentation to the superintendent, central office administration and board members of the Palos Verdes Peninsula Unified School District. Palos Verdes Estates, CA.
- Sutton, S. (2001, February). *Inside the Web for Teacher Education*. Panelist on the second in a series of Ready2Net Round Table discussions, broadcast nationally and internationally by satellite and webcast from California State University. Monterey Bay, CA.
- Sutton, S. (2001, February). *Managing Information in the Digital Age*. Presentation to parents and teachers in the El Segundo Unified School District on the importance of information literacy. El Segundo, CA.
- Sutton, S. (2000, October). *Integrating Technology to Boost Student Achievement*. Roundtable participant for The Future of Education in the Los Angeles Region: Building on the Annenberg Challenge, a conference sponsored by the Los Angeles Annenberg Metropolitan Project. Los Angeles, CA.
- Sutton, S. (2000, August). *Technology Leadership Team Institute*. Co-director of a collaborative effort between the Department of Defense Education Activity (DoDEA) and the North Central Regional Educational Laboratory (NCREL) to train technology leaders to integrate technology into student-centered learning environments. Leesburg, VA.
- Sutton, S., & Kantor, J. (2000, October). *Managing Information in a Digital Age*. Poster session presented at New Technologies, New Literacies: The Pacific Bell/ UCLA Summit. Los Angeles, CA.

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## UES Outreach Program Presentations

### Early Literacy Institute

— Margaret Heritage, director

#### *Teacher presentations:*

Cano, L. (November, 2000). Literacy Acquisition, Language Development and Assessment.

Cano, L. (January, 2001). Writing into Reading, Children's Literature and Vocabulary Development.

Cano, L. (March, 2001). Readers Workshop, Developing Lifelong Readers, Comprehension Strategies.

Fischer, D. (December, 2000). Phonemic Awareness, Tackling Print, Spelling

Kantor, J. (March, 2000). Readers Workshop, Developing Lifelong Readers, Comprehension Strategies.

Kern, J. (January, 2001). Writing into Reading, Children's Literature and Vocabulary Development.

Powell, J. (December, 2000). Phonemic Awareness, Tackling Print, Spelling.

Powell, J. (March, 2000). Readers Workshop, Developing Lifelong Readers, Comprehension Strategies.

### Teacher Education Program, Reading Methods Course

— Margaret Heritage, instructor

#### *Teacher presentations:*

Cano, L. (November, 2000). Writing to Read.

Cano, L. (January, 2002). Children's Response to Literature.

De Blasio, S. (October, 2000). Strategies for Teaching Spelling.

Dupont, D. (October, 2000). Reading Assessment.

Fischer, D. (October, 2000). Phonemic Awareness, Oral Language and Phonics Development.

Kern, J. (November, 2000). Classroom Strategies for Phonics, Decoding, Word Identification Strategies and Developing Fluency.

Major, J. (November, 2000). Literature Response and Analysis.

### Creating a Thinking Curriculum

— Sharon Sutton, director

#### *Teacher presentations:*

Alarcón, R.; Cohn, J.; DeBlasio, S.; Kantor, J.; Levy, D.; Moss, R.; Rosenthal, L.; Perlmutter, J.; Powell, J. (January - June, 2001). Why A Thinking Curriculum?; Immersing Ourselves in the Process; Resources to Support Learning; Making Sense of the Process

### Primary Resources Institute

— Judith Kantor, director

### Summer Institute of Archaeology for Teachers

— Raul Alarcón & Rita Sheppard, co-directors; Sharon Sutton, coordinator of technology and outreach

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