

# URBAN EDUCATION STUDIES CENTER

UCLA • Graduate School of Education & Information Studies  
Corinne A. Seeds University Elementary School



## Annual Report 1996-1997

Deborah Stipek, Director

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# I N T R O D U C T I O N

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.

Dramatic changes in the demographics of California classrooms present new challenges to our public schools. Teachers are being called upon to educate children of increasingly diverse cultural, economic, and linguistic backgrounds. Improving schools and classroom practices requires better research on teaching, learning, and school organization and broader application of what has been learned from research in schools and classrooms.

In industry, research and development are conducted by the same organization that manufactures products, but in education, teaching occurs in schools and research is conducted primarily in universities. The links between these two institutions are weak at best. UCLA's Urban Education Studies Center was designed to create an institutional link between those who study and those who practice education.

The Center fosters close collaboration among researchers, practitioners, and policy makers through collaborative studies, subject-matter working groups, workshops, and conferences. Researchers, teachers, and school administrators work together on an ongoing basis on various projects designed to identify educational practices that promote children's intellectual, social, and emotional development. The collaboration ensures that the educational research being conducted addresses the real and current needs of practitioners and students. It also develops in participants important skills that enhance both research and practice. Researchers develop skills in translating research into practical recommendations and in communicating to teachers the implications of their work. Teachers and administrators gain access to current research knowledge about effective practices and develop research-related skills that assist them in their efforts to experiment and to assess the effect of their own innovations.

The Center also serves a convening function, bringing together researchers, practitioners, policy makers, and business leaders charged with improving California's schools. Conferences and workshops are

designed to inform participants of recent knowledge about effective practices. They also provide participants with the opportunity to share perspectives and ideas in collaborative efforts to find solutions to the serious challenges facing California's schools.

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.

Four sets of issues related to school reform are addressed in Center activities:

**Teaching, Learning and Assessment**—curriculum, instruction, classroom organization, and assessment that facilitate children's intellectual and social development, including children whose native language is not English;

**School Organization**—school structures that best meet the needs of culturally and economically diverse populations of children and facilitate teacher collaboration and innovation;

**Connections Among Schools, Families, and Communities**—ways to involve parents and the community in efforts to help children achieve in school and develop to their full potential;

**Urban Educational Policy**—issues concerning equity, resource allocation, and community development as they are affected by policy proposals such as school district restructuring, decentralization of leadership, accountability, and public choice.

The Center's resources include:

- ❖ Nationally prominent scholars and researchers in child development and education;
- ❖ 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 that is 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;
- ❖ Links to the State Department of Education and other policy-making groups in California and the nation.

## ***UESC Resources***

**Alfredo Artiles**, Ph.D., University of Virginia; Assistant Professor, Department of Education (*culture and learning; special education*)

## ***Center Faculty***

**Terry K. Au**, Ph.D., Stanford University; Associate Professor, Department of Psychology (*scientific reasoning and understanding; science instruction*)

**Eva Baker**, Ed.D., UCLA; Acting Dean, Graduate School of Education & Information Studies; Director, Center for the Study of Evaluation; Co-Director, National Center for Research on Evaluation, Standards and Student Testing (CRESST), UCLA; Professor, Department of Education (*assessment; educational technology*)

**Clara Chu**, Ph.D., University of Western Ontario; Assistant Professor, Department of Library and Information Science (*immigrant children's access to information resources*)

**Aimée Dorr**, Ph.D., Stanford University; Professor, Department of Education (*educational technology; effects of media on children*)

**Norma Feshbach**, Ph.D., University of Pennsylvania; Professor, Department of Education and Department of Psychology (*ethnic identity and tolerance; social-emotional development of children*)

**Megan Franke**, Ph.D., University of Wisconsin, Madison; Assistant Professor, Department of Education (*math education; teacher professional development*)

**Ronald Gallimore**, Ph.D., Northwestern University; Professor, Department of Psychiatry & Bio-Behavioral Sciences, School of Medicine (*culture and education; reading/literacy; school reform*)

**Rochel Gelman**, Ph.D., UCLA; Professor, Department of Psychology (*scientific understanding and education*)

**Marjorie Goodwin**, Ph.D., University of Pennsylvania; Professor, Department of Anthropology (*development of children's conflict resolution skills*)

**Sandra Graham**, Ph.D., UCLA; Professor, Department of Education (*motivation; aggressive behavior; at-risk youth*)

**Patricia Marks Greenfield**, Ph.D., Harvard University; Professor, Department of Psychology (*culture and learning*)

**Anne Gilliland-Swetland**, Ph.D., University of Michigan; Assistant Professor, Department of Library and Information Science (*design and evaluation of digital multimedia for educational use; use of primary sources in education*)

**Kris Gutierrez**, Ph.D., University of Colorado; Associate Professor, Department of Education (*culture and literacy*)

**Harry Handler**, Ph.D., University of Southern California; Assistant Dean for Relations with Schools; Adjunct Professor, Department of Education (*educational administration; school reform*)

**Carollee Howes**, Ph.D., Boston University; Professor, Department of Education (*children's social development; day care, after school care*)

**Yasmin Kafai**, Ph.D., Harvard University; Assistant Professor, Department of Education (*problem solving; educational technology in science education*)

**Connie Kasari**, Ph.D., University of North Carolina, Chapel Hill; Associate Professor, Department of Education (*special education; social emotional development in atypical populations*)

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**Theodore R. Mitchell**, Ph.D., Stanford University; Professor, Department of Education; Vice Chancellor, Academic Planning and Budget (*history of education; school reform*)

**Jeannie Oakes**, Ph.D., UCLA; Professor, Department of Education (*educational equity; teacher professional development; middle school reform*)

**Mike Rose**, Ph.D., UCLA; Professor, Department of Education (*educational equity; writing instruction*)

**Renée Smith-Maddox**, Ph.D., Brandeis University; Assistant Professor, Department of Education (*career development; science and technology*)

**James Stigler**, Ph.D., University of Michigan; Professor, Department of Psychology (*mathematics instruction; teacher professional development; school reform*)

**Deborah Stipek**, Ph.D., Yale University; Center Director, Professor, Department of Education; Director, Corinne A. Seeds University Elementary School (*early childhood education; motivation; education and family policy affecting at-risk youth*)

**Virginia Walter**, Ph.D., University of Southern California; Assistant Professor, Department of Library and Information Science (*children's information-seeking needs and behavior*)

**Noreen Webb**, Ph.D., Stanford University; Professor, Department of Education (*cooperative learning*)

**Amy Stuart Wells**, Ph.D., Teachers College, Columbia University; Associate Professor, Department of Education (*school choice; equity*)

## RESEARCH ACTIVITIES

Collaborative research projects fall into two broad categories—studies designed to assess instructional programs developed at Seeds UES and studies initiated by individual investigators, primarily UCLA professors. Both kinds of research activities involve collaborations between researchers and practitioners.

For further information on the projects described, write to: Laura Weishaupt, UCLA/UESC, Mailbox: 951619, Los Angeles, CA 90095-1619; or e-mail [lauraw@ucla.edu](mailto:lauraw@ucla.edu).

### *Cultural Issues in Education*

#### **Learning in Two Languages (LITL) Program Assessment**

— *Deborah Stipek, Department of Education; Raul Alarcón & Nellie Rios, UES; Rosaleen Ryan, UESC*

Researchers and practitioners worked together to design, implement, assess, and fine-tune an English-Spanish, two-way instructional program (LITL) for children ages 4-8 at UES. Decisions were based both on research and on experiences and beliefs shared by teachers and the school community. For the systematic assessment, teachers advised researchers about what they needed to know to make programmatic and instructional decisions. They also reviewed (and even created) assessment measures and helped interpret findings.

Results show that gains in literacy and mathematics were the same for the three groups of children in the study — (1) native Spanish speakers in the bilingual program, (2) native English speakers in the bilingual program, and (3) native English speakers in classrooms in which only English was spoken. Among the older children, native Spanish speakers made the same gains in literacy as native English speakers. In mathematics there was no difference in skill gains between native Spanish speakers and native English speakers in the LITL classrooms, but both groups gained less than native English speakers in the English-only classrooms.

Native Spanish speakers' Spanish language skills improved substantially over the course of the year. Analyses of Pre-LAS scores indicated that the younger native Spanish speakers made more progress in their English-language skills than the older native Spanish speakers. This occurred despite the finding that the teacher spoke English to older native Spanish speakers (76% of the observations) more than to younger native Spanish speakers (56% of the observations). Native

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English speakers in the LITL classrooms, however, made very little progress in Spanish proficiency.

Among younger children there were no group differences in self-perceptions of their academic competence or feelings about school. For all groups average scores on the assessments were high: 3.44 for perceptions of competence and 4.35 for feelings about school (on a scale of 1-5). There was one fairly dramatic difference in the older children's reports about how they felt about school. At the beginning of the year all three groups of the older children had fairly positive (average of 4.29) ratings. At the end of the year the native English speakers' ratings declined slightly, but the native Spanish speakers' reports became even more positive (average of 4.69).

Results of the assessment support, overall, the value of the two-way bilingual program developed at UES. Native Spanish-speaking children were well served by the program, and native English-speaking children were given an opportunity to develop a second language without cost to their academic skills in other domains. Findings also suggested, however, the need to make adjustments in some of the instructional approaches. These include: increasing the amount of Spanish spoken in LITL classrooms to improve the Spanish skill gains of English-speaking children, increasing the amount of time devoted to mathematics instruction in the LITL classrooms for older children, and increasing literacy instruction in the English-only classrooms for older children. Teachers and administrators at UES have made these changes in response to these recommendations.

### **Studying Communities of Effective Practice**

— *Kris Gutierrez, Department of Education;*  
*Patricia Baquedano-Lopez, Department of Linguistics*

This ethnographic project studies students and teachers and their routine interactions in a bilingual preschool classroom at UES, where students are transitioning from their home language to Spanish-English instruction. Part of a set of ethnographic studies funded by CRESPAR and OERI, the learning trajectory of both the preschool students and their teacher is being studied through analysis of participants' talk, the roles they assume, and the developmental goals that underlie their activities. The goal is to provide parents, teachers and administrators with information that will help improve literacy learning for linguistically and culturally diverse students. The work at UES will allow the researchers to carry out systematic comparative analyses across different sites.

## *Language & Literacy*

### **Developing Argument Strategies in the Midst of Spontaneous Play**

— *Marjorie Goodwin, Department of Anthropology*

Much of the research in psychology and sociology has posited that girls' games are less complex than boys' and that girls have little experience with conflict; this is believed to affect girls' ability to develop important negotiation and social skills. Based on research evidence contradicting this view, this study examines the specific linguistic practices used to build turns at talk as well as the intonational contours and body positionings that accompany them to show how during play girls are learning to construct themselves as agents who are responsible for monitoring the social order they create. The study also examines how children within multi-ethnic groups adapt their language and interactive strategies, and how verbal skill in play situations relates to verbal ability in the classroom.

Future research will compare negotiation strategies used by children at UES with those used by children at other sites (including earlier research among Latino students in an ESL classroom in Columbia, South Carolina, and in a Pico Union elementary school). Professor Goodwin also is interested in examining the relationship of negotiation skills developed inside the classroom (such as science projects on the computer) with negotiation skills developed through spontaneous play.

## *Mathematics*

### **Mathematics Assessments: Students' Views and Understandings**

— *Megan Franke, Maryl Gearhart & Geoffrey B. Saxe, Department of Education; Marilyn Buchanan, Cheryl Mattingly & Jan Powell, UES; Rachelle S. Feiler & Elham Kazemi, UESC*

This study began with focus groups that addressed students' views regarding the math assessments used in their classrooms (e.g., quizzes, portfolios, projects, teacher questioning and observation) as well as for school accountability purposes (e.g., report cards, CTBS testing). Researchers asked, for example: In what ways does each of these assessments communicate what students know and can do in math? What suggestions do students have about ways to improve the types of assessments used and the ways that they are used?

There were three common themes in these discussions. First, the students who shared their views about *classroom assessment* preferred direct feedback from the teacher, feedback that allows them to identify what they have or have not understood and that provides them guidance

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for improvement and further learning. Second, many students who discussed *standardized testing* were concerned that the scores from standardized tests may not reflect what they know or can do in math. Third, students reported markedly different ways that their *parents* interpreted and/or utilized math assessments.

In the current phase of the study, the researchers have been focusing on students' understandings of performance assessment and rubric scoring. For example, what kind of work do students think qualifies as a high quality response to an open-ended math problem? How do children strive to improve work that does not receive a high score?

The team is currently piloting student interviews for Grades 3 and 6. Further plans include contrasting students' understandings of rubrics in (a) classrooms where rubrics are used principally by the teacher vs. (b) classrooms where both teachers and students use rubrics to develop responses that demonstrate solid understandings of mathematics.

### **Children's Fractions Learning in 'Capture Fractions'**

— *Randy Fall, Department of Education graduate student;*  
*Geoffrey Saxe, advisor; Marilyn Buchanan, UES*

The purpose of this study is to extend several strands of previous research on children's learning through classroom interaction. The project focuses on children's learning in Capture Fractions, a reform-minded lesson modeled on the card game "War" and contained in the curriculum unit, Seeing Fractions, which was adopted as a replacement unit by the California Department of Education. In Capture Fractions, students compare the sizes of pairs of fractions, sometimes arguing and defending their claims.

Preliminary analyses indicate that the presence of a fractions array (a sheet of paper with linear representations of a number of fractions) was of particular benefit to students who had less prior knowledge of fractions. When the array was present, less knowledgeable students had higher levels of participation in the game, challenged their partners' assertions more often, elicited more explanations from their partners, and engaged in fewer passive behaviors. Preliminary analyses also support the hypothesis that pairs of students who played the game with more equal levels of participation learned more about fractions than teams in which one student was dominant and the other passive.

**Program  
Assessment****AIM: Assessment-Instruction Models for LAUSD**

—*Eva L. Baker, Maryl Gearhart, Francine Alexander,  
Lisa Butler, Cynthia Ching, Venus Dawson, and Gina Koency,  
Department of Education*

The purpose of CRESST's AIM (Assessment Instruction Models) project is to develop performance-based assessments that are aligned with Los Angeles Unified School District (LAUSD) content standards (currently being developed) and state curriculum frameworks. The LAUSD plan is to administer district assessments one year before the state assessments; thus, at the elementary level, mathematics and language arts are to be assessed by LAUSD in Grade 3, and history/social studies and science in Grade 4.

The development of new measures requires piloting to provide evidence of the clarity of prospective items and the capacity of items to assess understandings and competencies. UES is an ideal site for piloting LAUSD assessments in that the curriculum in place reflects both the developing LAUSD standards and current state frameworks. In mathematics, UES is implementing one of the state-adopted texts (Mathland), and thus students are receiving the kind of preparation for which the new AIM/LAUSD assessments are designed. Similar alignments are in place at UES for science and social studies, subject areas for which the curriculum developed or used by UES teachers is aligned with state frameworks or similar documents.

To date, approximately 40 children have participated in the piloting of three types of AIM tasks (concept mapping, explanation, and problem solving) representing three curriculum strands in mathematics (number sense, statistics, and measurement/geometry). Students first solve problems individually, and then discuss the tasks and their responses as a group: their strategies and solutions, their feelings about the problem (difficulty, clarity), their perceptions of other students' probable understandings of the task, and their recommendations for any changes.

Results to date indicate that both mathematics content and task format contribute to students' understandings and responses. Content factors include the number of problem steps, the number of sources of information (e.g., two graphs vs. one graph), the roles of mathematical terms or representations, the concepts and procedures assessed. Format factors include readability (grammar, vocabulary, length of paragraphs), clarity of graphics, and flexibility (e.g., for concept mapping tasks, movable links vs. fixed lists). Opportunity to learn is reflected in some responses—for example, students had not yet used tables to organize certain kinds of mathematical work (such as all possible combinations

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of coins that equal one dollar), and therefore they were confused when provided one; and students were unfamiliar with the term “customary units” (a term for the U.S. system that contrasts with “metric”). Student preference and comfort are reflected in other responses; for example, students preferred to solve a concept mapping task with movable stickers and spent more time on this, but the mathematics of their responses did not differ from students who copied their responses from a fixed typed list. Further piloting is planned in all subject areas.

### **Exploring the Professional Development of Teacher Coordinators in School Improvement Efforts**

—*Rachelle Feiler, UESC; Margaret Heritage, UES; Ron Gallimore, Department of Education*

This project was designed to provide teacher leaders with professional development consistent with school reform efforts and to study the process of that development over the course of a school year. The goal was to develop teacher leaders at UES with expertise in a particular area of the curriculum who would serve as in-house experts and curriculum leaders to make reform increasingly self-sustaining and integrated within the school culture. Based on data gathered to date, the researchers have offered preliminary findings and identified questions they expect to address.

For example, the researchers discuss the different facets of the role of teacher leader: peer mentor, meeting facilitator, authority on content/pedagogy, and resource manager. What are the skills required of each of these roles? How can the training of teacher leaders address these essential skills?

One implication of the case studies is the critical role the principal plays in providing an example of leadership, as well as providing specific professional development opportunities for teacher leaders. This critical role of the principal in turn suggests that principals themselves must have strong leadership skills, and a strong understanding of learning and how to develop children’s understandings. Leadership skills are essential in guiding the teacher coordinators, and an understanding of the development of children’s understanding and learning is the referent point by which the principal can judge the effectiveness of the work of the teacher leaders. Without that referent point, standards for assessing teacher leaders may be inappropriate. The question the study ultimately will address is: Can teacher leaders be effective, efficient agents of change within schools?

## **Kindergarten Teachers' and Children's Perceptions of the Teacher-Child Relationship**

— *Julie Salmon, Department of Education graduate student;*  
*Deborah Stipek, advisor*

This study explores kindergarten teachers' and children's perceptions of the teacher-child relationship, particularly the different ways that children and teachers think about their relationship. Data were collected on 21 teachers and 129 children in the spring of 1997. Teachers were observed and rated on their warmth and responsiveness toward children. Six children were randomly selected from each class and interviewed individually using a new measure developed for this study called Children's Feelings About Their Teachers (CFATT).

Teachers then completed a questionnaire regarding their relationship with each of the six target children in their class. A subsample of 38 children taken from ten classrooms were interviewed again using the CFATT to assess test-retest reliability. A different subsample of 24 children from six teachers' classes participated in a second interview using puppets to encourage children to talk in more detail about their relationship with their teacher.

Findings from this study demonstrate that, in general, kindergarten children like their teachers and believe that their teachers like them. Similarly, kindergarten teachers like their students and experience relatively low levels of conflict in their relationships with children. This study also provides evidence that kindergarten children and their teachers perceive the teacher-child relationship similarly. Teachers who perceived conflict in their relationships with children had students who reported conflict in their relationships with teachers. Teachers who reported feeling close to children had students who characterized their relationships with teachers as close.

There was some inconsistency in the gender differences, both in children's and teachers' perceptions. Girls perceived greater closeness in their relationships with teachers than did boys and tended to perceive less conflict. Teachers, however, did not perceive themselves as having closer relationships with girls than with boys. In the present study, teachers reported more conflict in their relationships with boys than with girls, and boys tended to perceive more conflict with teachers than did girls. This finding is consistent with previous studies in which teachers reported more conflict with boys (e.g., Birch & Ladd, in press).

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This study also provides some interesting descriptive information about children's perceptions of their teachers. Many children talked about their teachers taking care of them, giving them privileges, and paying attention to them. Common themes that emerged from both the open-ended CFATT questions and the puppet interviews centered around teachers' administering first aid to injured children, giving children tangible treats or allowing them special privileges, and taking time to notice children's particular needs and then responding to them as individuals. Responses like these suggest that children feel liked by their teachers when teachers make an effort to develop relationships with children as human beings.

### **Learning Science Through Design**

— *Yasmin Kafai, Sue Marshall, & Cynthia Ching, Department of Education; Cathie Galas, UES*

### ***Science & Technology***

The main goal of this project is to develop classroom models integrating the learning of science with technology for elementary school students. Student teams are asked to design and program software simulations in science to help the learning of younger students. It introduces young students to many practices exercised in science projects: conducting long-term in-depth research investigations, managing project time lines and tasks and collaborating with team members.

The classroom implementation is one focus of the research activities; the study of young children's understanding of complex ecological systems, their abilities to manage complex long-term projects in collaboration with other students, and their motivation for doing so comprise another focus. This research effort is complemented by a comparative analysis of classrooms that learn about science, project management and collaboration via different pedagogical means.

During the 1996-97 school year, the researchers implemented one project with a class of 30 fourth- and fifth-grade students designing marine life simulations. They are currently analyzing the data and writing reports to describe students' collaborative interactions, motivational changes, project management and science learning. They plan to work with the participating teacher to create a handbook documenting different project activities.

The design project will continue in the Fall of 1997 with a class of fourth- and fifth-grade students and the same teacher implementing human physiology simulations. As a special feature, half of the class will consist of students who participated in the previous design project,

thus the team will be able to evaluate learning benefits based on prior experience.

So far observations about the implementation of this type of learning environment in the elementary classroom show that successful implementation is dependent upon the integration of subject matter instruction with the design project. The teacher plays an important role in facilitating that integration by providing opportunities for subject matter learning and deep levels of reflection as students demonstrate a desire and need to know, and by providing a rich classroom environment with easy access to science materials, tools, books, computers, and other information resources. Students in such an environment need encouragement and strategies to shift their perceptions of themselves to those of active, self-directed learners, taking charge of their own learning and inquiry. Additionally, students' preconceptions about their roles as learners, collaborators, designers, and planners coming into this type of project will influence their performance. Given these preliminary observations, plans for future research on this classroom model include further definition of the teacher's role as facilitator and integrator of subject matter instruction, and additional exploration of the interplay between students' prior classroom and project experiences with this newer learning environment.

### **Keyboarding Training for Students**

— *Rosaleen Ryan & Maryl Gearhart, Department of Education;*  
*Susan DeBlasio, Deanna Staake & Sharon Sutton, UES*

This is a systematic, multigrade study to examine age and “instruction” effects on keyboarding skills acquisition. The study contrasts two approaches to using “Type to Learn,” a commercially available typing tutorial program for the computer, among 7- to 9-year-olds. One approach involves intensive lessons over a few weeks; the second approach involves shorter lessons over a longer period of time.

The short-term, computer-lab approach involved 20-minute sessions in the research lab, four times per week for six weeks. The long-term, classroom-based approach involved 20-minute sessions in two classrooms, two times per week for 12 weeks. All children received the same number of hours of keyboarding instruction.

The study measured students' typing speed and accuracy at three points: (1) immediately before keyboarding instruction began, (2) at the conclusion of the instruction, and (3) six weeks after the instruction had ended. The results indicate that children, especially the 8- and 9-year-

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olds, improved their typing speed and accuracy over the course of the keyboarding instruction. In addition, children continued to show improvement six weeks after the conclusion of the keyboarding instruction.

Children were given short questionnaires at both the beginning and end of the study assessing their perceptions of typing competency and how much they like typing. Over the course of instruction, children felt that they became more facile at using the correct fingers to type. Children reported that they only liked to type words a “little”; however, they reported that they very much liked to use computers in general.

Finally, the researchers observed children’s typing techniques, engagement, and anxiety during the keyboarding instruction. Overall, children used the correct fingers when they typed. They also were rated by observers as fairly engrossed in the keyboarding and relaxed during lessons.

### **UCLA Urban Community-School Collaborative on Children’s Information Management**

—*Anne Gilliland-Swetland, Department of Library and Information Science; Aimée Dorr, Department of Education; Sharon Sutton and Jan Powell, UES; Louise Yarnall and William Landis, GSE&IS*

The need for instructional programs on managing information has become urgent as schools and classrooms around the country become equipped with computers and connected to the Internet. Because computers provide access to an extraordinarily rich array of information, they have considerable potential for decreasing the currently substantial gap in learning between affluent and low-income students. But unless low-income students are taught to use this resource effectively, technology could have the opposite effect. For technology to serve as an “equalizer” it is crucial that low-income children be provided good instruction on the *use* of technology as well as have access to technology itself.

This project is designed to help teachers who are new to technology to assist their students in using this valuable tool in their learning. The goal is to develop a well-organized, easy-to-implement instructional program that teachers can use to teach children to take effective and efficient advantage of the access to information provided by the Internet. It is also intended to test the effectiveness of the curriculum

for students' use of technology and its generalizability to other information sources, such as encyclopedias and books.

Bringing together a team of UCLA faculty, UCLA graduate students, UES teachers and public school teachers, the project aims to: develop further and package an information management curriculum; assess the curriculum in two UES classrooms and five public school classrooms with predominately nonwhite and economically disadvantaged students; prepare graduate students to do and to communicate the findings of research that has practical relevance in urban school settings; and lay a foundation for future teachers to be effective in urban schools serving economically disadvantaged students.

### **Emerging Internet Policy for K-6 Schools**

— *Virginia Walter, Department of Library and Information Science; Sharon Sutton, UES*

This study investigates the development of policies and practices responding to the use of the Internet in K-6 classrooms, with particular focus on policies for acceptable use. The researchers are gathering information about Internet policies and practices currently in place in K-6 schools throughout the U.S., including schools in the technology consortium to which UES belongs. They also will work with a small group of teachers and administrators to elaborate issues and challenges regarding Internet access and use for children. The final report will include an overview of the issues involved in using the Internet in schools and suggestions for effective responses to those issues.

### **Imposed Queries in the School Library Media Center: A Descriptive Study**

— *Melissa Gross, Department of Library & Information Science graduate student; Virginia Walter, advisor*

This study began with a theoretical model of information seeking behavior called the imposed query, which is any search for information assigned to or asked of the searcher rather than generated by the searcher him or herself. The imposed query model describes the process of and potential pitfalls inherent in externally motivated information seeking behavior. A pilot study conducted last year sought to isolate and quantify this behavior in the school library. Self-generated and imposed queries were classified by age and gender as a means of setting a reference for further study and in an attempt to initiate descriptive study of this phenomenon.

The current study seeks to replicate last year's pilot at UES and at two other school libraries that serve elementary school children. It supplements previous studies by incorporating interviews with the school librarian and selected teachers and students at UES. Because little descriptive study of the imposed query has been done, this investigation is intended to extend our understanding by further documenting the existence of the imposed query and describing its role in the relationship between the classroom and the school library. This work has implications for research and practice in both education and library and information science.

**Peer Teachers: Is the adult tutor/child learner always the optimal teaching and learning relationship a culture provides?**

— *John Schacter, Department of Education graduate student;*  
*Aimée Dorr, advisor*

This study explores the possibility that a computer network context that facilitates student collaboration will amplify same-age peer group performance such that peers who collaborate in networked information rich environments, such as the Internet or Intranets, will learn and problem solve as well as children who collaborate with an adult tutor.

The study evaluates the effects of different group compositions and the degree of collaboration within those groups on student learning and problem solving in computer environments. Children ages 10-12 are assigned to (a) a group of same-aged peers, (b) a group of same-aged peers with a teacher, (c) a teacher-child dyad, or (d) a child-child dyad. Participants communicate with each other via an electronic bulletin board. Children's problem-solving skills are examined through their use of a simulated World Wide Web database and a computer-based concept mapping and bookmarking tool.

Preliminary results show that peer groups without an adult teacher perform as well as students tutored individually by a competent teacher on concept mapping, relevant bookmarking (i.e., finding relevant information), a short-answer/short essay assessment, metacognition, and link elaboration tasks.

## **Teachers' and Students' Evaluations of the Representational Forms in Computer Artifacts**

— *Louise Yarnall, Department of Education graduate student;*  
*Yasmin Kafai, advisor*

This study focuses on computer integration in the classroom and the use of technology to enhance social studies learning. Interviews were conducted with 16 upper elementary students and three teachers who participated in the SNAPshots Presidential Election Project last fall. In that project, students studied the electoral process by collecting information from the World Wide Web, then compiled multimedia reports featuring text, video, audio and photographs. The interviews were designed to tap into how teachers and students determine what sorts of multimedia representational forms best communicate their ideas. Currently data collection is being completed and data analysis has begun.

## **The Social Construction of Technology in the Elementary School Classroom**

— *Bruce Henstell, Department of Library and Information Science graduate student;*  
*Anne Gilliland-Swetland, advisor*

Most research on educational technology neglects or presupposes how teachers and students actually use and make sense of it. The purpose of this study was to observe actual uses of computers at UES as it significantly increased the number and power of its classroom computers and actively promoted the use of hardware and software. Observations focused on how teachers and students in several classrooms used computers and software applications in their day-to-day work. Preliminary results suggest that practical needs and conditions in the classroom determine the significance of technology independently of, and indeed sometimes contrary to, the intentions of designers and administrators. Teachers and students therefore play a significant role in determining the importance of computers for education as they learn to use them in the classroom.

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## UES DATABASE PROJECT

The UES database integrates all functions of the school, such as billing, student and class information, testing, research, health services, and other administrative tasks. This database maintains a history on each UES student, including teacher-based information on academic progress, test scores, IEPs, special services, health-related events, and individual data from research studies.

The database automates the following functions:

***Student Information:*** The database maintains teacher-generated information on academic progress, such as standardized achievement tests and other assessments of academic skills, as well as other information on students such as books they have read, special topics of interest, and talents. The database also allows users to generate lists for a variety of purposes. These include class lists—which can be generated using several different listing criteria—attendance lists, admissions and graduation information, and special services and IEP information.

***Health:*** Special medication needs, information about immunizations, special family and health needs, and accident and other liability information will be kept in the database.

***Research:*** Information from each child's participation in research is being included in the database. For example, we have information on English and Spanish language proficiency for students who participated in a study of the LITL program. We also have information on students who participated in the keyboarding study. Thus it will be possible to cross-reference information from different studies and to do longitudinal data analyses. Under clearly specified conditions, other investigators have access to the database for research purposes.

## TRAINING ACTIVITIES

Training activities are provided for undergraduates, graduate students, and post doctoral fellows. All activities involve the collaboration of researchers and practitioners and are designed to improve educational research and practice.

### *Undergraduate Students*

#### **Education 199: UES Classroom Internship**

— *Deborah Stipek, GSE&IS; Sharon Sutton, UES*

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

Under the supervision of classroom teachers, undergraduates assist in classrooms nine hours per week by helping children one-on-one, leading small-group instruction, planning activities, and evaluating student work. In addition, they keep journals and write a paper in which they reflect on their classroom and child observations. They also attend two seminars each quarter to discuss their experiences and observations in the context of elementary education theory and practice. Each seminar has a focus. This year students were asked to (1) reflect on teachers' goals and their strategies for assessment with regard to a particular assignment or related set of assignments, (2) examine strategies teachers used to meet the needs of a group of students with diverse skill levels and learning styles, and (3) analyze teachers' strategies for classroom management.

In 1996-97, 50 undergraduates participated in the program, many of them for two quarters. A follow-up is being planned to assess the long-term effects of this experience on students' professional aspirations and achievements related to K-12 education.

#### **Diversified Liberal Arts Program**

The Diversified Liberal Arts Program is for undergraduates who want to pursue a career in teaching. Courses in the program are geared to teaching and include subjects such as children's literature, literature for adolescents, and developmental psychology. One of the requirements is

that students observe and participate in classroom settings. UES provided opportunities for students to observe and/or participate in classrooms six hours per week to gain insight into the teaching of literature to children.

### **Undergraduate Research Practica**

Undergraduate students are involved in research training at UES. In addition to being actively engaged in research 10 hours per week, students meet weekly with a professor or graduate student to discuss the purposes of the research and their own experiences. They also write papers on topics related to their research activities. During the 1996-97 school year one undergraduate received course credit for doing child observations for the keyboarding study. Another student met five hours per week with the research coordinator to discuss research and assist with data entry and analysis for last year's Learning in Two Languages (LITL) study; she also wrote a paper discussing that study. Two students worked on the study of relationships between kindergarten teachers and their students. They helped collect data, observed and rated teachers, and administered interviews to children.

**Susan Chang, Suena Lee & Roberto Calderon** are undergraduates who assisted in the research office. Ms. Chang worked on the databank to make sure information was accurate and formatted correctly and sorted information to create lists and labels. Ms. Lee did data entry, data coding and administrative tasks related to the keyboarding study, the junior high school follow-up study, and Learning In Two Languages study. Mr. Calderon transcribed and translated parent interviews for the MacArthur project, a follow-up study of the effects of an early childhood intervention program on children now in kindergarten and first and second grades.

### **Education 490: Instructional Decision Making**

— *Margaret Heritage, UES*

This course for graduate students in the Teacher Education Program deals with the range of issues that inform teachers' instructional decisions. Students explore the influences that shape their own views on teaching and learning, and are given opportunities to analyze a variety of learning contexts and to reflect on their own educational experiences. In addition to examining issues through weekly class meetings with Principal Margaret Heritage, students participate in class discussions

and activities, complete assigned readings, do two hours per week of guided classroom observation at UES, and complete a final class project.

Topics and issues discussed this year included: the social and cultural context of children, theories of learning that inform instruction, the role of the teacher in learning, influences affecting teachers' responses to children's learning, instructional and grouping strategies, models of teaching, and cooperative learning.

## *Graduate Students*

### **Graduate Student Research**

Graduate students collaborate on research with UESC affiliated faculty 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 consider the practical implications of their research.

### **UESC Doctoral Student Fellows**

Each year several graduate students are awarded, through a competitive process, a UESC fellowship to work at UES with teachers and researchers on instructional development and research related to the fellows' interests.

**Patricia Byler** is a student in the doctoral program in Psychological Studies in Education. She is interested in how different classroom environments affect children's motivation in preschool and the early elementary years. At UES, Ms. Byler worked with teachers of four- to seven-year-olds to identify motivational issues. She observed in classrooms and worked with teachers on strategies to productively engage young students in academic tasks. She also completed a comprehensive review of the early childhood motivation literature and worked on reconciling research findings and motivation theory with practical classroom experiences. In addition, Ms. Byler investigated issues of gender equity at a school that offers both all-girl and coeducational algebra classes. She observed teacher-student interactions in both settings in order to understand how all-girl groupings affect girls' confidence.

**Bruce Henstell** is a doctoral student in the Department of Library and Information Science. He is interested in studying the use of new technology, in particular multimedia, in the classroom. His dissertation focuses on how the educational community talks about multimedia. As a UESC fellow Mr. Henstell conducted an ethnographic study on the developing relationship between computers, teachers and students. He has submitted the resulting paper, *The Social Construction of Technology in the Elementary School Classroom*, for consideration for a conference on education and technology to be held in the fall. At UES he also worked with 5- and 6-year-olds to create a multimedia slide show for their project on bridge building and worked with them individually on computer skills.

**Louise Yarnall** is a graduate student in Psychological Studies in Education. Her primary research interests focus on computer integration in the classroom and how to use technology to enhance social studies learning. As a UESC fellow, Ms. Yarnall worked for 10 weeks with UES 5th- and 6th-grade students on the SNAPshots Presidential Election Project. In this project, the students studied the electoral process by collecting information from the World Wide Web and then compiled multimedia reports featuring text, video, audio and photographs. Ms. Yarnall is using some of these reports for her master's thesis, which explores how teachers and students determine what sorts of multimedia representational forms best communicate their ideas about politics. Ms. Yarnall also worked in early childhood and primary classrooms at UES, helping teachers and students use software for research, artistic expression, and writing.

### **Other Doctoral Students**

**Lynn Boyden** is a master's student in the Department of Library and Information Science with a specialization in Information Systems. Her research focuses on the use of systems technology in an educational context. At UES, Ms. Boyden worked with teacher Ava de la Sota to develop an interactive multimedia prototype to accompany the Turning Points curricular unit on puberty and sex education for 9- to 12-year-olds.

**Laurette Cano** is a doctoral student in Psychological Studies in Education. She is interested in research on literacy acquisition, specifically assessment and its implications for instruction. In addition to teaching a K-1 class at UES this year, Ms. Cano helped develop an observation system to assess instruction in second- and third-grade classrooms.

**Cynthia Ching** is a doctoral student in Psychological Studies in Education. She has conducted research at UES on collaborative learning in technology-supported environments, gender and status in collaborative projects, and children's development of systemic science understanding through computer simulation design. For the past two years, Ms. Ching has worked at UES with teacher Cathie Galas on creating and studying science units that (1) use guided investigation instead of direct instruction, and (2) engage children in representing their knowledge via computer simulations and multimedia presentations.

**Randy Fall** is a doctoral student in Psychological Studies in Education. He is interested in children's small group interaction and learning, particularly in mathematics. At UES, Mr. Fall collected data on students playing an educational mathematics game and the learning that resulted from playing the game. This data collection involved administration of a pretest and post-test and videotaping. Mr. Fall is currently writing his doctoral dissertation, an analysis of an educational game piloted at UES.

**Stephanny F.N. Freeman** is a doctoral student in Psychological Studies in Education. She is interested in the Student Study Team/Guidance Team and its use and effectiveness with children with special needs. She also is interested in the specific strategies teachers use to work with students with special needs. Because of her experience with children with disabilities, Ms. Freeman has been working with many of the teachers at UES who identify children in their classrooms as having special needs in areas such as social, emotional, academic, or cognitive domains. Her role in the classroom is to observe and provide information about the student, to learn about the strategies being employed, and to supply additional ideas about interventions and instructional modifications. In addition, Ms. Freeman has attended meetings with and has been mentored by Principal Margaret Heritage, school psychologists Gery LeGagnoux and Jeffrey Jacobs, UES Health Specialist Muriel Ifekwunigwe, and Director of Student and Family Affairs Norma Silva.

**Melissa Gross** is a doctoral student in the Department of Library and Information Science. Her primary research interest is the information seeking behavior of children, in particular how it varies when self-generated as compared to when it is externally motivated, as in her model of the imposed query. Last year, as a UESC fellow, Ms. Gross performed a pilot study in the UES library to isolate and quantify these two types of information seeking behavior. This year, as part of her dissertation research, she replicated that study at the UES library and two other schools and augmented her findings with interview data from

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UES faculty and students. Both her imposed query model and her pilot study have been published in refereed journals on library and information science.

**Elham Kazemi** is a doctoral student in Psychological Studies in Education. Her research focuses on mathematics education. Ms. Kazemi recently completed her master's thesis, which analyzes the ways in which teachers promote conceptual mathematical understandings in their classrooms. At UES, Ms. Kazemi worked on a project that studied the use of written models of mathematics instruction in teacher professional development and participated in work group meetings with Professor Megan Franke to explore children's mathematical thinking with Phase I & II teachers and teachers from partner elementary schools. Ms. Kazemi also observed mathematics instruction in UES classrooms.

**Sue Marshall** is a doctoral student in Psychological Studies in Education. With a background in teaching and computer software development, she is interested in research on using technology in education. Ms. Marshall worked with Professor Yasmin Kafai to study the design of interactive multimedia projects by children in the upper grades.

**Rosaleen Ryan** is a doctoral student in Psychological Studies in Education. She is interested in research on achievement beliefs, goals, and values in adolescence. This year Ms. Ryan was manager of research projects at UES, analyzed language assessment data for teachers involved in the school's LITL program, coordinated and collected data for a keyboarding study at the school and is helping to implement an electronic database of students' records and assessments.

**Julie Salmon** is a doctoral student in Psychological Studies in Education. Her research interests include teacher-child relationships in kindergarten and the effects of different classroom environments on children's achievement motivation in early childhood and primary grade classrooms. She has continued her work at UES on developing an early childhood classroom observation measure that differentiates between types of educational environments. She also did research in three primary classrooms at UES as part of her doctoral dissertation on teacher-child relationships.

**Tricia Valeski** is a doctoral student in Psychological Studies in Education. She has a master's degree in counseling. Ms. Valeski's research interests include children's achievement motivation in academics and athletics, as well as juvenile delinquency. Currently Ms. Valeski works

at UES as the coordinator for the Venice site of the MacArthur project, a follow-up study of the effects of an early childhood intervention program on children now in kindergarten and first and second grades.

**Miguel Ceja, Valeria Chow, Ernesto Martinez, Michelle Para and Melinda Wagner**, graduate students from the Department of Education, worked on the MacArthur study of the effects of an early childhood intervention program on children in the early grades. All did classroom observations and child assessments in mathematics, literacy and attitudes toward school. Their work was supervised by Professor Deborah Stipek and Rachelle Feiler.

**Chi-ah Chun, Kathy Eldridge, Anastasia Kim, Norman Kim, Risha Miller, Phoebe Moore, Antonio Polo, and Elizabeth Walker**, doctoral students in the psychology department's clinical area, worked at UES during the 1996-97 school year as counselors. They saw children and their parents for individual help with behavioral or emotional problems and/or family counseling. **Anna Lau and Allison Pinto**, practicum students from the psychology department's doctoral program, worked with children and families in groups, as well as in the classroom and on the playground. Professor Jill Waterman and other psychology department faculty supervised.

### **Postdoctoral Fellows**

**Rachelle Feiler** is a postdoctoral fellow in Psychological Studies in Education. She worked on the teacher coordinator study with Ron Gallimore and Margaret Heritage, serving as the primary researcher and documenting the work of the coordinators and the principal and the impact of this work on teachers. She also was an instructional aide in UES classrooms for 7- to 9-year-olds, where she observed the day-to-day workings of the classroom, analyzed teachers' decision-making processes, and examined what goes into creating a math program for this age group. Funding for Dr. Feiler's work was provided by the UCLA School Management Program..

**Linda St. John** is a postdoctoral fellow in Psychological Studies in Education. Interested in the social dimensions of students' motivation for learning mathematics, Dr. St. John worked as a member of the Stakeholders Mathematics Assessment team. This research involves learning how parents, students, teachers, and principals understand and communicate about the different ways students are evaluated in math. Dr. St. John consulted with teachers, conducted in-class observations

and interviewed students. In addition, she continued her study of how students work together in groups, and presented this work at the conventions of the American Educational Research Association and the Society for Research in Child Development, to members of the Psychological Studies division, and at UCLA and UC Santa Cruz psychology colloquia. Dr. St. John's work is funded by the National Institute of Mental Health.

### **Health Professionals**

**Nichole Howard, Aaron Martin, and Deonza Thymes**, UCLA undergraduate students, worked in the UES health office in 1996-97. Preparing for careers in health care and/or education, the students worked with children and observed and assisted the work of Dr. Muriel Ifekwunigwe, UES health specialist.

**Milka de Mira, Belinda Lew, Anahit Sarangulian, Michelle Shelotkov, and Grace Tzing** assisted teachers in the lower grades during winter quarter. Senior nursing students from the UCLA School of Nursing, they observed children at work and play and helped children to treat their minor injuries and talk out concerns. The group was supervised by Dr. Ifekwunigwe and Dr. Susan Opas, an instructor from the School of Nursing.

## DISSEMINATION ACTIVITIES

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.

### *Conferences*

#### **Connecting Computers With Curriculum (Part 2): A Hands-On Workshop for Teachers**

This one-day conference was organized as a result of requests from teachers who participated in Connecting Computers With Curriculum Workshops held in 1995-'96 at UES. To demonstrate how technology can be integrated with curriculum, UES teachers led more than 100 participants in these hands-on sessions:

- ❖ **Authoring with Kid Works** (Kindergarten - 3rd grade)  
With this application, 4- to 8-year-olds can write, illustrate, and hear their own stories read aloud. Demonstrations and student work samples showed how KidWorks can be used in the classroom.
- ❖ **QuickTake Camera & ClarisWorks Slide Show** (Kindergarten - 3rd grade)  
Using ClarisWorks and the QuickTake digital camera, participants learned how to develop multimedia slide shows integrating graphics, digital pictures, and text.
- ❖ **Navigating the Internet** (3rd - 6th grades)  
In an exploration of the World Wide Web and its many sources of information, participants used Netscape Navigator to search for material suitable for use in the classroom and learned to evaluate math, science, and art sites on the Web.
- ❖ **HyperStudio** (3rd - 6th grades)  
Using this authoring tool to integrate text, graphics, sound and video, participants created multimedia projects for use in the classroom.
- ❖ **Designing Web Pages** (5th & 6th grades)  
In this exploration of how to create Web pages for home and school, participants learned about html and hotlinks, looked at student-created Web pages, discussed privacy and security issues, and created their own Web pages.

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❖ **Basic ClarisWorks** (3rd - 6th grades)

By creating one-page documents that integrate word processing, drawings, spreadsheets, and a database, participants explored the uses of ClarisWorks.

**Shifting the Vision: A Day With David Thornburg**

UES hosted more than 120 visitors for this one-day workshop with Dr. David Thornburg, a leading researcher and teacher whose work explores ways in which telecommunications and media are changing the face of education. Dr. Thornburg talked about the changing role of education and technology's role in that change.

*Workshops*

**Educating Citizens in a Multicultural Society**

The UESC and the Los Angeles County Office of Education co-hosted this one-day workshop and lecture with Dr. James Banks, one of the country's foremost experts in multicultural education. Dr. Banks has written or edited more than 18 books on multicultural education and social studies education, including *Teaching Strategies for Ethnic Studies*; *Multicultural Education: Issues and Perspectives*; and *Multiethnic Education: Theory and Practice*. His work is an integral part of a series of Multicultural Training Institutes conducted by the County Office of Education to help schools develop reforms that integrate ethnic and cultural content into the curriculum. The conference provided opportunities for teachers and administrators from UES and public schools who have participated in county training institutes to assess their progress in developing programs in multicultural education, collaborate on plans for further work, and meet with Dr. Banks to discuss their efforts.

**Primary Resources Curriculum Project**

UES and the University Research Library co-hosted their fourth annual summer institute for public school teachers this year. In the Primary Resources Curriculum Project summer institutes California educators use the UCLA library's extensive collection of rare books and historic artifacts to develop unique lessons in social studies, language arts, art and science. UES faculty work with the Special Collections staff to support teachers as they are introduced to research methods and the library.

The use of primary source materials, such as those in the library's collection, is considered essential to giving students a connection to subject matter in a way that cannot be achieved through the use of

textbooks alone. One institute participant, for example, used the original transcripts of the Boston Massacre trial to create a lesson on the American Revolution; another incorporated into an eighth-grade lesson on American politics works by political cartoonists Thomas Nast and Paul Conrad; a third teacher used 17th-, 18th- and 19th-century versions of the Cinderella story to teach about the development of myth and stories.

In addition to developing teaching units, educators who participate in the summer institutes are responsible for field-testing the lessons they create, revising lessons in response to the field tests, and participating in a follow-up session during the school year. So that the work done reaches the widest possible audience, UES teachers and institute participants share lessons through publication and through presentations at state conferences and UES conferences and workshops.

Recently project organizers received a generous grant to expand the program to develop a wide network of teachers trained in the use of primary sources. As part of the expansion, UES and library personnel will: create a cadre of teacher-leaders to lead one-day workshops on using primary sources; provide opportunities for teacher-leaders 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 one-day workshops; and digitize images from Special Collections for use in classrooms. There also will be a formal assessment of the program to determine its effects on children's learning.

## ***Observations & Collaborations***

### **Visitors to UES**

In addition to its conference and workshop participants, in 1996-97 UES hosted more than 300 visitors, including teachers, students, policy makers and others interested in learning more about innovations in education and at the school. Some of the visits were initiated by organizations and individuals, others were invitational programs designed by UES 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, bilingual instruction, instruction in mathematics, science, social studies and literacy, and school management. Some visitors, for example, came as part of their teacher professional development programs. Others came to see Japanese-style mathematics lessons. A group of graduate students from the UCLA School of Art and Architecture did research on designing schools. The greatest number of visitors came to see the

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LITL program and UES' work on integrating technology into the curriculum. Organizations represented this year include:

### **California School Districts and Schools**

- Azusa Unified
- Baldwin Park Unified
- Bassett Unified
- Bellflower Unified
  - HeadStart/State Preschool, Lakewood
- Hacienda/La Puente Unified
  - Glenelder Elementary School
  - Los Altos Elementary School
  - Los Robles Academy
- Long Beach Unified School District
  - James Monroe School
- Los Angeles Unified
  - Aragon Ave. Elementary School
  - Brentwood Lower School
  - Carpenter Avenue Elementary School
  - Coeur d'Alene Elementary School
  - Colfax Elementary School
  - Eastman Avenue Elementary
  - Euclid Avenue Elementary School
  - Harrison Elementary School
  - La Ballona Elementary School
  - Mt. Vernon Middle School
  - Northam Elementary School
  - Overland School
  - Palms Elementary
  - Robert F. Kennedy Elementary School
  - Stoner Avenue Elementary School
  - Third Street School
  - Toluca Lake Elementary School
  - Winnetka Avenue Elementary School
  - Winter Gardens Elementary School
- Manhattan Beach Unified
  - Evergreen Community School
- Montebello Unified
  - Gage School
- Ojai Unified
- Pomona Unified
  - Roosevelt Fundamental School
- Santa Monica Malibu Unified
  - Franklin Elementary School
  - John Muir Elementary School
  - Juan Cabrillo Elementary School
  - McKinley Elementary School
  - Roosevelt Elementary School
  - Will Rogers Elementary School
- Ventura County Unified
  - Tierra Vista School

### **Other States**

- Indiana University/Monroe County School Corp., Bloomington, IN
- Liberty City Elementary, Miami Public Schools, FL
- Manzanita Elementary School, Kingman, AZ
- Wisconsin Department of Public Instruction, WI

### **Independent Schools**

- Buonora Child Development Center, Reseda, CA
- John Thomas Dye School, Los Angeles, CA
- Rolling Hills Country Day School, Manhattan Beach, CA
- St. Paul the Apostle School, Los Angeles, CA
- The Walther School, West Hollywood, CA
- Washington International School, Washington, DC
- Wat Thai of Los Angeles School, CA
- Wildwood School, Los Angeles, CA

### **Universities**

- Cal. State Northridge Credential Program
- UCLA
  - The Anderson School
  - Department of Psychology
  - Education Extension
  - Graduate School of Education & Information Studies
  - School of Art & Architecture
- University of California, Santa Barbara

### **State and Independent Organizations**

- Developmental Learning Consultants, Del Mar, CA
- Even Start Program, North Fork, CA
- Inter-American Development Bank, Washington, DC
- Les Marmots French Language Tutoring, Santa Monica, CA
- The Merrow Report, PBS, NPR
- Pacific Asian Consortium in Employment HeadStart, Los Angeles
- Training and Research Foundation, Los Angeles
- TRE (Technology for Results in Education), Los Angeles
- U. S. Department of Education
- Volunteers of America, Harbor City, CA

### **Other Countries**

- Barbados
  - Ministry of Education, Youth Affairs & Culture
- Germany
  - Institut for Erziehungswissenschaft und Bildungsforschung, Hagen
- Norway
  - Ostfold College School of Education
- Thailand
  - Kindergarten Association of Thailand
  - Office of Provincial Primary Education, Samutprakran
  - Thailand Ministry of Education
  - 30 schools

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# UESC PUBLICATIONS

## Newsletter

In 1996-97, the UESC continued publication of *Connections*, a newsletter containing articles on research and practice for researchers, teachers, and administrators in K-12 education. This year's issues included articles on: a multinational mathematics assessment, bilingual education, the Primary Resources Curriculum Development Project, and developing an AIDS education program that integrates the principles of science education. *Connections* has a circulation of 10,000. To request a copy or subscription, call the UESC at (310) 825-2623.

## Occasional Papers and Reports

*Assessment Challenges for Elementary School Teachers: Fractions in a Reform-Minded Classroom*, by Geoffrey B. Saxe, Maryl Gearhart & Tom Bennett (Occasional Paper 1)

*When Can Educational Reforms Make a Difference? Opportunities to Learn Fractions in Elementary Mathematics Classrooms*, by Maryl Gearhart, Geoffrey B. Saxe, Venus Dawson, Cynthia Carter Ching, Tom Bennett, Steven Rhine & Tine Sloan (Occasional Paper 2a)

*When Can Educational Reforms Make a Difference? The Influence of Curriculum and Teacher Professional Development Programs on Children's Understanding of Fractions*, by Geoffrey B. Saxe, Maryl Gearhart & Venus Dawson (Occasional Paper 2b — Papers 2a and 2b are companion papers)

*Building a Coherent Conception of HIV Transmission: A New Approach to AIDS Education*, by Terry K. Au (Occasional Paper 3)

*Success in School — For a Head Start in Life*, by Deborah Stipek (Occasional Paper 4)

*Judging a School's Reading Program: A Guide for the Perplexed Parent*, by Claude Goldenberg (Occasional Paper 5)

*Improving Teachers' Practices in K-8 Mathematics Education: What Works?* A report of the UESC/CDE Mathematics Education Conference held at the University of California, Los Angeles, November 9-11, 1995 (Report 1)

## COLLOQUIUM SERIES, 1996-97

### ❖ November 7

Barry McLaughlin, Professor of Psychology, UC Santa Cruz  
*The Good News About Bilingual Education: Models That Work*

### ❖ December 5

Judy Mumme, Director, California Mathematics Renaissance  
*Fostering Leadership for Change in Mathematics Education*

### ❖ January 16

Nick Entrikin, Professor of Geography, UCLA  
Jana Flores, Co-Director, UCLA History-Geography Project  
*The UCLA History-Geography Project: Building a Community  
of Educators Through Interdisciplinarity*

### ❖ February 13

Lorraine McDonnell, Professor of Political Science,  
UC Santa Barbara  
*The Politics of Testing: From the State House to the Classroom*

### ❖ March 13

Aimée Dorr, Professor of Education, UCLA  
*Conceptualizing Literacy for Interactive Electronic Media*

### ❖ April 10

Candy Goodwin, Professor of Anthropology, UCLA  
*Children's Games and Conversations: Developing Verbal  
Negotiation Skills Through Play*

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## APPENDIX 1: PUBLICATIONS

- Artiles, A.J. & Trent, S.C. (1997). Building a knowledge base on culturally diverse students with learning disabilities: The need to enrich research with a sociocultural perspective. *Learning Disabilities Research & Practice*, 12, 80-81.
- Artiles, A.J., Trent, S.C., & Kuan, L.A. (1997). Learning disabilities research on ethnic minority students: An analysis of 22 years of studies published in selected refereed journals. *Learning Disabilities Research & Practice*, 12, 82-91.
- Artiles, A.J. & Zamora-Durán, G. (1997). (Eds.). *Reducing disproportionate representation of culturally diverse students in special and gifted education*. Reston, VA: The Council for Exceptional Children.
- Artiles, A.J. (1996). Teacher thinking in urban schools: Toward a contextualized research agenda. In F. Ríos (Ed.), *Teacher thinking in cultural contexts* (pp. 23-52, 355-363). NY: SUNY Press.
- Au, T. K. (1997). Building a Coherent Conception of HIV Transmission: A New Approach to AIDS Education. In D. Medin (Ed.), *The Psychology of Learning and Motivation*. New York: Academic Press.
- Au, T.K., Romo, L., DeWitt, J., de la Sota, A., & Ifekwunigwe, M. (1996, Fall). Talking About AIDS in Science Education. UCLA Graduate School of Education & Information Studies, Urban Education Studies Center, *Connections*, 3-9.
- Crain, R., & Stuart Wells, A. (1997). *Stepping Over the Color Line: African-American Students in White Suburban Schools*. New Haven: Yale University Press.
- Gallimore, R., Bernheimer, L., MacMillan, D., Speece, D., & Vaughn, S., Eds. (In press). *Developmental Perspectives on High Incidence Handicapping Conditions, Papers in Honor of Barbara K.Keogh*. New Jersey: Erlbaum & Associates.
- Gallimore, R., Bernheimer, L., & Weisner, T. (in press). Family Life is More than Managing Crisis: Broadening the Agenda of Research on Families Adapting to Childhood Disability. To appear in R. Gallimore, L. Bernheimer, D. MacMillan, D. Speece, & S. Vaughn, (Eds.) *Developmental Perspectives on High Incidence Handicapping*

*Conditions, Papers in Honor of Barbara K. Keogh.* New Jersey: Erlbaum & Associates.

- Gallimore, R. & Goldenberg, C. (1996). Accommodating cultural differences and commonalities in educational practice. *Journal of Multicultural Education*, 4, 1, 16-19.
- Greenfield, P. M., Quiroz, B., & Raeff, C. (in press). Cross-Cultural Conflict and Harmony in the Social Construction of the Child. In S. Harkness, C. Raeff, & C. Super (Eds.), *The Sociocultural Construction of the Child: New Directions in Psychology*. San Francisco: Jossey Bass.
- Greenfield, P. M. & Suzuki, L. (in press). Culture and human development: Implications for parenting, education, pediatrics, and mental health. In I. E. Sigel, & K. A. Renninger (Eds.), *Handbook of child psychology (Fifth Edition)*, vol. 4. Child psychology in practice.
- Greenfield, P. M., Raeff, C., & Quiroz, B. (under revision). Conflicting values in education: Latino immigrant families and the schools. *Educational Psychologist*.
- Gutiérrez, K., Baquedano-López, P., & Turner, M. (in press). Putting *Language* Back Into Language Arts: When the Radical Middle Meets the Third Space. *Language Arts*.
- Kafai, Y., Ching, C.C., & Marshall, S. (in press). Children as designers of educational multimedia software. *Computers & Education*.
- Kafai, Y., Marshall, S., & Yarnall, L. (1996). Programming Games for Learning About Magnetism and Electricity. UCLA Graduate School of Education & Information Studies, Urban Education Studies Center, *Connections*, pp. 5, 8-9, 12.
- Keogh, B. K., Gallimore, R., & Weisner, T. S. (1997). A sociocultural perspective on learning and learning disabilities. In A. Artiles & S. Trent (Eds.) *Learning Disabilities Research and Practice* (special issue on culture & diversity), 12, 2, 107-113.
- Keogh, B. K., Bernheimer, L. P., Gallimore, R., & Weisner, T. S. (in press). Child and family outcomes over time: A longitudinal perspective on developmental delays. In M. Lewis & C. Feiring (Eds.), *Families, Risk, & Competence*. New Jersey: Lawrence Erlbaum.

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- Quiroz, B. & Greenfield, P. M. (in press). *Cross-cultural value conflict: Removing a barrier to Latino school achievement*. To appear in a volume on Latino academic achievement edited by R. Paredes and K. Gutiérrez. Latino Eligibility Task Force, University of California: Oakland, CA.
- Saunders, W., O'Brien, G., Lennon, D., & McLean, J. (1996, Fall). Making a Successful Transition From Spanish to English Literacy. UCLA Graduate School of Education & Information Studies, Urban Education Studies Center, *Connections*, 1-10.
- Stigler, J. & Heibert, J. (1997, Spring). Cameras in the Classroom: International Video Survey Examines Mathematics Teaching Practices in Three Countries. UCLA Graduate School of Education & Information Studies, Urban Education Studies Center, *Connections*, 1-12.
- Stipek, D., & Ryan, R. (1997). Economically disadvantaged preschoolers: Ready to learn but farther to go. *Developmental Psychology*, 33.
- Stipek, D., & Ryan, R. (1997, Spring). Practicing Research and Re-searching Practice: The Development and Assessment of a Two-Way Bilingual Program for Young Children. UCLA Graduate School of Education & Information Studies, Urban Education Studies Center, *Connections*, 3-10.
- Stipek, D., Feiler, R., Byler, P., Ryan, R., Milburn, S. & Salmon, J. (in press). Good Beginnings: A comparison of two instructional approaches on young children's preparation for school. *Journal of Applied Developmental Psychology*.
- Walter, V., & Gross, M. (1996). *HIV/AIDS: Information for Children, A Guide to Issues and Resources*. New York: H.W. Wilson Company.

## APPENDIX 2: PRESENTATIONS BY RESEARCHERS

- Artiles, A.J. (1996, November). Teacher education from a sociocultural perspective in the context of educational reform: Foundations and strategies. Paper presented at the International Congress on Cognitive Modifiability, Guatemala City, Guatemala.
- Artiles, A.J. (1997, March). Teacher education issues in the integration of students with learning disabilities. Paper presented at the Special Education Integration Forum sponsored by the Secretariat of Public Education, Mexico City, Mexico.
- Artiles, A.J., Barreto, R., & Peña, L. (1997, March). Charting the trajectories of teacher knowledge change about cultural diversity: Two case studies of novice bilingual teachers in urban elementary schools. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Artiles, A.J., Ceja, M., & Abedi, J. (1997, April). Tracing the evolution of teacher thinking about multicultural teaching: The influence of teacher specialization and pupil ethnicity on preservice teachers' attributional responses. Paper presented at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.
- Artiles, A.J. & Peña, L. (1997, March). Research on the role of teacher thinking in the referral of minority students to special education. Paper presented at the II International Conference "Disability in the Year 2000," Mexico City, Mexico.
- Artiles, A.J., & Trent, S.C. (1997, April). Research on teacher thinking in multicultural contexts. Strand of sessions presented at the annual meeting of the Council for Exceptional Children (CEC), Salt Lake City, UT.
- Baker, E. (1997, February). Model-Based Design of Performance Assessment. Paper presented as part of a symposium on New Directions in Testing: Standards, Performance Assessment, and Learning, at the annual meeting of the American Association for the Advancement of Science, Seattle, WA.
- Baker, E. (1997, May). Standards and Assessment. Presentation at the Issues in Education meeting of the California Legislature, Sacramento, CA.

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- Fall, R. (1997, March). Mathematics learning, social interaction, and tool use in capture fractions. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Franke, M., Shih, J., Biagetti, S., & Salmon, J. (1997, March). Preservice Teachers' Voices as a Context for Discussing Knowledge of Fractions. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Greenfield, P.M. (1996, October). Presenter at Voices of Diversity Fall Forum, Southwest Educational Development Laboratory, Dallas, TX.
- Jones, M., & Oakes, J. (1997, March). The Wisdom of Practice and the Practice of Wisdom: The Contribution of African American Teachers' Voices in Detracking Schools' Struggle Toward Multiculturalism. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kafai, Y. B. (1997, March). Software by kids for kids. Invited exhibition at the 50th Anniversary Conference of the Association of Computing Machinery, San Jose, CA.
- Kafai, Y.B., & Ching, C. C. (1997, June). Software design studios for supporting girls' development of technological and social expertise. Invited presentation at the Convention of the American Association for University Women, Anaheim, CA.
- Kazemi, E., Butler, L., Cobb, M. (1997, March). The Evolution of Risk Research in Educational Psychology: Toward Crossing Interdisciplinary Boundaries. Paper presented as part of a symposium on Who Is At Risk? An Interdisciplinary Analysis of Risk and the Population It Defines, at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kazemi, E., & Stipek, D. (1997, March). Pressing Students to Be Thoughtful: Promoting Conceptual Thinking in Mathematics. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Marshall, S. & Kafai, Y. (1997, March). Children's conceptions of project: Issues of change and transfer over time. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Oakes, J. (1997, May). Center X and Teacher Development. Presentation at the Issues in Education meeting of the California Legislature, Sacramento, CA.
- Oakes, J. & Gelbwachs, F. (1997, March). Commitment to the Idea and Compromises in the Reality: Leadership Perspectives on the Collaboration. Paper presented as part of a symposium on Collaborating for Urban School and Teacher Education Renewal: Perspectives on the Development of a School-University Partnership, at the annual meeting of the American Educational Research Association, Chicago, IL.
- Reese, L.J., Kroesen, K., & Gallimore, R. (1997, March). If you stay in school, you can get a good job: Agency and School Performance among Urban Latino Youth. Paper presented as part of a symposium on Youth as Active Agents Managing their School Careers, at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rose, M. (1997, March). Mind and Heart: Teaching, Writing, Inquiry, and the Public Sphere. Invited address presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Saunders, B., Goldenberg, C. (1997, March). Identifying Salient Elements of a Successful Transition Program. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Saxe, G., Butler, L., Fall, R., Iwanaga, & Guberman, R. (1997, March). Children's Learning in Games: Coordinating Analyses of the Individual and the Dyad. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Smith-Maddox, R. (1997, March). Cultural Knowledge and Culturally Responsive Performance-Based Assessments. Paper presented as part of a symposium on Assessing African American Students and Teachers, at the annual meeting of the American Educational Research Association, Chicago, IL.
- Stigler, J. (1997, February). A Videotape Study of Mathematics Teaching: U.S., Japan, Germany. Paper presented as part of a symposium on the Third International Mathematics/Science Study Results:

Curriculum, Instruction, and Achievement, at the annual meeting of the American Association for the Advancement of Science, Seattle, WA.

Stigler, J. (1997, March). Classroom Mathematics Instruction in Germany, Japan, and the United States: an Introduction to the TIMSS Videotape Classroom Study. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Stuart Wells, A., & Slayton, J. (1997, March). The Role of School Districts in Charter School Reform: Questioning the Underlying Assumptions of Neoliberal Ideology. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Weisner, T. W., Matheson, C. Coots, J., & Gallimore, R. (1997, April). Sustainability of Daily Routines as a Family Outcome. Paper presented at the annual meeting of the Society for Research in Child Development, Washington, DC.

## APPENDIX 3: PRESENTATIONS BY PRACTITIONERS

- de la Sota, A. (1999). Turning Points: Puberty/Sex Education. Model lesson taught at Carlthorp School, Santa Monica, CA.
- de la Sota, A. (1999). Integrating Turning Points Into the Curriculum. Inservice presentation, Manhattan Beach, CA.
- Galas, C. (1996, November). Designing Web Pages. Workshop presented at the Connecting Computers with Curriculum Conference, Seeds University Elementary School, UCLA, Los Angeles.
- Galas, C. (1997, May). Partnerships in Research and Practice: Lessons Learned from Implementing Project-Based Science Activities. Workshop presented at the When Research and Practice Intersect Conference sponsored by Center X, UCLA, Los Angeles.
- Heritage, M. (1997, May). The Whole Language vs. Phonics Debate. Paper presented at the Issues in Education meeting of the California Legislature, Sacramento, CA.
- Kern, J. (1996, July and August). Shared and Guided Reading Strategies for Emergent Readers. Workshop presented at the California Reading and Literature Project, Invitational and Open Institutes, Los Angeles.
- Kern, J. (1996, November). Creating a Balanced Reading Program. Inservice conducted for LAUSD K-3 teachers, Los Angeles.
- Kern, J. (1996, December). Big Books and Shared Reading: Enticing Young Readers. Paper presented at the UCLA Chancellor's Conference, Los Angeles.
- Major, J. (1996, December). Teacher Decision Making: Assessment and Evaluation of Students, Focus on Writers' Workshop. Presentation for Teacher Education Program, UCLA, Los Angeles.
- Moss, R. (1997, March). Using Original Sources to Establish Time and Place. Paper presented at the California State Social Studies Convention, sponsored by the California Council for the Social Studies, Sacramento, CA.

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- Powell, J. (1996, July). Early Reading Instruction. Paper presented at the Secondary Teachers Writing Project Institute, sponsored by Center X, Los Angeles.
- Powell, J. (1996, December). Technology Potpourri: Use of the Digital Camera. Presentation at the UCLA Chancellor's Conference, Los Angeles.
- Powell, J. (1997, March). Writer's Workshop and Early Literacy. Presentations for the California Writing Project, sponsored by Center X, Temple City, CA.
- Powell, J. (1997, March). Writer's Workshop. Presentation at the South Bay Reading Council Conference, Los Angeles, CA.
- Powell, J. (1997, April). Maximizing Literacy All Day Long. Presentation for the California Writing Project, sponsored by Center X, Glendale, CA.
- Powell, J. (1997, April). Early Literacy: Putting It All Together. Presentation for the California Writing Project, sponsored by Center X, Glendale, CA.
- Powell, J. (1997, May). Writer's Workshop in the Early Grades. Presentation for the California Writing Project, sponsored by Center X, Los Angeles, CA.
- Powell, J. (1997, May). Shared and Guided Reading. Presentation for the California Writing Project, sponsored by Center X, Los Angeles, CA.
- Powell, J. (1997, July). Multi-Age Grouping: Rationale and Planning. Inservice presentation, Santa Monica, CA.
- Powell, J. (1997, July). Early Literacy: Putting It All Together. Presentation for the California Writing Project, sponsored by Center X, Glendale, CA.
- Powell, J. (1997, July). Multi-Age Grouping: Curriculum Design. Inservice presentation, Santa Monica, CA.
- Powell, J. (1997, August). Elementary seminar instructor for the UCLA Writing Project, Los Angeles.

- Rivera, A. (1996, July). *Familias: Community Building*. Presentation sponsored by the California Reading and Literature Project, Los Angeles.
- Rivera, A. (1996, July). *What's Two-Way Immersion Education?* Presentation sponsored by the California Reading and Literature Project, Los Angeles.
- Rivera, A. (1996, August & October; 1997, February & March). *Multiage Education: What Does It Entail?* Inservice presentations, Montebello, CA.
- Rivera, A. (1996, October). *Familias: Community Building*. Presentation sponsored by the California Reading and Literature Project, Montebello.
- Rivera, A. (1996, November). *Education Today*. Presentation sponsored by the California Projects Leadership Consortium, San Diego.
- Rivera, A. (1996, November). *TRIBES: A New Way of Learning Together*. Presentation sponsored by the Argentine Ministry of Education, Davis, CA.
- Rivera, A. (1997, May). *Conflict Resolution*. Inservice presentation, Montebello, CA.
- Rivera, A. (1997, August). *Education Today*. Presentation sponsored by TEACH for America, Los Angeles, CA.
- Sutton, S. (1997, May). *Technology in the Classroom*. Paper presented at the Issues in Education meeting of the California Legislature, Sacramento, CA.

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