

*UCLA*  
**Urban Education Studies Center**  
*Graduate School of Education & Information Studies*

**Annual Report**  
**1997-1998**



*Bridging the gap between research and  
practice to improve education  
for California's children*

*UCLA*  
**Urban Education Studies Center**  
*Graduate School of Education & Information Studies*

**Annual Report 1997-1998**

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[www.gseis.ucla.edu/research/uesc.html](http://www.gseis.ucla.edu/research/uesc.html)

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## INTRODUCTION

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, organizations that manufacture products also conduct research and development. In education, however, 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 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

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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.

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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 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; Professor, Department of Psychology (*scientific reasoning and understanding; science instruction*)

**Eva Baker**, Ed.D., UCLA; Associate Dean, GSE&IS; 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*)

**Alison Imbens-Bailey**, Ed.D., Harvard University, Visiting Assistant Professor, Department of Education (*language development; bilingual education*)

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

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

**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; UESC 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*)

**G R A N T S**

<b>MacArthur Foundation</b> <i>A Study of Low-Income Children's Transition to School</i> PI: Deborah Stipek	<b>\$851,435</b>
<b>Individual Donor</b> <i>Primary Resources Institute</i> a grant made jointly to UES and the University Research Library to expand the program on developing teaching units based on primary resources	<b>\$500,000</b>
<b>William T. Grant Foundation</b> <i>The Long-Term Effects of Early Childhood Intervention: What Difference Does the School Make?</i> PI: Deborah Stipek	<b>\$339,321</b>
<b>National Center for Improving Student Learning and Achievement in Mathematics and Science</b> <i>Teachers' Self-Sustaining and Generative Change</i> a grant to study teachers' use of children's mathematical thinking in teaching mathematics PI: Megan Franke	<b>\$236,000</b>
<b>National Science Foundation</b> <i>Learning Science by Design</i> a grant to study the effects of integrating children's computer game design into the science curriculum PI: Yasmin Kafai	<b>\$185,043</b>
<b>The Gluck Foundation</b> <i>Literacy in the Classroom Project</i> PIs: Margaret Heritage, Ronald Gallimore and Doug Moes	<b>\$160,000</b>
<b>NICHD</b> <i>Two-Year Postdoctoral Fellowship</i> PI: Ronald Gallimore	<b>\$116,290</b>
<b>National Academy of Education/Spencer Foundation</b> <i>One-Year Postdoctoral Fellowship</i> PI: Yasmin Kafai	<b>\$40,000</b>

**UCLA School Management Program** **\$9,800**

*Exploring the Use of Teacher Coordinators in School Improvement Efforts*

a grant to study the role of teacher leader as an element in school improvement efforts

PIs: Ronald Gallimore, Margaret Heritage & Rachelle Feiler

**UC Office of the President** **\$9,000**

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

a grant to develop and assess a curriculum model and materials that teach children how to use technology to access, evaluate, and analyze information

PIs: Anne Gilliland-Swetland, Aimée Dorr & Sharon Sutton

**Grants Total** **\$2,446,889**

## **SUMMARY OF RESEARCH & CURRICULUM DEVELOPMENT PROJECTS**

### **Learning in Two Languages**

#### **Program Assessment —**

Rosaleen Ryan

UESC

Norma Silva

UES

### **Predicting Children’s Ethnic Identification, Attitudes Toward School, and School Success by Their Spanish Language Proficiency and Literacy—**

Alison Imbens-Bailey, Mary Dingle &

Department of Education

Jo Anne Schwayder Pandey

Adriana Vensel

Psychology Department

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

Marjorie Goodwin

Anthropology Department

### **Assessment-Based Responses to Early Reading Problems —**

Margaret Heritage, Jeff Jacobs,

UES

Laurette Cano & Dana Fischer

Ronald Gallimore & Doug Moes

NPI

Alison Imbens-Bailey &

Department of Education

Barbara Keogh

Peggy Harris

Santa Monica-Malibu Unified School District

### **Charting the Developmental Course of Automatic Number Recognition —**

John Whalen

Psychology Department

### **Keyboarding Instruction for Students —**

Rosaleen Ryan

UESC

Susan DeBlasio & Sharon Sutton

UES

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

Virginia Walter &

Department of Library &

Melissa Gross

Information Science

### **Imposed Queries in the School Library Media Center —**

Melissa Gross

Department of Library &

Information Science

**Learning Science Through Design —**

Yasmin Kafai, Sue Marshall &  
Cynthia Ching  
Cathie Galas

Department of Education

UES

**Expanding Communities of Learners  
from School to Home —**

Yasmin Kafai  
Paula Flynn

Department of Education

UES

**The Ethics Of Children's Computer Use:  
Bridging The Gap Between Computer Use  
And The Development Of Children's  
Moral Understandings —**

Bruce Burnam

Department of Education

**Computer-Based Knowledge Mapping  
in the Classroom —**

Davina C.D. Klein, Greg K.W.K. Chung &  
Ellen Osmundson  
Jan Cohn

Department of Education

UES

**Utilization of UES Health Office Services —**

Muriel Ifekwunigwe & Madelynn Finkelstein  
Rosaleen Ryan

UES

UESC

**Rites of Passage: A Multicultural  
Folklore and Media Curriculum —**

Peter Tokofsky

Folklore and Mythology Program

Department of Germanic Languages

Doreen Seelig & Jerie Morrison

Venice High School

**UCLA Urban Community-School Collaborative  
on Children's Information Management —**

Anne Gilliland-Swetland &  
Kimberley Bray

Department of Library &

Information Science

Aimée Dorr

Department of Education

Ava de la Sota, Sharon Sutton,

UES

Jan Powell & Judith Kantor

Keri Tagle & Tori Kaufmann

Santa Monica-Malibu

Unified School District

## 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, Box: 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**

—*Rosaleen Ryan, UESC; Norma Silva, UES*

As part of the continuing evaluation of the UES Learning in Two Languages (LITL) program, assessments of children's primary and secondary language skills are collected for all children in the program. Scores on standardized achievement tests and other assessments done as part of the school-wide curriculum evaluation are also used to determine the effect of participation in the LITL program on children's achievement and attitudes toward school.

One question of particular interest this year involved an evaluation of the Spanish as a Second Language (SSL) strand, which was developed to accommodate English-dominant children who were interested in learning Spanish but not assigned to LITL classrooms. Researchers compared the performance of children in LITL classrooms and children receiving SSL on the Spanish Pre-LAS language assessment. The results showed that children in the LITL program scored higher than the SSL children on some sections of the Spanish Pre-LAS. LITL and SSL teachers used this assessment data to inform their discussions about the costs and benefits of the SSL program.

#### **Predicting Children's Ethnic Identification, Attitudes Toward School, and School Success by Their Spanish Language Proficiency and Literacy (based on the Learning in Two Languages Program Follow-Up Study)**

— *Alison Imbens-Bailey, Mary Dingle and Jo Anne Schwayder Pandy, Department of Education; Adriana Vensel, Psychology Department*

This study investigates the indirect effects of being able to speak, read, and write in Spanish on children's school performance. Spanish flu-

ency may affect children's attitudes toward school and enable children to identify more closely with the Spanish-speaking community. Those attitudes and cultural identification may in turn influence academic achievement. This mediating role between Spanish proficiency and children's eventual school success may be particularly relevant for Latino children whose dropout rate during later school years cannot be explained by academic performance alone.

Building on the continued evaluation of the LITL two-way bilingual program at UES (see above), researchers have interviewed Latino and non-Latino children (ages 5-9) who are enrolled in the program. The interview elicited stories about when children use Spanish. Questions were also asked to assess children's metacognitive skills and attitudes toward the school environment. Parents completed a questionnaire regarding their rationales for enrolling their children in a bilingual education program. Analyses will be conducted to assess associations between Spanish proficiency and school performance for Latino children as they are mediated by identification and attitudinal factors. Non-Latino children in the LITL program also will be compared to a matched sample in English-only classrooms to examine the effects of exposure to Spanish instruction on non-Latino children's attitudes toward their school's promotion of Spanish.

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

— *Marjorie Harness Goodwin, Anthropology Department*

Much of the research in psychology and sociology has posited that girls' games are less complex than boys' games and that girls have little experience with conflict. Informed by research observations to the contrary, this study examines how children across different age and gender groups develop legal language abilities (including forms of logical proof) and organizational skills in the midst of spontaneous play. The researchers are videotaping activities such as jump rope, hand ball, basketball, and hop scotch and dramatic play activities to investigate the vocal and nonvocal strategies children utilize in taking up positions and creating social order. In particular the study looks at female interaction in the midst of games. By examining negotiation in the midst of games and play, the study aims to show how at recess girls are learning to construct themselves as agents who are responsible for monitoring the social order they create. It also looks at how children within multi-ethnic groups learn to adapt their language and interactive strategies.

*Language  
and  
Literacy*

**Assessment-Based Responses to Early Reading Problems:  
A Teacher-Researcher Collaboration**

— *Margaret Heritage, Jeff Jacobs, Laurette Cano & Dana Fischer, UES; Ronald Gallimore & Doug Moes, NPI; Alison Imbens-Bailey & Barbara Keogh, Department of Education; Peggy Harris, Santa Monica-Malibu Unified School District*

Children's early literacy problems can have long-term negative effects on their school success. With so many schools in California struggling to improve their literacy programs, there is a need for interventions that can guide educators in recognizing and correcting these early problems. The early literacy project at UES is a collaborative effort between UES and public school personnel (teachers, staff, administrators) and UCLA researchers (faculty, graduate students, post-doctoral researchers) to develop an assessment and intervention model that can address the needs of students at risk for difficulty in acquiring literacy. The model will then be field-tested in urban public schools. The goal is to develop a screening tool that is comprehensive in scope, focusing on core emergent literacy and oral language skills, social and classroom interaction, as well as home supports that promote literacy. Currently, the project is identifying and evaluating a number of specific assessment approaches teachers can use to gather relevant information on student needs that can directly inform intervention efforts. For example, the assessment of phonological processes has become an important area of focus in this project.

Another important component of the literacy screening tool is children's extended discourse abilities, namely narrative skills. Children's ability to tell an organized, well-plotted story has been related to later literacy skills. The ability to formulate a good story is often challenging for young children because it requires the coordination of cognitive, linguistic and pragmatic skills. A profile of narrative ability can be built up for those children who appear most at risk for literacy acquisition by eliciting narratives in various settings and with various degrees of support or feedback from the listener to help the child structure a coherent story. Interventions to develop narrative skills may include tailoring in-class reading materials to the child's narrative ability and providing storybooks that emphasize the next level of narrative development. Another way is to think of oral narrative as similar to process writing instruction, with the first attempt at a story being used as the starting point for subsequent revisions. This means setting a new agenda for sharing or circle time, sometimes focusing not on the content of what children say but on the structure of their stories.

In addition, efforts have been made to include the family in the assessment and intervention process. Project participants are currently developing a brief interview to help teachers engage families and obtain

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information about how families teach literacy in their homes and/or how teaching activities can be incorporated into their daily routines to promote children's literacy.

### **Charting the Developmental Course of Automatic Number Recognition**

— *John Whalen & Rochel Gelman, Psychology Department*

*Mathematics*

Although most children enter elementary school with the ability to recognize and name individual numerals, little is known about their understanding of what these symbols represent (e.g., that “6” means “\*\*\*\*\*”). In the classroom, early exposure to numerals typically involves naming rather than numerical information (e.g., telephone numbers, addresses, elevator buttons).

This project was designed to assess the ability of children at different grade levels to rapidly associate a number (e.g., 6) with its meaning. The experiment was modeled on studies of adults which found that in comparison tasks, there can be interactions between judgements of the physical size of a digit and the value it represents. For example, adults are more likely to judge that the written numeral “6” is taller than the written numeral “4” than they are to judge that the written numeral “4” is taller than the written numeral “6.” The researchers used this comparison task as a tool to probe children's ability to automatically associate a digit with its meaning. If children automatically associate a digit with its meaning, they reasoned, there would be interference between children's judgements of the size of the numerals being compared and the value the digits represent.

Children from K/1, 2/3, and 4/5 classes at UES volunteered to participate in the “number game”. The researchers found that in comparison with the adults, children from all age groups displayed only modest interference from the numerical value of the numbers when deciding which of the digits was tallest. Students from the K/1 classes exhibited the least interference, but the finding held for all classes. Thus, even in 5th grade, children do not automatically associate a symbol such as “4” with its meaning ( \* \* \* \* ). These findings suggest that perhaps an increased focus on the conceptual understanding of number, in addition to recognition of numerals, would be beneficial for children's development of mathematical knowledge.

**Keyboarding Instruction for Students**

— *Rosaleen Ryan, UESC; Susan DeBlasio & Sharon Sutton, UES*

To make good use of the computer as a learning tool, children must be able use the keyboard to type efficiently. But at what age is it most cost-effective to teach children keyboarding skills?

This systematic, multigrade study examines the effect of children's age on their acquisition of keyboarding skills. It builds on a smaller UES study conducted last year, which contrasted two approaches to keyboarding instruction using "Type to Learn," a commercially available typing tutorial program for the computer. Last year's study included children ages 7 to 9. One group participated in intensive lessons over a few weeks in the computer lab; a second group participated in shorter lessons over a longer period of time in the classroom.

Because the previous study suggested that keyboarding instruction may be more cost-effective for older children, this year's study included children ages 7 to 11. The keyboarding instruction took place in the computer lab four to five times per week for five to six weeks. All children attended 24 sessions of keyboarding instruction.

This year's 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) ten weeks after the instruction had ended. Overall, children showed modest gains in their typing speed and accuracy from the pretest (average of 8.4 words per minute, 93% accurate) to the posttest (average of 12.8 words per minute, 95% accurate). Ten weeks after instruction had ended, children maintained their typing skills (average 13.1 words per minute, 95% accurate). Older children (4th and 5th graders) benefited more from the instruction than younger children (2nd and 3rd graders). The older children typed faster than the younger children at all three time points, and they improved at a faster rate than the younger children from the beginning of instruction to the end of 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. Keyboarding instruction had positive effects on children's motivation. Children's beliefs about how well they type were related to their actual typing speed and accuracy. Children's perceptions of how well they typed increased over time. In addition, children reported that they enjoy typing on the computer slightly more after the instruction than before instruction began.

The results suggest that, while the older children benefitted more from the instruction, younger students were able to make some gains and their attitudes toward typing on the computer remained positive. Teachers may want to consider whether the time invested in the instruc-

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tion is worthwhile in meeting the needs of their students. In classrooms where the computer is an everyday tool, increasing children's typing skills may be a good investment since it can increase their efficiency in accomplishing other tasks.

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

— *Virginia Walter & Melissa Gross, Department of Library & Information Science*

Although the internet provides access to a wealth of information useful for educational purposes, it also provides easy access to a great deal of information that is inappropriate, even harmful, for children. Schools and public libraries therefore must decide how to give children access to this educationally rich resource while also providing protection against its potential harm.

This study surveys emerging policies that schools and public libraries are formulating for children's access to the internet. Preliminary analysis of internet policies among 20 public schools and libraries contacted thus far indicates that:

- schools are more likely than public libraries to use filtering or monitoring software to restrict children's access to "harmful" material;
- schools almost universally limit children's use of the internet to curriculum-related activities;
- some schools require direct adult supervision of children's internet searching;
- elementary schools are more likely than public libraries to restrict children's access to e-mail and chat room services.

The researchers are continuing to conduct interviews in public libraries, public schools and UES. Their intent is to create a guidebook that can help school principals and librarians make policies related to use of the internet at their institutions.

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

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

When children visit the school library to seek information, sometimes their search has been inspired by a book they have read, a television program they have seen, or a question they have formulated on their own. At other times they are researching a question assigned to them by a teacher or other adult. These two types of searches are referred to as

“self-generated” and “imposed” use of the library. Knowing which type of inquiry students have can help librarians better understand how to assist students in finding materials and asking questions. Understanding the role that the library plays in helping children complete assignments can strengthen the connection between libraries and classrooms, thus improving children’s learning.

This study continues work conducted at UES in 1996, which quantified the proportion of library use that was for self-generated versus imposed use. This year’s project took place at UES and at two other elementary schools that have fully functioning libraries. It was augmented with interviews performed with the school librarian and teachers and students representing all grade levels. Although the work is purely descriptive at this point, it has provided a baseline understanding of self-generated and imposed library use in school environments. As the research continues to explore the ways in which students use the resources of the library, a greater understanding of the relationship between the classroom and school library will be developed.

### **Learning Science Through Design**

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

For this project on developing classroom models that integrate science instruction with technology, student teams designed and programmed software simulations that teach science concepts to younger students. The 30 fourth- and fifth-grade students participating in the project worked in collaborative groups for six weeks to design human physiology simulations.

The researchers are currently analyzing the data and writing reports to describe students’ collaborative interactions, motivational changes, project management skills and science learning. They will work with the participating teacher to create a handbook documenting project activities.

So far observations show that successful implementation of this type of learning environment depends on the integration of subject matter instruction with the design project. The teacher plays an important role in creating that integration by providing opportunities for subject matter learning and deep levels of reflection on scientific concepts as students demonstrate a desire and a 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,

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students' preconceptions about their roles as learners, collaborators, designers, and planners coming into this type of project influence their performance.

Given these preliminary observations, plans for further 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.

### **Expanding Communities of Learners From School to Home**

—*Yasmin Kafai, Department of Education; Paula Flynn, UES*

Although many students have access to computers at home, very few use them for educational purposes, perhaps because classroom activities seldom include homework involving the computer. This case study was designed to explore how computer use in the mathematics classroom can be connected to students' computer use at home. Students were asked to work at school and at home on a classroom project that was expected to enhance students' understanding of fractions.

The five-week study involved 30 fourth- and fifth-grade students who worked in teams three times per week to design and implement computer games and game ideas that focused on number concepts related to fractions (i.e., equivalent fractions, mixed numbers, factors). Students generated game ideas based on problems they had solved in class and worked in teams to develop computer software for the games. Their homework assignment was to continue working on the games. To help them complete the assignment, all students received software and documentation appropriate for their home computer platform, and students who did not have a computer at home received one on loan.

Results show that only 10 percent of the students used the software at their homes in a manner consistent with the project. Factors accounting for this include: (1) many students used different platforms (e.g., IBM, Macintosh) at home and in the classroom, making it difficult for them to take home the games and continue working on them; (2) students had difficulty understanding what computer homework is; and (3) students lacked time and support to work on the computer at home.

Before the project started, students had completed a midyear mathematics assessment that was repeated at the end of the project. In addition, the researchers asked all the students to fill out a questionnaire that focused on their purpose and understanding of homework in mathematics and how it related in particular to the fraction game design. Results of these assessments are being currently analyzed and will be used in the design of a more long-term and systematic study to be conducted later this year.

### **The Ethics of Children's Computer Use: Bridging the Gap Between Computer Use and the Development of Children's Moral Understandings**

— *Bruce Burnam, Department of Education graduate student;*  
*Yasmin Kafai, advisor*

In spite of the rapid growth of computer use in the classroom, there has been little consideration of the resulting moral dilemmas that may emanate from this use. In using computers and the internet, students often are tempted to take materials, intellectual property and ideas that belong to others and use them as their own. Although extensive research has been conducted and many theories have been developed regarding the development of children's moral reasoning, little attention has been given to studying the effect of children's activities and behavior within given situated contexts (such as computer use) upon this reasoning. The purpose of this study was to address these issues through the examination of children's moral understandings within the context of using computers.

In the fall of 1997, 48 students from third-, fifth- and sixth-grade classes at UES were interviewed to discern their views on the ethics of computer use. Two vignettes portraying moral dilemmas, one involving use of the internet and the other concerning copyright laws and copying material from the computer, were developed for this project. Students were read each of the vignettes, as well as two well-documented moral dilemma scenarios developed by William Damon. The students were then asked questions about what the child in the vignette should do, and why.

A preliminary analysis of the findings of the study shows that many of the participating children, rather than relying on their own moral reasoning, defer to teacher instructions and control when it comes to browsing the internet. Many also refer to teacher instructions regarding copying items from the computer, just as they do for written materials. Most students also said that they would be angry if someone tried to copy their personal web pages or materials on the computer. They cited as their reason that they had put a great deal of time and effort into developing the materials and that for others to copy the materials and call them their own would not be "fair." The data suggest that in addition to clear adult direction regarding appropriate use of the internet, children would benefit from classroom discussion about the moral issues underlying the rules.

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**Computer-Based Knowledge Mapping in the Classroom:  
A tool for examining and measuring the development of students’  
conceptual understanding**

— *Davina C. D. Klein, Greg K. W. K. Chung & Ellen Osmundson,  
Department of Education; Jan Cohn, UES*

When a topic is covered in classroom instruction, the teacher can use a variety of means to check for understanding, including questioning students, administering quizzes and tests, or asking students to demonstrate their knowledge by performing experiments or engaging in activities. Not all of these methods, however, offer teachers a way to determine whether students have a deep, conceptual understanding of the material covered. This study explores and evaluates the use of knowledge maps to provide information about what children understand on a conceptual level so that both teachers and children can use the information to improve instruction and learning. Specifically, it investigates the use of computer software that enables children to create and score maps on the computer.

Knowledge maps are created when students draw lines between terms and concepts and use linking words to demonstrate what they understand about a particular subject. For example, after teaching a unit on the human body, the teacher in this study asked children to create a knowledge map illustrating what they know about how vision occurs. Among the words given to students were “optic nerve” and “brain.” A student demonstrating knowledge of the material taught would connect these terms by drawing a line from “optic nerve” to “brain” and writing the connector words “sends messages to” along the line, thus demonstrating that the student understands the optic nerve sends messages to the brain. As more and more terms and concepts are added, and the picture becomes more detailed, a “map” or “diagram” of the student’s thought processes emerges.

Thus far, the researchers and classroom teacher in this study have been collaborating to construct sets of concepts and links to target deep understanding of scientific material presented in class. Students have been creating knowledge maps using a computer-based mapping tool. The researchers also have been videotaping instruction and students’ use of the software. It is expected that the software, once it is revised and refined, will offer an effective means for informing instruction and helping students to regulate their own learning.

***Student Services*****Utilization of UES Health Office Services**

— *Muriel Ifekwunigwe, Madelynn Finkelstein, UES;*  
*Rosaleen Ryan, UESC*

The school health office plays an important role in providing for children's physical, mental, emotional and social well-being—factors that are vital to their ability to learn. To assess the ways in which the UES Health Office is being utilized and the care that is being provided to children, this project addresses the following questions:

1. What types of visits are made to the health office?
2. During what days and times do students visit the health office most frequently?
3. Is the frequency with which children visit the office related to grade (age), gender, family income or achievement level?

To address these questions, when children visit the health office the nurse or nurse's assistant records the child's name; the date, time and nature of the visit (cough, headache, injury, etc.); the treatment given; whether the parent or guardian was contacted; and any other details he or she believes to be important about the visit.

Analyses of this information have been used so far to determine topics for health education (e.g., how to care for bumps and bruises), evaluate the safety of playground equipment, and adjust staffing patterns in the health office.

**INSTRUCTIONAL MATERIALS DEVELOPMENT****Rites of Passage: A Multicultural Folklore and Media Curriculum**

— *Peter Tokofsky, Folklore and Mythology Program/Department of Germanic Languages; Doreen Seelig & Jerie Morrison, Venice High School*

This collaboration between UCLA faculty and Venice High School social studies teachers uses an introductory folklore curriculum to develop writing, research, and multimedia skills among high school students. The project teaches students the significance of traditional life-cycle celebrations (e.g., naming ceremonies, graduation and maturation rites, weddings) through introductory lectures on culture and folklore, and through exercises on the World Wide Web. In the Web exercises, students gathered specific information from a database of multimedia accounts of family traditions prepared by students at UCLA. Worksheets designed to navigate students through this database asked students to identify similarities and differences among parallel

traditions in various cultures (e.g., the use of canopies to cover a couple during marriage ceremonies in Hindu and Jewish traditions) and to begin thinking about how their own traditions and experiences compare to those being studied.

Following these introductory lessons, the teachers guided students through a project in which they documented and described one of their own family traditions. This project involved interviews and written personal accounts of specific ceremonies enacted in the students' own families, and culminated in a detailed written report on the traditions. Students demonstrating the ability to develop quality documentation will be given the opportunity to design their own multimedia accounts of their family traditions and, potentially, collaborate with UCLA undergraduates to prepare web sites in multimedia production labs. In thanks for their participation in the project, the Venice High classes visited the UCLA campus, including the Fowler Museum, the athletic hall of fame, Powell Library and the OID computer facilities. They also attended a reception in the Sculpture Garden.

*Note:* The database, still a work in progress, can be viewed at: <http://www.humnet.ucla.edu/humnet/folklore/peter>.

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

— *Anne Gilliland-Swetland and Kimberley Bray, Department of Library & Information Science; Aimée Dorr, Department of Education; Ava de la Sota, Sharon Sutton, Jan Powell, and Judith Kantor, UES; Keri Tagle and Tori Kaufmann, Santa Monica-Malibu Unified School District*

The need for instructional programs on managing information has become urgent as schools and classrooms around the country become equipped with computers. Efforts to improve education must take into consideration the challenges of the future and prepare all children for life in a technologically advanced society. Because computers provide access to an extraordinarily rich array of information, they have considerable potential for decreasing the 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. Clearly not just access, but proficiency is the key. 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 access to technology itself.

The goal of this project is to develop a curriculum model and associated materials that teach children how to access, evaluate, analyze, use

and produce information from a variety of sources. These materials will be designed with an eye toward addressing the needs of children from non-English speaking families and children who do not have ready access to information technology from their homes. They will be tested in schools that serve predominantly low-income, minority students and then made available in a broad array of urban schools in both published form and over the internet.

The researchers are working with teachers to integrate the use of technology into many areas of the curriculum and to promote the skills, knowledge, and attitudes that will help students develop their information literacy in ways that will continue to be relevant despite changes in technology.

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## UES DATABASE

The UES database integrates all functions of the school, such as billing, student and class information, testing, research, health services, and other administrative information. This data base 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 data bank has three primary purposes: (1) to maintain information on students for administrative purposes, (2) to keep comprehensive records on students for use by teachers who wish to use information on their students' competencies, dispositions, and experiences to guide instructional decisions, and (3) to provide a longitudinal data base for individual investigators in the research community to ask theoretical and practical questions related to children's learning and education.

***Student Information:*** The data base includes demographic information such as gender, ethnicity, and family income. The data base also maintains teacher-generated information on academic progress, such as standardized achievement tests and other assessments of academic skills, such as reading comprehension and math problem solving. In addition, information about participation in special programs, such as instrumental music, are included in the data base. The data base also allows users to generate lists for a variety of purposes. These include class lists, 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 are kept in the data base. The data base also maintains records of visits to the health office, including the time of visit, nature of visit, and the treatment given.

***Research:*** Information from each child's participation in research is included in the data base, making it possible to cross-reference information from different studies and do longitudinal data analyses. This reduces research costs by avoiding duplicate data collection efforts. Under clearly specified conditions, investigators have access to the data base for research purposes. (Please see the UESC Database Manual, available from the UES Research Office, for more information.)

**T R A I N I N G*****Undergraduate  
Students*****Education 199: UES Classroom Internship**

— *Rachelle Feiler, GSE&IS; Sharon Sutton, UES*

This field course is 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 a journal 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 1997-'98, 60 undergraduates participated in the program, many of them for two quarters.

**Health Internships**

— *Dr. Muriel Ifewunigwe and Madelynn Finkelstein,  
UES Health Office*

**Aaron Martin, Rita Olague, Judy Velasquez, and Myrna Marron,** UCLA undergraduate students, worked in the UES Health Office in 1997-'98. Preparing for careers in health care and/or psychology, the students worked with children and observed and assisted the work of school health specialists Dr. Muriel Ifekwunigwe and Madelynn Finkelstein.

**Sara Newman and Catherine Jabido,** senior nursing students from Mt. Saint Mary's College, observed children in the classrooms, at play and in the Health Office. They assisted with treating minor injuries and learned about school nursing.

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## **Undergraduate Research Practica**

Undergraduate students are also 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 1997-'98 school year, 10 UCLA undergraduates gained research experience working on UESC projects.

## **Teacher Education Program Courses**

*Graduate  
Students*

### **Principles and Methods of Elementary Reading**

—*Margaret Heritage, UES*

This course focused on literacy learning, assessment and instruction in reading, and program implementation in the classroom. The objective was for students to develop an understanding of: literacy acquisition, assessment tools and how to interpret results, the implications of assessment for instruction, and the implementation of a literacy program in the classroom. In addition to examining issues through readings and weekly class meetings, students spent two hours per week in UES classrooms, where they worked directly with children on literacy skills. They also maintained a weekly journal of field notes and reflections on their classroom work and completed a case study.

### **Principles and Methods of Elementary Mathematics**

—*Rachelle Feiler, UESC*

This course focused on children's understanding of mathematics concepts, mathematics instruction, and assessment. The objective was for students to learn about how children develop mathematical understanding, methods for assessment and instruction, and the mathematics content they will be expected to address as elementary school teachers. In addition to weekly class meetings and readings, students spent three hours per week in UES classrooms, where they observed instruction and worked directly with children to assess mathematical understanding. Students also observed three demonstration lessons at UES, and had the opportunity to debrief with teachers following their demonstrations.

## **Integrating Technology Into Classroom Instruction**

— *Sharon Sutton, UES*

The objective of this course was for students in the Teacher Education Program to learn technology applications such as word processing, database management, spread sheets and multimedia programs for use in the context of instruction. In addition to learning the programs, students discussed how to integrate technology into learning projects in specific content areas, such as social studies and science.

## **Graduate Student Researchers**

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

**Cynthia Ching** is a doctoral candidate in Psychological Studies in Education. For the past three years Ms. Ching has worked with UES teacher Cathie Galas to develop science curricula based on student inquiry and collaborative design of science simulations using a Logo Microworlds programming/authoring environment. This spring Ms. Ching also worked with Professor Yasmin Kafai and UES teacher Paula Flynn on a project in which same-gender teams of 4th- and 5th-grade students designed educational games about fractions in their mathematics class. Next fall she will be conducting her dissertation research at UES on apprenticeship patterns among more and less expert student software designers and the effects of expertise and gender on participation in collaborative technology-based activities in science.

**Greg Chung** is a doctoral candidate in Psychological Studies in Education. His dissertation focuses on examining the cognitive processes learners use when they interact with text and diagrams, and the relationship between these processes and problem solving performance. At UES, Mr. Chung previously worked on Dr. Kafai's project to help children with their Logo programming. He is currently working on the CRESST/UES research project with teacher Jan Cohn to explore uses of a knowledge mapping tool in classroom instruction and assessment.

**Elham Kazemi** is a doctoral student in Psychological Studies in Education. Her research focuses on mathematics education. At UES, Ms.

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Kazemi worked with Professor Megan Franke to introduce teachers to methods for using children's mathematical thinking to guide instruction. During meetings, the group discussed the development of children's thinking in particular mathematical domains, such as place value and fractions.

**Holly Kuwayama** is a student in the UCLA Extension Landscape and Architectural Program. An alumnus of the UES class of 1976, Ms. Kuwayama assisted 7- to 9-year-old children at UES in planning and designing a class garden that was modeled after artist Claude Monet's garden at Giverny, France.

**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 upper elementary children as they engaged in the design of interactive multimedia software for teaching science concepts. For her dissertation research, she was particularly interested in how children learned to plan cooperatively and to manage large multimedia projects as they learned science.

**Ellen Osmundson** is a Ph.D. candidate in Psychological Studies in Education. Her research has focused on technology, science education, and the assessment of cognitive development. Ms. Osmundson is completing her doctoral thesis, which examined the complex ways children develop their understandings of science. At UES, Ms. Osmundson collaborated on a project that studied the use of knowledge maps as an instructional tool to organize learning. Specifically, the study looked at the development of children's understandings of the human. The on-line knowledge mapper was used as a collaborative learning activity. Children's maps and their scores were available to the teacher on-line.

**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 coordinated 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, a junior high follow-up study, and a health office study at the school and is helping to implement an electronic database of students' records and assessments.

**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 first, second, and third grades. Last winter Ms. Valeski observed and assisted with the Physical Education classes at UES to learn more about children's motivation in sports.

**Louise Yarnall** recently completed her master's thesis based upon work she conducted at UES. Her thesis, "Critiques of Multimedia Reports in American Civics: The Influences of Medium and Literate Skills," examined how new technologies can be used to support the literate, interpretive skills that are traditionally associated by teachers with print text. Ms. Yarnall's study focused on the literate skills that emerged as UES upper elementary students and three teachers evaluated the meaning of student-produced multimedia products.

**Kristin Abbott, Rebecca Cobb, Todd Farichone, Kristin Hawley** and **Denise Nelson**, doctoral students in Clinical Psychology, worked at UES during the 1997-'98 school year as counselors. They saw children and worked with their parents on behavioral or emotional problems. In addition, **Silvia Gutierrez** and **Sylvia Valeri**, also doctoral students in psychology, worked with UES staff, ran groups for children, and worked with individual children and their families. Professor Jill Waterman and other psychology department faculty supervised the doctoral students.

**Patty Byler, Valeria Chow, Allison Kirk, Ernesto Martinez, Michelle Parra** 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.

**Mary Dingle, Jo Anne Shwayder Pandey, Amy Lightbody**, graduate students from the Department of Education, and **Chris La Belle**, a graduate student from Applied Linguistics, have been working at UES with Assistant Professor Alison Imbens-Bailey on her study of the Learning In Two Languages Program.

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## UESC Fellows 1997-'98

**Stephanie Biagetti**, Curriculum and Teaching Studies. A former mathematics teacher, Ms. Biagetti has worked for two years in the UCLA Teacher Education Program and is interested in research on mathematics education and reform. She has used her fellowship year to study the development of students' algebraic thinking in the upper elementary school years. Specifically, she worked with sixth-grade students to create a model of students' developing problem-solving strategies for algebraic word problems. Furthermore, she helped teachers nurture and expand their students' thinking through problem-solving activities and improve their own mathematics instruction.

**Valeria Chow**, Developmental Psychology. Ms. Chow used her fellowship year to observe students with behavioral or academic problems. She also has attended child study team meetings to gain a better understanding of the process for identifying these problems in children and determining appropriate interventions. She has also been involved in an early literacy intervention project designed to provide teachers with tools to identify and help children who are at risk for having difficulties learning to read. In addition to these activities, Ms. Chow began a study of how children with behavior problems interact with their teachers.

**Takako Kawanaka**, Developmental Psychology. Ms. Kawanaka is interested in research on culture and social interaction, especially the relationship between the patterns of teacher-student interaction and student learning in mathematics classrooms across cultures. Experienced in conducting cross-cultural comparisons of mathematics teaching in Japan and the U.S., Ms. Kawanaka has spent her fellowship year observing lessons and providing feedback to two teachers who have been experimenting with Japanese teaching methods. For her dissertation, Ms. Kawanaka plans to use information from these observations and discussions to conduct research on the transformation of instructional practices across cultures. She will analyze and compare videotaped lessons of the two UES teachers and of Japanese teachers. She will examine aspects of classroom practices that are retained and aspects that are adjusted when brought from one culture to another.

**Jeffrey Shih**, Social Research Methodology. Building on his strong research background, Mr. Shih collaborated with teachers to help them integrate into instruction research knowledge on children's mathematical understanding. This collaboration helped him to explore practical considerations related to his research, especially the importance of helping teachers deepen their own understanding of fractions so that they are better able to use children's understanding in developing

lessons on fractions. Mr. Shih's goal is to build a model of teachers' understanding of fractions that will inform efforts to improve mathematics instruction.

### **UESC Fellows 1998-'99**

**April Taylor**, Psychological Studies in Education. Ms. Taylor is interested in motivation and social skills training for children in elementary school. Her current research interests include the implementation and evaluation of social/academic curricula. She plans to use her fellowship year to explore the practical issues involved in creating an effective curriculum and implementing it in the classroom.

**Amy Lightbody**, Psychological Studies in Education. Ms. Lightbody plans to use her time at UES to learn more about children with early reading problems. She hopes to better understand what intensive efforts can be made by general education teachers, how successful an intensive, integrated literacy program can be with struggling early readers, and how special educators and general education teachers can work together to help all children become literate.

### **POST DOCTORAL FELLOWS**

**Davina C. D. Klein** is a project director at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. She earned her Ph.D. in Education from UCLA. Her research interests include equity issues in alternative assessment, transfer, metacognition, and technology in education. Dr. Klein is working on the project that examines the use of knowledge mapping software to assess students' conceptual understanding and inform instruction.

**Doug Moes** is a post doctoral fellow working with the Sociobehavioral Research Group at UCLA. He is collaborating with Professor Ronald Gallimore on several school and community based research projects focusing on children with special needs and their families. Dr. Moes is working on the Early Literacy Project at UESC which is a collaborative effort between teachers and researchers to develop an assessment and intervention model for students having difficulty developing literacy. In an effort to develop systematic approaches for integrating behavioral support into family daily routines, he also is working with families who are raising children with developmental delays. Funding for Dr. Moes' work was provided through a supplemental grant from NICHD.

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## CONFERENCES AND WORKSHOPS

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

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

This four-session institute was designed to assist pre-service and experienced teachers in teaching effective literacy skills. It was based on the early literacy program at UES, which teaches children to read in a context of authentic literate activities that help them systematically learn the necessary skills of reading. Weaving together research, classroom observation and practice, the institute included a combination of Saturday conferences followed by a day of observation in UES classrooms and assistance in planning for implementation with each participant. Participation was limited to 17 teachers to provide for more intensive collaboration. Topics included: (1) current theories of literacy acquisition and the debates in literacy instruction, (2) phonemic awareness and phonics, (3) assessment and evaluation, (4) readers' and writers' workshops, and (5) spelling instruction.

### **Technology in Schools: Building a Road Map to the 21st Century**

Sponsored in collaboration with the UCLA Principals' Center and the Los Angeles County Office of Education, the goals of this institute were to help schools develop a plan for integrating technology into their teaching and design a process for implementing the plan. Participants attended in teams from each school and included principals, project coordinators, teachers, and parents or community members. Sessions focused on understanding the role of technology in improving children's learning; using children's interests and experience to guide the use of technology in instruction; formulating, assessing and refining a school technology plan; and designing a process to include teachers, parents, and community members in the implementing plans. (154 participants)

### **Linking Artifacts to Learning: Exploring Ancient Civilizations for Today's Curriculum**

The adventure of learning how archaeologists study and interpret our past can provide a pathway to basic skills, including critical thinking and cooperation. This one-day conference was designed to provide public school teachers an opportunity to work with UES demonstration teachers and UCLA archaeologists to develop integrated curricula that address multiple levels of thinking and effective learning strategies. Participants learned how archaeology and the study of ancient civiliza-

tions provide a central point from which to study history, science and geography. Such a curriculum with an emphasis upon the human past is an integral part of California's History and Social Science curriculum. Sessions included: (1) Unlocking Mysteries of Ancient Egypt, (2) The Circle of Change: Mesopotamia, (3) Technology Meets the Maya, and (4) Chumash & Gabrielinos: California's First Inhabitants. (60 participants)

### **Raising Lifelong Learners: A Parents' Guide**

Columbia Teachers College Professor Lucy Calkins, a noted authority on children's literacy, spoke at UES about her latest book and her work in education. Calkins drew upon her influential work with thousands of teachers and her experiences as a parent to explain how all parents can create a literate environment at home that supports children's skills as emerging readers, writers, mathematicians, scientists, and historians. Her book, *Raising Lifelong Learners*, is intended to strengthen home and school partnerships to enhance children's learning and enjoyment of learning. (250 school administrators, teachers and parents attended)

### **Institute on Primary Resources**

Each year UES and the Special Collections Department of the University Research Library (URL) conduct a summer institute for K-12 public school teachers on the use of primary resources to develop innovative and engaging teaching units in reading, writing, history, social studies, science and art. The primary resources include materials such as books, games, maps, newspapers, original manuscripts, personal journals, and photographs culled from the library's extensive collection of rare books and historic artifacts. Participants in the institute have created lessons on, for example, the history of manners as told through a book written by a teen-aged George Washington, life in a Japanese internment camp in California as told through the eyes of the contributors to the 1945 Manzanar High School Yearbook, and the evolution of the Cinderella story as traced through versions of the classic dating back to the eighteenth century and spanning cultures as diverse as Russia and the United States. UES teachers guide project participants as they hone and refine their ideas and turn their research into workable lessons. Library personnel teach research methodology and provide assistance in finding materials.

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, presentation at state confer-

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ences, and presentation at UES conferences and workshops. This year, teacher participants presented their work at the California Conference for the Social Studies, the Armand Hammer Museum and the Los Angeles County Museum of Art. Units will soon be available to Institute participants on the World Wide Web.

Funded by a grant from a private donor, the institute has expanded this year to include inservices at UES and URL Special Collections during the school year. A cadre of teacher-leaders chosen from among former Institute participants have been leading workshops on using primary sources in their own schools and school districts. To support their own professional development, teacher-leaders are given opportunities to share problems and solutions related to implementing curricula and training others to do the same, develop sample lesson plans for use by teachers who participate in the workshops, and digitize images from Special Collections for use in classrooms. The institute also has begun publication of a quarterly newsletter to provide an additional forum for communication among participants.

## **OBSERVATIONS AND COLLABORATIONS**

In addition to its conference and workshop participants, in 1997-'98 UES hosted more than 600 visitors, including teachers, students, policy makers and others interested in learning more about educational innovations at the school. Some of the visits were initiated by organizations and individuals, others were invitational programs designed by UES 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, child-centered learning, 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, nearly 50%, came to see UES' work on integrating technology into the curriculum. Organizations represented this year include:

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

- Albany Unified  
    Cornell Elementary
- Baldwin Park Unified  
    Walnut Elementary
- Desert Sands Unified

- Lawndale Unified
  - Billy Mitchell School
- Lennox Schools
  - Felton Elementary
- Long Beach Unified School District
  - Polytechnic School
- Los Angeles Unified
  - Arlington Heights Elementary
  - Bancroft Middle School
  - Capistrano Elementary
  - Carpenter Avenue Elementary School
  - Elizabeth Street Learning Center
  - Encino Elementary
  - Fernangeles Elementary
  - Haskell Elementary
  - La Ballona Elementary School
  - Lorena Street Elementary
  - Open Charter School
  - Potrero Heights Elementary
  - Sherman Oaks Center for Enriched Studies
  - South Gate Middle School
  - South Park Elementary
  - Stonehurst Elementary
  - Stoner Avenue Elementary School
  - Third Street School
  - Tumbleweed Elementary
  - Venice/Hamilton Community Adult School
  - Webster Elementary
  - West Hollywood Elementary
  - Westwood Charter Elementary
  - Woodlawn Ave. Elementary
- Montebello Unified
  - Potrero Heights
- Palos Verdes Peninsula Unified School District
  - Lunada Bay Elementary
  - Point Vicente Elementary
- Santa Monica Malibu Unified
  - Franklin Elementary School
  - Grant Ave. Elementary School
  - Malibu High School
  - McKinley Elementary School
  - Roosevelt Elementary School
  - SMASH

**Other States**

- Arizona
  - Phoenix Country Day School
  - Tempe School District, Tempe, AZ
- New York
  - Syracuse City Schools
  - Yeshiva Darchei, Monsey, NY
- Pennsylvania
  - The Petersmeyer Family Foundation, Philadelphia, PA

**Independent Schools**

- Brentwood School, Los Angeles, CA
- The Buckley School, Sherman Oaks, CA
- Calvary Christian, Pacific Palisades, CA
- Curtis School, Los Angeles, CA
- Harvard-Westlake School, Los Angeles, CA
- High Point Academy, Pasadena, CA
- Meher Montessori School, Monterey Park, CA
- Odyssey Program, Pacific Palisades, CA
- Sinai Akiba, Los Angeles, CA
- St. Patricks, North Hollywood, CA
- The Oaks School, Los Angeles, CA
- Wildwood School, Los Angeles, CA
- Yauneh Hebrew Academy, Santa Monica, CA

**Universities**

- Brown University
- Cal. State Northridge Credential Program
- Cal. Poly Pomona
- Loyola University
- Pepperdine University
- UCLA
  - Daily Bruin
  - Department of Psychology
  - Fernald Child Study Center
  - Graduate School of Education & Information Studies
  - Hammer Museum
  - Neuropsychiatric Institute
  - School of Art & Architecture
  - School of Theater, Film & Television
- University of California, Santa Barbara
- University of Madison, Wisconsin
- West Los Angeles College

### **State and Independent Organizations**

- Apple Computer, Los Angeles, CA
- California School Leadership, Hermosa Beach, CA
- California School Library Association
- California State Assembly  
Wally Knox, Assemblyman
- Dreamworks Studios, Los Angeles, CA
- The Galef Institute, Los Angeles, CA
- LAAMP - Los Angeles Annenberg Metropolitan Project,  
Los Angeles, CA
- The Los Angeles Times
- Single Parents of America, Los Angeles, CA
- The Starbright Foundation, Los Angeles, CA
- The Thai American Center, Los Angeles, CA
- United States Congress  
The Honorable Esteban Torres, House of Representatives
- William Burch & Associates, Architects, Los Angeles, CA
- Work Improvement Networks, Inc., Rosemead, CA

### **Other Countries**

- India  
Elkavya School, Ahmedabad
- Japan  
representatives from municipal governments of 22 cities
- Thailand  
Education Section of the Bangkok Archdiocese  
Kasem Pittay School, Bangkok
- The Netherlands  
Katholieke Universiteit, Nijmegen
- Tibet  
Jetsun Pema of the Tibetan Children's Village

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## UESC PUBLICATIONS

**Connections**—twice-yearly newsletter with articles on research and practice for researchers, teachers and administrators in K-12 education. The newsletter’s purpose is to guide, inspire, and inform education researchers and practitioners about effective methods for improving schools. Its aim, to “bridge the gap between research and practice,” is accomplished through articles written collaboratively by researchers, teachers, and administrators on projects undertaken at UES and in public schools.

**Newsletter of the Institute for Primary Resources**—quarterly newsletter published by Seeds University Elementary School and the UCLA University Research Library Special Collections, distributed to K-12 educators and library administrators in Southern California. The aim of the newsletter is to keep former participants up to date with the work of the Institute and inform them about other means and opportunities for using primary sources in their instructional programs. The newsletter also serves as a forum for former participants to share their work with each other. Each issue has a section on current opportunities and activities of the Institute and lists books and web sites that give information on primary sources.

**Assessment at UES**—summary of UES assessment methods, practices and purposes, distributed to educators, policy makers and parents of UES students.

These publications are available through the UESC, at (310) 825-2623, or our website: [www.gseis.ucla.edu/research/uesc.html](http://www.gseis.ucla.edu/research/uesc.html).

## **COLLOQUIUM SERIES , 1997-'98**

### **❖ October 9**

Charlotte Higuchi, Project Director, CRESST Language Arts Project  
*Linking Standards, Assessments & Curriculum  
in Language Arts*

### **❖ November 6**

Ron Stevens, Professor of Education, GSE&IS  
*Problem-Solving in the Sciences: An Innovative  
Software Approach*

### **❖ December 11**

Peggy Szymanski, Teacher, Hollydale Elementary School  
*Enhancing Literacy Skills of Bilingual Students  
Through Peer Group Conversation*

### **❖ January 22**

John Schacter, Graduate Student, GSE&IS  
*Kids Learning From Kids: Computer-Based Concept Mapping  
and Collaboration*

### **❖ March 19**

Anne Gilliland-Swetland, Assistant Professor, GSE&IS  
*Digital Portfolio Archives in Elementary Science*

### **❖ April 23**

James Caterall, Professor, GSE&IS  
*Education Through the Arts*

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## APPENDIX 1: PUBLICATIONS

- Artiles, A., & McClafferty, K. (1998, January). Learning to Teach Culturally Diverse Learners: Charting Change in Preservice Teachers' Thinking about Effective Teaching. *The Elementary School Journal* (98), 3, pp. 190-220.
- Artiles, A., & Zamora-Duran, G. (Eds.). (1997). *Reducing Disproportionate Representation of Culturally Diverse Students in Special and Gifted Education*. Reston, VA: Council for Exceptional Children.
- Feiler, R., Heritage, M., & Gallimore, R. (1998, Spring). Teachers Leading Teachers to Improve Student Learning. UCLA Urban Education Studies Center, *Connections*, pp. 1, 8-12.
- Franke, M., & Weishaupt, L. (1998, Spring). Using Children's Thinking to Teach Mathematics. UCLA Urban Education Studies Center, *Connections*, pp. 3-7.
- Galas, C. (1997-1998, December/January). From Presentation to Programming: Doing Something Different, Not the Same Thing Differently. *Learning and Leading with Technology*, 25(4), 18-21.
- Gallimore, R., Goldenberg, C. & Saunders, W. (1997, Fall). Beginning Instructional Conversations: A Model of Teacher Professional Development. UCLA Urban Education Studies Center, *Connections*, pp. 1, 4-7.
- Goodwin, M. (in press). Organizing Participation in Cross-Sex Jump Rope: Situating Gender Differences within Longitudinal Studies of Activities. In a special edition entitled "Gender Construction in Cross-Cultural Perspective: Views from Children's Same-Sex and Mixed-Sex Peer interactions," *Research on Language and Social Interaction*.
- Kafai, Y. B., Ching, C. C., & Marshall, S. (1997). Children as designers of educational multimedia software. *Computers & Education*, 29(2/3), pp. 117-126.
- Kafai, Y. B. (in press). Children as designers, testers, and evaluators of educational software. In Allison Druin (Ed.), *The design of children's technology*. New York: Morgan Kaufman.

- 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.
- Kroesen, K., Reese, L., & Gallimore, R. (1998). Navigating Multiple Worlds: Latino Children Becoming Adolescents in Los Angeles. To appear in *Selected Papers on Refugees and Immigrants, Vol. VI*. Washington, D.C.: American Anthropological Association.
- Reese, L., Kroesen, K., & Gallimore, R. (in press). *Combinando métodos cualitativos y cuantitativos en la investigación. (Combining Qualitative and Quantitative Research Methods)*. Chapter to appear in an ITESO publication on qualitative research, Mejía Arauz, R. & Sandoval, S. (Eds.).
- Reese, L., Kroesen, K. & Gallimore, R. (in press). Agency and School Performance among Urban Latino Youth. To appear in the volume edited by Taylor & Wang, *Resilience Across Contexts: Family, Work, Culture and Community*. New Jersey: Erlbaum.
- Reyes, T., & Powell, J. (1997, Fall). Technology as a Tool for Learning. UCLA Urban Education Studies Center, *Connections*, pp. 3, 8-10.
- Rivera, A. (1998). Including Parents in the School Community. In J. Gibbs (Ed.), *TRIBES: A New Way of Learning and Being Together*. Sausalito, CA: Center Source Systems.
- Rivera, A. (1998). *TRIBUS: una nueva forma de aprender y convivir juntos*. Spanish translation of J. Gibbs (Ed.), *TRIBES: a new way of learning and being together*. Sausalito, CA: Center Source Systems.
- Stipek, D., & Byler, P. (1997). Early childhood education teachers: Do they practice what they preach? *Early Childhood Research Quarterly*, 12, 305-325.
- Stipek, D., Feiler, R., Byler, P., Ryan, R., Millburn, S. & Salmon, J. (1998). Good Beginnings: A comparison of two instructional approaches on young children's preparation for school. *Journal of Applied Developmental Psychology*, 19, 41-46.

Stipek, D., Givvin, K., Salmon, J., & MacGyvers, V. (in press).  
Can a teacher intervention improve classroom practices  
and student motivation in mathematics? *Journal of  
Experimental Education*.

Stipek, D., Salmon, J., Givvin, K., Kazemi, E., Saxe, G., & MacGyvers,  
V. (in press). The value (and convergence) of practices pro-  
moted by motivation researchers and mathematics education  
reformers. *Journal for Research in Mathematics Education*.

Walter, V. (in press). *Future Libraries for Future Kids: Getting it Right*.  
Chicago: American Library Association.

**APPENDIX 2: PRESENTATIONS**

- Alarcón, R. (1998, January). Picturing Los Angeles — Leo Politi. Institute for Primary Resources unit on the work of Leo Politi and its relevance to the study of the history of Los Angeles, presented at the Los Angeles County Museum of Art, Los Angeles.
- Burnham, B., & Kafai, Y.B. (1998, April). The Ethics of Children's Computer Use: Bridging the Gap Between Computer Use and the Development of Children's Moral Understandings. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Cano, L. (1997, October & November). Literacy Methods. Presentations for the Teacher Education Program, UCLA, Los Angeles.
- Cano, L. (1997, November). With Different Eyes. Workshop presented at the Conference for Teachers of Second Language Students, sponsored by Center X, UCLA, Los Angeles.
- Carpenter, T., & Franke, M. (1998, April). Teachers Learning From Their Students. Paper presented as part of a symposium on Learning to Learn: Mathematics Teachers as Learners, at the annual meeting of the American Educational Research Association, San Diego, CA.
- Ching, C.C., & Kafai, Y.B. (1998, April). Breaking Through the Glass Wall: Negotiating Technology Access in Collaborative Project-Based Learning Environments. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Ching, C.C., & Kafai, Y.B. (1998, June). Give girls some space: Considering gender in collaborative software programming activities. Paper presented at the Ed-Media/Ed-Telecom 1998 Conference, Freiburg, Germany.
- Ching, C.C. & Kafai, Y.B. (1998, June). Give girls some space: Gender equity in collaborative technology activities. Paper presented at the 1998 National Educational Computing Conference, San Diego, CA.
- de la Sota, A. (1998, November). Selective Scanning and Other Literacy Methods for the Upper Grades. Presentation for the Teacher Education Program, UCLA, Los Angeles.

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- de la Sota, A. (1998, March). Turning Points: Puberty/Sex Education. Parent orientation and one-week course for students, presented at Carlthorp School, Santa Monica, CA.
- de la Sota, A. (1998, March). Turning Points: Into the Curriculum. Inservice workshop presented to 5th- and 6th-grade teachers in the Manhattan Beach School District, Manhattan Beach, CA.
- de la Sota, A. (1998, June). Hooked on Health: Using Health Action Lessons Instead of a Health Textbook for Elementary Students, Kindergarten through Sixth Grade. Presentation at a curriculum planning meeting with Beach Cities Coordinated School Health Program and Redondo Beach School District, Redondo Beach, CA.
- Feiler, R. (1997, October). Teacher Change in Early Childhood Mathematics Education. Findings from research conducted at UES presented at the UCLA Psychology Department Development Forum, Los Angeles, CA.
- Fischer, D. (1997, October). Motivation in the classroom. Presentation for the Teacher Education Program, UCLA, Los Angeles.
- Franke, M., Biagetti, S., Kazemi, E., & Shih, J. (1998, April). Placing Cases in the Context of Teacher Change. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Galas, C. (1997, November). Internet Resources for High School Math, inservice presentation for Mira Costa High School teachers, Mira Costa, CA.
- Galas, C. (1997, November). Internet Resources for High School Chemistry, inservice presentation for Mira Costa High School teachers, Mira Costa, CA.
- Galas, C. (1998, May). Student-Centered Scientific Inquiry: Questioning Strategies for the Information Age. Paper presented at the annual conference of Computer Using Educators, Palm Springs, CA.
- Galas, C., Marshall, S., Kafai, Y. B., & Ching, C. C. (1998, May). Project-based Learning in the Science Classroom. Paper presented at the annual conference of Computer Using Educators, Palm Springs, CA.
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- Gardiner, K. (1998, March). Japanese Mathematics Teaching Methods. Paper presented at the annual conference of the Los Angeles City Teachers of Mathematics Association, Dominguez Hills, CA.
- Gearhart, M., & Ching, C.C. (1998, April). Discussions of Problem Solving in Elementary Mathematics Classrooms: An Analysis of the Functions of Teachers' Requests. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Goodwin, M. (1998, May). Gender and language in cross-sex jump rope: the relevance of longitudinal studies. Paper presented at the Berkeley Women and Language Conference, Berkeley, CA.
- Gutierrez., K., & Stone, L. (1998, April). An Emerging Methodology for Sociocultural Perspectives on Language Learning: Synchronic and Diachronic Dimensions of Social Practice. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Heritage, M. (1998, February). Educating Students for the 21st Century. Presentation to the Young Presidents Organization, UCLA, Los Angeles.
- Heritage, M. (1998, March). Issues in Education in the United States. Paper presented at the University of Seitama, Seitama, Japan.
- Imbens-Bailey, A. (1998, April). Preliminary findings/rationales for a kindergarten literacy screening project. Paper presented at the Annual Early Childhood Education Conference, UCLA, Los Angeles.
- Juvonen, J., Nishina, A., Pillsbury, S., & Tran, B. (1998, April). Peer Harassment and School Performance in Middle School. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kafai, Y. (1998, April). "Constructibility Principles" for Integrating Educational Video Game Design Into a Learning Environment. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kafai, Y., Ching, C.C., Marshall, S. (1998, April). Learning Affordances of Multimedia Software Design. Paper presented at a

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symposium on “Learning by design: Opportunities and challenges,” at the annual meeting of the American Educational Research Association, San Diego, CA.

- Kafai, Y.B., Ching, C.C., & Marshall, S. (1998, June). Learning Affordances of Multimedia Design by Children. Paper presented at the Ed-Media/Ed-Telecom 1998 Conference, Freiburg, Germany.
- Kafai, Y.B., Ching, C.C., & Marshall, S. (1998, June). Collaborative educational multimedia design by children: Do all learners benefit equally? Paper presented at the National Educational Computing Conference, San Diego, CA.
- Kawanaka, T. (1998, April). Classroom Discourse: A Cross Cultural Investigation of Teachers’ Use of Higher Cognitive Questions. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kowalski, S. (1998, April). The Teacher As Creative Agent: Teachers’ Beliefs About Creativity and Creative Agency. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kroesen, K., Reese, L., & Gallimore, R. (1998, April). Using Multiple Methods to Explore Children’s Perspectives on Their Social Worlds. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Major, J. (1997, August). Summer Literacy Institute. Inservice workshop on Writers’ Workshop, presented to Santa Monica/Malibu Unified School District teachers, Santa Monica, CA.
- Major, J. (1998, March). Focus on Early Literacy. Presentation to the Literacy Institute, Santa Monica/Malibu Unified School District, Santa Monica, CA.
- Moss, R. (1998, January). Using primary sources in the curriculum. Inservice workshop presented at Suva Intermediate School, Bell Gardens, CA.
- Moss, R. (1998, March). Using Primary Sources to Set the Time and Place. Presentation at the California State Social Studies Convention, sponsored by the California Council for the Social Studies, Long Beach, CA.

- Marshall, S.K., Galas, C., & Kafai, Y.B. (1998, June). Project-based learning and simulation design in the science classroom. Paper presented at the National Educational Computing Conference, San Diego, CA.
- Marshall, S.K., Kafai, Y.B., & Daniszewski, K. (1998, April). A situated view of children's planning in collaborative projects. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Osmundson, E., Jeffries, C., Herman, J. (1998, April). A Web-Based Tool for Science and Math Program Evaluation. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Powell, J. (1997, November). Workshop on early literacy sponsored by UCLA's Center X, presented at Edison Elementary School, Glendale, CA.
- Powell, J. (1997, November). Reading comprehension, Spelling and Teacher Decision-Making. Series of presentations for the Teacher Education Program, UCLA, Los Angeles.
- Powell, J. (1998, February). Putting It All Together. Presentation sponsored by the UCLA Writing Project, for the LAUSD San Gabriel Cluster, San Gabriel, CA.
- Powell, J. (1998, February). Putting It All Together. Presentation sponsored by the UCLA Writing Project, for Saugus Elementary School, Saugus, CA.
- Powell, J. (1998, March). First Steps. Workshop sponsored by the UCLA Writing Project Early Literacy Group, presented at UCLA, Los Angeles.
- Powell, J. (1998, March). First Steps. Workshop sponsored by the UCLA Writing Project Early Literacy Group, presented at Hubbard Elementary School, Los Angeles, CA.
- Powell, J. (1998, April) Workshop on early literacy sponsored by UCLA's Center X, presented at Edison Elementary School, Glendale, CA.

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- Ratiu, J. (1997, October). Running Records and the Teaching-Learning Cycle. Presentation for the Teacher Education Program, UCLA, Los Angeles.
- Ratiu, J. (1998, July). Explicit Teaching. Paper presented at the 4th Annual Literacy Learning Conference, Denver, CO.
- Rivera, A. (1997, October). TRIBES: A New Way of Learning. Inservice workshop presented to Burbank Elementary School teachers, San Diego, CA.
- Rosenthal, L. (1998, February). Classroom Management and Self-Directed Learning. Video presentation to be used in a distance learning college course for practicing teachers. Cantor Educational Enterprises, Los Angeles.
- Ryan, R., & Stipek, D. (1998, April). The Development and Assessment of a Two-Way Bilingual Program for Young Children. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Secada, W., & Kazemi, E. (1998, April). The Quality of Children's Schooling and Their Achievement. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stipek, D. (1997, December). Testimony on a bill to change the birthdate requirement for kindergarten entry from December 1 to September 1. California Assembly Education Subcommittee, Sacramento, CA.
- Stipek, D. (1998, January). Motivation and Classroom Management. Video presentation to be used in a distance learning college course for practicing teachers. Cantor Educational Enterprises, Los Angeles.
- Stipek, D. (1998, February). UES as a Laboratory for Improving Public Education. Presentation at Technology and Lifelong Learning, a Symposium for Women & Philanthropy at UCLA, Los Angeles.
- Stipek, D. (1998, February). Educating Children for the 21st Century. Presentation to the Young Presidents Organization, UCLA, Los Angeles.

- Sutton, S. (1997, October). Beyond Technology Integration. Paper presented at the Conference of Computer Using Educators, Santa Clara, CA.
- Sutton, S. (1998, January). Beyond Technology Integration: A Comprehensive Professional Development Program to Move Computer Use Beyond Traditional Classroom Practice. Paper presented at the National Educational Computing Conference, San Diego, CA.
- Sutton, S. (1998, February). Technology for Ages 1-100. Presentation at Technology and Lifelong Learning, a Symposium for Women & Philanthropy at UCLA, Los Angeles.
- Sutton, S. (1998, February). Technology's Role in Education. Presentation to doctoral students in the Educational Leadership Program at UCLA, Los Angeles.
- Sutton, S. (1998, April). Presentation on technology planning and teacher training for Lunada Bay Elementary School, Palos Verdes, CA.
- Sutton, S. (1998, April). Technology Methods Class. Presented for the Teacher Education Program at UCLA, Los Angeles.
- Sutton, S. (1998, June). Technology—An Essential Tool for the 21st Century. Presentation at the Town Hall Meeting for Lunada Bay Elementary School, Palos Verdes, CA.
- Valeski, T., & Kazemi, E. (1998, April). Factors Affecting Young Children's Attitudes Toward School. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

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### **APPENDIX 3: UES CONSULTATIONS AND INSTRUCTIONAL MATERIALS DEVELOPMENT**

- Alarcón, R. (1998, ongoing). With a committee of educators from Los Angeles public schools, developing social studies lessons using works from the Los Angeles County Museum of Art collection.
- Buchanan, M. (1997, November). Developed software programs and materials to teach conceptual math problems, for Creative Publications, Los Angeles.
- Heritage, M. (1997-98, ongoing). Assists faculty and administrators of LEARN schools (Third Street, Fairfax Cluster) in developing and implementing their School Improvement Plans.
- Moss, R. (1998, ongoing). Oversees the Teacher Leader Group, an advisory group of K-12 teachers from the Southern California area for the Institute on Primary Resources.
- Powell, J. (1997-98, ongoing). As part of the Los Angeles Annenberg Metropolitan Project, meets regularly with representatives of UCLA's Center for Research on Evaluation, Standards and Student Testing (CRESST) to pilot and review ideas for third-grade teachers' portfolio use.
- Rosenthal, L. (1997-'98, March). Advised teachers and administrators from the Evergreen School on curriculum integration.
- Rosenthal, L. (1998, April-May). With Samantha Chilean of the Getty Educational Institute, documented classroom garden project for presentation to Los Angeles Unified School District teachers as an example of discipline-based art education.
- Sutton, S. (1997, Summer). Served as a teacher leader and co-planner for the University of California Nexus Project, Berkeley, CA.
- Sutton, S. (1997, November). Developed software programs and materials to teach conceptual math problems, for Creative Publications, Los Angeles.
- Sutton, S. (1998, April). Developed materials to evaluate instructional practices, for the Kaufman Foundation, Kansas City, MO.

**APPENDIX 4: UESC STEERING COMMITTEE  
1997-'98 MEMBERSHIP**

Megan Franke	GSE&IS professor, <i>chair</i>
Rachelle Feiler	GSE&IS instructor & UESC associate director
Norma Feshbach	GSE&IS professor
Cathie Galas	UES teacher
Ronald Gallimore	GSE&IS professor
Anne Gilliland-Swetland	GSE&IS professor
Margaret Heritage	UES principal
Carollee Howes	GSE&IS professor
Regina McConahay	UES parent
Jan Powell	UES teacher
Jim Stigler	Psychology professor
Sharon Sutton	UES teacher
Gene Tucker	GSE&IS adjunct professor
Jill Waterman	UES parent
Ted Mitchell	GSE&IS dean, <i>ex officio</i>
Deborah Stipek	GSE&IS professor & UESC director, <i>ex officio</i>

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**APPENDIX 5: UESC RESEARCH COMMITTEE  
1997-'98 MEMBERSHIP**

Ronald Gallimore	GSE&IS professor, <i>chair</i>
Alfredo Artilen	GSE&IS professor
Laurette Cano	UES teacher
Rachelle Feiler	GSE&IS instructor & UESC associate director
Alison Imbens-Bailey	GSE&IS professor
Jaana Juvonen	Psychology professor
Julie Kern	UES teacher
Regina McConahay	UES parent
John Ratiu	UES teacher
Virginia Walter	GSE&IS professor
Margaret Heritage	UES principal, <i>ex officio</i>
Deborah Stipek	GSE&IS professor & UESC director, <i>ex officio</i>

## **APPENDIX 6: UES BOARD OF DIRECTORS 1997-'98 MEMBERSHIP**

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Burt Margolin  
Gayla Margolin  
Michael Ostin  
Walter Parkes  
Neil Schmidt  
Mark Slavkin  
Kathy Smith  
Jeffrey Sudikoff  
Susan Troy  
Lucil Tuliva  
Rick Tuttle  
Walter Ulloa  
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Margaret Heritage, ex officio  
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