



UCLA
**Urban Education
Studies Center**

**Annual Report
1998-1999**

*Artwork created by
Emma, age 6, for a
science lesson on
absorption*

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

Annual Report 1998-1999

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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

practices. They also provide participants with the opportunity to share perspectives and ideas in collaborative efforts to find solutions to the serious challenges facing California's schools.

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

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

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

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

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

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

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

The Center's resources include:

- ❖ Nationally prominent scholars and researchers in child development and education;
- ❖ Corinne A. Seeds University Elementary School (UES), California's only publicly supported elementary laboratory school—UES provides researchers with immediate access to a stable and diverse student population and a teaching staff 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 Information Studies (*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 Information Studies (*design and evaluation of digital multimedia for educational use; use of primary sources in education*)

Kris Gutiérrez, 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*)

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

Harold Levine, Ph.D., University of Pennsylvania; Interim Dean, Professor, Department of Education (*ethnographic research; organizational change and development; organizational culture*)

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*)

William Sandoval, Ph.D., Northwestern University; Assistant Professor, Department of Education (*scientific inquiry; integrating technology into the curriculum*)

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 Information Studies (*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*)

GRANTS

| | |
|--|-------------------------|
| <p>MacArthur Foundation</p> <p><i>A Study of Low-Income Children's Transition to School</i></p> <ul style="list-style-type: none"> • Deborah Stipek | <p>\$851,435</p> |
| <p>Individual Donor</p> <p><i>Primary Resources Institute</i></p> <ul style="list-style-type: none"> • grant made jointly to UES and the Young Research Library to fund program on developing teaching units based on primary resources | <p>\$400,000</p> |
| <p>William T. Grant Foundation</p> <p><i>The Long-Term Effects of Early Childhood Intervention: What Difference Does the School Make?</i></p> <ul style="list-style-type: none"> • Deborah Stipek | <p>\$339,321</p> |
| <p>Ahmanson Foundation</p> <p><i>Archaeology Outreach Initiative</i></p> <ul style="list-style-type: none"> • Margaret Heritage, Richard Leventhal, Raul Alarcon & Rita Shepard | <p>\$218,500</p> |
| <p>National Center for Improving Student Learning and Achievement in Mathematics and Science</p> <p><i>Teachers' Self-Sustaining and Generative Change</i></p> <ul style="list-style-type: none"> • grant to study teachers' use of children's mathematical thinking in teaching mathematics • Megan Franke | <p>\$236,000</p> |
| <p>National Science Foundation</p> <p><i>Learning Science by Design</i></p> <ul style="list-style-type: none"> • grant to study the effects of integrating children's computer game design into the science curriculum • Yasmin Kafai | <p>\$185,043</p> |
| <p>The Gluck Foundation</p> <p><i>Literacy in the Classroom Project</i></p> <ul style="list-style-type: none"> • Margaret Heritage, Ronald Gallimore, Alison Imbens-Bailey, Doug Moes, Jeffrey Jacobs, Laurette Cano, Dana Fischer, Stephanny Freeman, Valeria Chow, Chris Labelle & Amy Lightbody | <p>\$160,000</p> |

| | |
|---|--------------------|
| National Academy of Education/Spencer Foundation | \$40,000 |
| <i>One-Year Postdoctoral Fellowship</i> | |
| <ul style="list-style-type: none">• Yasmin Kafai, PI | |
| Plum Foundation | \$15,263 |
| <i>Storytelling at UES: Developing a Program to Teach Narrative Skills</i> | |
| <ul style="list-style-type: none">• Margaret Heritage | |
| UC Office of the President | \$19,000 |
| <i>UCLA Urban Community-School Collaborative on Children's Information Management</i> | |
| <ul style="list-style-type: none">• grant to develop and assess a curriculum model and materials that teach children how to use technology to access, evaluate, and analyze information• Anne Gilliland-Swetland, Aimée Dorr & Sharon Sutton | |
| Grow With Me Foundation | \$10,000 |
| <i>Seeds of Character Development Curriculum: Growing Giving Children</i> | |
| <ul style="list-style-type: none">• Ann de la Sota, Rachelle Feiler, Muriel Ifekwunigwe & April Taylor | |
| Grants Total | \$2,474,562 |

**SUMMARY OF RESEARCH &
CURRICULUM DEVELOPMENT PROJECTS**

Learning in Two Languages Program Assessment —
Norma Silva UES
Tricia Valeski Education

**Predicting Children’s Ethnic Identification,
Attitudes Toward School, and School Success
by Their Spanish Language Proficiency
and Literacy—**
Alison Imbens-Bailey, Mary Dingle Education
& Ani Moughamian

**Language Socialization in a Multicultural Context:
Interactional Activities and Speech Practices
in a Bilingual Class —**
Laura Sterponi Applied Linguistics

**Assessment-Based Responses to
Early Reading Problems —**
Margaret Heritage, Jeffrey Jacobs, UES
Laurette Cano, Dana Fischer &
Stephanny Freeman
Ronald Gallimore & Doug Moes NPI
Alison Imbens-Bailey, Valeria Chow, Education
Chris Labelle & Amy Lightbody

The Perceptual Learning of Spelling Patterns —
Lesley Ann Date Psychology

**Improving Phonetic Skills for Children
with Reading Difficulties —**
Jeffrey Jacobs & Stephanny Freeman UES
Amy Lightbody Education

**Using Word Processors for Writing
with 5- to 7-Year-Olds —**
Laurette Cano UES

**Development of Numerical Magnitude
Representations —**
Rochel Gelman & John Whalen Psychology

-
- Keyboarding Instruction for Students —**
 Tricia Valeski Education
 Susan DeBlasio & Sharon Sutton UES
- Learning Science Through Design —**
 Yasmin Kafai, Sue Marshall & Education
 Cynthia Ching
 Cathie Galas UES
- Evaluating Students' Fluency
 With the World Wide Web —**
 Davina C.D. Klein & Greg K.W.K. Chung Education
 Merilyn Buchanan, Paula Flynn, UES
 Ruthellen Moss & Sharon Sutton
- Emerging Internet Policy for K-6 Schools**
 Virginia A. Walter Information Studies
- UCLA Urban Community-School Collaborative
 on Children's Information Management —**
 Anne Gilliland-Swetland Information Studies
 Aimée Dorr Education
 Sharon Sutton, Ann de la Sota, UES
 Judith Kantor & Jan Powell
- Developing a Curricular Framework to Support Enactment
 of Technology-Supported Inquiry —**
 Bill Sandoval Education
- Multimedia Tools: An Inquiry Into How They
 Support Interpretive Skills and Civics Understanding —**
 Louise Yarnall Education
- Utilization of UES Health Office Services —**
 Muriel Ifekwunigwe UES
 Tricia Valeski UESC
- Promoting Student Rights:
 A Safe School Development Project —**
 Jaana Juvonen & Adrienne Nishina Psychology
 Ann de la Sota UES
-

RESEARCH & EVALUATION 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: Frances Forman, UCLA/UESC, Box: 951619, Los Angeles, CA 90095-1619; or e-mail: francesf@ucla.edu.

Cultural Issues in Education

Learning in Two Languages (LITL) Program Assessment

— *Norma Silva, UES; Tricia Valeski, Department of Education*

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. 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.

In response to data from the evaluation, changes were made in the LITL program design. The program is now a strand of classes with a critical mass of Spanish-dominant speakers. The balance of time spent in both languages has become approximately 50/50. The development of academic language in the areas of social studies and science is a part of the English as a Second Language (ESL) and Spanish as a Second Language (SSL) components. Teachers have worked at aligning the age level outcomes in the areas of speaking, listening, reading and writing with the Stages of Second Language Acquisition. Plans for the first group of LITL students entering their final year at UES are in progress, with particular emphasis being placed on preparing these students for the transition to middle school.

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 & Ari Moughamian, Department of Education*

This study investigates the indirect effects of being able to speak, read,

and write in Spanish on children's school performance. Spanish fluency may affect children's attitudes toward school and enable children to identify more closely with the Spanish-speaking community. These 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 also assessed 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.

The researchers are analyzing the children's stories about school and home activities in which they use Spanish. To do this they are creating new coding schema to measure children's narrative skills and their attitudes toward language use.

Language socialization in a multicultural context: Interactional activities and speech practices in a bilingual class

— *Laura Sterponi, Department of Applied Linguistics & TESL*
(*Teaching English as a Second Language*)

The aim of this study is to document the process of language socialization in a bilingual (English/Spanish) and multicultural school. The research analyzes the speech practices through which bilingual children develop their identity and their sense of self in everyday social interactions.

Over a period of six months, the researcher has observed the everyday activities of 7- to 9-year-olds in a bilingual class at UES. She has documented teacher-guided activities (both in Spanish and in English), peer group work, and spontaneous interactions among peers on the playground.

Careful analysis of children's conversations and participation in activities has shown that it is common for children to use two languages

in classroom activities and to express different cultural orientations in their words and actions. Everyday classroom activities conducted in two languages, therefore, can (1) offer children diverse language and cultural experiences and (2) help children integrate aspects of different cultures and communities in developing their own identities.

*Language
and
Literacy*

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

— *Margaret Heritage, Jeffrey Jacobs, Laurette Cano, Stephanny Freeman & Dana Fischer, UES; Ronald Gallimore & Doug Moes, NPI; Alison Imbens-Bailey, Valeria Chow, Chris Labelle, Department of Education; Amy Lightbody, UESC Fellow*

Children’s early literacy problems can have long-term negative effects on their education. 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 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 has identified and evaluated a number of specific assessment approaches that teachers can use to gather relevant information on student needs that can directly inform intervention efforts. In addition, efforts have been made to include the family in the assessment and intervention process. Project participants are developing a brief interview to help teachers engage families and obtain 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.

The researchers have piloted a model program in urban public schools. To accompany the screening tool, they have developed a handbook that gives the rationale behind the ideas of each domain of literacy. The research team has also developed a summer institute to teach teachers of young children how to use the assessment tool and interpret results for use in developing classroom instruction.

The Perceptual Learning of Spelling Patterns

— *Lesley Ann Date, Psychology Department*

This pilot project was conducted at UES to examine the efficacy of programs for teaching spelling to elementary school students. Two classes of 7- to 9-year-old students participated in the project. All students were given a written pre-test on spelling and then randomly assigned to group A, B, or C. Students in groups A and B were given the perceptual learning program intervention, administered two times during the week on the computer, while children in group C served as the control group and received no intervention. The perceptual learning intervention featured a computer program designed to highlight the spelling patterns present in certain words. Group A learned one combination of spelling patterns and group B learned another combination. This program design was intended to increase the students' abilities to associate specific spelling patterns with different words, thereby making them more accurate spellers. At the end of the week a written post-test was administered to all the students.

The goal of the project was to investigate the efficacy of the perceptual learning method for teaching children to be more accurate spellers. Results from the study show that no group, regardless of whether they received the perceptual learning intervention, scored higher on the post-test than on the pre-test. Thus, the intervention seemed to have had no positive, and may have had a negative, impact on the spelling abilities of the participants. These results, however, are inconclusive due to the presence of many compromising and confounding factors. Perhaps with improved research methods and experiment designs, positive results could be found. If this method proves to be effective with further research, it could be used as the basis for educational and instructional materials designed for use in the classroom and at home.

Improving Phonetic Skills for Children with Reading Difficulties

— *Jeffrey Jacobs & Stephanny Freeman, UES; Amy Lightbody, UESC Fellow*

There is persuasive evidence that many children who have difficulty learning to read in early elementary school will have difficulty in other subjects as they progress through school. A large body of research has clearly established that effective phonics instruction can be a crucial aid in unlocking the puzzle of reading when used in conjunction with other techniques.

The researcher/practitioners are implementing a pilot intervention to teach phonetic skills to UES students who have been identified by

their teachers as at-risk for reading failure. Children are evaluated with observational measures and program assessments. Those who qualify are enrolled in one of two phonetic-based reading programs, both of which employ a direct instructional approach. Programs are tailored to the child's current level and then carried out by specialists for approximately 25 minutes each day for 10 weeks. Specialists then train members of UES's support staff to carry out the instruction in the classroom. Specialists observe the staff during instruction and evaluate the implementation of the program. Post-program assessments are carried out with students after 20 weeks.

To further the study, a sample of students from local public schools will be included next year. Public school teachers will identify children who are at-risk for reading failure in their classrooms (grades 1-3). These students will be randomly assigned to one of the two programs or a no-treatment control group. The specialists will train and monitor the staff on implementing the reading programs. Pre- and post-assessments will again be obtained on children in both programs as well as on the control group. Comparisons will be conducted across grades, groups, schools, and programs to determine the set of circumstances under which each program is most effective. In addition, staff will be asked to rate the appropriateness and feasibility of the program.

Using Word Processors for Writing With 5- to 7-Year-Olds

— *Laurette Cano, UES*

Every year, in an effort to assist children's learning, school districts are spending larger portions of their budgets on technology. Recent research on the connection between word processors and children's writing have revealed that there is a significant improvement in the content, quality, and quantity of writing produced when children have high computer access. Using word processors with very young children would appear to be a valuable tool for assistance with the process of writing. Although there has been an increase in the installation of computers into primary classrooms, there is still a dearth of information regarding the effects of computers in connection with children in the primary grades, specifically 5- to 7-year-olds. In this study a comparison was made between two primary classrooms at UES that have instituted a daily writer's workshop. One classroom used computers minimally, at most once a week; students in the other classroom used computers at least three times per week. The comparison focused on the writing skills and grapho-phoneme knowledge attained during the six-month study. The analysis of the student writing samples revealed that there was a greater improvement in the phonological development

of the students who had a well designed language arts program that included instruction in process as well as high access to computers, when compared to a class that had equal instruction but limited access to computers.

Development of Numerical Magnitude Representations

— *Rochel Gelman & John Whalen, 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).

Part of a project on the development of numerical literacy, this study evaluates children’s skill in representing the magnitude of numbers. The researchers are using simple tasks that they know children at UES think of as computer number “games”. The tasks focus on estimation and number comparison.

The experiment was modeled on studies of adults which found that in comparison tasks, judgements of the physical size of a digit sometimes influence judgements of the value the digit represents. For example, adults are more likely 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.

With the current project, the researchers are extending a previous study at UES that involved 5- to 7-year-old students. This portion of the project will include 7- to 9-year-olds and 9- to 11-year-olds in order to study the development of automaticity and meaningful “reading” of mathematics.

Keyboarding Instruction for Students

— *Tricia Valeski, UESC; Sharon Sutton, UES*

Science & Technology

Computers have become a central component of instruction, making it critical for children to learn to type quickly and efficiently. This study examined how practicing typing without looking at the keyboard affects typing proficiency. UES upper elementary students practiced typing using *Type to Learn*, a commercially available typing tutorial program for the computer. Keyboarding instruction took place in the computer lab four to five times per week for four weeks. Half the participating students practiced typing with covers over their keyboards that blocked

their view of the keys; the other half practiced typing without covers. The researchers measured children's typing speed and accuracy at two points: (1) immediately before keyboarding instruction began, and (2) at the conclusion of the instruction.

All children significantly improved their typing speed from the time of the pretests to the time of the post tests, regardless of whether their keyboards were covered or uncovered. Surprisingly, children whose keyboards were uncovered made significantly greater gains in accuracy than children whose keyboards were covered. In fact, children whose keyboards were covered did not significantly improve their accuracy on the uncovered tests. There were no significant differences in speed between children whose keyboards were covered and those whose keyboards were uncovered.

Results of this study suggest that teaching children to type without allowing them to look at the keyboard does not significantly improve their keyboarding skills acquisition. Although teachers may fear that allowing children to look at the keyboard will encourage them to "hunt and peck" rather than use touch-typing, our results show that children whose keyboards were uncovered still spent the majority of the time with their fingers on the home row. It may be that for beginning typists, being able to refer to the keyboard serves as a quick reminder of where the letters are, thus enhancing learning. As children become more proficient, however, covering their keyboards may prove to be a useful tool for improving their efficiency.

Learning Science Through Design

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

Recently, apprenticeship has been supported as one of the best ways for learners to become expert in a given domain. Earlier attempts to apply an apprenticeship model to formal schooling focused on apprenticing students into the cognitive practices of thinking in academic domains; however, they neglected to address the physical environment, activities, and tool use that make up the culture of learning in a particular subject. Furthermore, these cognitive approaches focused largely on the relationship between individual learners and the teacher; other students were not included in the equation.

The goal of this study was to address both of the issues above within the context of learning through design, a curricular approach in which students learn science while simultaneously designing software to teach scientific concepts to younger users. The participants in this study were sixty-five 9- to 11-year-olds in two science classes at UES. In one classroom, all second-year students had designed software in a

learning through design project the previous year. The other classroom contained 9- to 11-year-olds, all of whom were newcomers to software design. The primary goal was to examine the effects of repeated design experiences on students' learning and mastery of design skills and strategies. The researchers conducted several layers of analysis on the data collected in these classrooms related to the following: children's use of tools for planning and managing the software design project, learning affordances of making different kinds of software screens in students' final products, students' integration of science into their design talk, students' reflections on their own design experiences, and patterns of apprenticeship among newcomers (9- to 10-year-olds) and old-timers (10- to 11-year-olds). Analysis is currently underway to compare the two science classes and the effects of design experience on science learning.

Evaluating Students' Fluency with the World Wide Web

— *Davina C. D. Klein & Gregory K. W. K. Chung, GSE&IS; Marilyn Buchannan, Paula Flynn, Ruthellen Moss & Sharon Sutton, UES*

As use of the World Wide Web in classrooms increases, so does the need for assessing students' facility with using this important tool to search for information. CRESST (Center for Research on Evaluation, Standards and Student Testing) researchers created the Web Expertise Assessment (WEA)*, an on-line tool, to investigate students' expertise, or fluency, with the World Wide Web.

WEA features four important functions: an on-line search engine, a web-based information space, a navigation toolbar, and automatic logging capability. In appearance, WEA pages resemble the World Wide Web, and the WEA interface—including the WEA navigation toolbar at the top of each page—looks like Netscape. WEA automatically logs all keystrokes and mouse clicks, creating a permanent and extensive data base record of all student performance.

WEA assesses students' expertise with the World Wide Web by presenting students with authentic tasks and asking them to find relevant information in a closed web-based environment. In this study, students' search tasks varied according to topic and search scope, with some prompts asking for specific information and others seeking more general information.

The researchers currently are coding all on-line interactions during the student searches and are analyzing the results. They plan to conduct more studies to validate this measure, possibly in conjunction with the new information management curriculum created at UES.

* *The WEA can be viewed at <http://dev1.cse.ucla.edu:9155/wea/login.html>.*

Emerging Internet Policy for K-6 Schools

— Virginia A. Walter, *Department of Information Studies*

The first research task for this project was to compare the policies of 20 public schools and public libraries regarding “acceptable use” of the Internet. Results show that schools tended to be more restrictive than public libraries in their definition of acceptable use, limiting it in most cases to curriculum-related activities, and in some cases requiring adult supervision of student Internet searching. Public libraries, on the other hand, tended to restrict access only to illegal materials. Software filters designed to restrict access to materials that are “objectionable” are used in some public libraries on computers that are used by children.

The second research task was to interview key players in the policy development process in schools and in public libraries. The intent was to focus not on the content of the policies, but rather on the process by which the policies were developed and put in place.

The researcher is continuing to develop “policy narratives” that provide an overarching framework for understanding Internet policy in both public school and public library contexts. The final results of this study will be included in a monograph titled *Future Libraries for Future Kids: Getting It Right*, to be published by the American Library Association in 2000.

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

— Anne Gilliland-Swetland, *Department of Information Studies*;
Aimée Dorr, *Department of Education*; Sharon Sutton,
Ann de la Sota, Judith Kantor & Jan Powell, *UES*

Efforts to improve education must take into consideration the challenges of the future and prepare 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.

In the second year of this project, the teachers and researchers wrote 32 essential-skills lessons to teach children how to access, evaluate, analyze, use and communicate information from a variety of sources. These materials are designed to address the needs of children from non-English speaking families and children who do not have

ready access to information technology from their homes. The team has also piloted the materials in schools that serve predominantly low-income, minority students and plans to make the materials available in a broad array of urban schools in both published form and over the Internet.

The research team is working with other 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.

Developing a Curricular Framework to Support Enactment of Technology-Supported Inquiry

— *Bill Sandoval, Department of Education*

Recent science standards call for students at all grade levels to pursue inquiry in science classes. Fundamentally, scientific inquiry is an effort to construct explanations about the natural world. Technology can support students' scientific inquiry by structuring their activities and helping them to represent their understanding. Engaging students in effective inquiry with technology places challenging demands on teachers. This project will extend into the elementary classroom previous work that developed a technology-supported, inquiry-based unit on evolution for high school biology courses. The first phase of this project investigates 6th-grade students' ideas about science and scientific explanation. These conceptions will then be used to develop, in collaboration with UES teachers, a unit on evolution that exploits the technology developed by the earlier work. This unit will be studied in use at UES, and the findings will be used to revise the unit. The result will be a grade-appropriate unit that will include both technology and curricular activities to support students' development of inquiry and explanatory abilities, and foster their understanding of evolutionary theory. This unit will provide the basis for a broader research program concerned with the development and enactment of such technology-supported curricula in urban elementary classrooms.

Multimedia Tools: An Inquiry Into How They Support Interpretive Skills and Civics Understanding

— *Louise Yarnall, Department of Education*

Based upon work with UES upper elementary students, this project explored a question posed by scholar David Olson: How do skills of interpretation change when a linear text medium is augmented with

multimedia symbolic forms? It also sought to find out how media-based tools might support children's understanding of American politics. The study found that both teachers and students based their interpretations of HyperStudio stacks not solely upon text, but upon the pictures, button links, and various combinations of text linked with some other media element, such as audio tracks and video clips.

The study results also suggest that there may be a developmental trajectory in how this multimedia interpretive vocabulary evolves, with the youngest students preferring message repetition among different media elements and the most adult interpreters preferring to receive different information from different media elements. In regard to the political education question, the results suggest that the multimedia context provides a motivating way for young people to express their understandings of different genres of political communication, with one strong caveat: to be truly educational, multimedia activities need to be supported by teachers who support critical thinking about media sources and political communication.

Student Services

Utilization of UES Health Office Services

— *Muriel Ifekwunigwe UES, Tricia Valeski, 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 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 (stomach ache, 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, evaluate the safety of playground equipment, and adjust health office staffing patterns to meet children's needs efficiently and effectively. The data also informs the implementation of the UES Equity Program (see below) by tracking visits to the health office that are related to children's social and emotional needs.

Promoting Student Rights: A Safe School Development Project

— *Jaana Juvonen & Adrienne Nishina, Psychology; Ann de la Sota, UES*

The goal of this project is to further develop the UES Equity Program by conducting a collaborative project between the program developer and two UCLA investigators of school-based peer harassment. The UES Equity Program involves school-wide prevention and intervention efforts to deal with student-to-student harassment; it is intended to ensure a learning environment free of hostility and discrimination.

There are three major aims for the project: (1) to establish a data base for student rights violations recorded throughout the year, (2) to conduct an independent assessment of such violations that examines whether the current citation system captures and effectively deals with most incidents, and (3) to obtain additional data on the effects of harassment incidents on daily mood, self-views and coping strategies that can be used to modify the curriculum and policies associated with the Equity Program.

Thus far the researchers have revised and finalized the safe school form (formerly called the citation form) and completed an analysis of fall quarter safety violations. Based on informal observations on the school yard, a recommendation was made to the school administration to increase supervision at recess and improve training for aides.

The research team plans to give a presentation of the findings of the study in a UES staff meeting in the beginning of the 1999-2000 school year. They also are participating and planning meetings and conferences on school safety programs to be held at or partly sponsored by UES. In fall, 1999, the researchers will write a final report based on their data and conduct presentations and planning meetings. Also in fall, 1999, the researchers plan to implement the Equity Program in another school.

UES DATA BASE

The UES data base 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 Data Base Manual, available from the UES Research Office, for more information.)

TRAINING

Education 199: UES Classroom Internship

— *Rachelle Feiler, GSE&IS & UESC*

*Undergraduate
Students*

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 ten 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 three seminars each quarter to discuss their experiences and observations in the context of elementary education theory and practice. Each seminar has a focus. For example, this year students were asked to (1) reflect on the ways in which teachers use adult support, peer mentoring, and grouping to meet the needs of diverse learners, (2) examine the role they played in the classroom and the ways in which their experiences may have differed from their expectations about teaching, and (3) analyze teachers' strategies for classroom management.

This year 55 undergraduates participated in the program, many of them for two quarters. In 1999-2000 the course will become Education 193, a field experience plus seminar course that helps fulfill the requirements for the Education minor at UCLA.

Health Internships

— *Dr. Muriel Ifekwunigwe and Catherine Rocha, UES Health Office*

Aaron Martin and **Maya D'Amore**, UCLA undergraduate students, worked in the UES Health Office in 1998-'99. Preparing for careers in health care and psychology, the students worked with children and observed and assisted school health specialists Dr. Muriel Ifekwunigwe and Nurse Catherine Rocha.

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

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

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 1998-'99 school year, two UCLA undergraduates gained research experience working on UESC projects.

Graduate Students

Ethnographic Methods in Applied Linguistics

—*Alessandro Duranti (Fall), Department of Anthropology; Elinor Ochs (Fall), Department of Applied Linguistics; Charles Goodwin (Winter) & Marjorie Goodwin (Winter), Department of Anthropology*

This two-quarter course prepared students in ethnographic data collection and analysis. Carrying out fieldwork in a selected setting, each student learned how to enter a community and become a responsible, competent participant-observer, note taker, videographer, transcriber, and interviewer. In addition, students learned how to use digital technology to edit recordings, create data sets and design analytic diagrams for scholarly presentations and publications. Several students used UES as their field site. These students spent time observing and video-recording children's social interactions with peers, aides, and teachers and their engagement with books and other educational tools in the UES environment. Students present the results of their research in edited films of focal educational activities and papers that provide visual and verbal analyses of these activities.

Teacher Education Program Courses

Principles and Methods of Elementary Reading

—*Margaret Heritage, UES*

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

Principles and Methods of Elementary Mathematics

— *Megan Franke, Department of Education*

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, student assessments and readings, the pre-service teachers interacted with UES teachers in their classrooms and in methods class. The course was held in UES classrooms, where students had access to students' mathematics materials and to the teachers themselves.

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 Carter Ching is a doctoral candidate in Psychological Studies in Education. For the past four 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 year Ms. Ching conducted 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 that 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 to explore uses of a knowledge mapping tool in classroom instruction and assessment.

Ciaran Trace is a doctoral student in the Department of Information Studies. Her area of focus is archives and in particular the effect of electronic recordkeeping on archival theory and practice. For the past two years Ms. Trace has assisted UES teacher Ruthellen Moss and UES children's librarian Judith Kantor as Associate Director of the Institute on Primary Resources. Her primary responsibilities have been to administer the daily activities of the Institute and to support the research and development of the program. The Institute on Primary Resources is designed to introduce teachers to the resources available in the Department of Special Collections, UCLA Charles E. Young Research Library, and how they can be used in the K-12 classroom.

Tricia Valeski is a doctoral candidate in Psychological Studies in Education. Her dissertation research focuses on young children's social competence and adjustment, investigating the relationship between social competence and other school-related factors (such as teacher perceptions, academic achievement, school attitudes, and grade retention) among children from low-income families from kindergarten through third grade.

This year Ms. Valeski coordinated the design and execution of research conducted at UES in collaboration with UCLA faculty. She analyzed language assessment data for children involved in the school's LITL (Learning in Two Languages) program, and coordinated and analyzed data for a keyboarding study and a health office study.

In addition to her work at UES, Ms. Valeski is the Field Supervisor for a longitudinal study led by Professor Deborah Stipek. Ms. Valeski coordinates the research for the three participating sites and is also involved in developing research questions, developing measures, collecting and analyzing data, and writing.

Alanna Gelbwasser, Wei-Chin Hwang, Janice Jones, Jayson Mystkowski, Deborah Sandbrand, Josephine Shih and Jeff Wood, doctoral students in clinical psychology, worked at UES during the 1998-'99 school year as counselors. They saw children individually and worked with parents on children's behavioral or emotional problems. In addition, **Norman Kim and Joe Garcia**, also doctoral students in psychology, worked more intensively at UES, consulting with UES staff, leading groups for children, co-leading a parent group, and working with individual children and their families. Professor Jill Waterman and other psychology department faculty supervised the doctoral students.

Patty Byler, Luis Pena, Katie Scudder, Tricia Valeski, and Melinda Wagner, graduate students from the Department of Education, worked in a number of capacities on a study of the effects of an early childhood intervention program on children in the early grades. The study is funded by the MacArthur Foundation. Individually and as a team the students oversaw the three-site project, coordinated parent interviews, conducted classroom observations, developed and updated measures, and analyzed data. Their work was supervised by Professor Deborah Stipek.

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

UESC Doctoral Student Fellows 1998-1999

Amy Lightbody, Psychological Studies in Education. During her fellowship year, Ms. Lightbody has focused on children's reading acquisition through working in UES classrooms, spending time with individual children, and participating in research efforts. Along with Stephanny Freeman, the research and support coordinator for children with special needs, Ms. Lightbody works with both teachers and students to implement two remedial reading programs that aid students struggling with reading acquisition. She also participates in the collaborative Early Literacy Project which is developing a screening tool to help teachers identify children at-risk for early reading difficulties.

April Taylor, Psychological Studies in Education. Ms. Taylor is interested in motivation and social skills training for children in elementary school. Currently, her research interests include the design, implementation, and evaluation of social/academic curricula. Ms. Taylor has used her fellowship year to observe lessons and provide feedback for UES's tri-modular health curriculum, as well as the newly developed UES character development curriculum being implemented in two urban elementary school classrooms. Ms. Taylor also has observed socially exceptional students both inside and outside the classroom setting. These observations and collaborations have helped to inform her of practical considerations regarding her own research and its applicability and utility for urban school faculty and students.

UESC Doctoral Student Fellows 1999-2000

Lindsey Engle, Developmental Psychology. Ms. Engle is interested in classroom instruction and achievement assessment measures. Her current research interests focus on teachers' use of assessments and the development of optimal assessment strategies. She plans to use her fellowship year to investigate issues related to the practical efficacy and teacher use of achievement evaluation techniques.

Rossella Santagata, Developmental Psychology. Ms. Santagata is interested in mathematics learning and teaching. For her Master's thesis she studied mathematics teaching practices in Japan, Germany, the U.S., and Italy. Her current research focuses on the analysis of ways in which teachers respond to students' mistakes during mathematics instruction. She is particularly interested in investigating cultural differences. As a UESC fellow she plans to study the emergence of ideas about mistakes in young students, and to analyze the process by which these ideas are constructed by teachers and students in their everyday classroom interactions.

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 the Web Expertise Assessment (WEA) to assess students' fluency with the World Wide Web.

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.

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

— *November, January, March and April, 1998-1999*

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

Making History Come Alive

— *January 23, 1999*

This institute, co-sponsored by the Colonial Williamsburg Foundation, was designed to inform and inspire teachers to use primary sources in creating history/social science lessons. Through demonstrations, workshops, historical reenactments, and presentations by actor/historians, teachers saw firsthand how using primary resources to teach history can result in lively and engaging lessons. Sessions included: Dance in the 18th Century; The Town that Children Built; A Readers' Theater—Williamsburg Household Literature; Trades and Apprentices; Character Interpretation; Women in the Military; Unlocking the Past Through Archaeology; The Boston Massacre—What Really Happened?; Mother May I? 18th Century Rules of Civility and Decent Behavior; Benedict Arnold: Letters From a Traitor; and Slavery in Colonial America: Preserving the African American Culture.

Linking Artifacts to Learning: Exploring Ancient Civilizations for Today's Curriculum I & II

— *March 6 & May 1, 1999*

The adventure of learning how archaeologists study and interpret our past can provide a pathway to basic skills, including critical thinking

and cooperation. These one-day conferences were 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 civilizations 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 framework.

Among the topics covered in individual sessions were: (1) an overview of project-based learning, including types of research and the steps necessary to implement the process of inquiry, (2) connecting the theory of multiple intelligences with the social studies curriculum, (3) enhancement of nonfiction with reading literature circles, (4) the value of storytelling in connection with ancient mythology, (5) a study of the math and calendar systems of the Maya, and (6) how natural resources influenced the environment and economies of the Chumash and Gabrielinos.

Managing Information in a Digital Age

— April 7, 1999

UES hosted 70 visitors at this presentation by Jamieson McKenzie, editor of *From Now On —The Educational Technology Journal*. Mr. McKenzie is a leading researcher and consultant on information management and developing a higher level of student questioning in a digital age. In addition to speaking with participants and fielding questions, he spoke about defining information literacy, creating an information-literate school community and determining whether a school community has been successful in achieving its goal of information-literacy.

The Summer Institute of Archaeology for Educators

— July 19 -24, 1999

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

Early Intervention for Children With Reading Difficulties

— *July 12-23, 1999*

The purpose of this two-week institute is to introduce teachers of young children to assessment and instructional strategies designed to provide early interventions for children who are experiencing difficulties in acquiring literacy. The institute combines (1) teaching students in a “reading lab” setting in the morning with (2) discussion of theory and practice in a daily seminar in the afternoon. Each institute participant is required to bring one of his or her students considered at risk in literacy acquisition to participate in the reading lab.

Institute on Primary Resources

Each year UES and the Special Collections Department of the Young Research Library 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, presentations at state conferences, and presentations at UES conferences and workshops. This year, teacher participants presented their work at various conferences and educational inservices including “Making History Come Alive,” co-sponsored by UES and the Williamsburg Foundation.

Funded by a grant from private donors, the Institute has expanded this year to include inservices at UES and Young Research Library Special Collections during the school year as well as a summer advanced institute for former participants. A cadre of teacher-leaders chosen from among former Institute participants have been leading

workshops on using primary sources in their own schools and school districts. To support their own professional development, teacher-leaders are given opportunities to share problems and solutions related to implementing curricula and training others to do the same, develop sample lesson plans for use by teachers who participate in the workshops, and digitize images from Special Collections for use in classrooms. This year the Institute will implement a research component in conjunction with the UESC. A web site for the Institute is currently under development.

OBSERVATIONS AND COLLABORATIONS

In addition to its conference and workshop participants, in 1998-'99, UES hosted approximately 650 visitors, including teachers, university students, policy makers and others interested in learning more about educational innovations at the school. Some of the visits were initiated by organizations and individuals; others were invitational programs designed by UES to meet the needs of schools. Visitors observed UES classrooms and programs to learn about a wide variety of topics, including innovative uses of technology in instruction, multi-age grouping, student-centered learning, instruction in mathematics, science, social studies, early literacy, early literacy intervention, and classroom management. Some visitors, for example, came as part of their teacher professional development programs. Others came to enrich their teaching pedagogy by attending such workshops as "Linking Artifacts to Learning," where UCLA archaeologists and UES teachers collaborated on providing rich curricular teaching ideas. Organizations represented this year include:

California School Districts and Schools

- Alhambra School District
Northrup Elementary
- Baldwin Park Unified School District
Walnut Elementary
- Beverly Hills School District
Beverly Vista Elementary
- Cajon Valley Schools
- Culver City Unified School District
El Rincon Elementary
La Ballona Elementary
Linwood Howe Elementary
- Jurupa Unified School District
Troth Street Elementary
- Lawndale Unified School District
Billy Mitchell Elementary
Jane Adams Elementary

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- Lennox Elementary Schools
 - Buford
 - Moffett
 - Los Angeles Unified School District
 - Alta Loma Elementary
 - Ambler Magnet
 - Arlington Heights Elementary
 - Bethune Middle School
 - Broadway Elementary
 - Budlong Ave. Elementary
 - Chandler Elementary
 - Charles Drew Middle School
 - Coliseum Street Elementary
 - Corona Ave. Elementary
 - Curtiss Middle School Magnet
 - Danube Avenue Elementary
 - Eastern Ave. Elementary
 - Elizabeth Street Learning Center
 - El Sereno Elementary
 - Euclid Avenue Elementary
 - Fairburn Ave. Elementary
 - Franklin Ave. Elementary
 - Fries Avenue Elementary
 - Griffin Avenue Elementary
 - Lockhurst Elementary
 - Long Beach Alternative School
 - Loreto Elementary
 - Magnolia Ave. Elementary
 - Overland Elementary
 - Palms Middle School
 - Parmelee Avenue Elementary
 - Peter Burnett Elementary
 - Plum Canyon Elementary
 - Portrero Heights Elementary
 - Ramona Elementary
 - San Fernando Middle School
 - Stevenson Middle School
 - Stoner Avenue Elementary
 - Superior Street Elementary
 - University High
 - Vermont Avenue Elementary
 - Victoria Avenue Elementary
 - Warner Avenue Elementary
 - Welby Way Elementary
 - Westwood Charter
 - Wilshire Crest Elementary
 - Wilton Place Elementary
 - Winnetka Avenue Elementary
 - Woodlawn Avenue Elementary
 - 24th Street Elementary
 - 32nd Street Magnet
 - Lynwood Unified School District
 - Montebello Unified School District
 - Laguna Nueva Elementary

- Oceanside Unified School District
North Terrace Elementary
- Palmdale Unified School District
Chaparral Elementary
- Palos Verdes Peninsula Unified School District
Lunada Bay Elementary
Point Vicente Elementary
- Pomona Unified School District
Lorbeer Junior High
- Rosemead Unified School District
- San Bernadino Unified School District
Warm Springs Elementary
- Santa Monica Malibu Unified School District
Franklin Elementary
Juan Cabrillo Elementary
McKinley Elementary
Point Dume Elementary
- Torrance Unified School District
Tower Elementary
- Walnut Valley Unified School District

Other States

- New York, Prospect Elementary, Hempstead, NY
- Texas, Lubbock Unified School District, Lubbock, TX

Independent Schools

- American Martyrs, Manhattan Beach, CA
- Carlthorp, Los Angeles, CA
- Chadwick, Palos Verdes, CA
- Curtis School, Los Angeles, CA
- Echo Horizon, Culver City, CA
- Harvard Westlake, Los Angeles, CA
- Heartlight, Jacksonville, OR
- High Point Academy, Los Angeles, CA
- John Thomas Dye School, Los Angeles, CA
- Live Oak, San Francisco, CA
- St. John Chrysostom, Inglewood, CA
- PS # 1, Santa Monica, CA
- Steven S. Wise, Los Angeles, CA
- Wildwood School, Los Angeles, CA
- Willows Community School, Culver City, CA

Universities

- California Polytechnic Institute, Pomona
- California State University, Fullerton
- Claremont College
- Loyola Marymount
- Oregon State University

- Pepperdine
- Southern California Institute of Architecture
- University of California, Davis
- UCLA
- University Extension, American Language Center
- University of Michigan
- University of Pennsylvania

State and Independent Organizations

- Apple Computers, Los Angeles, CA
- Cisco Systems
- Los Angeles County Office of Education
- Los Angeles Times, Los Angeles, CA
- Microsoft
- Milken Family Foundation, Santa Monica, CA
- Pacific Bell
- Sun Microsystems
- Tag Toys, Compton, CA
- UCLA/Hammer Museum of Art
- Office of The Honorable Howard McKeon, United States Congress

International Organizations

- Azerbaijan, Khazar University, Baku
- China, Ministry of Education
- Cyprus, Cyprus Pedagogical Institute
- Italy, University of Palermo
- Japan, Fukuoka Prefectural Government
- Taiwan, IEST, Taipei
- United Kingdom, University of Cambridge, Cambridge, England

UESC PUBLICATIONS

The following publications are available through the UESC, (310) 825-2623.

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 by researchers, teachers, and administrators about projects undertaken at UES and in public schools.

Newsletter of the Institute for Primary Resources—quarterly newsletter published by UES and the UCLA Young 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.

UES Programs and Practices — series of publications distributed to educators, policy makers, prospective parents, and parents of UES students.

- *Alternatives to Ability Grouping* —discussion of UES teaching practices related to adapting instruction so that it is appropriate and challenging for all students and meets children’s individual learning needs.
- *Assessment at UES*—summary of UES assessment methods, practices and purposes.
- *The Extended Day Program at UES* – overview of the before- and after-school care program at UES.
- *Teachers Leading Teachers to Improve Student Learning* — description of the development of teacher leaders at UES.
- *Technology at UES* — summary of UES practices for integrating technology into the curriculum.

- *Student Evaluation at UES* — discussion of the UES philosophy and practice of evaluating student work without using grades.

COLLOQUIUM SERIES, 1998-1999

❖ November 12

Claude Goldenberg, California State University, Long Beach
Teaching, Constructing & Transmitting

❖ January 21

Bill Sandoval, UCLA Teacher Education Program
*Inquiry for Explanation: A Technology-Supported Curriculum
for Developing Scientific Research*

❖ February 18

Yasmin Kafai, Cynthia Ching, UCLA Department of Education; &
Cathie Galas, UES
Digital Apprenticeships in Science Classrooms

❖ March 18

Alison Imbens-Bailey, UCLA Department of Education
*The Role of Narrative Development in School-Age Children's
Acquisition of Literacy*

❖ April 22

Richard Leventhal, UCLA Department of Anthropology
Connecting Archaeology with Curriculum

❖ May 20

Neal Halfon, Director, UCLA Center for Healthier Children,
Families and Communities
*Improving Children's Health & Development by Linking
Services to Schools*

APPENDIX 1: PUBLICATIONS

- Galas, C. (1999, April). The never ending story: Questioning strategies for the information age. *Learning and Leading with Technology*, 25(7), ISTE (International Society for Technology in Education).
- Galas, C. (1999, April). Project based learning: Changing the classroom Paradigm. *Learning and Leading with Technology*, 26(7), ISTE.
- Gallimore, R., Bernheimer, L., MacMillan, D., Speece, D., & Vaughn, S., Eds. (1999). *Developmental Perspectives on High Incidence Handicapping Conditions: Papers in Honor of Barbara K. Keogh*. New Jersey: Erlbaum & Associates.
- Goodwin, M. (in press). Constructing opposition within girls' games. In Mary Bucholtz, Anita Liang, & Laurel Sutton (Eds.), *Reinventing Identities: From Category to Practice in Language and Gender Research*, New York: Oxford University Press.
- Goodwin, M. (in press). Gender and language in cross-sex jump rope: The relevance of longitudinal studies. In Suzanne Wertheim, Ashlee Baley and Monica Corston-Oliver (Eds.), *Proceedings of the Fifth Berkeley Women and Language Conference*. Berkeley, CA: Berkeley Women and Language Group.
- Goodwin, M. & Goodwin, C. (in press). Emotion within situated activity. In Nancy Budwig, Ina C. Uzgiris and James V. Wertsch (Eds.), *Communication: An Arena of Development*. Mahwah, NJ: Lawrence Erlbaum.
- Kafai, Y. B. (1998). Computing @ Home: Expanded environments for learning mathematics, science and programming. In A. S. Bruckman, M. Guzdial, J. L. Kolodner, & A. Ram (Eds.), *Proceedings of the Third International Conference on the Learning Sciences* (pp. 11-15). Charlottesville, VA: AACE.
- Kafai, Y. B. (1998). HCI from a different perspective: Children as software users, designers and evaluators. In A. Druin (Ed.), *The design of children's interactive technologies* (pp. 123-145). San Francisco: Morgan Kaufman Publishers.
- Kafai, Y.B. & Ching, C.C. (1998, December). Talking science through design: Children's science discourse within software design activities. In A.S. Bruckman, M. Guzdial, J. L. Kolodner, & A.

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- Ram (Eds.), *Proceedings of the Third International Conference on the Learning Sciences* (pp. 160-166). Charlottesville, VA: AACE.
- Kafai, Y. B., Ching, C. C., & Marshall, S. (1998). Children as designers of educational multimedia software. *Computers & Education*, 29(2/3), 117-126.
- Kafai, Y. B. & Sutton, S. (in press). Elementary school students' computer and internet use at home: Current trends and issues. *Journal of Educational Computing Research*.
- Kroesen, K., Reese, L. J., & Gallimore, R. (in press). Navigating multiple worlds: Latino children becoming adolescents in Los Angeles. To appear in *Selected Papers on Refugee and Immigrant Issues, Vol. 6*, American Anthropological Association, Washington, D.C.
- Marshall, S. & Kafai, Y. B. (1998, December). Children's development of planning tools for managing complex software design projects. In A. S. Bruckman, M. Guzdial, J. L. Kolodner, & A. Ram (Eds.), *Proceedings of the Third International Conference on the Learning Sciences* (pp. 202-208). Charlottesville, VA: AACE.
- Reese, L., Kroesen, K. & Gallimore, R. (in press). Agency and school performance among urban Latino youth. To appear in Taylor & Wang (eds.), *Resilience Across Contexts: Family, Work, Culture and Community*. Mahwah, NJ: Erlbaum Associates.
- Rothstein-Fisch, C., Greenfield, P. & Trumbull, E. (1999, April). Bridging cultures with classroom strategies, *Educational Leadership*, 56, pp. 64-67.
- Stipek, D., de la Sota, A. & Weishaupt, L. (1999, May). Life lessons: An embedded classroom approach to preventing high-risk behavior among preadolescents, *Elementary School Journal*, 99, 433-451.
- Stipek, D., Givvin, K., Salmon, J., & MacGyvers, V. (1998). Can a teacher intervention improve classroom practices and student motivation in mathematics? *Journal of Experimental Education*, 66, 319-337.
- Stipek, D., Salmon, J., Givvin, K., Kazemi, E., Saxe, G., & MacGyvers, V. (1998). The value (and convergence) of practices suggested by motivation researchers and mathematics education reformers. *Journal for Research in Mathematics Education*, 29, 465-488.
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Stipek, D., & Greene, J. (in press). Achievement motivation in early childhood: Cause for concern or celebration? In S. Golbeck (Ed.), *Psychological perspectives on early childhood education: Reframing dilemmas in research and practice*. Mahwah, NJ: Erlbaum Associates.

Sutton, S. (1999, Spring). Technology. *UCLA Center X Quarterly*, 11, 3.

APPENDIX 2: PRESENTATIONS

- Alarcón, R. (1998, August). Los Angeles History Through the Eyes of Leo Politi. Presentation sponsored by the California History Project, Cal State Dominguez Hills, Dominguez Hills, CA.
- Alarcón, R. (1999, September). Authentic Assessment and the Professional Portfolio for Educators. Workshop presented to participants in the Los Angeles Unified School District Intern Program, Los Angeles, CA.
- Alarcón, R. (1998, October). Language Assessment for the Bilingual Classroom. Workshop presented to participants in the Los Angeles Unified School District Intern Program, Los Angeles, CA.
- Alarcón, R. (1998, November). Literacy Assessment for the Bilingual Classroom. Workshop presented to participants in the Los Angeles Unified School District Intern Program, Los Angeles, CA.
- Alarcón, R. (1999, January). Presentation of curriculum materials developed with the Los Angeles County Museum of Art (LACMA) for the LACMA Teachers' Academy, Los Angeles, CA.
- Alarcón, R. (1999, February). Using Primary Sources in the Curriculum. Inservice workshop presented to educators from High Point Academy, UCLA.
- Alarcón, R. (1999, March). Technology Meets the Maya. Workshop presented at the Linking Artifacts to Learning Conference I, UES.
- Alarcón, R. (1999, May). The Magnificent Maya. Workshop presented at the Linking Artifacts to Learning Conference II, UES.
- Cano, L. (1998, October). Literacy Instruction. Guest lecture presented to students in the Teacher Education Program, UCLA.
- Cano, L. (1998, November). Writing in the Primary Grades. Workshop presented at the Early Literacy Institute, UES.
- Cano, L. (1999, April). Computer Use in the Primary Grades. Roundtable discussion presented at the annual meeting of the American Educational Researchers Association, Montreal, Canada.

Ching, C. C. (1998, December). Apprenticeships in software creation: Children as old-timers and newcomers to learning through design. Paper presented at the doctoral consortium of the International Conference on the Learning Sciences, Atlanta, GA.

Ching, C. C. (1999, April). Tools of the trade: Apprenticeship and artifacts in children's software design. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Ching, C. C. (submitted for review). It's not just programming: Reflection and the nature of experience in learning through design. Paper submitted for presentation at the Computer-Supported Collaborative Learning (CSCL) Conference, Palo Alto, CA.

Curley, C. (1999, May). Classification in Publicly Witnessed Experiments. Presentation for TALSA (The TESL and Applied Linguistics Student Association) Brown Bag Talks, UCLA.

De Blasio, S. (Fall). Strategies for teaching spelling. Guest lecture presented to students of the Teacher Education Program, UCLA.

DeBlasio, S. (1999, March). The Chumash and Gabrielino cultures. Workshop presented at Linking Artifacts to Learning I, UES.

DeBlasio, S. (1999, May). The Chumash and Gabrielino cultures. Workshop presented at Linking Artifacts to Learning II, UES.

de la Sota, A. (1999, May). Safe School Strategies and Violence Prevention: Embedded as a Way of Life in the Culture of the School. Presentation at a symposium for a multi-perspective approach to violence prevention including representatives from education, law, and medicine, UES.

de la Sota, A. (1999, March). Family Life. Inservice workshop presented to teachers of health in the Manhattan Beach School District, Manhattan Beach, CA.

de la Sota, A. (1999, March). Safe School Strategies and Violence Prevention Embedded as a Way of Life in the Culture of the School. Symposium presented to representatives of community and educational agencies concerned with school violence prevention, UES.

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- DuPont, D. (1998, October). Monitoring students' needs and progress through running records and monitoring notebooks. Guest lecture presented to students of the Teacher Education Program, UCLA.
- Feiler, R. (1999, April). Mathematics instruction in early childhood: Professional development and teacher change. Poster presented at the Annual Meeting of the American Education Research Association, Montreal, Canada.
- Fischer, D. (1999, January). Phonemic Awareness and Phonics. Workshop presented at the Early Literacy Institute, UES.
- Fischer, D. (1998, November). Phonemic awareness, oral language and phonics development. Guest lecture presented to students of the Teacher Education Program, UCLA.
- Galas, C. (1999, May). Digital Project Based Science Apprenticeships. Presentation in a series of parent education lectures sponsored by the Family School Alliance, UES.
- Galas, C. (1999, April). Software Design Apprenticeships in Elementary Science. Paper presented at CILT (Center for Innovative Learning Technologies), San Jose, CA.
- Galas, C. (1999, March). Digital Project Based Science in Upper Elementary School. Paper presented to the California Elementary Education Association (CEEA), San Diego, CA.
- Galas, C. (1999, March). Kids Who Know and Do. Paper presented at the annual conference on project based learning, including implementation, best practices, networking & technological support, hosted by the Autodesk Foundation, Los Angeles, CA.
- Gardiner, K. (1999, March). Mathematics in upper elementary. Invited presentation given at the Annual Conference of Los Angeles City Teachers' Mathematics Association, Dominguez Hills, CA.
- Goodwin, M. & de León, L. (1998, December). Morality and Accountability in Girls' Play. Paper presented at the Annual Meeting of the American Anthropological Association, Philadelphia, PA.
- Goodwin, M. (1999, April). Morality and Exclusion in Girls' Social Organization. Keynote address given at SALSA (Symposium on Analyzing Language in Society-Austin), Austin, TX, and Tucson, AZ.

- Goodwin, M. (1999, April). There's no Toppies in Underbutts: Dispute Practices in the Games of an Interethnic Working Class Girls' Playground. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Gutiérrez, K., Baquedano-López, Tejada, C. & Rivera, A. (1999, April). Hybridity as a tool for understanding literacy learning: Building on a Syncretic Approach. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Heritage, M. (1998, October). Making Connections to Student Achievement. Keynote address delivered at the Annual Meeting of the Korean American Educators Association, Los Angeles, CA.
- Juvonen, J. (1999, May). Violence in School: What happened at Columbine High? Panel discussant at public lecture, UCLA.
- Kafai, Y.B. (1999, April). Home computing for playing and learning. Poster presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Kafai, Y. B. & Ching, C. C. (1999, April). Science talk in software design contexts: Children's scientific discourse as a situated activity. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Kafai, Y. B., Ching, C. C., & Galas, C. (1999, April). Software design apprenticeships in elementary science classrooms: Development of evaluative standards by newcomers and old-timers. Poster presented at the Center for Innovative Learning Technologies meeting in San Jose, CA.
- Kantor, J. (1999, March). Toddlers and Reading. Presentation in a series of parent education lectures, Adat Ari El Early Childhood Center, Los Angeles, CA.
- Kantor, J. (1999, April). Celebrating Poetry: The Gifts of Myra Cohn Livingston. Host lecture for the spring workshop of the Southern California Council on Literature for Children and Young People, Los Angeles, CA.
- Kern, J. (1998, Fall). Guest lecture presented to students in the Teacher Education Program, UCLA.

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- Kern, J. (1999, January). Phonemic Awareness and Phonics. Workshop presented at the Early Literacy Institute, UES.
- Kern, J. (1999, April). Developing Lifelong Readers. Workshop presented at the Early Literacy Institute, UES.
- Kern, J. (1999, Winter). Guest lecture presented to students in the Teacher Education Program, UCLA.
- Major, J. (1998, Fall). Guest lecture presented to students in the Teacher Education Program, UCLA.
- Major, J. (1999, March). Focus on Writing. Workshop presented at the Early Literacy Institute, UES.
- Mattingly, C. (1999, November). The Afro-Centric Perspective of Instruction. Presentation in a series of parent education lectures sponsored by the Family School Alliance, UES.
- Moss, R. (1999, January). Making History Come Alive: Using primary resources relating to Williamsburg, VA, to teach history. Workshop presented at the Primary Resources Institute, UES.
- Powell, J. (1998). Family Reading Instruction. Workshops for parents presented at Mar Vista Family Center, Stoner Elementary School, Braddock Elementary School, and Playa del Rey Elementary School, Los Angeles, CA.
- Powell, J. (1998-1999). Strategies for Helping Children Learn to Read. Series of guest lectures presented as part of the America Reads Program for undergraduates training to tutor children in public schools, UCLA.
- Powell, J. (1999, January). Tackling Print: Teaching Children to Read. Workshop presented at the Early Literacy Institute, UES.
- Powell, J. (1999, March). The Chumash and Gabrielino cultures. Workshop presented at Linking Artifacts to Learning I, UES.
- Rivera, A. (1998, October). Community Building. Workshop presented at Laguna Nueva Elementary School, Laguna Nueva, CA.
- Rivera, A. (1998, November). Language acquisition. Guest lecture presented to students in the Teacher Education Program, UCLA.

- Rivera, A. (1999, April). Hybridity as a Tool for Understanding Literacy Learning: Building on a Syncretic Approach. Paper presented at the annual meeting of the American Association of Educational Research, Montreal, Canada.
- Rogers, Sandra. (1998, November). Perspectives of a New Teacher. Presented in a panel discussion for student teachers at Occidental College, Eagle Rock, CA.
- Rogers, S. (1999, March). Conflict Resolution for Young Children. Poster session presented at the annual meeting of Teachers of English to Speakers of Other Languages, New York, NY.
- Rosenthal, L. (1999, Winter). Guest lecture presented to students in the Teacher Education Program, UCLA.
- Stipek, D. (1998, October). Motivating Your Child to Learn. Presentation in a series of parent education lectures, Windward School, Los Angeles, CA.
- Stipek, D. (1998, November). Achievement of Motivation in Early Childhood: Cause for Concern or Celebration? Colloquium presented to the faculty of Rutgers University, New Brunswick, NJ.
- Stipek, D. (1999, January). Maintaining Your Child's Enthusiasm for Learning. Presentation in a series of parent education lectures sponsored by the Family School Alliance, UES.
- Sutton, S. (1999, March). Managing Information in a Digital Age. Site Council presentation at Broadway Elementary School, Los Angeles, CA.
- Sutton, S. (1999, April). Managing Information in a Digital Age. Presentation at Parent Night, Broadway Elementary School, Los Angeles, CA.
- Sutton, S. (1999, February). Preparing Students for the 21st Century. Presentation at Tech Night, Lunada Bay Elementary School, Palos Verdes Peninsula, CA.
- Sutton, S. (1999, June). Beyond Technology Integration. Presentation at the NECC (National Educational Computing Conference), San Diego, CA.

Wagner, M. (1999, April). Gender differences in mathematics strategy use and perceptions of competence among first grade children. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

**APPENDIX 3: UES CONSULTATIONS
AND PROFESSIONAL DEVELOPMENT**

- de la Sota, A. (1999, March). Conducted exploratory meeting with Dr. John Nelson, AMA, on Safe School Strategies and Violence Prevention.
- Galas, C. (1999, March-June). Consulted with Fulbright Scholar from Greek Cyprus to teach implementation techniques for Learning by Design, Digital Project based Learning in Science.
- Ifekwunigwe, M. (1998, ongoing). Developing and implementing student/family health care support, health education and immunization compliance, training of nurses, and coordinating nursing services to link the El Rincon Healthy Start Program with UES. Part of the Healthy Start Program at El Rincon Elementary School, Culver City Unified School District, Los Angeles, CA.
- Kantor, J. (1999 - 2000). Serving two-year term as president of the Southern California Council on Literature for Children and Young People, Los Angeles, CA.
- Kantor, J. (1998, summer & winter). Contributing editor for The Sampler, the professional newsletter of the Southern California Council on Literature for Children and Young People, Los Angeles, CA.
- Kantor, J. (1998-1999). Associate director, Institute on Primary Resources, UES.
- Moss, R. (1998-99). Director, Institute on Primary Resources, UES.
- Powell, J. (1998, September). Planning with administrators for five Saturday sessions on family reading instruction with parents, Mar Vista Family Center, Los Angeles, CA.
- Powell, J. (1998, February). Planning with teachers and school coordinator for 10 Saturday sessions of the Family Reading Project, Stoner Avenue Elementary School, Los Angeles, CA.
- Rivera, A. (1998, Dec. – 1999, Jan.). Advised teachers and administrators from Laguna Nueva Elementary School in the Montebello Unified School District on the process of forming an inclusive learning community.

Sutton, S. (1998, August). Conducted one-week workshop for teachers from Paul Revere Middle School in the Los Angeles Unified School District, on project-based learning & the integration of technology into classroom instruction.

Sutton, S. (1998, November). Workshops for teachers from Marquez Elementary School in the Los Angeles Unified School District on the use of HyperStudio.

Sutton, S. (1998-99, ongoing). Lunada Bay Elementary School (Palos Verdes Peninsula Unified School District) - ongoing consultancy to build a technology program that integrates technology into classroom instruction.

**APPENDIX 4: UESC STEERING COMMITTEE
1998-99 MEMBERSHIP**

| | |
|-------------------------|---|
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| Rachelle Feiler | GSE&IS instructor & UES director of research |
| Norma Feshbach | GSE&IS professor |
| Cathie Galas | UES teacher |
| Ronald Gallimore | GSE&IS professor |
| Frankie Gelbwachs | GSE&IS consultant |
| Anne Gilliland-Swetland | GSE&IS professor |
| Margaret Heritage | UES principal |
| Carollee Howes | GSE&IS professor |
| Harold Levine | GSE&IS professor & interim dean |
| Jan Powell | UES teacher |
| Jim Stigler | Psychology professor |
| Sharon Sutton | UES teacher |
| Gene Tucker | GSE&IS adjunct professor |
| Lucil Tuliva | UES parent |
| Jill Waterman | UES parent |
| Noreen Webb | GSE&IS professor |
| Deborah Stipek | GSE&IS professor & UESC director |

**APPENDIX 5: UESC RESEARCH COMMITTEE
1998-99 MEMBERSHIP**

| | |
|----------------------|---|
| Alison Imbens-Bailey | GSE&IS professor, <i>chair</i> |
| James Caterall | GSE&IS professor |
| Rachelle Feiler | GSE&IS instructor & UES director of research |
| Dana Fischer | UES teacher |
| Margaret Heritage | UES principal |
| Jaana Juvonen | Psychology professor |
| Cheryl Mattingly | UES teacher |
| Regina McConahay | UES parent |
| Bill Sandoval | GSE&IS professor |
| Don Steiner | UES teacher |
| Deborah Stipek | GSE&IS professor & UESC director |
| Lucil Tuliva | UES parent |
| Virginia Walter | GSE&IS professor |

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