



UCLA  
**Urban  
Education  
Studies  
Center**

Annual Report  
1999-2000

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UCLA  
**Urban Education Studies Center**  
Annual Report 1999-2000

UCLA Graduate School of Education & Information Studies

Deborah Stipek, Director  
Laura Weishaupt, Editor  
Frances Forman, Associate Editor  
Nancy Chakravarty, Tricia Valeski &  
Grace Wang, Editorial Assistants

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.

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;

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- 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.

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

**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; Dean, GSE&IS; Professor, Department of Education (*educational technology; effects of media on children*)

**Norma Feshbach**, Ph.D., University of Pennsylvania; Professor Emerita, 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*)

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**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, 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; 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*)

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## Center Grants

<b>MacArthur Foundation</b> <i>A Study of Low-Income Children's Transition to School</i> <ul style="list-style-type: none"><li>• Deborah Stipek</li></ul>	<b>\$851,435</b>
<b>U.S. Department of Education, Organization of Educational Research and Improvement (OERI)</b> <i>Successful Educational Pathways for Children Placed at Risk</i> <ul style="list-style-type: none"><li>• Deborah Stipek</li></ul>	<b>\$685,692</b>
<b>MacArthur Foundation</b> <i>School Reform Network Planning Grant</i> <ul style="list-style-type: none"><li>• Deborah Stipek</li></ul>	<b>\$400,000</b>
<b>Individual Donor</b> <i>Primary Resources Institute</i> <ul style="list-style-type: none"><li>• grant made jointly to UES and the Young Research Library</li></ul>	<b>\$400,000</b>
<b>William T. Grant Foundation</b> <i>The Long-Term Effects of Early Childhood Intervention: What Difference Does the School Make?</i> <ul style="list-style-type: none"><li>• Deborah Stipek</li></ul>	<b>\$339,321</b>
<b>Ahmanson Foundation</b> <i>Archaeology Outreach Initiative</i> <ul style="list-style-type: none"><li>• Margaret Heritage, Richard Leventhal, Raul Alarcon &amp; Rita Shepard</li></ul>	<b>\$218,500</b>
<b>National Science Foundation</b> <i>Learning Science by Design</i> <ul style="list-style-type: none"><li>• Yasmin Kafai</li></ul>	<b>\$185,043</b>
<b>The Gluck Foundation</b> <i>Literacy in the Classroom Project</i> <ul style="list-style-type: none"><li>• Margaret Heritage, Ronald Gallimore &amp; Alison Imbens-Bailey</li></ul>	<b>\$160,000</b>
<b>National Science Foundation</b> <i>Building Bridges to Student and Teacher Learning: Early Literacy Assessment and Intervention Planning Grant</i> <ul style="list-style-type: none"><li>• Alison Imbens-Bailey, Ronald Gallimore &amp; Margaret Heritage</li></ul>	<b>\$99,400</b>
<b>UC Office of the President</b> <i>UCLA Urban Community-School Collaborative on Children's Information Management</i> <ul style="list-style-type: none"><li>• Anne Gilliland-Swetland, Aimée Dorr &amp; Sharon Sutton</li></ul>	<b>\$19,000</b>
<b>National Science Foundation</b> <i>Research Experiences for Undergraduates — Science by Design</i> <ul style="list-style-type: none"><li>• Yasmin Kafai</li></ul>	<b>\$13,291</b>
<b>Grow With Me Foundation</b> <i>Seeds of Character Curriculum Development :Growing Giving Children</i> <ul style="list-style-type: none"><li>• Ann de la Sota, Muriel Ifekwunigwe</li></ul>	<b>\$30,000</b>
<b>Grants Total</b>	<b>\$ 3,401,682</b>



**Research**





## Preparing Children for a Lifetime of Learning

It's 4:00 on a Tuesday afternoon and the library at Venice, California's Broadway Elementary School is buzzing with activity. Members of the after-school 4-H group are hard at work there doing research to learn about making movies.

One boy searches material from several Internet sites so he can find out more about how his favorite special effects are created. A classmate refers to several books to help her make a list of the jobs involved in a film's pre-production stage.

The UES Information Literacy curriculum engages children in learning by encouraging them to find information through a variety of means—from making firsthand observations to doing research on the Internet.

As second-language learners, the 23 mostly Latino children have some difficulty understanding the information they access. But they are busy and eager to learn. They ask questions, seek out resources, take notes and confer with classmates and teachers. Guiding them are Sharon Sutton, Jan Powell and Judith Kantor, UES teachers who have come to the Oakwood area of Venice, one of the city's poorest neighborhoods, to field test the Information Management Curriculum they developed with colleagues and researchers at UCLA. Later, the teacher researchers will use insights gained in their 20 sessions with the children to fine tune the curriculum and help them understand more about how the lessons work in a variety of classroom settings.

"Our work at Broadway Elementary helped us make important adjustments to our curriculum," said Sutton. "For example, when the children had difficulty understanding the information about movie making (a topic assigned by 4-H)

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we were able to help them simplify and remember content by creating flow charts. The flow charts served as graphic reminders while children practiced telling in their own words what a story was about. As a result, concept mapping, flow charts, T-charts and Venn diagrams became part of the curriculum.”

With their work in helping students and teachers gain information literacy skills, the UCLA teacher research group aims to address an important and growing need: to prepare all children to live and work productively in an age of abundant and ever-changing information, an age when being proficient at using, evaluating and making sense of information will be essential.

With testing and revisions completed in winter 2000, UES is making the Information Management Curriculum available to schools for a nominal charge. Now the Broadway children’s feedback is affecting the learning activities of students in a host of schools, within California and as far away as South Korea and Italy.

Back at UES, teachers are developing ways to integrate the use of information management skills into different subject areas. Children as young as 4 years old are learning how to formulate good research questions, gather resources and organize information. For the youngest children this might mean looking at books and searching an Internet site with a teacher to answer their question about whether turtles can jump. For 5- to 7-year-olds it might mean using their research on the life cycle of plants to help them write and produce a play on pollination. For an 11-year-old it might mean pursuing a research question that evolves from “What are the parts of the brain?” to “What are white matter and gray matter responsible for in the brain?”— and having the skills to find the answers.

As UES teachers refine and develop ways of aiding children’s inquiry, their practices serve as a model for visiting educators, showing them what can be done in their own schools. To deepen and enhance this benefit, in 2001 UES will offer a 10-session training institute to help teachers implement information literacy practices.

As the 1989 Final Report of the American Library Association (ALA) Presidential Committee on Information Literacy said, “to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.” UESC research, curriculum development and training in this area offer teachers a way to help children develop these skills and prepare them for a lifetime of learning.

## **Inside the UES Information Management Curriculum**

### **For the Teacher**

#### **Beginning the Process**

**Creating an Environment for Inquiry**

**Planning the Learning Experience**

#### **Continuous Threads**

**Guiding the Learning Experience**

**Analyzing Expository Text**

**Organization**

**Ideas**

**Word Choice**

#### **Evaluation**

### **The Process**

**Questioning**

**Identifying and Collecting**

**Evaluating**

**Sensemaking**

**Reflecting and Refining**

**Using the Information**

**Assessing the Process and Product**

# Laying the Groundwork for Success: Improving Basic Literacy

Learning to read is one of the most important tasks of children's early education. Literacy skills form the gateway to understanding a world of information, whether it is conveyed through a Shakespearean sonnet, a scientific table, a calculus textbook, or a street sign. Yet approximately 65% of third graders in the Southern California area do not read at grade level. Research shows that many of these children will never catch up; some will fail out of school completely.

The UCLA Early Literacy Project aims to address this problem through several efforts. Its goal is to help teachers (1) recognize children's difficulties with acquiring literacy at an early stage, when there is time to ameliorate them, (2) give teachers a course of action for assisting children with these early difficulties, and (3) help to ameliorate the difficulties before they have had a profound effect on children's learning and progress in content areas such as science, mathematics and history.

### **Comprehensive Reading Assessment for Pre-Kindergarten Through Second Grade**

Professors Alison Imbens-Bailey and Ronald Gallimore and graduate researcher Mary Dingle, from the Graduate School of Education & Information Studies, have been working with UES Principal Margaret Heritage, teachers Laurette Cano and Dana Fischer, School Psychologist Jeffrey Jacobs and Special Needs Coordinator Stephanny Freeman to develop a comprehensive reading assessment and intervention for kindergarten through second-grade teachers. The tool they have developed, the Literacy Development Checklist (LDC),

To help ensure they will develop the literacy skills needed to succeed later in life, children must have a wide range of rich literacy experiences at an early age.



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is designed to provide a profile for “orange flag children” — children whom teachers are beginning to suspect have reading difficulties.

The LDC is comprehensive in scope and gives teachers information about children’s strengths and weaknesses in a variety of skills associated with success in later literacy acquisition. For example, the LDC looks at children’s skills in storytelling, which is often a challenge for young children because it involves the coordination of cognitive, linguistic and pragmatic skills. To help children develop narrative skills, teachers use scaffolding to aid the development of children’s oral narratives.

### **Pilot Study**

In a pilot study supported by funding from the National Science Foundation, the research team will examine the efficacy of the LDC in promoting literacy development in children who have difficulty in the early stages of learning to read and write. One study group will use the LDC assessment and interventions with full support from the research team. A second group will be supported only by web-based materials to examine teachers’ability to use the assessment tools effectively under more typical conditions.

If successful, this study will show that it is possible to improve reading skills for at-risk children by providing teachers with assessment tools and intervention choices focused on early literacy development. Results of the study will aid in the design and implementation of a large-scale efficacy study and the development of a model program for early identification and intervention that can be disseminated electronically.

### **Teacher Institutes**

In addition to work on the LDC, the Early Literacy Project supports two parallel outreach

programs: the Early Literacy Institute (a four-session institute designed for educators to combine research, observation, and practice), and a summer institute called Early Intervention for Children with Reading Difficulties. The UES laboratory setting allows teachers to spend time working one-on-one with students using LDC assessments and interventions, and to meet with other teachers and researchers in seminars to discuss their theories and experiences. These seminars also enable the research group to evaluate the impact of the LDC firsthand.

Evaluations of the program showed that teachers were particularly affected by their realization of the importance of using assessments to refine their classroom practice. One teacher noted that “the system of diagnosis and analysis provides a super way to teach the instructor what is appropriate, and thus beneficial, for each child.” Teachers also learned strategies to modify classroom practice and instruction, such as providing wait time to allow for student thinking, and to incorporate other activities into their literacy instruction. One teacher wrote, “I realize now

### **Five key components of teaching reading**

- 1 parent involvement in fostering reading development**
- 2 early identification and intervention for reading difficulties**
- 3 integration of phonemic awareness, phonics, and quality literature into instruction**
- 4 teacher professional development and collaboration with researchers**
- 5 high-quality research on the effectiveness of reading instruction**

— From the National Reading Panel, NICHD, 2000



The 1999 UES summer institute on literacy was chosen to be part of Governor Gray Davis' Reading Professional Development Institutes to help improve reading instruction in California schools.

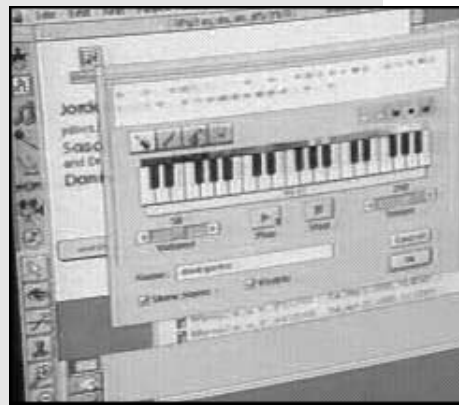
that literacy develops concurrently with listening, speaking, reading, and writing.” Another teacher commented that she learned, “I need to really listen to my students when they are telling me a story...allowing them to develop narrative from personal experiences.” The 1999 summer institute at UES was chosen to be a part of the California Reading Professional Development Institutes enacted by Assembly Bill 2X (Chapter 2, Statutes of 1999) during the Governor’s special legislative session directed at the improvement of reading instruction in California schools.

### **Broadening the Impact**

Considerable effort has gone into making the Early Literacy Project assessments, interventions and workshops valuable tools for teachers and vehicles for teacher professional development. Increasing the number of expert teachers in schools throughout Los Angeles is critical to the development and maintenance of improved literacy instruction. Ultimately, it is teacher learning that will lead to classroom practices that impact children’s literacy success.

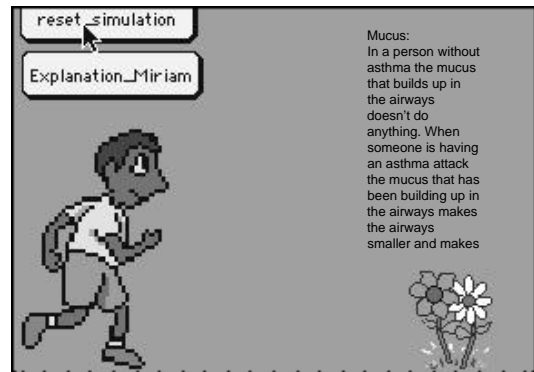
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Working on projects  
in teams teaches students  
a variety of important skills,  
including cooperation,  
time management  
and planning,



## Science by Design

Meet Jack. Jack is an asthma sufferer who takes a walk in cyberspace and encounters a digital flower. When Jack smells the flower, it covers him with pollen. Clicking on a prompt will show you what happens to Jack's body when he has an asthma attack: mucous fills his lungs, blocking the air sacks and closing his airway; good air gets in, but bad air cannot get out. As the narrator of Jack's story explains, this causes Jack's chest to tighten and results in coughing and wheezing.



Jack is the creation of students in Cathleen Galas' fourth- and fifth-grade science and technology class at UES. His story is both a multi-media demonstration of the students' learning and an interactive science lesson designed for younger children. It was created as part of a research project led by UCLA Education Professor Yasmin Kafai and funded by the National Science Foundation.

For the past four years, Kafai has been working with Galas to develop a classroom model for integrating the learning of science with technology for elementary school students. Student teams are asked to design and program software science simulations to instruct younger children. The work introduces students to many practices involved in science projects: conducting long term in-depth research investigations, managing project time lines and tasks and collaborating with team members. The project spans three grade levels, distinguishing between users (third graders who use and evaluate software), newcomers (fourth graders who design software for the third graders) and old-timers (fifth-grade students who had previously been newcomers and now apprentice newcomers into software design practice).

For Galas' class, the multi-faceted curriculum began with an orientation about the goal of the project and much background knowledge from Galas on various aspects of human physiology. Students then directed their learning by asking questions about topics they were interested in researching and teaching to others.

This year, Jack's creators first asked: "What causes an asthma attack?" As they learned more about the problem and refined their thinking, they revised their question to: "What happens during an asthma attack?" To find information, the team explored educational and medical sites on the Internet, read books from the library, and talked to their parents and

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doctors about the physiological condition and treatments available. Students also interviewed peers with asthma and talked to other groups working on asthma-related projects.

While the students worked, Galas asked questions to refine her own teaching and learning:

- How does the composition of each group affect its dynamics?
- Am I providing students with the guidance they need to find the answers they seek?
- Is the curriculum engaging on a number of levels; are students learning other skills at the same time as the science?
- Are students learning the science content they should have by the end of the year?

Taking advantage of all of the learning activities within the project, Galas taught students valuable research skills, such as how to determine the credibility of a source. In addition, she encouraged her students to involve their families in the inquiry process by suggesting trips to the science museum or the local library. Over the 10-week project period, the class also learned project management and team building skills. Like professional software developers, teams tracked their research using planning boards and calendars. Every group had a quarter of an hour each week, away from the busy classroom, to discuss their project schedule and to check in with each other and make adjustments. Galas used the beginning of each session for a brief workshop where the class discussed everything from how to give feedback to a group member to how to use the software to accomplish a particular goal. At the end of the quarter, the class practiced their presentation skills and showed off their science knowledge in a final showcase for the entire group.

In the midst of all the activity, Kafai and her research team worked with Galas to answer an overlapping set of questions:

- How do students talk about science?

- Does gender play a role in students' capabilities and interest in this curriculum?
- Is the model of integrating science and technology effective?

Using observation, discussion with students, and videotape of class sessions, the team examined factors contributing to the Science by Design project's success. They carefully investigated Galas' planning process to understand how she established the project structure. They looked closely at her role in the inquiry and development processes to determine where she acted as leader and in what circumstances she left direction to her class.

Looking at students' vocabulary, their conceptual development and their ability to apply knowledge, the researchers found scientific talk was indeed embedded within the project, and adding computer-aided instruction did not result in losing content. In previous research, the team also found evidence that the "old-timer" students play a significant role in apprenticing the newcomer students into various aspects of software design practice when compared to software design teams where all students are newcomers to the activity.

In addition, this year, for the first time, many of the groups were of single gender. This had two purposes. First, it gave the girls in the class, many of whom were not as computer savvy as the boys, equal access to available resources and the same opportunity to learn programming skills and develop an interest in the field. Second, it allowed for the examination of apprenticeship interactions within single-gender teams compared to those within mixed-gender teams.

Sometimes in a class such as this, the roles of student, teacher and researcher seem to overlap, and that is as it should be. The activities allow for teaching and learning on many levels—by design.



# Learning and Living Without Fear: Creating Safer Schools

School events that grab headlines usually involve guns and shootings, but peer aggression in the form of bullying, harassment and fighting is far more common. Sadly, these behaviors also do great damage to children, and in some cases lead to gun violence. By directly addressing children's hostile intentions and feelings of vulnerability, the safe schools approach developed by teachers and researchers at UES is designed to help stop peer aggression *before* it escalates.

## The Safe Schools Approach

For the past two years, UCLA Psychology Professor Jaana Juvonen, graduate researcher Adrienne Nishina and UES teacher Ann de la Sota have been working with UES teachers and administrators to create a school safety approach that protects and nurtures the physical, mental, emotional and social well-being of all students and staff members at the school. Through their research and experimentation, they have identified seven critical components for moving toward safer schools:

### 1 Involve the Whole School

All teachers, staff, students and parents must be committed to the mission to create a safe school culture. At UES, lessons are embedded in the regular curriculum (rather than presented as separate instructional units) and are conducted in all classrooms to teach the meaning of Safe School rules, the consequences of rule violations, and most importantly, the ways in which children can deal with "put-downs."

A rock garden that expresses staff members' ideas about community and a lesson on the difficulty of taking back unkind words are just two ways a school community conveys to children its commitment to physical and psychological safety.

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## **2** Focus on Prevention by Setting up Clear Safeguards and Rules

Guidelines must present students, staff and parents with clear boundaries. Violations of the Safe School Rules at UES include physical aggression, threats, taunts, negative name-calling or teasing that pertain to students' academic progress, appearance or cultural, ethnic, religious or family background. Of utmost importance are (1) the recognition that physical and psychological peer intimidation are problems at school, and (2) explicit instruction regarding ways in which children can deal with situations when they are, or fear to be, targeted.

## **3** Immediate Response and Follow-Through

The crucial factor in changing the climate of the school is that teachers hear, see and intervene and that a well-defined procedure for doing so is in place. When violations occur at UES, a school staff member stops the ongoing activity and elicits reports from all students involved. Regardless of their role in the incident, students are commended when they engage in responsible behaviors during the reporting (e.g., describing the incident truthfully). Following the reports, appropriate action is determined by a designated staff member.

## **4** Instructional Interventions: Mediation in "Traffic School"

When students violate school rules and cannot resolve the conflict on their own or through mediation, intervention is necessary. In UES "Traffic School", a staff member reviews the incident with the students and makes sure they express and understand each other's motives and feelings. Staff members help students generate and practice replacement behaviors. This process builds students' repertoire of behavioral options from which to choose when peer conflict occurs. To promote learn-

ing, the focus of the conflict resolution process is on problem-solving.

## **5** Safe School Expert and Staff Committee

Designating a staff member to serve as the Safe School expert and advocate for the program to work with representative teachers helps ensure that the program evolves to meet the school's needs. With the assistance of a Safe School committee that functions similarly to a curriculum committee, the UES Safe School expert is in charge of the operation of the program and constant refinement of the Safe School policies. The committee provides different perspectives from teacher representatives from various grade levels who can assist in designing and revising developmentally appropriate curricula and procedures.

## **6** Integration into the Academic Program

Lessons related to responsible and respectful behavior can be woven into the academic program. At UES, books and other reading materials are often selected in part for the lessons they teach. Discussions and writing assignments are often focused on issues related to the character and behavior of the individuals children encounter in their reading—whether in a book, a poem or a social studies lesson. In all cases, teachers attempt to make the curriculum relevant to children's own experiences.

## **7** Continuous Evaluation and Development of the Program

The needs of students and schools naturally change over time. As a result, developing and maintaining an effective program requires continuous evaluation and calibration. Collaboration between the Safe School Committee and researchers has made it possible to gather systematic, longitudinal data on the program's implementation and effectiveness.

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## Signs of Effectiveness

Preliminary results of the researchers' work point to success for the program in several areas, including positive changes in overt behaviors, teacher efficacy and children's thinking.

In addition, fewer children are going home with strong reactions to daily events and UES students in the voluntary summer program, which includes a majority of students from other schools, requested that the Safe School rules be implemented during the summer. This may be one of the most compelling signs of the success of the systemic Safe School approach: students' self-initiated continuation of Safe School practices outside the regular school day, in the after-school program, at home and in summer school.

In addition to these findings, continued feedback from and communication between all members of the school community have helped ensure that the program continues to serve the school's needs.

Children's comments, for example, have helped the team to make refinements in the program's vocabulary and in components related to age and gender. For example, responses to student questionnaires showed that it may be useful to teach older students cognitive or internal coping strategies rather than to rely on their reporting information to adults. And comparisons between children's reports and researchers' observations have revealed that boys may tend to act as though put-downs do not to affect them as much as they affect girls, but based on the students' self reports, the incidents affect both genders equally.

### A Healthy and Safe Learning Environment for All Children

The Safe School approach is based on the conviction that by teaching children skills for dealing with harassment and mediating conflict, educators and parents can prevent violence in the long run. Altering the culture of the school and involving all children, as well as the adults who teach them, helps to create an optimal learning environment in which children can learn free of fear, concern or worry about their physical and psychological safety. Only when all children feel safe and *are* safe in their schools will we be able to offer truly equitable opportunities for learning and living without fear.



## Additional Research



### At What Age Should Children Begin Kindergarten?

UESC: Tricia Valeski, Deborah Stipek

The best age for children to enter kindergarten has long been a subject of debate among parents, educators and policy-makers. With schools and legislators under increased pressure to raise children's achievement, and more parents delaying their children's entry into school, this issue is more salient today than ever before.

This study compared the academic performance of children at UES who entered kindergarten at different ages. Children were divided into four groups:

- Youngest** — turned five between September and December of the year they entered kindergarten
- Young-middle** — turned five between May and August of the year they entered kindergarten
- Older-middle** — turned five between January and April of the year they entered kindergarten
- Older** — turned five between September and December of the previous year

The researchers compared the academic performance of these groups within each grade using TIMSS and Stanford Nine assessment scores. (See table?)

Results showed no significant differences in the academic performance of children who entered kindergarten relatively early versus those who entered relatively late. These findings were consistent across all grades.

These findings suggest that delaying the age at which a child enters kindergarten is not likely to result in improved achievement test scores; and

children who enter kindergarten at a relatively young age are not likely to suffer from poor academic achievement as a consequence. Although decisions about individual children need to be based on specific information about each child's skills and needs, the child's age relative to his or her classmates is not as significant as some might think.

### Pilot testing of a Concept Mapping Authoring System

UES: Jan Cohn, Sharon Sutton, Cathy Galas, Bob Berger  
CSE/CRESST: Davina Klein, Greg Chung, Alicia Cheak

This study explored the use of computer-based concept maps as (1) an assessment tool for measuring students' understanding of social studies and science and (2) an instructional tool to help students think about the relationships among different concepts in these areas.

As the name suggests, concept maps show connections between terms in a particular subject area. For example, in a study of ancient civilizations, one teacher in the study had students use concept maps to make connections about various civilizations (Egypt, China, Greece, Mesopotamia). Students connected "big ideas" (food supply, religion, social hierarchy, science and math, written language) to demonstrate what they knew about each civilization and how the civilizations related to one another with regard to these ideas.

The researchers developed their computer-based concept map authoring system based in part on feedback they received from a study conducted at UES in 1998. In the earlier study the terms and links in the concept map were provided by the teacher. One issue that arose was that students wanted to create their own terms and links. This pilot study involved concept maps that allowed students to do so. Preliminary findings revealed that using concept maps as an



assessment is sensitive to instruction. That is, students' performance on the post-test map, compared to their performance on the pre-test map, showed significant gains.

## The Effect of Watching *Dragon Tales* on Children's Play

Sesame Workshop Research Office: Bill Yotive  
UCLA Department of Education: Lalita Suzuki,  
Adrienne Isaac, Jessica Jeffrey  
UES: Marie Parks, Mohammed Dezgaran,  
Frances Forman, George Parks

This project examined the extent to which *Dragon Tales*, an educational television program for children, has cognitive and social effects on children who watch the show for two weeks. The research team conducted a questionnaire interview and videotaped children's play with toys to assess the extent to which *Dragon Tales* themes were carried out in everyday play. The pilot study found that the children were able to remember and articulate central themes and story lines from each day's episodes, and their videotaped play sequences (especially those toward the end of the study) showed an incorporation of elements of *Dragon Tales* (songs, character names, plot lines, etc.).

If further study confirms a positive cognitive and social effect of watching *Dragon Tales*, the show may be incorporated into preschool curricula in much the same way that teachers sometimes use *Sesame Street* and *Mr. Roger's Neighborhood*.

## Assessment of the UES Learning in Two Languages Program

UES: Norma Silva, Raul Alarcon, Paula Flynn,  
Alejandra Rivera, Vicki Silva  
UESC: Tricia Valeski

As part of the continuing evaluation of the Learning in Two Languages program, assessments of children's primary and secondary language skills were conducted. In 1999-'00 researchers developed a content based language assessment for children in the program. Embedded in the social studies and science units taught by teachers at different age levels, the assessment examines stages of language production, particularly academic language. The measure used pictures to assess children's vocabu-

## Count on Girls to Excel in Math

by Tricia Valeski & Marilyn Buchanan

**W**e've come a long way since the days when philosopher Immanuel Kant quipped "women might as well have beards as trouble their pretty heads about mathematics." But with women still underrepresented in math-related careers and girls lagging behind boys in mathematics achievement in the classroom, we still have far to go. The issue is not simply one of equity. Girls and other minorities represent an untapped resource of potential mathematical skill at a time when the need for talent in this area is greater than ever.

One reason girls participate less fully in mathematics is that they tend to have lower self-confidence and lower expectations for success in math than boys do. The majority of research studies done in this area support this notion. However, in a study we conducted at UES, the laboratory elementary school of the Graduate School of Education & Information Studies, we found that gender differences in attitudes about math are not inevitable. We asked 7- to 12-year-olds to tell us how much they enjoyed math, to what degree they found it interesting and how good they thought they were in math. We also asked about their emotions—whether they felt frustrated, proud, bored, confused, excited—about mathematics. Their responses showed no gender differences.

One reason for this finding may be the school's philosophy to create instruction that is engaging and accessible for *all* students. Strategies we use to promote children's enthusiasm in mathematics include:

- Present problems that can be solved in various ways, from basic to complex
- Allow children to show problem-solving strategies in different ways, such as

(continued on page 22)

lary, sentence prompting to determine ability to produce appropriate sentence structure, and explanation of concepts to assess depth of understanding and language use.

Results showed that children in the LITL program are developing language skills and comprehension appropriate to their age and content of the curriculum.

## Rx Laughter Pilot Study

UCLA Medical School: Margaret L. Stuber, M.D.;  
Lonnie Zeltzer, M.D.; Sherry Dunay Hilber,  
Lisa Libman Mintzer

UES: Jeffrey Jacobs, Muriel Ifekwunigwe,  
Marie Parks

The Rx Laughter Study is meant to assist in the development of educational materials for children with a variety of serious illnesses, as well as clinical interventions for children undergoing medical procedures or hospitalization. As part of this overall plan, the researchers will explore the relationship between laughter and immune functioning and physiological stress responses in children.

The work at UES was designed to assess the range of responses of children to classic television shows and cartoons, and whether there are differences in responses related to age, gender and temperamental variables. The researchers hope to use this information to develop interventions aimed at decreasing distress during medical procedures and improving immune functioning in medically ill children.

The researchers hope their work will have implications for seriously and chronically ill children who are able to come to the classroom, assisting in their re-integration. Additionally, the research response to the same humorous stimulus. There is also a suggestion of a group effect—that is, people laugh more in groups, and look to one another for support in laughing.



### (Math – continued from p. 21)

through writing, drawing a diagram or speaking to the class.

- Provide flexibility in the structure of mathematics activities, including collaborating with peers.
- Maintain equal expectations for girls and boys

Parents, too, can be aware of how their own attitudes and beliefs about math affect their children's attitudes. For example, parents (usually mothers) sometimes excuse themselves from participating in their children's math activities, claiming, "I was never good at math; it's genetic." They also are less likely to buy their daughters math-related toys and games, and are more likely to say math is less important for their daughters than other subjects. Being more positive about mathematics and providing encouragement can help both boys and girls view math activities as challenging and fun. Connecting math to the real world—by showing how the pieces of a quilt form geometric patterns, how fractions are used in recipes and in baseball statistics—makes children aware of math in their everyday lives.

Achieving gender equity in mathematics is an important and reachable goal, but it represents only part of the equation. Only when we offer all students the opportunity to succeed can we be sure that our efforts measure up.

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**Training**



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## Internships

### Education 193

— *Deborah Stipek & Katie Scudder, Department of Education*

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

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

### Library and Information Science Internship

— *Judith Kantor, UES*

Jennifer Armstrong, a master's degree candidate in Information Studies, worked for two quarters with Judith Kantor and her staff to gain professional experience working in an elementary school library. Ms. Armstrong was active in both public and technical services. She provided readers' advisory services, planned and implemented programs such as book talks and storytelling, and provided reference services. She also collaborated with Ms. Kantor and with UES teachers on planning curricula. In addition to participating in field work, library interns attend several class meetings through the Department of Information Studies and complete written assignments.

### Health Internships

— *Dr. Muriel Ifekwunigwe, UES Health Office*

Undergraduate students Blanca Munoz and Daniel Silva worked in the UES Health Office in 1999-'00. Preparing for careers in health care and psychology, the students worked with children and observed and assisted school health specialist Muriel Ifekwunigwe.

Ten 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.

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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.

Two UCLA graduates are pursuing careers in health as a result of doing health internships at UES. Sharice Hammond is a third-year medical student and Kathy Salcedo is finishing her master's degree in Public Health at USC.

## Teacher Education Program Courses

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

— *Merilyn Buchanan, UES*

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 attending weekly class meetings and doing student assessments and readings, the pre-service teachers interacted with UES teachers in their classrooms and in methods class.

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

— *Margaret Heritage, UES*

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

## Graduate Student Researchers

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

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**Kate Muir** is a doctoral student in the Urban Schooling division of the Department of Education. With more than ten years experience in informal and traditional science education, Kate's research work revolves around equity and access to high quality science education. This year at UES Ms. Muir worked with UCLA Professor Yasmin Kafai on her Learning Science Through Design project, supported by the NSF. She assisted Professor Kafai in collecting data on fourth- and fifth-grade students designing instructional software about the human body for third graders. Ms. Muir was interested especially in the designers' guiding science questions and how the UES teacher facilitated students' exploration and use of technology.

**Adrienne Nishina**, a doctoral student in Psychology, worked with Professor Jaana Juvonen and teacher Ann de la Sota on the Safe School approach developed at UES. Ms. Nishina was involved in collecting daily report data to assess the effectiveness of the Safe School efforts and to determine whether there were any significant changes between students' reports during the first and second years of the project. She also wrote an article describing the Safe School approach for educators from other schools. This project is directly related to Ms. Nishina's research interests, which include peer harassment and daily and psychological adjustment outcomes.

**Shelby Sanett** 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. Sanett has assisted UES library media specialist Judith Kantor as associate director of the Institute on Primary Resources. Her primary responsibilities have been to administer the daily activities of the Institute and to support the research and development of the program.

**Katie Scudder** is a doctoral student in Psychological Studies in Education. She recently finished a study that analyzed parent beliefs regarding involvement in children's education and is beginning work on a project that looks at children's early literacy acquisition and intervention. At UES, Ms. Scudder taught the seminar for undergraduate interns. Interns spend 10 hours per week in UES classrooms, assisting teachers and tutoring children to gain practical experience and an understanding of teaching. The seminars provide a forum for students to articulate questions, integrate observational data and explore such issues as student motivation, teacher instruction and school policies. Ms. Scudder also provided assistance to UCLA Ed.D. students who conducted an exploration of parent involvement at UES.

**Tricia Valeski** recently completed her doctorate in Psychological Studies in Education. Her dissertation research examines young children's social competence and adjustment among children from low-income families. In 1999-'00 Ms. Valeski coordinated the design and implementation of research conducted at UES in collaboration with UCLA faculty. She analyzed new content-based language assessment data for children involved in the school's LITL (Learning in Two Languages) program, and designed and

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analyzed data for a math attitudes study and an age of entry study. In addition to her work at UES, Ms. Valeski is the field supervisor for a longitudinal study led by Professor Deborah Stipek. The study examines the connection between home experiences, community factors, and school experiences in determining a range of outcomes for low-income children from the time they enter school until they are approximately 10 years old. Ms. Valeski coordinates the research for the three participating sites, and is also involved in the conceptualization of research questions, development of measures, data collection and analysis and writing.

**Patty Byler, Shiva Golshani, Luis Pena, Katie Scudder and Tricia Valeski**, 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 elementary grades. The longitudinal study is funded by grants from the MacArthur Foundation, the William T. Grant Foundation and the U.S. Department of Education. Individually and as a team the students oversaw the three-site project, coordinated parent interviews and classroom observations, developed and updated measures, analyzed data and presented and published study findings. Their work was supervised by Professor Deborah Stipek.

**Lisa Barcelo, Tamara Daley, Erum Nadeem, Noosha Niv and Tamara Sharpe**, doctoral students in clinical psychology, worked at UES during the 1999-'00 school year as counselors. They saw children individually, worked with parents on children's behavioral or emotional problems and conducted family therapy. In addition, **Norman Kim**, also a doctoral student in psychology, continued working with children for a second year. Professors Jill Waterman, Howard Adelman and other psychology department faculty supervised the doctoral students.

**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 work with the Literacy Development Checklist.

## **UESC Fellows 1999-2000**

### **Lindsey Engle**

Ms. Engle is interested in examining effective assessment strategies and systems for feedback that are useful to teachers. She is particularly interested in teachers' use of analogies within math teaching. She observed that multiple teachers were using analogies regularly in both whole class instruction and in one-on-one interactions, organizing them differently in each context. Studying these practices seems to have potential for insights into one method of both scaffolding individual students having difficulty with new concepts, and for organizing whole class teaching of abstract, novel mathematical

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principles. Her goal is to look at developmental differences in analogy usage by teachers of younger students, and at effective means for transferring knowledge.

**Rosella Santagata**

Ms. Santagata, who has studied teaching practices in Japan, Germany, the U.S. and Italy, is interested in research on how teachers respond to students' mistakes during mathematics instruction. Through her work at UES, she has examined the emergence of children's ideas about mistakes in the early years of schooling, particularly at the beginning of second grade. She has developed a student questionnaire for use in studying this issue in different countries and to analyze possible cross-cultural differences.

**UESC Fellows 2000-2001**

**Daniel Battey**

Daniel Battey is interested in mathematics reform and interactions between teacher knowledge and practice. His questions include: What knowledge do we want elementary teachers to have? and How can we help teachers create a framework of their knowledge to guide classroom practice? He would like to examine in particular how teachers can develop their knowledge of student thinking and how gaining this knowledge plays out in teachers' practices. Through the fellowship Mr. Battey hopes to gain more experience collaborating with teachers and a chance to extend his own framework of student thinking to algebra.

**Jean Cadigan**

Ms. Cadigan's research interests lie in early adolescent psychological and social development as related to peer harassment and conflict. Her goals are to understand the mechanisms by which early adolescents cope with various forms of peer hostilities, and to examine why some students choose to harass others. During her time at UES, she plans to work with teachers, administrators, and students (especially sixth graders) to learn more about the UES Safekeepers program, participate in "traffic school" activities to understand how conflicts are resolved, and continue her observations of conflict and peer harassment on the playground. Ms. Cadigan hopes to gain a broader understanding of the design and implementation of conflict resolution programs such as Safekeepers, while learning how the program helps students deal with difficult peer interactions.

**Ani Moughamian**

Ms. Moughamian's research interest lies mostly in the realm of language and literacy. While working as a fellow, she hopes to come to a better understanding of the ways in which teachers teach literacy, as well as how literacy is used in the classroom setting. This includes both reading and writing, and the ways students come to learn the processes involved in becoming literate. In particular, she is interested in how technology impacts the writing process, and how students use writing software programs to

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write their essays and other school assignments. Ms. Moughamian plans to work with teachers to see how technology can be integrated into traditional classroom lessons and whether students can learn from using educational computer software programs. She hopes that working at UES for a year will give insights into how she might better be able to work within schools to help impact the learning process and to help students achieve their highest potential.

## Post Doctoral Fellows

**Stephanny F. N. Freeman** is the education research specialist and coordinator for special needs at UES. Ms. Freeman has a background in research and practice with children with developmental disabilities. She holds an undergraduate degree in Psychology, a master's degree in education and doctorate in educational psychology from UCLA. In 1999 she joined the interdisciplinary team working on the Literacy Development Checklist (LDC). Ms. Freeman helped develop the section of the LDC on imaginary play and language, assisted in making the LDC more user friendly and contributed to discussions on intervention strategies. She also has been involved in the development of a research protocol to study the validity and effectiveness of the LDC.

**Iris Tabak** is a postdoctoral fellow in applied human behavior in the Department of Education. Her research integrates technology design with the application of cognitive and sociocultural theory to the study of learning and teaching. In particular, she examines how to develop technological supports for complex reasoning, and how to integrate these tools with ongoing teaching and learning practices in K-12 classrooms. Dr. Tabak received a Ph.D. in Learning Sciences from Northwestern University in 1999. She holds a B.S.E in Computer Engineering from the University of Michigan, and was a Senior Research Assistant developing Intelligent Tutoring Systems at Educational Testing Services prior to her graduate studies. Dr. Tabak is working on the Science by Design project with Professor Yasmin Kafai. Her work is funded by the NIMH.

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## Conferences and Workshops



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

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

— **November – March, 1999-2000**

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.

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

— **February 5, 2000**

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 individ-



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ual 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.

### **Outdoor Design Conference**

— **February 5, 2000**

UES and the UCLA Graduate School of Art and Architecture sponsored this conference on adapting outdoor spaces for use in the elementary school curriculum. Design professionals from throughout Southern California worked with members of the UES community to develop innovative proposals for designing landscape and architectural features that can be incorporated into learning activities at UES. In addition to creating a butterfly garden, worm farm and compost area, participants suggested making the stream (or gully) more accessible for science lessons on testing and purifying water; building an amphitheater for performance, exhibition, contemplation and assembly; and creating a series of colorful, circular structures for the north yard that could be used for different purposes, such as digging, building and sand and water play. The next steps in the process include a follow-up session to refine and enhance the initial ideas and create working drawings of the plans. UES is seeking funds to finance this second stage of the planning and to implement the final design.

### **Reforming Practices to Improve Student Learning: A Reflective Practices Institute**

— **March 16, 2000**

This institute offered public school teachers and administrators the opportunity to collaborate with UES educators on developing plans for reform at their schools. Participants spent a day in UES classrooms observing UES' student-centered approach to learning; they also attended a question-and-answer panel discussion in which UES faculty explained the process they went through to achieve a learning environment that promotes high achievement for all students. UES staff made site visits to assess programs at participants' schools and help them determine next steps, offering opportunities to cultivate long-term partnerships for reflective dialogue and support.

### **Raising Real Boys, A Lecture With Dr. William Pollack**

— **May 18, 2000**

Dr. William Pollack, assistant clinical professor of psychology at Harvard Medical School and author of *Real Boys, Rescuing Our Sons from the Myths of Manhood*, visited UES for a workshop with teachers and a separate evening lecture for parents. Pollack discussed issues involved in educating and raising boys to be caring, responsible men.

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Addressing the reasons why boys do not perform as well as girls in academics, the emotional needs of boys and how raising boys is different from raising girls, Pollack spoke about his research and his book. Approximately 150 parents and educators attended the lectures.

### **Early Intervention for Children With Reading Difficulties**

— **July 10-21, 2000**

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.

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

— **August 7-11, 2000**

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

### **Institute on Primary Resources**

A collaborative effort between UES and the Young Research Library at UCLA, this institute was designed to

## **Colloquium Series 1999-2000**

### **January 12**

*Hallie Yopp, California State University, Fullerton*  
The Role of Phonemic Awareness in Literacy

### **February 10**

*John Sheffelbine, California State University, Sacramento*  
The Critical Role of Academic Language and Literacy

### **April 25**

*Lawrence Lowery, University of California, Berkeley*  
Science and the Inquiry Process

### **May 23**

*Barbara Rogoff, University of California, Santa Cruz*  
Lessons from a Community of Learners: Learning through participation in sociocultural activity

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introduce teachers to resources available in the library's Special Collections Department and how they can be used in the K-12 classroom. The primary resources include materials such as books, games, maps, newspapers, original manuscripts, personal journals and photographs culled from the library's extensive collection of rare books and historic artifacts.

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

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



ticipate in the workshops and digitize images from Special Collections for use in classrooms. In 1999-2000 the Institute implemented a research component in conjunction with the UESC. The project also launched a web site, at: [www.ipr.ues.gseis.ucla.edu](http://www.ipr.ues.gseis.ucla.edu).

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## Observations and Collaborations



In addition to its conference and workshops, in 1999-2000 UES hosted approximately 1,920 visits made by 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**

- Arcadia Unified
  - Arcadia High School
- Baldwin Park Unified
  - Walnut Elementary
  - Santa Fe Elementary
- Burbank Unified
  - Bret Harte Elementary
- Cajon Valley Union Elementary
  - Rancho San Diego Elementary
- Compton Unified
  - Bursch Elementary
- Culver City Unified
  - El Rincon Elementary
  - La Ballona Elementary
- El Tejon Unified
  - Frazier Park School
- Fullerton Elementary
  - Rolling Hills Elementary
- Glendale Unified
  - Verdugo Woodlands Elementary
- Lake Elsinore Unified
  - Elsinore Middle School
  - Small World for Little People
- Lawndale Unified
  - Jane Addams Elementary
  - Billy Mitchell Elementary
- Los Angeles Unified
  - 52<sup>nd</sup> Street Elementary
  - 66<sup>th</sup> Street Elementary
  - Carter Middle School
  - Leo Politi Elementary
  - Ann Street Elementary
  - Bancroft Middle
  - Bethune Middle Schools
  - Broadway Elementary
- Corona Elementary
- Cowan Elementary
- Elizabeth Learning
- Emerson Middle
- Euclid Gifted/High Ability Magnet
- John Burroughs Middle
- Lorena Elementary
- Magnolia Elementary
- Middleton Elementary
- Morningside Elementary
- Mt. Vernon Middle
- Nueva Vista Elementary
- Point Fermin Elementary
- Queen Anne Elementary
- Soto Elementary
- Stoner Elementary
- USC Math/Science Magnet
- Utah Elementary
- Van Ness Avenue Elementary
- Vine St. Elementary
- Welby Way Elementary
- Westminster Elementary
- Woodlawn Elementary
- Lennox School District
  - Lennox Middle School
  - Whelan Elementary
- Lynwood Unified
  - Will Rogers Elementary
- Magnolia Elementary District
  - Walt Disney
- Montebello Unified
  - Fremont Elementary
  - Potrero Heights Elementary
- Palos Verdes Unified
  - Lunada Bay Elementary

- Perris Elementary School District
  - A Street Elementary
- Rim of the World Unified
  - Lake Gregory Elementary
- Salinal Union High
  - El Sansal Middle
- Santa Monica Unified
  - Edison Language
  - John Muir Elementary
  - McKinley Elementary
  - Roosevelt Elementary
  - SMASH
  - Will Rogers Learning
- Simi Valley Unified
  - Berylwood Elementary
- Torrance Unified
  - Towers Elementary

#### **Other States**

- Duxbury, Massachusetts
  - Alden Elementary
  - Duxbury High School
- Jefferson Parish, Louisiana
  - Catherine Strehle Elementary
  - Douglass Elementary
  - Harry S. Truman Middle
  - McDonogh 26 Elementary
  - Ruppet Elementary
  - Woodland West Elementary
- St. Bernard Parish, Louisiana
  - Borgnemouth Elementary
  - Joseph J. Davies Elementary
  - N.P. Trist Middle
  - Sebastien Roy Elementary
- St. Tammany, Louisiana
  - Abney Elementary
  - Alton Elementary
  - Cypress Cove Elementary
  - Florida Avenue Elementary
  - Riverside Elementary
- Webster C. Roves District, St. Louis Missouri
  - Hixson Middle School

#### **K-12 Private California Schools**

- A Plus Adventist Elementary, Glendale
- The Buckley School, Sherman Oaks
- Curtis School Foundation, Los Angeles
- Live Oak School, San Francisco
- Temple Emanuel Community Day, Beverly Hills

#### **U.S. Universities**

- Antioch University
- Cal State Channel Islands
- Cal State Los Angeles
- Emporia State University
- Loyola Marymount
- Ohio State University
- Texas A&M
- University of Michigan
- University of Pennsylvania

#### **International Universities**

- Kitakyushu College, Japan
- Kyushu University, Japan
- Wakamura Gakuen, Japan
- Sacred Heart University, Japan
- Seinongakuin University, Japan
- Inatuki His. Elementary, Japan
- Lizuka Higashi Hoikusyo, Japan
- Sasaguri Junior High, Japan
- University of Uruguay, Uruguay

#### **U.S. Business Visitors**

- Apple Computer
- Building Bridges
- Carnegie Foundation for the Advancement of Teaching
- LAAMP
- The London Times
- The Mountains Restoration Trust
- Natural History Museum
- NEXTDAY
- Pac Bell
- Page Museum Education Department
- Pio Pico State Historical Park
- School Leadership Center of Greater New Orleans
- Sun Microsystems
- Well & Well International
- Will Rogers State Historical Park

#### **International Business Visitors**

- Daiden Co., Ltd
- Fukuoka Prefecture
- Japan Agriculture
- Takata Town Office

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### Legislative Visitors

- Jemal Amen, California State Assembly
- Curtis Below, California State Assembly
- Charmette Bonpua, California State Assembly
- Wendy Burke, California State Assembly
- Richard Rios, California State Assembly
- HerB Wesson, California State Assembly
- George Wiley, California State Assembly
- Bob Carr, State Legislature
- Larry Pressler, State Legislature
- Jayne Shapiro, Assembly Candidate

## Publications from the UESC

*Connections*—twice-yearly newsletter providing guidance, inspiration and information to education researchers and practitioners about effective methods for improving schools. Articles are written by researchers, teachers and administrators about projects undertaken at UES and in public schools.

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

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

*UESC web site* — information about UESC programs. The application for conducting research at UES can be downloaded at the site.

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

*Institute for Primary Resources web site* — visitors can stay up-to-date with the work of the Institute and learn about means and opportunities for using primary sources in instruction. The site features information about institute programs, summaries of sample lessons created by participants and links to web sites helpful for locating primary resources. **[www.ipr.ues.gseis.ucla.edu](http://www.ipr.ues.gseis.ucla.edu)**

- Ching, C.C., Kafai, Y.B. & Marshall, S. (2000). Spaces for change: Gender and technology access in collaborative software design projects. *Journal for Science Education and Technology* 9(1), 45-56.
- Feiler, R., Heritage, M. & Gallimore, R. (2000). Teachers Leading Teachers, *Educational Leadership*, Vol. 57, No. 7, 66-69.
- Galas, C., Rosenthal, L. & Weishaupt, L. (Fall, 1999). Project Based Learning, *Connections*.
- Givvin, K., Stipek, D., Salmon, J., & MacGyvers, V. (in press). In the eyes of the beholder: How students and teachers judge students' motivation in mathematics. *Teaching and Teacher Education*.
- Kafai, Y. and Sutton, S. (1999). Elementary School Students' Computer and Internet Use at Home: Current trends and issues. *Journal of Educational Computing Research*, Vol. 21, Number 3. Baywood Publishing Company, Inc: New York.
- Kazemi, E., & Stipek, D. (in press). Promoting Conceptual Thinking in Four Upper-Elementary Mathematics Classrooms. *Elementary School Journal*.
- Steiner, D. and Sutton, S. (2000). How Does Your Child Learn? *Knowledge Kids Network*, a subsidiary of the Milken Family Foundation.
- Stipek, D., Givvin, K., Salmon, J., & MacGyvers, V. (in press). Teachers' beliefs and practices related to mathematics instruction. *Teaching and Teacher Education*.
- Stipek, D., Ryan, R., & Alarcon, R. (in press). Bridging research and practice to develop a two-way bilingual program. *Early Childhood Research Quarterly*.
- Sutton, S. (1999). A Multi-Case Study of the Process for School Change and Technology's Role in the Change Process: A look at two exemplary elementary schools. A dissertation for Pepperdine University, Los Angeles, CA.
- Sutton, S. and Cash, M. (1999). *Featured Schools Guide Book*. North Central Regional Educational Laboratory (NCREL), Oak Brook, Ill.

## Presentations

- Alarcón, R. (2000, January). Presentation of curriculum materials developed with the Los Angeles County Museum of Art (LACMA) for the LACMA Teachers' Academy, Los Angeles.
- Alarcón, R. (2000, February). Collaboration with The Skirball Center on the development of a Los Angeles History curriculum guide, Los Angeles.
- Berger, B. (2000, February). Study Skills. Presentation at a teacher in-service workshop for the faculty of Chatsworth Hills Academy, Chatsworth, CA.
- Cano, L. (1999, August). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) for the U.S. Department of Defense schools to demonstrate and explain the integration of technology into classroom instruction to enhance learning, Leesburg, VA.
- Cano, L. (1999, October). The Use of Narrative Analysis in the Development of Literacy Instruction for Second-Language Learners. Guest lecture for UCLA course ED 288, UCLA.
- Cano, L. (1999, November). Presentation at a follow-up session of "Reading by Nine" sponsored by *The Los Angeles Times*, Los Angeles.
- Cano, L. (2000, March). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) for the U.S. Department of Defense schools to demonstrate and explain the integration of technology in classroom instruction to enhance learning, Seoul, Korea.
- Ching, C. C., & Kafai, Y. B. (2000, April). The Development of Reflective Practices and Identity Perceptions in Newcomers and old-timers. Symposium presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cohn, J. (1999, August). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) for the U.S. Department of Defense schools to demonstrate and explain the integration of technology in classroom instruction to enhance learning, Leesburg, VA.
- Cohn, J. (2000, March). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) for the U.S. Department of Defense schools to demonstrate and explain the integration of technology in classroom instruction to enhance learning, Seoul, Korea.
- Cohn, J. & Galas, C. (2000, May). Integrating Technology Into the Science Curriculum. Presentation to the Los Angeles Educational Partnership Workshop, Los Angeles.
- de la Sota, A. (2000, March). Family Life. One-week workshop presentation to sixth-grade classes at the Carlthorp School, Los Angeles.

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- de la Sota, A. (2000, March). Turning Points. One-week course on puberty/sex education presented to sixth-grade classes at Carlthorp School, Los Angeles.
- Fairbanks, J. & Kantor, J. (2000, January). What It's Like to be a Teacher. Presentation to the UCLA Career Based Outreach Program, Los Angeles.
- Galas, C. (1999, August). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) for the U.S. Department of Defense schools to demonstrate and explain the integration of technology in classroom instruction to enhance learning, Leesburg, VA.
- Galas, C. (2000, April). Digital Apprenticeships in Design Projects: Examining Transfer Issues in Students' Collaborative Inquiry, Planning Practices, Software Design and Reflections. Presentation at Creating Knowledge in the 21st Century: Insights from Multiple Perspectives, a conference of the American Educational Research Association, New Orleans, LA.
- Galas, C. (2000, March). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) for U.S. Department of Defense schools to demonstrate and explain the integration of technology in classroom instruction to enhance learning, Seoul, Korea.
- Galas, C. & Kafai, Y. B. (2000, April). Iterative Implementations of Digital Apprenticeships in the Classroom. Symposium presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Heritage, M. (1999-2000). Governor's Principals' Leadership Institute. With Professor Eva Baker designed curriculum, assessment and instruction component, UCLA.
- Heritage, M. (2000, March). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) of the U.S. Department of Defense schools to explain the integration of technology into classroom instruction to enhance instruction, Seoul, Korea.
- Heritage, M. (2000, May). Presentation to the Teaching Intern Regional Support Network, Burbank, CA.
- Kafai, Y. B. & Muir, K. (2000, April). Collaborative Science Inquiry and Implementation in Software Designs. Symposium presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Kantor, J. (1999, October). Introduced keynote speaker, Rosemary Wells, and presented the Dorothy C. McKenzie Award to Virginia Walter at the Fall Awards Gala of the Southern California Council on Literature for Children and Young People, City of Commerce, CA.
- Kantor, J. (1999, November). Served as facilitator at various author sessions during the California School Library Association Annual Conference, Palm Springs, CA.

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- Kantor, J. (1999-2000). Served as president of the Children's Literature Council of Southern California (formerly Southern California Council on Literature for Children and Young People), Los Angeles.
- Kantor, J. (2000, January). Guest storyteller for LIS 466, a course in storytelling, UCLA.
- Marshall, S. (2000, April). Planning in context: Children's collaborative management of design projects. Symposium presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Powell, J. (2000, January). Helping Teach Children to Read. Ongoing lectures and collaboration with UCLA Bruin Corps: America Reads Program, UCLA.
- Powell, J. (2000, March). Teaching Literacy in Social Studies. Presentation to the UCLA History and Geography Project's Literacy Institute, UCLA.
- Rivera, A. (1999, December). TRIBES, Creating a Learning Community. In-service workshop for teachers, UCLA.
- Rivera, A. (2000, January). TRIBES, Creating a Learning Community. In-service workshop for teachers, UCLA.
- Rosenthal, L. (2000, February). Presentation on ethnomusicology for Milliken Jr. High School, Los Angeles.
- Silva, N. (1999, October). Second Language Acquisition. Presentation to UCLA Bruin Corps: America Reads Program, UCLA.
- Silva, N. (2000, March). Presentation to Psychology 181A, Early Child Development and Pro-Social Programs, on UES's Safe School Program, UCLA.
- Silva, N. (2000, February). Teaching Reading to Second Language Learners. Presentation to UCLA Bruin Corps: America Reads Program, UCLA.
- Stipek, D. (2000, June). Impact of School Quality on Children's Success. Presentation at Head Start Conference, Washington, D.C.
- Sutton, S. (2000, March). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) for the U.S. Department of Defense schools to demonstrate and explain the integration of technology in classroom instruction to enhance learning, Leesburg, VA.
- Sutton, S. (1999-2000). Consultant with Lunada Bay Elementary School in the Palos Verdes Peninsula Unified School District on integrating technology into classroom instruction.
- Sutton, S. (1999-2000). Consultant for five schools in the Santa Monica-Malibu Unified School District to train elementary school teachers as technology coordinators for their schools.

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Sutton, S. (2000, January - June). Participant in the Pacific Bell Information Literacy Institute, a partnership between Pacific Bell, GSE&IS and UES to develop policy and practice in the area of information literacy.

Sutton, S. (2000, January). One of 10 co-planners for the DoDEA Technology Leadership Team Institute held in Seoul, Korea, to train Department of Defense teacher leadership teams on how to integrate technology into classroom instruction.

Sutton, S. (2000, March). Presentation to and collaboration with North Central Regional Education Laboratory (NCREL) for the U.S. Department of Defense schools to demonstrate and explain the integration of technology in classroom instruction to enhance learning, Seoul, Korea.

Weiss, H. and Stipek, D. (2000, June). Integrating Qualitative and Quantitative Approaches to Research on Early Childhood. Presentation at Head Start Conference, Washington, D.C.

## **UES Outreach Program Presentations**

### **Linking Artifacts to Learning: Investigating Ancient Cultures Institute**

— Raul Alarcón, coordinator

*Teacher presentations:*

Alarcón, R. (February, 2000). Magnificent Maya.

Berger, B. (February, 2000). Unlocking the Mysteries of Ancient Civilizations.

DeBlasio, S. (February, 2000). Chumash and Gabrielinos: Native Californians.

Powell, J. (February, 2000). Chumash and Gabrielinos: Native Californians.

### **Summer Institute of Archaeology for Teachers**

— Raul Alarcón, coordinator

### **Primary Resources Institute**

— Judith Kantor, director

*Teacher presentation:*

Berger, B. (March 2000). Using Primary Resources in the Classroom: Innovations in Teaching Practices.

### **Early Intervention for Children With Reading Difficulties: 2000 Summer Institute and Follow-Up Sessions**

— Margaret Heritage, director; Laurette Cano & Dana Fischer, institute coordinators and session leaders

*Teacher Presentations:*

Heritage, M. (September & November 1999, January 2000). Environment and structure of the classroom; teaching for independence; managing assessment information; scheduling instructional time.

Cano, L. (November, 1999). Phonics in the classroom; responding to literature

Cano, L. (January, 2000). Classroom environment; language development.

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- Fischer, D. (November, 1999). Environment and structure of the classroom; teaching for independence; managing assessment information; scheduling instructional time.
- Fischer, D. (January, 2000). Early intervention in phonics; exemplary phonics instruction; developing writing; stages of spelling; using literature.
- Powell, J. (November, 1999). Reading Comprehension Strategies; Classroom Organization.
- Powell, J. (December, 1999). Content Area Literature; Independent Reading.
- Powell, J. (January, 2000). Teacher Decision-Making in Grouping and Planning for Reading Instruction.
- Silva, V. (November 1999). Use of the Herman Program: An approach to teaching phonics for at-risk students.
- Silva, N. (January, 2000). Second Language Acquisition and Teaching Methods for Second Language Learners.

### **Early Literacy Institute**

— Margaret Heritage, director

*Teacher presentations:*

- Cano, L. (January, 2000). Writing in the Primary Classroom.
- Cano, L. (March, 2000). The Home-School Connection.
- Fischer, D. (December, 2000). Phonemic Awareness, Phonics and the Stages of Spelling.
- Kern, J. (January 2000). Writing Into Reading, Vocabulary Development and Children's Literature.
- Powell, J. (December, 1999). Phonics and Spelling.
- Powell, J. (March, 2000). Reading Comprehension and Teacher Decision-Making in the Reading Program.

### **Teacher Education Program, Mathematics Methods Course**

— Marilyn Buchanan, instructor

### **Teacher Education Program, Reading Methods Course**

— Margaret Heritage, instructor

*Teacher presentations:*

- Cano, L. (November, 1999). Writing to Read.
- Cano, L. (January, 2000). Children's Response to Literature.
- De Blasio, S. (October 1999). Strategies for Teaching Spelling.
- Dupont, D. (October 1999). Reading Assessment.
- Fischer, D. (October, 1999). Phonemic Awareness, Oral Language and Phonics Development.
- Kern, J. (November, 1999). Classroom Strategies for Phonics, Decoding, Word Identification Strategies and Developing Fluency.
- Major, J. (November, 1999). Literature Response and Analysis.

### UESC Steering Committee

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Ronald Gallimore, professor  
Frankie Gelbwachs, program director  
Anne Gilliland-Swetland, professor  
Kris Guttiérrez, professor  
Margaret Heritage, principal  
Carollee Howes, professor  
Alison Imbens-Bailey, professor  
Jan Powell, teacher  
Kathy Smith, parent  
Deborah Stipek, professor & director

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Cheryl Mattingly, teacher  
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Bill Sandoval, professor  
Deborah Stipek, professor & director  
Janet Wolfe, parent

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## Urban Education Studies Center

UCLA

Graduate School of Education & Information Studies

10636 Charles Young Drive North

Box 951619

Los Angeles, CA 90095-1619

tel. 310.825.2623

fax 310.206.4452

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