Marshall Memo 736

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 14, 2018

In This Issue:

1. Douglas Reeves on revitalizing the teaching profession
2. Hiring for and developing emotional intelligence in teachers
3. Twelve ways teachers can build resilience
4. A teacher's in-the-moment dilemma in an elementary math class
5. Closing the achievement gap in college science classes
6. Do students learn more watching a movie or a live performance?
7. Improving the student teaching experience
8. Why two promising ELLs didn't apply to four-year colleges
9. Research on learning English in middle and high school
10. Questions students should ask when reading nonfiction texts
11. Short items: (a) Economic diversity around the world; (b) Online social studies resources

Quotes of the Week

"When talking about a profession that loses 50 percent of its workforce in the first five years of their careers, it would be an understatement to say teaching is challenging. It traps us in small rooms with an unpredictable assortment of personalities, energies, and needs. It forces us to make hundreds of small, exhausting decisions every day. And over and over again, it puts us in predicaments that test our confidence, wear out our patience, and break our hearts."

Jennifer Gonzalez (see item #3)

"School systems hire teachers because they are bright, creative, and independent, and then seem deeply disappointed because they turn out to be bright, creative, and independent."

Douglas Reeves (see item #1)

"Class discussions come with common pitfalls. Some students participate frequently and self-assuredly, perhaps so often that their raised hands prompt classmates to roll their eyes.

Beckie Supiano (see item #5)

"Watching movies is an extremely common school practice, but it may produce little learning. Going to see a play, on the other hand, is less common but appears much more effective."

Jay Greene, Heidi Erickson, Angela Watson, and Molly Beck (see item #6)

"Mindfulness helps us recognize, understand, and respond to emotions as it strengthens our ability to recognize what we're experiencing before we react."

Elena Aguilar (see item #2)

---

1. Douglas Reeves on Revitalizing the Teaching Profession

(Originally titled "Seven Keys to Restoring the Teacher Pipeline")

In this article in *Educational Leadership*, author/consultant Douglas Reeves says the current U.S. teacher shortage is the result of a "perfect storm of lowered respect, toxic teacher-evaluation systems, adverse working conditions, inconsistent leadership, lack of efficacy, professional isolation, and inadequate pay" – with the worst conditions in urban and rural schools. But Reeves believes the following steps, most of which can be taken at the local level, will restore teaching "to its rightful place in an equitable society":

• *Boost respect*. "The essence of professional respect is not instant popularity or approval by students and parents," says Reeves, "but the confidence that great practice requires patience and challenge." To earn the heart-warming moments when former students return to express their gratitude for long-ago classroom experiences, teachers need to demand a lot of their students – and teach really well.

• *Improve feedback*. Prevailing methods of teacher evaluation are deeply flawed and counterproductive, says Reeves, undermining policymakers' professed goals. Feedback on classroom performance needs to be fair, accurate, specific, and timely, always with an eye to the impact of specific instructional practices on student learning.

• *Strengthen leadership*. For more than two decades, says Reeves, teachers have been "at sea amid a squall of inconsistent initiatives and demands." What's needed from school leaders is frequent coaching on teachers' practices, which will bring about dramatic improvement in professional engagement and teachers' quality of life.

• *Build efficacy*. Researchers across the board agree that one of the key factors in classroom success is teachers' belief that they can make a difference. "Therefore," says Reeves, "it is essential for school leaders to elevate policies that support teacher efficacy – for example, publicly linking teachers' practices to student success and helping teachers build on strategies that are having an impact." Just as important is calling out policies that *undermine* teachers' efficacy, including using data to rate, rank, and humiliate teachers. "The common practice of sending… e-mails to teachers after an observation is particularly pernicious," says Reeves, "when just a bit of human contact could have an emotionally positive impact."

• *Allow autonomy*. Studies have shown that a major factor in teacher attrition is the micromanagement of classroom curriculum choices. "School systems hire teachers because they are bright, creative, and independent," says Reeves, "and then seem deeply disappointed

because they turn out to be bright, creative, and independent. This is no way to treat professionals…”

• *Foster collaboration*. Schools that orchestrate professional learning communities (in the true sense of the word) are by far the most successful for students and teachers, says Reeves. That means “collective ownership of student results, deliberate reflection on teaching practices, explicit intervention for struggling students, and clear strategies for extending learning for students who need it.”

• *Raise the pay*. Reeves addresses this one last because he believes it’s “a necessary part of fixing the teacher pipeline equation, but insufficient on its own.” Nurses, social workers, therapists, and teachers “seek meaning, not just remuneration,” he says. But of course “money is an essential ingredient in securing the future of the teaching profession.” The solution: decent pay on a par with the average salaries of members of Congress and state legislators.

“Seven Keys to Restoring the Teacher Pipeline” by Douglas Reeves in *Educational Leadership*, May 2018 (Vol. 75, #8, online only), https://bit.ly/2rFSU8B; Reeves can be reached at douglas.reeves@creativeleadership.net.

Back to page one

2. Hiring for and Developing Emotional Intelligence in Teachers

(Originally titled “Emotional Resilience: The Missing Ingredient”)

In this article in *Educational Leadership*, consultant Elena Aguilar (Bright Morning) describes how a newly hired teacher who seemed perfectly suited for a 7th-grade science classroom cried through most of Aguilar’s coaching sessions and seemed irrationally frustrated and short-tempered with her students. She’d say things like, “I can’t understand why this student hates me! She looks at me with venom in her eyes,” and “I just can’t deal with their disrespect. I never would’ve talked to a teacher that way.” The teacher became increasingly disengaged and at the end of the school year, she quit.

This setback made Aguilar question the school’s hiring process and her own ability as a coach. Upon reflection, she concluded that something important was missing: other than passing tissues to the teacher, she hadn’t dealt with the emotional side of the equation. Aguilar concluded that the school “needed to hire for emotional intelligence; coach for emotional resilience; and recognize, value, and attend to emotions in a professional setting.”

To address schools’ hiring and coaching challenges, she developed the *Mind the Gap* framework, designed to help schools hire more thoughtfully and intervene and support struggling teachers. These are the competencies, with the most important first:

- Emotional intelligence – The ability to be aware of, manage, and express one’s own feelings and recognize, empathize with, and manage other people’s;
- Cultural competence – The ability to understand, appreciate, and interact with people from cultures or belief systems different from one’s own and to navigate cross-cultural differences;
- Will – A person’s desire, intrinsic motivation, passion, and commitment;

- Capacity – The time and resources needed to be successful, including emotional and physical capacity;
- Knowledge – The theoretical or practical understanding of a subject, including information;
- Skill – The ability to execute the technical elements of teaching, which often involves applying knowledge.

Aguilar believes emotional and cultural competence are foundational to the others; without those, it will be much harder to develop classroom management and close knowledge and skill gaps. All six competencies are intertwined; for example, what appears to be a will gap – "I just can't talk to that student's mother! She screams at me." – may in fact be an emotional discomfort with conflict or underdeveloped communication skills.

• *Watching for emotional intelligence when hiring* – While good coaching may help a new teacher survive, it's important to spot problems in the interview process. Aguilar says hiring committees should watch for two things: candidates' experience with challenges, and their methods of dealing with stress. Asked a question about stress, the best answer from a teacher candidate isn't an exercise program or a glass of Cabernet, but an awareness and interpretation of what's happening in a stressful classroom situation and a specific strategy for decreasing intensity and addressing the root cause. Aguilar suggests two other questions: *How do you recharge?* and *Name something you've intentionally stopped doing*. Resilient people know when to step back, do something different, and avoid overcommitting themselves.

• *Developing emotional intelligence through coaching* – Administrators, department heads, instructional coaches, and mentors all need to monitor and build teachers' emotional intelligence, especially with newbies. Aguilar's suggestions:

- Assign a mentor who has strong emotional intelligence.
- Be explicit about helping teachers recognize and respond to emotions and see them as a source of insight, energy, and inspiration.
- Accept emotions as a legitimate part of the workplace, weaving them into professional development.
- Set an example, such as not sending e-mails at 3:00 a.m.
- Teach and model mindfulness, including meditation. "Mindfulness helps us recognize, understand, and respond to emotions," says Aguilar, "as it strengthens our ability to recognize what we're experiencing before we react."
- Know the indicators of burnout. Telltale signs include emotional exhaustion, downplaying accomplishments, isolation, reluctance to try anything new, and blaming students or the school for lack of success. The Maslach Burnout Inventory is helpful: www.researchgate.net/publication/277816643_The_Maslach_Burnout_Inventory_Manual.

"Emotional Resilience: The Missing Ingredient" by Elena Aguilar in *Educational Leadership*, May 2018 (Vol. 75, #8, 24-30), https://bit.ly/2wpxzoI; Aguilar can be reached at elena@brightmorningteam.com.

Back to page one

3. Twelve Ways Teachers Can Build Resilience

"When talking about a profession that loses 50 percent of its workforce in the first five years of their careers, it would be an understatement to say teaching is challenging," says Jennifer Gonzalez in this *Cult of Pedagogy* article. "It traps us in small rooms with an unpredictable assortment of personalities, energies, and needs. It forces us to make hundreds of small, exhausting decisions every day. And over and over again, it puts us in predicaments that test our confidence, wear out our patience, and break our hearts. You can learn all the techniques, plan outstanding lessons, and set up a watertight classroom management system, but to do this work and stick with it long enough to get good at it, you need a level of emotional resilience most other jobs will never require."

Fortunately, says Gonzalez, there is helpful advice in Elena Aguilar's just-published book, *Onward: Cultivating Emotional Resilience in Educators* (Jossey-Bass, 2018). "The best way to make all twelve of these habits stick," says Gonzalez, "is to work through them slowly, over the course of the year. Even better, do it with a group of committed colleagues."

• *Know yourself*. "Being really anchored in your purpose, being really clear about what you want to be doing in life, helps you deal with challenges and setbacks," says Aguilar.

• *Understand emotions*. It's important to examine the way feelings influence our thinking (and vice-versa) and work with them instead of against them.

• *Tell empowering stories to reframe classroom events*. For example, when a student rolls her eyes at you, the story could be, "This student doesn't respect me," but it could also be, "This is very typical behavior from 12-year-olds, and I'm going to move on to the next part of the lesson."

• *Build community*. Nurturing relationships with colleagues, students, parents, and administrators strengthens resilience. The beginning of the school year is an ideal time to focus on this.

• *Be here now*. Mindfulness – focusing on what is happening right now without judgment – can help prevent unhelpful "triggered" reactions to daily challenges. Daily meditation or brief moments of focusing on our breathing can help bring us to that place of calm.

• *Take care of yourself*. "I think people know what to do," says Aguilar. "We know we should be eating more leafy greens and exercising more and so on, but why is it so hard?" Finding out why can help develop healthier habits.

• *Focus on the bright spots*. "Our brains have a negativity bias," says Aguilar, "so everything that is challenging, that is potentially a threat, appears really vividly and clearly to us, because of the way our brains are wired, and so one of the skills that we need to hone is the ability to see all the things that are going well or even just okay."

• *Cultivate compassion*. We can get out of the drama of the moment by empathizing with others' points of view and seeing the big picture.

• *Be a learner*. "Resilient people experience a challenge and turn around and say, *Wow. That was really hard. That pushed me to my limits. What can I learn from that?*"

• *Play and create*. "I think it's a human right to be creative, to create, enjoy, and appreciate art," says Aguilar. "Playing and creating can unlock inner resources for dealing with

stress, for solving problems… It can help us see different things and find different approaches to tackle problems."

• *Ride the waves of change*. Slow down, face and deal with fear, and ask how we can direct our energy to the actions that make the biggest difference.

• *Celebrate and appreciate*. Savor our own accomplishments and those of our students and colleagues.

"12 Ways Teachers Can Build Their Own Resilience" by Jennifer Gonzalez in *The Cult of Pedagogy*, May 6, 2018, https://www.cultofpedagogy.com/resilience/

Back to page one

4. A Teacher's In-the-Moment Dilemma During an Elementary Math Class

In this *Hechinger Report* article, Jill Barshay describes part of Deborah Loewenberg Ball's April 2018 AERA presidential address. In this segment, Ball shows a video of an interaction between two African-American students as one of them, Aniyah, stands at the whiteboard and gives an incorrect answer to a fractions number line problem (she says the marked fraction one-third of the way between zero and whole number one is one-seventh). The other girl, Toni, interrupts: "Did she say one-seventh?" Aniyah says, "Yeah," and then counts out the seven 1/3 units on the number line between zero past whole number two to show why she believes the marked spot is one-seventh. Toni asks, "Why did you pick one-seventh?" in an almost mocking way, shares a laugh with a student on the other side of the class, and plays with her hair.

Ball pauses the video and asks what the teacher should do at this point. Toni's affect seems inappropriate, but she's asking a good mathematical question. In addition, the teacher noticed as she walked around looking at students' written work that most of the class had the same incorrect answer as Aniyah (one-seventh); Toni is one of the few who has the correct answer (one-third). Ball says when she asks educators about the teacher's next move, most suggest one of these three responses:

- "Toni, when you're ready to participate by not playing with your hair and laughing and you have a question to ask, I will come back to you."
- "You need to be a better listener, Toni. Aniyah already explained why she picked one-seventh. Who else has a real question for Aniyah?"
- "What do others think?"

The first response tells Toni she's off task. The second says she's not listening and asked an ill-informed question. All three fail to take her contribution seriously and basically exclude her from the discussion. In addition, two African-American girls are spotlighted as not being very smart at math.

Ball believes these quite common responses reflect cultural insensitivity: all three contain an immediate negative response to Toni's affect and fail to see that Toni was in fact paying close attention to the math and asked a good question. To respond more effectively, says Ball, the teacher needs to be able to put Toni's affect in context (it actually wasn't a big

deal to Aniyah) and have the pedagogical content knowledge to see the wisdom of Toni's question.

Restarting the video, Ball shows how the teacher actually responded. She ignored Toni's affect, acknowledged the importance of her question, and invited further discussion. Aniyah went over her incorrect reasoning again, and it became clear that it was the intervals between *whole* numbers that mattered and one-third was the correct answer. Toni came up to the whiteboard to help clarify this, and when the teacher collected exit tickets at the end of the class, 25 of 30 students understood the concept. In addition, the whole class saw two African-American girls displaying true mathematical acumen. Later on, Aniyah wrote in her journal, "I did well on my goal today because my goal was to share my ideas with the class and I did. I went up to the board and shared my idea with the class on fractions."

"20 Judgments a Teacher Makes in 1 Minute and 28 Seconds" by Jill Barshay in the *Hechinger Report*, http://hechingerreport.org/20-judgments-a-teacher-makes-in-1-minute-and-28-seconds/ May 7, 2018; Ball can be reached at dball@umich.edu.

Back to page one

5. Closing the Achievement Gap in College Science Classes

In this *Chronicle of Higher Education* article, Beckie Supiano describes how Kelly Hogan, a professor at the University of North Carolina/Chapel Hill, reacted a decade ago when she learned the ratio of different student groups earning Ds or Fs in her Biology 101 course:

- White students: 1 in 14
- Latino/a students: 1 in 7
- African-American students: 1 in 3

These results, said Hogan, were "like a punch in the gut." She had been hired as part of the university's effort to improve the quality of teaching, and up to that point had received glowing course evaluations from her students, with specific praise for her teaching style. Hogan was especially pained because she knew that Biology 101 was a gateway course and students who got bad grades were unlikely to continue in scientific or mathematical courses.

True, many students of color entered the university poorly prepared by their high schools, and racism and other factors contribute to achievement gaps at universities. But Hogan took responsibility because she realized that the way most undergraduates were taught was making things worse.

"In a typical college course," says Supiano, channeling Hogan, "students hear dozens of lectures. They might be assigned hundreds of pages of reading. Then they're asked to demonstrate their understanding of what all of that information adds up to in a handful of high-stakes papers or exams. How they should prepare for those papers or tests is a matter usually left to the student. This arrangement works well for those whose high schools provided strong preparation or who are comfortable asking professors for help when they need it – traits that have as much to do with privilege as anything else. Students without those advantages, though, can flounder – not because they can't do the work, but because no one has taught them how to navigate the system."

"Class discussions," she continues, "come with common pitfalls. Some students participate frequently and self-assuredly, perhaps so often that their raised hands prompt classmates to roll their eyes. They might ask questions designed to demonstrate how smart they are, or lead the professor on an unproductive tangent. Other students make it to the final exam without speaking once. Professors, for their part, can throw out questions that are unclear, rhetorical, or have one narrow right answer, so that answering means risking public failure."

To address these disparities, Hogan radically altered what she did in the classroom and used data to further modify what she came to call "inclusive teaching." It has two main components:

- Introducing more structure in the course, with clear instructions so all students know what is expected;
- Orchestrating classes and facilitating discussions so that everyone is engaged.

To make this happen, Hogan flipped Biology 101, getting students doing substantive homework and devoting class time to activities rather than lectures. She was explicit about the habits of successful students – what students needed to do before, during, and after classes – and made those activities mandatory and part of students' grades:

- Before class, students read the textbook, answered a set of guided reading questions, and did a homework assignment without looking at their notes ("retrieval" practice).
- During class, students actively filled in an outline, ideally by hand, and were told to be prepared to answer her questions without looking at their notes (more retrieval) and keep a list of their questions so they knew what to focus on for the exam. Students sometimes worked on problems in groups and were called upon to justify their answers. Students were called on randomly, not just by raising their hands.
- After class, students took timed quizzes online to check their understanding, were encouraged to study and test themselves every day without looking at their notes (still more retrieval), ask any lingering questions, and take advantage of additional resources like peer mentors and tutoring.

The clear message: These behaviors will allow all students to succeed in Biology 101 – and any academic discipline. Hogan explicitly addresses her gap-closing agenda: "This course is designed to equalize your readiness before class – while you may take several hours reading and preparing, another student may need less time. Yet when you get to class, your effort will pay off as we practice these concepts together and you gain confidence in your ability!"

Hogan has received some pushback from colleagues at UNC: Doesn't this level of structure constitute hand-holding? Her response: "Doesn't everybody like some structure and guidance?" What about jobs, relationships, Olympic swimming? "Why do we treat learning as something different and special?... Adding structure to the learning environment can mitigate unfairness, build feelings of inclusion, and promote student success."

Data from the revised Biology 101 course confirm the impact of this instructional approach: All students performed better, and gains were especially impressive for subgroups that had previously received Ds and Fs. The gap between black and white students was cut in

half, and the gaps between Latino/a and white students and first- and continuing-generation students were closed.

Hogan has become an evangelist for inclusive teaching, giving workshops at a number of universities. She's also trying to convert skeptical professors at UNC by showing them achievement gap data on their own courses, hoping they'll be motivated as she was years ago.

"Can a Different Approach to Teaching Fix Inequality?" by Beckie Supiano in *The Chronicle of Higher Education*, May 11, 2018 (Vol. LXIV, #33, p. A14-18), no free e-link available; Kelly Hogan can be reached at Kelly_Hogan@unc.edu.

Back to page one

6. Do Students Learn More Watching a Movie or a Live Performance?

In this article in *Educational Researcher*, Jay Greene, Heidi Erickson, Angela Watson, and Molly Beck (University of Arkansas/Fayetteville) report on their study comparing students who watched a live performance of a play and students who saw a movie version of the same story. School groups (mostly ninth graders) were randomly chosen to receive free tickets to attend one of five live theater performances over a two-year period: *A Christmas Carol, Hamlet, Around the World in 80 Days, Peter and the Starcatcher,* and *Twelfth Night*. Similar classes left school to see film versions in movie theaters, and a control group saw neither a live performance nor a film. About 1,500 students were involved in the study.

Seven or eight weeks afterwards, students took a survey in their classrooms, and the results showed significant benefits to seeing a live performance:

- Tolerance – Students' willingness to accept that others may have different viewpoints;
- Social perspective-taking – A willingness to figure out other people's motivations;
- Content knowledge and understanding – Answering six questions on the plot;
- Vocabulary – Answering five questions on words used in the production;
- Interest in seeing live theater performances in the future.

Significantly, say the researchers, "the movie treatment does not seem to have a robust effect on any of these outcomes… It is educationally significant and a bit surprising that watching a movie is not a particularly effective way of conveying content knowledge while watching a play is. Watching movies is an extremely common school practice, but it may produce little learning. Going to see a play, on the other hand, is less common but appears much more effective." This is true even though the production values of most films are superior to those of plays that students might see on the stage. But the in-person experience, say the authors, "appears to trump the skill of the actors."

Why do live performances have more impact? "Our best explanation," say the authors, "is that theater is a window for students to a broader world… Plays may be more effective than movies in helping students understand and accept that broader world because we react differently to human beings acting out a story in front of us than to representations of human beings on a screen. The in-person experience may create greater emotional connections."

"The Play's the Thing: Experimentally Examining the Social and Cognitive Effects of School Field Trips to Live Theater Performances" by Jay Greene, Heidi Erickson, Angela Watson, and Molly Beck in *Educational Researcher*, May 2018 (Vol. 47, #4, p. 246-254), http://journals.sagepub.com/doi/abs/10.3102/0013189X18761034; Greene can be reached at jpg@uark.edu.

Back to page one

7. Improving the Student Teaching Experience

(Originally titled "Getting Smart About Student Teaching")

In this *Educational Leadership* article, Kate Walsh (National Council on Teacher Quality) says the highest-impact remedy for the shortage of good teachers is dealing with ineffective student-teaching arrangements. "What many school districts fail to recognize," she says, "is that they have the power to change this dynamic." Her suggestions:

• Carefully select mentor teachers. They need to be highly effective instructors who also have the ability to mentor adults.

• Frame student teaching as a big deal. Hosting student teachers should be seen as an honor reserved for the best teachers, not a "favor" or a chore.

• Strategically select and place student teachers. This means doing due diligence to make sure each one is a good fit and is serious about becoming a teacher, not just getting a degree.

• Approach student teaching as a four-month interview. Each internship is a great opportunity to identify, develop, and recruit an effective teacher.

• Treat mentor teachers as front-line recruiters. They need to be "boosters, not naysayers," says Walsh. And school leaders should debrief student teachers to get candid feedback on how mentor teachers did.

• Communicate constantly with higher-education partners. Why were some candidates accepted and others not? What are the special needs of this school? What feedback do mentor teachers have? How can the student-teacher experience be improved? Answering these and other questions can continuously improve the process.

"Getting Smart About Student Teaching" by Kate Walsh in *Educational Leadership*, May 2018 (Vol. 75, #8, 38-42); available to ASCD members or for purchase at https://bit.ly/2Ijd7Hr; Walsh can be reached at kwalsh@nctq.org.

Back to page one

8. Why Two Promising ELLs Didn't Apply to Four-Year Colleges

In this *Teachers College Record* article, Yasuko Kanno (Boston University) reports on her study of two high-performing English language learners who aspired to attend four-year colleges (one dreamed of being an immigration lawyer) but both failed to apply to four-year institutions and ended up attending a local community college. Kanno identified three contributing factors:

• *Low expectations* – There was an insidious interplay between each student's sinking sense of her own college-going potential and the expectations communicated by the students'

high school – what Kanno calls its "institutional habitus." This resulted in the students having limited access to advanced college-preparatory courses through senior year.

• *Undeveloped college knowledge* – Neither student had the specific know-how to prepare for and apply to college. Their high school had lots of assemblies and handouts on colleges starting in ninth grade, but much of it, says Kanno, "remained incomprehensible to those with less familiarity with U.S. higher education." The situation wasn't helped by the high school's 1-to-300 counselor-student ratio and the fact that the two young women were wrongly characterized as "passive" in the college application process.

• *Linguistic insecurity* – Both students had a "feeling of inferiority" and anxiety about the way they spoke; they had internalized external attributions about their language proficiency and lacked the self-confidence to jump into demanding colleges. In addition, the high school did very little to bolster their confidence and their identity as four-year-college-bound students. When the young women began to second-guess their ability to get into a four-year college (despite obvious accomplishments: one spoke four languages and was on the Distinguished Honor Roll, the other qualified for the National Honor Society), teachers and counselors "did not encourage them to stay the course and maintain their original high aspirations," says Kanno.

Her conclusion: "ELs need to be placed in advanced college preparatory courses commensurate with their abilities and provided with regular, frequent, and accessible college guidance."

"High-Performing English Learners' Limited Access to Four-Year College" by Yasuko Kanno in *Teachers College Record*, April 2018 (Vol. 120, #4, p. 1-46), https://eric.ed.gov/?id=EJ1162853; Kanno can be reached at yakanno@bu.edu.

Back to page one

9. Research on Learning English in Middle and High School

In this article in *Education Week*, Corey Mitchell reports on a Massachusetts Institute of Technology study of 670,000 English learners around the U.S. The researchers found that young people can still learn the grammar of English up to the age of 17 or 18 (and after that, but with more difficulty). This contradicts the common assumption that there is a "critical period" for language learning from age 5 to the onset of puberty. "The findings could be especially relevant for the education of newcomer immigrant and refugee English-learners who arrive in the United States as middle and high-school students," says Mitchell.

The MIT study also found that it's more difficult for students to achieve the proficiency of native English speakers after the age of 10. But what is the desirable and realistic outcome for students? "Is the goal to become a monolingual-like native speaker?" asks Judith Kroll of the University of California/Riverside. "No, the goal is to become a proficient, bilingual-like speaker of two languages."

Shannon Daniel, one of the MIT researchers, agrees: "Teachers have to be really careful to avoid the assumption that grammatical competence is equivalent to proficiency in English. It's certainly more important for teachers to recognize if someone [can] communicate

with others, to accomplish their goals on a day-to-day basis, rather than being able to identify the prescriptive grammar rule."

"Study: Language-Learning Ability Is Strong Until Late Teens" by Corey Mitchell in *Education Week*, May 9, 2018 (Vol. 37, #30, p. 8), https://bit.ly/2wKDMfg;

Back to page one

10. Questions Students Should Ask When Reading Nonfiction Texts

In this *Journal of Adolescent and Adult Literacy* article, Kristine Rodriguez Kerr (New York University) reviews *Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies* by Kylene Beers and Robert Probst (Heinemann, 2016). Kerr joins Beers and Probst in saluting the rising prominence of nonfiction texts in schools and pushing back on defining nonfiction as "things that are real" and "not fake," especially when applied to adolescent readers. "The reduced definition implies that the task of reading nonfiction is to simply learn and absorb information," says Kerr, "rather than to question and consider the information being presented." Beers and Probst suggest three questions with which students might approach any nonfiction text:

- *What surprised me?*
- *What did the author think I already knew?*
- *What changed, challenged, or confirmed what I already knew?*

"Reading nonfiction with these big questions helps students develop habits of questioning that puts their own knowledge in conversation with the nonfiction text," says Kerr. Students' mindset should be "open and receptive, but not gullible."

"Cultivating Nonfiction Readers Open to Challenge and Change" by Kristine Rodriguez Kerr in *Journal of Adolescent and Adult Literacy*, May/June 2018 (Vol. 61, #6, p. 709-711), https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/jaal.744; Kerr can be reached at kristine.kerr@nyu.edu.

Back to page one

11. Short Items:

a. Economic diversity around the world – In this TED Talk, Anna Rosling describes the making of Dollar Street www.dollarstreet.org, a free, interactive website with photographs of 264 families in 50 countries around the world, from the poorest to the richest. For each family, there are photos of household items, including front doors, beds, stoves, toothbrushes, and toilets. Interestingly, when westerners are asked where they believe they are on Dollar Street, they say they're in the middle – but in fact they're at the rich end of the street. Rosling's TED Talk is at https://www.youtube.com/watch?v=u4L130DkdOw.

"See How the Rest of the World Lives, Organized by Income" a TED Talk by Anna Rosling, January 18, 2018

Back to page one

b. Online social studies resources – In this *Journal of Adolescent and Adult Literacy* article, Joshua Kenna and Anthony Pellegrino (University of Tennessee/Knoxville) recommend two websites for social studies teachers:

• National Jukebox: http://www.loc.gov/jukebox This digital audio archive has more than 10,000 recordings of speeches and music from 1901 to 1925.

• Clio: https://www.theclio.com/web/ This is a free public history website and mobile app that serves as an active collaborative research, interpretation, and map-building project linking professional and local historians, museum professionals, scholars, and university students.

"Digital Resources for Social Studies" by Joshua Kenna and Anthony Pellegrino in *Journal of Adolescent and Adult Literacy*, May/June 2018 (Vol. 61, #6, p. 705-708); the authors can be reached at jkenna@utk.edu and apelleg2@utk.edu.

Back to page one

© Copyright 2018 Marshall Memo LLC

If you have feedback or suggestions,
***please e-mail* kim.marshall48@gmail.com**

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTMI version as well.

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 14 years

Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine