

Marshall Memo 1065

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 9, 2024

In This Issue:

1. [An English teacher stumbles upon a way to bring close reading to life](#)
2. [Reasonable expectations of student participation in class discussions](#)
3. [More on how generative AI affects how we teach reading and writing](#)
4. [Important education research of 2024](#)
5. [Lessons from a California high school 50 years ago](#)
6. [Leading with emotional intelligence](#)
7. [Books about social activism for young readers](#)

Quotes of the Week

“How educators feel matters. Their emotional outlook influences instructional quality, student achievement, and the overall classroom and school climate.”

Marc Brackett and Karen Niemi (see item #6)

“Why is it that we think unless every student contributes, it won’t be a good or equitable class discussion? Just like the vocal ones aren’t necessarily bad listeners, the quiet ones aren’t necessarily ‘not engaged.’ Quiet doesn’t automatically mean ‘lacks confidence.’ It doesn’t automatically mean ‘doesn’t feel safe.’ It just means quiet.”

Matthew Kay (see item #2)

“Now that we have a machine that can write, why bother to teach writing in school?”

Mary Kalantzis and Bill Cope (see item #3)

“We want to make sure that ‘centering student joy’ doesn’t become code for using food, games, parties, trips, field days, prize bins, free time, and other pleasures to (sometimes literally) sweeten what is overall a bland or bitter experience.”

Lauren Porosoff in [“What Does Centering Student Joy Mean?”](#) in *Educational Leadership*, December 2024/January 2025 (Vol. 82, #4, pp. 16-20)

“There’s no wrong age to invest in children. Sometimes we get caught up thinking there are magic ages by which things have to happen, right? Sometimes you hear, ‘Well, if you don’t get to somebody before age five, then it’s just all over.’ Or, ‘If you don’t get the last couple of years of high school right, it’s all over.’ And, while those are both very impactful ages, what we see in the data, across a range of different types of policies, is that every year that goes by is an opportunity. Or it can be a lost opportunity where that doesn’t happen.”

John Friedman (Brown University, Opportunity Insights), [interviewed](#) by John J-H Kim and Joe Costello in *District Management Journal*, Winter 2025 (Vol. 34, pp. 6-11)

1. An English Teacher Stumbles Upon a Way to Bring Close Reading to Life

In this article in *Transformations*, Anne Bruder (Deerfield Academy) describes a pedagogical breakthrough that occurred a few years ago. She was teaching American Literature at Berea College in Kentucky and getting discouraged that her students weren't reading much outside class, engaged minimally in class discussions, and were reluctant to have sustained, face-to-face conversations. It seemed, recalls Bruder, "almost as if my students' neck muscles have frozen at forty-five degrees, their eyes locked in the phone-viewing position even when the device is not there." She felt herself slipping "into nostalgia for an imagined, fantastical period when students carefully and pleasurably read everything that we assigned."

One morning as her course neared the end of an examination of Frederick Douglass's *Narrative*, Bruder arrived in class, fired up her laptop, opened a PDF of two paragraphs from the penultimate chapter, and turned on the projector so she could lead a close reading of a shared, visible text. But when she pulled down the screen, she pulled too hard and it came off its moorings and crashed to the floor, much to the amusement of her students. Disaster! But there was a large whiteboard behind where the screen was supposed to be and the Douglass passage was clearly visible. Bruder realized she could continue with her lesson plan.

But as she aimed her laser pointer at a key phrase, another glitch intervened: the battery died. "In that moment," she says, "I saw that the whiteboard meant that I could manually annotate the text as I had in my own paperbacks." She went to the board, picked up a dry-erase marker, and underlined Douglass's phrase *white with sails*. But wait a minute! Bruder realized that if she could annotate the text on the whiteboard, so could her students. She opened her bag, took out a bunch of dry-erase markers, tossed them to students, and asked them to come up and join in analyzing Douglass's passage.

Then Bruder improvised another element: students would work in silence, "speaking" through their markers. A student jotted by the phrase Bruder had underlined – *white with sails* – this comment: *pure; not tainted w/ slavery*. Other students started writing. "Some focused on single words," says Bruder, "others on religious language or syntax, one on places where Douglass pivoted his argument. Several students posed questions of the passage and their classmates began to compose answers." As students stepped forward to write and stood back to consider, they got a "visual and kinesthetic sense of how a fruitful discussion unfolds."

The silent discussion continued for fifteen minutes, says Bruder, "making this hybrid practice far more collaborative and inclusive of all students than a traditional close reading aloud." The jottings only stopped when a student said that he couldn't find room for everything he needed to say on the board and asked politely if they could all sit down again. "The discussion took off," says Bruder, "and every student participated in one of those generative conversations that ends two minutes after the class period is over and only because we all

really need to get to our next class... By looking closely without distraction and then working collaboratively in discussion, my students began to find – or hear – meaning in Douglass that they had passed over earlier.”

As a follow-up, Bruder had students write a paragraph response to a classmate’s close reading observation that confused or intrigued them, and an observation that opened up for them a new way of thinking about Douglass. These responses became the seeds for analytical essays students drafted the following week. “By launching their writing from their own curiosity,” she says, “and having practiced an effective method to generate necessary raw material (copious, slowly gathered observations), they were significantly better able to support more-nuanced claims in their analytical essays. And happily, I wasn’t drafting essay prompts that bored my students or resulted in superficial treatments.”

After this serendipitous breakthrough, Bruder continued to use collective close reading. When she was assigned to classrooms that didn’t have a whiteboard, she taped big sheets of paper on the wall, which had the advantage of allowing students to write with finer-pointed markers and get into more detail. “Collective close reading,” she says, “slows, captures, and solidifies our work together. It powerfully reveals to students a productive space for independent reading. Likewise, I’ve found that after several iterations of CCR, my students take better notes as they read...” At the end of each class, Bruder takes a cellphone photo of the annotated text and posts it on the course management site. Students also take photos of marked-up texts. (Click the article link below for an example.)

“The irony here isn’t lost on me,” she comments. “While I have been suggesting that digital culture challenges rigorous and careful reading, it has also, of course, produced the tools that make this pedagogy work: the PDF file on my laptop, the digital projector, the cellphone images, the course management site.” But all this is in service of the human connections of real-time, collective annotation – the “cultivation of substantive, memorable dialogue between students.”

“Like many teachers,” she says, “I work against my students’ inclination to address their ideas and questions to me alone. I’m most frustrated with my teaching when it feels like nothing more than a tennis match where I’m always the opponent.” In collective close reading, “my students address one another because each one has taken some sort of visible stand on the board that everyone else can see and can refer to as the discussion deepens. In other words, they all have skin in the discussion game, and no one can disappear on the sidelines. My most reluctant students haven’t yet flinched at this kind of visibility, and I suspect that’s because what they get in return for their observations is real engagement from their peers.”

“In my own classroom,” Bruder concludes, “CCR has finally begun to convince my students once again that Frederick Douglass may have been on to something when he suggested that reading and writing is the surest way to transform yourself.”

[“Slowing Down and Speaking Up: Collective Close Reading in the Digital Age”](#) by Anne Bruder in *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, September 2020 (Vol. 30, #1, pp. 47-56); Bruder can be reached at abruder@deerfield.edu.

[Back to page one](#)

2. Reasonable Expectations of Student Participation in Class Discussions

(Originally titled “Busting the Myth of Equitable Class Discussions”)

In this *Educational Leadership* article, Philadelphia high-school English teacher/author Matthew Kay says he gets annoyed when administrators pop in for an observation during an all-class discussion and send a critical note afterward: “Do you think you could get more students involved in the conversation?” Kay’s pushback on this shoot-from-the-hip criticism:

- He’d been working hard to get quiet students to speak up more.
- One student who didn’t participate today did so yesterday.
- Insights from eager-beaver students often spark good discussions and they need to talk.
- There are other ways students participate – looking at classmates as they speak, smiling at their comments, taking notes.
- Even better when students use phrases like, “I want to build on that...”
- There are also turn-and talks and small-group chats that the administrator didn’t see.

“Why is it that we think unless every student contributes, it won’t be a good or equitable class discussion?” Kay asks. “Just like the vocal ones aren’t necessarily bad listeners, the quiet ones aren’t necessarily ‘not engaged.’ Quiet doesn’t automatically mean ‘lacks confidence.’ It doesn’t automatically mean ‘doesn’t feel safe.’ It just means quiet.”

Besides, when there’s pressure for every student to speak during discussions, it creates a check-the-box mentality, valuing quantity over quality in students’ contributions and leading students to raise their hands when they don’t have anything of substance to contribute. It might also subtly give the cold shoulder to eager students who want to speak more than once during a discussion.

In short, says Kay, teachers and administrators need to rethink the idea of equitable participation in class discussions.

[“Busting the Myth of Equitable Class Discussions”](#) by Matthew Kay in *Educational Leadership*, December 2024/January 2025 (Vol. 82, #4, pp. 68-69); Kay can be reached at mrkay@notlight.com.

[Back to page one](#)

3. More on How Generative AI Affects How We Teach Reading and Writing

In the second half of their *Reading Research Quarterly* article, Mary Kalantzis and Bill Cope (University of Illinois/Urbana-Champaign) say that one approach to prevent cheating with generative AI is having students hand-write assessments in class. “But unless you lock them in a room and disconnect them from the Internet,” say Kalantzis and Cope, “this could be a transcription from a generative AI output.” In fact, with the closed-book tests educators have given over the years, “we’ve always been ‘cheating,’ standing on the proverbial shoulders of giants but obscuring their legacy in the guise of individual, memorized knowledge.”

So what are educators to do when students have AI writing assistants that are so helpful and ubiquitous? “Now that we have a machine that can write,” ask the authors, “why bother to

teach writing in school?” Not so fast, they say. We still need to teach writing, because “learning to write is learning to think – to transpose inner speech into externalized, two-dimensional textual space... So, even if there is a machine to do it for us now, writing remains an important thing to learn.”

However, literacy instruction needs to be updated, starting with phonics, which the authors believe can be much more efficiently handled by individualized AI. “Generative AI,” they believe, “puts out of business narrow, utilitarian literacy pedagogies with their standardized tests to match. Literacy can no longer afford to be narrowly instrumental and functional. This moves literacy into a more serious, challenging, and much more interesting place.”

“With Generative AI,” they continue, “the machine can help learners develop the deeper cognitive processes and embodied capacities that underlie writing – the transposition of our representations-for-ourselves into communication-for-others and the empathic interpretation of the varied social meanings we encounter. For this, we can develop pedagogies in which students learn with and through the machine.” Kalantzis and Cope suggest a *cyber-social learning relationship* – “the complementary relationship between a human writer and a machine in the production of writing.” Here are the key components:

- *Broaden the definition of written text.* This includes emojis, icons, other ideographs increasingly woven into mathematics and text, as well as coding. “The literacy teacher may not have to become a teacher of mathematics or computer science,” say the authors, “but the mathematics and computer science teachers certainly need to become literacy teachers in ways now integral to their discipline areas. Indeed, in the time of Generative AI, every teacher is a literacy teacher.”

- *Recognize that literacy is of necessity multimodal.* With GenAI, speech (an essential audio and temporal medium) and text (an essentially visual and spatial medium) are knitted together in the new digitized reality. “This opens up exciting new pedagogical possibilities for multimodal literacies,” say Kalantzis and Cope.

- *Frame literacy as dialogical, interactive, interpretive, and cyber-social.* “Literacy involves the interaction of humans whose lifeworld experiences and interests are inevitably varied,” say the authors. “Generative AI has become a coherent interlocutor. Via AI agents, it can address learners according to a range of perspectives and judge the level of sophistication in their responses... This opens new opportunities for... bringing writing and reading closer together as pedagogical practices – the student writes to elicit a readable response from the AI. Reading AI, however, must be critical, always on the lookout for hallucinations, AI bias, breaches of intellectual property, and Generative AI’s other known deficiencies.”

- *Teach grammar again.* This is “an educational meta-discourse that describes and explains the patterning of meaning,” say Kalantzis and Cope. “In ordinary life, we mostly live grammar unconsciously. Starting with phonics, schooling brings this discourse to consciousness” – but there aren’t enough school hours to cover everything and a great deal is learned unconsciously and randomly. “For the digital and now AI age,” they believe, “we need to build a grammar of multimodal and transpositional meaning.”

- *Create new literacy assessments.* “We know all too well the flaws of old literacy assessments,” say the authors, especially the limited and infrequent feedback they provide. “Generative AI opens the possibility of always-helpful, on-the-fly, continuous formative feedback,” they believe, “and progress assessments that analyze everything a student has written within a class or course.”

- *Seize the day and take control of the AI.* There should be “no AI use without human moderation,” say Kalantzis and Cope. “This requires AI literacy, where teachers and students learn the lingo and understand the basic mechanics of text-centric AI.”

- *Develop a program of education justice for the time of artificial intelligence.* “During the first decades of this century,” conclude the authors, “we have witnessed the widespread application of computers in learning. But, let’s be honest, this has not had any discernable impact on the wicked problem of educational and social equality. Literacy outcomes are a significant marker, if not cause, of this stubborn and persistent reality. Our question now must be, can Generative AI help change the game?... Starkly, we face several different scenarios: one in which AI fails to address or exacerbates unequal differential opportunity; and another in which it might be possible to ameliorate the social divisions historically encountered by and often tragically reproduced through education.”

[“Literacy in the Time of Artificial Intelligence”](#) by Mary Kalantzis and Bill Cope in *Reading Research Quarterly*, January/March 2025 (Vol. 60, #1, pp. 1-100); the authors can be reached at kalantzi@illinois.edu and billcope@illinois.edu.

[*Back to page one*](#)

4. Important Education Research of 2024

In this *Edutopia* article, Youki Terada and Stephen Merrill share what they and their colleagues believe are the ten most important research findings of the year (click the article link below for details on each one):

- *Bracketing challenging tasks with easy ones* – In this study, third and fifth graders were given 10 difficult math problems to solve. Half of the students were also given five problems that were considerably easier, either before or after the tough ones. Those students were twice as likely as the control group to look forward to solving another set of challenging problems, and more frequently rated the exercise as enjoyable. Combining challenging with easier problems bolstered students’ feeling of competence, motivation, and engagement without sacrificing rigor.

- *Inattention contagion* – Researchers recruited 180 students to attend a class in a lecture hall, having secretly told a few of them to slouch, look bored, and not take notes. Sure enough, these inattentive, passive-aggressive behaviors spread to nearby students. The takeaway: teachers need to prepare engaging lessons, set classroom norms, hold students accountable, manage transitions, and strategically place potentially disruptive students.

- *Learning impact of GenAI* – About 1,000 high-school students listened to a brief math lecture and were then asked to solve related problems to prepare for a quiz. Half the students

prepared by working with their notes and looking in a textbook, while the other half were allowed to use a basic version of ChatGPT or a special online tutor package. Assessed on the practice session, AI-assisted students did much better than the control group, but when they took the closed-book quiz, AI-assisted students scored 17 points below the control group. It appears that using AI led students to take shortcuts and learn at a shallow level, pointing to the need to structure AI interactions so students are required to actively engage and do their own thinking.

- *Connection to nature* – Fifth, sixth, and seventh graders who participated in journaling about nature – for example, drawing trees, keeping a moon journal to track lunar phases, jotting notes on flower germination and molting earthworms – became immersed in the natural world and reported less stress, closer connections to their own emotions, and improved self-esteem.

- *Productive use of low-stakes practice tests* – Hundreds of eighth graders were studying for a high-stakes algebra exam. Half of them attended eight sessions of direct math instruction, the other half spent the same amount of time taking practices quizzes and then working with teachers on spotting and correcting errors. When all students took the exam, both groups improved their scores by about the same amount. The difference was that teachers working with the quiz/correction group needed to spend half as much time with students as the direct instruction teachers. In other words, collaboratively delving into error analysis was a much more efficient approach.

- *The power of peer instruction* – About a hundred university students wearing headgear that could measure neural engagement were shown a 10-minute multimedia presentation about the Doppler Effect. Students were then divided into three groups: the first re-read lesson material; the second explained what they had learned to themselves; the third explained their learning to a peer. The third group reported elevated levels of anxiety and showed the highest level of brain activity in social and cognitive areas – and they significantly outperformed the other student groups on tests of recall and transfer, including “elaborative statements” and examples. The researchers said the peer-instructing students clearly upped their game, adapting explanations to the needs of their listeners. The takeaway: teachers should sprinkle turn-and-talk and other engaging peer interactions into every lesson.

- *Covid’s long tail* – Several studies show the continuing effect of the pandemic on student attendance, emotional regulation, and performance from kindergarten through the secondary grades. Terada and Merrill liken this to the phenomenon of cars on a busy highway continuing to slow down hours after the debris of a serious accident has been cleared away – “lingering effects in the absence of a proximate cause.” District leaders interviewed in a RAND study said student performance may “not improve without new approaches to make school more engaging.”

- *Overprotecting English learners* – Researchers observed thousands of grade 1 and 2 students (including ELs and English-proficient students) as they studied a 10-week literacy unit that incorporated science and social studies content. Some of the ELs were involved in the curriculum’s interactive readalouds of informational texts, target vocabulary, peer discussions,

and structured writing tasks, all of which pushed ELs to use their new language skills and build conceptual understanding. Other ELs were removed for remediation in tests of domain-specific vocabulary knowledge and argumentative writing. The first group of ELs outperformed the second, making the case for including ELs with linguistically diverse peers and immersing them in social studies and science content.

- *A possible youth mental health turning point* – After years of alarming data on increases of teen anxiety, sadness, depression, suicidal ideation, and suicide attempts, CDC researchers found a modest improvement in 2023. Schools have been in the forefront of addressing this crisis, using billions of dollars of Covid relief funding to hire additional counselors and connecting students to hospitals and clinics. Still, three in ten high-school students still struggle with poor mental health, with female, Native American, and LGBTQ teens faring worst.

- *The bigger picture of early reading instruction* – There are signs that the recent science of reading push has resulted in “overcorrecting and oversimplifying,” say Terada and Merrill. Studies confirm that phonics is important for beginning readers, but so are the other components of good literacy instruction – building comprehension skills, vocabulary, and sustained attention and applying skills to books and short stories. There is a ceiling on the amount of decoding instruction that’s needed, and some students need more than others. As one kindergarten teacher put it, “I always had a kiddo or two that came in as a reader [and another] who never heard a story or held a book. It is my job to design instruction that moves both children forward.”

[“The 10 Most Significant Education Studies of 2024”](#) by Youki Terada and Stephen Merrill in *Edutopia*, December 6, 2024

[Back to page one](#)

5. Lessons from a California High School 50 Years Ago

In the final chapter of her book about Sunnyvale High School in the Bay Area of California, which she attended in the 1970s, Karen Hansen (Brandeis University) analyzes what she believes made the school so special for its multiracial, working-class students:

- *Effective educators* – Many were first-generation college graduates and people of color who used their own backstories, experiences, and identities as assets, serving as role models for students.

- *Experimentation* – Teachers were allowed to try out new ideas for classes and extracurricular activities, including some that didn’t work. Flexibility by administrators gave teachers and students the chance to exercise initiative, take on challenges, and solve problems.

- *Student-staff relationships* – In a wide variety of extracurricular activities on and off the campus, students got to engage with educators in a sustained way.

- *Multiple ways to belong* – Every student had access to connections within the school that allowed them to grow, develop, and feel part of the community, leading them to show up every day and invest in their own education.

- *Grace* – When kids made mistakes, educators gave them the benefit of the doubt, assuming they acted impulsively out of ignorance or fear, and didn’t give up on them. There was flexibility with rules, giving kids a chance to learn from their mistakes.

- *A broad curriculum* – Students who were headed for college, and the majority who were preparing to enter the workforce, were engaged with offerings in academics, art, music, vocational courses, theater, and sports.

- *Inclusion* – The school created opportunities for students with different interests – or no special interests at all – to engage, explore, and develop talents they didn’t know they had. Vocational and academic experiences embraced a wide range of learning styles.

- *Cultural breadth* – History and literature were taught in ways that reflected the full range of students’ racial ancestry, ethnic heritage, and social backgrounds and created a basis for mutual understanding.

- *Talking about race* – Outside-the-classroom forums encouraged students to address racial inequality and foster solidarity across racial, ethnic, class, and gender lines, fostering student voice and agency.

- *School pride* – There were multiple pathways for nurturing students’ connections with the school and each other, their sense of worth, and a collective commitment to shared values and goals.

“The reforms adopted at Sunnyvale High,” Hansen concludes, “resulted from the synergy of broad thinking, concern for youth, and the wisdom of generations of educators. That some of their ideas seem cutting-edge today is a testament to their vision. Many of these practices are being adopted in high schools across the country and can be implemented by committed principals and teachers. Some innovations come with price tags, but others simply require educators and students alike to rise to human challenges, expressing empathy, acting with determination, and respecting the minds and lives of young people.”

[*Working-Class Kids and Visionary Educators in a Multiracial High School: A Story of Belonging*](#) by Karen Hansen with Nicholas Monroe, Lexington Books, 2024; Hansen can be reached at khansen@brandeis.edu. For a 30% discount, enter promo code LXFANDF30 on the [Lexington Books](#) webpage.

[*Back to page one*](#)

6. Leading with Emotional Intelligence

“How educators feel matters,” say Marc Brackett and Karen Niemi (Yale University Child Study Center) in this *District Management Journal* article. “Their emotional outlook influences instructional quality, student achievement, and the overall classroom and school climate.” These days, educators aren’t especially happy. The most common emotions in the wake of the pandemic include frustration, anxiety, worry, sadness, and feeling overwhelmed by student behavior, high-stakes testing, strained relationships with colleagues and administrators, and the broader sociopolitical climate. “Teachers who are struggling emotionally,” say Brackett and Niemi, “are less able to model effective emotional regulation strategies their students so desperately need.”

When asked how they *want* to feel – their ideal emotional state – educators mention (depending on how the question is asked) being happy, supported, respected, joyful, competent, excited, appreciated, calm and peaceful. But having these positive feelings all the time can't be the goal, say Brackett and Niemi. "It's not how life works. What educators need is the ability to understand, experience, express, and manage the full range of emotions, just like their students. They need an education in emotional intelligence."

The Yale Child Study Center has developed the RULER acronym to describe five key emotional intelligence skills that can be nurtured through effective PD:

- **R**ecognizing emotions in one's own thoughts and physiology and in others' facial expressions, body language, vocal tone, and behavior;
- **U**nderstanding the causes and consequences of emotions;
- **L**abeling emotions with precise vocabulary;
- **E**xpressing emotions according to social norms and cultural contexts;
- **R**egulating emotions with helpful strategies.

Emotions can be charted on a mood meter (click the article link below for a graphic) with low and high pleasantness on the x axis and low and high energy on the y axis.

- The high energy/high pleasantness quadrant includes happiness, joy, and excitement.
- The high energy/high unpleasantness quadrant has anxiety, frustration, and anger.
- The low energy/low pleasantness quadrant has sadness, disappointment, and loneliness.
- The low energy/high pleasantness quadrant has calmness, serenity, and feeling relaxed.

And there's [an app](#) for charting these emotions, which, along with a schoolwide program, can help build emotional self-awareness and intelligence.

Brackett and Niemi have these pointers for school leaders to foster emotional intelligence in their schools:

- Model emotional awareness and regulation, setting the emotional tone.
- Check in with colleagues' feelings, opening the door for discussion and intervention.
- Provide SEL professional development for staff, empowering people to better understand and manage their emotions.
- In supervision, encourage teachers to discuss the emotional aspects of their work.
- Tell colleagues to disconnect during evenings, weekends, and holidays.
- Protect non-teaching time, including prep periods, planning time, and lunch.
- Limit administrative tasks, paperwork, and unnecessary duties.
- Set clear expectations around availability to students, parents, and colleagues.
- Maximize opportunities for collaboration, social connection, and emotional support.
- Encourage and model self-care by visibly prioritizing leaders' own wellbeing.

["Emotionally Intelligent Leadership"](#) by Marc Brackett and Karen Niemi in *District Management Journal*, Winter 2025 (Vol. 34, pp. 26-32)

[Back to page one](#)

7. Books About Social Activism for Young Readers

In this article in *Social Studies and the Young Learner*, Iowa preschool teacher Taylor Marsho and five colleagues recommend books that several teachers used to explore issues of injustice, affirm students' identities, and link activism to students' artwork. In the course of this curriculum unit, teachers asked students:

- How can you help a friend with a problem they are facing?
- "Big ideas need big plans." What is something you would like to do to make our classroom better?
- What can you do to treat others the way they want to be treated?
- When you try to make big, important changes in the world, sometimes people will think differently of you. How can you keep going to make change?

Here are the books, which sparked lively discussions and student artwork on the questions:

- *All the Way to the Top* by Annette Bay Pimentel about Jennifer Keelan-Chaffins's fight for the Americans with Disabilities Act
- *Mary Wears What She Wants* by Keith Negley about women's rights activist Mary Edwards Walker;
- *Kamala and Maya's Big Day* by Meena Harris about how the young Kamala Harris and her sister Maya Harris advocated for transforming an empty apartment courtyard into a playground;
- *The Youngest Marcher* by Cynthia Levinson about how nine-year-old Audrey Faye Hendricks protested segregation laws in Alabama.

["Promoting Student Activism Through Children's Literature and Social Justice Art"](#) by Taylor Marsho, Ashtyn Riley, Deidra Rudd, Morgan Schmidt, Sunah Chung, and Sarah Montgomery in *Social Studies for the Young Learner*, November/December 2024 (Vol. 37, #2, pp. 5-10); Marsho can be reached at taylor.marsho16@gmail.com.

[Back to page one](#)

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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 54 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 HTML version as well.

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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
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Ed Magazine
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Exceptional Children
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
Kappan (Phi Delta Kappan)
Knowledge Quest
Language Arts
Language Magazine
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
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School Library Journal
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Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
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
Urban Education