Marshall Memo 718

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 8, 2018

In This Issue:

Quotes of the Week

"That's one of my frustrations in the business. Why don't we start with acknowledging and recognizing that we do have excellence all around us? Why would you take a teacher who uses a method that you may not like, who uses a method perhaps out of the 1970s, but they're having an impact on their kids – why would you change that? … Some of those teachers with their arms crossed in the back of the room don't need to change. Some of them do. Your first job is to work out which camp they are in."

John Hattie in an interview with Justin Baeder, Principal Center, December 25, 2017
https://www.principalcenter.com/john-hattie-ten-mindframes-visible-learning-teaching-success/

"How does the current array of technology in schools fit with the ages-old aspiration of forming thoughtful and reflective young men and women who will strive for a greater good beyond themselves?"

David Scoggin (see item #2)

"Rather than focusing on grades and test scores, students need opportunities to take on big issues, work with diverse teams, and produce innovations that will make their communities proud. Technology can help motivate and accelerate learning. It can help young people create and invent, launch social movements, and even contribute to solving global problems."

Tom Vander Ark (*ibid*.)

"When school librarians work in silos, it is easy for them to become discouraged, stop growing, and even be considered irrelevant in this increasingly digital age. When librarians are part of the vital work of the school and district, however, it is difficult to imagine making changes in schools without them."

Kristen Mattson and Allan Davenport in "Collaborative Leadership as a Catalyst for Change" in *Knowledge Quest*, January/February 2018 (Vol. 46, #3, p. 14-21), no e-link available; author e-mails: Allan_Davenport@ipsd.org and Kristen_Mattson@ipsd.org

1. Hidden Rhythms Within Each Day

In this *Wall Street Journal* article, author Daniel Pink says that standard units of time – seconds, hours, weeks – "are really fences that our ancestors constructed to corral time. But one unit remains beyond our control: We inhabit a planet that turns on its axis at a steady speed in a regular pattern, exposing us to consistent periods of light and dark. The day is perhaps the most important way that we divide, configure, and evaluate our time."

Research over the last 100 years has come to three conclusions about the impact of time of day on humans:

- Each day, our cognitive abilities change in regular, predictable ways: a peak, a trough, and a rebound (about 20 percent of people have the reverse sequence).
- People's daily low point can be the equivalent of drinking the legal limit of alcohol.
- We're more and less effective at some tasks at different points in the daily cycle.

(To find out if you're a night owl, take a day when you aren't waking to an alarm clock and find the mid-point between bedtime and waking up. If it's 5:30 a.m. or later, you're an owl.)

• *The peak* – During this part of the day, our executive functioning and concentration are at their best. For 80 percent of people, sharp-minded analytical capacities crest in the late morning, so that's when it's smart to do work that requires heads-down concentration and brainpower.

• *The trough* – Executive functioning plummets during the afternoon. One study found that in hospitals, harmful errors with anesthesia were three times more likely to occur after 3 p.m. Another study in Denmark found that students who were randomly assigned to take tests in the afternoon performed at a level equivalent to having missed two weeks of school. (Interestingly, if students had a 20-30-minute break to eat, play, and chat before the test, they scored higher than morning test takers.) Early afternoon is the part of the day when it's best to do routine administrative work – answering e-mail, filing papers.

• *The rebound* – For most people, this is the late afternoon and early evening. It's the best time to be creative, engaging in activities that have non-obvious, surprising outcomes. "In the late afternoons and early evenings," says Pink, "most people are somewhat less vigilant than during the peak, but more alert and in a better mood than during the trough. That combination has advantages. A boosted mood leads to greater openness. A slight reduction in vigilance lets in a few distractions – but those distractions can help us spot connections that we might have missed when our filters were tighter." This is a time for brainstorming and creative thinking. (For night owls, this is in the morning.)

The implication of these findings is that we should tune in to our unique body rhythms and, if possible, synchronize activities to the optimal time of day. What about exercise? If the goal is to lose weight or boost mood for the rest of the day, Pink says morning workouts are

best. To avoid injury, afternoon or evening workouts are optimal. What about breaks from work? It turns out that frequent, short breaks are best, especially if they involve moving around – for example, a five-minute walk every hour. Breaks are even more beneficial when they're taken outdoors, with colleagues, and our minds are completely off work.

"How to Be Healthier, Happier, and More Productive: It's All in the Timing" by Daniel Pink in *The Wall Street Journal*, December 29, 2017, http://on.wsj.com/2Edo3oF; Pink's book is *When: The Scientific Secrets of Perfect Timing* (Riverhead Books, 2018).

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2. Two Views on the Role of Technology in Schools

"What if today's connected youth are not well served by spending school hours in front of screens?" asks the lead-in to a pair of articles in *Education Next* by Daniel Scoggin (GreatHearts Charter Schools) and Tom Vander Ark (Getting Smart). Here is their point-counterpoint:

• *A skeptic* – "How does the current array of technology in schools fit with the ages-old aspiration of forming thoughtful and reflective young men and women who will strive for a greater good beyond themselves?" asks Scoggin. He has no problem with schools using technology to support good teaching and content, performing mundane tasks, serving as a "coach-tutor" assessing learning and responding to students' needs, facilitating student research, bringing dramatic videos and world-class guest speakers into the classroom, and allowing teachers to share best practices within and among schools.

But technology does best in areas with right and wrong answers, he says, and less well for higher-order thinking and social-emotional skills. We should use low-tech approaches for "shaping not just our students' ability to persevere and solve difficult problems but also their character – their empathic connections with others, their capacity to see our shared humanity, and their ability to problem solve with others for the common good… The scarce quality among our children today is not intelligence but rather the ability to deliberate carefully, to see the multiple sides of an issue, and then to exercise sound judgment according to grounded values and proper ends." In other words, wisdom.

Can't technology and social media serve these ends? Scoggin doubts it. He believes that, as with parenting, these qualities must be nurtured through direct human interaction. He quotes David Brooks on the distinction between "thin" institutions that are anonymous, ephemeral, transient, and transactional, and "thick" institutions that engage the whole person – head, hands, heart, and soul – in physical locations like the family dinner table. "The best schools have qualities in common with an extended family, a traveling sports team, or a military platoon," says Scoggin. "They are thick communities, where students and teachers celebrate and suffer together; where you know when someone is having a bad day and ask what you can do to help; where in the classroom adventure and risk, cheers, and even embarrassment are experienced directly; where the wrinkle of a brow and what is not said means just as much as what is spoken; and where disagreement can squat in the room like the elephant it usually is and not be mouse-clicked away."

In the charter school network he founded, Scoggin says students use technology where it's appropriate, but every day engage in two-hour Socratic dialogues on literature, philosophy, history, and other subjects. Students put away their devices for part of each day and "engage with one another and the subject matter, to think, to laugh, and even, sometimes, to be bored and figure out what they are going to do about it. They are asked to leave behind the neurochemical high of skimming, surfing, texting, and Snapchatting, and engage the frontal lobes of their brains, the executive functions of deep reading, intuiting first principles, problem solving, and recognizing the inherent value of the human beings in front of them."

• *An advocate* – Vander Ark (formerly with the Gates Foundation) believes that more important than the question of how much screen time students should spend is, "are students engaged in powerful learning experiences and, whenever possible, given voice and choice in what, how, and when they learn?" He believes digital technology "can powerfully facilitate this process, if thoughtful adults deploy it wisely."

The problem, he says, is that computers surged into schools at the same time as the national push for standards, assessment, and accountability, and the combination was not good for either initiative. For 25 years, many schools were locked into teaching to the test with grade-level cohorts and "valued seat time over learning, proficiency over growth, and consumption over production. We learned that good teaching matters but forgot how important it is to give students agency over their own learning. Instead of encouraging innovation with the newly available tech tools, accountability systems based on narrow and dated measures tended to clamp down on new approaches."

But we have entered a new era, says Vander Ark, featuring five key developments: worldwide connectivity (soon 20 billion devices will be linked); intimate computing (where your device knows you and can continuously learn about your information needs); experiential computing (immersing students in augmented and virtual reality); tech-facilitated personalized learning (diagnosing proficiency and adjusting instruction to students' performance); and competency and credentials (allowing students to demonstrate proficiency in specific skill sets anytime, anywhere).

The key to getting school screen time right, says Vander Ark, is asking, "What should young people know and be able to do? What kinds of experiences will help them develop important knowledge, skills, and dispositions?" Having answered these questions, pioneering schools are using technology to forge ahead with individually paced, project-based learning that promotes a full range of competencies – critical thinking, collaboration, problem-solving, and taking responsibility for one's own learning. "These new models," he says, pointing to the 200-school New Tech Network, "blend learning activities – long and short, online and offline, individual and team, production and consumption, discipline-based and integrated – into a productive sequence of personalized learning experiences."

What's essential to effective use of technology, Vander Ark concludes, is wise management and oversight: "Technology is an amplifier. It can make good parents, teachers, and experiences better – or it can have the opposite effect. Mobile devices, games, and social applications are potentially addictive and can lead to unproductive or even dangerous

behaviors… Appropriate limits are essential." He believes very young children should have little or no access to screens and schools need to have guidelines for cyber-safety and security.

It's time for teachers and parents to "lean in rather than push back," says Vander Ark. Too many students are bored, tired, and stressed in school. "Rather than focusing on grades and test scores, students need opportunities to take on big issues, work with diverse teams, and produce innovations that will make their communities proud. Technology can help motivate and accelerate learning. It can help young people create and invent, launch social movements, and even contribute to solving global problems."

"Should We Limit 'Screen Time' in School?" by Daniel Scoggin and Tom Vander Ark in *Education Next*, Winter 2018 (Vol. 18, 31, p. 54-63), http://bit.ly/2gz4c9d

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3. Children's Lying

In this *New York Times* article, author Alex Stone reports on the surprising outcomes of a study of young people's dishonesty. Researchers told children not to look at a hidden toy and then made an excuse to leave the room. Within seconds of being left alone, the vast majority of children peeked at the toy. When the researcher returned, a significant number who had looked said they hadn't. "At least a third of 2-year-olds, half of 3-year-olds, and 80 percent or more of children 4 and older will deny their transgression," says Stone, "regardless of their gender, race, or family's religion." What's more, none of the adults who spoke with children afterward, even their parents, were able to consistently tell who was lying and who was telling the truth.

A number of studies conducted by developmental psychologist Michael Lewis and others have reached these conclusions:

- Toddlers who lie have higher verbal I.Q.s than those who tell the truth (as much as 10 points higher).
- Children who don't peek at the toy have the highest I.Q.s of all – but there are very few of them.
- Children who lie have better executive functioning skills (the ability to control impulses and stay focused on a task) and theory of mind (the ability to see the world through other people's eyes) than those who don't.
- Children with autism and ADHD have trouble lying.

Interestingly, teaching children executive functioning skills and theory of mind makes them more likely to lie.

All this is intriguing, but parents and teachers want children to be honest – which can be crucial in cases involving maltreatment or abuse – and to grow up to be reliable and decent people. What makes children more likely to tell the truth? Here's what researchers have found:

• Carrots work better than sticks. Harsh punishments like spanking do little to deter lying and may be counterproductive. In one study in Africa, children in a school practicing corporal punishment were more likely to lie and were far better at it than those attending a school that used gentler methods.

• Witnessing other children being praised for honesty tends to produce more honest behavior. So do non-punitive appeals – "If you tell the truth, I will be really pleased with you."

• Eliciting an up-front promise to tell the truth has been shown to work. Getting children to make a verbal commitment not to lie was even effective in the toy-peeking experiment.

• Positive stories work better than negative and scary ones. Reading about George Washington telling the truth about cutting down the cherry tree is more effective than reading "Pinocchio" and "The Boy Who Cried Wolf." It's about positive messaging – emphasizing the benefits of honesty rather than the problems caused by dishonesty.

• Bribery can work – as long as the financial reward for honesty is considerably bigger than the perceived benefit of lying. Psychologist Kang Lee, who conducted an experiment in which children got different rewards for each kind of behavior, found there was a sharp increase in honest behavior when the reward reached a certain point. "Their decision to lie is very tactical," he said. "Children are thinking in terms of the ratio."

"Is Your Child Lying to You? That's Good" by Alex Stone in *The New York Times*, January 7, 2018, https://www.nytimes.com/2018/01/05/opinion/sunday/children-lying-intelligence.html

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4. Disciplinary Literacy in a History and a Physics Classroom

In this *Journal of Adolescent and Adult Literacy* article, Emily Rainey, Bridget Maher, and Elizabeth Birr Moje (University of Michigan/Ann Arbor), David Coupland (Skyline High School, Michigan), and Rod Franchi (Novi High School, Michigan) share Moje's 4-Es theory of what content-area literacy should accomplish:

- Engaging and apprenticing students in the problem- and text-based work of the discipline in question;
- Engineering classroom experiences so students understand and use the discipline's cognitive strategies;
- Examining how words, language, and other representations are used in the discipline;
- Evaluating the ever-evolving cultural practices of the discipline and connections with students' own cultural practices.

The article gives examples of what disciplinary literacy looks like in two of the authors' Michigan classrooms:

• *Rod Franchi's 10th-grade history* class – In November of a school year, Franchi explained the specific ways historians read primary-source documents and gave students a protocol for examining a document's source, the author's argument and potential biases, and questions raised. Franchi then gave each student a different artifact (e.g., a letter, a transcribed political speech) pertaining to a proposal in the early 1800s that all Native Americans would be required to move to Indiana. Students were asked to analyze their document and make a text-based claim about what the author of their document would say about this proposal. Students then had a whole-class debate, each speaking as the author of his or her artifact, with the teacher not participating ("Don't look at me, even if I'm doing jumping jacks," he said).

Students debated for about 20 minutes, with almost all taking part. At one point, after the student with Andrew Jackson's artifact made an offer to buy land, another student said, "I'm Tecumseh. And so, you're just going to buy a country? So, could you buy America? Could you buy the land? Could you buy freedom? Could you buy air?" Franchi then had students step out of their roles and discuss the divergent perspectives of the different historical actors they had represented. "As you look at the whole debate," he said, "what does it tell us about dynamics between white Americans and American Indians at this time?" This led to a discussion about students' use of historical literacy practices and how they help construct knowledge of history. "When you analyzed this as a historian," he asked, "what did you notice?"

This lesson touched all the 4-E bases: for the first part of the period, students were *engaged* in close analysis of their historical artifacts using a protocol; Franchi then *engineered* a debate that required students to empathize with their historical actor's perspective and engage with actors with different points of view; students closely *examined* the vocabulary and ideas in the documents; and in the debate and subsequent discussion, students *evaluated* historical figures and events from a modern perspective.

• *David Coupland's 11-12th grade physics unit on projectile motion* – At the beginning of the class, Coupland tossed a ball to a student in the front row and asked students to describe the trajectory of the ball. As students called out different terms ("parabola," "constant velocity"), he said, "You're mixing observations with explanations… Focus on what you're observing… It's actually a barrier in science when you think you understand something. It's hard to see anything but what you think you'll see." Coupland then had students work in groups to articulate specific descriptions of the ball's motion.

Two minutes later, he asked students to frame their observations in the sentence frame, "What is the relationship between ___ and ___ for ___?" "This is a way to get started with experimental questions," he said, "and actually a lot of scientific papers follow this format." One group of students suggested, "What is the relationship between the position and time for a ball in projectile motion?" Coupland then showed students how to use a software program to import and analyze video of a ball's motion, reminded them about lab notebook protocols, and got them working in groups for the reminder of the 45-minute period, representing their findings on whiteboards using graphs, mathematical notations, and written explanations.

The next day, Coupland recapped the previous day's lesson and said, "Now I want to put this into the kind of question that you might write a paper about, particularly if this were 500 years ago and you were Galileo and you were trying to understand the nature of motion. So, here's the question: In projectile motion, does the time it takes an object to fall a specified distance depend on the mass of the object or on the horizontal velocity of the object? You can assume that air resistance is negligible." Students were told to strive to follow "how it's done in physics." He explained that this process was different from English and social studies classes, where there could legitimately be different points of view that are equally valid. "In science," he said, "we assume that at some point, we're all going to agree, but in the meantime, we can have an argument about it."

Students then stood in a circle around the classroom and each group presented its findings from the day before, sharing their system maps, equations, and reasoning on their whiteboards. Coupland urged students to listen carefully to classmates' explanations and take notes, since the results of groups' experiments would be stronger evidence for their arguments than looking at one experiment.

Again, this lesson hit all the 4-Es criteria for a disciplinary lesson: Students were *engaged* in constructing, investigating, and communicating about a core physics question. Through his scaffolding, Coupland *engineered* understanding by naming physics literacy practices, assumptions, and conventions, including the typical parts of a physics argument. He had them *examine* physics vocabulary and protocols (as contrasted to other subject areas), and he had them *evaluate* the claims of different groups to synthesize the best possible scientific explanation of motion.

The authors say these lessons are examples of "cutting-edge" instruction, and could be applied to all levels of the secondary-school curriculum. "We believe that the cumulative effect of such teaching on young people's lives would be transformative," they say, "as it is radically different from the experiences that many students have in schools… In designing and enacting layered, integrated literacy instruction that was fully in the service of disciplinary inquiry, both educators offered all students opportunities to learn to participate in the interesting and joyful work of constructing knowledge. Simultaneously, they honored who their students were, and they supported students' consideration of how they might ultimately use tools of inquiry, including disciplinary literacy practices, in their future learning and their lives."

"But What Does It Look Like? Illustrations of Disciplinary Literacy Teaching in Two Content Areas" by Emily Rainey, Bridget Maher, David Coupland, Rod Franchi, and Elizabeth Birr Moje in *Journal of Adolescent and Adult Literacy*, January/February 2018 (Vol. 61, #4, p. 371-379), http://onlinelibrary.wiley.com/doi/10.1002/jaal.669/abstract; the authors can be reached at erainey@umich.edu, bmaher@umich.edu, moje@umich.edu, coupland@aaps.k12.mi.us, and rod@thehistorychase.org.

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5. "Text Sets" That Improve Teens' Reading Proficiency

In this *Journal of Adolescent and Adult Literacy* article, Sarah Lupo (James Madison University), John Strong, William Lewis, and Sharon Walpole (University of Delaware/ Newark), and Michael McKenna (University of Virginia/Charlottesville) list four key variables in adolescents' reading development:

- The volume of material they read (ideally 2-4 hours of literacy content learning a day);
- Text difficulty (ideally students read a variety of levels, including some challenging texts, with support, to stretch proficiency);
- Background knowledge (a crucial element in comprehension);
- Motivation (hooking students' interest is helpful, as is experiencing success).

One way to enhance all four and accelerate adolescents' reading proficiency and confidence is the use of text sets – carefully chosen groups of material that complement each other, provide

different perspectives and reading levels, build students' interest and confidence, and deepen the reading experience. What text sets have in common, say the authors, "is their focus on providing students the chance to look across texts and build both general and disciplinary knowledge."

Text sets typically include four reading experiences. The combination is designed to increase text volume, build background knowledge, embrace complexity, and spark motivation:

- A target text that is challenging in terms of the language and knowledge required;
- A visual or video text;
- An informational text;
- An accessible text from young adult fiction, popular culture, or a nonfiction article.

The sequence in which students experience the texts is important. The authors have found that starting with a motivating text and interspersing supporting texts between chunks of the target text works best. For example, in a curriculum unit on World War I, students viewed video clips about gassing and trench warfare; read the website *The Long, Long Trail: The British Army in the Great War of 1914-1918*; read Wilfred Owen's poem "Dulce et Decorum Est"; read "Gas Attack, 1916" on the *EyeWitness to History* website; then reread the Owen poem to analyze how his word choices communicate the horror of gas attacks.

Of course it's important for teachers to build vocabulary and background knowledge before reading, use paired reading and disciplinary literacy strategies during reading, and get students involved in discussions and writing after reading.

The authors suggest several text sets in different subject areas, starting with an ELA unit on *To Kill a Mockingbird* by Harper Lee:

- Visual text: Video segments from the PBS series *Finding Your Roots with Henry Louis Gates, Jr.;*
- Informational text: Excerpts from *The Rise and Fall of Jim Crow* by Richard Wormser;
- Target text: *To Kill a Mockingbird* (Part 1);
- Accessible text: Excerpts from *The Trial of the Scottsboro Boys* by David Aretha;
- Target text: *To Kill a Mockingbird* (Part 2).

Here is a suggested text set for a high-school biology unit on genetics:

- Visual text: "How Mendel's Pea Plants Helped Us Understand Genetics" by Hortensia Jimenez Diaz on the TED-Ed website;
- Informational text: "Mendel's Pea Plants" on the CK-12 website;
- Accessible text: "Opinion: Scientists Discuss When 'Gene Editing' Technology Should Be Used" by *Scientific American*, adapted by NewsELA staff
- Visual text: "Sickle Cell Disease: Theresa's Story" on the Kids Health website;
- Target text: "Sickle Cell Disease" on the TeensHealth website, reviewed by Robin Miller, MD.

And here is a text set for a social studies unit on the First Amendment to the U.S. Constitution:

- Visual text: "The Bill of Rights: The First Amendment" by Keith Hughes (YouTube);
- Informational text: "Citizenship and the Internet" in *Civics Today* (textbook chapter);

- Accessible text: "Donald Trump Threatens to Sue *The Times* Over Article on Unwanted Advances" by Alan Rappeport in *The New York Times;*
- Target text: Case study based on the *Tinker v. Des Moines School District* (1969) case on high-school students wearing armbands to protest the Vietnam War.

In the full article (see link below) the authors suggest 12 additional units in ELA, science, and social studies.

Lupo, Strong, Lewis, Walpole, and McKenna have piloted text sets in several schools and report very positive reactions: teachers say their students are reading more, absorb more background knowledge, are more confident reading difficult texts, and get better at identifying themes in target texts. Teachers also report that they have changed how they think about incorporating challenging texts in their curriculum, especially for struggling readers. On the negative side, teachers said it was difficult to find easier texts appropriate for their students, and the process of compiling a good text set was time-consuming, making it important for teacher teams to share the work with colleagues and reach out to teachers in other schools doing similar work.

"Building Background Knowledge Through Reading: Rethinking Text Sets" by Sarah Lupo, John Strong, William Lewis, Sharon Walpole, and Michael McKenna in *Journal of Adolescent and Adult Literacy*, January/February 2018 (Vol. 61, #4, p. 433-444), http://bit.ly/2CTnQsQ; the authors can be reached at luposm@jmu.edu, jzstrong@udel.edu, wlewis@udel.edu, and swalpole@udel.edu.

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6. Do Multiple-Choice Test Items Measure Higher-Level Thinking?

In this *American Educational Research Journal* article, Mark Smith (Stanford University) reports on his study of whether 12th-grade U.S. History test items in the NAEP (National Assessment of Educational Progress) accurately measure the historical thinking processes they are designed to measure. These cognitive processes are how historians reason about the past, evaluate the reliability of historical documents, use evidence to formulate historical arguments, and think about historical documents as products of the context in which they were created.

Historical thinking skills are distinct from simple recall of facts, reading comprehension skills, and writing fluency. Here's an example of historical thinking: reading a 1775 diary entry from a British officer describing the Battle of Lexington (which involved "the shot heard 'round the world"), a trained historian wrote, "My guess is that this probably wasn't written until that night or probably not until the next day. He is going to be too busy marching around to stop and write in his diary, so he's had some time to stop and think… and having time to think and knowing that with what happened there was going to be possibly some kind of inquest or something… he probably would be very careful about what he was going to write."

For his study, Smith recruited 27 public high-school students who had completed an AP U.S. history course, taken the NAEP exam, and scored 3 or higher. He asked students to think aloud about their responses to four test items (on the Dust Bowl, the Fourteenth Amendment,

Shays' Rebellion, and *Brown v. Board of Education*) specifically labeled as assessing historical thinking, to see if their reasoning matched the supposed historical thinking demands of each question. Analyzing students' responses, Smith was able to conclude that "in no instances did students engage in the intended processes." It was clear that the test items were actually measuring three quite different skills: factual recall/ recognition, reading comprehension, and test-taking strategies. In addition, even though the NAEP items engaged students in factual recall, the test results "were often not sound indicators of students' knowledge."

Smith concludes, "the fact that items from a highly regarded national exam did not evoke clear evidence of historical thinking when in the hands of students underscores the need for more research into the limitations and possibilities of this item format for measuring these complex disciplinary processes."

"Cognitive Validity: Can Multiple-Choice Items Tap Historical Thinking Processes?" by Mark Smith in *American Educational Research Journal*, December 2017 (Vol. 54, #6, p. 1256-1287), http://journals.sagepub.com/doi/abs/10.3102/0002831217717949; Smith can be reached at msmith4@stanford.edu.

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7. Short Items:

a. Cornell notes video – This YouTube video is a good summary of how to take Cornell notes: https://www.youtube.com/watch?v=WtW9IyE04OQ.

"How to Take Cornell Notes" by Jennifer DesRochers, July 26, 2012

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b. Websites on race – In this *Journal of Adolescent and Adult Literacy* article, Sara Demoiny (Auburn University) recommends three websites as resources for discussions of race as a social construct:

- Race: The Power of an Illusion: http://www.pbs.org/race/000_General/000_00-Home.htm
- Race: Are We So Different? http://www.understandingrace.org/home.html
- Project Implicit: https://www.projectimplicit.net/index.html

"Websites to Explore Race as a Social Construct" by Sara Demoiny in *Journal of Adolescent and Adult Literacy*, January/February 2018 (Vol. 61, #4, p. 469-472), no free e-link; Demoiny can be reached at sbd0026@auburn.edu.

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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 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.

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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
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
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