Marshall Memo 1000

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 28, 2023

In This Issue:

Quotes of the Week

"We inhabit a society in which people are no longer trained in how to treat others with kindness and consideration."

David Brooks (see item #1)

"*Ted Lasso* is about an earnest, cheerful, and transparently kind man who entered a world that has grown cynical, amoral, and manipulative, and, episode by episode, even through his own troubles, he offers people around him opportunities to grow more gracious, to confront their vulnerabilities and fears, and to treat one another more gently and wisely."

David Brooks (*ibid*.)

"We look to the past to guide the future, but the present is where we live. We prepare for the worst and hope for the best. It may all turn out fine in the end."

Alexandra Schwartz in "Man Child: Raising a Boy in a World of Male Monsters" in *The New Yorker*, July 3, 2023 (pp. 63-65)

"Commanding other people to behave in a way that aligns with your interests while denying theirs cannot create strong teams, precisely because it goes against the way human brains work. While certain situations require command energy (military exercises; stopping your kid from running into a busy street), it rarely works in most realms of our lives."

Julia DiGangi in "The Anxious Micromanager" in *Harvard Business Review*, September-October 2023 (Vol. 101, #5, pp. 52-55)

"The trick to remembering is to almost forget."

Nicky Case on retrieval practice (see item 10a)

"Don't be a sucker."

A subtext of a Chinese elementary math curriculum's tricky problems (see item #10b)

1. David Brooks on Moral Education 2.0

In this article in *The Atlantic*, David Brooks says he's obsessed with two questions: Why have Americans become so sad – increasing rates of loneliness, depression, and suicide? And why have Americans become so mean – polarization, conspiracy theories, mass shootings? Several explanations have been offered:

- Technology – social media are driving us crazy.
- Sociology – people participate less in community organizations and are isolated.
- Demography – white Americans are in a panic about increasing racial diversity.
- Economy – high levels of inequality and insecurity make people feel afraid, alienated, and pessimistic.

These are all real, says Brooks, but they don't fully explain why Americans have become so sad and so mean.

The most important reason "is also the simplest," he believes: "We inhabit a society in which people are no longer trained in how to treat others with kindness and consideration. Our society has become one in which people feel licensed to give their selfishness free rein." That's happened because a web of institutions – families, schools, religious groups, community organizations, and workplaces – are not doing the job they used to do: forming people into kind and responsible citizens who show up for one another.

"For a large part of its history," says Brooks, "America was awash in morally formative institutions" that taught people three things:

- How to restrain their selfishness – keeping their "evolutionarily conferred egotism under control;"
- Basic social and ethical skills – how to welcome a neighbor into the community, how to disagree constructively;
- Finding a purpose in life – "practical pathways toward a meaningful existence."

For 150 years after the nation's founding, says Brooks, leaders focused on perfecting what they acknowledged were flawed human beings. Moral education was a centerpiece in schools and universities; the *McGuffey Readers* and other textbooks were full of tales of right and wrong. Churches, Sunday schools, the YMCA, the Boy Scouts and Girl Scouts, settlement houses, professional organizations, unions had similar themes. One 19th-century headmaster said the purpose of his school was to turn out young men who were "acceptable at a dance and invaluable in a shipwreck."

The two premises of this moral drive, says Brooks, were (a) "training the heart and

body is more important than training the reasoning brain," and it is accomplished through "the repetition of many small habits and practices, all within a coherent moral culture," and (b) "right and wrong are not matters of personal taste; an objective moral order exists." Underlying both was a belief in human fallibility. "The force of sinfulness is so stubborn a characteristic of human nature," said Martin Luther King Jr. a century later, "that it can only be restrained when the social unit is armed with both moral and physical might."

Coexisting with this crusade, says Brooks, were "all sorts of hierarchies that we now rightly find abhorrent:" beliefs about racial superiority, men dominant over women, antisemitism, homophobia, and more. "Furthermore," he continues, "we would never want to go back to the training methods that prevailed for so long, rooted in so many *thou shall nots* and so much shaming, and riddled with so much racism and sexism."

Yet the old push for morality was egalitarian, says Brooks, at least in theory. "If your status in the community was based on character and reputation, then a farmer could earn dignity as readily as a banker. This ethos came down hard on self-centeredness and narcissistic display. It offered practical guidance on how to be a good neighbor, a good friend."

And then, just after World War II, "it mostly went away," says Brooks. A series of phenomenally successful books – *Peace of Mind, The Power of Positive Thinking*, Dr. Spock's child-rearing manual, and others – preached a new gospel of self-actualization. "According to this ethos," Brooks writes, "morality is not something we develop in communities. It's nurtured by connecting with our authentic self and finding our true inner voice. If people are naturally good, we don't need moral formation; we just need to let people get in touch with themselves." A mid-1970s Girl Scout handbook asked, "How can you get more in touch with *you*? What are *you* thinking? What are *you* feeling?"

By the 1960s, says Brooks, K-12 moral education was in full-scale retreat, with an increasing focus on SAT scores and getting into elite colleges and universities. In higher education, the "research ideal" replaced an earlier humanistic ideal of cultivating the whole student and thinking about how to live a good life, which now seemed hopelessly antique.

An analysis of words used in the nation's books in the post-war era showed *bravery* dropping 65 percent, *gratitude* down 58 percent, and *humbleness* 55 percent lower. Incoming college students increasingly said that being financially well off was their leading goal in life. Asked by researchers about their moral lives, young people said they hadn't given it much thought. "I've never had to make a decision about what's right and what's wrong," said one. A common refrain among students was that their teachers steered clear of controversies.

"Moral communities are fragile things, hard to build and easy to destroy," wrote psychologist Jonathan Haidt. Brooks believes that people raised in a culture without ethical structure become "internally fragile," without a moral compass and permanent ideals, with no personal *why*. "Expecting people to build a satisfying moral and spiritual life on their own by looking within themselves is asking too much," he says. "A culture that leaves people morally naked and alone leaves them without the skills to be decent to one another. Social trust falls partly because more people are untrustworthy."

The result is "vulnerable narcissists… people who are addicted to thinking about

themselves, but who often feel anxious, insecure, avoidant. Intensely sensitive to rejection, they scan for hints of disrespect. Their self-esteem is wildly in flux. Their uncertainty about their inner worth triggers cycles of distrust, shame, and hostility." Not surprisingly, suicide rates have risen more than 30 percent since 2000. The pandemic made things worse, but the underlying conditions were there before and remain in full force today.

"Over the past several years," says Brooks, "people have sought to fill the moral vacuum with politics and tribalism. American society has become hyper-politicized… For people who feel disrespected, unseen, and alone, politics is a seductive form of social therapy. It offers them a comprehensible moral landscape: the line between good and evil runs not down the middle of every human heart, but between groups… The culture war is a struggle that gives life meaning." One study found that young people who are lonely are seven times more likely to get involved in polarized politics than non-lonely youth. Politics gives them a sense of righteousness, purpose, and identity.

Brooks points to a couple of glimmers of hope: people openly weeping in theaters as they watched *Won't You Be My Neighbor?,* the film about Mister Rogers "in all his simple goodness – his small acts of generosity; his displays of vulnerability; his respect, even reverence, for each child he encountered." And *Ted Lasso*, the series about an American coach transplanted to U.K. soccer, who said his goal was not the championship but "helping these young fellas be the best versions of themselves on and off the field."

That is a "description of moral formation," says Brooks. "*Ted Lasso* is about an earnest, cheerful, and transparently kind man who entered a world that has grown cynical, amoral, and manipulative, and, episode by episode, even through his own troubles, he offers people around him opportunities to grow more gracious, to confront their vulnerabilities and fears, and to treat one another more gently and wisely."

The question before us, says Brooks, is how to "build a culture that helps people be better versions of themselves." His suggestions:

• *A modern version of how to build character* – What we used to do was gendered and old-fashioned, he says, and points to Iris Murdoch for a better idea: a moral life as something that goes on continually, "treating people considerately in the complex situations of daily existence." Channeling Murdoch, Brooks says, "I become a better person as I become more curious about those around me, as I become more skilled in seeing from their point of view."

• *Mandatory social-skills courses* – Some possible components: how to listen well, be a good conversationalist, disagree with respect, ask for and offer forgiveness, patiently cultivate a friendship, sit with someone who is grieving or depressed. "If we're going to build a decent society," says Brooks, "elementary and high schools should require students to take courses that teach these specific social skills, and thus prepare them for life with one another."

• *A new core element in the college curriculum* – Brooks points to several college courses, including "Life Worth Living" at Yale and "God and the Good Life" at Notre Dame, that have students read classic literature and grapple with questions like: *What is the ruling passion of your soul? Whom are you responsible to? What are my moral obligations? What will it take for my life to be meaningful? What does it mean to be a good human in today's*

world? What are the central issues we need to engage with concerning new technology and human life?

• *Intergenerational service* – Brooks suggests "at least two periods of life when people have a chance to take a sabbatical from the meritocracy and live by an alternative logic – the logic of service." These might be right after school and at the end of one's working years, when young people and seniors come together to serve their communities in meaningful ways – and cooperate with people unlike themselves.

• *Moral organizations* – Most institutions serve both instrumental and moral goals, says Brooks: hospitals heal the sick and make money; newspapers and magazines inform the public and try to generate clicks; law firms defend clients and maximize billable hours; nonprofits serve the public good and fundraise. But too often the instrumental eclipses the ethical, he says. "Moral renewal won't come until we have leaders who are explicit, loud, and credible about both sets of goals." *Here's how we're going to forgo some financial returns in order to better serve our higher mission.*

• *Politics as a moral enterprise* – "Statecraft is soulcraft," says Brooks. "We can either elect people who try to embody the highest standards of honesty, kindness, and integrity, or elect people who shred those standards… Yes, of course people are selfish and life can be harsh. But over the centuries, civilizations have established rules and codes to nurture cooperation, to build trust and sweeten our condition. These include personal moral codes so we know how to treat one another well, ethical codes to help prevent corruption on the job and in public life, and the rules of the liberal world order so that nations can live in peace, secure within their borders."

"Look, I understand why people don't want to get all moralistic in public," Brooks concludes. "Many of those who do are self-righteous prigs, or rank hypocrites. And all of this is only a start. But healthy moral ecologies don't just happen. They have to be seeded and tended by people who think and talk in moral terms, who try to model and inculcate moral behavior, who understand that we have to build moral communities because on our own, we are all selfish and flawed. Moral formation is best when it's humble. It means giving people the skills and habits that will help them be considerate to others in the complex situations of life. It means helping people behave in ways that make other people feel included, seen, and respected."

"How America Got Mean" by David Brooks in *The Atlantic*, September 2023 (Vol. 332, #2, pp. 68-76)

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2. "First Aid" for Mental Distress in the Workplace

In this *Harvard Business Review* article, counseling psychologist Kiran Bhatti and leadership professor Thomas Roulet (University of Cambridge) say managers can't be therapists, but they can provide helpful "first aid" when a colleague shows signs of a mental health crisis. "Fortunately," say Bhatti and Roulet, "the principles of frontline intervention are not as complex as one might think and can be readily learned by nonclinicians… The goal is to

provide rudimentary, on-the-spot care until the individual can get professional help, if it's necessary."

They believe the key concept is Cognitive Behavioral Therapy. Taking the example of someone suffering from social anxiety, CBT focuses on the connections between the person's:

- Cognitive state – negative thoughts such as, *Everyone will laugh at me* or *I'll say something stupid*;
- Mood state – these thoughts lead to feelings of anxiety, fear, or embarrassment;
- Physiological state – racing heart, sweating, shaking;
- Behavioral state – avoiding social situations entirely, which reinforces the negative thought patterns.

Using CBT, this person might be guided to identify and challenge their negative thoughts and develop alternative, balanced, and often more-realistic approaches – for example, *Some people might find what I have to say interesting* and *It's okay to make mistakes*. The person then challenges themself to face triggering social situations, experience new thought patterns and behaviors, and gain confidence.

Bhatti and Roulet say Cognitive Behavioral Therapy is the best approach for the kind of mood and anxiety disorders that arise in the workplace (but not for psychoses such as schizophrenia, which require professional intervention). CBT is usually short-term and straightforward, not delving into childhood memories and previous traumas. Once people understand the basic principles, they can self-administer, taking control of what they think and do and generating a "virtuous cycle."

The authors suggest that managers use the ARC model – acknowledge, respond, change – with colleagues who are in emotional distress:

• *Acknowledge* – The colleague is encouraged to describe the problem (in person or to themself) in terms of the four CBT areas: What am I feeling now? (low and depressed). What's happening with my body? (lethargic, tense). What's going through my head? (*I'm no good at my job; I don't belong here*). What am I doing? (avoiding going to work, disconnected from colleagues). These may be reinforcing each other (a *maintenance cycle*), amped up by avoidance, reduction of activity, and perfectionism.

• *Respond* – Again, the manager is not a therapist, but an important response at this point is empathy, which "is not about offering sympathy," say Bhatti and Roulet, "but rather about being committed to fully understanding someone's experience. It requires a conscious effort of perspective taking. Empathy can help a person in distress feel less alone and more understood."

• *Change* – A useful tool when a colleague feels stuck is *cognitive reframing* – replacing unhelpful thoughts with a more-realistic and balanced view of the situation. Key steps: (a) identify unhelpful thoughts; (b) evaluate those thoughts; and (c) foster an alternative and more-realistic perspective and increase opportunities to engage in intrinsically rewarding, productive, and social activities.

Throughout this process, say Bhatti and Roulet, the manager needs to be supportive and nonjudgmental, expressing faith in the colleague's ability to dig their way out of the emotional

hole, acting as the critical agent of improvement. "This is not a passive process," they say; "quite the contrary. It requires motivation, active participation, and a time commitment from the individual involved… This requires a relationship of trust in which confidentiality is maintained at all times and any personal information shared during discussions remains completely private." Of course it may be necessary to refer the person for more extensive professional help.

"Helping an Employee in Distress" by Kiran Bhatti and Thomas Roulet in *Harvard Business Review*, September-October 2023 (Vol. 101, #5, pp. 38-46); Roulet can be reached at t.roulet@jbs.cam.ac.uk.

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3. Insights on Handling Anxious and Withdrawn Elementary Students

In this *Elementary School Journal* article, John McKirahan, Michele Lease, and Stacey Neuharth-Pritchett (University of Georgia) and Kyongboon Kwon (University of Wisconsin/ Milwaukee) report on their observations of how fourth and fifth graders interact during free time. "Through these interactions," say the researchers, "children learn how to negotiate and resolve interpersonal conflict, develop social problem-solving skills, learn what behavior is valued and appropriate within a peer group's culture, and develop a sense of their own desirability as a social partner."

What about shy, anxious, and withdrawn students? Might they miss out on important peer interactions? These students are often timid and unassertive with their peers, have their ideas and requests ignored or rebuffed, and may become upset and even more withdrawn. To counteract these dynamics, teachers often try to get withdrawn students interacting with classmates via "buddy benches" and other peer-pairing strategies.

With which peers should anxious/withdrawn students be grouped? To most teachers, it seems logical to get them interacting with classmates who are more fun and outgoing. The surprising finding of this study was that the more anxious and withdrawn students were, the better they did when grouped with temperamentally *similar* students. When those students were grouped with outgoing students during free time, they could become more withdrawn and anxious. McKirahan and colleagues add these caveats:

- Teachers may need to ease anxious and withdrawn students into peer interactions in scaffolded stages.
- With more-structured learning tasks (in this study, the researchers observed free time), teachers can introduce clear guidelines and rules for interaction and coax anxious-withdrawn students to interact outside their comfort zone.
- However, if "overprotected and directed," anxious-withdrawn students can become too dependent on adults and less likely to "strive for autonomy" as adolescents.
- More research is needed on meeting the needs of these students.

"Role of the Match Between Individual Levels of Anxious-Withdrawal and Affiliation Group Characteristics in Predicting Distress" by John McKirahan, Michele Lease, Stacey Neuharth-

Pritchett, and Kyongboon Kwon in *Elementary School Journal*, September 2023 (Vol. 124, #1, pp. 31-55); McKirahan can be reached at jm24839@uga.edu.

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4. Math Concepts or Procedures: Which Should Be Taught First?

"Conceptual understanding and procedural fluency are two fundamental aspects of what it means to know mathematics," say Kristin Running, Vimal Rao, and Alisha Wackerle-Hollman (University of Minnesota), Robin Codding (Northeastern University), and Sashank Varma (Georgia Institute of Technology) in this *Elementary School Journal* article. Is conceptual understanding the necessary precursor of procedural fluency, or should procedural fluency serve as a foundation for conceptual understanding?

To address this perennial question, Running et al. set up an experiment in which fourth graders in two economically and racially diverse elementary schools received whole-class instruction in fractions using three approaches:

- Concepts first: six concepts lessons were taught before six procedures lessons;
- Iterative: procedures and concepts were taught together within each lesson;
- A business-as-usual control group using a standards-based curriculum.

The concepts and iterative groups were taught the following fractions concepts and procedures using a Direct Instruction program, Corrective Mathematics:

Concepts:

- Writing fractions and fractions equations in standard notation and using diagrams;
- Comparing fraction magnitudes to a benchmark whole number.

Procedures:

- Addition and subtraction with like denominators and solving fractions equations;
- Multiplying fractions with fractions and fractions with whole numbers.

Over a six-week period, the researchers tested students before instruction, taught twelve 20-minute lessons, and then did post-testing. Assessments covered conceptual and procedural understanding and students' ability to generalize their fractions knowledge.

What were the results? (a) The concepts-first and iterative groups significantly outperformed the control groups; (b) the iterative groups did similarly to the concepts-first groups on conceptual understanding, better on procedural skills; and (c) none of the groups showed improvement on transferring what they learned to novel situations.

The authors believe their study points to the wisdom of teaching concepts and skills together within each lesson. Why? "For the iterative group," they say, "conceptual and procedural instruction were interleaved within each lesson, so students learned and practiced the concepts and procedures across more sessions… Though all students had the same cumulative instruction time, iterative students' practice was effectively more distributed." The iterative approach also forged stronger links between math concepts and procedures.

"Comparing the Effects of Concepts-First and Iterative Fraction Instruction Sequences" by Kristin Running, Robin Codding, Sashank Varma, Vimal Rao, and Alisha Wackerle-Hollman

in *Elementary School Journal*, September 2023 (Vol. 124, #1, pp. 85-108); Codding can be reached at r.codding@northeastern.edu.

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5. Which New York Teachers Stay and Which Leave?

In this *American Journal of Education* article, Andrew Brantlinger (University of Maryland/College Park), Ashley Anne Grant (Johns Hopkins University), and Laurel Cooley (Brooklyn College) report on their study of teacher retention in New York City schools. The researchers looked at the retention rate of secondary-school math teachers recruited through the New York City Teaching Fellows (a fast-track alternative certification program) at the 3-, 5-, and 8-year mark.

The result? Teachers who were graduates of New York City high schools had significantly higher rates of retention in the district at all three milestones than community outsiders, say Brantlinger, Grant, and Cooley, "even those who are the high-achieving graduates of very selective colleges." Looking at the race and age of those recruited into training programs, say the researchers, African-American community insiders who entered teaching at 28 years or older had particularly high odds of long-term retention in New York City schools.

The researchers believe the quality of alternative teacher certification programs is a key factor in teachers' longevity and success, including "a practicum seminar that addresses prospective teachers' experiences with practice teaching and their pressing concerns about teaching," as well as differentiation for "the different needs of different types of teachers working in different types of schools."

"How Long Do Community Insiders and Outsiders Stay? Mathematics Teacher Preparation and Retention in an Urban School District" by Andrew Brantlinger, Ashley Anne Grant, and Laurel Cooley in *American Journal of Education*, August 2023 (Vol. 129, #4, pp. 481-512); the authors are at amb@umd.edu, agrant27@jhu.edu, and lcooley@brooklyn.cuny.edu.

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6. How Tier 2 Interventions Can Widen Achievement Gaps

In this *American Journal of Education* article, Helen Rose Miesner (University of North Carolina/Chapel Hill), Elizabeth Blair (University of Wisconsin/Whitewater), and Chiara Packard, Lyn MacGregor, and Eric Grodsky (University of Wisconsin/Madison) document the "messy realities" of how Tier 2 of Response to Intervention was implemented in seven elementary schools around the U.S. The researchers found that three aspects of RtI were handled with varying levels of effectiveness:

- How often and when Tier 2 interventions took place;
- Which teachers were available to staff the interventions;
- Whether teachers met to look at student data, plan interventions, and adapt instruction.

"Our findings," conclude the authors, "highlight how partial or limited implementations of RtI could broaden gaps for students by removing their access to core, general education

instruction. This finding is especially troubling because issues of inadequate staffing and poor intervention delivery were most pronounced in the three schools in this study that serve the highest proportions of low-income students and the largest proportions of students of color, suggesting that inadequately implemented RtI could exacerbate existing education inequities for these students."

"Instructional Coordination for Response to Intervention: How Organizational Contexts Shape Tier 2 Interventions in Practice" by Helen Rose Miesner, Elizabeth Blair, Chiara Packard, Lyn MacGregor, and Eric Grodsky in *American Journal of Education*, August 2023 (Vol. 129, #4, pp. 565-592); Miesner can be reached at miesner@email.unc.edu.

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7. Attrition of Public School Students During and After the Pandemic

In this *Teachers College Record* article, Thomas Dee (Stanford University) reports on his study of U.S. school enrollment during and after the pandemic. Big picture, K-12 public schools lost 1,200,000 students, mostly in the younger grades. Where did those students go? Between the 2019-20 and 2021-22 school years, private-school enrollment increased by 4 percent and homeschooling increased by 30 percent (it appears that during remote-only instruction, a number of families decided they could handle their children's schooling themselves).

Looking at available data, Dee found that more than one-third of the decline in public school enrollment could not be explained by increases in homeschooling and private school enrollment. Dee believes the discrepancy is due to:

- Population changes (fewer K-12 children);
- Some families deciding to have their children skip kindergarten;
- Families engaging in unregistered homeschool;
- Families allowing their children to be truant.

More research is needed, Dee concludes.

"Where the Kids Went: Nonpublic Schooling and Demographic Change During the Pandemic Exodus from Public Schools" by Thomas Dee in *Teachers College Record*, June 2023 (Vol. 125, #6, pp. 119-129); Dee can be reached at tdee@stanford.edu.

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8. Take a Break Between Meetings!

This *Microsoft Human Factors Lab* study shows that four back-to-back video meetings increase stressful beta-wave activity in the brain – but taking short breaks between the meetings keeps stress levels low. Click the article link to see some alarming graphics backing up this point.

"Research Proves Your Brain Needs Breaks" from Microsoft Human Factors Lab, April 20, 2021 (spotted in *Harvard Business Review*, September-October 2023, Vol. 101, #5, p. 26)

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9. Recommended Children's Books About Clean-Up

"Especially at the beginning of the school year," says author/consultant Kristin Rydholm in this *Edutopia* article, "cleanup time requires intentional instruction to give students the necessary procedural information, and clear labeling can assist their visual understanding of where items belong in the classroom." Rydholm recommends these picture books that help primary-grade students take responsibility and get it done:

- *Little Tiger Picks Up* by Michael Dahl, illustrated by Oriol Vidal
- *Gray Rabbit's Favorite Things* by Alan Baker
- *Little Oink* by Amy Krouse Rosenthal, illustrated by Jen Corace
- *Llama Llama Mess, Mess, Mess* by Anna Dewdney and Reed Duncan
- *Stanley's Toy Box* by William Bee
- *A Mousy Mess* by Laura Driscoll, illustrated by Deborah Melmon
- *Julia's House for Lost Creatures* by Ben Hatke
- *Problem Solved!* by Jan Thomas
- *Zippy Messes Up!* by Anitha Balachandran

In addition, Rydholm recommends this video from The Responsive Classroom on a kindergarten class's routine.

"9 Picture Books About Cleaning Up" by Kristin Rydholm in *Edutopia*, August 16, 2023

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10. Short Items:

a. Retrieval Practice Video – This extended graphic explanation by Nicky Case is a step-by-step guide to using retrieval practice to systematically remember important information. Retrieval practice is applied within the tutorial.

"How to Remember Anything Forever-ish" by Nicky Case, October 2018

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b. American Twins in a Chinese School – This New Yorker article by Peter Hessler describes his twin daughters' two years in a Chengdu, China elementary school – as well as the family history of two of the girls' great-grandfathers. Hessler and his wife thought highly of the Chinese elementary math curriculum, which frequently assigned tricky problems (the subtext: "Don't be a sucker") and really got kids thinking. Here's an upper-elementary problem: *A certain number, when divided by 3, leaves a remainder of 2; when divided by 4, leaves a remainder of 3; when divided by 5, leaves a remainder of 4. What is the smallest that this number can be?*

"A Double Education" by Peter Hessler in *The New Yorker*, July 3, 2023

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c. The Shifting Career Focus – This graphic shows the trends in U.S. bachelor's degrees awarded from 2011 to 2021 in 25 fields, from computer science to the study of religion.

"A Tectonic Shift" based on data from NCES IPEDS, adapted from the American Academy of Arts and Sciences, in *Harvard Magazine*, January-February 2023 (Vol. 125, #3, p. 37)

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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.

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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
Education Digest
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 Ed (formerly Ed. Magazine)
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
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
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