

Marshall Memo 647

A Weekly Round-up of Important Ideas and Research in K-12 Education

August 8, 2016

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Quotes of the Week

"Our kids are going to want to talk about it when they get back to school. If teachers are familiar with it and can talk about it, that's going to be an easy way to build a relationship."

Leo Doran and Michelle Davis in "As Pokémon Craze Grows, Educators Weigh Game's Value" in *Education Week*, August 3, 2016 (Vol. 35, #37, p. 8),
<http://bit.ly/2ailUIx>

"You are performing a feat of interpretation anytime you attempt to communicate with someone who is not like you."

Lauren Collins in "Love in Translation" in *The New Yorker*, August 8 & 15, 2016,
<http://www.newyorker.com/magazine/2016/08/08/lauren-collins-learns-to-love-in-french>

"Mindset is an important part of how socioeconomic disparities get replicated from generation to generation."

Stanford University researcher David Paunesku (see item #4)

"Students need to write much more than any teacher could possibly read. There are some responsible ways of dealing with that – the irresponsible way is not assigning writing. Teachers need to figure out how to multiply themselves. The only audience for a piece of writing shouldn't be the teacher."

Carol Jago of UCLA, quoted in "Common Core Poses Logistical Challenges in Writing Instruction" by Madeline Will in *Education Week*, July 20, 2016 (Vol. 35, #36, p. 6),
<http://bit.ly/28LH9Y8>

1. Making the Shift from Classroom Rules to Value Principles

In this article in *Kappa Delta Pi Record*, Richard Bowman (Winona State University) addresses classroom rules, which are designed to regulate as many as 1,000 teacher-student interactions that take place every day. “To direct the unrelenting social traffic in instructional settings,” says Bowman, “educators historically have proven wondrously creative in crafting rules of conduct to guide, manage, and govern the spaces between and among students... to establish minimum standards of behavior to prevent unacceptable things from occurring.”

Some rules are essential, says Bowman – for example, safety procedures for fire drills, school lockdowns, dangerous weather events, and science labs. But in routine classroom interactions, rules often fail as a method of school governance – especially in getting students to pay attention in class. “No one can truly force anyone to pay attention to anything,” says Bowman. “To maintain students’ attention, exemplary educators create environments where students *want* to pay attention. They do this by attaching meaning to instructional events through linguistic devices such as stories, metaphors, and emotions, as well as by recognizing and managing disruptive forces that divert student attention.”

Rules often come across as specific and negative – *Do not put your feet on the cafeteria tables* – and students acquiesce, comply minimally, play the game of looking for loopholes, or see if they can get away with breaking the rules. “In daily practice,” says Bowman, “student transgressions frequently create a downward spiral of rulemaking to prevent further transgressions. As a result, many students sense being overregulated and distrusted and, ultimately, lose their commitment to school rules and those who make them.” Detailed rules, especially “zero tolerance” policies, lead educators to stop thinking and apply rules arbitrarily, sometimes with ridiculous results – for example, the kindergarten boy suspended for making a drawing that looked like a weapon.

Bowman believes there are only three ways to get students to do the right thing in classrooms: coercion, motivation, and inspiration. The first two depend on external punishments and rewards, are “expensive” in terms of teacher time and effort, and tend to be unsustainable. Inspiration, on the other hand, is “internal, intrinsic, and enduring... there is an overarching sense of the mutuality, common purpose, and collective responsibility required for deep learning... Values-inspired thinking transcends rules by tapping into the power of principles such as justice, fairness, and respect... Values propel students to seek higher ground. They speak to the core of what makes all of us human... In the classroom, values do double duty. They inspire students to do *more than* while simultaneously dissuading students from

doing *less than* what is expected. Thus, to betray one’s values by doing *less than* is to betray one’s self.”

Shifting from a rule-oriented to a values-driven school culture requires looking for the underlying principle in existing rules. For example, the don’t-put-your-feet-on-the-furniture rule mentioned above is about a positive societal value – *Respect our common spaces*. Bowman urges every school to go through this process and come up with its own values code. Here’s an elementary school sample:

- *One’s words and hands should help others to do the right thing, not hurt them in any way.*
- *Treat others with respect and respect others’ things*
- *Take personal responsibility for each of your actions by asking, “Is this who I am?”*
- *Be a promise keeper.*

“Professionally,” Bowman concludes, “values-inspired rules allow educators to become mentors, coaches, and stewards in supporting their students in discovering the self by posing questions such as ‘What am I doing?’ and ‘Why am I doing this?’ In traditional academic settings, power flows from individuals in positions of authority, including administrators and teachers. In self-governing classrooms, the primary source of power flows from a set of values-inspired ideas.”

“Why School Rules Fail: Causes and Consequences” by Richard Bowman in *Kappa Delta Pi Record*, July-September 2016 (Vol. 52, #3, p. 100-105), available for purchase at <http://www.tandfonline.com/doi/abs/10.1080/00228958.2016.1191891>; Bowman can be reached at rbowman@winona.edu.

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2. How Aspects of Adolescent Masculinity Affected a Science Museum Visit

“It is understandable that most research on gender and STEM participation has focused on girls and women, reflecting women’s acute and persistent underrepresentation at the post-compulsory level (and beyond) in the physical sciences and engineering,” say Louise Archer, Amy Seakins, Jennifer DeWitt, Spela Godec (King’s College London), Emily Dawson (University College London), and Christopher Whitby (Science Museum) in this article in *The Journal of the Learning Sciences*. “Far fewer studies have explored the ways in which masculinity may be implicated in young people’s engagement with STEM.” The researchers report on their study of how 36 working-class, ethnically diverse English boys ages 12-13 related to a science museum visit. Three manifestations of masculinity were in evidence:

- *Laddishness* – Energetic horsing around and resistance to formal learning during the visits was a problem, but masculine dynamics did facilitate engagement in certain exhibits that called for competition, machismo, and bravery. In general, however, laddishness did not contribute to much formal science learning or the formation of a scientific identity. It also excluded others from science learning by marginalizing and denigrating the participation of girls and “less hegemonic” boys.

• *Muscular intellect* – A few boys engaged in brainy, “clever,” authoritative, and assertive displays of scientific identification and knowledge, and they appeared to be learning from the museum visits. “On the other hand,” say the researchers, “these performances reinforced dominant elitist representations of science and were also implicated in the marginalization of girls and other boys.” Some of the hands-on exhibits encouraged a competitive and physical mindset, and the overall presentation of science in the museum “foregrounded famous dead white men of science and big boys’ toys.”

• *Translocational masculinity* – A very small number of boys engaged in the museum visits in an intellectually appropriate way that didn’t exclude or denigrate others.

“We suggest,” say the authors, “that our analyses pose a dilemma for science educators who are invested in developing socially just and equitable science engagement and learning experiences. That is, appealing to laddishness and popular masculinity may successfully hook and engage working-class boys with particular science exhibits – yet these experiences may not necessarily enhance the boys’ articulated science learning, understanding, interest, or identity and may also play into the marginalization of girls and other boys.” The researchers also regretted putting too much emphasis on fitting the museum visit into the school’s curriculum rather than finding ways to connect science with students’ own experiences.

The authors conclude that the museum, despite its best intentions, played unwittingly into reproducing “dominant (inequitable) gender relations... [M]asculinity was privileged and normalized within the museum field and... most boys engaged with science through performances of hegemonic masculinity.” The authors suggest some specific ways museums and school staff could make visits more educationally effective and inclusive:

- Thinking broadly about the messages and values about science that are conveyed;
- Including a more-diverse set of scientists, topics, and objects by ethnicity and gender;
- Building in more cooperative and group work by students;
- Adults stopping instances of sexist and homophobic talk and behavior;
- Putting in place appropriate scaffolding to help all students make meaningful connections to the objects and exhibits;
- Working with schools to build long-term relationships and understanding and developing ways to leverage youth identities and resources that are “grounded within the lives, interests, and needs of the young people in question.”

“‘I’m Being a Man Here’: Urban Boys’ Performances of Masculinity and Engagement with Science During a Science Museum Visit” by Louise Archer, Emily Dawson, and Christopher Whitby in *The Journal of the Learning Sciences*, July-September 2016 (Vol. 25, #3, p. 411-437), available for purchase at

<http://www.tandfonline.com/doi/abs/10.1080/10508406.2016.1187147>

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3. What Motivates Teachers to Remain at a Challenging School

“Lifting achievement in many schools depends on reducing the exit of effective teachers,” say Bruce Fuller (University of California/ Berkeley), Anisah Waite (University of

Virginia), and David Torres Iribarra (Pontificia Universidad Catolica de Chile) in this *American Journal of Education* article. From their study of teacher attrition in high-poverty Los Angeles elementary and high schools, the authors came to three conclusions:

- The most important factor motivating teachers to remain at a school (or leave) was their sense of the school's coherence – organizational leadership, material and social support, trust in colleagues, and a shared commitment to raising achievement. This was separate from, and somewhat more important than, teachers' intrinsic rewards and their sense of classroom efficacy.

- There was considerable variation among teachers' perceptions of school coherence within the same school, as well as differences between elementary and high schools. A school's coherence can't be determined by averaging teachers' responses – it is perceived differently by teachers as they work with different students and colleagues and interact with different school leaders. "Organizational cohesion may vary markedly year to year when leadership is unstable," say the authors. "Teachers' own efforts to tighten social ties and distribute leadership across actors may take some time before a shared sense of purpose and trust and responsive students come to enrich social cohesion and reduce staff turnover."

- Rewarding lone teachers for raising test scores, and working to give teachers greater autonomy and discretion in their classrooms, are less-effective stay/leave factors than improvements in teachers' sense of school coherence. "Simply attending to individual rewards may distract policy makers and district leaders from building social cohesion inside school organizations," say Fuller, Waite, and Iribarra. "Greater progress in reducing turnover may result from building resourceful leadership, nurturing stronger collaboration and trust, and ensuring that all teachers are pulling in the same direction, mutually confident that student achievement can be lifted. Teachers appear to be more loyal to their schools when they are meaningfully engaged with each other, not simply toiling alone inside their classrooms."

"Explaining Teacher Turnover: School Cohesion and Intrinsic Motivation in Los Angeles" by Bruce Fuller, Anisah Waite, and David Torres Iribarra in *American Journal of Education*, August 2016 (Vol. 122, #4, p. 537-567), available for purchase at <http://www.journals.uchicago.edu/doi/full/10.1086/687272>

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4. In Chile, the Social-Class Correlation of Students' Mindsets

In this article in *Education Week*, Evie Blad reports on a study of 168,000 Chilean high-school students' beliefs about intelligence and learning. The researchers' key findings:

- There was a linear correlation between social class and academic mindsets.
- More-affluent students were more likely to have a growth mindset – that is, believing that skill and academic strength can be developed through effort and practice.
- Poorer students were much more likely to have a fixed mindset – believing that intelligence and skill sets are unchangeable, like eye color.
- The small number of poorer students who nonetheless had a growth mindset had average test scores comparable to peers from families with higher incomes.

- A growth mindset was more strongly correlated with academic success for poor students than it was for their higher-income peers.

Students' mindsets were measured by their responses to two questions embedded in an existing student survey: "You can learn new things, but you can't change a person's intelligence," and "Intelligence is something that cannot be changed very much." The researchers considered the possibility that doing well in school leads to a growth mindset rather than the other way around. Controlling their results with other survey questions, they concluded that the relationship between a growth mindset and achievement remained significant even when accounting for factors like students' perceptions of their own academic skills.

"To be clear," say study authors Susana Claro, David Paunesku, and Carol Dweck, "we are not suggesting that structural factors, like income inequality or disparities in school quality, are less important than psychological factors." Paunesku elaborated: "By virtue of their economic deprivation, [low-income students] can't get a lot of things that we know are important to learning. Having a fixed mindset makes it even harder for them to overcome these barriers... If you have a fixed mindset, you're more likely to interpret a setback or something that's hard as a sign that you can't do it... Mindset is an important part of how socioeconomic disparities get replicated from generation to generation."

"Mindset May Influence Poor Students' Academics" by Evie Blad in *Education Week*, August 3, 2016 (Vol. 335, #37, p. 1, 10), <http://bit.ly/2ay7zdK>
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5. Should All Students Learn Computer Coding?

In this article in *Scientific American*, Annie Murphy Paul reports on the push to teach coding in K-12 schools. "Every student deserves a chance to learn this essential 21st-century skill," tweeted Bill Gates earlier this year. He and others argue that coding is a new literacy, as important as reading and math. Some countries are jumping on the bandwagon, including the U.K., which in 2014 launched a requirement that every student learn to program.

But other educators argue that teaching coding to all students is neither practical (insufficient teachers and equipment, no agreed-upon curriculum) nor desirable. A better approach, they say, is to teach "computational thinking" – the underlying principles on which computers operate. "These are skills that everyone can use," says Jeannette Wing of Carnegie Mellon University, "whether they're using a computer or not."

One school district that's adopted this approach is South Fayette Township outside Pittsburgh. In grades K-2, students use a block-based coding program called Scratch, dragging and dropping blocks containing discrete commands like *Move 10 steps* and *Wait 5 seconds* to get cartoon characters moving around. "We start with questions like 'What are instructions? How do you give instructions so that a computer knows what you want it to do?'" says South Fayette primary-grade teacher Melissa Unger. "We have students 'program' their classmates, guiding them through a maze by holding up cards with arrows on them." In grades 3-5, students program motors and sensors and build Lego robots that respond to their commands. In grades 6-8, students use CAD software to design their own inventions and use a 3-D printer.

By seventh grade, they've transitioned to text-based coding, using the more complex and flexible language of professional programmers.

"This is about much more than coding," says Aileen Owens, the district's director of technology and innovation. "This is about teaching habits of mind that can be used to solve problems in any realm – habits like breaking down a problem into its component parts, running small experiments to see which approaches fail and which succeed, and working together with other people to find and apply the best ideas."

"Proponents of the teaching of computational thinking," says Paul, "believe it represents all the qualities that mere coding instruction lacks: a rich and deep intellectual discipline; a flexible set of mental tools that can be used in many and varied situations; and a body of knowledge and skills of genuine and lasting usefulness – in school, in the workplace, and beyond."

"The Coding Revolution" by Annie Murphy Paul in *Scientific American*, August 2016 (Vol. 315, #2, p. 42-49), no free e-link

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6. Being Timely, Responsive, and Present As an Online Instructor

In this *Chronicle of Higher Education* article, Nicole Matos (College of DuPage) reflects on her first experience teaching a semester of online courses. The danger, she found, was assuming her students were with her as she presented material in a variety of creative ways. It's possible, she says, "in the strong light of the unfolding present, that you've left half your class behind. It is easy for your course material to slide out of sync with where your students are at any given moment, as if watching a film in which the video and audio don't match."

Online advocates say this isn't a problem since learning in this format is asynchronous – different students learn the material at different times. But Matos believes there's no such thing as asynchronous instruction. "All good teaching has to be synchronous," she says, "– timely, in step, and in tune." Specifically:

- *Online teaching should be "just in time" teaching.* By that Matos means responding quickly to e-mail queries, grading papers promptly, and letting students know when your online "office hours" are scheduled.

- *Update course content frequently.* This helps to create "a feeling of intimacy," she says, "which is so difficult to establish – and so easily lost – in an online course." For example, when students are struggling to write effective thesis statements, that's the moment to introduce that topic.

- *Standardize the course schedule.* One of the beauties of online courses is that students can check in at their convenience, but Matos believes it's important to have a firm schedule for completing assignments and let students know when to expect feedback (she tries for three-day turnaround).

- *Remember to look forward and gesture back.* Matos frequently gives a quick summary of where they've been to build a bridge to the next topic – for example, "We have

been talking about such things as why literature is more like biology than you would think, about the Rhetorical Triangle, and about the differences between literary, pragmatic, and pleasure reading. Both the broad question of how you ‘dissect’ a literary text and the interactions of the Rhetorical Triangle lead directly into our reading for Thursday, where we will consider different modes of literary criticism.”

“There Is No Asynchronous Teaching” by Nicole Matos in *The Chronicle of Higher Education*, August 5, 2016 (Vol. LXII, #42, p. A38), <http://bit.ly/29rITWG>
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7. Concerns with Project-Based Learning

In this Thomas B. Fordham Institute article, Gisèle Huff (Jaquelin Hume Foundation) salutes the way project-based learning moves classrooms away from the industrial model of instruction and emphasizes learning by doing. But she suggests several ways that project-based learning as it’s practiced in most schools needs to be beefed up:

- *Knowledge* – If students are focused on completing a project, the acquisition of key information may seem incidental and may not be systematically assessed. “Of course it’s true that knowledge alone is insufficient in today’s economy,” says Huff. “Skills and dispositions must be developed in the learner for content to be relevant and engaging. But it is that ‘content’ (a.k.a. knowledge) that students must master in order to apply it to hands-on projects... Failure of core knowledge and skills is not an option in any effective learning environment.”

- *Personalization* – “Because we all learn differently,” says Huff, “moving along at a one-size-fits-all pace means that slower students are left with big gaps in their knowledge and skills – gaps that will come back to haunt them later on.” When students work on projects, teachers need to make sure that all students are achieving mastery of the embedded skills and content.

- *Free riders* – When students work together, some coast on the efforts of others. Teachers need to monitor groups working on projects and ensure that all students are getting the full benefit in terms of skill and knowledge acquisition.

- *Teaching skills* – “We cannot rely on extraordinary people to deliver twenty-first-century education to all our children,” says Huff; “not enough such people exist. We have to deploy strategies that empower the learners and teachers as they are, where they are.”

“Project-Based Learning Needs More Learning” by Gisèle Huff in Thomas B. Fordham Institute, August 3, 2016, <http://bit.ly/2b86BXd>
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8. Should Teachers Discourage Young Readers from Using Illustrations?

In this article in *Reading Research Quarterly*, Maren Aukerman (Stanford University) and Lorien Chambers Schuldt (Fort Lewis College) report on their yearlong study of second graders as they read and discussed illustrated texts with their teacher and classmates.

Aukerman and Schuldt note that many teachers are encouraged to get students focusing more on the text than the pictures, lest they become too dependent on illustrations to make meaning.

The basic message to teachers from this study is: Relax. Students get lots of important information from the illustrations and tend to gradually shift to learning more from the words as the months go by. “However,” the authors add, “we do not see allowing students to talk about images as simply a transitional instructional strategy to be used only until students fully master decoding. Instead, we argue for conceiving of the developmental trajectory of students’ textual talk during discussion as a gradual broadening of their existing verbal repertoires.”

Another important finding of the study was that teachers’ questioning was not the primary driver of students’ text discussion. Most of the flow of ideas about the reading was with classmates. “In other words,” say Aukerman and Schuldt, “students were more likely to make the source of their textual meaning-making explicit when there was a peer-driven reason to do so. It may be, then, that an important factor in getting students to be explicit about their use of model content (whether images, linguistic content, or potentially some other mode) is developing a classroom ethos where students can and wish to respond directly to one another, where students’ varied and sometimes conflicting textual ideas are taken seriously. Honoring children as capable multimodal meaning makers from the get-go, we believe, can lay the groundwork for such an ethos.”

“‘The Pictures Can Say More Things’: Change Across Time in Young Children’s References to Images and Words During Text Discussion” by Maren Aukerman and Lorien Chambers Schuldt in *Reading Research Quarterly*, July/August/September 2016 (Vol. 51, #3, p. 267-287), available for purchase at <http://onlinelibrary.wiley.com/doi/10.1002/rrq.138/supinfo>

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9. How Should Teachers Assign Students for Group Work?

In this article in *The Journal of the Learning Sciences*, Miwa Aoki Takeuchi (University of Calgary) investigated classroom dynamics as newly arrived English language learners learned math in a Canadian elementary school. Takeuchi was particularly interested in whether students did better in groups that were assigned by the teacher or in groups where they were able to sit with their friends. The teacher assumed that ELLs would do better if they were assigned to groups with students who were more mathematically competent, had leadership qualities, and were “caring” – but she experimented with friendship groups some of the time.

It turned out that when ELLs sat in teacher-assigned groups, they tended to be more passive and dependent on others to solve problems. Other students offered more suggestions, took the lead, and had more air time discussing ideas. Interactions were more authoritative and ELLs’ contributions tended to be rejected or neglected without justification.

When ELLs sat with friends (students they played with at recess), the learning dynamics were much more positive. ELLs were occasionally positioned as experts and had more opportunities to raise questions and offer ideas.

“In group work,” concludes Takeuchi, “students not only discuss the content or tasks but also engage in relationship building. As a significant part of school life, friendships can

affect students' classroom learning and identities in school. In a group that adopts authoritative work practices, the inferior position assigned to ELLs can be further reinforced. Because learning involves the development of participant identities in communities of practice, it is important to design cooperative group work that helps all students develop identities as significant and competent contributors to a classroom community.”

“Friendships and Group Work in Linguistically Diverse Mathematics Classrooms: Opportunities to Learn for English Language Learners” by Miwa Aoki Takeuchi in *The Journal of the Learning Sciences*, July-September 2016 (Vol. 25, #3, p. 411-437), available for purchase at <http://www.tandfonline.com/doi/pdf/10.1080/10508406.2016.1169422>; Takeuchi can be reached at miwa.takeuchi@ucalgary.ca.

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10. Scaffolding That Makes a Difference to Struggling First-Grade Readers

“Simply providing one-to-one assistance is not sufficient to ensure progress on complex tasks such as learning to read and write,” say Emily Rogers, Jerome D’Agostino, Robert Kelly, and Katherine Brownfield (The Ohio State University) and Sinead Harmey (Queens College CUNY/Flushing) in this *Reading Research Quarterly* article. The authors report on their comparison of Reading Recovery teachers whose one-on-one first-grade tutees got lower gain scores with Reading Recovery teachers who got much better results. What made the difference?

The researchers studied and coded 1,199 specific teacher actions as their students struggled to decode a word in an unfamiliar book. Was it the amount of information the teacher gave the student? Was it how often they provided help? Neither of these showed up as significant factors. The key strategy used by high-gaining teachers – they used it *eight times* more often than low-gaining teachers – was prompting students to use sources of information they were neglecting. Here are two examples, the first unsuccessful, the second successful:

- The student is reading the sentence, “Grandma cooked the tortillas on her stove” but substitutes *fried* for *cooked*. This shows that she is understanding the meaning but is not using visual cues. The student realizes something is wrong and asks, “Is that *fried*?” Instead of prompting the student to use visual information, the teacher prompts to use meaning, which the student has already used: “What’s another word for *cooking*? Look at the picture.” The student says, “*Baked*?” The teacher corrects her by giving her the answer: “*Cooked*.”

- The student is having trouble reading the word *truck* and is using only visual information: “Day after day, Big /t/ /k/ - /t/ /k/.” The teacher prompts the student to think about meaning, a source of information the student is neglecting: “Who else is in the story besides the two bulldozers? Big who?” The student says, “*Truck*?” The teacher affirms: “*Big truck*.”

“Examining the Nature of Scaffolding in an Early Literacy Intervention” by Emily Rogers, Jerome D’Agostino, Sinead Harmey, Robert Kelly, and Katherine Brownfield in *Reading Research Quarterly*, July/August/September 2016 (Vol. 51, #3, p. 345-360), available for purchase at <http://onlinelibrary.wiley.com/wol1/doi/10.1002/rrq.142/full>

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11. Short Items:

a. Video on “white privilege” – This short video illustrates in vivid fashion how this dynamic can unfold: <https://www.youtube.com/watch?v=GTvU7uUgjUI>

“Cracking the Codes: Joy DeGruy, A Trip to the Grocery Store” May 14, 2013, World Trust
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b. Reader’s theater scripts – In this *Kappa Delta Pi Record* article on motivating reluctant high-school readers by having them perform plays for primary-grade students in a nearby elementary school, Eileen Richardson (Cameron University/Claremore) shares this list of free online reader’s theater scripts:

- Mythology Part I: <http://www.mythologyteacher.com/documents/ErosandPsycheI.pdf>
- Mythology Part II: <http://www.mythologyteacher.com/documents/ErosandPsycheII.pdf>
- Rich Swallow’s Timeless Teacher Stuff: <http://www.timelessteacherstuff.com>
- Library Point: http://www.librarypoint.org/readers_theater
- The American Revolution: http://educationwiki-emilywoods.wikispaces.com/file/view/Am+Revolution_readers_theater.pdf

“Motivating Struggling Adolescent Readers: An Action Research Study” by Eileen Richardson in *Kappa Delta Pi Record*, July-September 2016 (Vol. 52, #3, p. 126-131), available for purchase at <http://bit.ly/2aGZsvI>; Richardson can be reached at erichard@cameron.edu.

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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 others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 45 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 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).

Subscriptions:

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- A collection of "classic" articles from all 12 years

Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
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)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Middle School Journal
Peabody Journal of Education
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine
Wharton Leadership Digest