Marshall Memo 1003

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 18, 2023

In This Issue:

Quotes of the Week

"If you want better reading scores, the science of reading says do not neglect writing, nor dispatch it to someplace else in the curriculum. When you feel especially pressured to improve reading achievement, that is the time to embrace more tightly the combination of reading and writing."

Timothy Shanahan (see item #2)

"Busy readers are more likely to make time to engage with short, clear, well-structured messages. Spending a little more time up front to be concise can save writers a great deal of time in the end, by reducing follow-ups, misunderstandings, and requests left unfulfilled."

Todd Rogers and Jessica Lasky-Fink (see item #3)

"When students enter uncharted learning territory, they sometimes suffer from a sense that everyone else is smarter… They fear being discovered as incompetent."

Ellen Usher et al. (see item #6)

"Just as the student who raises their hand the most in class gets called on the most, it is our job as educators to find ways to teach and engage the students who cannot raise their hands. With a shared belief in the least dangerous assumption that all students can learn, we must always figure out how to teach our most complex students, even if we do not yet know how."

Sarah Wakabayashi and Kimberly Kulasekaran in "What About Bin? The Cognitively Demanding Task Matrix and Instruction for Our Most Complex Communicators" in *Closing the Gap*, August/September 2023

"Adults are generally terrified of talking to young people about porn. Your parents have had you from a baby and they want to hold on to that innocent version of you."

A 16-year-old U.K. student (quoted in item #5)

1. Lesson Plans, Unit Plans, and Curriculum Transparency

(Originally titled "Why Teachers Shouldn't Have to Submit Lesson Plans")

In this ASCD article, Paul Emerich France remembers how as a beginning teacher he wrote lesson plans for two weeks. "About an hour into my first day," he says, "I realized I was going to have to change everything." How could he predict students' questions, comments, and misconceptions?

But many principals require teachers to submit lesson plans. "It's reasonable for administrators and families to push for pedagogical transparency," says France, but he believes this is the wrong approach. Here's why:

• *Administrators don't have time*. If all teachers turn in plans for every lesson, that's hundreds a week! Rather than submitting meaningless paperwork that won't be read, teachers should be able to devote their time to teaching, assessing, and meeting with colleagues and parents.

• *Traditional lesson planning is unsustainable*. As a teacher, France streamlined planning to five questions:

- What should students know and be able to do by the end of this lesson?
- How will I know if they've learned?
- How will I provoke curiosity and discussion?
- How will I orchestrate instruction?
- How will learners reflect on the lesson?

Experienced teachers do full-blown lesson plans only when they are trying something complicated or new.

• *Teachers feel micromanaged*. Yes, schools need to give stakeholders quality assurance, but France believes requiring lesson plans conveys professional mistrust of teachers.

Here's his alternative: teachers create backwards-designed curriculum unit plans (training may be needed) and upload them to a school website. That way, everyone can see curriculum implementation schoolwide, fostering collaboration and promoting curriculum coherence. Administrators should observe unit planning, getting insights on content, pedagogy, assessment, and what to look for in classrooms. "Most of all," says France, "this approach will build trust and camaraderie among teachers, coaches, and administrators."

What about new teachers? France recommends pairing them with instructional coaches to learn the art of planning, and ensuring they are part of unit planning meetings.

2. Timothy Shanahan on Teaching Reading and Writing *Together*

"If you want better reading scores," says Timothy Shanahan (University of Illinois/ Chicago) in this article on his website, "the science of reading says do not neglect writing, nor dispatch it to someplace else in the curriculum. When you feel especially pressured to improve reading achievement, that is the time to embrace more tightly the combination of reading and writing."

This article was in response to an educator's question about the wisdom of departmentalized teachers teaching reading and writing in separate periods. This arrangement is "dopey and counterproductive," says Shanahan, like separating Romeo and Juliet, Lennon and McCartney, Key and Peele, Bert and Ernie. "A major purpose for teaching writing is its strong impact on reading achievement," he believes. "Research shows that reading and writing are closely aligned. That is, reading and writing depend upon many of the same skills, strategies, and knowledge."

Consider decoding and spelling. To read an unfamiliar word, students must be able to recognize the letters and letter combinations, retrieve associated pronunciations, and blend them into pronouncing the word so it can be understood. The goal is to make decoding quicker and quicker, eventually with little conscious attention. To spell a word, students need to listen to its pronunciation, recognize the phonemes, retrieve letters that match those sounds, and combine them correctly to write the word. Again, the goal is fluency and automaticity.

"Decoding is arguably easier than spelling," says Shanahan, "but learning to both pronounce and spell words simultaneously helps to increase decoding fluency. It provides a kind of overlearning that enhances one's ability." The same goes for literacy components: phonological awareness, vocabulary, grammar, text structure, tone, predicting, and background knowledge. Teaching reading and writing together is both effective and efficient, and in a school day with not a minute to spare, it's a no-brainer.

Another way to look at reading-writing synergy, says Shanahan, is that both are communicative processes. "Readers, who are writers, can end up with insights about what authors are up to and how they exert their effects, something of great value in text interpretation. Likewise, writers, by being readers, can gain insights into the needs of other readers. Imagine how that can help one to write better." If two different teachers are trying to make these connections in two classrooms, they need to co-plan and communicate – difficult to orchestrate in a busy school. Far better to have both done together by the same teacher in a single literacy block.

Yet another reason: writing can be used to improve learning from a text, and reading multiple texts can improve writing summaries, syntheses, critiques, and reports. One study found that writing about texts improves comprehension and learning better than just reading, reading and rereading, or reading and discussing.

"Teach kids to write and use this instruction to improve reading achievement," Shanahan concludes. "Do it separately and you are leaving achievement points on the table. No question this could be accomplished by two different teachers, but what a complicated mess that makes it. Simplify."

"How Should We Combine Reading and Writing?" by Timothy Shanahan in Shanahan on Literacy, originally February 23, 2017, reissued September 16, 2023; Shanahan can be reached at shanahan@uic.edu.

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3. Workplace Writing That Will Actually Be Read

In this *District Management Journal* article, Todd Rogers (Harvard University) and Jessica Lasky-Fink (People Lab) say that in an age of "media saturation and information overload," it's more important than ever that written communication be succinct and effective. If it's not, readers skim e-mails, texts, and reports or simply ignore them.

Rogers and Lasky-Fink reviewed research in cognitive psychology, social psychology, behavioral economics, neuroscience, communications, literacy, pedagogy, and time management and identified four questions busy readers answer every time they encounter something in writing:

- Should I engage with this?
- If yes, when?
- If yes, how much time and attention does it deserve?
- Do I need to respond?

"Readers make these decisions almost instantaneously," say Rogers and Lasky-Fink. To clear these hurdles, the writer needs to be highly organized and strategic. Some pointers:

• *Less is more*. "Busy readers are more likely to make time to engage with short, clear, well-structured messages," say Rogers and Lasky-Fink. "Spending a little more time up front to be concise can save writers a great deal of time in the end, by reducing follow-ups, misunderstandings, and requests left unfulfilled." Verbose messages encourage readers to procrastinate.

• *Make reading easy*. That means avoiding jargon, polysyllabic words, complex sentence structure, and long paragraphs.

• *Design for easy navigation*. "When readers look at a message," say Rogers and Lasky-Fink, "they should immediately be able to grasp its purpose, main points, and structure. The way the words are placed should help them quickly find the pieces they want to engage with, and the pieces they prefer to skip or skim."

• *Use enough formatting but no more*. The strategic use of bullets, italics, underlining, all caps, and new paragraphs is like adding spices to something you're cooking, say the authors: use them thoughtfully and sparingly in ways that enhance the user experience.

• *Tell readers why they should care*. "Readers routinely ignore messages that don't appear to meet their goals," say Rogers and Lasky-Fink, "– and then the writer's goals go

unfulfilled." The key is understanding our readers and emphasizing the parts of our message that we believe they will care about most.

• *Make responding easy*. It should be clear to the reader what's being asked by way of follow-up so they can get your message off their desktop as soon as possible.

"The more you practice effective writing," conclude Rogers and Lasky-Fink, "the easier it becomes. Think of it like learning to sing, type, or drive," which are intensely demanding at first but then become almost automatic.

"Writing for Busy Readers" by Todd Rogers and Jessica Lasky-Fink in *District Management Journal,* Fall 2023 (Vol. 33, pp. 12-14); the authors are at todd_rogers@hks.harvard.edu and jessica_lasky-fink@hks.harvard.edu. Their new book is *Writing for Busy Readers* (Dutton)

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4. To Go to College – or Not

In this *New York Times Magazine* article, Paul Tough reports that in 2009, an all-time high of 70 percent of U.S. high-school graduates went straight to college, poised to take advantage of the long-term wage benefits of a college degree. In the early 2010s, polls showed robust public support of a college education:

- 86 percent of college graduates said college had been a good investment.
- 74 percent of young adults said a college education was "very important."
- 60 percent of Americans said colleges and universities had a positive impact.
- 96 percent of Democrats said they expected their children to attend college.
- 99 percent of Republicans said the same.

Recent polls show a significant change in enrollment in, and opinions about, higher education;

- Only 62 percent of high-school graduates went straight to college in 2023.
- 18 million undergraduates enrolled in colleges and universities in 2010; 15.5 million are undergraduates today.
- Only 41 percent of young adults say a college degree is very important.
- Only a third of Americans say they have a lot of confidence in higher education.
- 45 percent of Generation Z say a high-school diploma is all they need for financial security.
- Almost half of American parents say they'd prefer that their children *not* enroll in a four-year college.

This precipitous decline in college enrollment and public confidence contrasts with other developed nations, where enrollment and support have remained high. What happened in the U.S.?

For starters, says Tough, while the college *wage* premium (the earning advantage of a college degree versus a high-school diploma) has remained high, the college *wealth* premium (the lifetime accumulation, taking debt into account) has plummeted for people born in the 1980s and after. This decline is even more pronounced for people of color; African-American and Latin college graduates born after 1980 had almost no wealth premium compared to those

with only a high-school diploma. The same is true for the post-graduate wealth premium for all racial groups.

"These are startling data," says Tough, "and they present a kind of paradox. Millennials with college degrees are earning a good bit more than those without, but they aren't accumulating any more wealth. How can that be?"

The answer is the debt incurred by loans to pay the doubled cost of college or graduate school, eroding income and preventing wealth-generating steps like buying a house, starting a small business, or growing a nest egg for retirement. "For many borrowers," says Tough, "their debt is becoming a serious burden. Among student borrowers who opened their loans between 2010 and 2019, more than half now owe more than what they originally borrowed."

This changes the calculation high-school students make on whether to apply to college. Post-secondary education used to be a solid, blue-chip investment, but now, says Tough, it's more like going to the casino. According to Douglas Webber, a senior economist at the Federal Reserve Board, here are some possible outcomes in this game of chance:

- Assuming free tuition and graduation within six years, a college graduate has a 96 percent chance of having lifetime earnings greater than a typical high-school graduate.
- Factoring in the 40 percent of college-goers who don't graduate, if tuition is still free, the odds of coming out ahead over a lifetime decline to 75 percent.
- If tuition isn't free and you're paying $25,000 a year in tuition and expenses, the odds of coming out ahead are 66 percent.
- If college costs $50,000 a year, the odds fall to 50 percent – a coin toss on whether you'll wind up with more than a high-school graduate, or less.
- With a STEM degree, the odds of coming out ahead, even with $50,000 expenses, go back up to 75 percent.
- But majoring in the arts, humanities, or social sciences, the odds are worse than a coin toss, even if expenses are $25,000.
- Those who do worst in this casino are those who borrow money to attend college and don't graduate. They are doing less well than adults who never went to college, and would struggle to come up with $400 for an unexpected expense.

Polls show another striking change, says Tough: public attitudes toward higher education now break down by political affiliation. A decade ago, there wasn't much difference between Republicans' and Democrats' views of college. Around 2015, Republicans' views started to nose-dive. In a 2023 Gallup poll, only 19 percent of Republicans said they had a lot of confidence in higher education, down from 56 percent in 2015. Why? A 2019 poll found that 79 percent of Republicans said a major problem was that professors were bringing their liberal political and social views into the classroom (only 17 percent of Democrats agreed).

This perception of left-leaning college campuses isn't too far off base, says Tough. The percent of students, professors, and administrators who identify as liberal has increased in recent years, and college graduates, a majority of whom voted for Mitt Romney over Barack Obama in 2012, swung in the other direction by 2016, with 74 percent voting for Hillary

Clinton over Donald Trump. Republicans have become increasingly skeptical that colleges are places where their ideas and their children are welcome.

There's also a social-class divide, says Tough. As tuitions in selective colleges have risen and they compete for more-affluent students, they engage in affirmative action for the wealthy, creating a more-stratified dynamic among colleges. Elite colleges, more than in the past, are launching pads for high-paying careers, with the affluent paying an expensive toll to jump the queue for good jobs. One group of researchers concluded that "highly selective private colleges currently amplify the persistence of privilege across generations."

That's the situation in the 10 percent of colleges that are selective (admitting fewer than half of applicants). The vast majority of students who attend less-selective public institutions, community colleges, and for-profit schools (who are more likely to be rural, working class, low-income, and students of color) are less likely to graduate, and more likely to incur debt they can't repay. "For them," says Tough, "– a large majority of American college students – the risks they face when they walk into the casino are considerably higher. Faced with those odds, it is not a surprise that young Americans, especially, are eager to believe that they will be able to thrive in the job market without having to worry about college."

But the future of the U.S. job market points in exactly the opposite direction. The demand for people with a college degree is rising faster than colleges can keep up, says Tough. One projection found that by 2030, there will be a shortage of 6.5 million college graduates in the U.S. economy. This means the college wage premium will continue to rise.

Meanwhile, the fastest-growing jobs requiring only a high-school diploma – home health aides, food-service workers, restaurant cooks, and warehouse workers – have a median salary under $31,000 a year. True, plumbers make almost $60,000 a year, but the Bureau of Labor Statistics projects fewer than 10,000 new plumbing jobs between now and 2031.

Tough's conclusion: those who don't go to college, and those who enroll and drop out, will pay a large lifetime cost, and there will be a major societal cost for those millions of missing college graduates – a projected $1.2 trillion in lost economic output by the end of the decade. "That is one cost we are likely to bear together," he says, "winners and losers alike."

"Saying No to College" by Paul Tough in *The New York Times Magazine*, September 10, 2023 (pp 31-35)

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5. Troubling Insights from U.K. Youth on Explicit Online Content

In this article in *The Guardian*, Abbey Wright reports her takeaways from interviews conducted from 2016 to 2022 with thousands of U.K. youth age 6-22 about the impact of Internet pornography on their lives. With the youngest children, Wright started by asking them what was good about the Internet, then what was bad, and if they mentioned pornography, she followed the thread. With older interviewees, she asked directly about what they thought of pornography and recorded their thoughts. Some key findings:

• *Children as young as six are encountering pornography*. Parents were sure their children weren't seeing explicit online material, but if kids had access to the Internet, they were

often seeing it, either in pop-ups or via a sibling or an older friend. Kids knew it was inappropriate and were confused and troubled, but rarely told their parents because they knew they would "get told off." A teenager from Chichester told Wright, "If you put a phone in a child's hand, you are putting porn in a child's hand… Don't do it unless you are ready to speak to them about pornography."

• *For 9-to-11-year-olds, exposure is frequent*. Many children in this age group said they were familiar with "rude things on the Internet." A girl in Stoke-on-Trent, who stumbled on pornography looking for YouTube videos of how to make slime, said, "You see pictures of people with no clothes and I think, why on earth would that be on the Internet? Why would people put it on there, because if people knew little children – four, five, six, seven eight, nine, 10 – would see it, wouldn't they be a bit embarrassed?" Students said their teachers were taking phones and tablets away from students who were watching inappropriate content.

• *One 12-year-old was dealing with pornography addiction*. He said his father was helping him through it, weaning him from watching seven times a day. A pornography actress told Wright that she was troubled by cases like this. "I worry that that could be a very damaging thing," she said. "Children do not have the context to understand that pornography isn't real."

• *Teenagers are learning more from pornography than from health classes*. "Sex education in schools," says Wright, "was universally ridiculed by the young people I spoke to as just not very helpful or entirely lacking." Students were especially critical of teachers' avoidance of the topic of gay sex. A 16-year-old said, "Adults are generally terrified of talking to young people about porn. Your parents have had you from a baby and they want to hold on to that innocent version of you." This is sad, says Wright, because kids said they were eager to talk to adults about sex, relationships, and pornography.

• *Pornography can fill gaps in young people's education*. This was especially true for gay and transgender teens. Wright interviewed a 19-year-old trans youth in Liverpool who was critical of the fetishes and racism of online porn but said, "There isn't anywhere else I can go to learn this stuff."

• *Pornography is confusing the issue of consent*. This came up most often with young women who had difficulty drawing the line on activities their partners had seen online. "Why can't you do this?" boys asked. "These porn women do it, so why won't you?"

• *Pornography use doesn't always conform to gender stereotypes*. Wright interviewed some young men who abstained, some young women who watched pornography steadily, searching for the 1 percent of content that doesn't demean and objectify women. An 18-year-old from London said, "I think pornography is a bit soul-sucking… It drains people physically and spiritually. People can't do anything else. I don't want to get to a point where I feel like I'm not me anymore."

• *For many young people, pornography acts as a gateway to sexual activity*. "You see something and you re-enact it," said a 20-year-old from Cardiff. "It gives you expectations about sex: sexpectations."

• *Pornography stops young people from connecting with the real world*. A 16-year-old boy from Truro told Wright, "It shuts you down and closes you off. You put yourself in a bubble. Girlfriends or boyfriends are hard and complicated but with pornography, it is two clicks away, it's whatever you want whenever you want and it can be done on your own, without anybody else; you never have to leave the house. You don't have to put yourself out there for rejection. But I think that does make young people less skilled socially and it does mean you can get more and more anxious about going out and meeting real people."

• *Very little is known about the effect pornography is having on young people*. "One thing is for sure," concludes Wright: "If you want to find out more to help young people, we need to listen to this generation who understand the Internet way better than we do."

"Too Much Too Young" by Abbey Wright in *The Guardian*, September 13, 2023

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6. Supporting the Development of Students' Self-Efficacy

In this *Theory Into Practice* article, Ellen Usher (Mayo Clinic) and eight co-authors discuss the ways students and adults answer the question, *Can I do this?* The answer reflects a judgment of one's personal capability to perform a specific task successfully - our *self-efficacy*. This could be with a specific skill (*Can I divide fractions?*), a musical performance (C*an I play this Taylor Swift song on my guitar?*), a career aspiration (*Can I be an effective teacher?*), or an everyday learning challenge (*Can I motivate myself to study for Friday's exam instead of being on social media?*).

Developing students' self-efficacy is an important goal for K-12 schools, say the authors, because if kids don't believe they can master key challenges, they have little incentive to try. The guru of self-efficacy is Albert Bandura, and in his decades-long career, he identified four ways that students develop self-efficacy:

- Past experiences – Previous successes or struggles with a similar activity;
- Vicarious experiences – Watching others perform a task successfully (*If they can do it, so can I*);
- Social persuasion – Feedback from adults – for example, "What a creative, well-crafted essay";
- Physiological and affective states – For example, feeling calm and confident during an exam, or noticing a rapid heartbeat.

"Educators can play an instrumental role in this process," say Usher et al., "by supporting learners' skill development, optimizing the social environment of learning, and attending to learners' interior lives." They offer the following tips for building self-efficacy:

- Reflect on kids' successes and emphasize progress, focusing on effort and strategies versus attributing success to luck and blaming failure on a lack of innate ability.
- Help students draw specific lessons from challenges and setbacks.
- Design attainable learning tasks but provide "stretch" opportunities.
- Support self-regulation skills, including planning and time management.

- Provide scaffolded support when the learning curve is steep.
- Encourage students who have learning disabilities or doubts about their capabilities, emphasizing personal growth versus comparisons to others.
- Minimize competitive learning structures.
- Provide diverse models of success – parents, peers, educators, media figures.
- Describe the actions taken by people who struggled and succeeded.
- Send messages that are specific, sincere, and not overly critical of performance.
- Pay attention to students' emotions, both positive and negative, during learning tasks.
- Encourage constructive self-talk, especially for students prone to negative thoughts and fears.
- Use care when learners are overconfident or underconfident, helping them calibrate when their self-efficacy is too high or too low.
- Normalize the struggle by talking about how others have coped with similar challenges.
- Talk through imposter feelings. "When students enter uncharted learning territory," say Usher et al., "they sometimes suffer from a sense that everyone else is smarter… They fear being discovered as incompetent." Students should know these are common feelings, and others have overcome them.
- Be sensitive to learners' interpretations of their performance, taking into account common stereotypes of performance.
- Support self-efficacy when students experience stereotype threat. Fear of confirming a negative stereotype about one's gender or racial/ethnic group "can invoke debilitating stress that undermines self-efficacy and learning," say the authors. "Educators should not only examine their own implicit biases that may reinforce harmful stereotypes, but also remain aware of social identity-threatening interactions happening in the learning environment. Highlighting students' achievements and expressing belief in their abilities can help create a sense of psychological safety and mitigate threats when they arise."
- Consider power and privilege. "Educators are in positions of authority and power over students," say the authors. "However, social class, race, ethnicity, gender, and religion also play a role in the power dynamics of learning… Establishing trust and belonging among members of the learning environment can go a long way in fostering communications that support self-efficacy."

"Supporting Self-Efficacy Development from Primary School to the Professions: A Guide for Educators" by Ellen Usher, Amanda Butz, Xiao-Yin Chen, Calah Ford, Jaeyun Han, Natasha Mamaril, David Morris, Pilvi Peura, and Raven Piercey in *Theory Into Practice*, Summer 2023 (Vol. 62, #3, pp. 266-278); Usher can be reached at usher.ellen@mayo.edu.

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7. How Should Teachers Use #BookTok?

In this *Journal of Adolescent and Adult Literacy* article, Jeroen Dera, Susanne Brouwer, and Anna Welling (Radboud University, Netherlands) report on their study of how teenagers

relate to #BookTok, a very popular social media hashtag (viewed more than 100 billion times around the world). The hashtag, say Dera, Brouwer, and Welling, has generated "a TikTok subculture of young readers who passionately share book recommendations and highly personal book reviews, inciting vivid discussions about fictional and/or poetic texts that matter to their lives." The emergence of this virtual campfire is an encouraging game changer, they say, given the decline of reading in most societies, especially among adolescents.

Dera, Brouwer, and Welling analyzed reactions to #BookTok among Dutch ninth graders who fell into three different reading identities:

- Bookworms – avidly and frequently read for pleasure;
- Book doubters – don't read often despite having a relatively positive reading attitude;
- Book avoiders – overwhelmingly negative about reading.

The researchers wondered if this "messy, campy, chaotic, and even 'quirky'" platform, in which kids can become "microcelebrities" among their peers, would hook more young people into reading in school and elsewhere. A specific goal of the study was to find out if #BookTok should be used in classrooms to boost all students' reading attitudes and behaviors (including their book purchases).

What did the researchers find? #BookTok had strong appeal for students who were already eager readers, but that was much less true of book avoiders, who said they were unlikely to click on the hashtag outside of school. Book doubters were in the middle, "significantly more charmed" by #BookTok than book avoiders. The book doubters constitute low-hanging fruit in classrooms, say Dera, Brouwer, and Welling, suggesting that teachers pair them with bookworms for ideas on certain books.

Should teachers have students record #BookTok videos as part of their school work? The researchers think not. "When students are required to create such videos themselves," they argue, "it detracts from what makes the medium so interesting to many of them, and there is a risk of incorporating #BookTok into a mandatory school culture that may lead students to ignore rather than embrace the phenomenon."

Better for teachers to encourage participation in #BookTok while keeping it at arm's length. Teachers might make their own book recommendations, let students discover hashtag commentary on those books, encourage student discussion, then have students comment on the back-and-forth on specific books. With this "relatively detached approach towards #BookTok," conclude Dera, Brouwer, and Welling, "students from all three personas can be exposed to the medium, yet the choice to use it privately remains an autonomous decision. In a classroom environment where book avoiders may dominate, such an approach also ensures the safety of all students."

"#BookTok's Appeal on Ninth-Grade Students: An Inquiry Into Students' Responses on a Social Media Platform" by Jeroen Dera, Susanne Brouwer, and Anna Welling in *Journal of Adolescent and Adult Literacy*, September/October 2023 (Vol. 67, #2, pp. 99-110); the authors can be reached at jeroen.dera@ru.nl, susanne.brouwer@ru.nl, and anna.welling@ru.nl.

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8. Children's Graphic Novels in Which Animals Walk, Talk, and Advise

In this *School Library Journal* feature, Brigid Alverson recommends nine books with creatures providing words of wisdom on a variety of topics:

- *Shark Party: Shark Princess* by Nidhi Chanani, grade K-2
- *Beneath the Trees: A Fine Summer* by DAV, grade K-2
- *Baseballoween* by John Steven Gurney, grade 2-3
- *Batpig: Go Pig or Go Home* by Rob Harrell, grade 2-4
- *Otis & Peanut* by Naseem Hrab, illustrated by Kelly Collier, grade 2 and up
- *Bog Gone!* by Knuckle Jones, grade 1-3
- *See the Ghost: Three Stories About Things You Cannot See* by David Larochelle, illustrated by Mike Wohnoutka, grade PreK-3
- *Fox & Chick: Up and Down and Other Stories* by Sergio Ruzzier, grade K-3
- *Punycom* by Andi Watson, grade 3-7

"A Little Bird Told Me" by Brigid Alverson in *School Library Journal*, September 2023 (Vol. 69, #9, pp. 35-37)

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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 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

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