

Marshall Memo 786

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 13, 2019

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Quotes of the Week

"Teaching students to meditate will help manage their anger or frustration, but it won't remove a system that mass incarcerates their neighbors and family members. Giving students skills in socioemotional learning can help students better process and express their opinions, but it won't erase a system that was built not only to their disadvantage, but also sometimes actively set up to see them fail. Yoga can help a child feel present in their body, but it won't change the fact that our society places different values on different bodies."

Christina Torres in "Mindfulness Won't Save Us. Fixing the System Will" in *Education Update*, May 2019 (Vol. 61, #5), <https://bit.ly/2VSZp8v>

"Everything works somewhere. Nothing works everywhere,"

Dylan Wiliam (quoted in item #1)

"School librarians must engage the skills of both educator and information professional, wearing two identities like a pair of skis as they navigate the slopes of information use and instruction."

Kathy Cromartie and Elizabeth Burns (see item #6)

"Finding out you and a difficult student share the same birthday, favorite basketball team, or comic hero may increase the student's motivation and cause the student to adopt your goals. Similarly, by creating a shared purpose, educators can bring divergent groups of students together for the greater good."

Dustin Bindreiff in "Repairing Cultural Trust in Racially Charged Times," *Principal Leadership*, May 2019 (Vol. 19, #9, p. 12-15); Bindreiff is at dbindreiff@nevco.org.

1. Possible Downsides of Five Educational Innovations

In this *Education Gadfly* article, Robert Pondiscio plays contrarian to current innovations in U.S. schools, embracing Dylan Wiliam's saying, "Everything works somewhere. Nothing works everywhere," with an additional question: *What are the side effects?* Inspired by the fine-print disclaimers and warnings in pharmaceutical ads, Pondiscio lists problems that have surfaced with these highly-touted initiatives:

- *Social-emotional learning* – Effective programs work to ensure that all students have understanding adults in school they can trust and work with to set goals, manage emotions, and learn to show empathy for others. Downsides can include reduced academic expectations, lower standards for student behavior, and a suspension of moral judgment by educators. Inadequate teacher training and expensive, poorly thought-out programs are also problems.

- *School choice* – The idea is to give families the same kind of choice with schools that they have in other walks of life, allowing them to enroll their kids in schools that are in synch with the family's values and beliefs. In addition, competition among schools should drive improvements in curriculum and quality of teaching. Downsides include reduced funding for public schools, lower salaries for educators, gentrification, pockets of poverty and poor performance, teacher strikes, an erosion of the civic mission of the "common school," and lower test scores. Also, parent satisfaction is no guarantee of school quality.

- *No-excuses charter schools* – The hope is that strict, safe, achievement-focused schools will put disadvantaged children on the path to college and life success. Downsides have included conflicts over dress codes, narrowing of the curriculum, "drill-and-kill" instruction, excessive test prep, burdensome homework, difficulties for children who can't sit still, high suspension rates, and teacher burnout.

- *Project-based learning* – Students' curiosity and imagination are sparked by hands-on activities linked to real-world interests and issues. But unstructured classrooms may lead to undisciplined, self-indulgent students who can't handle structured academic environments later on. In addition, effective projects are difficult to plan and execute, and lower test scores may result.

- *Restorative justice* – The theory is that children will learn to solve their problems and avoid conflicts under the watchful eye of caring, well-trained educators who are sensitive to the challenges of youth. Downsides occur when teachers don't agree with the philosophy and/or aren't properly trained. Lower suspension rates can look impressive, but if underlying problems aren't addressed, classroom disruptions and bullying can continue, compromising the quality of instruction, stressing out educators, and causing parental backlash.

“If we were more clear-eyed and honest in pitching and adopting policies and proposals – and more candid about side effects,” Pondiscio concludes, “we might be more apt to stick with them, anticipate complications, and adjust more thoughtfully when they surface.”

“If Education Advocacy Were More Like Pharmaceutical Ads” by Robert Pondiscio in *The Education Gadfly*, May 8, 2019 (Vol. 19, #19), <https://bit.ly/2VAtIBp>

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2. What Schools Can Do to Reduce Student Stress

(Originally titled “The Teens Are Not Alright”)

In this *Educational Leadership* article, Cathy Vatterott (University of Missouri/St. Louis) bemoans the psychological state of U.S. adolescents, especially in high-performing schools. “However they got there,” says Vatterott, “whether from the influence of parents, peers, society, or the school, the kids are not alright... Why are so many teens stressed out and disheartened at a time in their lives when they should be happy and carefree?” Teens need to:

- Experience learning as joyful and exciting.
- Read for pleasure.
- Play a game where winning doesn’t matter.
- Figure out who they are and what they value.
- Fall in love, not with a person, but with a passion.
- Discover not what the world can do for them, but what they can do for the world.
- Reflect, wonder, and dream.

Vatterott suggests some steps schools can take to bring more of these into students’ lives:

- *Limit homework.* One survey found that only 20-30 percent of students find homework “useful or meaningful,” yet it ranked as the top stressor. Studies have shown that there’s no benefit to more than an hour of homework a day in middle school and two hours in high school. Some schools have dialed back to these levels, banned weekend homework, limited how much homework counts to as little as 5 percent of grades, and scheduled final exams before the Christmas break. There’s also an increased focus on improving the quality of homework assignments so they are a meaningful part of daily lessons.

- *Coordinate the workload across classes.* Vatterott says it’s common for a student to have six or more teachers assigning homework and scheduling projects and exams without consulting each other. Using a coordinated calendar or deciding to have all math homework or tests on Tuesdays, ELA homework on Wednesdays, etc., makes a big difference.

- *Rethink the schedule.* Students who juggle 6-8 classes a day with five-minute passing times are bound to be frazzled. Far saner is a modified block schedule with four courses a day, and other variations featuring fewer, longer classes each day.

- *Share important information.* Students and parents can benefit from well-run workshops on homework, GPAs, AP courses, college choices, sleep, drug and alcohol abuse, mental health, and suicide prevention.

“The Teens Are Not Alright” by Cathy Vatterott in *Educational Leadership*, May 2019 (Vol. 76, #8, p. 12-16), <https://bit.ly/2YedA5c>; Vatterott can be reached at vatterott@umsl.edu.

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3. Helping High-School Students See the Relevance of Mathematics

In this article in *Mathematics Teacher*, Jennifer Kinser-Traut (University of Arizona) says that as a high-school math teacher in a Title I school, she often felt like a used car salesperson trying to sell her students on the importance of the subject. “Students would enter my classroom already hating mathematics and refusing to engage,” says Kinser-Traut, “often as a mechanism to avoid future failure.”

Her energetic sales pitch didn’t seem to be working, and then she had an epiphany: “I should not be telling my students why to care about mathematics; *they* should tell *me*.” Kinser-Traut launched her next ninth-grade algebra course with an two-day research project titled, *Why Math?* Here’s how it went:

- At the beginning of the course, she had students talk with a peer about why math was important to them.
- Whole-group sharing turned up ideas like saving to buy a car, working at a parent’s construction company, creating art, and graduating from high school.
- Kinser-Traut then explained the project, whose big idea was that math is important for everyone, but not for the same reasons.
- She asked students to name their passions and dreams for the future.
- Working in the classroom and the computer lab, students used websites to explore the application of math in their chosen areas – nursing, skateboarding, crime scene analysis, fashion design, playing the guitar, building bikes. Some helpful websites:
- <http://www.learner.org/exhibits/dailymath/resources.html>
- <https://mathigon.org/applications>
- <https://pumas.jpl.nasa.gov/examples/index.php>
- Students had two class periods to research and write a paper on what they found.

“Overall,” reflects Kinser-Traut after five years using this approach, “I found class time devoted to getting to know my students’ dreams, aspirations, and interests invaluable in building relationships. The framing of the question, or the *why* for the project, was the key for students... Each year, the project powerfully altered the dynamics of my classroom. As I began sharing authority with my students, I demonstrated that their thoughts, voices, and ideas mattered.” Over time, she had some ideas for enhancements:

- More options – She began to ask students to share three reasons or go into depth about one reason they should care about mathematics. Students could explore a variety of ideas or dive deeply into one.
- Including the community – Students interview parents or community members about how they use math.

“Why Math?” by Jennifer Kinser-Traut in *Mathematics Teacher*, May 2019 (Vol. 112, #7, p. 526-530), available for purchase at <https://bit.ly/2WExvKd>; Kinser-Traut can be reached at jkinser@email.arizona.edu.

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4. The Goldilocks Level of Support When Readers Get Stuck

In this article in *The Reading Teacher*, Clara Mikita, Emily Rodgers, Rebecca Berenbon, and Christa Walker (The Ohio State University) take a close look at how teachers scaffold beginning readers when they stumble on an unknown word. Prompting skills are most important in guided reading groups (with teachers focusing on one student at a time) and in one-on-one tutoring. The authors identify a continuum of support when students encounter difficulty:

- Prompting – “Try that again.” “Were you right?” The teacher provides no information and asks the student to solve the problem.
- Prompting with information – “You said ___” “Check that word.” The teacher provides some general information, but the student must decide what to do with it.
- Directing – “Does it look right in the middle?” “Try that again and see if it sounds right.” The teacher provides specific information about what the student can use or do, but the student must solve the problem.
- Demonstrating – The teacher provides all the information needed, but the student must figure out what to do with it.
- Telling – “The word is *department*.” The teacher provides all the information and the student doesn’t need to do anything.

Within the first four levels of support, skillful teachers listen closely for the type of mistake students are making and give the minimum amount of support needed so students do the heavy lifting. This is key, say the authors, because the more work the teacher does for students, the less they will develop as readers. But if a student is struggling, the teacher moves along the continuum of support until the student is successful.

Mikita, Rodgers, Berenbon, and Walker suggest three kinds of prompts, geared to the errors teachers observe:

- Meaning – “What would make sense?” “That looks right, but does it make sense?”
- Structure – “Does that sound right?” “Try that again and see if it sounds right.”
- Visual – “Does it look right in the middle?” “Do you see a part that can help you?”

“Targeting Prompts When Scaffolding Word Solving During Guided Reading” by Clara Mikita, Emily Rodgers, Rebecca Berenbon, and Christa Walker in *The Reading Teacher*, May/June 2019 (Vol. 72, #6, p. 745-749), <https://bit.ly/2JgRyLR>; Mikita can be reached at mikita.4@buckeyemail.osu.edu.

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5. Successful Scaffolding in Secondary-School Classes

In this *Journal of the Learning Sciences* article, Janneke van de Pol (Utrecht University), Neil Mercer (University of Cambridge), and Monique Volman (University of Amsterdam) report on their study of student “uptake” after a teacher provided scaffolding to a group of students discussing an issue. The researchers define scaffolding as “temporary support that is adapted to a student’s understanding,” within the zone of proximal development, that “enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts.” Uptake is defined as students remembering and being able to apply teachers’ scaffolding, as opposed to ignoring or forgetting it.

The researchers observed closely as secondary-school history teachers circulated in their classrooms helping students with their assignments. The key variables in successful uptake turned out to be:

- Teachers ascertaining students’ prior knowledge and tuning in to their discussions;
- Giving more support if students seem confused, less if they are on the right track;
- Checking for understanding in the moment;
- Not walking away (fading support) until there’s evidence that students understand.

“To be effective,” conclude van de Pol, Mercer, and Volman, “teachers need to provide scaffolding support that is contingent on the learning needs of the students, but teachers also need to maintain that support until students have reached a suitable level of understanding to be able to apply it.”

“Scaffolding Student Understanding in Small-Group Work: Students’ Uptake of Teacher Support in Subsequent Small-Group Interaction” by Janneke van de Pol, Neil Mercer, and Monique Volman in *The Journal of the Learning Sciences*, April-June 2019 (Vol. 28, #2, p. 206-239), <https://bit.ly/2JBjk0h>; van de Pol can be reached at j.e.vandepol@uu.nl.

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6. The Evolving Role of the School Librarian

In this *Knowledge Quest* article, Kathy Cromartie (American International School of Budapest) and Elizabeth Burns (Old Dominion University) say the 2018 National School Library Standards highlight a challenging dual role. “School librarians,” say Cromartie and Burns, “must engage the skills of both educator and information professional, wearing two identities like a pair of skis as they navigate the slopes of information use and instruction.” The new standards, they believe, point to a number of shifts of disposition for K-12 librarians and other educators:

- *From hoarder to gatherer* – focusing less on materials and more on learners; key qualities: listening, observing, collecting insights, documenting, reading curriculum and other materials, and building a collection that meets the needs of the school community.
- *From protector to contributor* – focusing less on being a knowledge owner to being a knowledge creator; key qualities: sharing, giving, collaborating, co-teaching, and developing relationships.
- *From builder to connector* – focusing less on isolated learning goals and more on

connections between school and the real world; key qualities: connecting learners to information, tools to creation, making learning personally relevant, and reflecting.

- *From enforcer to creative force* – focusing less on rules, fines, and guarding equipment and more on sparking learning; key qualities: being curious, playing and experimenting, exploring possibilities, using the design cycle, making mistakes, and energizing and personalizing learning.

- *From a defensive to a defender stance* – focusing less on being protective and more on being proactive; key qualities: curating to build empathy, modeling ethical use of information, advocating for the library program, considering all patrons in decisions, and championing intellectual freedom.

- *From fact-seeker to guide* – focusing less on finding facts and more on evaluating, remixing, and creating; key qualities: evaluating resources, modeling ethical use and reproduction of materials, encouraging safe online practices, and promoting digital citizenship.

“To gather, contribute, connect, be a creative force, defend, and guide are demanding dispositions that make an excellent school library professional,” conclude Cromartie and Burns. “School librarians use these dispositions like poles of support as they glide down the slopes of student learning and curriculum. They leverage their roles of teacher and librarian like skis giving them direction and momentum to traverse the slopes of academic knowledge and skills learners must navigate. Maintaining balance built on best practice through the educational landscape ahead, school librarians are ready to soar.”

“Navigating the Library Slopes: Dispositional Shifts in the National School Library Standards” by Kathy Cromartie and Elizabeth Burns in *Knowledge Quest*, May/June 2019 (Vol 47, #35, p. 78-83), no e-link available; the authors are at kcrom001@odu.edu and eburns@odu.edu.

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7. Getting Sight Words to Stick in Students’ Minds

In this article in *The Reading Teacher*, Amanda Rawlins and Marcia Invernizzi (University of Virginia) understand the frustration of kindergarten teachers when students are slow to learn sight words: *I just taught this word yesterday! You’re seen this word at least 20 times this week!*

Ideally, 100 sight words are mastered by first grade – words whose pronunciation and meaning students recognize immediately, without having to sound them out. Recognizing these words is foundational to reading proficiency: “Automatic word reading, or sight word reading, gives students the gas in the tank to propel the reading machine forward,” say Rawlins and Invernizzi. They have the following suggestions for getting sight words to stick in students’ minds:

- *Recognize that sight words aren’t learned just by sight.* In fact, the term “sight words” is misleading, suggesting that students are going to learn them just by looking at them. In fact, high-frequency words need to be taught systematically, unpacking their sounds, spelling, and meaning.

- *The easiest-to-remember words are concrete, including nouns high in imagery, evocative adjectives, and action verbs.* Rawlins and Invernizzi recommend focusing on words like *cat, coat, food, run, hop, sit, jump, sleep, walk, play, little, white, happy, and fat* and not words like *hope, love, fear, use, think, work, try, seem, gave, bring, should, some, odd, and able*. In addition, words like *I, to, and the*, even though they're very common, are more abstract and not the best candidates to be sight words.

- *Choose sight words from texts students are reading.* High-frequency lists have a lot of function words – prepositions, articles, and pronouns; they're the glue that holds together more-meaningful words. But these aren't the best sight words to teach; better to teach meaning-heavy words in the context of stories, and come back to them frequently.

- *Students will remember words when their sounds, spelling, and meaning are taught together.* The amalgamation of these three dimensions, repeated in and out of context, will get words into students' long-term memory.

- *Teaching sight words requires a range of instructional activities geared to students' level of word knowledge.* Rawlins and Invernizzi believe that drilling words with flashcards is not the best approach. Teachers need to assess where students are in terms of letter, word, and sentence knowledge, systematically teach well-chosen high-frequency words, and have students practice them in and out of context.

“Reconceptualizing Sight Words: Building an Early Reading Vocabulary” by Amanda Rawlins and Marcia Invernizzi in *The Reading Teacher*, May/June 2019 (Vol. 72, #6, p. 711-719), <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1789>; the authors can be reached at arr2fj@virginia.edu and mai@virginia.edu.

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8. Teaching “Physical Literacy”

In this article in *The International Educator*, veteran physical education teacher Neil Morgan Griffiths salutes the goals of the 2013 SHAPE grade-level outcomes: “The goal of physical education is to develop physically literate individuals who... enjoy a lifetime of healthful physical activity... Physically literate individuals have learned the skills necessary to participate in a variety of physical activities, know the implications and the benefits of involvement in various types of physical activities, participate regularly in physical activity, strive to be physically fit, and value physical activity and its contributions to a healthful lifestyle.”

Unfortunately, says Griffiths, some PE teachers didn't get the memo. They dwell on theoretical and affective content and teach to “rigorous” standards that are unattainable for many, producing a bell curve of student achievement. These teachers ignore the fact that mastering theory means nothing if it's not put it into practice in daily life.

“Ultimately,” says Griffiths, “the competence, the knowledge, the attitudes, the effort, the focus, the activities, the formative assessments, the skill development, the behaviors – all of these target one outcome: students who voluntarily participate in regular physical activity.” If kids are active, he concludes, “perhaps it is time to close up the grade book, put away the

checklist, question the value of the misapplied body of evidence, and shake the student's hand."

"Assessment in Physical Education: Valuing the Product" by Neil Morgan Griffiths in *The International Educator*, April 2019

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9. How to Deal with Suggestions That Don't Make Sense

In this *Leadership Freak* article, Dan Rockwell ponders the leadership dilemma of how to respond when colleagues suggest ideas that are based on inadequate information; come with a personal agenda; are too costly to implement; arrive too late to be helpful; or might work in the future but not right now. Rockwell believes there are three reasons to respond politely to unhelpful ideas: there's a social obligation to respectfully consider ideas proffered in good faith; most people think their ideas have merit (that's why they offered them); and "Smart people don't enjoy feeling stupid... Good suggestions are withheld from leaders who make people feel stupid."

Here's how *not* to respond, says Rockwell: "This is a good idea, but..." or "That's not our current focus." The leader's goal should be to create a culture in which multiple ideas are explored; it's okay if your idea is not immediately accepted; people don't make yes or no decisions based on one option; and the best ideas win, regardless of the source.

Rockwell says he recently texted a client an idea that, in retrospect, wasn't that good, and got this response: "Thanks, Dan. I like this idea. I believe this would work best after the upcoming offsite. We are essentially rebooting [details followed]." Rockwell thinks this is a model response because it contained:

- A thank-you;
- A personal touch (Dan);
- Appreciation of the idea;
- Respectful rejection;
- Clarification of the current focus.

"How to Respond to Stupid Suggestions" by Dan Rockwell in *Leadership Freak*, May 10, 2019, <https://leadershipfreak.blog/2019/05/10/how-to-respond-to-stupid-suggestions/>

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10. What a Good Rubric Should Contain

(Originally titled "Getting Rubric Criteria Right")

In this article in *Education Update*, Susan Brookhart adapts a list of rubric desiderata from her book, *How to Create and Use Rubrics for Formative Assessment and Grading* (ASCD, 2013):

- Appropriate – Each criterion contains an aspect of a standard or instructional goal.
- Definable – Each criterion has a clear, agreed-upon meaning to students and teachers.
- Observable – Each describes something that's visible to people other than the student.

- Distinct – Each criterion is a separate aspect of the learning outcomes being assessed.
- Arranged on a continuum – Each criterion can be described along a range of levels of performance.
- Complete – The criteria together describe all the learning outcomes being assessed.

“Getting Rubric Criteria Right” by Susan Brookhart in *Education Update*, May 2019 (Vol. 61, #5), <https://bit.ly/2WBNSHA>; Brookhart can be reached at suebrookhart@gmail.com.

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11. Summer Reading

“As students approach summer vacation, they have a confession to make,” reports Sasha Jones in this *Education Week* article: “while 77 percent agree that summer reading will help them, 20 percent report not reading any books at all over the summer.” The data came from a Scholastic poll of students and parents conducted in September/October 2018. The results showed a marked decline in summer reading compared to 2016.

Parents said they knew summer reading was important to their children’s school achievement, but many were unaware of the concept of “summer slide” – that children who don’t get academic stimulation during the summer lose ground to those who do. Interestingly, awareness of summer slide was highest among more-advantaged parents.

Here are some of the positive actions taken by parents who put a high premium on summer reading:

- Purchasing books from school book clubs and book fairs;
- Taking children to the library;
- Taking books along on road trips and vacations;
- Building reading time into children’s summer routine;
- Putting limits on screen time;
- Finding a book series the child likes so there will be multiple books to read;
- Signing up children for a reading program through the school community;
- Shopping online or in stores for books;
- Reading the same books children are reading and talking about them.

“Students Increasingly Are Not Reading Over the Summer, Poll Finds” by Sasha Jones in *Education Week*, May 8, 2019, <https://bit.ly/2Lwc7pK>

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12. Young Adult Books About Muslims Around the World

“Literature has always had the power to uplift, providing communities the opportunity to see themselves and offering outsiders windows into the lives of others,” say Sara Ahmed, Mahasin Abuwi Aleem, Ariana Sani Hussain, and Hadeal Salamah in this *School Library Journal* article. They recommend these recent young adult books featuring Muslim characters:

- *Becoming Kareem: Growing Up On and Off the Court* by Kareem Abdul-Jabbar and Raymond Obstfeld (Little, Brown, 2017), grade 7 and up

- *Internment* by Samira Ahmed (Little, Brown, 2019), grade 8 and up – This novel imagines what might happen if “exclusion laws” were imposed on Muslim Americans similar to those that resulted in internment of Japanese Americans during World War II.
- *Love from A to Z* by S.K. Ali (Salam Reads, 2019), grade 8 and up – A love story about two practicing Muslims, one living in Indiana, the other in London.
- *The Weight of Our Sky* by Hanna Alkaf (Salaam Reads, 2019), grade 8 and up – A novel about a 16-year-old with obsessive-compulsive disorder during the Malaysian race riots of 1969.
- *The Candle and the Flame* by Nafiza Azad (Scholastic, 2019), grade 7 and up – A novel about Fatima, a human who carries the fire of djinn within her, living in a multicultural city along the Silk Road.
- *Mirage* by Somaiya Daud (Flatiron, 2018), grade 8 and up – A sci-fi novel about Amani, who is kidnapped from her village and groomed to be a stand-in for the hated crown princess.
- *We Hunt the Flame* by Hafsah Faizal (Farrar, 2019), grade 9 and up – Seventeen-year-old Zafira, disguised as a man, seeks a legendary jewel that will restore magic to a land inspired by Arabian mythology.
- *Here to Stay* by Sara Farizan (Algonquin, 2018), grade 9 and up – Bijan, a non-practicing Muslim, becomes the victim of Islamophobia when classmates circulate an edited photo depicting him as a terrorist.
- *Aysha At Last* by Uzma Jalaluddin (Berkley, 2019), grade 10 and up – Spinning off *Pride and Prejudice*, a tale of unexpected love and pushing back on an arranged marriage.
- *Escape from Syria* by Samya Kullab (Firefly, 2017), grade 7 and up – A graphic novel on the stark realities faced by Syrian refugees.
- *Proud: Living My American Dream* by Ibtihaj Muhammad (Little, Brown 2018), grade 6 and up – A young reader’s edition of U.S. Olympic fencer Muhammad’s memoir.
- *Tell Me How You Really Feel* by Aminah Mae Safi (Feiwel & Friends, 2019), grade 7 and up – Rachel, who is Jewish, is required to collaborate on her final film project with Sana, who once seemingly pranked Rachel by asking her out.
- *A Very Large Expanse of Sea* by Mafi Tahereh (HarperCollins/HarperTeen, 2018), grade 9 and up – A headscarf-wearing, break-dancing, foul-mouthed 16-year-old refuses to be constrained by expectations.
- *The Bird King* by Willow Wilson (Grove, 2019), grade 10 and up – Fatima escapes from the sultan’s harem and becomes the target of the Spanish Inquisition.

“Muslim Americans in YA” by Sara Ahmed, Mahasin Abuwi Aleem, Ariana Sani Hussain, and Hadeal Salamah in *School Library Journal*, May 2019 (Vol. 65, #4, p. 36-39)

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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 HTML version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today (formerly Reading Today)
Mathematics Teacher
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine