

Marshall Memo 784

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 29, 2019

In This Issue:

1. [The trajectory of talent development](#)
2. [The best ways to grow teachers' professional self-efficacy](#)
3. [A level playing field for African-American girls](#)
4. [A discussion protocol to promote civic discourse](#)
5. [How to get college students to do their reading](#)
6. [Making mathematics fun, efficient, and memorable](#)
7. [Yogi Berra guides a study of standards implementation](#)
8. [Thinking before posting on social media](#)
9. [Children's books about women leaders](#)
10. Short items: (a) [Texting to smooth the path to college](#); (b) [The biases of media sources](#)

Quotes of the Week

“Token appeals to diversity – such as celebrating Latino History Month, setting a cap on how many black boys are sent to the office, or including a novel written by a woman of color in the core curriculum – do little to address the root causes of racial inequities.”

Elena Aguilar in “Getting Mindful About Race in Schools” in *Educational Leadership*, April 2019 (Vol. 76, #7, p. 62-67), <https://bit.ly/2uKNBG1>

“Instead of swinging for home runs in race conversations, I would encourage teachers to be singles hitters. To rely less on shock and more on steady relationship building.”

Matthew Kay in “‘Shock Value’ is Overrated in Race Conversations” in *Educational Leadership*, April 2019 (Vol. 76, #7, p. 51-55), <https://bit.ly/2UL2d2Q>

“These precocious kids are brought to the attention of teachers because they are so conspicuously talented, like a 7-foot-8-inch high-school freshman will stick out to the basketball coach. But there are a lot of tall kids who don’t care to play basketball, thank you very much, and there are math-precocious kids who aren’t interested in being a physicist, but in fighting terrorism or managing other organizations. People sometimes think that’s a waste, but when you look where they are going, these kids are not *not* developing their talents; they are developing their talents in other areas. It’s important to let kids keep their options open.”

David Lubinski, quoted in “Studies Show How Schools Hinder or Help Gifted Students” by Sarah Sparks in *Education Week*, April 17, 2019 (Vol. 38, #29, p. 8), <https://bit.ly/2L7ebnI>

“To me, elegance in mathematics is about avoiding tedious busy work. If I find myself doing even two things that feel similar, then there must be some abstract explanation for both.”

Eugenia Cheng (see item #6)

1. The Trajectory of Talent Development

In this article in *Phi Delta Kappan*, Bryan Goodwin (McREL) and William Slotnik (Community Training and Assistance Center) say that earlier research on the supposed teacher performance “plateau” has been debunked. It’s true that teachers have a steeper learning curve early in their careers, but many continue to grow and improve over time, becoming increasingly effective with their students.

Why does the performance curve flatten out for some teachers? Goodwin and Slotnik ask. Do they lack natural talent? If that’s the case, then schools need to identify the “naturals” and promote them. But the research says that in most cases, expertise and effectiveness are *developed*. That’s true for sports, music, visual arts – and teaching. Here is what researchers have learned about the stages of talent development:

- *Falling in love with your field* – People may enter a “romance” with teaching when they have an inspiring teacher themselves, or when they get great satisfaction from a particular subject area, group of students, or professional colleagues. Whatever the cues, say Goodwin and Slotnik, it’s important for rookie teachers to have “the tutelage of a nurturing, supportive mentor who makes them want to commit to honing their abilities.”

- *Imitating experts and automating the fundamentals* – The next phase is focused, nose-to-the-grindstone training, getting feedback, and learning routines so they take up less and less mental bandwidth. Being in love with the profession is helpful for getting through all this. Unfortunately, say Goodwin and Slotnik, this is where some teachers plateau.

- *Forging ahead with conscious incompetence* – In the third phase, thoughtful performers realize what they don’t know and lean into “deliberate practice,” looking for new ways to stretch themselves and get better. This is what separates experts from merely competent performers.

- *Developing metacognitive awareness* – The next phase involves seeing yourself as others see you, replaying your performance in slow motion, and envisioning a variety of mental models of performance. With teachers, say Goodwin and Slotnik, this means being highly adaptive and taking responsibility when students struggle – asking, for example: “Are students not yet reading with automaticity? Do they lack background knowledge? Do they have a fixed mindset about challenging content?”

- *Unleashing creativity* – Mastering routines and lots of mental models makes it possible for teachers to try different approaches and see new ways to get students learning, which often means setting aside textbooks and scripted programs.

We admire “great” teachers and tend to assume it’s all about natural talent, say Goodwin and Slotnik. But reaching this level of proficiency “requires a deep understanding of

and appreciation of conventions – like standards and curricular expectations. It also requires expert mental models of pedagogy that aid in checking for student understanding and guiding their learning... We believe it's essential to move toward a career-long talent development system that supports teachers in developing expertise."

What would that look like? "We cannot force anyone to become an expert, nor can we cram expertise into someone's brain. Rather, it's something that develops over time through continuous learning and working with skilled peers." Here are some key steps for schools and districts to consider:

- Select teachers who show passion and enthusiasm for teaching and learning.
- Provide beginning teachers with successful models and lots of support.
- Develop the expertise of midcareer teachers through reflection and peer coaching.
- Create opportunities for veteran teachers to engage in self-directed learning.

"Rather than trying to equate teachers' professional learning with checking boxes in an evaluation framework," conclude Goodwin and Slotnik, "a talent development system would unleash their potential by telling them that once they demonstrate they've mastered the district- or schoolwide instructional model... they can then guide their own professional learning."

"Debunking the Myth of the Teacher Performance Plateau" by Bryan Goodwin and William Slotnik in *Phi Delta Kappan*, April 2019 (Vol. 100, #7, p 56-61), <https://bit.ly/2UIM2I3>; the authors can be reached at bgoodwin@mcrel.org and bslotnik@ctacusa.com.

[Back to page one](#)

2. The Best Ways to Grow Teachers' Professional Self-Efficacy

In this *Teachers College Record* article, Sabina Rak Neugebauer (Temple University), Megan Hopkins (University of California/San Diego), and James Spillane (Northwestern University) say that teachers' perception of their teaching competence is a "significant predictor" of how well their students perform. In other words, say the authors, "Believing that one can make a difference influences one's performance in the classroom."

But what influences self-efficacy? Is it credentials? Subject-area knowledge? Professional development? Years of experience? Students' test scores? Compliments from colleagues and the principal? To find out, the authors studied 345 elementary teachers in a Midwestern suburban district over four years. Their conclusions:

- Teachers who frequently got instructional feedback and had more opportunities to engage in instructionally focused discussions had higher levels of self-efficacy. The key factor was that discussions were "firmly rooted in actual teaching practice" – talking about an observation of a class, a specific instructional event, examples of students' work, or looking at teaching resources and artifacts.

- Less helpful was observing a colleague teach or giving a colleague general advice on instruction. The difference here was the distance from the individual teacher's classroom, details of actual practice, and samples of students' work. In other words, talking about education in broad strokes, several steps removed from actual practice, was unhelpful.

- Over time, feedback had less impact on teachers' self-efficacy. Neugebauer, Hopkins, and Spillane speculate that this might be because initial feedback on classroom practices led to instructional improvements that got results, but over time there was a ceiling effect as teachers became more proficient, so there were fewer incremental improvements.

- Teachers with more experience, and those who taught the same grade for several years, had greater self-efficacy. The authors' theory is that teachers "may have been able to revise, improve, and become more comfortable with their curriculum and their techniques over that time. In addition, more-seasoned teachers may be more forgiving of errors or mistakes made during instruction that otherwise might contribute to decreasing feelings of self-efficacy among novice teachers."

What are the implications of this research for schools? Neugebauer, Hopkins, and Spillane suggest:

- Creating structures so teachers can give each other immediate and specific feedback on classroom practice.
- Use instructional coaches, teacher leaders, or grade-level or departmental teams to orchestrate these interactions.
- Get coverage or schedule time for observations and follow-up talks.

"Our account," conclude the authors, "suggests that social interactions firmly anchored in instructional practice can move teachers beyond contrived collegiality to a culture of collaboration that can in turn influence teachers' sense of efficacy... [G]eneric interactions around instruction that are not anchored in actual teaching episodes may be ineffective for promoting individual teachers' feelings of teaching competence."

"Social Sources of Teacher Self-Efficacy: The Potency of Teacher Interactions and Proximity to Instruction" by Sabina Rak Neugebauer, Megan Hopkins, and James Spillane in *Teachers College Record*, April 2019 (Vol. 121, #4, p. 1-32), available for purchase at <http://www.tcrecord.org/ExecSummary.asp?contentid=22611>; the authors can be reached at sabina.neugebauer@temple.edu, mbhopkins@ucsd.edu, and j-spillane@northwestern.edu.

[Back to page one](#)

3. A Level Playing Field for African-American Girls

(Originally titled "Countering the Adultification of Black Girls")

In this article in *Educational Leadership*, Monique Morris (National Black Women's Justice Institute) says that African-American girls "are often viewed by educators as less innocent and childlike than they are." One study found that adults perceived black girls to need "less nurturing, less protection, less comfort and support, and to know more about sex than their white peers." Differential treatment can start as early as five years old, but it's most problematic when girls are between 10 and 14. Here are some of the ways this is experienced by black girls:

- Comments from some adults about the shape of their bodies;
- Unequal enforcement of dress codes, including subjective interpretations of a student's outfit as provocative or inappropriate;

- Less patience or immediate censure when girls make a mistake or don't understand instructions or expectations;
- More-frequent punishment and exclusionary discipline, often for being "defiant" or intentionally disruptive.

"The pedagogical practices and policies that guide school culture reflect our explicit understandings about the performance and capacity of students," says Morris, "but they also reflect many of our unconscious biases and latent understandings about the conditions and norms that shape identities." She suggests these guidelines:

- *Use age-appropriate language.* This might include referring to girls under 12 as "girls" rather than "young women."
- *Understand different communication styles.* "Being 'loud' or outspoken is not always an intentional disruption and affront to the authority of a teacher," says Morris. "It is important for educators to understand that increased volume is sometimes a communication strategy for girls who experience (or feel) erasure in their learning space – a way to be *seen* rather than an act of immaturity or defiance."
- *Recognize adultification as an element of implicit bias.* Part of training in cultural competence is coming to grips with this common tendency.
- *Make sure each girl has an adult "safe person" to talk to if there's a crisis.* This is part of creating a supportive climate for all students, including those who are raised in a different culture than most of the educators.

"Countering the Adultification of Black Girls" by Monique Morris in *Educational Leadership*, April 2019 (Vol. 76, #7, p. 44-48), <https://bit.ly/2GJ21w4>; Morris is at mwmorris@nbwji.org.
[Back to page one](#)

4. A Discussion Protocol to Promote Civic Discourse

In this article in *Social Studies for the Young Learner*, Mary McGriff (New Jersey City University) and Shalise Clemons (Ethical Community Charter School) say that nowadays many elementary-school children are exposed to polarizing news reports and social media posts. This makes respectful civic discourse an even more important skill, and classrooms are the ideal place to discuss contentious issues with (to quote the College, Career, and Civic Life standards) "honesty, mutual respect, cooperation, and attentiveness to multiple perspectives." McGriff and Clemons describe how the Reflective Discussion Circles approach was implemented in a New Jersey fifth-grade classroom (the process takes 20-30 minutes):

- Students sit in groups of four.
- The class is given an article to read, followed by a discussion question – for example, *Should motorized bikes be allowed on the sidewalk?*
- Students silently write their opinion in the top left-hand quadrant of a template.
- Students find out each group-mate's opinion and, without getting into agreements and disagreements, write them in the other three quadrants.

- Students then write in the center of the template how knowing their group-mates' opinions affected their own thinking.

“The most important outcome of this civil and constructive exchange of perspectives,” say McGriff and Clemons, “is for students to recognize and articulate how their understanding develops through a conversation.” They suggest doing a fishbowl demonstration of the process before having the whole class begin working in groups, and posting the key steps (read, annotate, write, share, record, discuss, and thank) for general reference. They also suggest teaching sentence stems to clarify responses, for example:

- Could you please clarify the part about...?
- I don't understand what you meant by...
- To be sure I understand, what you are saying is...
- I'm confused by... Could you please explain that?
- I hear you saying that...

McGriff and Clemons suggest that the teacher observe one group each cycle, focusing on whether students remain on task, use textual evidence to support their viewpoints, actively listen, ask clarifying questions, identify new information that emerges during the discussion, and thank classmates at the end.

The authors suggest several online news outlets that can provide articles on current topics appropriate for class discussions:

- DOGO News <https://www.dogonews.com> – Daily news articles indexed by grade level.
- Teaching Kids News <https://teachingkidsnews.com> – Toronto-based educators offer a variety of global current events for grades 3-8.
- Smithsonian Tween Tribune <https://www.tweentribune.com> – Daily AP news articles in English and Spanish indexed by grade level, with adjustable readability levels.

“Reflective Discussion Circles: A Method for Promoting Civic Engagement” by Mary McGriff and Shalise Clemons in *Social Studies for the Young Learner*, March/April 2019 (Vol. 31, #4, p. 3-8), <https://bit.ly/2IQ21Of>; the authors can be reached at mmcgriff@njcu.edu and shalise.clemons@teccsjc.org.

[Back to page one](#)

5. How to Get College Students to Do their Reading

In this *Chronicle of Higher Education* article, Steven Johnson reports the distress of many college instructors about their students not doing required reading for courses. A 2018 survey found that 97 percent of professors thought it was “very important” or “important” that students come to class prepared, but only 3 percent thought that students were doing the reading. Another study found the average college student spending 6-7 hours a week on assigned reading, down from 24 hours a week around 1950. Students know they need to do the reading, but they're super-busy, believe they can get by without doing all the reading, and make a cost-benefit calculation.

In addition, when students do read, instructors find that many aren't perceptive and critical readers. A 2005 study found that only 51 percent of ACT-tested high-school graduates

were ready for college reading, and recent NAEP data show only 37 percent of twelfth graders proficient in reading – that is, able to read for literal and inferential meanings. When asked to find the main idea, some students search the pages for answers, not realizing, said a retired Arkansas professor, “The main idea in a text is not on the page; [it’s] something in your head that you need to construct.”

What’s going on here? Commentators have blamed lower admissions standards, more-diverse student bodies, students doing less pleasure reading, ineffective pedagogy, less demanding assignments and tests, social media, television, busy social schedules, the Great Recession, parents getting divorced, and more. What’s clear is that (a) college instructors believe students should arrive in college with the necessary literacy and thinking skills, and (b) very few instructors have the time, training, or inclination to teach remedial reading.

Naomi Baron of American University sums up the problem: “A lot of faculty members, myself included, are saying, If they’re not doing the reading, we can get unhappy, we can get angry. Or we can do something about it.” Some ideas:

- Giving quizzes on the reading;
- Putting readings in an online platform that allows instructors to see if it’s being done;
- Asking students to pose questions based on the reading.

Harvard physics professor Eric Mazur tried all this, and it wasn’t moving the needle (tracking the reading online showed only 30 percent of students doing it). Surveying colleagues in other universities, Mazur found that across the board, students were strategic, that is, “incredibly good at figuring out how to do exactly what they need to do to get the grade.”

Mazur wondered if turning out-of-class reading into a social-learning environment might work. He and his colleagues developed Perusall, an online annotation platform. Here’s how it works:

- Students are required to read course material on Perusall by midnight before the next class meeting.
- Students highlight and annotate and are able to see mutual points of understanding and confusion and vote their classmates’ comments up or down.
- The software notifies students when someone engages with their comments.
- Perusall tracks exactly how long students spend on each page, and an algorithm grades the thoughtfulness of their annotations and compares their reading habits to behaviors that predict classroom success (students can appeal these grades).
- The software generates a “confusion report” to notify instructors of what caused difficulty in the readings so they could follow up in the next class.

The grades were the stick, but there was a carrot – the direct connection of the online readings to what was discussed in class. Knowing that instructors were reading students’ questions and using them to guide discussion the next day was a big motivator to do the reading and really engage with it.

Reading compliance shot up – more than 90 percent of students did the reading for each class, most of them reading almost every page. Many students did non-required reading, returned to readings after the initial window, and improved their performance on exams.

What about the role of high schools? One study by the ACT says the most important thing is to teach students how to read the kind of complex texts they'll encounter in college.

“The Fall, and Rise, of Reading” by Steven Johnson in *The Chronicle of Higher Education*, April 26, 2019 (Vol. LXV, #31, p. A14-21), <https://bit.ly/2IMgyKV> for subscribers

[Back to page one](#)

6. Making Mathematics Fun, Efficient, and Memorable

In this interview with Matt Huston in *Psychology Today*, Eugenia Cheng (School of the Art Institute of Chicago) speaks to the question students often ask about mathematics: *Can't I get by without it in everyday life?* “This is completely true,” says Cheng, “but I think you can get by better with some math. Not long division and solving equations, necessarily, but the principles of abstraction and logic are things that we can all use. Abstraction is how you get to the core of what an argument is really saying and make good analogies between things. I think that's what empathy is about: analogies between people.”

Cheng also believes the clear framework of mathematics can help trace an argument back to first principles; in a debate with another person, those are your basic beliefs. “Instead of saying one person is right and one is wrong,” says Cheng, “we can ask what it is about an argument that is right, and what starting points make that happen.”

She likes enlisting emotions in her teaching of math, telling students to listen to their visceral reactions to concepts, look for math in music, art, and cooking, and try to anthropomorphize problems: “This is really trying to be an equivalence. How can we help it?”

Math has a reputation for being boring, so students are ready for a fun activity or an unexpected laugh. “Keeping people amused is one way of keeping them interested,” says Cheng. “It can also make the material more memorable.”

One of the strongest things about mathematics is efficiency, says Cheng: saving time and energy by using elegant solutions. For example, there are patterns in a piece of music – A, B, then A again – and that's mathematics. “To me,” she concludes, “elegance in mathematics is about avoiding tedious busy work. If I find myself doing even two things that feel similar, then there must be some abstract explanation for both.”

“The Logic of It All” – An interview with Eugenia Cheng by Matt Huston in *Psychology Today*, May/June 2019 (Vol. 52, #3, p. 27-28), no e-link

[Back to page one](#)

7. Yogi Berra Helps Guide a Study of Standards Implementation

In this article in *Educational Researcher*, Laura Desimone and seven colleagues at the University of Delaware, University of Pennsylvania, and Baylor University report on their study of the implementation of college- and career-ready standards, with particular focus on English language learners and students with disabilities. They preface each of their findings with a quote attributed to Yogi Berra:

- *In theory there is no difference between theory and practice; in practice there is.* The researchers' logic model is that the more specific, consistent, authoritative, powerful, and stable a policy is, the more effectively it will be implemented. They found positive trends in the ESSA era in all these areas, as contrasted to previous education reform initiatives.

- *You can observe a lot just by watching.* By conducting interviews and surveys of teachers, principals, and officials at the district and state level in Texas, Kentucky, and Ohio, the researchers were able to get a fix on how standards were implemented. (They selected these demographically diverse states because each took a different approach to standards.)

- *Déjà vu all over again.* The pendulum is swinging back from federal to local control, report the researchers – although this is less true with ELLs and students with disabilities, where national guidelines still hold sway.

- *When you arrive at a fork in the road, take it.* “In grappling with alternative approaches,” say Desimone et al., “districts struggle with developing specific, aligned resources and establishing specific and consistent implementation practices across schools.”

- *How can you think and hit at the same time?* The quality of professional development came through as a key factor in the implementation of standards at the classroom level.

- *The future ain't what it used to be.* The researchers contrast the more-robust use of federal power in the No Child Left Behind and Race to the Top eras with the “softer” approach under ESSA. “Importantly,” they say, “this shift in power does not eliminate rewards and sanctions; instead, it reconfigures decision making for deploying rewards and sanctions at the district level.”

- *If the world were perfect, it wouldn't be.* “Despite resource and other obstacles,” say Desimone et al., “the standards are generally accepted by most teachers, districts, and states.” This was true because the national controversy around Common Core was finessed by creating local versions and then giving considerable autonomy to districts on how standards would be implemented.

- *You've got to be careful if you don't know where you're going, you might not get there.* Since the passage of No Child Left Behind, state and national consortia have taken more active roles in developing identification and reclassification guidelines and procedures, and local districts are expected to follow them, supported by an increasing array of resources and materials.

- *I wish I had an answer to that because I'm tired of answering that question.* “For special education, tensions between individualization and standardization persist,” say the researchers. “Compared with teachers of general education students, teachers of students with disabilities do not fully buy into the idea of standards as appropriate for their students, estimating that more than half will fail to reach grade-level standards.” Those teachers said they weren't receiving enough guidance and support to get their students up to par, and felt the major focus was on compliance.

- *It's tough to make predictions, especially about the future.* Desimone and colleagues are guardedly optimistic about how the swing toward local control will benefit teaching and learning, but they see several challenges: Will districts give teachers the support and guidance

previously provided by the states? How will underresourced districts fare? And how will the perennial challenges of helping ELLs and students with disabilities to meet high standards be resolved?

“Success and Challenges of the ‘New’ College- and Career-Ready Standards: Seven Implementation Trends” by Laura Desimone, Amy Stornaiuolo, Nelson Flores, Katie Pak, Adam Edgerton, Philip Nichols, Emily Plummer, and Andrew Porter in *Educational Researcher*, April 2019 (Vol. 48, #3, p. 167-178), <https://bit.ly/2PDG2un>; Desimone can be reached at lauramd@udel.edu.

[Back to page one](#)

8. Thinking Before Posting on Social Media

In this *Education Week* Top School Jobs Career Corner article, Daphne Donaldson (East Baton Rouge Parish Schools) says many schools are thinking about the intersection of employees’ and students’ First Amendment rights and use of social media. Donaldson suggests that before posting anything online, people should ask themselves the following questions:

- Do I have the right to share this?
- Is this the right thing to do?
- Am I willing to take responsibility if this post goes viral or is shared without my permission?
- Will I regret this tomorrow when I’m not angry or upset?
- Is the risk worth the reward of 15 minutes of fame or shame?
- Am I ready for the social, emotional, verbal, or legal battle that may ensue?

“Rated ‘R’ Social Media” by Daphne Donaldson in *Education Week*, April 14, 2019, https://blogs.edweek.org/topschooljobs/careers/2017/10/rated_r_social_media.html

[Back to page one](#)

9. Children’s Books About Women Leaders

In this article in *Social Studies for the Young Learner*, Jesse Haight and Vanessa Boryenace (Clarion University of Pennsylvania) suggest books featuring strong female artists, athletes, historical figures, and environmental activists (more in next week’s Memo). Each is followed by the Lexile readability level (L); AD means adult-directed, NC non-conforming:

- *Bloom: A Story of Fashion Designer Elsa Schiaparelli* by K. Maclear (HarperCollins, 2018) 670L
- *Maya Angelou* by L. Kaiser (Lincoln, 2016) Lexile not available
- *Maya Lin: Artist-Architect of Light and Lines* by J.W. Harvey (Henry Holt 2017) 800L
- *Girl Wonder: A Baseball Story in Nine Innings* (about Alta Weiss) by D. Hopkinson (Aladdin, 2006) 570L
- *Founding Mothers: Remembering the Ladies* by C. Roberts (HarperCollins, 2014) 1120L

- *She Persisted: 13 American Women Who Changed the World* by C. Clinton (Philomel, 2017) NC1170L
- *Rad American Women A-Z: Rebels, Trailblazers, and Visionaries Who Shaped Our History and Our Future!* by K. Schatz (City Lights, 2015) 1040L
- *Me Jane* (about Jane Goodall) by P. McDonnell (Little Brown, 2011) 740L
- *Mama Miti: Wangari Maathai and the Trees of Kenya* by D.J. Napoli (Simon and Schuster, 2010) AD710L
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by M. Paul (Millbrook, 2015) AD480L
- *The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City* (about Kate Sessions) by J.J. Hopkins (Beach Lane Books, 2013) 760L
- *Swimming with Sharks: The Daring Discoveries of Eugenia Clark* by H. Lang (INDPB, 2016) 770L

“Inspiring Young Girls’ Civic Engagement with Biographies of Women” by Jesse Haight and Vanessa Boryenace in *Social Studies and the Young Learner*, March/April 2019 (Vol. 31, #4, p. 9-14), <https://bit.ly/2vsMATy>

[Back to page one](#)

10. Short Items:

a. *Texting to smooth the path to college* – This article in *Communiqué* describes Text Talk Set to Go, which uses text messaging to facilitate face-to-face conversations among college-going high-school seniors about successful college entry. Using one cell phone, groups of 3-4 students text SetToGo, number 89800, and get a series of texts guiding them through conversations on key issues. The texts include videos, social-media interactions, polling, and discussion questions. More information is at <http://bit.ly/TTSTGvideo>.

“Text, Talk, Set to Go” in *Communiqué*, May 2019 (Vol. 47, #7, p. 18-19)

[Back to page one](#)

b. *The bias of media sources* – The latest edition of this graphic display by Vanessa Otero <https://www.adfontesmedia.com> charts various media sources on two axes: left-right political leaning, and fact-based objectivity. The website also has a list with detailed information on 104 news sources, from ABC to WorldTruth.Tv.

“Media Bias Chart Version 4.0” by Vanessa Otero in Ad Fontes Media, April 2019

[Back to page one](#)

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If you have feedback or suggestions

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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and 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 Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine