Irvin Scott, Ed.M.’07, Ed.D.’11, senior lecturer

ON MY BOOKSHELF


THE THING THAT DREW YOU TO IT: I have spent a considerable part of my nearly-30-year career trying to enable great teaching and learning experiences for children, and now adults. More than half of those years have been actually teaching myself; the other parts have been as a system leader. Well, I am back in a position of doing it — teaching myself. This book was given to me by my colleague, Josh Bookin, who leads HGSE’s Teaching and Learning Lab. The book is a reminder that great teaching and learning should be a constant pursuit for those who are blessed to hold that title: teacher.

FAVORITE BOOK YOU READ TO YOUR BOYS WHEN THEY WERE LITTLE: My wife, Kisha, and I have read so many books to our three boys as they were growing. *Chicka Chicka Boom Boom, Are You My Mother?* and *More, More, Said the Baby.* All bring a smile to my face just thinking about them. However, it was when they were around 12, 10, and 8 when we decided that we would have joint reading time as my father once did with me and my siblings. The novel of his choosing: *Sounder* by William Armstrong. For our sons, we read C.S. Lewis, starting with *The Chronicles of Narnia: The Lion, Witch, and the Wardrobe.*

IF YOU WERE TO GIVE A BOOK AS A GIFT TO SOMEONE, WHAT WOULD IT BE? *Trust in Schools* by Anthony Bryk and Barbara Schneider. I would give it to every American principal and teacher leader. I think the most important resource for schools to operate well is trust. It’s that simple. When I was a principal, my superintendent gave all principals this book. It made me think about leadership completely differently.

YOU DISCOVERED POETRY IN YOUR NINTH-GRADE ENGLISH CLASS. ANY RECOMMENDATIONS? Anything by Shel Silverstein, for all ages! I also keep a collection of Shakespeare’s sonnets in my office. If you drop in, you will see it on my bookshelf. I have been trying to commit to memory several of the sonnets I love, starting with Sonnet 116, “Let me know to the marriage of true mind / Admit impediments...”

EDUCATION BOOK THAT YOU THINK ALL EDUCATORS SHOULD BE READING? As it relates to the critical work of teaching and learning, I am a huge fan of John Hattie’s *Visible Learning for Teachers: Maximizing the Impact on Learning.* As it relates to addressing inequities in America, I am huge fan of anything Ta-Nehisi Coates writes, such as *Between the World and Me,* as well as J.D. Vance’s *Hillbilly Elegy.*

FAVORITE SPOT TO CURL UP WITH A GOOD BOOK? I don’t curl up well. Need to be sitting when reading. I enjoy reading in Widener Library or the second floor of the Coop balcony, where the Harvard schools’ crests are lined up. LH

FOR A FULL LIST OF BOOKS FEATURED IN THIS ISSUE: GSE.HARVARD.EDU/ED. IF YOU’RE PART OF THE ED SCHOOL COMMUNITY AND YOU’VE RECENTLY PUBLISHED A BOOK, LET US KNOW: BOOKNOTES@GSE.HARVARD.EDU

SELF-REGULATION IN LEARNING

Alison Bailey and Margaret Heritage

Using practical examples, *Alison Bailey, Ed.M.’91, Ed.D.’95*, and Margaret Heritage describe how teachers can help all students become better at taking charge of their own learning, a skill that will help not only in class, but also later in life. As they describe, self-regulated learning allows students to set goals for their learning and figure out what steps are needed to reach goals. It also helps them better use their time and recognize what needs to be done when they get off track.

DIFFERENTIATED INSTRUCTION MADE PRACTICAL

Rhonda Bondie and Akane Zusho

Providing different instruction for different students in a classroom is often a huge challenge for teachers. In this book, Lecturer Rhonda Bondie, a former teacher, and Akane Zusho use a system called All Learners Learning Every Day (ALL-ED) that tailors instruction for teachers. The book offers useful class examples, self-reflection activities, and a question at the beginning of each chapter that will help teachers better think through their objectives in helping all learners. Each chapter also offers current research in a given area.
JUST ONE QUESTION: A ROAD TRIP MEMOIR  
Ty Sassaman

For six months, traveling across the country is his red 1993 Honda Civic, Ty Sassaman, Ed.M.’06, posed one question to the people he met: If you could ask everyone you met just one question, what would you ask? Starting with the park ranger in Pennsylvania who told him his question was circular and she wasn’t that deep, to “What’s something you never told anyone in your life?” (childhood friend in Michigan), to “Do you know where the emergency station is?” (Burning Man volunteer), to “What are you doing to change the world?” (guy giving him a tattoo in Austin, Texas), Sassaman gives us a taste of America, as he experienced it.

HOMING INSTINCTS  
Dionisia Morales

Dionisia Morales, Ed.M.’93, has mostly lived on the East Coast, dotted with a summer here and there in other places. Then a job with the Oregon Department of Education took her 3,000 miles away to the other side of country. “What strange, new place is this?” she asked herself. “And how will I survive here?” In this collection of short essays, Morales writes about her relocation and asks questions relevant to migration, what it means to claim a place as your own, different mindsets, and what we mean when we say “home.”

CUZ  
Danielle Allen

Cuz, meaning both “cousin” and “because,” is a memoir by Professor Danielle Allen that, as The New York Times writes in its review of the book, mourns a loss and denounces a system. It’s the tragic story of Allen’s cousin, Michael, who spent time in and out of prison, the first when he was a teenager. Described as someone who “beams and all the lights come on,” Michael was murdered when he was only 29. Allen explores Michael’s life, her own relationship to him as “cousin on duty,” and the devastating impact that poverty, gangs, drugs, and love can have on a life.