Yes we **can.**
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Our cover story in the last issue, summer 2018, received a lot of praise for the first-person piece written by Melane Perkins Mclaughlin, Ed.M.’17, a mom who has to advocate for her daughter Grace, who was born with Down Syndrome. “A powerful and beautiful story.” “Good stuff, Melanie, on your description of ableism.” “We are so proud of the hard work you do to make the world better for others!” We also received a longer comment from another reader, Jennifer Saffran. “Thank you for writing this. I am also a Harvard alum, also an advocate, with a son with autism, LD, and epilepsy. I have seen awareness and resources change for the better since we settled two days before a hearing with Brookline Public some two decades ago. Still, the system is easier if you have bandwidth, time, money, insurance, speak English, and live in MA.” We also learned that the director of special education for the Massachusetts Department of Education planned on sharing the story with his full staff.

In June, Harvard Ed. was awarded the 2018 CASE Circle of Excellence Award for best magazine in its category. In terms of design, the judges noted that the magazine “is sophisticated yet feels friendly and engaging. The overall design is clean yet compelling with a great mix of photographs and illustrations.” When it came to the content, the judges commented on our willingness to take on controversial topics and said the magazine had a “great personality.” We want to know what you think, too. What do you like seeing or reading in the magazine? Are there stories that you most want to read or ones we’ve already published that you skip by? Is there something that you would like to see in the magazine and share a few comments about?

Past Tense

The spring 1970 issue of Ed magazine ran a three-page special report about the Ed School’s involvement in the Harvard-wide student protest against the United States move into Cambodia and the killing of four, unarmed college students at Kent State University on May 4, 1970. At meetings just days after the shootings, students, faculty, staff, and Dean Ted Sizer debated what the strike would accomplish, whether or not students could force exams but still receive full credit, and what role an education school should play in pressuring politicians in Washington. Given this issue’s cover story on student activism, we thought it made sense to look back at the story that ran in the magazine and share a few excerpts from the piece.

“‘The strike’ at HGSE is not binding on everyone,” the author wrote. “The school has remained open although students, faculty, and staff who wish to work in antiwar activities are free to do so.”

We love it when a story becomes a useful tool for a teacher or a school. In July, 109 early childhood and K–12 educators attended a five-day Professional Education program run by Ron Ferguson, an adjunct lecturer on public policy at the Harvard Kennedy School. Called Closing the Achievement Gap: Strategies for Excellence with Equity, the program assigned one of our feature stories from the summer issue written by Ed.M. ’14, Ed.M.’17, called “The Other Self” to half of its participants (the ones interested in secondary school) for a session on youth culture.

Behind the Story

Lory Hough, Editor in Chief

Emma Gonzalez was calling BS. On February 17, 2018, the senior at Marjory Stoneman Douglas High School was speaking at a rally just days after a gunman opened fire at her school, killing 17 and seriously wounding many more. In what was described as a “blistering speech” that went viral, Gonzales helped draw national attention to gun violence. With her classmates, the 18-year-old became a symbol of what The Washington Post called “the new strain of furious advocacy.” In my thought about other recent movements being propelled by young people, like Black Lives Matter, #Dreamers, the Occupy movement, and Standing Rock, and wondered if this surge — this furious advocacy — matched what went on during the 1960s and 1970s, the heyday (I assumed) of student activism. Our cover story by Zak Jason looks at these movements and how today’s compare. What did he find? “Everyone I talked to, from teenagers to veteran activists of the 1960s seems convinced we are not just in a social media-bolstered moment,” he says, “but a genuine, generational groundswell of activism.”
“I was definitely a ‘why’ child,” says Dean Bridget Terry Long. “I asked a lot of questions, especially about my family and our history.”

It’s how she learned about family land in rural Virginia where she spent summers as a kid and connections to the tobacco fields. It’s how she discovered that her great grandmother on her mother’s side was born into slavery, emancipated at 6, and able to amass property after becoming a midwife. Asking questions was how Long learned that her grandparents on her father’s side had the same last name, Terry, because they both worked as sharecroppers on the same plantation, the Terry Plantation. It’s how she learned that her father, the eldest son, got pulled into the fields to work, but yearned to leave. “He should have been valedictorian of his high school class,” she says of her father, “but he missed so much school because of farming. He basically escaped to the Air Force. He didn’t want to be a farmer.”

What her father wanted was opportunity — for himself and eventually for his two daughters. He got married and moved from the segregated south to Baltimore and later to the Midwest. He got a job at Xerox and worked his way up to a management position while also going to college, two kids in tow. It was looking back at pictures of his graduation when he was 30 and seeing himself in the photos, plus knowing that her mom worked her way through college to become a high school teacher, that made Long realize that there wasn’t just one way to be a student. “I grew
very little has been written about how love impacts teaching and learning, which is why John Miller, M.A.T., recently published Love and Compassion: Exploring Their Role in Education. Love, he writes in his new book, is a powerful, motivating force for many teachers and students. And by love Miller doesn’t mean only romantic love, but self-love, love of beauty, compassion, and a love for learning. Miller, a professor at the University of Toronto, recently talked to Ed. about compassion, seeing students as individuals, and why, at the age of 74, he still loves teaching.

Why don’t educators talk more about love or beauty? We live in a materialistic society that prizes consumerism and individual achievement. Education reflects this with its focus on accountability and measurement. Love and beauty cannot be evaluated in the traditional manner, so educators shy away from them. The work of Gandhi and King has had a strong influence on my writing as they saw love as the basis for living and social change. When you look at their lives, they had tremendous impact on the world, which for me is evidence of the power of love. They also wrote about how love and compassion require real strength and courage.

Do teachers need to love teaching to be effective? To be effective in the deepest sense, yes. One can teach basic skills without love, but to truly make a difference in a student’s life, there needs to be love. Love sees teaching as an art where we explore different ways of connecting to subject matter and to students. Love brings patience and understanding, which are so important in teaching.

Do they need to love kids? Here I would use the word compassion. Compassion allows us to see our students as individuals who are struggling and sometimes suffering. Compassion allows us to see ourselves in the student, even the student who we find is hard to relate to. Nel Noddings [Stanford emeritus professor] has written about the importance of care, and if our students feel that we care for them, this can be a strong motivation for learning.

When a teacher’s love for their profession is gone, should they move on or try to find a way back? This is a very much a decision that depends on the individual and the environment that he or she is working in. One alternative is to seek another school where their love of teaching can be restored rather than leaving the profession entirely. However, this question brings up the larger issue of what changes can be made at a national level to create schools and learning environments that are nourishing for both teachers and students. We need a broader vision of education that goes beyond mastering skills to teaching the whole child and helping children flourish.

Why do some kids seem not to love school or learning? Love of learning means keeping the child’s natural curiosity alive. This means allowing space for students to pursue their own interests. Teachers often feel the need to cover the curriculum or sometimes there is little opportunity for students to question and explore. After all your years in the profession, did you ever lose your love for teaching? I have been fortunate that my university and department have supported my work in holistic education and contemplative education, so I do not believe there was a time when I lost my love of teaching. I am now 74, and I still look forward to teaching and being with young people.

Why? I love the sense of community that can arise in a class. I write about this in my book, how in one class the students were cirulating a sheet of paper for students to comment on what was happening, and one student wrote, “There is a lot of love in this room.” With community, people speak authentically or from what the ancients called the “thinking heart.” When this happens, there is often growth and transformation. I love witnessing this.

ON THE CASE

Professor Paul Reville founded the EdDesign Lab in 2014 at the Ed School, following his five years as secretary of education for the Commonwealth of Massachusetts. The goal was to study and create ways that cities and school districts could address all the needs of children, especially those living in poverty, through school reform. Instead of thinking schools alone could “fix” problems in education, the lab would bring together people from child welfare departments, local law enforcement, and city health. And the mayor would be key. This is exactly why the lab’s By All Means initiative was created, and why, over the course of two years, mayors and other city officials from six cities created plans in this first cohort to tackle a childhood challenge specific to their communities. The cities — Oakland, California; Louisville, Kentucky; Providence, Rhode Island; and Salem, Somerville, and Newton, Massachusetts — served as labs as they tested different methods of making deep change in schools. During that time, the groups met regularly at the Ed School to learn from one another and strategize.

In May, the groups met for the final convening. They also released case studies for five of the six cities involved that include exactly what their plan was, how they handled funding, elements that affected success, and roadblocks that got in the way. Read the case studies: <bit.ly/2VLNH1R>

What It Looks Like To Do It With It
IS IT A SECONDHAND EMOTION OR THE KEY TO BETTER TEACHING AND LEARNING?

STORY BY LORY HOUGH

QB DURING LONG’S FIRST WEEK: GSE.HARVARD.EDU

Illustration by Jason Schneider

“Love is the way to carry a child’s heart into high schools.”

Senior Research Fellow BOB SCHWARTZ, C.A.S.’68, on rethinking the gold standard four-year degree in favor of two years of college plus work credentials. (Education Week)
Prime Time Parenting

How being focused for two hours a night could make parenting less haphazard

A s director of an instructional design education company, HEATHER MILLER, ED.M.’00, spends a lot of time in classrooms and sees a lot of tired students. She wasn’t surprised with older kids, but when she started seeing more and more sleepy elementary students, she knew something was going on.

After talking to these kids, it became clear that technology was partly at fault.

“These young children were playing video games or interacting with screens until quite late in the evening,” she says. Even kids who went to bed earlier had difficulty falling asleep, possibly due to blue light from devices reducing melatonin, the hormone that makes you feel sleepy.

“It was clear that a major problem was forming that had to do with parenting and screens,” she says. She started to offer workshops on how parents could avoid the pitfalls of the digital age. “I realized that parents don’t really need abstract ideas; they benefit from concrete advice on how they can structure their lives as parents and avoid some of the pitfalls of technology,” she says. Parenting nonstop isn’t the answer.

“By better utilizing time, parents can have quality time with their kids and also time for themselves,” she says. “It gets a lot harder to parent effectively when you are parenting every minute of the day and most of the evening.”

“One way to do this, Miller says, is for parents to focus exclusively on parenting for a two-hour block, rather than parenting haphazardly by doing other things, like constantly checking your phone.”

“Everything we do from working, socializing, parenting, and learning has been transformed by the digital age over the last two decades,” she says. “It is important not to just go with the flow, but instead to take a step back and look at what aspects of this revolution are working for us and which are not.”

One of the main points that Miller stresses is that in the age of smartphones and tablets, adults need to rethink how they parent and not let technology dictate the rules.

“Heather Miller, Ed.M.’00, spends a lot of time in classrooms and sees a lot of tired students. She wasn’t surprised with older kids, but when she started seeing more and more sleepy elementary students, she knew something was going on. After talking to these kids, it became clear that technology was partly at fault. These young children were playing video games or interacting with screens until quite late in the evening,” she says. Even kids who went to bed earlier had difficulty falling asleep, possibly due to blue light from devices reducing melatonin, the hormone that makes you feel sleepy.

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“It gets a lot harder to parent effectively when you are parenting every minute of the day and most of the evening,” she says. “We need to liberate parents from this idea that they need to be constantly parenting and move to intentional parenting for meaningful, but limited amounts of time each day... Parenting can’t go on forever each night. There has to be a finish line.”

During this two-hour block, parents can focus on dinner, check that homework is done or help as needed, talk about the day, work with kids to get organized for the next day, play a board game, and ease into the bedtime routine, she says.

She acknowledges that it’s easy to get sidetracked and not utilize time well. “With the advent of the digital age, we have a lot of blurring: for example, blurring of where and when we work. Many of us work from home or modify our work schedules to meet our children’s needs — and that is wonderful — but the same flexibility can turn us into people who never quite stop working or parenting,” she says. “The idea with Prime Time Parenting is that you create a structure for school nights and then let that structure protect you. Otherwise, we risk being ‘on call’ at any hour.”

Although Miller focuses on the 6 to 8 p.m. hours, she says this isn’t a rigid block, especially for parents who get home from work later or have kids older than her target group, 5 to 13, who need more time for homework.

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Women Who March
AN INSPIRING JANUARY DAY LEADS TO A CHILDREN’S BOOK

I learned about all of the steps involved, about ISBN numbers, how to get a book on Amazon, she says. “A lot of it was learned through online communities. For every interest there’s a group to connect with.”

Online is where she found an illustrator. A writer invited recommended Upwork, a site for freelancers. She posted the job and a couple of illustrators showed interest, including Workman.

She was passionate about the cause, and we hit it off,” says Raub Dershowitz, an administrator at a school in New York. “It was important to me to have an illustrator from the United States; in this particular story, it was so U.S.-focused. And I wanted a woman.” She also needed someone willing to take a pay cut. “It was a charity project, so I couldn’t spend a ton of money.”

Royalizes from the book are donated to nonprofits, a new one each month. In March, it was National Organization for Women; in April, Postcards to Voters; in May, the Sister District Project; in July, RAICES. Raub Dershowitz says she only chooses partners who focus on equal rights activism. The partners also help with promotion on their sites and through their channels.

Although Raub Dershowitz says she has no idea if there’s another book in her future, she does hope that when the twins, now two, are old enough to truly understand why she wrote the book, they’ll be baffled.

“I hope they’ll think it’s the most ridiculous thing we had to do, that we had to fight and mobilize and push against the idea that men are superior to women,” she says. “I hope they find that absolutely insane. I also hope they know it’s important to stand up for what they believe in and that they are out there expressing what’s right, and not just for issues that affect their own lives. We’re only all free when we’re all free.”
You’re sitting in class and after the professor asks a question, there’s deaf silence. No one raises a hand; no one offers even a partial answer. The silence feels awkward and hugely uncomfortable. But does it have to feel that way? According to Professor Rob Kegan, silence can actually be an important tool intentionally used by instructors. By waiting a little bit before calling on a student to answer a question, even if several hands shoot up, teachers are giving all students more time to reflect on what is being asked, and students can better articulate how they want to answer. Wait time, as Kegan calls it, also makes less stressful for quieter students.

“Waiting a few more seconds actually can be quite productive,” Kegan says in a video about wait time on the website for Instructional Movies, an Ed School project designed to give useful teaching tools to educators. Kegan says that even if the silence feels awkward and the teacher thinks no one will step up and talk, eventually someone will, and “as soon as someone starts, it’s like opening the floodgates. You’ll have more people wanting to volunteer than you have space for.”

Here are a few additional tips from Kegan and other professors at the Ed School on how to start using this wait time practice in class:

- Be patient. Before calling on a student, count several seconds in your head.
- Make wait time the norm in your classes, and tell students why you do it. Consistency and transparency will help avoid confusion (“Why isn’t anyone talking?”).
- Simply say less. Resist the temptation to fill dead air with a repetition of the question (“Why isn’t anyone talking?”). It will also underscore the value of transparency will help avoid confusion.
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“I think there is a delicate balance between adults and youth partners to try to create change.”

Gretchin Bron-Meisels, Ed.M./Ed.L.D. ’13, Lecturer in Education, discussing the Match for Our Lives Education Week

Harvard Ed Fall 2018

CREDIT HERE

Intro.

Peter Blair (below left) will be a new assistant professor. Prior, Blair was an assistant professor of economics at Clemson University, where he was the principal investigator at the Blair Economics Lab. While at Clemson, he also served as a faculty affiliate of the Human Capital and Economic Opportunity Global Working Group at the University of Chicago. He studies the link between inequality and occupational licensing, as well as economics and education.

Meet the New Faces on Campus

Junlei Li (below right) joins the Ed School as a senior lecturer. Li comes to Harvard from the Fred Rogers Center at Saint Vincent College where he was the principal investigator of the Blair Economics Lab. While at Saint Vincentia, Sister Marylena. But biggest thanks to Sister Edwarsiter who scared me daily. No notes in her Latin III."
I tell my students that the single best piece of advice I give to HES daughters who are going to be teachers is: "Be the best teacher you can possibly be." When I say that to my students, they say, "Oh my god, that's such a bold statement!" But that's what I mean. I mean, be the best teacher you can possibly be. Because if you're not, you're not going to be a successful teacher. And if you're not successful, you're not going to be a good teacher. And if you're not a good teacher, you're not going to be a happy teacher. And if you're not a happy teacher, you're not going to be a successful teacher. So, you know, you have to be the best teacher you can possibly be.

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ON MY BOOKSHELF
Irvin Scott, Ed.M.’07, Ed.D.’11, senior lecturer
PUBLISHED A BOOK, LET US KNOW: BOOKNOTES@GSE.HARVARD.EDU
Photograph by Ekaterina Smirnova
1918
Fall 2018

INTRO
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:
The Chronicles of Narnia: The Lion, Witch, and the Wardrobe by William Armstrong. For our sons, we read Chicka Chicka Boom Boom, Are You My Mother? and More, More. Said the Baby. All bring a smile to my face when I think about them. However, it was when they were around 12, 10, and 8 when I discovered poetry. I have read so many books to our three boys as they were growing.

IF YOU WERE TO GIVE A BOOK AS A GIFT TO SOMEONE, WHAT WOULD IT BE?
Rhonda Bondie and Akane Zusho, Using practical examples, describe how teachers can help all students become better at setting clear learning goals, identifying the steps needed to reach those goals, and helping them to better use their time and recognize when they need to be done when they get off track. 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.

DIFFERENTIATED INSTRUCTION MADE PRACTICAL
Rhonda Bondie and Akane Zusho
Providing different instruction for different students is a challenge for teachers. Bondie and Zusho, authors of Learning Every Day (ALL-ED) that tailors instruction for all learners, and Akane Zusho, see a system called All Learners Made Practical (ALL-MP) that takes 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.

SELF-REGULATION IN LEARNING
Alicia Bailey and Margaret Heritage
Using practical examples, Alicia Bailey 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 when it’s necessary to do something differently.

EACH WEEK, OUR COLLEGUE INVITES US TO REIMAGINE THE COMFORTABLE AND CONVENTIONAL. WE’RE LOOKING forward to煨什么 you’re READING. THE PEOPLE WE KNOW. THERE ARE MANY ways to define a place as your own. What it means to claim a place as your own, different methods, and what we mean when we say “home.”

Photograph by Dionisia Morales

HOMING INSTINCTS
Dionisia Morales
For six months, traveling across the country in his red Honda Civic, Ty Sassaman, Ed.M.’06, asked 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 there 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 tour in Austin, Texas), Sassaman gives us a taste of America, as he experienced it.

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Providing different instruction for different students in a classroom offers a huge challenge for teachers. Bondie and Zusho, authors of 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.

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ARE STUDENT PROTESTS MAKING A COMEBACK — AND A DIFFERENCE?  STORY BY ZACHARY JASON
The Phoenix native and sonohomme at Bunker Hill Community College in Boston knew gun violence intimately. His cousin had been paralyzed from shot wounds; an administrator at his elementary school was killed in a parking lot; a masked man had held a pistol to his head before taking his phone and wallet. But he had scant experience organizing protests. For 17 hours, one for each Parkland victim, Lopez-Leyva stood on a bench in a small park across from the Isabella Student Gardner Museum, waving handmade signs and asking passersby for solutions to “our gun epidemic.” He returned home exhausted and exasperated.

Two days later, Lopez-Leyva watched five survivors of the Parkland massacre announce on CNN that they were organizing a national March for Our Lives. “I heard the news,” he says, “and thought, ‘I should do something.’” He called 94 bipartisan student groups (including multiple chapters of College Democrats and College Republicans), civic organizations, and teachers unions. When he stepped onto Boston Common on March 24, this time he was joined by nearly 100,000 demonstrators, along with some 2 million at 800 simultaneous rallies in every U.S. state and on six continents. In five weeks, students organized one of the largest youth protests since the Vietnam War.

On February 16, 2018, two days after a 19-year-old took an Uber to Marjory Stoneman Douglas High School in Parkland, Florida, and killed 17 students and staff with a semi-automatic rifle, 19-year-old Julian Lopez-Leyva held a demonstration alone. Headline for photo at left to come

class for an entire year in protest of sexual violence; to marches against visiting supporters of Donald Trump; to die-ins for racial justice, including one at the Ed School, among others among American students. In 2016, an annual UCLA survey of undergraduate nationwide found that 7 in 10 expected to partake in protests while in college, the highest rate since 1967.

“We’re in a groundswell moment of youth activism,” says Professor Meira Levinson, who studies civic and multicultural education. In the weeks after the Parkland shooting, to help educate first-time protesters, Levinson co-created the online learning resource Youth in Front (with Alyson Feder, executive director of MIT’s Teaching Systems Lab, and Doug Pietrzak, Ed.M.’11, founder of the instructional design firm Fresh Cognate). After surveying more than 3,000 high school and college students in Massachusetts, Connecticut, and Mississippi, Levinson and her team built how-to guides and fielded video interviews with 30 scholars and activists (Lopez-Leyva included) to answer the students’ most common questions: Why protest? Will I be alone? Will I get in trouble? How can teachers be allies?

By far the most elusive question, Levinson admits, is How can a march become a movement? “This is depressing but true,” she says. “The mode — the most common outcome — is “that activism doesn’t work.” Countless forces keep youth uprisings “permanently fragile” — from distrust and dismissal from adults; to co-optation; to attrition by graduation, infighting, or simply other obligations as students. Es “many for low-income students and youth of color,” it’s much harder to get recognized as fighting for positive change as opposed to posing a threat.” Still, “there’s a deep affinity between generations, uprisings.

Millions of students are asking the same questions: “How do we keep this going? How do we get it on TV?” Levinson says, “awakened me, gave me a new hope.” A generation of American activism was “permanently fragile” — from distrust and dismissal from adults to co-optation to attrition by graduation, infighting or simply other obligations as students. Es “many for low-income students and youth of color,” it’s much harder to get recognized as fighting for positive change as opposed to posing a threat.” Still, “there’s a deep affinity between generations, uprisings.

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Across the United States, once sleepy, conservative Germany, Italy, Senegal, the Congo, and Pakistan.

Student Resistance: A History of the Unruly Subject

students were already in the trenches, according to Mark Edelman Boren, author of "Leadership is fundamental to growing a sustainable movement … and even the murders of the Charles Manson followers, who killed women and children in Los Angeles in 1969.

Over these historical tides, a few tactics have kept resistance afloat and on course. For one, “the most successful formula students have followed is convincing the administration and local authorities alike to stop resorting to violence or retooling their resistance machines for slower, less confrontational tactics, many students chose simply to drop out of the political scene.” Growing conservatism further dampened resistance throughout the 1970s. It reawakened in the mid-1980s, when protest against South Africa’s extreme and often violent racial oppression began in African American church groups and soon spread to college campuses. And today, a renaissance has emerged amid #BlackLivesMatter, #MeToo, and #NeverAgain.

Throughout the world, the sight of children addressing national issues, however, has captured the national imagination. In 1967, a white mob killed 18 and injured hundreds more African Americans in St. Louis. In response, hundreds of black children dressed in white and marched hand-in-hand, leading 10,000 African Americans through Manhattan in the Silent Parade. "Whereas college students are often considered adults, teenagers are often dismissed as acting out when they challenge adult authority within their administration." (There are rare exceptions. Sixteen-year-old Barbara Johns’ walkout in protest of disgraceful conditions at her all-black high school became a foundational case in Brown v. Board of Education.)

The right: Caption to come. May switch out photo.

“Whereas college students are often considered adults, teenagers are often dismissed as acting out when they challenge adult authority within their administration.”

and one in Berkeley, California. Boren summarizes the subsequent demise: “The increasingly militancy of groups such as the Black Panthers, the drug culture … and even the murders of the Charles Manson gang — all served to exacerbate public disaffection with any ‘revolutionaries’.” As students were already in the trenches, according to Mark Edelman Boren, author of "Leadership is fundamental to growing a sustainable movement … and even the murders of the Charles Manson followers, who killed women and children in Los Angeles in 1969.

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“Whereas college students are often considered adults, teenagers are often dismissed as acting out when they challenge adult authority within their administration.”
No youth movement has succeeded without adult allies. “Faculty provide internal pressure that students can’t,” says Reuben. The Berkeley Free Press (now the major student newspaper) had to advocate for their rights to assemble and to academic freedom. But students gained leverage only when a group of faculty agreed to create the Committee of Educational Development (now the Center for Environmental Education and Policy) in 1964, and allowed students to help create experimental curriculum. And it was the 1968 elimination of the ROTC — which then-Governor Ronald Reagan demanded — that pushed the free speech issue. Two years later, faculty are generally much more diverse, liberal, and willing to admit failure. “Student downside is it’s often too easy to gainsay allies,” Reuben says. “Today student labor doesn’t necessarily provide the insider-outsider dynamic useful for making change.”

In 2015, a University of Missouri communications professor testing with students was fired after she was ap- proached by a video journalist and yelled, “Who wants to help me get this reporter out of here? I need some muscle.”

The never again movement began by Parkland survivors contains many ingre- dients of youth of color,” Levinson says. Parkland students, however, have been “able to speak to au- diences who in the past have dismissed this issue.” As the Never Again movement drew immediate millions in donations and celebrity support, and when Florida Governor Rick Scott agreed to meet with surviv- ors to discuss policy changes within a week of the shooting, many contrasted the response with the reception of the Dream Defenders. After the shoot- ing of unarmed black teenager Trayvon Martin in 2012, the student-led Dream Defenders formed to campaign against police brutality and to end Flori- da’s “stand your ground” defense law, which states that a person who is present at a place where he has a right to be also has the right to use deadly force on another if he “reasonably believes” it is necessary to protect himself or others. For a year and a half they held demonstrations, even occupying the cap- itol for 31 days, but Governor Scott refused to meet with them.

The most transcendent movements never fully transcended prejudice,” Levinson adds. She points to the “profound misunderstanding” today that Martin Luther King Jr. was “always widely re- searched, even respected.” In a 1968 Harry Potter, after the bus boycotts, the March on Washington, and the Selma to Montgomery Marches, three-quarters of Americans disapproved of King. Whereas the Parkland survivors drew immediate widespread support, when students of color have built move- ments, “it has always been in spite of prejudice, in spite of fear, in spite of skepticism,” says Levinson. Younger students of color now face greater risks from police when protesting — clapped in Greensboro, housed in Birmingham, pepper sprayed in Ferguson.

The Parkland students and their movement suffer and benefit from social media, which wielded the power to bur- geon and bludgeon global movements within min- utes. Just as student activists of the 1960s used the latest technologies — the mimeograph and laser printer to spread their message, the internet has be- come a vehicle for making change.”

Narrative storytelling is essential to building the movement, and the story the Parkland kids are telling is a redemptive pathway to hope.”

We Should Talk

RAISED IN AN IMMIGRANT FAMILY BUT AS AN OUTSIDER IN HER COMMUNITY, NATASHA WARIKOO ALWAYS KNEW THAT RACE MATTERED. IT BECAME EVEN MORE APPARENT AFTER SHE GOT TO COLLEGE. THEN WHEN SHE BECAME AN ASSOCIATE PROFESSOR, WARIKOO WANTED TO BETTER UNDERSTAND HOW UNDERGRADUATES MAKE SENSE OF RACE, PARTICULARLY AS IT RELATES TO THE ADMISSIONS PROCESS THAT REWARDED THEM IN THE FIRST PLACE. WHAT SHE DISCOVERED MADE HER REALIZE THAT PARENTS AND K–12 INSTITUTIONS NEED TO DO BETTER AT PREPARING STUDENTS FOR MEANINGFUL DIALOGUE AROUND INEQUALITY, DIVERSITY, AND BLIND SPOTS.

STORY BY PAUL BARNWELL
ILLUSTRATION BY HANNAH BARCZYK
When Associate Professor NATASHA WARIKOO, ED.M.’97, was growing up in Johnstown, Pennsylvania, she and her parents — first-generation Northern Indian immigrants — were among the few non-white residents in the racially homogenous, small steel-producing town.

“We had different rituals, we didn’t go to church, we went to the temple, and we had different holidays. Everyone was going through their confirmation when we were 11 or 12 and I didn’t even know what that was,” Warikoo says.

She knew she was different. And when it was eventually time for her prom, she also knew it was unlikely that anybody would ask a brown-skinned girl to the dance. Nobody did. It was one of many instances in which she had been excluded, teased, or bullied because of her background.

She also knew she was smart. “Kids would make comments to me at school like, ‘Man, I wish I could get A’s like you.’ And in my mind, I’d think, ‘Yeah, you’ve just got to study for the test. What’s the big deal?’” she says. Excelling at school, she gained admission to and attended Brown University.

Warikoo’s upbringing and experiences of exclusion fostered a simmering resentment toward her community, but she also believed in the power of meritocracy — it was largely due to her individual effort, she thought, that she had earned a spot at an Ivy League school. After all, she had worked hard inside and outside of the classroom and had succeeded academically. But, she says, “I didn’t have a way of talking or thinking about race and ethnicity” before arriving at Brown.

These early experiences — plus many more to come — relate to the complex intersections of race, meritocracy, and college admissions, which eventually led Warikoo to publish The Diversity Bargain in 2016. In the book she analyzes Brown, Harvard, and Oxford undergraduate students’ attitudes about these interwoven topics. In a nutshell: students, especially white students, arrive at elite institutions expecting to be enriched by the multicultural environment in which they now find themselves. Unless, of course, the existing diversity affects their own chance at landing an internship, job, or other coveted opportunity.

This, she says, is the diversity bargain, and it has profound implications in not only college students’ campus experiences, but how they will — or will not — eventually act as future leaders to address long standing racial and socioeconomic inequality in our society. As she wrote in a 2017 column for The Hechinger Report, “Many students come to campus eager to learn from a diverse group of peers but are blindly unprepared for the discomfort that can come with having frank and productive conversations about race with a diverse group of peers.”
“There are a thousand people who come, and you get to see the South African dance team ... and the Irish step dancers. All of the groups perform together on one stage. So, for me, that’s really a beautiful and a powerful picture of the tremendous artistic creativity that every one of these minority groups brings to America,” Genevieve, a white sociologist major, says in The Diversity Bargain.

Students bring these frames with them to college, and for many students, the diversity frame gets even more pronounced, Warikoo says. “There is a very strong culture in a lot of these places (college campuses) where diversity is important.” And that’s good. Still, she adds, actual discussions of inequality are often lacking unless students are plumbed into particular spaces on campus like Brown’s Third World Center and Transition Program, which offers workshops for students to more fully grasp racial oppression through the lens of power and privilege, among other topics.

As a result, the diversity frame, Warikoo contends, blinds many students from thoroughly understanding that affirmative action doesn’t exist just to make their college experience better, or how structural inequality in racism has affected the lives of fellow classmates, like when Imami, an African American student at Brown, received her report card from a middle school teacher. This is yours? I had no idea you were smart. You don’t look smart, he told her. Or when Dexter, a Harvard student, describes being rejected by the parents of a romantic interest in high school. “Her parents flat out said I couldn’t date her .... It was solely because of my race. Her parents knew who I was .... It was known that I couldn’t date her .... It was known that I wasn’t a person who is out to cause any trouble or anything like that. It was a very hurtful situation.”

Warikoo also explains how students could also see the world through more than one frame, like Orin, a white student who felt that affirmative action made sense (diversity frame), but also felt that some “cultures” didn’t emphasize education as much as others and therefore students in those cultures would be less motivated to go to school — an example of the culture of poverty frame.

And frames can change. Even though Warikoo had experienced discrimination growing up, it wasn’t until her time as an undergraduate that she began to understand the history of systemic racism in the United States; she had arrived on campus seeing the world mostly through the colorblindness frame, she says.

At Brown she learned more about the complexities of racial history in the United States, especially in regards to African American history and exclusion. An expanded understanding also helped her to realize that her own upbringing in Johnstown was a complicated mix of exclusion and privilege. There were reasons why she ended up at an elite college when many, if not most, of her classmates did not even attend college, she says. Her parents were college graduates with professional jobs, and they had the resources to send Warikoo and her siblings to academic summer camps and pay for private music lessons, for example.

“I think what I didn’t understand at the time were the ways that my parents’ own background helped me be very successful in school,” she says. Late night conversations in dorms and other casual encounters also contributed to Warikoo’s burgeoning understanding about race, spurriing her to begin seeing the world through a different frame than the one she arrived with — the power analysis frame, which views the significance of race in terms of unequal relations between groups.

It wasn’t until Warikoo lived and taught in the United Kingdom, a few years after graduating from Brown and earning her master’s at the Ed School, that the seeds for The Diversity Bargain were fully planted. When she was a visiting professor in Lon-
Natalia Warikoo says that her goal with The Diversity Bargain has been to "understand how the winners in this post-racial" generation "make sense of the admissions process that has rewarded them, and that that tells us about race in the twenty-first century."

"I want educators and students critically rethinking common, underinformed, and harmful conventional wisdom about race and educational opportunity. They have not been able to discuss these issues. Parents can contribute as well. It might seem challenging to address these topics in today’s political climate, but Warikoo is optimistic that despite the partisan rancor, there’s hope to make real progress to advance meaningful dialogue and action."
HOW ONE TEACHER TURNED AN OBSTACLE INTO A GREAT IDEA

STORY BY LORY HOUGH
PHOTOGRAPHS BY ANGELO MERENDINO
The idea for the Read Read came to Tavares the way most education-related ideas come to those actually working in schools—from being with students.

When he was in fifth grade, he would read to kids after school at his former preschool and help them with letter names and sounding out the first letters of words printed around the room. “A child will tend to recognize the first letter of her name if it occurs in her environment,” he says. “So for Lilly, we might find the light switch, and for Carlos we might investigate a book about a caterpillar.”

Tavares continued tutoring kids in reading throughout high school using some of the techniques his mother used in her work as a language pathologist in public schools and Head Start classrooms. As a teen, Tavares also learned braille and American Sign Language in Skills Club, which he started at his school. In college at Oberlin, where he majored in neuroscience, he volunteered with America Reads, a literacy program that goes into local schools. There he worked with kids who were no longer receiving literacy instruction—at third grade, students move from learning to read to reading to learn—but were not yet proficient. “I saw the impact [tutoring] can have with kids not only on their ability to read,” he says, “but also their overall confidence and academic success.”

Eventually he started tutoring literacy adults and saw what happens when reading problems go unchecked long-term. “One man, in his 30s, had behavior issues because he had undiagnosed reading issues,” he says. “He worked hard and worked his way up in a landscape outfit, eventually becoming a manager, but cause he had undiagnosed reading issues,” he says. “He worked hard and worked to learn the braille dots and says the letter’s name (“r”) or its sound (“ra”), depending on the mode that’s set. If a student puts a few tiles together and swipes across the dots, the full word is sounded out (“ra-ah” for rat). Eventually, the black letters will also be embossed for students, especially those who lost their sight later in life, who want to teach themselves braille.

Tavares says the key to the Read Read is that it allows for independent learning, mimicking what a student would hear working one-on-one with a teacher or literacy specialist. This independence is important for any learning reader, but especially, he realized, for those with vision impairments.

As a tutor, I had some students who were braille readers. Although I’m trying to help the
There are millions of apps done primarily by tech people, but Alex came from the education side. He understood a problem and wanted to solve it, and was looking for a technical partner to help the other way around. This shows off the kid, not necessarily the technology.

Tavares says that while assimilation can be amazing, it also has posed huge problems for blind students when it comes to getting the reading help they need.

“Specialist teachers travel from school to school, district to district, to help students. This small number of teachers means students can receive services as little as once a week or even once every two weeks,” he says. “It’s a complex issue, some having to do with fewer young people going through these programs to teach. There aren’t enough teachers to meet the need.” The National Association for Education and Rehabilitation of the Blind and Visually Impaired, for example, reports about 10,000 fewer members nationwide than 10 years ago. Plus, Tavares says, “even if a teacher is trained to teach braille, they’re not trained in pho-

“Have you ever dropped a little knickknack somewhere that makes it hard to retrieve by hand? When this happens, you search for a tool to retrieve it: a coat hanger, tweezers, a magnet,” he says. “While rummaging through a drawer, the moment you spot the right tool, you have a sense of relief. You haven’t yet retrieved your knickknack, but you’re almost certain that you will soon that. What an amazing feeling it is to know that I’ve invented a product that could be used by me and my child,” Tavares says.

He decided to go back to school. He applied to the Harvard Business School, where he worked on a medical device. With Professor Chris Dedes’s help, he wrote a research paper on tactile literacy. With Senior Lecturer Joe Blatt, he worked on a technology called “Read Read.” With Professor Guidarelli, he worked on a tactile technology called “Read Read.”

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impossible, or cost-prohibitive, until very recent-
ly," Tavares estimates that his first prototype took about 110-200 hours of hands-on time to build. "Everything from soldering a bunch of wires that resembled a bird’s nest to routing analog cir-
cuits, to hand-punching the braille into metal with a tool that was designed to emboss braille into pa-
per. I have permanent nerve damage in the palm of my right hand from doing this for hundreds of hours," he says. "The hands-off time for each changing design took far longer. Writing code, fig-
uring out circuitry, recording and editing audio, designing the case, and manipulatives, procuring materials, and researching unknowns. There were about to complete design revisions and about 50 design iterations to get to a product that passed the scrutiny of professional manufacturers and met all of the needs of the most diverse group of users.

T here are still challenges, of course — inevitable for any entrepreneur. As RICK HESS, ED.M. ’90, writes in his book, Education and Entrepreneurship Today, "entrepre-
neurship recognizes that progress is messy." In fact, he writes, "entrepreneurship is a headache. It demands that we take risks.”

For Tavares, start-up costs were high and fund-
ing remains the biggest obstacle to getting the Read Read into more hands. "In the field of tech for people who are blind and visually impaired, price is a huge issue," he says. "Technologies that are necessary for people who are blind or visually impaired are priced in the $2,000-$8,000 range." Other student entrepre-
neurs that Tavares met who were working on adap-
tive technology usually struggled with cost and would often sell their intellectual property to larger companies. "Having experienced the dif-
culty of bootstrapping a company, and especially because I am still experiencing it, I can’t fault them for exiting prematurely."

"It’s not what he has in mind for the Read Read. First he tried a Kickstarter campaign last May, hoping to raise the estimated $270,000 he 

thought he needed to begin production. The Kick-
starter didn’t get funded, and he’s reconsidering another one at a lower target amount now that he doesn’t have to factor in the high cost of engineer-
ing design. He’s also in conversation with LC In-
dustries, a contract manufacturer that does injec-
tion molding and whose goal is to employ visually impaired and blind adults. He’s exploring grants and funding through programs like Small Busi-
ness Innovation Research and the National Sci-
fication Foundation. He’s also offering exclusive dis-
tributorship options for organizations outside of the United States in exchange for startup funding — a model he says worked successfully for another recently launched technology for the blind.

For now, he is back living in Ohio, no longer
sleeping in his childhood home in Rhode Island, and
getting more than just a few hours of sleep. "When I was at the Ed School, I took the 12:30 a.m. train home every night and got into bed around 3 a.m. I crashed," he says. "My alarm would
ring around 5 a.m. I did that seven days a week for
the nine months of the program. I took a few days of when we had bad weather. Even with knee sur-
gery, I showed up the next day to my UDL class."

It’s this total dedication that Rose says is unique among students who have great ideas. "Most peo-
lack the drive that Alex has," Rose says. "He’s very much a self starter."

And tenacious, says Guadarrama. "It takes cour-
age to start any venture, but it also takes great hu-
nority to be open to being wrong, bounce back and
adapt from setbacks, and continue to push yourself forward. Alex subsumes these traits."

"Train that were handed down, perhaps, from his family. His grandfather came from Cape Verde with
his family. His father was a police captain; his mother and both siblings went into education. Tavares’s father was a police captain; his
family. His grandfather came from Cape Verde with
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These days, Tavares is confident in the Read Read and believes — as any good education entre-
preneur must — that others will continue to be, too. He has started to take preorders: Once he reaches 500, he can start full-scale manufacturing with LC. "From a practical standpoint that applies to the general investor mindset, I have significantly de-risked my business," he says. "I have created a product that meets the needs of a population, test-
ed the product with members of that population and demonstrated its efficacy, ensured that poten-
tial buyers are interested and able to purchase the product at a price that allows me to scale to help more children over time, and I have relied on men-
tors and case studies along the way to avoid major pitfalls." Now he just needs to stay hopeful.

"I hope someone will come along now and be
my knight in shining armor," he says. "I just haven’t con
nected with the right people yet on that."

READ READ: You emerge from HGSE as millions of Americans strive for a new kind of freedom. You also emerge from this place politically bookended by freedom messaging. Fifty years ago, freedom fighter Coretta Scott King spoke in Harvard’s commencement season and told graduates to “hold high the banner of freedom! … tomorrow, our iconic freedom fighters continue our song of struggle. John Lewis, will be the main after-
noon speaker. You can trust that he will message about freedom as well. Don’t miss the sign of these times. This is a time we have to live in it. Be in it. And cause it.”

WATCH A VIDEO INTERVIEW ABOUT THE
READ READ. GSE.HARVARD.EDU/ED

Through transformative adult learning, we elevate student learning.

Explore more than 90 programs for early childhood, K–12, and higher education professionals.
In April, author Jean Marzollo, M.A.T., ’65, died. Marzollo was the author of more than 150 books, including her most famous, the I SPY series, where readers try to find subjects within photographs taken by Walter Wick. In honor of Marzollo, we decided to rerun a Q&A with her that ran in our summer 2010 issue.

ONE ON ONE WITH JEAN MARZOLLO

BY MARIN JORGENSEN

Jean Marzollo, M.A.T., ’65, considers herself a visual learner. She graduated from the Harvard Ed School at the time that she did. “It was the 1960s, a boom time for early childhood education,” she says, citing the creation of both Head Start (1965) and Sesame Street (1969) as examples. During this time of national interest and investment in education, Marzollo — after stints teaching English at Armstrong (Massachusetts) High School and working with Harvard’s Upham Bound Program for disadvantaged teens who were in danger of dropping out — was inspired to change gears. When former Ed School dean Francis Keppel started a company to develop educational materials, Marzollo packed her bags for New York City and began work at Keppel’s General Learning Corporation (GLC), concentrating on new research in early childhood education. “It didn’t seem to matter to GLC, or to me for that matter, that I wasn’t trained for the field. There was important work to do,” she remembers.

Marzollo set off to quickly, in fact. In 1972, she founded My First Book, Inc., one of the first companies to produce board books for children. She is the author of 150 books, including Sesame Street。“The I SPY target reader includes the child learning to read, a kindergarten reader, a kindergarten roots book, and kids can even up to “turn pages” and play the educational games at the end. Thus, I SPY was a perfect fit for me,” she says. “I was a lucky that I graduated from the Ed School at the time that I did. It was a boom time for early childhood education.”

WHAT ARE YOUR SCHOOL VISITS LIKE?

I was very nervous the first time I spoke in front of an auditorium packed with kids. I was more or less a natural teacher, but I’m not a natural speaker. In time I learned to speak in front of a big audience. I have a slide show to keep me on track. In classrooms I like to watch kids use my interactive online books. They can be projected on a SMARTboard, and kids can come up to “turn pages” and play the educational games at the end.

HOW DID I SPY — YOUR SERIES OF BOOKS OF PICTURE RIDDLES — COME ABOUT?

When I was editor of Lee’s Find Out, I went into the office one day and found in my mailbox a promotional picture by a photographer named Walter Wick. I didn’t know him, but I loved his photographs of small hardware store-type objects. It was perfect for kindergarten because it was beautiful, clever, and interesting. Carol and I asked Walter to make a big poster called “Fasten- ers” of zippers, buttons, shoeslaces, nails, and so on. Walter did a fabulous job for us! He then hired me again to make a “Welcome to School” poster of kinder- garten blocks and toys. Even though he had never done work for young children before, his photography was perfect for us. Eventually, Cart- wheel Books at Scholastic asked if Carol, Walter, and I would like to create a book. We all said yes.

ARE YOU SURPRISED BY ITS CONTINUED POPULARITY?

Even before it was a printed book, the first proofs caused a buzz at Scholastic. I remember one of our editors saying, “Oh my God!” as we read it. No one could put it down. I was so happy!

ONE MORE QUESTION FROM A FAN, MY THREE-YEAR-OLD DAUGHTER.

SHE ASKS: WILL YOU COME TO OUR HOUSE?

I SPY was first printed in 2000 during a stressful time. I found that painting took my brain to a peaceful place where it couldn’t be bothered with worrying. I was too busy thinking about the next color and shape. Watercolor inspires me to be free and open to whatever happens on the page. Also, I can listen to music while painting! Can’t do that when writing. At first, I was just going to paint for fun, but then I tried illustrating. And guess what? It was as much fun as making doll clothes.

THE BOOKS THAT YOU ILLUSTRATE HAVE A SOFT, CLASSIC FEEL TO THEM, IN CONTRAST TO THE MODERN SLEEKNESS OF THE I SPY BOOKS. WERE THEY CONSCIOUSLY CONCEIVED?

Thank you. The paint on good watercolor paper comes out soft for me. It just seems to happen that way, and I like it. I learned Photoshop and was able to put my painted pieces together — you guessed it — using Photoshop. I did sew most of my clothes when I was in high school and college. Now when I am illustrating my books and listening to music, I feel like a teenager again.
GRADUATION DAY 2018

For the 721 students in this year’s graduating class, it was a Commencement week of inspiring speeches: Student speaker EDY JULIO, Ed.M.’18, (left) challenged classmates with the question, “What are you desperate for?” Congressman John Lewis urged students to stand up and speak out when faced with wrongs; and Dean Jim Ryan, using a boombox and mixed tape playlist, called on the class of 2018 to stay grounded.

REACH EVERY READER

You have to be able to read and understand what you read. No one — researchers, teachers, parents — would dispute how important this is. Yet, as Senior Lecturer Elizabeth City, Ed.M.’04, Ed.D.’07, points out, “More than half of all children in this country, by the end of third grade, are not reading that well.” This is a puzzle because “we know a lot from research about early literacy. We know a lot from practice about how to support early literacy,” she says. Still, a huge number of students are struggling. For some, help came too late. For others, interventions didn’t quite get at the root of their individual struggle.

It’s this crisis that led City and other faculty at the Ed School to collaborate with the MIT Integrated Learning Initiative (MITiI) and the Florida Center for Reading Research and College of Communication and Information at Florida State University to start Reach Every Reader, a five-year project that combines the expertise of these academic institutions with a $30 million financial grant from the Chan Zuckerberg Initiative (CZI). Using a web-based diagnostic screener that they are building, Reach Every Reader will screen young children in kindergarten for reading difficulties so “we do not wait for kids to fail,” says City, who serves as Reach Every Reader’s executive director. The screener will look at which aspects of reading children are good at, what confuses them, and what keeps them motivated as learners, allowing researchers to identify underlying causes of an individual reader’s struggle. Educators will then be able to predict which kindergarteners are at risk and who will continue struggling with reading and comprehension a couple of years later. Reach Every Reader is also developing individualized supports and interventions so that teachers and families will be able to help children learn to read both in school and at home.

“You're excited to help unlock possibilities for children and families through this ambitious, collaborative endeavor.”

A student who fails to read adequately in first grade has a 50% probability of reading poorly in fourth grade and a 75% probability of reading poorly in high school.

52% of fourth graders who are not on free and reduced price lunch (proxy for poverty) performed at or above proficient on reading assessment vs. 21% who received free or reduced lunch.

12% of fourth-grade students with disabilities and 8% of ELL performed at or above proficient on reading assessment.

READING ASSESSMENT: FOURTH GRADE

Overall Performance

Performance by Race (at or above proficient)

A student who fails to read adequately in first grade has a 50% probability of reading poorly in fourth grade and a 75% probability of reading poorly in high school.

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12% of fourth-grade students with disabilities and 8% of ELL performed at or above proficient on reading assessment.

To learn more:
gse.harvard.edu/reach-every-reader

(source: 2015 NAEP National Assessment of Educational Progress)
“I believe that you are the luckiest graduates in the entire university because you are going to work in education, and there is no higher calling, no more rewarding or meaningful field in which to work.”

DEAN JIM RYAN, 2017 COMMENCEMENT SPEECH