Marshall Memo 152

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 18, 2006 – Revised Version

In This Issue:

Quotes of the Week

"Many students don't work hard because they don't think they're smart and they don't want to look dumb."

Carol Dweck (see item #2)

"As adults, we like to forget that childhood is a time when we learn what we are not good at."

Marge Sherer in *Educational Leadership*, Sept. 2006, p. 7

"Some of the things that can cause you a lot of trouble in 4th grade can turn out to be the reasons you're a CEO later on."

Mel Levine, quoted by Marge Sherer in *Educational Leadership*, Sept. 2006, p. 7

"You go to a dermatologist because he or she knows what all the rashes look like. Teachers should know what the 5th grade math rashes look like or what the rashes that cause a student to get a D in physics look like."

Mel Levine interview in *Educational Leadership*, Sept. 2006

"Most scheduled gatherings of teachers are, in fact, meetings at which teachers yawn their way through lists of informational items announced and commented on by the principal. If any clear communication results from these meetings, it takes place in the parking lot long after the official meeting has ended."

Joanne Rooney (see item #5)

"If there's confusion on my face, I want you to see it. If there's disagreement, I want you to say, 'You disagree? Why?'"

A high-school student (see item #7)

2. Carol Dweck on Increasing Student Motivation

In this transcript of an online chat on the *Education Week* website, Stanford psychology professor Carol Dweck responds to questions about fostering student motivation. Some excerpts:

• "My research shows that students who believe their intelligence is fixed (they have only so much and that's that) tend to worry about how smart they really are. Their motivation and engagement are tentative – when a task gets too hard, they lose interest and flee. But students who believe their intelligence can be developed get deeply involved in learning and remain engaged in the face of difficulty. We have shown in many studies that their engagement and intrinsic motivation is hardier.

• "However, this does not mean that intrinsic motivation is simply a stable personality trait. When we have taught students the view that intellectual skills can be developed, their intrinsic motivation and their engagement in their schoolwork take a sharp turn for the better… [T]eachers can encourage this view.

• "One teacher factor that is really important is the teacher's belief about students' ability to learn and to expand their intellectual skills. When teachers convey that they are there to help all students develop their abilities, students will trust and form strong connections to them. (If teachers instead convey that they are there to see who's smart and who's not and to treat them accordingly, students are more likely to see teachers as people who are not on their side.)

• "Teachers who believe that all students are capable of intellectual growth, who are there as resources for students' learning, and who set high, challenging standards for their students (which they help them achieve) will be teachers who are good motivators and memorable teachers.

• "Monetary rewards are not a good solution. They may get students to do things, but they will not make them enjoy learning or learn deeply. In fact, these rewards will do just the opposite.

• "Many students don't work hard because they don't think they're smart and they don't want to look dumb. The solution here is not to try to convince them they are smart. It's instead to teach them a new way of seeing things. We have had great success motivating students by teaching them about the brain and then showing them how to apply the lessons to their schoolwork. We teach them that every time they apply themselves and learn new things, their brains form new connections and that they, over time, can become smarter. This is extremely motivating – they are in charge of their mind and its growth. Schoolwork becomes something that makes them smarter, not something that makes them feel dumb."

"Chat Wrap-Up: Student Motivation – What Works, What Doesn't" – segments by Carol Dweck, in *Education Week*, Sept. 13, 2006 (Vol. 26, #3, p. 38), no e-link available

3. Doug Reeves on Pulling the Weeds Before Planting the Flowers

In the first of a series of monthly columns he will write for *Educational Leadership* this year, researcher/consultant/writer Doug Reeves suggests this cardinal rule for schools: before introducing a new program, eliminate at least one existing program that isn't working. "Educators are drowning under the weight of initiative fatigue," he says, "attempting to use the same amount of time, money, and emotional energy to accomplish more and more objectives… We must identify some things we can *stop* doing." Reeves offers three suggestions:

• *Get teachers talking across grade levels to identify learning essentials*. For example, ask third-grade teachers what students need to know and be able to do to enter third grade successfully; teachers will invariably come up with a short, balanced, precise list that does *not* include every state standard for second grade.

• *Urge teachers to save time in small ways*. "We can recover hours of valuable instructional time when teachers share their best time-saving tips," says Reeves. For example:

- Some students transition among centers in 20 seconds while students in other classes take up to five minutes. What are the quick-shifting teachers doing?
- Some secondary teachers collect homework as students walk in the door, saving several minutes during the class.
- Some technology teachers have all computers switched on and ready for log-in when students enter.

• *Set an example for a weed-free garden*. Principals should send a message about the value of time by starting and ending meetings on time, never making routine announcements aloud at meetings, and canceling or shortening meetings that are not contributing to student achievement. "If leaders will not pull the schoolwide weeds in meetings, conferences, and interruptions," says Reeves, "they can hardly ask teachers to weed their classroom gardens."

"Pull the Weeds Before You Plant the Flowers" by Douglas Reeves in *Educational Leadership*, September 2006 (Vol. 64, #1, p. 89-90),
http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a4932668055 16f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=183b02fdbb06d010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=a75c02fdbb06d010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

4. Professional Development: How Do We Know If It's Really Working?

In this trenchant *Education Week* piece, physician/philanthropist Pendred Noyce presents a point-by-point method for evaluating professional development on the only criterion that really matters: whether it improves student learning.

"[P]rofessional development is expensive to provide, hard to find time for, and difficult to do well," says Noyce. It also has hidden costs, such as the time teachers are taken away from

their students and the number of top-notch teachers who leave the classroom to become coaches and trainers.

The problem, says Noyce, is that there is shockingly little empirical evidence about how – or even whether – professional development works. The Noyce Foundation recently studied eight of the most highly-regarded professional development programs in the country and found that none of them had strong evidence of broad, meaningful gains in student learning. "Teacher satisfaction and generally rising student scores are not enough," says Noyce, "not when other schools also have rising scores, not when tests are changing, not when nobody is keeping track of which teachers received what professional development, not when nobody knows for certain which teachers are actually taking what they've learned back into the classroom."

Noyce acknowledges that evaluating professional development in schools is harder than evaluating the impact of a new medicine: "There are more intervening steps. Instead of being administered directly to the patient (student), the treatment is administered to an intermediary, the teacher. And broad educational outcomes are difficult to discern. It's easier to measure the number of new heart attacks than to measure gains in the understanding of rational numbers, or greater disposition to persist in solving mathematical problems."

"But hard is not impossible," says Noyce, and she proposes a new standard for evaluating professional development.

• "First and most important," she says, "is to acknowledge that *the reason we do professional development is so that students will learn more*. Every other outcome – building teacher leadership and satisfaction, increasing teacher content knowledge or confidence, decreasing teacher turnover, building a community of learners, improving the quality of teacher questioning – is important only insofar as it leads to improved student learning." She says that any professional development program should be evaluated rigorously within two or three years using this criterion.

• Second, Noyce says that any new PD program should be shown to get student achievement results in a controlled setting before being implemented on a broad scale.

• Third, when measuring student achievement in a broadly-implemented professional development program, pick a solid, reliable, credible test or assessment tool that will not change in the course of the study. If the state's test is about to be revised, find another measure that will remain constant.

• Fourth, plan a reliable way to compare the impact of the professional development program with students who did not receive the treatment – a current or historical control group.

• Fifth, keep careful records of teacher participation, because not all teachers attend every session, receive the same amount of coaching, or join the same study groups. To get an accurate picture of the program's impact on students, it's vital to know who received what.

• Sixth, match the data on teacher participation with the students that each teacher teaches.

• Seventh, think carefully about the time frame. When do you expect the teacher to start doing things differently in the classroom? asks Noyce. "When do you expect to see student

performance begin to change? Be sure you don't stop measuring just at the point you might reasonably begin to see student effects."

• Eighth, compare student results with a control group and/or historical controls and against the general population of students – that is, what happened in similar schools and districts in the state.

• Finally, observe what actually changed in teachers' classrooms, not just what they say they did. "Teachers regularly overestimate the degree to which they are implementing a recommended or desired practice," says Noyce. "Direct assessment of teacher understanding and observation of changed practice in a subset of classrooms will give a more complete picture."

This is a daunting list, acknowledges Noyce. It would require committing up to ten percent of a PD budget to research in the initial years of a program. But if we do this and act on the data, she says, "Professional development will begin to fulfill its promise. The payoff will come not only in increased teacher productivity and satisfaction, but also, and more importantly, in increased student learning and growth."

"Professional Development: How Do We Know If It Works?" by Pendred Noyce in *Education Week*, Sept. 13, 2006 (Vol. 26, #3, p. 44, 36, 37), no e-link available

5. A Principal Radically Reshapes Her Faculty Meetings

In this *Educational Leadership* column, former principal Joanne Rooney writes, "Most scheduled gatherings of teachers are, in fact, meetings at which teachers yawn their way through lists of informational items announced and commented on by the principal. If any clear communication results from these meetings, it takes place in the parking lot long after the official meeting has ended." Rooney confesses that she led many such meetings; "at times," she recalls, "we spent more minutes deciding whether to have tuna or chicken salad at the faculty luncheon than we did on analyzing critical data from local assessments."

Prodded by a consultant, Rooney decided to make drastic changes in the way she ran meetings. First, she formed five standing committees and asked for volunteers to staff each one:

- Teaching and learning
- Safety and discipline
- Staff development
- Communication
- Budget

Each committee met monthly, and faculty meetings focused on reports and recommendations from each one. Any faculty member could suggest agenda items. When Rooney had crucial issues that could not be shared elsewhere, her items came last on the agenda.

Rooney and her colleagues also established a new set of ground rules for faculty meetings:

• Attendance was voluntary, but if a teacher chose to miss a meeting, his or her absence was interpreted as tacit support of all decisions made at the meeting.

• They promised to listen to each other.

• They agreed to take turns speaking.

• They committed themselves to respecting differences of opinion.

• They agreed to invite quieter colleagues into the conversation, and teachers who spoke often and impulsively agreed not to dominate discussions.

• They agreed to say what needed to be said at the meeting, not in the parking lot.

• They promised to respect confidentiality.

Rooney admits that this process was scary. "Giving up control of faculty meetings meant I had to trust teachers and have faith in the process of collegiality," she says. "I didn't have time to attend most of the committee meetings. I had to trust that teachers would wrestle with school issues and report about them directly to fellow teachers and staff – always supporting our major commitment to serve kids in all we did."

Slowly the staff took ownership of most issues. There were fewer comments about "She always…" and "They won't let us do that…" and teachers emerged as true leaders, able to make decisions and hold themselves and others accountable. Rooney stayed informed and maintained the pretense of being in charge. "Hey, I am the leader," she quips, quoting Roland Barth. "Wait up!"

Of course the school was not trouble-free. Some teachers complained about being asked to do "the principal's job." There were gripes about having to attend too many meetings. Vocal teachers still dominated meetings and cranky teachers didn't stop being cranky. Rooney discussed these and other problems in a small leadership team composed of the chairs of the five standing committees. And of course the buck still stopped with Rooney on many issues.

But the basic dynamic within the school had changed – and faculty meetings no longer put teachers to sleep.

"Unleashing the Energy" by Joanne Rooney in *Educational Leadership*, September 2006 (Vol. 64, #1, p. 91-92),
http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=183b02fdbb06d010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=186c02fdbb06d010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

6. Closing the Boy-Girl Achievement Gap in One Colorado School

In this *Educational Leadership* article, Boulder principal Kelley King and researcher Michael Gurian describe how King's elementary school closed its gender achievement gap by systematically introducing boy-friendly teaching strategies to all classrooms. The school's boys gained 24.4 percentage points on the Colorado state assessment, while girls gained 19 points. Overall, the school had the steepest gains of any Boulder Valley school.

The change began when the school realized that its classrooms were working well for the "verbal-emotive, sit-still, take-notes, listen-carefully, multi-tasking" learning styles of most

girls, but were not such a great fit for the "impulsivity, single-task focus, spatial-kinesthetic learning, and physical aggression" of most boys. So the school made a series of changes that got boys more engaged and also worked for girls:

• *Increased experiential and kinesthetic learning opportunities* – For example, a fourth-grade teacher had students get down on the floor and arrange cards with words and punctuation marks into sentences, instead of using worksheets.

• *Supporting literacy through spatial-visual representations* – For example, a third-grade teacher had students write their stories on storyboards, a series of pictures with or without words that graphically tell the story line, before writing them down on paper.

• *Letting boys choose topics that appeal to them* – For example, a second-grade teacher allowed boys to choose their reading matter, and many were reading and writing about NASCAR racing, superheroes, atomic bombs, and football, or situations like a parrot biting a father through his lip.

• *Holding students accountable for homework* – School policy required parents to sign homework and make sure their children could work without distractions.

• *Offering single-gender learning environments* – For example, some teachers grouped students in boy and girl groups for certain activities, such as literature circle time.

• *Making reading and writing purposeful* – For example, a fourth-grade teacher arranged for a boy who was having difficulty revising a paper to read the finished product to a high-school basketball player, and had another boy present a design for a proposed playground to the school's design committee.

• *Seeking out male role models* – The school reached out to fathers, family members, and other males in the community to come in and give career talks, be guest readers, or generally help out.

"Teaching to the Minds of Boys" by Kelly King and Michael Gurian in *Educational Leadership*, September 2006 (Vol. 64, #1, p. 56-61), no e-link available

7. How Caring Pays Academic Dividends

In this piece in *Educational Leadership*, Stanford education dean Deborah Stipek argues that establishing strong and caring relationships with students is one of the best ways for teachers to improve academic achievement – especially among high-risk students. "Teachers need to make special efforts to show a personal interest in and interact positively with the students whom they find most difficult to teach," writes Stipek, "by going out of their way to compliment positive behaviors, showing an interest in students' lives outside school, listening to the students' perspectives on the problems they are having, and collaborating with them on developing strategies to address these problems… The most difficult-to-reach students will often go all out for a teacher who demonstrates caring for them as individuals and commitment to their success."

How do students know their teacher cares? When asked, younger students talk about teachers being attentive ("She says hi to me when I come in the room"), addressing

nonacademic needs ("She saves a snack for me if I miss snack time"), and being fair ("She makes sure I get a turn"). Older students talk about teachers being honest, fair, and trusting – which includes giving them some autonomy and opportunities for decision-making, such as choosing an assignment, developing classroom rules, and expressing their opinions. Students also appreciate being challenged academically and held accountable – as long as there's support. Adolescents appreciate direct communication about academic progress and checking to make sure what's taught is understood. "If there's confusion on my face, I want you to see it," said one student. "If there's disagreement, I want you to say, 'You disagree? Why?'"

"The *press* for learning that many adolescents view as evidence of a caring teacher differs from the *pressure* for learning created by NCLB," says Stipek. "Teachers press students to learn by encouraging them, paying attention to their work and giving constructive feedback, refusing to accept halfhearted efforts, providing assistance when students need it, and refusing to give up on students. Holding students accountable without this support and encouragement is likely to discourage and alienate them rather than motivate them."

What can administrators do to foster this kind of caring and demanding climate? Stipek suggests the following:

• Providing time and leadership for teachers to develop common goals and build close, collegial relationships with each other.

• Keeping class sizes as low as possible and reducing the number of students that teachers see each day.

• Organizing looping and multi-year grouping so teachers stay with the same students for more than a year.

• Eliminating tracking.

• Block scheduling of 90-minute periods to allow teachers and students to interact in more sustained time-frames.

• Structuring before- and after-school time when teachers can see students one on one.

• Setting up advisory groups to make sure every student has a close relationship with at least one adult in the school (it's best when the adult stays with the student through all the years he or she is at the school).

"Relationships Matter" by Deborah Stipek in *Educational Leadership*, September 2006 (Vol. 64, #1, p. 46-49), no e-link available

8. Howard Gardner's Multiple Intelligences: Some Cautions and Ideas

In this *Educational Leadership* article, Howard Gardner and two colleagues note that his theory of multiple intelligences has been over-applied in some schools. It's *not* a good idea to group students for instruction based on the eight or nine intelligences, they say, and it's *not* a good use of a teacher's time to prepare eight or nine separate entry points for each lesson.

"Multiple intelligences theory," they explain, "was originally developed as an explanation of how the mind works… [T]he last thing we wanted to do was to multiply educators' job nine-fold. Rather, we sought to demonstrate that because students bring to the

classroom diverse intellectual profiles, one 'IQ' measure is insufficient to evaluate, label, and plan education programs for all students."

"Adopting a multiple intelligences approach," they continue, "can bring about a quite revolution in the way students see themselves and others. Instead of defining themselves as either 'smart' or 'dumb,' students can perceive themselves as potentially smart in a number of ways… The greatest potential of a multiple intelligences approach to education grows from the concept of a *profile* of intelligences. Each learner's intelligence profile consists of a combination of relative strengths and weaknesses among the different intelligences: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalistic, interpersonal, intrapersonal, and [the latest intelligence recently added to the list] existential."

There are two distinct types of intelligence profiles, explain the authors:

• *A laser profile* – One or two intelligences are very strong and the others relatively weak. The challenge with laser students is if their strong areas are not those assessed by high-stakes tests; teachers have to decide whether to build on the strengths or remediate their weaknesses so they can pass the tests.

• *A searchlight profile* – These students show less pronounced differences in their intelligences. The challenge with them is deciding which area to develop and choosing a career or life path.

Gardner and his colleagues liken the interaction of the nine intelligences to a symphony orchestra; as in music, the different "instruments" can interfere with each other, compensate for one another, and enhance each other, adding to or subtracting from overall performance:

- *Interference* – For example, a student may have good social skills (strong interpersonal intelligence) but fail to reach out to others because of weak linguistic intelligence.

- *Compensation* – For example, a student's strong bodily-kinesthetic intelligence may allow him or her to give good oral presentations despite convoluted sentence structure (the authors note that several U.S. presidents fit this profile).

- *Enhancement* – For example, strong spatial intelligence may improve a student's ability to conceptualize a math problem (this was true of Albert Einstein), and strong musical intelligence may help a student write and appreciate poetry.

So a child's overall aptitude is not the sum of the nine intelligences, since interference, compensation, and enhancement may be holding back or augmenting some areas. The teacher's challenge is to look for strengths and weaknesses through the lens of multiple intelligences theory and teach in ways that improve a child's overall performance.

For example, what if three students are having difficulty understanding a story? An unskilled teacher might tackle their problem with a single approach (reading the story over slower and louder). But each student might be having trouble for different reasons: the first may be struggling because of poor reading comprehension skills, the second because of difficulty understanding the dynamics among the story's characters, and the third may have such strong spatial intelligence that he has trouble seeing beyond the physical pattern of the letter symbols (a problem that the young Pablo Picasso experienced). Skilled teachers need to

know how to diagnose students' difficulties and orchestrate experiences that help them succeed.

This may include getting students to use their strengths to help classmates with weaknesses – as often happens in the adult workplace. "As the amount of information that students – and adults – must process continues to increase dramatically," conclude the authors, "collaboration enables students to learn more by tapping into others' strengths as well as into their own. In ideal multiple intelligences instruction, rich experiences and collaboration provide a context for students to become aware of their own intelligence profiles, to develop self-regulation, and to participate more actively in their own learning."

"Orchestrating Multiple Intelligences" by Seana Moran, Mindy Kornhaber, and Howard Gardner in *Educational Leadership*, September 2006 (Vol. 64, #1, p. 22-27), no e-link available

9. Preparing Students to Succeed in Advanced High-School Courses

In this *Education Week* commentary article, Texas researchers Chrys Dougherty, Lynn Mellor, and Shuling Jian criticize the way some high schools give credit for "advanced" courses that aren't really advanced. "A company selling an orange-colored beverage under the label 'orange juice' can get into legal trouble if the beverage contains little or no actual juice," they write. "There are no consequences, however, for giving credit for Algebra 2 to students who have learned little algebra."

Dougherty, Mellor, and Jian don't recommend returning to the previous "solution" – restricting access to such courses to students who meet stringent requirements. They have the following recommendations for maintaining high standards *and* allowing a broad spectrum of students to be successful in advanced courses:

• Identify a K-8 curricular path that prepares students for advanced courses in high school.

• Use data to intervene with marginal students in elementary and middle schools. "Most of the interventions need to happen early," they write, "so that as many students as possible enter high school with the prerequisite skills they will need to succeed in advanced courses."

• Motivate middle- and high-school students to enroll and succeed in advanced courses. The authors mention the AVID program (Advancement Via Individual Determination), which has been used successfully by a number of districts.

• Intervene with high-school students to build the prerequisite skills *before* they enroll in advanced classes. This might include summer school programs to address missing skills.

• Intervene with students who are struggling in advanced courses. This includes using interim assessments during the course to identify students who are having trouble and organize teachers into problem-solving teams to address those students' needs.

• Use end-of-course exams to monitor whether students in each course have learned the content (these district-written summative tests are essential in subjects where there isn't a high-stakes state test to measure achievement). "Without these exams," conclude Dougherty,

Mellor, and Jian, "schools and districts may not know if their students have consumed 'orange juice' or 'orange drink.'"

"Course-Credit Inflation? Ensuring That 'Advanced Courses' Live Up to Their Labels" by Chrys Dougherty, Lynn Mellor, and Shuling Jian in *Education Week*, Sept. 6, 2006 (Vol. 26, #2, p. 42-43). An earlier version of this article, "Orange Juice or Orange Drink?", is available online at: http://www.nc4ea.org/files/NCEA_Report_Orange_Juice_or_Orange_Drink_02-13-06.pdf .

10. Short Items:

a. A high-school redesign toolkit – This website at Stanford University has resources on school redesign, drawing on the experience of four high schools. The site includes the following:

- Introduction by Linda Darling-Hammond
- Video clip on interdisciplinary instruction
- Video clip on developing small learning communities
- Video clip on senior exhibitions
- Video clip on transforming school culture
- Excerpts from case studies of each high school
- Features of effective design

School Redesign Network at Stanford University, spotted in *PEN Weekly Newsblast*, Sept. 15, 2006; see http://schoolredesign.net/srn/woc/woc_main.php

b. A back-to-school asthma plan – This short piece in *Newsweek* reports the American Lung Association's recommendation that every child with asthma (there are more than 6 million in the U.S.) bring a written plan to school and share it with the school nurse, the principal, and the child's teachers. Going back to school after the summer months often triggers asthma attacks because children are exposed to allergens and contagious colds and viruses in classrooms, producing a spike in asthma hospitalizations every fall. Here are the items that should be included:

- The child's symptoms
- What triggers attacks
- Daily medications
- Rescue inhaler (to be used if an attack has started)
- Limitations on physical activity
- Specific instructions on what to do and whom to call if an attack occurs in school

"Treating Attacks" by Jennifer Barrett in *Newsweek*, Sept. 4, 2006 (p. 68); see http://lungusa.org for more details; to download an asthma action-plan form, click on: http://www.kintera.org/AutoGen/Contact/ContactUs.asp?ievent=187677&en=ksINJUMBLgJPIUPCI7KIL2MJIlLUL4NPLlKWJ9PRLnKXL6OELjLWK2MLKqK7H

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 36 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through scores of 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 (with occasional breaks; there were 50 issues in 2004-05).

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Jimmy Kilpatrick
Journal of Staff Development
Language Learner
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice
Times Educational Supplement