

Marshall Memo 199

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 3, 2007

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Quotes of the Week

“[I]f we have a 35 percent dropout rate, we’re making 35 percent mistakes.”
Pittsburgh superintendent Mark Roosevelt (see item #3)

“You’re going to have to step it up.”
Pittsburgh teacher Ted Denlinger to entering students on homework habits (*ibid.*)

“I like how the teachers care. I’m surprised, but I like it.”
Pittsburgh student Jessica Morrison, 14 (*ibid.*)

“We know that algebra is the single most obvious barrier for low-performing kids to leap across to be able to get into either technical jobs or postsecondary schooling.”
Eva Baker (see item #6)

“Reach out as quickly as you can to the parents of your students, especially those parents who initially are least responsive. Give them your cellphone number. Visit them in afternoons or evenings.”
Jonathan Kozol’s advice to novice teachers (see item #7)

“I thought it was just for nerdy white guys, but it’s not. It turns out lots of different kinds of people like math.”
Actress Danica McKellar (see item #9)

1. Four Keys to Effective Parental Involvement

In this comprehensive and insightful article on parental involvement in *Review of Educational Research*, University of Illinois/Urbana-Champaign psychology professor Eva Pomerantz and graduate students Elizabeth Moorman and Scott Litwack ask a provocative question: Is more necessarily better? The conventional wisdom is that increasing parents' involvement in children's academic lives is something educators should be working on all the time. In fact, say the authors, "more involvement on parents' part may not always be better for children." Here's their argument, framed in response to six questions:

- *What is parent involvement and does it make a difference?* The researchers define it as "parents' commitment of resources to the academic arena of children's lives" and say that it occurs in two places:

- Involvement at school includes general school meetings, attending parent-teacher conferences, initiating contact with teachers, attending school events like open houses and science fairs, volunteering in the school, and taking part in school governance. The research says that this kind of parental involvement often has a positive impact on achievement; it is more common among more economically advantaged parents.
- Involvement at home includes helping children with homework, helping choose a course or a project, talking about what happened in school, encouraging hard work and achievement, and activities not directly related to school work, such as reading to children or visiting a library or museum. Research says that reading to children and taking them on enriching trips helps school achievement, but some studies show that direct help with schoolwork can actually have a negative impact on achievement.

- *By what mechanism does parents' involvement influence children's achievement?* The authors cite numerous studies that say this can happen in two ways:

- It can develop skills because: (a) being involved gives parents insights about what children are learning in school, which allows them to be helpful as they work with their children; (b) being involved helps parents understand their children's level of achievement; (c) being involved informs parents' efforts to help their children; and (d) teachers tend to give extra attention to children whose parents are involved.
- It can develop motivation because: (a) parent involvement tells children that school is important and helps develop their intrinsic motivation to do well; (b) parent involvement represents an active strategy for dealing with an external agency (school), which can give children a sense of control over academic performance; and (c) parent

involvement can help children become more familiar with school tasks and see themselves as more competent in the academic arena.

• *Are schools' efforts to increase parent involvement working?* Several meta-analyses “do not support the benefits of such programs,” write Pomerantz, Moorman, and Litwack. Some studies show that school programs designed to increase parent involvement actually have *negative* effects on student achievement.

• *How can parent involvement have such uneven effects on children's school achievement?* This is the crux of the article. The authors argue that there are four ways in which parents influence their children's academic development – for good or for ill:

- Controlling versus autonomy-supporting parents – Parents with a controlling style pressure their children toward particular outcomes through commands, directives, or withdrawal of love. Parents with an autonomy-supporting style allow their children to explore their environment, initiate their own behavior, and take an active role in solving their own problems. “There is now a fairly large body of research using a variety of methods consistent with the idea that parents' autonomy support enhances children's performance in school, whereas parents' control inhibits it,” write the authors. “These effects appear to begin early in children's lives and extend into the adolescent years.” This happens because children whose parents support their autonomy tend to develop better skills and stronger, more internalized motivation in school.
- Ability- versus effort-focused parents – Some parents focus on their children's innate abilities and intelligence and their performance compared to other children. Other parents focus on how hard their children tried and the importance of enjoyment in learning. Numerous studies show that children do better in school when adults focus on effort rather than innate ability.
- Negative- versus positive-affect parents – Some parents' interactions with their children around homework and school are tinged with irritation and anger. This can stem from children's own frustrations and difficulties with school, as well as from parents' own life stresses. Other parents are successful in keeping their school-related interactions with their children positive and enjoyable. Research indicates that children do better when they experience positive rather than negative affect.
- Negative versus positive beliefs about children's potential – Some parents have a low opinion of their children's school abilities, and this affects parents' level of involvement in academic matters and can be a self-fulfilling prophecy. Other parents have a more positive view of their children's abilities and/or potential, and their children have a marked advantage.

Pomerantz, Moorman, and Litwack argue that *how* parents work with their children in these four areas makes a world of difference – and that differences among parents account for the variations in the research on the impact of parent involvement. Involvement, both in school and at home, is beneficial when it supports autonomy, focuses on effort, is delivered with

positive affect, and conveys positive beliefs about children's abilities. Parent involvement pulls down achievement when it is controlling, focuses on innate ability, is delivered with negative affect, and conveys negative beliefs about children's abilities. The authors say this explains why school-based parent involvement has a more positive impact than home-based involvement: when parents come to school, they are often in an environment where children's accomplishments are showcased and teachers focus on what parents can do to help. But at home, parents are often dealing with frustrated children and are themselves frustrated that they can't be more helpful. If they believe they need to control their children, think that ability is fixed, and have doubts about their children's potential, their interactions may become negative – in which case the four horses of the apocalypse are all riding at once, and the development of children's skills and motivation is bound to suffer.

- *What is the role of children's previous school experiences?* The researchers' final insight is the most interesting: that children's *competence experiences* – their previous school achievement and perceptions of their own ability – play a crucial role in how they respond to parental involvement. Children who are doing well in school and are reasonably confident of their abilities can survive interactions with parents who don't have the ideal profile with respect to the four traits discussed above. But children who are not doing well in school and have doubts about their academic abilities have a heightened need for parents who encourage their autonomy, focus on effort, have a positive affect, and believe in their potential. The right kind of parental involvement can help these children overcome school deficits and do well. But if these children are unfortunate enough to have the opposite kind of parenting, their school achievement will plummet.

- *What is the impact of parent involvement on children's emotional growth?* The authors say the research is mixed and not well developed, but in general, the right kind of parent involvement (see the four traits above) is beneficial to children's mental health, social functioning, and behavior in school.

- *What are the implications of this research for schools?* Pomerantz, Moorman, and Litwack end their article with three recommendations:

- First, schools should work to ensure that parents have a sense of control over their children's development. This is important, say the authors, because of what happens when the opposite is true: "Beginning early on in children's lives, parents who experience themselves as lacking control over their children engage in poorer quality parenting, especially when they perceive their children as difficult." What can schools do? Give parents information demonstrating the malleability of children's ability, and help parents develop the skills they need to help their children with their school work. This should contribute to effective help at home – with upbeat affect.
- Second, reduce the pressure on parents. Studies have shown that parents who feel intense pressure to improve their children's school performance tend to adopt controlling and negative-affect styles, which can bring out the worst in terms of beliefs about ability and potential. Expectations should be high, but educators should focus parents on the process of learning rather than students' performance.

- Third, schools should emphasize the importance of parents' positive affect and positive beliefs about their children's potential. For example, teachers should assign homework that is interactive, allowing children to share what they are learning in school with their parents. Parent workshops should be upbeat and positive, because that affect may carry over to parents' interactions with their children. Finally, schools should constantly highlight children's improvement with respect to fixed standards rather than in comparison to other children.

“The How, Whom, and Why of Parents' Involvement in Children's Academic Lives: More Is Not Always Better” by Eva Pomerantz, Elizabeth Moorman, and Scott Litwack in *Review of Educational Research*, September 2007 (Vol. 77, #3, p. 373-410), no e-link available

2. “Pre-Mortems” Are Better than Post-Mortems

“Projects fail at a spectacular rate,” writes Ohio-based business expert Gary Klein in this intriguing *Harvard Business Review* article. “One reason is that too many people are reluctant to speak up about their reservations during the all-important planning phase.” The remedy, says Klein, is to mobilize “prospective hindsight” through the “pre-mortem” – a special meeting that makes it safe for dissenters and worriers to identify risks before a project is launched.

Pre-mortems are at the opposite end of the spectrum from post-mortems, in which medical professionals investigate what caused a patient's death. Pre-mortems also differ from meetings in which managers ask their subordinates to critique a project before it's launched, asking them to think about what *might* go wrong. Here's the pre-mortem protocol:

- The team is briefed on a project plan.
- The leader then asks everyone to imagine that the project has failed spectacularly.
- Team members are asked to take a few minutes to reflect silently and write down every reason they can think of for the project's failure – especially the kinds of problems they wouldn't ordinarily mention.
- Team members then take turns reading one reason from their lists; someone records each reason on a flip-chart.
- The process continues until all reasons have been shared.
- After the meeting is over, the project manager reviews the list and looks for ways to strengthen the plan.

Klein says that companies using the pre-mortem process to have found that it's a highly effective way to nip unseen problems in the bud. Here's why:

- It helps teams escape the damn-the-torpedoes momentum that develops when people get over-invested in a project. By visualizing the project's failure, team members are more likely to identify problems.

- When team members describe a weakness that no one else had mentioned, they feel valued for their intelligence and experience and others learn from them.

- The pre-mortem process sensitizes the team to the things that might go wrong, and as the project gets underway, members are more likely to notice if there are early signs of trouble.

“In the end,” concludes Klein, “a pre-mortem may be the best way to circumvent any need for a painful post-mortem.”

“Performing a Project *Premortem*” by Gary Klein in *Harvard Business Review*, September 2007 (Vol. 85, #9, p. 18-19), no e-link available; Klein can be reached at gary@decisionmaking.com.

3. Pittsburgh’s Summer Program for Rising Ninth Graders

This *Education Week* article describes a Pittsburgh summer experience in which entering ninth graders were primed for success in their new high schools. Designed to counter the high dropout, repeat, and opt-out rate between middle and high school and create a “Ninth-Grade Nation” that feels supported and confident, the program lasted for a full week in mid-August and featured:

- Walking the hallways of their new high school
- Learning the school’s rules and homework expectations
- Exploring the high school’s electives and activities, including sports and robotics teams
- Hearing from some of the high school’s older students (“Oh, it’s definitely doable,” said a junior to an entering student who was worried about an honors class. “Don’t worry.”)
- Talking about the importance of promptness and getting good grades
- Getting to know their classmates
- Getting to know some of the teachers
- Discussing a novel they’d read earlier in the summer
- Learning strategies for dealing with anger and stress
- Shaking their booties in vigorous hip-hop aerobics
- Watching some of their teachers risk making fools of themselves on the dance floor
- Going on a scavenger hunt
- Doing an aerial ropes course that included walking along a log suspended high above the ground.

In one discussion group, almost all students confessed that they never spent more than 15 minutes a night on homework. “You’re going to have to step it up,” said English teacher Ted Denlinger. Students heard the high expectations loud and clear, but were also struck by the caring and supportive vibes from teachers. “I like how the teachers care,” said Jessica Morrison, 14. “I’m surprised, but I like it.”

Superintendent Mark Roosevelt is planning other changes in Pittsburgh’s high schools, including beefed-up counseling, more advanced courses, more personalized learning environments, breaking up larger high schools, and a standardized grade 6-12 curriculum in core subjects. “It’s a culture change, and cultures don’t change as quickly as you’d like,” says Roosevelt. “But if we have a 35 percent dropout rate, we’re making 35 percent mistakes. We have a unique opportunity to do it better.”

“Pittsburgh Building ‘Nation’ of 9th Graders” by Catherine Gewertz in *Education Week*, August 29, 2007 (Vol. 27, #1, p. 1, 14, 15); the article is available after free registration at: <http://www.edweek.org/ew/toc/2007/08/29/index.html>

4. Consumer Information on Reading Programs

Last month, the federal *What Works Clearinghouse* released its latest *Consumer Reports*-style ratings of reading programs, with some surprising results. None of the most widely-purchased programs are on the list, including Open Court, Scott Foresman Reading, and Houghton Mifflin Reading. Why? Because these programs didn’t have sufficient rigorous studies to prove their effectiveness. “They tended not to have studies with randomized-control trials or with experimental designs that met the clearinghouse’s evidence standards,” said Jill Constantine, director of the study. She and her colleagues reviewed nearly 900 studies, and just 51 met their standards for evidence. More than 120 programs had no studies that passed muster.

Almost all of the recommended programs were supplemental or intervention programs. Below are the most highly rated:

+ means “positive effects”

+? means “potentially positive effects”

? means “no discernible effect”

?? means “mixed effects” (evidence of inconsistent effects)

	<i>Alphabetics</i>	<i>Fluency</i>	<i>Comprehension</i>	<i>General reading achievement</i>
• Reading Recovery	+	+?	+?	+
• Kaplan SpellRead	+	+?	+?	
• Peer-Assisted Learning Strategies (PALS)	+?	+?	+?	
• Start Making a Reader Today (SMART)	+?	+?	+?	
• Corrective Reading	+?	+?	?	
• Accelerated Reader/ Reading Renaissance			+?	+?
• Early Intervention in Reading (EIR)	+?		+?	
• Success for All	+?		??	+?

There were predictable howls of protest from companies whose programs were left off the list or received disappointing ratings. A spokesman for McGraw-Hill, which markets Open Court, said the company's programs *do* have research evidence for positive effects on student achievement. Robert Slavin of Success for All said the latest ratings discounted previous studies that were more positive. But *What Works Clearinghouse* researchers are standing by their ratings and say they are based on the most solid scientific evidence available and will be constantly updated as new evidence emerges.

“Federal Reading Review Overlooks Popular Texts” by Kathleen Kennedy Manzo in *Education Week*, August 29, 2007 (Vol. 27, #1, p. 8); the article is available after free registration at: <http://www.edweek.org/ew/toc/2007/08/29/index.html>

5. Writing Instruction: What Works for Adolescents

In this article in the *Journal of Educational Psychology*, researchers Steve Graham and Dolores Perin share the results of the first meta-analysis of writing instruction since 1986. After considering almost 600 research products, they selected 123 studies that passed nine standards of research quality. The overall conclusions:

- Writing is essential. Students without adequate writing skills suffer disadvantages in multiple subjects in school and in the job market.
- Many students' writing is substandard. Large proportions of students fail to meet grade-level standards in writing and more than half enter college unprepared to do college-level writing. Businesses spend more than \$3 billion a year on writing remediation.

What is to be done? Graham and Perin identified five classroom interventions that make the most difference:

- *Strategy instruction* – Explicitly teaching students how to plan, revise, and edit texts has a strong impact on writing proficiency (the effect size was 0.82). This is especially true for struggling writers.
- *Summarization* – Another effective strategy is explicitly teaching students how to summarize texts by showing models and having them practice while progressively reducing the amount of scaffolding (effect size 0.82).
- *Peer assistance* – Having students work with classmates as they plan, draft, and/or revise their writing has a strong impact (effect size 0.75).
- *Inquiry* – Having students analyze data and information before writing is helpful (effect size 0.52).
- *Sentence-combining* – Giving students practice taking two or more basic sentences and combining them into a more complex and sophisticated sentence improves writing proficiency (effect size 0.50).

Why aren't grammar instruction, pre-writing, and other widely-used strategies on this list? Because Graham and Perin applied a number of qualitative and statistical screens to the studies they accepted; strategies that were examined in flawed studies were not included in the meta-analysis.

“A Meta-Analysis of Writing Instruction for Adolescent Students” by Steve Graham and Dolores Perin in the *Journal of Educational Psychology*, August 2007 (Vol. 99, # 3, p. 445-476), no e-link available. Many thanks to author/consultant Douglas Reeves for identifying this article and providing a summary. Graham can be contacted at steve.graham@vanderbilt.edu.

6. Helping Students Understand Algebra via Four Key Concepts

This article in *Education Week* describes Powersource, a middle-school algebra program that has been piloted with positive results over the last two years and is being used by about 70 sixth- and seventh-grade teachers in the Southwest this fall. Developed at the National Center for Research and Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles, the eight-lesson program is designed to supplement the regular math curriculum and help students understand algebra through four big ideas.

- Rational number equivalence;
- The distributive property of arithmetic;
- Principles for solving linear equations;
- Application of those principles to geometry, probability, and other key math areas.

“Those big ideas help organize all the pieces of information,” says CRESST researcher Noelle Griffin. This concept-first approach should counteract the tendency of many math teachers to treat each lesson as discrete and not give students the big picture or provide conceptual hooks to what they are learning.

Powersource also sprinkles a dozen formative assessments through the year, some of them using a comic-book format to catch students’ attention. Each lasts about fifteen minutes and tests one of the key concepts – for example, completing a partially-worked-out problem and explaining why a certain equation works the way it does.

Why the focus on algebra? “We know that algebra is the single most obvious barrier for low-performing kids to leap across to be able to get into either technical jobs or postsecondary schooling,” says CRESST director Eva Baker. “We want to make sure that kids can actually do this stuff.”

“Four Big Ideas of Algebra Given Top Billing in Randomized Study” by Scott Cech in *Education Week*, August 29, 2007 (Vol. 27, #1, p. 13); the article is available after free registration at: <http://www.edweek.org/ew/toc/2007/08/29/index.html>

7. Jonathan Kozol’s Advice to Novice Teachers

In this *Education Week* commentary article, author Jonathan Kozol rails against standardized testing and scripted curriculum programs and also offers sage advice to help young teachers survive in inner-city classrooms. The challenge new teachers face, Kozol says, is twofold: (a) holding onto the “pedagogic principles they value and the tenderness of their attachment to young people that has brought them to the classroom in the first place,” and (b) doing so “in a way that will not isolate them in their schools and leave them feeling all the more discouraged as a consequence.” This isn’t easy, Kozol acknowledges, but he believes the

stakes are high: “Keeping young teachers in our schools is of immense importance, but keeping them there with spirits strong and souls intact is more important still.” Here is his advice:

- *Don’t turn your back on veteran teachers in your school.* “Although, in any given school, there are bound to be some older teachers who may not be helpful allies or ideal role models for beginning teachers,” he writes, “the best among them bring a sense of personal stability and of assimilated selflessness into a school and, when younger teachers treat them with respect and turn to them as friends, typically respond with the protective kindness that can be a salvatory comfort for a novice teacher under stress.”

- *Form a bond with parents.* “Reach out as quickly as you can to the parents of your students,” urges Kozol, “especially those parents who initially are least responsive. Give them your cellphone number. Visit them in afternoons or evenings. And, in the case of young white teachers serving children of minorities, learn to cross the lines of race and class in sensitive but determined ways that lower the barriers between your classroom and your children’s homes.”

- *Be firm but teach well.* Kozol has been corresponding with a first-year teacher and admires the way she quickly developed “that look of earned authority that, with a single glance, could bring a slightly wild and rambunctious little boy out of his periodic episodes orbiting the room and get him back into his chair to work, reluctantly, at putting vowels in between his consonants, as 6-year-olds quite stubbornly refuse to do at first.” Kozol also admires the way she goes beyond the required curriculum and teaches words from students’ lives (“wiggly” and “wobbly” when teeth were coming loose) and grown-up words overheard from a grandmother that piqued their curiosity (“bamboozle” and “persnickety”).

- *Keep things in perspective and have fun.* Kozol urges teachers to develop an “enjoyable and mischievous irreverence” toward central-office nonsense but simultaneously cultivate “a mature sophistication and respectfulness” when dealing with their principal. Don’t get fired, he advises, but also retain a “sense of playful energy and fascination in the unexpected offerings of all those pint-sized packages of whim and curiosity who are entrusted to their care.”

“Letters to a Young Teacher: Why New Recruits Leave Inner-City Classrooms – and What It Will Take to Keep Them There” by Jonathan Kozol in *Education Week*, August 29, 2007 (Vol. 27, #1, p. 40, 32); the article is available after free registration at: <http://www.edweek.org/ew/toc/2007/08/29/index.html>

8. Bridging the Gap in Warring Societies

This *Newsweek* article tells the story of Sami Adwan, a Palestinian who grew up near Hebron listening to his grandfather’s tales of how the Israelis seized the family’s orange groves and wheat fields in 1948. As a doctoral student at the University of San Francisco in the 1980s, Adwan was overtly anti-Semitic – he would refuse to listen to Jews and dropped out of any class that had Jewish students. After receiving his degree, Adwan returned to the Middle East, joined the outlawed Fatwa Party, and ended up in an Israeli jail. While awaiting charges, he overheard two Israeli soldiers arguing about whether they should force him to sign a document

in Hebrew that he could not read. Surprised to hear an enemy defending his rights, Adwan set out to learn more about the Jewish nation.

Today, Adwan teaches at Bethlehem University and is co-director, with an Israeli professor, of the Peace Research Institute in the Middle East. PRIME has produced three booklets to help Palestinian and Israel high school students understand and begin to deal with wildly divergent views of recent history. Each three-column booklet has the Palestinian narrative of an event, the Israeli narrative, and a blank column that invites students to reflect on the contradictory perspectives and attempt to reconcile them. Two examples:

- Israelis call the 1920 Palestinian attacks on Jewish neighborhoods around Jerusalem and Jaffa “the riots of 1920.” Palestinians call them “the popular uprisings.”
- Israelis refer to the 1948 conflict that gave birth to their nation as the War of Independence. Palestinians call it the Nakba, or Catastrophe.

“The idea is not to legitimize or accept the other’s narrative but to recognize it,” says Adwan. “The [historical] dates may be the same, but the interpretation of each side is very different.”

PRIME’s format has been imitated in other conflict-ridden societies. In 2006, the Center for Human Rights and Conflict Resolution at Skopje University in Macedonia published booklets on the Macedonian-Albanian conflict. “If the Israeli and Palestinian teachers managed to overcome the incredible gap between themselves,” said Skopje University professor Violeta Petroska-Beska, “we can do it here.” French educators have produced a similar booklet, “Learning the Other’s Narrative”, with parallel Muslim/non-Muslim narratives (it has sold 23,000 copies and been translated into five languages). American educators in Virginia and Pennsylvania have expressed interest in using a similar model in conflict resolution classes.

But back in Bethlehem, Adwan and his colleague are having problems getting their materials into classrooms. In 2004, the Israeli education minister threatened teachers with disciplinary action if they used the PRIME booklets, and a Palestinian teacher had to teach lessons in her house for fear of reprisals. Asked if the booklets will ever be a regular part of local school curriculums, Adwan shakes his head slowly, shrugs, and stares out his office window, which looks out on the wall that divides Israel from the West Bank.

“To Get on the Same Page” by Joanna Chen in *Newsweek*, August 13, 2007 (p. 46), no e-link available

9. An Actress’s Book to Help Girls Get Serious About Math

This *Newsweek* article touts a recent book by actress Danica McKellar, *Math Doesn’t Suck: How to Survive Middle-School Math Without Losing Your Mind or Breaking a Nail*. McKellar, who played middle schooler Winnie in the 90s show, “The Wonder Years”, says she was good at math in elementary school, hit a rough patch in seventh grade, was rescued by a patient, funny teacher who used visual imagery and real-life examples, and went on to major in math in college. “I thought it was just for nerdy white guys,” she says, “but it’s not. It turns out lots of different kinds of people like math.” She graduated with high honors and co-authored

the groundbreaking Chayes-McKellar-Winn physics theorem before heading off to an acting career.

The book's mission is to convince girls that math may be for them – even the kind of “pure math” that leads to careers in mathematics and engineering, both of which entice very few women (28 percent and 11 percent, respectively). “I’m trying to reach the girls who traditional math instruction isn’t reaching,” says McKellar. “The ones who love fashion, who love accessories and who believe they simply aren’t good at math. I want to tell girls that cute and dumb isn’t as good as cute and smart.”

“A Math Makeover” by Peg Tyre in *Newsweek*, August 6, 2007 (p. 43), no e-link available

10. Short Item:

Service learning ideas – The following link from the Peace Corps has useful ideas on service learning projects, with an international perspective.

<http://www.peacecorps.gov/wvs/educators/servicelearning/>

Many thanks to Jay McTighe for this link

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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 37 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 more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

Subscriptions:

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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, CEC SmartBriefs
Atlantic Monthly
Catalyst Chicago
Chronicle of Higher Education
CommonWealth Magazine
Daily EdNews
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
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
Teachers College Record
TESOL Quarterly
Theory Into Practice
Tools for Schools