# Marshall Memo 556

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 13, 2014

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## Quotes of the Week

"Americans are ambivalent about testing, standards, and accountability in their children's schools. This is clear from survey results that swing wildly depending on how, exactly, the question is phrased – and on whether the practice in question might inconvenience one's own kid, as apart from fixing those awful schools across town."

Chester Finn, Jr. in "Time for a Reboot" in *The Education Gadfly*, October 8, 2014 (Vol. 14, #41), http://edexcellence.net/articles/time-for-a-reboot

"Poor attendance can be turned around if schools and community partners work together with families to monitor who is at risk for poor attendance, nurture a habit of regular attendance, and identify and address the challenges that prevent students from getting to school. The key is using data to identify and intervene early, before students have missed so much school they can't catch up."

Hedy Chang, John Gomperts, and Leslie Boissiere in "Paying Attention to Attendance Early and Often" in *Education Week*, October 8, 2014 (Vol. 34, #7, p. 22-23), www.edweek.org

"Should we tailor difficulty of a school text to a child's comfort level or make them sweat?"

Annie Murphy Paul (see item #4)

"English teachers are not taught how to talk to historians or biologists, let alone to nurses and engineers. Thus, even the most willing of teachers is hampered by traditional vocabularies and definitions and status dynamics that make it so hard, for example, to articulate – and then to teach – the cognitive and aesthetic dimensions of manual skill."

Mike Rose in "Not Your Father's Shop Class" in *American Educator*, Fall 2014 (Vol. 38, #3, p. 12-17), http://www.aft.org/ae/fall2014/rose

## 1. Teaching While Walking Around

(Originally titled "Teaching Between Desks")

In this *Educational Leadership* article, Bradley Ermeling (Pearson Research and Innovation) and Genevieve Graff-Ermeling (Orange Lutheran High School, CA) describe how an 8th-grade math teacher in Japan gives his students a word problem and then circulates for 15 minutes (the TIMSS video of this lesson, including the students all standing and bowing to the teacher at the beginning, can be viewed at http://www.timssvideo.com/49). Here are some of the teacher's comments:

- "Yes, write your explanation on the paper next to the problem."
- "This *180 – 10x* you wrote – whose money is this?"
- "So you counted all the way? Is there an easier method to find the answer?"
- "If you try combining this and that, you can make a mathematical expression."
- "So you wrote a simultaneous equation – OK!"

This process of observing and helping students as they wrestle with a problem is called *kikan-shido* – between-desks instruction. The trick is spending relatively short amounts of time with each student – not getting bogged down with students who are having major difficulty – so it's possible to see every student and notice patterns that need to be addressed with the whole class.

Reflecting on their own teaching and the challenges of teaching new ELA, math, and science curriculum content in U.S. classrooms, Ermeling and Graff-Ermeling say, "We saw that the unplanned, cursory exchanges we had with students when they were working on an assignment in class mostly reiterated previous instruction and seldom advanced student learning. We came to understand that the teacher's role during student work time in class – what we chose to focus on, how long we spent with each team or individual, what we chose to say or not say – had crucial instructional value." Here are four functions that teachers need to address during *kikan-shido*:

• *Organizing materials and the physical setup* – A first-grade teacher strategically chooses a number of magnetic and non-magnetic objects (various magnets, steel wool, cotton balls, paper clips, plastic coins, erasers, and a compass) and gets students working on drawing conclusions. "Because of her intentional organization of materials," say Ermeling and Graff-Ermeling, "the teacher was able to build on these discoveries from her 1st-grade scientists, and she finished the lesson by bridging students' observations to the key scientific concepts of attraction, repulsion, and magnetic fields." A high-school English teacher gets students working on peer-editing student papers with different strengths and weaknesses, and by removing the authors' names and using papers from several different classes, she gets students focused on critiquing and strengthening the writing.

• *Monitoring student activity* – As a high-school algebra teacher circulates around the

class, she notes the approach each group is using (table, graph, or system of equations), asks questions to understand students' thinking, and decides which groups will present their solutions toward the end of the period.

• *Guiding student activity* – In a fifth-grade science class, the teacher gets pairs of students working on combining various liquids and powders and circulates, prodding them to improve their observations and note-taking: "What do you mean by the mixture 'making noise'?" "How will you remember your observations?"

• *Engaging in social talk* – Students in a high-school chemistry class are cleaning up and the teacher asks one student about an upcoming volleyball match, another about a sister who was in the hospital for surgery, and then brings the focus back to what students learned in the lesson.

Ermeling and Graff-Ermeling emphasize that *kikan-shido* is organized and purposeful. Teachers need to construct a clear mental image of what will be happening and think through a series of questions:

- What materials will I need to distribute?
- What are my goals as I circulate?
- How will I distribute my time with various groups?
- What key understandings or misconceptions will I be looking for?
- What probing questions will I use to check for understanding or advance thinking?
- What will I be careful not to say or do that might decrease the rigor of the task?
- When should I engage in chit-chat to provide encouragement and build rapport?

"Carrying a copy of the lesson plan on a tablet or mobile device during *kikan-shido* is also useful," say the authors; "teachers can review the plan on the spot and take notes as they observe."

Ermeling and Graff-Ermeling say it takes a while to perfect teaching between the desks – several months of practice, trial-and-error, and refinement – "persevering long enough to understand the nuances of effective implementation." But when *kikan-shido* is working well, there will be big improvements in student achievement. One teacher, upon receiving her students' scores – far better than they'd ever done before in her 28 years of teaching – closed the door "and cried and cried and gave thanks. I have to believe I changed the way I taught, that making them struggle really bridged the gap."

"Teaching Between Desks" by Bradley Ermeling and Genevieve Graff-Ermeling in *Educational Leadership*, October 2014 (Vol. 72, #2, p. 55-60), http://bit.ly/1vY8ZAZ; the authors can be reached at brad.ermeling@gmail.com and genevieve.ermeling@gmail.com.

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## 2. Those Who Can, Do; Those Who Understand, Teach

(Originally titled "Uncovering the Math Curriculum")

In this *Educational Leadership* article, math consultant/author Marilyn Burns explores the difference between covering and uncovering the curriculum. "Learning how to best uncover the curriculum for students has been a long process for me," she says. "I've had to

learn when to *ask* and when to *tell*. Even more important, I've had to learn *what* to ask and *what* to tell, which calls for thoroughly understanding the mathematical content I'm teaching."

She remembers how as a young teacher she introduced π as the symbol for pi and its value, taught students the formulas for finding the circumference and area of a circle ($C=\pi d$ or $2\pi r$ and $A=\pi r^2$), and had them apply the formulas to solve problems – all without students seeing why those formulas made sense. "Being able to compute answers without also understanding the underlying mathematics is an insufficient and shallow goal for students' mathematical learning," says Burns. "It builds the erroneous notion for students that learning math is all about learning procedures, rather than making sense of ideas."

The Common Core math standards are clear about what happens when students don't get to this level: "Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut."

Here's how Burns would teach circumference now. Given that pi is a constant relationship that exists in the physical world, it's best to "engage students in a firsthand investigation that can help reveal that relationship to them," she says:

- Assemble a variety of circular objects – plates, cups, glasses, coasters, jar lids.
- Have students measure the circumference and diameter of one or more of them.
- Ask, "What do you notice?" This focuses students on patterns, structure, and regularity.
- Then ask, "Now, what do you wonder?" which focuses them on making conjectures. "This kind of thinking is fundamental to doing mathematics," says Burns.
- Students notice (or the teacher points out) that measurement is never exact, and even the best measurements are approximations. But the ratio of the circumference to the diameter is always close to 3.14 or 3 1/7.
- This is where the teacher explicitly explains that we call this pi or π. "No amount of thinking and reasoning alone will reveal this knowledge to students," says Burns. "This is content that we as teachers need to cover. In such a case, teaching by telling is appropriate and necessary."

Students' understanding can be assessed by asking them to measure the diameter of a tree-trunk – without cutting down the tree – perhaps using non-traditional measures.

Burns then suggests a series of questions designed to get students thinking about why we do certain things in math and why they make sense:

• *Why is it okay to add a zero when multiplying whole numbers by 10 but not when multiplying decimals by 10?* Exploring this question helps students understand our decimal system and what zero does to a whole number versus a decimal number.

• *Why is the sum of two odd numbers always even?* Before tackling this question, Burns recommends putting students in pairs and verifying that it's true, and then having them come up with explanations. Exploring this question gets at the properties of numbers and operations and builds number sense.

• *Why is zero an even number?* There are three "tests" of even-ness, and zero passes all three.

• *Why does canceling zeros produce an equivalent fraction in the fraction 10/20, but not in the fraction 101/201?* Having a class of fourth graders explore this gets at the importance of maintaining proportionality between parts of a fraction as well as decimal number sense.

"Uncovering the Math Curriculum" by Marilyn Burns in *Educational Leadership*, October 2014 (Vol. 72, #2, p. 64-68), http://bit.ly/1wv1sc7; Burns is at mburns1941@gmail.com.

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## 3. More Classroom Management 101

In this *Kappan* article, Jonathan Eckert (Wheaton College, IL) ruefully recalls the first time he was videotaped as a young 4th-grade teacher. Viewing the film later with his cooperating teacher, he was chagrinned to see that a lesson that should have taken 10-15 minutes lasted for nearly 45, that most students were not engaged, and that he himself was bored within five minutes. But the coup de grace came when the camera panned to one side of the room and revealed a student lying prone on his desk for nearly five minutes, and Eckert wasn't aware of it until he saw it on video.

Eckert now teaches and coaches novice teachers, and he's put together these hard-earned pointers on classroom management:

• *Maintain a growth mindset*. This means seeing students' intelligence and talents as malleable – and having the same belief about one's own ability as a teacher.

• *Reflect – then reject, accept, or modify*. Teachers must be willing to try new strategies and then decide, based on the evidence (*Are students engaged? Are they learning more? How do I know?*) whether they're worth keeping and developing or should be dumped. One teacher thought she had a great listen-up strategy for her fifth graders by using lines from *The Lego Movie*: she would say "Everything is…" and students chorused, "Awesome!" But over the next few days this deteriorated as students began to continue the song; the teacher backed off and adopted a different method.

Eckert shares his most successful *talk-more-quietly* strategy from his own 5th-grade classroom: he had a picture of Elvis at the front of the room, and when students got too noisy, he would remove a piece of The King's clothing, each piece representing time taken away from their 15-minute Friday afternoon class recess. (Don't worry, the last step was a pair of swimming trunks that couldn't be removed.) "Students got to the point where they would quiet each other down if I even started moving toward Elvis," says Eckert.

• *Employ extrinsic motivation*. Alfie Kohn's injunction to strive for intrinsic motivation notwithstanding, Eckert believes teachers need to use some extrinsic motivators – but *good* ones – as a pathway to the ultimate goal of learning for learning's sake. As a 7th-grade science teacher, he put students in teams and urged them to earn points for quality lab work, cooperation, and good performance in review games and class. At the end of each quarter, teams that earned the requisite number of points got to participate in extension labs that went

beyond the science curriculum – for example, building carbon dioxide-powered cars. Teams that failed to earn enough points had to spend the week in the library writing 1-2-page reports on the science concepts behind the labs. Eckert says that he never had more than one group a year that suffered the library consequence, and after that, students knew he was serious and every team earned their way into the extra labs.

• *Hold their attention*. New teachers tend to believe that classroom management is "a mystical level of nirvana to be achieved without regard for content or pedagogy," says Eckert. Not true! An essential, common-sense ingredient is getting students actively involved in high-quality learning experiences. A review game, for example, will work if every student participates in buzzing with their team to get the answer to every question and there are fun rewards for success – not beating other teams but getting to use the basketball hoop, football toss, rubber-band cannon, or remote-control driving course.

• *Be demanding*. New teachers have to understand that when a student says, "She's mean out of the goodness of her heart," it's a high compliment. "The desire to be 'nice' becomes very problematic for beginning teachers," says Eckert, "and one of the primary symptoms is the number of warnings they give. One of the best pieces of advice is that there should be no warnings. Classroom interactions consist of a series of choices and consequences. When beginning teachers see their role as holding students accountable for their work and choices, they stop worrying about being viewed as 'mean,' and they stop giving warnings."

• *Build important relationships*. Teachers need to do this especially well with their most challenging students. A starting point is greeting each student at the classroom door. Eckert required his middle-school students to give him a firm handshake, eye contact, and a meaningful greeting. "In addition to teaching life skills," he says, "this communicated that whatever had occurred in the hall, in previous classes, or at home, we were going to learn and our relationship was important." Another strategy is 2-by-10: engaging each struggling student in two minutes of conversation (about anything) for ten consecutive days.

• *Fill the classroom*. "Regardless of personality, introvert or extrovert, the teacher's presence must permeate the classroom," says Eckert. "This doesn't mean that only teachers with outsize personalities can be successful. It means that students need to know that the teacher is always aware."

"Teach Like a Novice: Lessons From Beginning Teachers" by Jonathan Eckert in *Phi Delta Kappan,* October 2014 (Vol. 96, #2, p. 13-18), www.kappanmagazine.org; Eckert can be reached at jon.eckert@wheaton.edu.

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## 4. More on "Just Right" Reading Versus Wrestling with Complex Texts

"Should we tailor difficulty of a school text to a child's comfort level or make them sweat?" asks Annie Murphy Paul in this article in *The Hechinger Report*, continuing a lively debate in the literacy field (see Memos 553 and 555 for several recent articles on this topic). Paul reports that Newsela https://newsela.com provides grade 3-12 teachers with current news

stories written at four levels of complexity to make it easier to use the same content in a classroom with varied reading levels. Here are excerpts from four versions of the same article:

- "A man who traveled from Liberia to visit family members in Texas tested positive for Ebola on Tuesday, marking the outbreak's first diagnosis outside of Africa, health officials said."

This is written at the level of a newspaper-reading adult – a long, rather complex sentence that inexperienced readers would find quite challenging. The next level down breaks it into two sentences:

- "A man who traveled from Liberia to visit family members in Texas tested positive for Ebola on Tuesday. This marked the outbreak's first diagnosis outside Africa, health officials said."

A less-proficient reader might have difficulty keeping the beginning of the first sentence in mind while reading to its end, so the lead is further simplified at the next level down:

- "A man in Texas has tested positive for Ebola."

A beginning reader might not know what "tested positive" and "Ebola" mean, so the simplest version would start:

- A man in Texas has a deadly disease called Ebola."

The concept of leveling texts goes back more than six decades, says Paul. One of its earliest advocates was Emmett Betts, whose 1946 book suggested that students should be given material they can read with relative ease to avoid frustration. A service like Newsela (the name combines the words News and ELA) uses technology to facilitate giving students texts at their "just right" level – with the additional advantage of reducing student embarrassment and peer teasing by making it less obvious which students are reading the easier levels. Newsela also provides quick formative quizzes after every leveled story, allowing students to move up or down the difficulty scale based on current reading performance rather than a possibly outdated or unfair reading test.

But is leveling a good idea? Won't students using a program like Newsela gravitate to the easiest reading level and never improve? "Ironically," says Paul, "these digital improvements on traditional leveled reading arrive just as the practice of leveling itself is coming in for criticism." Critics of leveled reading say it doesn't challenge less-proficient readers, and they embrace the Common Core because it encourages teachers to push students to work with complex texts (with scaffolding and support) as a way of accelerating their reading growth.

Dan Cogan-Drew, a co-founder of Newsela, disagrees. He says providing multiple levels of the same text seems to subtly encourage students to improve – they tend to ratchet up their reading level as a way of getting more detail on the stories they're reading. So perhaps providing multiple levels of high-interest articles is a good strategy for improving students' reading proficiency.

Paul notes that advocates of leveled reading and advocates of complex texts may actually have a lot in common. "Both agree that to become fluent readers, students must read a lot on their own – and such independent reading calls for not-too-easy, not-too-hard selections that look a lot like leveled reading," she says. "Meanwhile, both sides also concur that students

should be asked to wrestle at times with more-challenging texts – but in the classroom, where teachers are available to offer help and head off discouragement. This mix of comfort and challenge… can offer students the best of all worlds: one that's been made both complex and comprehensible."

"Should We Tailor Difficulty of a School Text to a Child's Comfort Level or Make Them Sweat?" by Annie Murphy Paul in *The Hechinger Report*, October 8, 2014, http://hechingerreport.org/content/tailor-difficulty-school-text-childs-comfort-level-make-sweat_17618/

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## 5. Overcoming Cognitive Bias by Looking Together At Evidence

In this *Education Week* article, Robin Avelar La Salle (Principal's Exchange), Ruth Johnson (California State University/Los Angeles), and Lillian Maldonado French (Mountain View School District) note the similarity between parents who resist having their children vaccinated and educators who don't want to let go of outdated classroom practices. A recent study showed that pro-vaccination campaigns using data, compliance information, and emotional appeals all failed to convince vaccine-averse parents to change their minds. In fact, these parents became even *more* determined not to vaccinate their newborn children. In the same way, numerous studies showing that ability tracking is detrimental to low-achieving students have failed to convinced many schools to abandon the practice.

The common factor, say La Salle, Johnson, and French, is *cognitive bias*: "We behave in accordance with our belief systems: We are our beliefs. Changing parents' opinions on the benefits of vaccinations would require an admission that they were harming their newborns, implying that they were bad parents. That was too painful a notion, and so they found reasons to reject the information, whether challenging its veracity, the related political agenda, or the credibility of the messengers."

Similarly, teachers who ability-group their students react to a you-must-change message by thinking, "I have not been a good teacher; I've been harming my students." And principals who are told of the virtues of spending ten hours a week making short classroom visits say to themselves, "Since I don't get to many visits, I am a bad principal."

La Salle, Johnson, and French believe the solution lies in how research findings are presented. "Do we imagine ourselves as experts, convincing others that they must see the world our way?" they ask. "If so, we are more focused on *being* right than on *doing* right… Instead of 'Tracking is bad, so agree, or you are wrong,' maybe we should rephrase it and say: 'Tracking is an issue that is important for us to tackle together. Let's review the current thinking, and try to understand it together.' In this exchange, both messenger and recipient become learners and problem-solvers; they have the opportunity to make the issue one of personal and collective agency rather than one of an imposed position." The key is getting into "risk-free conversations that allow for transformation," using research and data "as flashlights rather than weapons… honoring the experience and perspectives of every person we speak with."

"What a Vaccination Study Taught Us About Transforming Schools and Districts" by Robin Avelar La Salle, Ruth Johnson, and Lillian Maldonado French in *Education Week*, October 8, 2014 (Vol. 34, #7, p. 22-23), www.edweek.org

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## 6. Summer Melt: High-School Graduates Who Don't Show Up for College

In this *Chronicle of Higher Education* article, Benjamin Castleman (University of Virginia) and Lindsay Page (University of Pittsburgh) bemoan the fact that 10-15 percent of high-school graduates who have been accepted by a college don't enroll. In urban communities, the attrition rate is higher – for example, 21 percent in Boston and 44 percent in Forth Worth.

Colleges aren't too alarmed by these numbers – in fact, like airlines overbooking planes, they count on a certain percent of no-shows, assuming that most of those students decided to attend another college. But there's a major social-class division at work here, say Castleman and Page. The students who don't matriculate – the total nationwide would fill Yankee Stadium four times over – are disproportionately low-income and often the first in their families to have a shot at college. In all too many cases, this decision is a fateful turn in their lives: most are soon working in low-wage jobs with little promise of advancement.

Why don't they enroll in the colleges that have already accepted them? During the summer, prospective students need to complete a great deal of paperwork – financial-aid applications, income verification, supplementary-loan applications, health-insurance – and they must gather the resources to close the gap between financial aid and the cost of college. Middle-class students whose parents have been through this process before (or can hire private consultants) have much less trouble with all the bureaucratic necessities than first-generation college attendees.

"Fortunately, simple solutions can make a substantial difference in whether students overcome these summer obstacles," say Castleman and Page:

- Outreach from a college counselor;
- A set of text messages with personalized task reminders of what needs to be completed;
- Professionals on call to answer questions.

"A summer's worth of text messages costs as little as $7 per student to send – including the cost of retaining counselors to provide one-on-one advising when students need it – and can increase college enrollment among recipients by as much as 11 percent," they say. "Broad use of these tactics could help tens of thousands of students each year."

Once in college, students face additional challenges, and 50 percent of freshmen in community colleges don't make it to sophomore year; in four-year colleges, 25 percent don't make it. A major reason: "confusing and complex bureaucratic procedures, which they struggle to complete even if they are excelling in the classroom," say Castleman and Page. "Just as small but targeted investments over the summer can help students enroll in college, low-cost strategies can similarly increase the probability that they stay there." One study found that when community-college freshmen received personalized text messages with information and

encouragement about renewing their financial aid, they were 20 percent more likely to remain in college.

"Stymied on the Cusp of College" by Benjamin Castleman and Lindsay Page in *The Chronicle of Higher Education*, October 10, 2014 (Vol. LXI, #6, p. A60), http://chronicle.com/article/Stymied-on-the-Cusp-of-College/149213/

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## 7. Further Thoughts on Whether Evolution Is Compatible with Religion

The *New York Times* article by David Barash, "God, Darwin, and My College Biology Class" (September 28, 2014, summarized in Memo 555), sparked several letters to the *Times*. Some excerpts:

• "Science and religion do not compete," says Skip Johnson from Charleston, South Carolina. "They are separate animals that can and should work together to discover what and who we are… In essence, science cannot say where we came from, where we are going, or even where we are, and certainly not why we are. Those kinds of questions are the business of religion."

• "As a Catholic biology teacher," says Meghan Shaughnessy of Louisville, Kentucky, "I see that teaching students about life processes is a powerful mode for learning about their creator and understanding their place in the cosmos… The creation story in Genesis is meant to communicate that God created the world and has a certain relationship to it, not how he created the world… Science, without religion, becomes its own belief system. We would benefit to embrace science as a valuable, though limited approach toward understanding the multi-dimensional mystery of life."

• "The most important lesson of the creation myth," says Rabbi Gilbert Rosenthal of Needham, Massachusetts, "is that we are all created equal, from a common ancestor, in the divine image. Genesis is not a textbook of geology or astronomy; it is an attempt to discover the true meaning of human existence. Albert Einstein observed, 'Science without religion is lame; religion without science is blind.'"

• "Professor Barash falls into the trap of trying to apply scientific logic to religion," says Pulak Dutta of Evanston, Illinois. "Science deals with theories that stand or fall on the data; there must be (at least potentially) tests to prove or disprove the theories. Religion is a non-falsifiable 'theory of everything' in which the conclusion need not fit the facts, but rather the facts must be fitted to the conclusion. This methodological conflict is the essential reason that science and religion are incompatible and not merely non-overlapping."

• "David P. Barash should gather his students where they have a clear view of the nighttime sky," says William Tunney of Bel Air, Maryland, "and acknowledge that he is a human being with limited intelligence, living on a small planet traveling through space at 67,000 miles per hour, rotating around a medium-size star in a small solar system that is on the fringe of a galaxy that is one of billions out there in the universe. Sometimes a little dose of humility discourages scientists from thinking that they have all the answers."

[In addition, John Lennox, a professor of mathematics at Oxford University, has

lectured thoughtfully on this subject – four lectures are available at http://johnlennox.org.]

"Letters: Science and Religion: Readers Discuss If and How Evolution Is Compatible with Religious Beliefs" in *The New York Times*, October 5, 2014, http://nyti.ms/ZWyo3u

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## 8. Short Items:

***a. Tripod offers free student surveys for teachers*** – The Tripod Project has just launched a new format that allows individual teachers to conduct free once-a-year online surveys of their students and get immediate results and analysis. Teachers can sign up here http://tripoded.com/teachers/ and principals here http://tripoded.com/school-leaders/.

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***b. Offbeat U.S.A. maps*** – This *Slate* article by Ben Blatt http://slate.me/1tVF5Kb shows different ways of reorganizing the U.S. by population density – for example, the north part of Manhattan has the same population as North Dakota, the south part as South Dakota.

"The New United States of America" by Ben Blatt in *Slate*, October 5, 2014

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***c. Classroom management apps*** – In this *School Library Journal* article, Richard Byrne recommends three apps that help with classroom management:

- Random student name selector – http://primaryschoolict.com/random-name-selector
- Countdown timer – www.classtools.net/timer
- Noise regulator – http://ow.ly/BirIr

"Classroom Management Tricks" by Richard Byrne in *School Library Journal*, October 2014 (Vol. 60, #10, p. 15), www.slj.com

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***d. Review apps*** – In this regular *AMLE Magazine* feature, Pamela Wash recommends classroom apps, among them:

- Speed Match Quiz Maker www.superteachertools.net/speedmatch allows a teacher to type in words, phrases, equations, dates, etc. with matching components on an interactive whiteboard, set a timer, and then have students drag responses to the matching item.
- Flocabulary www.flocabulary.com is a collection of content-based songs and videos using hip-hop themes and catchy phrases and mnemonic devices to help students remember basic content.

"Tools At Your Fingertips" by Pamela Wash in *AMLE Magazine*, October 2014 (Vol. 2, #3, p. 42-43), www.amle.org

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# 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 43 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 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

### *Subscriptions:*

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

### *Website:*

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### *Core list of publications covered*

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
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