

Marshall Memo 132

A Weekly Round-up of Important Ideas and Research in K-12 Education

April 17, 2006

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Quotes of the Week

“Hip-hop, professional basketball and homeboy fashions are as American as cherry pie. Young white Americans are very much into these things, but selectively; they know when it is time to turn off Fifty Cent and get out the SAT prep book.”

Orlando Patterson (see item #4)

“Ninety percent of what we do with young adolescents is quiet, behind-the-scenes facilitation. Ten percent, however, is an inspired dog and pony show without apologies.”

Rick Wormeli (see item #1)

“Our job is to teach students the material, not to document how they’ve failed.”

Rick Wormeli (*ibid.*)

“The more you teach without finding out who understands the information and who doesn’t, the greater the likelihood that only already-proficient students will succeed.”

Grant Wiggins (see item #2)

“Assessment should determine whether you can use your learning, not merely whether you learned stuff.”

Grant Wiggins (*ibid.*)

“Kids feed on success, and anything that allows them to be successful, they get excited about.”

A Texas ninth-grade algebra teacher (see item #3)

“Punjabi people hang out with Punjabi, blacks with blacks, Spanish with Spanish.”

A student in a large New York City high school (see item #5)

1. Five Strategies for Teaching Young Adolescents

In this lead article in the April issue of *Educational Leadership*, former middle-school teacher Rick Wormeli says that “tweens” – students in the middle grades – have unique instructional needs. He recommends the following strategies for reaching these students:

• *Strategy 1: Teach to students’ developmental needs.* Young adolescents crave the following conditions:

- Competence and achievement;
- A chance for self-definition;
- Creative expression;
- Physical activity;
- Positive social interactions with adults and peers;
- Structure and clear limits;
- Meaningful participation in family, school, and community.

It’s vital that teachers take these developmental needs into account as they plan curriculum and manage their classrooms, says Wormeli. For example, well-planned lessons should get tweens moving every 10 to 15 minutes. Every topic in the curriculum can be turned into a physical experience, and teachers should harness students’ restless energy by building in teamwork with partners, simulations, manipulatives, frozen tableaux, and so on.

• *Strategy 2: Treat academic struggle as a strength.* Students in this age-group can be cruel to their peers, treating cultural and academic differences as signs of weakness and inferiority. “Educators of tweens need to make academic struggle virtuous,” says Wormeli. “So we model asking difficult questions to which we don’t know the answers, and we publicly demonstrate our journey to answer those questions. We affirm positive risk taking in homework as well as the knowledge gained through science experiments that fail. We push students to explore their undeveloped skills without fear of grade repercussions, and we frequently help students see the growth they’ve made over time.”

• *Strategy 3: Provide multiple pathways to standards.* Students should be able to learn and show proficiency in a variety of ways (unless it’s necessary to show proficiency in one specific format, for example, a well-crafted persuasive essay). This applies all the way from how we assess a curriculum unit to teaching students eight different ways to take notes. “In the area of assessment,” writes Wormeli, “we should never let the test format get in the way of a student’s ability to reveal what he or she knows and is able to do.” For example, students might be given a choice of five ways to show what they know about the rise of democracy: writing a report, designing a website, building a library display, transcribing a “live” interview with a

historical figure, or creating a series of podcasts simulating a discussion between John Locke and Thomas Jefferson about where governments get their authority. Wormeli also believes that students should be able to redo work and assessments until they reach mastery – and give them full credit for doing so. “Our job is to teach students the material,” he says, “not to document how they’ve failed.”

• *Strategy 4: Give formative feedback.* “Tweens don’t always know when they don’t know,” writes Wormeli, “and they don’t always know when they do” – which points to the importance of giving them constant feedback on their efforts. “Tween learning tends to be more multi-layered and episodic than linear,” he continues; “continual assessment and feedback correct misconceptions before they take root. Tweens learn more when teachers take off the evaluation hat and hold up a mirror to students, helping them compare what they did with what they were supposed to have done.” This suggests that teachers should give shorter, more frequent assignments and use gimmicks like “3-2-1 exit cards” – students have to answer three quick questions to get out of the class at the end of the period (for example, Identify *three* characteristic ways Renaissance art differs from medieval art; list *two* important scientific debates that occurred during the Renaissance; provide *one* good reason why rebirth is an appropriate term to describe the Renaissance).

• *Strategy 5: Dare to be unconventional.* Early adolescence is the age of romanticism, says Wormeli, and tweens are interested in what’s novel, compels them, and appeals to their curiosity about the world. “To successfully teach tweens,” he says, “we have to be willing to transcend convention once in a while. It’s not a lark; it’s essential.” Some examples:

- Teaching math algorithms by giving students the answers and asking them how those answers were derived.
- Asking students to conduct an intelligent conversation without using verbs (it can’t be done: they sound like Tarzan).
- Asking students to teach some lessons, with the principal or a parent as a co-teacher.
- Having students make a video for fourth graders on the three branches of government.
- Asking students to convey Aristotle’s rhetorical triangle by juggling tennis balls.
- Having students correspond with adult astronomers about their study of the planets.
- Learning about the Renaissance through a “Meeting of Minds” debate in which they portray Machiavelli, Da Vinci, Erasmus, Luther, Calvin, and Henry VIII.

“Ninety percent of what we do with young adolescents is quiet, behind-the-scenes facilitation,” says Wormeli. “Ten percent, however, is an inspired dog and pony show without apologies. At this ‘I dare you to show me something I don’t know’ and ‘Shake me out of my self-absorption’ age, being unconventional is key.”

He tells about how, when he was having difficulty getting his sixth graders to see the distinction between adverbs and adjectives, he donned tights, shorts, a cape, and a mask and became Adverb Man, prowling the halls handing out index cards with adverbs written on them. “You need to move *quickly*,” he said to a tardy student, handing her a card that said *quickly*. Every so often he would raise his voice like Superman and declare, “Remember, good citizens of Earth, what Adverb Man always says: ‘Up, up, and modify adverbs, verbs, and adjectives!’”

This goofy display inspired two of his students to come in the next day dressed as Pronoun Girl and Antecedent Boy, complete with yellow masks and long beach-towel capes. Pronoun Girl had pronouns taped on her shirt that corresponded with the nouns taped to Antecedent Boy's shirt. "It was better than Schoolhouse Rock," says Wormeli. "And the best part? There wasn't any grade lower than a B+ on the adverbs test that Friday."

"Of all the states of matter in the known universe," he concludes, "tweens most closely resemble liquid. Students at this age have a defined volume, but not a defined shape. They are ever ready to flow, and they are rarely compressible. Although they can spill, freeze, and boil, they can also lift others, do impressive work, take the shape of their environment, and carry multiple ideas within themselves. Some teachers argue that dark matter is a better analogy – but those are teachers trying to keep order during the last period on a Friday."

"Differentiating for Tweens" by Rick Wormeli in *Educational Leadership*, April 2006 (Vol. 63, #7, p. 14-19)

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=e2cec28080c3a010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=5fec28080c3a010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

2. Grant Wiggins on Effective Interim Assessments

"Here's a radical idea," says Grant Wiggins in this article in the April/May *Edutopia*, "We need more assessment, not less." He's talking about increasing our use of good interim assessments that give teachers and students ongoing feedback to improve teaching and learning – and he points to the equity dimension of this kind of assessment. "The more you teach without finding out who understands the information and who doesn't," writes Wiggins, "the greater the likelihood that only already-proficient students will succeed."

"Students are entitled to a more educative and user-friendly assessment system," he continues. "They deserve far more feedback – and opportunities to use it – as part of the local assessment process. Those tasks should recur, as in the visual and performing arts and in sports, so there are many chances to get good at vital work. When assessment properly focuses teaching and learning in this way, student self-assessment and self-adjustment become a critical part of all instruction..."

The quality and authenticity of interim assessments are crucial, writes Wiggins. If classroom assessments are clones of state test items and students learn by rote, what they "learn" won't transfer to high-stakes tests. Wiggins describes how he learned this the hard way when he first started coaching girls' soccer. In practice sessions, he drilled players endlessly in passing and teamwork, but in their games, his players couldn't apply the skills. In one game, a frustrated Wiggins bellowed from the sidelines, "Give and go! Three on two! Use it, use it – all the drills we worked on!" The girl who was dribbling the ball stopped in mid-field, put her hands on her hips, and shouted back, "I can't see it now! The other team won't line up like the drill for me!"

The key point, says Wiggins, is that assessments “should determine whether you can use your learning, not merely whether you learned stuff. Achieving transferability means you have learned how to adapt prior learning to novel and important situations.” Transfer is important not just for life, but also for state tests. Because the wording of test items changes every year and is therefore unknown, “most of the test questions involve mini-transfer,” says Wiggins. “If you really understand the topic, you should have no trouble handling a question that looks a little different from the questions the teacher asked. If you learned only by rote, however, a novel question will stump you.”

“Assessment tasks,” concludes Wiggins, “must model and demand important real-world work. Focused and accountable teaching requires ongoing assessment of the core tasks that embody the aims of schooling: whether students can wisely transfer knowledge with understanding in simulations of complex adult intellectual tasks. Only by ensuring that the assessment system models such (genuine) performance will student achievement and teaching be improved over time.”

“Healthier Testing Made Easier” by Grant Wiggins in *Edutopia*, April/May, 2006 (Vol. 2, #3, p. 48-51), <http://www.edutopia.org>

3. The Impact of Quick, Frequent Assessments on Teaching and Learning

In this thoughtful article in the April issue of *Teachers College Record*, University of Minnesota professor Stuart Yeh reports on the McKinney schools in Texas, which adopted a commercial reading and math program that gave students immediate feedback on frequent computer-administered math and reading quizzes. Teachers also administered quarterly district-wide interim assessments. Yeh says that this combination of during-the-year assessments produced marked improvements in reading and math achievement, stemming from the following improvements in classroom teaching, professional collaboration, and student motivation:

- *Immediate remediation* – Rapid turnaround and item analyses on formative tests allowed teachers to quickly identify student weaknesses and learning gaps without a lot of hand scoring and analysis.

- *More teacher collaboration* – Frequent assessment led teachers to be less isolated and work with colleagues at their grade level or course. Most of the teachers in the study teamed up to identify and solve instructional issues that were revealed by the district’s quarterly assessments. Having a common instructional sequence and the same assessments gave them a shared experience on which to compare insights and solutions. Principals found they could point teachers toward colleagues who had developed especially effective strategies.

- *Less dependence on being a “super-teacher”* – Before the introduction of this program, some teachers put in extraordinary hours while others didn’t. Frequent assessments led teachers to step back and analyze what was going on and “work smarter,” collaborating with their peers to zero in on student learning problems. This made it possible for more teachers to work at high levels of effectiveness.

- *Continuous improvement* – Most teachers found that the classroom quizzes led them to adjust instruction on an ongoing basis – far more timely than waiting for end-of-the-year state test results.

- *More reflection* – Teachers were more reflective about their teaching, leading them to strive to teach to higher academic levels.

- *More accountability* – Principals said that frequent checks for student knowledge and skills kept teachers on their toes; it shifted the school’s conversation to results.

- *Improved student motivation and independence* – Yeh found that in reading, students were motivated to read more books at the appropriate level (the program ascertained students’ reading levels and helped them choose “just right” books from their leveled classroom libraries). Students became more self-directed as they looked at their own quiz results and focused on areas that needed improvement. There seemed to be more momentum for higher achievement: as one ninth-grade algebra teacher put it, “Kids feed on success, and anything that allows them to be successful, they get excited about.” This was especially true of low-performing students, who were motivated by incremental progress toward mastery.

Yeh concludes (with evident surprise) that the regimen of frequent assessments and rapid feedback in this district did not result in dumbing down the curriculum, increasing teachers’ use of drill-and-practice worksheets, or “teaching to” the year-end state test. Instead, teachers spent more time collaborating with each other, differentiating instruction to students with different needs, teaching higher-order thinking skills, and bringing students to higher levels of achievement. The key to this, he believes, is classroom-based computers and software that allow students to take quizzes individually, get immediate results, and follow up. In these Texas classrooms, teachers were freed up from the perennial burden of correcting classroom work and motivating students and could spend time working one-on-one and in small groups with students who had a particular instructional need – and a desire to achieve at higher levels.

“High-Stakes Testing: Can Rapid Assessment Reduce the Pressure?” by Stuart Yeh in *Teachers College Record*, April 2006 (Vol. 108, #4, p. 621-661), no free e-link available

4. Orlando Patterson on the “Cool Pose Culture” of Black Male Teens

In this hard-hitting *New York Times* op-ed piece, Harvard sociology professor Orlando Patterson examines the anti-achievement culture embraced by the bottom fifth of African-American male students. It’s not peer pressure against “acting white” that’s causing them to do so poorly in school, says Patterson; that theory has been shown to be largely false except for students attending a small number of mixed-race schools. So what is the explanation? One of Patterson’s students returned to her high school and interviewed her black male former classmates to find out why so few of them graduated and went to college. It turned out they were perfectly aware of the consequences of their actions. “We’re not stupid!” they said indignantly.

The reason for their low achievement, she found, was that the “cool pose culture” was simply too gratifying to give up. “For these young men,” says Patterson, “it was almost like a

drug, hanging out on the street after school, shopping and dressing sharply, sexual conquests, party drugs, hip-hop music and culture, and the fact that almost all the superstar athletes and a great many of the nation's best entertainers were black." Living in this subculture is immensely fulfilling and garners respect from white peers – which explains why most young black men and women have higher self-esteem than other ethnic groups, regardless of how badly they are doing in school.

Patterson calls this the "Dionysian trap" for young black men – one that is all the more seductive because it is accepted and encouraged by mainstream American culture and corporations. "Hip-hop, professional basketball and homeboy fashions are as American as cherry pie," he writes. "Young white Americans are very much into these things, but selectively; they know when it is time to turn off Fifty Cent and get out the SAT prep book. For young black men, however, that culture is all there is – or so they think. Sadly, their complete engagement in this part of the American cultural mainstream, which they created and which feeds their pride and self-respect, is a major factor in their disconnection from the socioeconomic mainstream."

Can we change this culture – or should we try? Patterson believes that three "gross misconceptions" prevent many academics and educators from making the effort:

- *Cultural explanations blame the victim.* This argument is "utterly bogus," says Patterson. "To hold someone responsible for his behavior is not to exclude any recognition of the environmental factors that may have induced the problematic behavior in the first place. Many victims of child abuse end up behaving in self-destructive ways; to point out the link between their behavior and the destructive acts is in no way to deny the causal role of their early victimization and the need to address it."

- *Cultural explanations are deterministic, leaving no room for human agency.* Nonsense, says Patterson. "The same cultural patterns can frame different kinds of behavior, and by failing to explore culture at any depth, analysts miss a great opportunity to re-frame attitudes in a way that encourages desirable behavior and outcomes."

- *Cultural patterns cannot change.* Not true, says Patterson, pointing to the way Jim Crow, "that deeply entrenched set of cultural and institutional practices built up over four centuries of racist domination and exclusion of blacks by whites in the South," was dismantled within a single generation.

"The tragedy unfolding in our inner cities is a time-slice of a deep historical process that runs far back through the cataracts and deluge of our racist past," concludes Patterson. "Most black Americans have by now, miraculously, escaped its consequences. The disconnected fifth languishing in the ghettos is the remains. Too much is at stake for us to fail to understand the plight of these young men. For them, and for the rest of us."

"A Poverty of the Mind" by Orlando Patterson on the *New York Times* Op Ed page, March 26, 2006; this article can be purchased for \$3.95 at <http://select.nytimes.com/gst/abstract.html?res=F30C1EF63C540C758EDDAA0894DE404482>

5. How Looping Fosters Racial Integration in a London Secondary School

In this article in the current *Education Week*, University of London researcher Natasha Kumar Warikoo compares an 1,100-student London secondary school (grades 7-12) with a 3,000-student New York City high school (grade 9-12). The “smaller” British school had a much greater degree of racial integration, reports Warikoo, largely because students “looped” or remained together with the same homeroom and advisory teacher for five years, whereas the American students saw different peers almost every period of each day and shifted homerooms twice a year at semester breaks.

One 14-year-old student in the London school acknowledged that kids clustered by skin color when they first entered the school, but after that, he said, “you quickly learn to become friends with all nationalities.” The New York students, on the other hand, were much more likely to seek out and maintain friendships by race and ethnic group. This seemed to be a byproduct of a hectic schedule with constantly shifting class groups, six lunches, and four different dismissal times, making it much more difficult to pursue fleeting acquaintanceships formed in different classes. “Racial identification substitutes for interpersonal relationships when kids lack the time to see past skin color and get to know each other as individuals,” concludes Warikoo. As one Indian-American student put it, “Punjabi people hang out with Punjabi, blacks with blacks, Spanish with Spanish.”

“[I]t’s not enough for kids to attend the same schools,” concludes Warikoo. “They also need the structural incentives to make use of that integration. They need ample opportunity to interact with students of different backgrounds, consistently and over a period of time, and to see peers of other races in the hallway as familiar faces, rather than as anonymous stereotypes in a sea of thousands.”

“Two Schools, Worlds Apart” by Natasha Kumar Warikoo in *Education Week*, April 12, 2006 (Vol. 25, #31, p. 38), no free e-link available

6. Flawed Textbook “Master Narratives” of Martin Luther King, Jr.

In this strongly-worded *Teachers College Record* article, University of Georgia professor Derrick Alridge criticizes the treatment of Martin Luther King, Jr. in three high-school history textbooks. They offer a “sanitized, noncontroversial, oversimplified view of perhaps one of America’s most radical and controversial leaders,” writes Alridge. “They hide King’s humanity, submerging his struggles and weaknesses and the depth of his ideas. They paint a picture of the civil rights movement as a period far removed from the present, disconnected from contemporary problems of racism, discrimination, and poverty in American society. As a result, student are denied an opportunity to see King’s true message and its relevance to poverty, discrimination and global conflict today. When students are exposed to only the typical master narratives of King and other individuals, they are deprived of a conceptual lens that would help them better comprehend the world around them.”

What is to be done? Alridge recommends: (a) moving away from textbooks and using primary source material from libraries and the Internet to give students a variety of perspectives; (b) encouraging students to make connections between figures and events of the past and those of the present; and (c) taking a more “bottom up” approach to history, looking at the events of history from the point of view of everyday people.

“If we are truly determined to build a more democratic society that learns from the mistakes of the past,” Alridge concludes, “we must jettison prescribed textbook master narratives that prevent critical analyses and interpretations of our history. In doing so, we harness the power of history to help build a more democratic society.”

“The Limits of Master Narratives in History Textbooks: An Analysis of Representations of Martin Luther King, Jr.” by Derrick Alridge in *Teachers College Record*, April 2006 (Vol. 108, #4, p. 662-686), no free e-link available

7. Pointers for Going K-8

In this article in the April *Educational Leadership*, Florida’s chancellor of education, Cheri Pierson Yecke, makes the case for K-8 schools based on studies in Milwaukee, Baltimore, and Philadelphia. After making a series of visits to newly-constituted K-8 schools in these three cities, Yecke came up with the following strategies for schools and districts thinking about making the transition:

- Include parents in the process.
- If possible, add higher grades to an elementary school rather than lower grades to a middle school.
- Try to have the same number of students at each grade level.
- Make sixth grade the transition year, moving from self-contained K-5 to more departmentalized 7-8.
- Establish a strict transfer policy that minimizes traffic in and out of schools, and provide alternative programs for high-need students.
- Modify facilities, which might include adding computer labs, lockers, science labs, a cafeteria, and perhaps a separate wing for older students.
- Maintain high expectations for academic achievement and behavior.
- Decide between self-contained and departmentalized organization for the middle grades; each has advantages and trade-offs: specialized teachers often produce higher student achievement, but a departmentalized structure means fewer opportunities for stable mentoring relationships between adults and students.
- Provide greater access to advanced courses and electives. The only way to do this may be teaming up with nearby K-8 schools to expand course offerings.
- Provide greater access to extracurricular activities such as band, choir, and sports – again, most likely by working collaboratively with one or more nearby K-8 schools.

“Mayhem in the Middle: Why We Should Shift to K-8” by Cheri Pierson Yecke in *Educational Leadership*, April 2006 (Vol. 63, #7, p. 20-25), no free e-link available

8. ‘Radical’ Math Concepts That Are Now Commonplace

In this article in *Education Update*, mathematics educator Cathy Checkley points to three cornerstones of the NCTM elementary math standards that were once considered radical and are now well-accepted parts of the curriculum:

- *Helping students think algebraically* – This prepares students to be successful in algebra later on. For example, when elementary students are asked to solve a problem like $10 + 2 = \underline{\quad}$, teachers should point out that the equal sign isn’t just a signal to perform a computation; it means *is the same as* – what’s on one side of the equal sign is equivalent to what’s on the other side.

- *Emphasizing problem solving* – From the very beginning, students should be prepared to solve the myriad problems they will encounter in school and in life. This means learning how to use math skills to “reduce a complex situation into something they can represent and sort out,” says Barbara Reys, a University of Missouri math professor. “The more comfortable they are in analyzing that data, the better the decisions they’ll make.”

- *Helping students talk and write about math* – This helps them get a deeper understanding of what they are doing mathematically. In so doing, says second-grade teacher Gail Underwood, students begin to see themselves as “people who make mistakes” and who, through discussion, can find a strategy that will lead them to the right response.

None of this means neglecting basic arithmetic, emphasizes Checkley. Memorizing times tables and basic computation facts is a key foundation to higher-level math.

“‘Radical Math Becomes the Standard’” by Cathy Checkley in *Education Update*, April 2006 (Vol. 48, #4, p. 1, 2, 8), adapted from *Priorities in Practice: The Essentials of Mathematics K-6: Effective Curriculum, Instruction, and Assessment* (ASCD, 2006)

9. Short Items:

a. How reliable is Wikipedia? – Reader Doug Reeves had this to say about last week’s Marshall Memo item on Wikipedia (#10b): “Wiki’s claim to be self-moderated and self-correcting is greatly exaggerated. It contains inaccurate, racist, and libelous information, depending solely on its targets for correction. The idea that this is a model of student research is, for me, a stretch. At the very least, students need to use the Web to double- and triple-check ‘facts’ that they find from this source. I have students in my middle- and high-school classes where I volunteer every week who think that Wiki (and just about anything else they see on the Web) is true. We’re doing a better job of teaching Web searches than we are at teaching critical thinking.”

Douglas Reeves, personal communication April 11, 2006

b. Alternatives to staff meetings – This sidebar in the April issue of *The Learning Principal* lists the following ways that principals can get information across and engage in dialogue with colleagues without taking up precious time in all-staff meetings:

- Round robin memos circulated to a list of people;
- Copies of minutes, letters, or reports distributed with a short note attached;
- Phone calls;
- E-mails that can be read when convenient and revisited as needed;
- Informal conversations (hall talk);
- One-on-one conversations;
- Executive summaries, a time-saver for everyone but the person who writes them;
- Bulletin board messages;
- Weekly newsletters that get information out to everyone;
- Brown-bag lunches.

“Alternatives to Meetings” by Thomas Kayser in *The Learning Principal*, April 2006 (Vol. 1, #7, p. 4, originally in *Mining Group Gold*, McGraw-Hill, 1995), no e-links available

c. Websites with free lesson plans and materials – In the current issue of *Edutopia*, a poll of readers identified the MarcoPolo site (<http://www.marcopolo-education.org>) as the best place for free lesson plans and ideas. Its search engine scours online lesson plans of partner organizations, including the National Geographic Society, the National Council of Teachers of English, the National Council of Teachers of Mathematics, and the National Endowment for the Humanities. Readers also mentioned:

- Discovery School (<http://school.discovery.com>);
- Education World (<http://www.education-world.com>);
- The New York Times Learning Network (<http://www.nytimes.com/learning>);
- PBS (<http://www.pbs.org/teachersource>);
- Scholastic Teacher (<http://www.teacher.scholastic.com>).

“Best Site to Download Free Lessons and Materials” in *Edutopia*, April/May, 2006 (Vol. 2, #3, p. 31), <http://www.edutopia.org>

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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 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