Marshall Memo 243

A Weekly Round-up of Important Ideas and Research in K-12 Education
July 14, 2008

In This Issue:

1. If they don't read much, how they ever gonna get good?
2. A consumer report on grade 6-12 reading programs
3. Improving writing in middle and high schools
4. A professor's experience grading AP history exams
5. Making the best use of short classroom observations
6. Kentucky fifth graders engrossed in a local history project
7. The yin and yang of critical and creative thinking

Quotes of the Week

"Writing today is not a frill for the few, but an essential skill for the many."
National Commission on Writing, 2003 (quoted in item #3)

"[T]oo little reading practice, and, especially, too little high-success reading practice, produces too many children with huge gaps that are difficult to overcome."
Richard Allington (see item #1)

"Students who enter high school with poor literacy skills face long odds against graduating and going on to postsecondary education or satisfying careers."
Robert Slavin, Alan Cheung, Cynthia Groff, and Cynthia Lake (see item #2)

"I feel so important."
A Kentucky fifth grader in the midst of an all-class inquiry project (see item #6)

"Your frenetic pace causes you to miss what's going on here; you run right past it. But in those rare moments when you are present to those around you, you do your best work."
Joanne Rooney quoting the feedback a colleague gave her when she was a principal, in "The Principal Connection: Summertime Reflections" in *Educational Leadership*, Summer 2008 (Vol. 65, online only at http://www.ascd.org)

"You must accept the challenge that every child is your responsibility, even when he or she is not your child. An achievement gap matters, even when it's not your community; an opportunity gap matters, even when it's not your chance; a skills gap matters, even when your own kids are all grown up and fully employed. We all have a stake in a better future."
Governor Deval Patrick of Massachusetts introducing his new education initiatives, *The Boston Globe*, June 26, 2008

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1. If They Don’t Read Much, How They Ever Gonna Get Good?

In this paper delivered at the International Reading Association conference in May 2007, Richard Allington of the University of Tennessee/Knoxville follows up on his much-cited 1977 article, “If They Don’t Read Much, How They Ever Gonna Get Good?” In his earlier article, Allington used what he now calls “not very rigorous observations” to argue that struggling readers should do more independent reading. With the benefit of hindsight – and a lot of additional research – Allington now refines his definition of “reading volume” (the amount of reading students do), criticizes the National Reading Panel’s 2000 report for not including extensive independent reading on its list of key factors, and renews his plea for teachers to give all students lots of independent reading time. “[T]oo little reading practice,” he says, “and, especially, too little high-success reading practice, produces too many children with huge gaps that are difficult to overcome.”

The National Reading Panel didn’t endorse independent reading because it considered the research on this practice inconclusive. One reason there isn’t better research evidence, says Allington, is that researchers haven’t made a clear enough distinction between in-school and outside-school independent reading, and between teacher-directed and truly free independent reading. This matters, says Allington, because “The students most in need of independent reading will not do it outside of school.” He cites recent studies showing the time spent on repeated reading and high-success independent reading does produce significant reading gains. Repeated reading is an effective strategy because, after having done four re-readings, struggling students can experience what it is like to be fluent (“I sound just like a good reader now,” said one proud young reader).

Allington goes on to flesh out his 1977 assertion that lots of independent reading makes struggling readers more proficient. There’s increasing evidence that this is true, says Allington, but he now understands independent reading can be more or less effective depending on several factors:

• *Motivational reading matter* – It’s vital that independent reading material is intrinsically motivating to struggling readers, he says. For solo reading to make a positive difference, students need to be engaged, purposeful, and socially interactive, not just “passing their eyes over the text,” “fake reading,” or engaging in “coerced reading.” Studies have shown that many struggling readers don’t actually read during structured independent reading time, and it’s difficult for teachers to tell by scanning the room because students are good at appearing to have their eyes aimed at a text. Allington says teachers need to find ways to build

intrinsic motivation for reading – and that doesn't happen by giving points or pizza parties. The real key is students having ready access to interesting books and being able to choose books that especially appeal to them.

• *"Just right" reading material* – It's important that the difficulty level of books and other materials that struggling students read on their own is such that they can achieve 99 percent accuracy with little or no teacher guidance. With books at the right level, students will experience success as they read (which builds intrinsic motivation) and will learn to recognize slightly difficult words "at a glance" – a key factor in reading fluency. Conversely, says Allington, when students are subjected to a steady diet of difficult texts that they read at an accuracy level below 95-98 percent day after day, it's not surprising that they remain halting and frustrated readers – and hate to read.

• *Independent versus teacher-directed reading* – Allington believes that all students need three kinds of reading instruction: teacher-directed instruction, structured silent reading time, and large amounts of independent reading time in which students choose books they care about. "It is my sense," he writes, "that in many, if not most, classrooms today, the distribution of these activity types is skewed toward teacher-directed, with less emphasis on teacher-assigned independent reading and with little attention given to fostering free voluntary reading." He believes that skew needs to be corrected.

The research isn't totally conclusive on any of these points, says Allington, but we have to use our professional judgment to decide what to do in our schools now. His judgment is that struggling readers will make major gains only when they have plenty of independent reading time with personally engaging books at the "just right" level.

"If They Don't Read Much… 30 Years Later" by Richard Allington, presented at the annual meeting of the International Reading Association in Toronto, May 2007, to appear in E. H. Hiebert (Ed.), *Reading More, Reading Better* (International Reading Association, 2008); the author can be reached at rallingt@utk.edu.

Back to page one

2. A Consumer Report on Grade 6-12 Reading Programs

In this important article in *Reading Research Quarterly*, a research team led by Robert Slavin of Johns Hopkins University rates middle- and high-school reading programs. "Students who enter high school with poor literacy skills face long odds against graduating and going on to postsecondary education or satisfying careers," write the authors – hence the great importance of high-quality literacy instruction and materials.

Amazingly, there hasn't been a systematic review of the research on secondary literacy programs before now. Slavin's team grouped programs into four categories: (a) Reading textbooks, such as McDougal Littel, Houghton Mifflin, and Scott Foresman; (b) Mixed-method models, such as Read 180 and Voyagers; (c) Computer-assisted instruction (CAI) programs; and (d) Instructional process programs focusing on extensive professional development of teachers. They described each program, calculated a mean effect size, weighted by sample size, and rank-ordered all programs in terms of their impact on student learning.

The researchers' most surprising finding was that not a single textbook program had been studied in a way that met their criteria for inclusion. It's distressing, write the authors, "to find so little evidence behind the curricula used with hundreds of thousands of secondary students who struggle with reading." In addition, they found that almost all the computer-assisted instruction programs had little impact on student learning.

In the overall ratings, no programs were listed in the strong evidence of impact category, but a few fell into the next three levels. A staggering number of programs had insufficient evidence for the researchers to judge their impact on students' reading achievement . Here is the list:

• Strong evidence of impact:

No programs

• Moderate evidence of impact:

Jostens (weighted mean effect size +0.21)

The Reading Edge (weighted mean effect size +0.29)

READ 180 (weighted mean effect size +0.24)

Student Team Reading (weighted mean effect size +0.06, but +0.44 for sped. students)

• Limited evidence of impact:

Accelerated Reader (weighted mean effect size +0.09)

Benchmark Detectives (mean effect size +0.52 after two years)

Peer-Assisted Learning Strategies (PALS) (weighted mean effect size +0.15)

Strategy Intervention Model (mean effect size +0.36)

Talent Development Middle School (mean effect size +0.12)

Voyager Passport (weighted mean effect size +0.17)

• Insufficient evidence of impact:

Computer Curriculum Corporation (CCC) (overall mean effect size +0.06)

Reading Apprenticeship (mean effect size +0.07)

Talent Development High (mean effect size +0.17 in one study, -0.04 in another)

Xtreme Reading (mean effect size +0.05)

• Do not have research meeting this study's criteria:

118 other programs, including Achieve 3000, AVID, America's Choice Ramp-Up, Direct Instruction, Electronic Bookshelf, First Steps, Glencoe, Harcourt, HOSTS, Houghton Mifflin, Jamestown Education, Junior Great Books, MacMillan, McDougal-Littell, Open Court, PLATO, Prentice Hall Literature, Ramp-Up Literacy, Reading Horizons, Saxon Phonics, Scott Foresman, Soar to Success, and Write to Learn

Slavin and his colleagues say that the programs with the most evidence of impact on achievement share two characteristics:

• *Cooperative learning* – Most of the programs with good evidence of effectiveness have cooperative learning at their core – they have students working in small groups to help one another master reading skills, with the success of the team depending on the individual

learning of each team member. A similar finding came out of research on effective elementary and secondary math programs.

• *Improving classroom teaching* – Another theme in the most effective programs is that they are designed to improve instruction.

"The findings of this review," say Slavin and his colleagues in their concluding paragraph, "add to a growing body of evidence to the effect that what matters for student achievement are approaches that fundamentally change what teachers and students do every day (such as cooperative learning and mixed-method models)… More research and development of reading programs for secondary students is clearly needed, but we already know enough to take action, to use what we know now to improve reading outcomes for students with reading difficulties in their critical secondary years."

"Effective Reading Programs for Middle and High Schools: A Best-Evidence Synthesis" by Robert Slavin, Alan Cheung, Cynthia Groff, and Cynthia Lake in *Reading Research Quarterly*, July/August/September 2008 (Vol. 43, #3, p. 290-322), no e-link available

Back to page one

3. Improving Writing in Middle and High Schools

"Writing today is not a frill for the few, but an essential skill for the many." So said the 2003 National Commission on Writing, quoted by Rhonda Barton and Jennifer Klump of the Northwest Regional Educational Laboratory in this article in *Principal's Research Review*. The commission surveyed 120 U.S. corporations and identified writing as a "threshold skill" that can make or break a young person's chances for employment and promotion. Writing proficiency is especially important in high-growth areas such as service and finance, insurance, and real estate, with 80 percent of companies saying they assess writing during the hiring process. Yet both colleges and businesses find that large numbers of students and workers have inadequate writing skills and are forced to invest heavily in remedial writing instruction.

What will improve this dismal picture? According to *Writing Next*, a 2007 report by Graham and Perin based on 142 experimental and quasi-experimental studies, there are eleven classroom components that help produce proficient writers. Listed in order of their impact, they are:

- *Strategies* – Teaching students how to plan, revise, and edit their writing.
- *Summarizing* – Explicitly and systematically teaching students how to capture the main ideas of texts.
- *Collaboration* – Having students work together on planning, drafting, revising, and editing their compositions.
- *Clear goals* – Giving students an explicit purpose for writing, along with criteria for the finished piece.
- *Word processing* – Having students use computers as instructional tools.
- *Sentence combining* – Teaching students to create more complex, sophisticated sentences from simpler, more basic sentences.

- *Prewriting* – Giving students practice in planning, gathering information, and organizing their ideas before they write.
- *Inquiry* – Showing students how to analyze immediate, concrete data to develop ideas and content for a particular writing assignment.
- *Writers workshop* – Having students write for real audiences, write a lot, and get personalized instruction.
- *Models* – Having students read, analyze, and emulate exemplars of good writing.
- *Writing in the content areas* – Using writing as a tool for learning math, history, science, and other subjects.

What's missing from this list? Grammar! The *Writing Next* report found that traditional grammar instruction didn't help improve students' writing. "In fact," report Barton and Klump, "it produced a small, but statistically significant, negative effect." This finding, said the *Writing Next* authors, raises "serious questions about some educators' enthusiasm for traditional grammar instruction as a focus of writing instruction for adolescents." The study found that sentence combining and other related strategies were far more effective at teaching conventions.

Other studies identified the six-trait writing rubrics as an effective tool for improving students' writing – especially if students themselves are involved in assessing their writing based on the traits: ideas, voice, sentence fluency, word choice, organization, and conventions (some add a seventh trait, presentation, forming the 6+ traits model).

How can principals lead their schools to improve students' writing? Drawing on several studies, Barton and Klump identify these key leadership imperatives:

• *Use high-quality assessments*. Students' writing won't reach its full potential if it is judged by different standards of varying rigor and quality in different classrooms. Consistent rubrics need to be used across the board, and teachers should share quality student writing in different genres. In addition, students should be assessed on more than one piece of writing and be given enough time do their best writing. Principals should track data on writing proficiency and involve teachers and students in using interim assessment data to improve performance.

• *Devote serious time to writing*. A NAEP study found that only half of high-school seniors are assigned a paper of at least three pages once or twice a month, and almost 40 percent of students rarely if ever get such assignments. Senior research papers have been dropped by many schools because teachers say there isn't enough time to grade them. On the other hand, studies by the Southern Regional Education Board found that seniors who completed a short weekly writing assignment improved their reading scores by 13 points over students who did similar papers only once a semester, and middle-school students who were assigned 1-3-page papers once a month scored 15 points higher in reading achievement than students who weren't given such assignments. When students were required to revise their writing, the differences in scores were even greater. Clearly, writing won't improve unless students spend more time on it and get meaningful feedback from their teachers. Barton and Klump say that principals should be cheerleaders for the importance of writing and ensure that

students engage in writing several times every day. This means helping teachers break away from the traditional view of writing as the exclusive domain of English language arts.

• *Build teachers' skills*. Teachers need to know what good writing looks like and receive training and support on the best instructional approaches. Principals should look for evidence of good pre-service training when they hire teachers and orchestrate on-going professional development on the teaching of writing for current staff members.

• *Build in student ownership*. One study found that "students' perceptions of themselves as writers may predict future writing performance," which suggests how important it is that teachers get students involved in self-assessment and continuous improvement and receive constant feedback and encouragement. Students should select their own topics, know the standards by which their writing will be judged, have access to exemplars of proficient and non-proficient writing, and revise and edit their work through successive drafts. Students should also participate in instruction through personal conferences, interactive writing lessons, and opportunities to share their work with authentic audiences.

• *Integrate technology*. "Educators should tap into students' interest in new methods of writing such as e-mail, text messaging, and blogging," say Barton and Klump. A recent study from Maine is encouraging: seventh and eighth graders who were provided with laptop computers, wireless networking, and Internet access and taught how to use the technology made major gains in writing proficiency as measured by state assessments and students' self-assessment of their efficiency and effectiveness as writers, engagement in learning, and willingness to revise and edit their work.

"Improving Writing in Secondary Schools" by Rhonda Barton and Jennifer Klump in *Principal's Research Review*, July 2008 (Vol. 3, #4, p. 1-7), no e-link available; the authors can be reached at bartonr@nwrel.org and klumpj@nwrel.org.

Back to page one

4. A Professor's Experience Grading AP History Exams

In this *Chronicle of Higher Education* article, Ohio State University/Mansfield professor Christopher Phelps describes his week grading AP U.S. history exams at a convention center in Louisville. On the first day, he is highly skeptical of the structure that he and hundreds of other graders have to submit to. Sitting in an airplane-hanger size room listening to loudspeaker directions from "A Voice From Above" on grading sample Free Response Question essays, he struggles to see what the College Board is looking for in student answers and can't make out the fine distinctions between different ratings. "One sample essay that I consider weak receives the highest-possible mark," says Phelps. "Others that I think are admirable receive lower ratings. I feel like a hapless beginner at archery. This should be easy – I grade about 1,000 papers every year – but my aim here is bad." Over lunch, Phelps discovers that other college professors are having similar difficulties, while high-school teachers, who are much more attuned to AP standards, are on a roll.

But when folders of real student essays begin to arrive, Phelps becomes more confident in his ability to apply AP criteria – and also discouraged at the low caliber of most student

essays. He double-checks frequently with his table leader to make sure his low scores are accurate, and is assured that they are. During breaks, he hears different theories on why the quality of so many essays is mediocre – NCLB, schools requiring all students to take AP courses, etc. He gets to know his table-mates, and learns a lot about how American history is taught in high schools. He and his fellow graders exchange student howlers, including these: "the Midwest, also referred to as the Melting Pot" and that 1970 protesters at Kent State University were shot by "the Federal Reserve."

By the second day, Phelps has begun to admire the scale and organization of the AP grading operation, and his confidence in the system grows through Day Seven. Students' work flows through an efficient assembly line, with frequent quality checks, both by second readers at his table and daily statistical correlations of students' essay scores with their scores on multiple-choice sections of the exam. "I am reading much more rapidly now," he says. "I have a firm grasp of the schema but am getting a little cranky. Not a single essay in my folder today reaches as high as yesterday's best one." He discovers that saltwater taffy and chocolates at his table are essential to survival.

On the fifth day, he and his fellow graders shift from Free Response Questions to Document-Based Questions and find the quality of student work is better. They continue, grading paper after paper. "My stomach is in a state of rebellion against cafeteria food, Diet Cokes, and chocolate," he writes. "Our table leader is showing signs of wear from the evening party scene among the young and single. Fatigue makes us all a little punch-drunk… Undaunted, we plow ahead." On the last day, Phelps gets into a political argument with a grader from Alabama who says that Barack Obama is a socialist. "Like fighters in the ring, we have to be pulled apart by our table leaders," says Phelps. At 4:00 p.m. on the last day, the Voice From Above announces that all the AP U.S. history exams have been graded, an hour early, and a cheer goes up. Phelps says his good-byes and heads for home.

As he drives up I-71 to Ohio, he reflects on the experience. "I am left with a feeling that the AP reading process has integrity and that its standards are being upheld, if not met," he says. "Universities that award credit based on its scores are on firm ground."

"AP Diary: The True Story of What It's Like to Spend a Week Grading Advanced Placement Exams" by Christopher Phelps in *The Chronicle of Higher Education*, July 11, 2008 (Vol. LIV, #144, p. A25, A28), no e-link available

Back to page one

5. Making the Best Use of Short Classroom Observations

In this thoughtful paper in *Success Highlights*, McREL director Howard Pitler says that to most people it seems "preposterous" that being in a classroom for only a few minutes could give a school administrator an accurate impression of teaching and learning. And indeed, he says, misguided observations by clueless administrators can be "useless, or worse, harmful to teachers and students."

But Pitler believes that if administrators are systematic about doing short observations of all their teachers – say 10 per teacher per year – they *can* form an accurate picture of

instruction. “Think of it as a mosaic,” he says. “Looking at one tile in isolation tells you almost nothing. But when you see 400 of those tiles laid out in an orderly manner, a picture begins to emerge.” He believes that short observations allow administrators to see the trees – and also the forest.

Drawing on the book, *School Leadership That Works: From Research to Results* (ASCD 2005), Pitler lists the following ways that short classroom observations can help instructional leaders. They allow them to:

- Praise teachers on exemplary practices;
- Connect with teachers and staff on a personal and professional level;
- Encourage teachers to use research on instruction;
- Communicate the belief that individual teachers can accomplish school goals;
- Review interim assessment results and use them to inform instructional practices;
- Interpret disappointing results or implementation challenges in ways that inspire hope and resilience;
- Assess the quality, fidelity, and consistency of instructional practices to identify staff development needs;
- Solicit feedback, both good and bad, and advice on improvement initiatives;
- Uncover staff concerns and modifying leadership behaviors accordingly.

But for short observations to be accurate, says Pitler, administrators need to know what to look for in classrooms and have meaningful follow-up coaching conversations with teachers. He suggests six questions for classroom visits:

• *Are teachers using research-based strategies?* Although there is no single “right way” to teach, teachers should be able to justify their strategies in follow-up conversations.

• *Do student grouping patterns support learning?* There are many ways to group students – whole-class, small groups, pairs, cooperative groups. The key question for follow-up conversations is whether the teacher was intentional with student grouping.

• *Is technology being used effectively?* There are great variations in the use of computers in classrooms, says Pitler, and principals should take note of the amount of “fingers on the keyboard” time and follow up with teachers on their rationale for using – and not using – computers in their lessons.

• *Do students understand what they are doing?* When visiting classrooms, administrators should free themselves from filling out checklists and observe students closely – including asking them how what they are doing relates to the teacher’s learning goals.

• *Are students learning both basic and higher-order levels of knowledge?* Too often, says Pitler, students are asked mainly lower-order questions. If administrators observe this, they should raise the issue in follow-up conversations with teachers.

• *Are teachers using methods likely to help students achieve?* Pitler urges administrators to keep an eye out for teaching practices that boost student learning – and those that don’t. For example, when students guess a word incorrectly, some teachers just give them the correct word, while others give students tricks for learning and remembering the word. Administrators

should follow up in both cases, praising and disseminating effective practices and correcting ineffective ones.

Pitler believes that administrators should use the data they gather in short classroom observations as follows:

- To coach, not evaluate – He disagrees with using informal observations as part of summative performance evaluations, saying they should be used formatively to spot and disseminate best practices and identify areas that need improvement.
- To measure the impact of staff development – Administrators should keep their eyes peeled to see if PD workshops and initiatives are finding their way into classrooms.
- To aggregate data across teachers over time – For example, the principal of a Montana elementary school told teachers that over the last three months, it appeared that they were working with students in whole-group settings 67 percent of the time. That feedback caused whole-class instruction to decrease to 56 percent over the next three months.

"Classroom Walkthroughs: Learning to See the Trees *and* the Forest" by Howard Pitler with Bryan Goodwin in *Changing Schools*, McREL, Summer 2008, spotted in *PEN Weekly NewsBlast*. Pitler can be reached at hpitler@mcrel.org. The full article is available at http://www.mcrel.org/pdf/teacherprepretention/0125NL_ChangingSchools_58_4.pdf

Back to page one

6. Kentucky Fifth Graders Engrossed in a Local History Project

(Originally titled "Immersed in Inquiry")

In this *Educational Leadership* article, Kentucky teacher Angela Hicks and University of Louisville professor Jean Anne Clyde describe an inquiry project that became an all-consuming passion for Hicks's fifth graders for three months. "Shifting from 'book-report-with-diorama' thinking to practicing strategies that adult social scientists use is a significant departure from school as we know it," say the authors. "Taking this step required a leap of faith – in our students, ourselves, and the process."

The inquiry began with a single question: How has Oldham County [where the school is located] changed over time? Students quickly generated more than 100 questions and launched into Internet research, surveys and interviews with area residents and historians, and field trips. All the information they gathered was displayed on a classroom bulletin board, which became a "thinking tool for sharing, moving, and organizing information." Students became totally invested in the project, and Hicks's lesson planning book had fewer and fewer entries as she co-created daily to-do charts with students. "These charts provided an efficient way to review completed work, identify remaining tasks, and add new information or ideas," say the authors. "As students volunteered for tasks, we recorded their assignments on these charts, which enabled us to hold eager but untried researchers accountable."

All students participated, including those with special needs, and the teacher used mini-lessons to provide training in research, interviewing, and organizational skills. Hicks and Clyde

realized that the inquiry's content jibed with Kentucky's state literacy, math, history, and geography standards, and they constantly worked in essential competencies.

Students approached their research and writing with great seriousness. "I feel so important," said one student, echoing the sense of efficacy shared by many students. Students' confidence in their work was affirmed when the principal asked the class to present the project to the local school board. The presentation, accompanied by a 70-page booklet for each board member, was a hit, say the proud authors. "As the students shared reflections about the inquiry process with powerful adults in their community, they seemed confident in what their work had produced and in the gravity of their task. They were eloquent and seemed to view themselves as advocates for real-world engagement in schools."

"What kind of thinkers and problem solvers could young people become if they discovered at the age of 10 that each of them is essential to the workings of the classroom – and can productively contribute to the local community?" ask Hicks and Clyde. "…Bringing inquiry to schools to spur resourcefulness and careful thinking is not only possible in our current milieu, but also essential."

"Immersed in Inquiry" by Jean Anne Clyde and Angela Hicks in *Educational Leadership*, Summer 2008 (Vol. 65, online only at http://www.ascd.org)

Back to page one

7. The Yin and Yang of Creative and Critical Thinking

(Originally titled "Preparing Creative and Critical Thinkers")

In this *Educational Leadership* article, Florida-based consultant Donald Treffinger draws a useful distinction between creative thinking and critical thinking and suggests how they should work in tandem. "We often view these terms as opposites that are poles apart and incompatible," he writes. "We stereotype the creative thinker as wild and zany, thriving on off-the-wall, impractical ideas; in contrast, we envision the critical thinker as serious, deep, analytical, and impersonal." Treffinger suggests a different view in which creative and critical thinking are complementary and equally important, working together "to address perceived dilemmas, paradoxes, opportunities, challenges, and concerns." Here is how he sees the distinction and potential synergy:

• *Creative thinking* – Searching for meaningful new connections by generating many unusual, original, and varied possibilities, as well as details that expand or enrich possibilities.

• *Critical thinking* – Examining possibilities carefully, fairly, and constructively, focusing your thoughts and actions by organizing and analyzing possibilities, refining and developing the most promising possibilities, ranking or prioritizing options and choosing certain options.

"Generating many possibilities is not enough by itself to help you solve a problem," says Treffinger. "Similarly, if you rely on focusing alone, you may have too few possibilities from which to choose. Effective problem solvers must think both creatively *and* critically,

generating options *and* focusing their thinking." His article goes on to describe the habits of mind for generating and focusing ideas.

"Preparing Creative and Critical Thinkers" by Donald Treffinger in *Educational Leadership*, Summer 2008 (Vol. 65, online only at http://www.ascd.org)

Back to page one

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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).

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Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
<u>ASCD, CEC SmartBriefs, Daily EdNews</u>
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Ed. Magazine
EDge
Education Digest
<u>Education Gadfly</u>
Education Next
Education Week
<u>Educational Leadership</u>
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
<u>New York Times</u>
<u>New Yorker</u>
<u>Newsweek</u>
<u>PEN Weekly NewsBlast</u>
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
<u>Reading Research Quarterly</u>
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine (online)
Teachers College Record
TESOL Quarterly
The Language Educator
The Reading Teacher
Theory Into Practice
Tools for Schools/The Learning Principal