Marshall Memo 738

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 28, 2018

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Quotes of the Week

"You'll never get into classrooms if you wait until there's nothing else to do; you'll *always* have unfinished tasks that compete with the work of visiting classrooms and talking with teachers. If you don't plan ahead, and instead decide moment by moment what most deserves your time and attention, you'll naturally gravitate to low-priority, high-urgency tasks."

Justin Baeder in *Now We're Talking,* p. 85-86 (Solution Tree, 2018)

"It's clear to most educators that the current crop of teacher-evaluation systems is flawed, overwrought, and sometimes just plain broken."

Rachael Gabriel and Sarah Woulfin (see item #1)

"Young kids are, all on their own, completely committed to being excited and interested in STEM topics. The sad thing is, if there isn't good support in schools, they lose that by the time they get to middle school."

David Evans, National Science Teachers Association head, quoted in "Early-Grade Science: A First Key STEM Opportunity" by Madeline Will in *Education Week*, May 23, 2018 (Vol. 37, #32, p. 4-6), https://bit.ly/2ILPA2o

"We envision a world where everyone is enthused about mathematics, sees the value and beauty of mathematics, and is empowered by the opportunities mathematics affords."

Vision statement of the National Council of Teachers of Mathematics (see item #4)

"Without mathematics literacy, and a strong mathematics identity and sense of agency, members of our society will increasingly find it difficult to comprehend and critique, let alone challenge, many of the decisions and actions of those in power in political, social, scientific, and economic institutions."

Matthew Larson (*ibid*.)

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1. Can Teacher Evaluation Recover from the Mistakes of Race to the Top?

In this *Education Week* article, Rachael Gabriel and Sarah Woulfin (University of Connecticut) wonder why more school districts haven't moved on now that Race to the Top's incentives on teacher evaluation are no longer operative. "It's clear to most educators that the current crop of teacher-evaluation systems is flawed, overwrought, and sometimes just plain broken," say Gabriel and Woulfin. "Under RTT, teacher-evaluation policies were designed using economic theories of motivation and compensation and statistical tools such as value-added measurement." District and state leaders need to ask if their evaluation process is "improving teaching and learning or getting in the way of the very work it was designed to support."

In addition, say the authors, some states are spending millions on contracts with data-management companies and statistical consulting firms, measuring and sorting teachers into categories, "despite the fact that researchers and policymakers question the wisdom of value-added measurement within high-stakes teacher evaluations."

What should an effective teacher-evaluation process look like in the post-Race to the Top era?

- Lots of classroom observations followed by "real conversations" about decisions teachers are making to help students learn;
- Principals asking subject-specific questions rather than trying to apply a generic set of indicators;
- Teachers writing challenging yet attainable goals for themselves and their students and measuring progress during the year;
- Professional development on ways to assess student learning in real time so teachers can constantly refine what works best.

"And in feedback meetings with school leaders, teachers would have the space to reflect upon areas of their success and weakness," say Gabriel and Woulfin. "In turn, principals would devote time and energy to framing evaluation as an opportunity to learn about – rather than judge – teaching… [I]nstead of boiling teachers' work down to a rating, leaders must share observations that help teachers extend what they do well and identify where they can grow."

"Teacher Evaluation Is Stuck in the Past" by Rachael Gabriel and Sarah Woulfin in *Education Week*, May 15, 2018, https://bit.ly/2JfcORN; the authors are at rachael.gabriel@uconn.edu and sarah.woulfin@uconn.edu.

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2. Teacher Teamwork in Successful Schools

In this *Teachers College Record* article, Susan Moore Johnson and Stefanie Reinhorn (Harvard Graduate School of Education) and Nicole Simon (City University of New York) report on their study of teacher teams in six high-performing, high-poverty elementary and middle schools (traditional, turnaround, restart, and charter) in one Massachusetts city. The authors note that historically, teacher team time competes with the myriad demands made on teachers every day, as well as with "professional norms of autonomy and privacy, which have long defined teachers' work." As a result, productive collaboration has not been the norm for many U.S. teachers, even when team meetings are part of the weekly schedule: "Although they may discuss curricular options or suggest promising techniques during meetings, many remain reluctant to relinquish their instructional autonomy. When they return to their classrooms, they are likely to teach much as they have in the past."

But in five of the six schools studied by Johnson, Reinhorn, and Simon, same-grade/same-subject team meetings were a vital part of the school's success (all six schools were in the top performance tier of the state's assessment system). In those five schools, teachers who taught the same subject met in content teams and teachers who taught the same students met in cohort teams (in the elementary schools, content and cohort teams were one and the same). Collaboration focused on planning lessons and assessments, looking at students' work (assignments, exit tickets, interim assessment results, and unit tests) for insights on classroom strategies that were working and those that weren't, and discussing ways to help struggling students and improve group dynamics. In the sixth school, much of this took place informally.

Johnson, Reinhorn, and Simon believe several factors were essential to productive team collaboration in these schools:

- A worthy purpose clearly communicated by the principal;
- Being assured of sufficient, regular time for meetings;
- Ongoing support from engaged administrators;
- Facilitation by trained teacher leaders;
- Induction and support for novice teachers;
- A sense of collective accountability for improving teaching and learning.

"Fundamental to these teams' success," say the researchers, "was the confidence teachers had in their peers' knowledge, skills, and good intentions." These stemmed from the dynamics of team meetings, building on careful hiring and principals' frequent classroom visits and feedback conversations.

Interestingly, the successful teams had a degree of autonomy. The researchers observed that principals were skillful at building trust and managing the balance between schoolwide purpose and team agency. "Arguably all principals seeking to rely on teams for improvement should become skilled at developing relational trust and practicing inclusive leadership," say Johnson, Reinhorn, and Simon. "They must be ready to mediate, broker, and troubleshoot; to offer advice and accept it; and to learn alongside their teachers. Teams will not succeed as a top-down initiative with only superficial buy-in from teachers."

One concern in these schools was the isolation of specialist teachers – science, art, music, dance, and physical education. They weren't able to take part in team meetings because they were teaching during these time blocks. "I'm kind of on my own here," said one science teacher. Special education and ESL teachers were expected to organize their own meetings, but that did not always happen. "I really don't communicate with anybody on a regular basis," said one resource room teacher.

"Ending Isolation: The Payoff of Teacher Teams in Successful High-Poverty Urban Schools" by Susan Moore Johnson, Stefanie Reinhorn, and Nicole Simon in *Teachers College Record*, May 2018 (Vol. 120, #5, p. 1-46), https://eric.ed.gov/?id=EJ1162829; Johnson can be reached at susan_moore_johnson@gse.harvard.edu.

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3. The Value of Students Memorizing and Reciting Poems

In this *English Journal* article, Jennie Hanna (a doctoral candidate at the University of Oklahoma) says that most of her high-school students have PSA – public speaking anxiety – when confronted with "the prospect of standing in front of their peers and holding forth on an academic topic for longer than two minutes…" Students report increased heart rates, trembling, and plummeting self-esteem (*I'm such a loser*). It's clear that PSA discourages students from participating in class, undermines motivation, and can even affect school attendance.

"Yet, speaking well in public is an indispensable skill," says Hanna. It's correlated with success in extracurricular activities, athletics, social clubs, college courses, and the workplace. Pushing back on the common lack of emphasis on public speaking in ELA classes, Hanna makes it a priority, "despite groans and occasional shrieks of terror." She believes the standard practices of questions, think-pair-shares, jigsaw exercises, small-group projects, and Socratic seminars are not enough. To those she's added Poetry Out Loud, a national program (see www.poetryoutloud.org) that gets students memorizing and reciting poems first in their classrooms and then in school, state, and regional competitions culminating in national finals in Washington, D.C. with up to $50,000 in scholarships for winners.

Every year in late November, Hanna has her students choose a poem of at least 100 words from the Poetry Out Loud website's anthology (students can search by topic, theme, or subject). Students then have three weeks to work on memorizing their poems on their own time, during which Hanna devotes class time to poetry analysis and public speaking skills. Students work in small groups applying what they're learning about pronunciation, rate of speed, pacing, voice, and physical presence (the criteria in the Poetry Out Loud rubric). As they get comfortable speaking to their peers, their fears about getting up in front of a larger audience gradually subside. Hanna incorporates several activities for this unit:

- Enunciation practice – Students get feedback on how they use their tongues, teeth, lips, and mouths to form sounds and words, including reciting a tongue twister to peers.
- Nonverbal communication practice – Students get feedback on facial expressions and body language.
- Looking at the winners – A week before recitations, the class views video clips of

previous Poetry Out Loud winners, analyzes their performances, and discusses how best to "sell" the emotion behind their poems. She also uses the Clay Banks Studio's One-Minute Monologue competition www.claybanksstudio.com/1minute.

- Round-robin practice – A few days before recitations, students are placed in groups of 3-5 and asked to recite as much of their poem from memory as they can. Students move clockwise and counterclockwise to new groups based on how well they have memorized their poem at the end of each round and the process starts again.
- Naming the fear – The day before recitations, students write down all the things that could go wrong the following day. Going around the class reading these aloud reveals that everyone has some kind of fear, and students think about what they can do to prepare for a successful presentation. Hanna reminds them that being a little nervous can energize and motivate them to do well.
- Modeling what is expected – Hanna does the same work as her students, memorizing a new poem each year and starting off the competition with her own recitation. She always does a poem that requires her to be overly dramatic or silly, "thus allowing the tension in the class to go down before we start."

When it's time for the final recitations (this takes two days because Hanna's classes have more than 25 students), she turns out the fluorescent lights and uses softer lighting, serves hot cocoa, apple cider, and cookies, and lets each class choose how they will applaud or snap after each poem. She draws students' names out of a hat and grades them on their own individual level of speaking ability to reduce anxiety about not being as good as other students. She allows students to self-correct during their presentation, and there's an agreement that if they can't remember a line on their own, they look directly at her for a prompt. After each poem, Hanna points out individual strengths, giving that student immediate feedback and allowing other students to see what was good about their peers' performances.

"There is something profound about being around someone who is able to rattle off some tidbit of famous literature from memory," Hanna concludes. "If I can get the majority of students excited about poetry and public speaking all in one shot, that is a significant accomplishment."

"Reducing Fear with Recitations: Improving Public Speaking Through Poetry" by Jennie Hanna in *English Journal*, May 2018 (Vol. 107, #5, p. 39-43), no free e-link available; Hanna can be reached at Jennie.L.Hanna-1@ou.edu.

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4. Why Learn Math?

"We live in a world where mathematics is increasingly used to characterize societal problems and formulate proposed solutions," says Matthew Larson, outgoing president of the National Council of Teachers of Mathematics in this *MyNCTM* article. "Without mathematics literacy, and a strong mathematics identity and sense of agency, members of our society will increasingly find it difficult to comprehend and critique, let alone challenge, many of the decisions and actions of those in power in political, social, scientific, and economic

institutions."

Larson feels the pain of math teachers who are asked in the middle of a lesson, "Why do we have to learn this?" This perennial question raises a bigger one: *Why do we teach math?* How teachers answer that question strongly influences how they teach the subject and who they believe should learn mathematics. British professor Paul Ernest proposed three major rationales:

• *Necessary math* – That is, functional, practical, work-related numeracy knowledge and skills for employment and survival in the economy. Also in this category is advanced specialist knowledge for those who take math to a higher level.

• *Math for personal and social relevance* – This includes the development of confidence and persistence, social empowerment, and posing and solving math problems.

• *Math appreciation as an element of culture* – Understanding the elegance of mathematics and its role in history, culture, and society.

The first – necessary math – has been the focus in most math classrooms, all the way back to the early days of math schooling in 14th-century Europe, through the utilitarian needs of the North American colonies, the Sputnik-era scramble to upgrade math and science preparation, right through to the current emphasis on college and career readiness. "I admit," says Larson, "I have more than once told students that the reason they have to learn something is because they 'will need it for college' or 'the next course.' Today I appreciate that this response was lazy on my part, and from my perspective, while critically important, not even the primary reason why we should teach mathematics."

A far better rationale, says Larson, is contained in NCTM's vision statement: "We envision a world where everyone is enthused about mathematics, sees the value and beauty of mathematics, and is empowered by the opportunities mathematics affords." What does empowerment look like? Equipping students for active participation in democratic society, including analysis and critical thinking so they can assess claims made by those in power as truthful and helpful – or false and misleading. "If we teach mathematics so that students are empowered by it," Larson believes, "preparation for college and careers will largely take care of itself."

"We should never forget," he concludes, "or fail to appreciate, that as teachers of mathematics, each and every one of us is engaged in something much more important than our daily tasks of instruction, curriculum, and assessment. We are engaged in empowering our students so that they can improve not only their own lives, but can also better understand and critique the world around them." Larson challenges teachers and school leaders to confront these questions:

- Are your school's and math department's goals for students broad enough?
- Are ambitious, visionary goals clear to students and parents?
- Are those goals reflected in day-to-day instruction?

"Why Teach Mathematics?" by Matthew Larson in *MyNCTM*, February 21, 2018, https://bit.ly/2orV4X2, spotted in a Jerry Becker blog, jbecker@siu.edu.

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5. New Recommendations for High-School Math

In this *Education Week* article, Stephen Sawchuk reports on a study just released by the National Council of Teachers of Mathematics. The report was a response to decades of stagnant 12th-grade NAEP scores and a sense that the high-school Common Core math standards were not as lean and polished as those for K-8. Several key points:

• *Scope* – The high-school math curriculum should aim for more than college and career preparation, focusing on the math students will need to be literate participants in civic life. This includes being able to interpret research; understand math in polls, the media, and other communications; make good financial decisions; and identify, interpret, and critically appraise math in social, scientific, and political systems.

• *Core* – Students should master a set of "essential concepts" in four years of math courses, including numbers, algebra, and functions; geometry and measurement; and statistics and probability. In statistics, this would mean understanding problems of bias and validity and the difference in research methods that use sample surveys, experiments, and observational studies. In algebra, it would mean scaling back legacy content like solving equations and inequalities, instead spending more time on using math techniques to produce a certain outcome, solve a problem, or provide proofs of why algebraic statements are true.

"Today the emphasis has to move to students understanding, here's a problem situation that can be modeled by using a quadratic equation and then solved." says Matt Larson, outgoing NCTM president. "And when you think you have a solution, understanding the math enough to say, 'Yeah, my solution seems reasonable,' or 'No, that doesn't seem to make sense in this particular situation."

• *Equity* – Classes should be detracked (no more "honors" and "remedial" versions of the same course) so students of color don't wind up in dead-end math pathways. The negative effects of tracking are exacerbated by the way teachers are often assigned. "Who is teaching whom in your high-school math department?" asks Larson. "Often it's the case that those teachers who are the most experienced or perceived to be the most capable are assigned the upper-level math classes." The NCTM report acknowledges the challenges of heterogeneous high-school math classes, suggesting that instruction needs to focus on reasoning, problem-solving, using math representations, and eliciting mathematical discourse so students and teachers feel comfortable discussing and critiquing each others' reasoning rather than obsessing on getting the right answer.

• *Integrity* – The NCTM report calls for rethinking math pathways through high school, with all students taking four years of classes that "maintain the integrity" of math standards, require clarity and precision, and don't allow for substituting computer science and other not-really-math courses.

"High Schoolers Should Take 4 Years of Leaner, More Relevant Math, Teachers' Group Says" by Stephen Sawchuk in *Education Week*, April 25, 2018, https://bit.ly/2r0ZExg

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6. The Place of Statistics in the High-School Math Sequence

In this *Education Week* article, Sarah Sparks reports that math and science professionals are beginning to question whether calculus should be the pinnacle of the high-school science/math progression. "The ubiquitous use of data in everything from physics and finance to politics and education," says Sparks, "is helping to build momentum for a new path in high-school math – one emphasizing statistics and data literacy over calculus." The Common Core math and Next Generation science standards call for more emphasis on data analysis and statistics, both on their own and integrated into other concepts. And the U.S. Bureau of Labor Statistics estimates that jobs calling for statistics and data literacy are among the ten fastest-growing occupations in the nation.

Calculus used to be seen as a college-level course for students interested in math, physics, and other hard sciences; in 1980, only about 30,000 U.S. high-school students took calculus. But then calculus took on gold-standard status and was seen as essential to getting into an elite university. Today, about 800,000 high-school students take calculus, 150,000 before their junior year – and these students are disproportionately white or Asian, and from families with household incomes above $100,000. "Math is even more important to upward mobility now than it was 20 or 30 years ago," says Uri Treisman of the University of Texas/Austin, but the current calculus pathway "is a burial ground for students of color."

Is taking calculus in high school worth it? A recent report found that many students who took Advanced Placement Calculus AB had to retake calculus in college, and 250,000 needed to retake lower-level courses like precalculus or algebra. The best preparation for success in college calculus, the study found, was getting As in high-school Algebra I and 2 and Geometry.

If high schools shift to putting more emphasis on statistics, there's a sequence problem: statistics is often placed *after* calculus in the high-school progression, drawing on formal probability and calculus-based theorems. Treisman has been working on a new mathematics sequence in which a statistics pathway is an alternative to the calculus track and addresses the equity problem. "If we are going to create data science pathways," he says, "they had better be anchored in things that lead to upward social mobility and have a rigor to them. We have to make sure new pathways have at least equal status as the traditional one – and ensure everyone has access to them. If we allow [statistics and data] to be the easy or weaker path, we relinquish the commitment to equity we started with."

Ideally, teaching data and statistics in high school would broaden students' path to STEM and other careers. But where does this fit in? One approach is to create a separate course, analogous to computer science. An alternative is to integrate data and statistics into courses throughout high school – math, biology, history, civics – and make sure students get rigorous exposure to what EDC's Oceans of Data Institute calls the CLIP criteria:

- Complex – Not just looking at hours of sunlight and heights of bean plants;
- Larger data sets – students have to sort information and understand relevance;
- Interactively accessed – not just looking at graphs presented on paper;
- Professionally collected – students have to think about how and why data were

collected, and what biases might exist in the sampling.

"Move Over, Calculus. Statistics Is on the Rise" by Sarah Sparks in *Education Week*, May 23, 2018 (Vol. 37, #32, p. 12-13), https://bit.ly/2x2JvNC

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7. What Are Makerspaces All About?

In this *Cult of Pedagogy* article, Jennifer Gonzalez confesses her skepticism about makerspaces in schools: "I have this picture in my mind of kids kind of messing around with Legos instead of, I don't know, reading primary source materials that would shed light on some period of history. Or taping together some cardboard strips to make them into a car. Or attaching some kind of wire to a banana. I don't know, the more traditional, stodgy, control-freak part of me says it looks like a bunch of hooey."

But thoughtful educators Gonzalez respects speak highly of makerspaces, so she reached out to one of them (John Spencer) and asked him to convince her. Here's Spencer's definition of a makerspace: *A space designed and dedicated to hands-on creativity, allowing students to actually make some kind of physical or digital product*. The materials provided might vary from week to week – cardboard, popsicle sticks, styrofoam, duct tape, packing tape, laptops, microphones, green screens. Makerspace materials might be on a cart shared among classrooms, or a set of stations that students can rotate through or access as needed.

What's the point of a makerspace? "We know that students learn at a deeper level and they retain more when they're engaged in creative thinking connected to the subject, right?" says Spencer. So providing opportunities to make things connected to subject matter will allow for deeper learning, and that's essential for success in the 21st century. Today, he says, students "need to be able to engage in iterative thinking, creative thinking, critical thinking, they need to know how to pivot, how to change, how to revise, how to persevere. They need to solve complex problems. They need to think divergently. All of these are involved in that maker mindset… The space is just the platform that facilitates it."

Here are some sample maker projects, each of which stretched Gonzalez's understanding of what this is all about:

- A documentary film – Students write a script and produce a film to get a deeper understanding of a period or event and appreciate the challenges faced by historians;
- A working roller coaster – Students use popsicle sticks, cardboard, duct tape, and a marble, demonstrating force and motion, and then create a website about it;
- The tiny house project – Students use concepts of volume, surface area, and proportional reasoning to create a scaled-down structure.

What about classroom management? Aren't makerspaces messy and noisy? Spencer argues that they can actually reduce discipline problems by involving students who might otherwise be bored and troublesome. But he does have some practical tips:

- Prepare students up front with the expectations and planned outcomes.
- Co-construct guidelines and procedures with students, including handling materials and cleaning up as the end of class approaches.

- Call for a two-minute "silent mode" time right in the middle of an activity to calm things down and help students reflect.

For teachers thinking of getting started, Spencer suggests beginning with a single maker project and gathering the materials needed for it, then gradually branch out.

"What Is the Point of a Makerspace?" by Jennifer Gonzalez in *The Cult of Pedagogy*, May 20, 2018, https://www.cultofpedagogy.com/makerspace/

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8. Leadership Lessons from the U.S. Air Force

In this article in *The Learning Professional*, Alan Ingram reflects on his 22 years in the U.S. Air Force and subsequent leadership roles in K-12 schools and identifies three things he wishes he could tell his "younger self" about professional learning and continuous improvement:

• *Differentiation* – "[E]very journey is different," he says, "and we all have unique learning needs, interests, and aspirations." Ingram wishes he'd been more intentional about "integrating learner choice into personalized professional learning for teacher leaders and principals" – all in the context of system priorities and student needs.

• *Alignment* – Narrow the system's professional learning focus to "minimize random acts of improvement" and coordinate standards, instructional materials, and assessments so there is a high-quality curriculum in every classroom.

• *Humility* – Accept that the leader doesn't have to know everything. "Hire wisely," says Ingram, "develop and trust the team, and surround yourself with others who share the vision, passion, and commitment to equity and excellence in public education for all students."

"Lessons Learned in the Military Apply to Education, Too" by Alan Ingram in *The Learning Professional*, April 2018 (Vol. 39, #2, p. 9), available at https://bit.ly/2LE0CZg for Learning Forward members; Ingram can be reached at alan.ingram@cox.net.

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9. Giving Non-Directive Guidance to Colleagues

In this *Leadership Freak* article, Dan Rockwell says there are situations when leaders should give direct answers: You expect things to be done your way. It's a one-time situation. Subordinates are new and untrained. The building is on fire.

But in other situations, it's better for leaders to give *guidance*, because giving answers creates dependency, especially when subordinates say, "Just tell me what to do." When a leader gives the answer, the leader is doing the thinking. Guidance, on the other hand, "shows respect, builds confidence, and enables action," says Rockwell. "People come to you looking for specific answers. Give them guidance instead." Some examples:

• A colleague asks, "Which candidate should we hire?" The guidance answer: *What types of people best meet the future needs of your team?*

• A friend asks, "Should I take this new job?" Guidance answers: *What do you want to be doing five years from now? What types of jobs are most fulfilling? What are you doing when you add the most value to others?*

• A colleague asks a narrowly framed question. Guidance answers provide a panoramic view: *What big ideas seem most relevant in this situation? Now that you have some broad principles in mind, what's your next step?*

• Someone is having trouble making a decision. Guidance answers: *What's keeping you from making this decision? What do you need from me that will enable you to make a decision?*

"How to Give Guidance Without Giving Answers" by Dan Rockwell in *Leadership Freak*, May 7, 2018, https://leadershipfreak.blog/2018/05/07/how-to-give-guidance-without-giving-answers/; Rockwell can be reached at dan@leadershipfreak.com.

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10. Children's Books That Foster a Growth Mindset

In this article in *Literacy Today*, Summer Clark and Grace Enriquez (Lesley University) and Jessica Della Calce (Cambridge Public Schools) suggest children's books that might foster the characteristics of a growth mindset: perseverance, flexibility, strategic thinking, multiple perspectives, a sense of personal agency, and a belief that people can become smarter and more skillful, intelligent, thoughtful, and just:

- *After the Fall: How Humpty Dumpty Got Back Up Again* by Dan Santat (Roaring Book)
- *The Book of Mistakes* by Corinna Luyken (Dial)
- *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah* by Laurie Ann Thompson (Schwartz & Wade)
- *Ish* by Peter Reynolds (Candlewick)
- *Last Stop on Market Street* by Matt de la Pena (G.P. Putnam's Sons)
- *Rosie Revere, Engineer* by Andrea Beaty (Abrams Books for Young Readers)
- *Stuck* by Oliver Jeffers (Philomel)

Clark, Enriquez, and Calce suggest that as students read these and other books, teachers get them thinking about strategies for tackling challenges in their own lives, ways they are growing and changing, emotions at moments of struggle and failure, debilitating stereotypes, and links between their challenges and those of characters in books.

"Inspiring Agency: Teaching a Growth Mindset Through Children's Literature" by Summer Clark, Grace Enriquez, and Jessica Della Calce in *Literacy Today*, May/June 2018 (Vol. 35, #6, p. 28-29), no e-link available; the authors can be reached at sclark17@lesley.edu, genrique@lesley.edu, and jdellacalce@cpsd.us.

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***If you have feedback or suggestions, please e-mail* kim.marshall48@gmail.com**

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 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). Every week there's a podcast and HTML version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
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School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
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Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine