

# Marshall Memo 401

A Weekly Round-up of Important Ideas and Research in K-12 Education  
September 12, 2011

## In This Issue:

1. [A poll on Americans' attitudes about public schools](#)
2. [Structuring discussions on controversial issues in middle school](#)
3. [Teaching ethics and respect in a Boston charter school](#)
4. [Using Socratic seminars to teach ethics](#)
5. [Growing creativity in schools and universities](#)
6. [Fostering creativity](#)
7. [A budding teacher looks back on her elementary years](#)
8. [Dealing with emotional maltreatment of students](#)
9. [Addressing clicker cheating](#)
10. [Robert Marzano on discovery learning that really works](#)
11. [Research on student uniforms](#)
12. [What made Steve Jobs such an amazing CEO?](#)

## Quotes of the Week

“The future of our lively experiment in building one nation out of many peoples and faiths depends in no small measure on understanding one another across differences that are often abiding and deep.”

Charles Haynes in “Putting a Face on Faith” in *Educational Leadership*,  
September 2011 (Vol. 69, #1, p. 50), <http://www.ascd.org>

“Democracy without controversial issues is like an ocean without fish or a symphony without sound.”

Diana Hess (see item #1)

“There’s no evidence that we can supervise and evaluate people into better performance. But there is a lot of evidence that, when you can create the right conditions, you allow ordinary people to accomplish extraordinary things.”

Richard DuFour in “The Ultimate Practitioner” by Joan Richardson in *Phi Delta Kappan*, September 2011 (Vol. 93, #1, p. 32), <http://www.kappanmagazine.org>

“If I ever found an urban district that would commit to doing this [Professional Learning Communities] for three years and promise to stay focused and buffer people from other issues, I’d donate my time to work with that district.”

Richard DuFour (*ibid.*)

“I’m just bad at math.”

A second-grade girl after doing poorly on a “mad minute” math drill (see item #7)

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## 1. A Poll on Americans' Attitudes About Public Schools

Each year, Phi Delta Kappa and Gallup conduct a national poll of U.S. attitudes about public education. The full results are at <http://www.pdkpoll.org>. Some highlights:

- *Support for teaching as a career* – Most Americans would be happy to have their children become teachers – and think having more science teachers is just as important as having more scientists.
- *Union issues* – About half of Americans believe teacher unions are hurting public education, but there is strong support for teacher collective bargaining.
- *Teacher salaries* – There is support for using principals' evaluations and teachers' advanced degrees and experience in deciding how teachers are paid.
- *Layoffs* – There is support for using principals' evaluations rather than seniority when it comes to laying off teachers.
- *Teaching quality* – Respondents said they would rather have an effective teacher in a large class than a less-effective teacher in a small class. Higher-quality Internet instruction was also favored over lower-quality classroom teaching.
- *Choice* – Charter schools enjoy strong support, but Americans remain unconvinced about vouchers.
- *E-readers* – Respondents said e-readers are a better idea for older than for younger students.
- *Finances* – The public believes that the biggest problem facing public schools is inadequate funding; student discipline and drug use no longer have top billing.
- *Perceptions of quality* – As has been true in previous surveys, people think much more highly of their local schools than they do of the nation's schools.

“Highlights of the 2011 Phi Delta Kappa/Gallup Poll” in *Phi Delta Kappan*, September 2011 (Vol. 93, #1, p. 8), <http://www.kappanmagazine.org>

[Back to page one](#)

## 2. Structuring Discussions on Controversial Issues in Middle School

(Originally titled “Discussions That Drive Democracy”)

“Democracy without controversial issues is like an ocean without fish or a symphony without sound,” says University of Wisconsin/Madison professor Diana Hess in this *Educational Leadership* article. Schools are the ideal place for discussions about hot topics because there is usually a wide variety of viewpoints in every classroom. But some teachers shy away from robust discussions for fear that passionate debate may veer into disrespect and result in community backlash.

Hess believes it's possible for students to discuss controversial issues if teachers structure things skillfully. She describes the way Ann Twain, a grade 7 and 8 social studies teacher in a magnet school, handles her "town meetings." Students take on roles of people with a particular perspective on a contentious issue – usually positions different from those they personally hold. In one such discussion, Twain's students tackled the issue of affirmative action, which was a major controversy in their community. Twain explained her assessment rubric, which included the following criteria:

- Content knowledge of the issue;
- Portrayal of their role, e.g., staying in character;
- Effectiveness as a discussion participant;
- Respectfulness, e.g., using classmates' names and building off others' comments.

Twain showed a videotape of a high-quality town meeting from the previous year, pausing the tape to point out contributions that met the rubric's Exemplary standard. She then showed a video of a poor-quality meeting and had students identify the ways in which it was ineffective – some students were monopolizing the discussion, not using evidence to support their claims, and talking over one another. She did further training on respectful discussion, including practice in reflective listening and "I statements" – *When you..., I feel...*

A week before the town meeting, Twain gave students information packets on the topic and let students choose their roles, including the state governor, a university admissions officer, a minority student, and educators and advocates. Students spent three days preparing – they read articles, watched videos, did online searches, and interviewed people from relevant organizations.

Twain moderated the 90-minute discussion, calling on students, clarifying when necessary, and asking pointed questions such as "Are quotas legal?" The debate involved all but two students and explored key aspects of the topic of affirmative action. When it was over, Twain had students turn to their neighbor and share something about the issue they hadn't had a chance to contribute, and then led a discussion about how the meeting had gone. She gave students individual and group feedback using the rubric criteria.

Hess concludes with the most effective practices that she sees in classrooms that have excellent discussions:

- *Get students interacting.* Insist that students learn each others' names early in the year, use others' names during discussions, and interact with students whose views differ from their own. "Allowing students to select their own work or discussion groups is generally not a good idea," she says. If given the opportunity, most students will create homogeneous groups, which diminishes one of the key aspects in most classes – diversity."

- *Prepare students.* Students need well-put-together packets of background information, time to read and think about the material, and prods to think through misconceptions they might have on a topic.

- *Explicitly teach respectful discussion skills.* Rubrics and videotapes of effective and ineffective discussions are very helpful.

“Discussions That Drive Democracy” by Diana Hess in *Educational Leadership*, September 2011 (Vol. 69, #1, p. 69-73), <http://www.ascd.org>; Hess can be reached at [dhess@education.wisc.edu](mailto:dhess@education.wisc.edu).

*[Back to page one](#)*

### **3. Teaching Ethics and Respect in a Boston Charter School**

(Originally titled “Life Lessons from the Philosophers”)

In this *Educational Leadership* article, Boston University professor Scott Seider and B.U. doctoral student Sarah Novick write about Boston Prep, a 350-student grade 6-12 Massachusetts charter school that uses an intense focus on respect and ethics as part of its drive toward very impressive academic achievement. Every Boston Prep student takes part in weekly ethics classes that discuss how the writings of Plato, Aristotle, Rousseau, and Ghandi relate to their lives as students, family members, and citizens. These classes establish a common vocabulary about respect and ethical behavior.

For example, a seventh-grade class considered the Ghandi quote, “An eye for an eye makes the whole world blind”, in light of most students’ belief that they had a right to respond to teasing with physical force. The teacher asked students if this was self-defense or revenge, and by the end of the discussion, most students got the point about escalation. One said that “more violence leads to more disrespect and doesn’t solve anything.” A tenth-grade class looked at Rousseau’s social contract in light of what they got from the community and what they contributed to it. At the end of each ethics unit, students write an essay showing their understanding of the issue and how it applies to their lives.

Respect is also a theme in everyday disciplinary interactions, each of which is seen as an opportunity for character development. Students who are sent to the dean are asked which value they were not following and how they can remedy the situation.

Seider and Novick believe that all-school events are the most powerful ways to embed core values. Every Tuesday morning, the whole Boston Prep community comes together for announcements, the word of the day, and commendations for students and faculty, and, several times a year, the awarding of the W.E.B. DuBois award for outstanding citizenship. At one meeting, a teacher said how proud he was to see a Boston Prep student giving up his seat to an elderly lady on the bus.

“Life Lessons from the Philosophers” by Scott Seider and Sarah Novick in *Educational Leadership*, September 2011 (Vol. 69, #1, p. 74-77), <http://www.ascd.org>; Seider can be reached at [seider@bu.edu](mailto:seider@bu.edu).

*[Back to page one](#)*

### **4. Using Socratic Seminars to Teach Ethics**

In this thoughtful *Kappan* article, Kuala Lumpur (Malaysia) high-school teacher Alexis Wiggins remembers, “When I started teaching, I naively thought that the best way to teach ethics was to instill in my students a strong set of moral values.” She posted moral messages on the walls, forbade students from using derogatory words, and schooled them in feminist theory.

In hindsight, Wiggins thinks this strategy was ineffective: “I wound up isolating more students than I ever impressed with my frequent admonitions.”

Her next approach – leading students through complex ethical discussions about the literature they were reading – was only a little better. Eventually, she arrived at what she believes is the best strategy: guiding students as they conduct Socratic seminars on moral issues. “My self-perception shifted,” she says. “I was no longer a teacher who led students through the study of ethics; I was a coach who drew upon the innate ethical talent in her athletes.”

In Wiggins’s classroom, Socratic seminars are conducted with students’ desks in a U-shape or circle, so students can see each other. Expectations are clear up front:

- Every discussion should have balanced participation from all students.
- Students should cite the text to support ideas or clarify questions.
- Students should not talk over one another, interrupt, or put down others’ ideas.
- The discussion should build and *get somewhere*, raising everyone’s understanding.

Wiggins says that, once students have been trained in the process and understand the ground rules, discussions should happen without teacher direction. In fact, she usually sits off to the side, listening and taking notes and only occasionally chiming in.

The key, she says, is that students earn a *collective grade* for each seminar. If a discussion is excellent, all students get an A. If it bombs, they all get a D. “This means students can’t get a good grade on seminar if one person is spouting brilliance, but no one else can get a word in edgewise,” says Wiggins. “Or if everyone speaks eloquently and equally, but only two people refer to the text. Or if they collectively explore the most meaningful aspects of the text in great depth, but keep interrupting each other. Essentially, they all sink or swim.”

This group incentive creates an ethical culture, she believes: “When the entire group is rewarded for encouraging everyone to be engaged, students become more aware of their peers and more empathetic... After years of running Socratic seminars this way, I’ve learned that the class dynamic changes radically when students shift their view of themselves as stars – the brightest thinkers or the most prolific contributors – to players on a team with a common goal. Students relax. They bounce ideas off each other. They help each other out. They speak up more or less and they tend to be kinder and more inclusive to one another in class. Discussions become very, very good because the group, not the individual, is rewarded for it, and nobody wants to bring down the rest of the group.”

Wiggins is strategic about her intervention in discussions. If the discussion is going well, she joins in. In one seminar on *The Great Gatsby* in an affluent international school in the Persian Gulf, she asked, “Can money buy happiness?” But if a discussion is stalled, she holds back: “I learned early that if I rescue them, the whole process is doomed.” Coaching students to ask good questions is essential, says Wiggins, reminding her students that “one well-worded and well-timed question can be worth 50 comments.”

“Through seminars,” she concluded, “students could ask the most difficult ethical questions about themselves, their religion, and their culture – a fairly taboo topic that I would

never have broached if leading the discussion myself – and to do so in a thoughtful, productive way.”

“Not Teaching Ethics” by Alexis Wiggins in *Phi Delta Kappan*, September 2011 (Vol. 93, #1, p. 33-35), <http://www.kappanmagazine.org>; Wiggins can be reached at [alexiswiggins@gmail.com](mailto:alexiswiggins@gmail.com).

*[Back to page one](#)*

## **5. Growing Creativity in Schools and Universities**

In this article in *The Chronicle Review*, Steven Tepper (Vanderbilt University) and George Kuh (Indiana University) say that certain qualities will be key to U.S. success in the decades ahead: cognitive flexibility, design thinking, and non-routine approaches to messy problems. “Simply put,” they write, “America cannot maintain a competitive position in the world unless we better understand how to nurture creative talent and put in place policies and practices to do so.” Unfortunately, they continue, “we are undermining creativity in K-12 education through relentless standardized testing and the marginalization of subjects like art and music” – and higher education is falling into the same trap by implementing lots of narrow, skill-based job preparation.

To prepare students for the global economy, say Tepper and Kuh, we first need to get past “the naively egalitarian, almost mystical view of creativity advanced by many creativity enthusiasts” – that it will naturally flow if we structure the right conditions. “Existing research suggests otherwise,” they say. “Creativity is not a mysterious quality, nor can one simply try one of Edward de Bono’s six thinking hats to start the creative juices flowing. Rather, creativity is cultivated through rigorous training and by deliberately practicing certain core abilities and skills over an extended period of time” – namely:

- Using analogy and metaphor to approach problems in non-routine ways;
- Posing “what if” propositions and reframing problems;
- Looking closely for new and unexpected patterns;
- Being willing to risk failure in the face of ambiguity and uncertainty;
- Being able to use critical feedback to revise and improve an idea;
- Being able to bring people, power, and resources together to implement an idea;
- Being able to draw on visual, oral, written, and media tools to communicate ideas.

One of the best places to find this kind of training is in the arts, say Tepper and Kuh. Arts educators should collaborate with those in other fields to encourage them to train students in these qualities.

“Let’s Get Serious About Cultivating Creativity” by Steven Tepper and George Kuh in *The Chronicle Review*, Sept. 9, 2011 (Vol. LVIII, #3, p. B13-14), <http://chronicle.com/article/Lets-Get-Serious-About/128843/>

*[Back to page one](#)*

## 6. Fostering Creativity

In this article in a *Principal* special supplement, freelance writer Hannah Hudson suggests a plethora of ways that schools can infuse creativity:

- What a school can do in four minutes:
  - *Drop everything and create.* Paralleling DEAR time, this regularly challenges everyone in the school to tackle a creative challenge – for example, drawing and naming an imaginary bug.
  - *Start sketch journals.* “Just a few minutes a day of sketching and writing in a journal offers students an opportunity to reflect, make connections, and develop ideas,” says Hudson.
  - *Make a phone call.* For example, a school in New York City called the City Parks PuppetMobile and brought in a professional puppet show for all its students.
- What a school can do in four hours:
  - *Hold an inspiring workshop.* Hudson suggests this video series on creativity from Crayola: <http://www.crayola.com/creativelyalive>. Each video lasts about four minutes.
  - *Head outside and create.* For example, a school in Arkansas had students build an original clay castle on school grounds, laying the groundwork for weeks of learning.
  - *Have teachers team up.* Small groups of teachers can be the best forum to brainstorm ways to infuse creative activities across disciplines.
- What a school can do in four days:
  - *Lend a hand in community hospitals, nursing homes, gardens, and food banks.* For example, a Baltimore County school partnered with a nearby children’s hospital and made stuffed animals for patients, accompanied by illustrated stories.
  - *Find a way to reach at-risk students.* For example, grade 4-6 teachers at a school in Elgin, Illinois set up a weekly after-school club for boys having difficulty and fired them up with activities focused on teamwork, creativity, and cultural heritage.
  - *Respond to an event.* For example, an elementary school in Nashville, Tennessee responded to a devastating flood by having students partner with the city water works to create scrapbooks about why floods happen, what protections are in place, and how they and their families dealt with the flood.
- What a school can do in four weeks:
  - *Paint a mural.* These are best when they are a culminating experience tied to a curriculum unit. For example, a school in Marrero, Louisiana created a mural depicting the state’s unique coastline ecosystem.
  - *Study art and science in nature.* “Perhaps the best way for students to learn about how plants grow and how caterpillars change is by immersing themselves in the sights and sounds of a garden,” says Hudson. This can include planting, observing, gathering data, and applying lessons to the classroom science and art curriculum.
- What a school can do in four months:
  - *Complete a schoolwide project.* “When an entire school works to learn about a single topic, surprising connections emerge,” says Hudson. For example, an elementary

school in Oxford, Mississippi did a schoolwide study of local artist Walter Anderson, culminating in a mural tribute to him.

- *Have every student write a book.* “Can you imagine if every student in your school was a published author?” asks Hudson. “How would it change students’ vision of themselves as readers, writers, and creators?” An elementary school in Baltimore did just this, involving classroom and art teachers and putting the finished books in the school’s library.
- *Bring students from different schools together.* For example, students in a New Jersey elementary school worked with buddies in a nearby high school on a project about conquering their fears. They read Maya Angelou’s poem, “Life Doesn’t Frighten Me” and painted panels about personal superpowers.
- What a school can do in four years:
  - *Assess your current culture.* What is the state of arts education in your school? What are teachers’, administrators’, students’, and parents’ attitudes toward creativity? How well are the arts integrated into other subjects? What is the “dream state” in four years?
  - *Embrace project-based learning.* Use good assessments to map the progress you would like to see over the next four years – for example, training for teachers, how to get parents involved, and how projects will ultimately make up a bigger part of the curriculum.
  - *Name a chief creativity officer.* Someone in the school needs to be responsible for inspiring creativity across the board.

“Infuse Creativity in No Time” by Hannah Hudson in *Principal Special Supplement*, September/October 2011 (Vol. 91, #1, p. 9-12), e-link for NAESP members only

[\*Back to page one\*](#)

## **7. A Budding Teacher Looks Back on Her Elementary Years**

(Originally titled “Letters to My Younger Self”)

In this poignant *Educational Leadership* article, college senior Emilie Shafto, who worked as a classroom assistant last year, describes watching a “mad minute” drill in a second-grade classroom – students raced to complete 30 computation problems. Shafto noticed a girl twisting her braids, looking devastated. She had finished only ten problems, and five were wrong. “I’m just bad at math,” she murmured.

Shafto remembered her own childhood; she’d had similar learning problems and declared herself “stupid.” Her second-grade teacher had a bulletin-board racetrack with little cars showing how well each student had done on timed tests. Shafto’s car never moved, and after a parent conference, the teacher took her car down. “I hated myself for that,” she says. “I felt cemented in place; I did not know how to succeed or even how to learn. For a long time, I felt that I had failed that little car.”

Shafto proceeded to write five letters to her younger self, including these thoughts:

- You may not be good at doing math in your head, “but you’re going to be very good at algebra.”

- You may not have beautiful, flowery handwriting now, but starting in middle school, teachers will focus on content and how well you put sentences together. “Teachers will call your parents to tell them how gifted you are.”

- Don’t say you have a learning disability. Say that you have learning *differences*, and these come with many gifts. “You are going to read books that are far more complicated than your current teacher has ever read, and you’re going to *love* them.”

- Become your own advocate. Insist on sitting at the front of the room, and ask for extra time packing up at the end of the day. “If the teacher says no, then at least you know that it’s the teacher who is holding you back, not you.”

- “These coming years will be a struggle. You will have to work twice as hard as everyone else to do as well as they do... I promise you that I’ll do everything in my power – and fight with whomever I need to – to prevent what happened to you from happening to any child again.”

“Letters to My Younger Self” by Emilie Shafto in *Educational Leadership*, September 2011 (Vol. 69, #1, p. 78-79), <http://www.ascd.org>; Shafto can be reached at [emilieclara@gmail.com](mailto:emilieclara@gmail.com).

[Back to page one](#)

## 8. Dealing with Emotional Maltreatment of Students

In this troubling article in *Principal*, Margaret King and Gregory Janson of Ohio University urge school-based administrators to be on the lookout for ways that students can be emotionally harmed by school staff. This can happen, they say, when “discipline strategies used by educators intentionally or unintentionally shame, humiliate, or threaten the emotional well-being of children.” Students thrive on approval and support from teachers, and when adults go negative, students’ academic performance and sense of efficacy can suffer and there can be health effects such as headaches and stomachaches.

King and Janson describe seven types of emotional abuse they’ve seen in schools and suggest that principals share them with teachers and other staff, be clear about the school’s policy, and intervene when and if they see them manifested, steering adults to more-effective discipline strategies:

- *Spurning* – Belittling, shaming, ridiculing, singling out, or humiliating children verbally or non-verbally. “An eye roll or disapproving frown can hurt as much as a sharp word,” they say. “Some teachers might call out a child who comes to class unprepared or frequently does not pay attention. That child can quickly become the person who the teacher repeatedly calls on to answer a question. The teacher might hope that embarrassment will encourage the student to be better prepared. Instead, the child often becomes the scapegoat, the one who never knows the answer.”

- *Isolation from peers* – Keeping students in from recess, seating them in the hallway, sending them to the office, or separating their desks from other students may be ineffective discipline strategies and can create hostility, shame, and fear, say King and Janson.

- *Ignoring and rejecting* – A student raises her hand to answer questions and frequently has the wrong answer; the teacher tells her to put her hand down because she never knows the

right answer, and then doesn't call on her even if she is the only student with a hand up, giving her the clear message that she is a failure.

- *Lack of emotional responsiveness* – A boy is crying at his desk and the teacher tells him to stop it and get to work. The boy says he has too much work and doesn't know what to do, and the teacher repeats her command. When he continues sobbing, she tells him to go into the hallway until he's able to stop. He eventually returns to the classroom, but feels alienated, shamed, and alone.

- *Excessive or unrealistic expectations* – For example, asking kindergarten children to sit quietly most of the day with little physical activity is developmentally inappropriate and sets them up for failure.

- *Terrorizing children by using fear and intimidation* – “If a teacher is yelling or screaming, throwing pencils or other objects, or engaging in other behaviors that threaten children's sense of safety, the classroom can feel unsafe to every child in the room,” say King and Janson.

- *Exploiting or corrupting* – “Children often take their cues from teachers and a child who witnesses or experiences emotional maltreatment might begin to model the teacher's behavior, spurning, isolating, or ignoring and rejecting peers who do not follow the rules,” say King and Janson. “Isolated, spurned children in the classroom easily slide into scapegoat status and are subsequently victimized by students who are behaving appropriately based on the teacher's definition of acceptable behavior.”

“Beware Emotional Maltreatment” by Margaret King and Gregory Janson in *Principal*, September/October 2011 (Vol. 91, #1, p. 18-21), e-link for NAESP members only

[Back to page one](#)

## **9. Addressing Clicker Cheating**

In this *Chronicle of Higher Education* article, Jie Jenny Zou reports on a problem college professors have encountered with clickers (wireless student response devices): cheating. An astronomy professor at the University of Colorado/Boulder noticed a student with four clickers spread out in front of him and realized that he was keying in attendance data for three of his sleeping roommates. A mathematics professor at Vanderbilt found a Twitter message in which a student boastfully shared a photo of himself with five clickers in front of him in class. A biology professor at Trinity University in Texas was dismayed to discover that some students were sharing answers during his clicker quizzes on homework assignments rather than doing the work themselves.

Here are some steps to combat what is apparently a widespread problem in college classes:

- Be explicit with students about what constitutes a violation of the school's honor code with clickers.

- Keep the stakes for clicker questions low – no more than 5 percent of students' grades.

- Use clickers primarily to tap students’ understanding and spur discussion about wrong answers and misconceptions [Harvard physics professor Eric Mazur tells students “Convince your neighbor” after showing initial clicker data on a question – see Marshall Memo 241 for a summary of Mazur’s book on this technique].

- Circulate through the classroom when clicker questions are being posed to catch possible cheating.

“With Cheating Only a Click Away, Professors Reduce the Incentive” by Jie Jenny Zou in *The Chronicle of Higher Education*, Sept. 9, 2011 (Vol. LVIII, #3, p. A12-13), <http://chronicle.com/article/Cheating-Is-Now-Only-a-Click/128879/>

[Back to page one](#)

## 10. Robert Marzano on Discovery Learning That Really Works

(Originally titled “The Perils and Promises of Discovery Learning”)

In this *Educational Leadership* article, author/consultant Robert Marzano says the research doesn’t support the value of unstructured discovery learning – students being asked to design their own experiment, invent their own strategy, or answer guided questions with little assistance. A 2011 meta-analysis showed that this kind of open-ended learning is inferior to direct instruction.

But the same meta-analysis showed that “enhanced” discovery learning is highly effective. This involves preparing students (through direct instruction if necessary) and providing thoughtful support as they engage in discovery experiences. Some components of enhanced discovery learning:

- Providing the basic facts and skills needed to be successful in the discovery component;
- Asking students to generate ideas and explain their thinking along the way;
- Having the whole class think through component pieces;
- Having a student work through a problem on the board, thinking out loud;
- Having students collaborate on working through problem steps;
- Having students hypothesize about what the best solution;
- Scaffolding the discovery experience by breaking it down into small segments that gradually reveal the larger point.

“The Perils and Promises of Discovery Learning” by Robert Marzano in *Educational Leadership*, September 2011 (Vol. 69, #1, p. 86-87), <http://www.ascd.org>; Marzano can be reached at <http://www.marzanoresearch.com>.

[Back to page one](#)

## 11. Research on Student Uniforms

In this *Education Gadfly* review, Laura Johnson sums up a recent study on the impact of school uniforms. Some bullet points:

- Almost 20 percent of public schools required uniforms as of 2007-08.

- Urban districts cite intrinsic benefits to uniform dress; anecdotal evidence claims that uniforms contribute to school order and safety and decrease social stratification.
- This study found that at the elementary level, student uniforms were positively correlated with teacher retention.
- At the secondary level, the study found a small positive impact on student attendance (stronger for girls and low-SES students).
- However, the study found no discernable effect of uniforms on student achievement, disciplinary infractions, and grade retention.

“Dressed for Success? The Effect of School Uniforms on Student Achievement and Behavior” by Elisabetta Gentile and Scott Imberman, National Bureau of Economic Research Working Paper, August 2011, reviewed by Laura Johnson in *The Education Gadfly*, Sept. 8, 2011 (Vol. 11, #35)

[Back to page one](#)

## 12. What Made Steve Jobs Such an Amazing CEO?

In this *Newsweek* article, Leander Kahney summarizes the ten factors that made Steve Jobs highly successful in his tenure as CEO of Apple Computer Company. All but the last two might apply to school leadership:

- *Keep teams small.* This allows people to know each other and do their best work.
- *Use more carrot than stick.* Jobs’s enthusiasm motivated people to work long hours.
- *Tap the experts.* He consulted with top-notch talent on every aspect of new initiatives.
- *Never stop studying.* Jobs researched exhaustively to find the best materials and methods.
- *Simplify.* Constant streamlining and simplification are at the heart of Apple’s success.
- *Prototype to the extreme.* Every product is tested in real-world conditions till it’s perfect.
- *Go for perfect.* Jobs sweated the details to get the best possible results.
- *Be ruthless.* Jobs did not hesitate to axe projects that he believed would not pan out.
- *Shun focus groups.* “People don’t know what they want until you show it to them,” he said.
- *Keep your secrets.* This allowed Apple to generate frenzied interest in every new product.

“The 10 Commandments of Steve” by Leander Kahney in *Newsweek*, Sept. 5, 2011  
<http://newsweek.tumblr.com/post/9587728974/in-this-weeks-issue-cult-of-macs-leander-kahney>

[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.marshall48@gmail.com](mailto:kim.marshall48@gmail.com)*

# 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 41 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

## ***Subscriptions:***

Individual subscriptions are \$50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

## ***Website:***

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- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American Journal of Education  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Better Evidence-Based Education  
Ed. Magazine  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Leadership  
Educational Researcher  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Journal of Staff Development  
Kappa Delta Pi Record  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
New York Times  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teachers College Record  
Teaching Children Mathematics  
The Atlantic Monthly  
The Chronicle of Higher Education  
The Language Educator  
The New Yorker  
The Reading Teacher  
The School Administrator  
Theory Into Practice