Marshall Memo 490

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 17, 2013

In This Issue:

Quotes of the Week

"One of the greatest challenges for teachers is preparing students to live in – ideally, to succeed in – a world that does not yet exist."

Julie Gorlewski in "Teaching Toward Utopia" in *Education Week*, June 12, 2013, Vol. 32, #35, p. 39-40), www.edweek.org)

"A minimum of one year working with several master teachers should be mandated before a novice teacher is given his or her own classroom. Sending a neophyte teacher into a classroom is a historic prescription for failure, and students bear the burden of this antiquated system."

Anthony Mullen, 2009 National Teacher of the Year, in "Are New Teachers Ready to Teach?" (*Education Week*, June 12, 2013, Vol. 32, #35, p. 38), www.edweek.org)

"It's fruitless to adopt any new standards until and unless the education system can be serious about putting them into operation across a vast enterprise that stretches from curriculum and textbooks to assessment and accountability regimes, from teacher preparation to graduation expectations, and much more. Even the finest set of standards is but a hollow promise, absent thorough and effective implementation."

Chester Finn and Kathleen Porter-Magee (see item #6)

"I like it when my students cry, when they read with solemnity and purpose, when the project of making meaning becomes personal… For teachers, emotion is our lever. The teen mind is our stone."

Claire Needell Hollander (see item #8)

1. Links Between Students' Perceptions of Their Teachers and Math Scores

In this intriguing *Elementary School Journal* article, Haytske Zijlstra and Helma Koomen (University of Amsterdam) and Theo Wubbels and Mieke Brekelmans (Utrecht University) report on their study of teachers' interpersonal behavior and their students' mathematics achievement. Rather than relying on classroom observations, which they say are "time consuming and therefore remain generally limited to a relatively small sample of interactions," the researchers asked the children about teachers' affect and classroom management, since "child perceptions of the teacher-child relationship are based on a large number of lessons."

The authors note that the math curriculum in the Netherlands has gone through significant changes in recent years, posing "social challenges" that need to be addressed. The authors also posit that math instruction in the primary grades "has a highly cumulative nature and a strong didactic component," which suggests that the teacher-student relationship is especially important. "Thus it seems that teachers' dual roles of providing affective support (affiliation) and managing the classroom (control) may be an important predictor of young children's response to mathematics activities, and thus can have an additive value to children's mathematics achievement."

The researchers studied 828 first and second graders and their 40 teachers in 24 Dutch mainstream schools in urban, suburban, and rural communities. Below are the questions that students answered about their teachers after hearing them read aloud, writing their answers following traffic light pictures showing a five-point scale: Never, Very Little, Sometimes, Often, and Always. Questions in red are reverse-coded:

Teacher control (high versus low leadership and management):

- All children learn a lot from [Teacher's name].
- [Teacher's name] explains things clearly.
- Children pay attention to [Teacher's name].
- [Teacher's name] explains everything well.
- If [Teacher's name] makes a promise, she also follows through.
- If [Teacher's name] says we have to be quiet, the kids keep talking.
- Children fool around in class.
- Children talk out of turn.
- Children are naughty to [Teacher's name].
- We do things that are not allowed in class.

Teacher affiliation (high versus low friendliness and cooperation):

- [Teacher's name] acts friendly toward children.
- [Teacher's name] is a kind teacher.
- [Teacher's name] is friendly.
- [Teacher's name] gets mad if children make mistakes.
- [Teacher's name] gets angry quickly.
- [Teacher's name] shouts at us.
- [Teacher's name] complains.
- [Teacher's name] nags us.
- [Teacher's name] thinks that mistakes are bad.
- [Teacher's name] gets angry.

The results? The researchers looked at mid-year and end-of-year math test results and concluded: "The more children perceived their teacher as friendly and cooperative rather than hostile and discordant, and as someone who provides clear expectations and is capable of managing the classroom and optimizing student attention, the more children learned in the domain of mathematics in the early grades of elementary school… Taken together, these results suggest that positive perceptions about both interpersonal dimensions can have a cumulative influence on children's achievement. This is an important result because first academic experiences will determine future achievement."

Interestingly, teacher control was the more consistent predictor of math achievement – teachers who were strongest on this dimension got uniformly better math results. Teacher affiliation was inconsistent – some highly rated teachers got good results, some didn't.

"Child Perceptions of Teacher Interpersonal Behavior and Associations with Mathematics Achievement in Dutch Early Grade Classrooms" by Haytske Zijlstra, Theo Wubbels, Mierke Brekelmans, and Helma Koomen in *The Elementary School Journal*, June 2013 (Vol. 113, #4, p. 517-540), http://bit.ly/1amHNSy

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2. An Analysis of New York City's School Climate Surveys

In this paper, Lori Nathanson, Meghan McCormick, and James Kemple of the NYU Research Alliance for New York City Schools analyze the district's annual school climate survey. Given every spring since 2007 to all teachers, parents, and grade 6-12 students, the survey invites respondents to evaluate their school's academic expectations, communication, engagement, and safety/respect. Data from the questionnaires make up 10-15 percent of each school's A, B, C, D, F Progress Report grade (the remainder of the grade comes from students' academic achievement and progress). Last year, the surveys were completed by 476,567 parents, 428,327 students, and 62,115 teachers. Response rates have been remarkably high: 78 percent of students and 83 percent of teachers (in 2010) and 53 percent of parents (in 2012). Here are sample items from the 2012 survey, most using 5-4-3-2-1 agree/disagree scales

Parents:

- I feel welcome in my child's school.

- My child's school has high and appropriate expectations for my child.
- My child's school provides instruction that enables my child to reach his or her potential.
- My child is safe at school.
- My child's school is clean.
- School staff treat my child with respect.
- There is gang activity in my child's school.
- How often during this school year have you received information about what your child is learning in school?
- How often during this school year have you been invited to a workshop, program, performance, or other event at your child's school?
- How satisfied are you with the level of assistance your child receives when he or she needs extra help?

Teachers:

- The principal at my school knows what's going on in my classroom.
- The principal at my school is an effective manager who makes the school run smoothly.
- The principal at my school places the learning needs of children ahead of personal or political interests.
- I feel respected by the principal at my school.
- School leaders give me regular and helpful feedback about my teaching.
- My school sets high standards for student work in their classrooms.
- My school has clear measures of progress for student achievement throughout the year.
- In my school, it's easy to speak up about what is on your mind.
- In my school, people are eager to share information about what does and doesn't work.
- In my school, we have so many different programs that I can't keep track of them all.
- Teachers in my school work together in teams to improve their instructional practice.
- I usually look forward to each working day at my school.
- I would recommend my school to parents seeking a placement for their children.

Students:

- The adults at my school look out for me.
- My teachers encourage me to succeed.
- I need to work hard to get good grades at my school.
- Teachers at my school expect me to continue my education after high school.
- Most students at my school treat teachers with respect.
- My teachers enjoy the subjects they teach.
- My teachers give me extra help when I need it.
- Most students in my school help and care about each other.
- How often do students threaten or bully other students at school?
- How often do adults at my school yell at students?
- How often do students use alcohol or illegal drugs while at school?
- I am safe in my classroom.

- I am safe in the hallways, bathrooms, and locker rooms.
- My school is kept clean.
- How comfortable are you talking to teachers and other adults at your school about something that is bothering you?

Nathanson, McCormick, and Kemple drew the following conclusions from their analysis of three years of NYC surveys:

• The surveys provided statistically reliable indicators of school climate, and the items were highly correlated with one another. In fact, the four reporting categories were statistically indistinguishable from one another. This means they could be combined into a single "school environment" measure without diminishing the current breadth of information about schools. Because many of the items were so highly correlated with one another, it would be possible to come up with a single measure of school environment with about half the number of items.

• Survey scores were significantly associated with students' test scores and graduation rates, but these correlations were not consistent from year to year and across students, teachers, and parents. "When there were significant associations," say the authors, "relatively large differences in School Survey scores were associated with relatively small differences in test scores." But in high schools, it was clear that improving aspects of school climate could increase the number of students on track and ultimately graduating.

• Responses from teachers, parents, and students were quite distinct, reflecting their unique perspectives. A single school environment score for each group might provide richer information about a school than four separate scores (for academic expectations, communication, engagement, and safety/respect).

• Data from teachers' assessment of their school's climate produced clearer distinctions between schools than data from parents and students. This led the authors to suggest that teachers' scores should have greater weight in Progress Report grades.

Nathanson, McCormick, and Kemple conclude that New York City's school surveys have great potential in three areas: giving parents, students, and teachers a voice in assessing their schools; providing information for school-improvement efforts; and holding schools accountable. But some of this potential remains untapped. Here are their recommendations, some of which have already been implemented by the school department:

• Eliminate redundant items in the surveys.

• Reduce the time required to complete the survey by creating more-consistent question formats and response categories.

• Choose different, separate measures for the parent, student, and teacher surveys to capitalize on their distinct perspectives on their schools.

• Incorporate new school-environment measures that are more likely to distinguish between schools and are associated with other school-performance indicators (for example, ask teachers to assess their principal's instructional leadership).

• Incorporate measures that more effectively gauge parents' satisfaction and engagement with their child's school (for example, "I would recommend this school to other parents").

The authors close with the following recommendations for other school districts considering surveys of this kind:

- Bring researchers into the process early on so surveys are valid and questions tap areas that research indicates are most influential within schools.
- Continuously improve surveys in response to comments and suggestions, even if this makes it harder to make year-to-year comparisons.
- Give school-environment scores more weight in school accountability. "There is good and growing evidence that a school's environment, including safety and student and family engagement, is important for improving academic outcomes," say the authors.
- Broaden survey questions to assess student motivation, academic aspirations, and problem-solving; these are important correlates of student success.
- Allow students to assess their teachers. "It may make sense," say the authors, "to integrate student ratings, collected through a school survey, as a small part of teacher evaluation systems."

"Strengthening Assessment of School Climate: Lessons from the NYC School Survey" by Lori Nathanson, Meghan McCormick, and James Kemple from The Research Alliance for New York City Schools, New York University, June 2013; the report and a technical compendium are at http://steinhardt.nyu.edu/research_alliance/publications/SchoolSurvey_June2013; 2012 surveys are at http://schools.nyc.gov/Accountability/tools/survey/2012surveysamples.

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3. A Successful Summer Credit-Recovery Program in Iowa

In this article in *School Administrator*, Lora Wolff (Western Illinois University) shares the lessons she and her colleagues in the Keokuk, Iowa schools learned in seven years running a 20-day, 4-hour-a-day summer credit-recovery program. Wolff says the program raised the school's graduation rate from 68 to 88 percent.

• *Recruit the right staff*. Here's the district's promotional ad soliciting teachers and tutors: "Wanted: Tutors and certified teachers who care deeply about student achievement. Willing to do whatever it takes to ensure student success. Positive. Encouraging. Possessing a relentless desire to help students learn." The program's motto is "We care too much to let you fail."

• *Serve students who will gain the most*. The summer program works best for students: (a) who genuinely need credits for promotion or graduation; (b) whose failing grades are above 40% (those below 40% usually got frustrated by the volume of work and did better when they repeated the entire course); and (c) who will do better working directly with teachers rather than using self-paced online credit recovery modules during the school year. Although the program had a teacher with special education certification on staff, it was not designed for students with severe behavioral problems and severe special needs.

• *Get struggling students into the program as freshmen*. It's crucial to turn around failing students before they begin their sophomore year, says Wolff. Failure rates are highest in students' first year because of the academic, social, and behavioral demands of high school.

• *Motivate the unmotivated and unsuccessful*. The major challenge in summer school, says Wolff, "is to fire up the students." Program staff recruited eligible students with one-on-one talks, letters, e-mails, and calls to parents and grandparents (even with all this effort, only half of eligible students usually attended). The staff encouraged good attendance by talking to students about the importance of staying on track for graduation, picking up absent students at their homes, and in the case of one chronically absent student, sending a resource officer in a police car. To turn around students' fatalistic attitudes about failure, summer school staff made a big deal of success, high-fiving students, graphing courses completed on a whiteboard, printing out new transcripts to send home, and immediately starting students on the next course.

• *Build positive relationships*. Many failing students want and need more direction and communication from teachers, says Wolff. That's why the program emphasized face-to-face contact with teachers rather than using online courses.

• *Use student tutors*. The district used recent high-school graduates (usually those who were aspiring teachers) to supplement the work of certified teachers. "This is a win-win situation," says Wolff. "The credit-recovery participants can learn from their peers while the tutors gain instructional experience. The tutors often can push the students harder than the regular teachers without meeting as much resistance."

• *Monitor the program*. Wolff says that as assistant superintendent and superintendent, she spent time in summer-school classes every day. "It's not a typical way for a superintendent to spend June mornings," she says, "but doing so reminded me of the struggles of teachers and students. Helping with summer school also allowed me to deepen relationships with teachers and build relationships with students. It was not unusual for one of the summer school students to see me in the hallway the following fall and shout out, 'I'm doing my assignments. You don't have to worry about me.'"

"Course Credit Recovered" by Lora Wolff with David Wendt in *School Administrator*, June 2013 (Vol. 70, #6, p. 34-37), www.nassp.org; Wolff can be reached at LL-Wolff@wiu.edu.

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4. Fair Evaluations for Teachers with ELLs and Students with Disabilities

In this *Educational Researcher* article, Nathan Jones (Boston University) and Heather Buzick and Sultan Turkan (Educational Testing Service) offer suggestions on how teacher evaluation systems can do justice to mainstream teachers who have significant numbers of English language learners and students with disabilities in their classes. The authors focus on two areas where these issues are particularly salient:

• *Value-added teacher scores* – Jones, Buzick, and Turkan recap the well-known methodological challenges with using value-added student data for teacher evaluation – and four things that make them especially problematic for teachers with ELLs and students with disabilities: putting in place appropriate testing accommodations; taking into account students' IEPs; deciding how to allocate credit among mainstream and special-education teachers who

share responsibility for students; and the "floor effect" – it's difficult to make significant gains with students who are achieving at the lowest levels. The authors recommend that districts: (a) use accessible assessments that offer more-precise measurement along the entire score scale; (b) create a standardized system to accurately assign, monitor, and record the use of testing accommodations; (c) work with teachers to understand the quality of their individual value-added score given their particular classroom context; and (d) adopt a roster-validation system to monitor instruction for students who are shared by mainstream and special-education or ESL teachers.

• *Classroom observations* – Jones, Buzick, and Turkan say that most teacher-evaluation rubrics (for example, the Danielson Framework for Teaching) describe teaching in general terms and don't address the specific classroom techniques appropriate for ELLs and students with disabilities. This, say the authors, "may provide disincentives for teachers to adopt such practices in their teaching." An additional problem is that some administrators may not be well-versed in appropriate pedagogy for these students and may not be able to identify subgroups in classrooms. The authors suggest that districts: (a) adopt observation tools designed specifically for classrooms with ELLs and students with disabilities; or (b) supplement existing observation tools with appropriate items; (c) adopt a scoring support system to help raters use existing protocols; and (d) ensure that administrators are knowledgeable about and trained in the instructional needs of ELLs and students with disabilities.

"Including Students with Disabilities and English Learners in Measures of Educator Effectiveness" by Nathan Jones, Heather Buzick, and Sultan Turkan in *Educational Researcher*, May 2013 (Vol. 42, #4, p. 234-241), http://bit.ly/18T1Eud; Jones can be reached at ndjones@bu.edu

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5. The Impact of Getting Comments on One's Work – *and* a Score

In his new book, *Embedded Formative Assessment* (Solution Tree, 2011), British researcher Dylan Wiliam compares the impact of three ways of giving students feedback on math homework:

1. Giving students a score;

2. Giving students constructive feedback – specific comments on errors, suggestions on how to improve, and at least one positive remark;

3. Giving students constructive feedback and a score.

Students in the second group learned *twice as fast* as students in the first. But students in the third group (comments and a score) *made no progress*. Those with the highest scores felt no need to read the comments and those with the lowest scores didn't want to read the comments. The score was all they remembered.

[Could the same dynamic apply to teachers if the comments they get after administrators' classroom visits are accompanied by rubric scores? K.M.]

From *The Main Idea's* summary of *Embedded Formative Assessment* by Dylan Wiliam (Solution Tree Press, 2011)

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6. The Fordham Institute Evaluates Next Generation Science Standards

In this *Education Gadfly* article, Chester Finn and Kathleen Porter-Magee summarize the Thomas B. Fordham Institute's analysis of the recently released Next Generation Science Standards. The bottom line: Next Gen standards are "clearly inferior" to existing science standards in twelve states and deserve no better than a C. Although Fordham's reviewers believe in national standards and commend Next Gen for listening to feedback on earlier drafts, handling some topics and issues quite well (especially in the earlier grades), and making tough choices to produce "fewer, clearer, and higher" standards, they have five criticisms:

• Next Gen standards fail to balance necessary content knowledge with critical practices through which students can extend learning and deepen understanding.

• The standards omit essential prerequisite content that would lay the groundwork for high-school physics, chemistry, and college-level science.

• The standards assume that students have mastered essential prerequisite content that isn't spelled out in earlier grades. "Good standards clarify and prioritize what content and skills are essential at *each* grade level," say Finn and Porter-Magee, "and build cumulatively so that expectations at every level have been adequately prepared for in earlier levels."

• Next Gen includes "assessment boundaries" to signal what will and what won't be assessed, but some of the material that's outside these boundaries is essential.

• The standards don't include math content that is important to science learning, especially at the high-school level.

What do Finn and Porter-Magee suggest? "We advise state leaders seeking to improve their science standards to look to – and borrow from – other states that have developed clearer and more rigorous standards, as well as from sound national and international models and frameworks." They are especially impressed with the standards and support materials developed by South Carolina and the District of Columbia. Here are the states whose science standards earned an **A** from Fordham:

California
District of Columbia
Indiana
Massachusetts
South Carolina
Virginia
The NAEP and the TIMSS frameworks.

These states had a **D**: Alabama, Arizona, Colorado, Hawaii, Iowa, Illinois, Kentucky, Maine, Nevada, New Hampshire, New Jersey, North Carolina, Pennsylvania, Rhode Island, Tennessee, and West Virginia.

These states had an **F**: Alaska, Idaho, Nebraska, Oklahoma, Oregon, South Dakota, Wyoming, Montana, North Dakota, and Wisconsin.

Finn and Porter-Magee also caution states to be careful not to overload teachers and school administrators who are working to implement Common Core ELA and math standards. "It's fruitless to adopt any new standards until and unless the education system can be serious about putting them into operation across a vast enterprise that stretches from curriculum and textbooks to assessment and accountability regimes, from teacher preparation to graduation expectations, and much more," they say. "Even the finest set of standards is but a hollow promise, absent thorough and effective implementation."

"Disappointing Science Standards" by Chester Finn and Kathleen Porter-Magee in *The Education Gadfly*, June 13, 2013 (Vol. 13, #23), http://bit.ly/16yB6dp

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7. Central-Office Folks Seeing School Through a Student's Eyes

In this article in *School Administrator*, Brian Edwards describes a shadowing program in Montgomery County's high schools. The idea was for 26 central-office leaders and the presidents of the teachers' and administrators' unions in this large Maryland district to spend an entire school day with one student, observing classes, lunch, physical education, and extra-curriculars.

There was some resistance to the idea at first. Central staff wondered, "How can I find the time? What will I really get out of it? Will schools just put on a show so we won't see anything real?" Principals worried, "Will this count as part of my evaluation? What might my teachers or students say to these senior leaders about me or our school?" Edwards says these fears were laid to rest by ensuring that no direct supervisors visited schools for which they were responsible and nothing in the visits would be part of principals' evaluations. Students were chosen to be representative of their school's demographics, achievement range (working below, on, or above grade level), and extra-curricular activities.

What struck the administrators and union officials from their shadowing days? Edwards says these insights emerged:

- Some visitors were struck by how little high school had changed since they were in school.
- Some marveled at students' ability to shift gears from one teacher's expectations to the next as they moved through the day.
- Some students advocated for their own education, questioning adults' decisions.
- Central administrators saw a wide range of teaching proficiency from "inspiring" to "less than ideal," says Edwards, and renewed their commitment to helping principals coach teachers "to ensure every student has engaging and meaningful class experiences daily."
- Some administrators have maintained contact with their student hosts and used their experiences to guide their decision-making.

- High-school principals ended up having positive feelings about the shadowing days, and their colleagues in elementary and middle schools asked if they would have a similar experience. Middle schools are next in line.

"We know if we are to get better outcomes for students," Edwards concludes, "we must stay focused on the fact that everything starts and ends with the interaction among the student, the teacher, and the content."

"Shadow Days Open Eyes and Minds of District Leaders" by Brian Edwards in *School Administrator*, June 2013 (Vol. 70, #6, p. 14), www.nassp.org; Edwards can be reached at Brian_Edwards@mcpsmd.org; a district video on the shadowing program, including a roundtable discussion, is available at http://bit.ly/Y8uPiU.

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8. What the ELA Common Core and Upcoming Tests May Be Missing

"I like it when my students cry, when they read with solemnity and purpose, when the project of making meaning becomes personal," says New York City teacher Claire Needell Hollander in this passionate *New York Times* article. "My middle-school students turn again and again to highly charged young adult novels. The poems and stories they receive enthusiastically are the ones that pack the most emotional punch. Just as teens like to take physical risks, they are driven to take emotional risks. For teachers, emotion is our lever. The teen mind is our stone."

Hollander believes the Common Core ELA standards do a super-thorough job enumerating skills but have a slim list of politically safe, literarily agnostic, emotionally arid books that students would never choose to read on their own. She's worried that students, "with their curiosity, sadness, confusion, and knowledge deficits, are left out of the equation. They are on the receiving end of lessons planned for a language-skills learning abstraction." We are avoiding a conversation on a canon of books all students should read, says Hollander, "in favor of a curriculum that treats the study of literature as though it were a communication system unrelated to who we are as people… The writers of the Common Core had no intention of killing literature in the classroom. But the convenient fiction that yearly language learning can be precisely measured by various 'metrics' is supplanting the importance of literary experience."

College literature classes are "dense with philosophical, psychological, and moral meaning," Hollander says. That's because there are no state tests for college students. She believes we should align our secondary classrooms with college "by opening a real discussion about what teens should read in middle school and high school… The basis for higher-level learning – for philosophy, psychology, literature, even political science – is the emotions and impulses people feel every day. If we leave them out of the picture, reading is bled of much of its purpose."

"No Learning Without Feeling" by Claire Needell Hollander in *The New York Times*, June 9, 2013, http://nyti.ms/1blJahT

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9. High School Students' Job Aspirations Compared with Their Grades

In this *JESPAR* article, Alan Davis (University of Colorado/Denver) compared the occupational dreams of 662 urban ninth graders with their academic performance before and after entering high school. Female students were more likely to aspire to professional jobs (such as pediatricians and nurses) and had grades that put them on track to meet those aspirations. Latinas were most likely to aim for jobs with the highest educational demands and Latinos were most likely to aim for jobs with the lowest educational demands (such as construction workers, mechanics, cooks, and landscapers, modeled by many of the men in their community).

Forty-one percent of African-American males in the study said they wanted to be professional athletes, but Davis found no correlation between this and lower grades before or after ninth grade or difficulty adjusting to high school. Why? "The overwhelming majority of men who become professional football or basketball players enroll in college," Davis explains, "and so the aspiration is compatible with college enrollment. It may be that the downside of aspiring to be a professional athlete is that it provides no real rationale for why one needs to study algebra, or history, or anything else in high school, apart from simply getting into college. And when no offer comes from a professional team, there may be no Plan B waiting in the wings." Davis suggests that schools connect young men with adult role models in different occupations to make other alternatives more vivid.

"Pediatrician or Professional Athlete? Gender, Ethnicity, and Occupational Aspirations of Urban Adolescents" by Alan Davis in *Journal of Education for Students Placed At Risk*, April-June 2013 (Vol. 18, #2, p. 141-152), http://www.tandfonline.com/doi/abs/10.1080/10824669.2013.797883#preview; Davis can be reached at alan.davis@ucdenver.edu.

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10. Summer Websites for Students

(Originally titled "How to Stimulate Summer Learning")

In this *Education Update* article, Willona Sloan suggests twelve engaging educational websites to keep students learning through the dog days of summer:

• Art Games: www.kids.albrightknox.org/loader.html - Students can design their own abstract paintings online, learn about pioneering artists, and explore painting techniques.

• Great Websites for Kids: http://gws.ala.org - Dozens of recommendations for exemplary websites for students up to age 14, curated by members of the Association of Library Service to Children.

• NGA Kids: www.nga.gov/kids - The National Gallery of Art website features the Photo Op program, which allows kids to use a virtual camera to take pictures and experiment with photo-editing tools; they can also create virtual paintings, assemble collages, and explore art history.

• National Geographic Kids: http://kids.nationalgeographic.com/kids and National Geographic Education: http://education.nationalgeographic.com - Photographs and videos of

animals and natural environments, links to encyclopedia resources, craft ideas, puzzles, and quizzes.

• Oxford Owl: www.oxfordowl.co.uk - More than 250 free e-books, and kids can print, illustrate, and construct their own picture books, play games to test their comprehension, and do math activities.

• Pass the Plate: http://tv.disney.go.com/disneychannel/passtheplate/index.html - Nutritious recipes from all over the world.

• PBS Kids: http://pbskids.org - Videos from *Word Girl, Arthur,* and *The Electric Company*, and places to create comic strips, create and mix global beats, test-drive a space flyer, and do an experiment in the Inventor's Workshop.

• Science NetLinks: http://sciencenetlinks.com/tools - The American Association for the Advancement of Science has interactive games, podcasts, information on the inner workings of the body, and science news written by young readers.

• USA.gov Kids: http://kids.usa.gov - The WebRangers game simulates being a national park ranger, and students can practice cryptology and code breaking, explore the 50 states, discover health careers, learn tips for saving money, and listen to stories from Peace Corps volunteers.

• Wonderopolis: http://wonderopolis.org - Each day, this site explains a new "wonder" of daily life, for example, how to create harmony, why zebras have stripes, and where buffalo roam.

• Word Mover: Available free through iTunes – Kids can create "found poetry" by choosing from word banks and remixing famous works.

• iWASWondering: http://iWASwondering.org - Inspired by the middle-school biography series, Women's Adventures in Science, this site has brief biographical information and interactive games, including a virtual telescope.

"How to Stimulate Summer Learning" by Willona Sloan in *Education Update*, June 2013 (Vol. 55, 36, p. 1, 6-7), www.ascd.org.

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.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 42 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

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- How to change access e-mail or log-in

Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
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Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest