

# Marshall Memo 735

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

May 7, 2018

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## Quotes of the Week

“Teaching is incredibly complex work. Teachers spend every day making hundreds of decisions – whom to call on, what example to use, how to elicit a student’s thinking, when to close a productive discussion, how to interpret written work, which assessment tool to use. These decisions have to be made in the moment, while also monitoring the entire class for understanding, behavior, and engagement.”

Deborah Loewenberg Ball (University of Michigan) in “Q&A” in *Educational Leadership*, May 2018 (Vol. 75, #8, p. 10), <https://bit.ly/2whWWZm>

“Right this moment, somewhere in the world a parent is being skewered by the existential questions of a 3-year-old. Do dogs have birthdays? Do all the ants know each other? Why is that lady crying?”

Sophie Blackall in “How Do You Talk to Kids About Death? These Books Show the Way” in *The New York Times Book Review*, April 29, 2018, <https://www.nytimes.com/2018/04/27/books/review/tims-goodbye-steven-salerno.html>

“Assume children are more skilled at getting around content blockers than you think.”

Alan Kazdin, Yale Parenting Center, on managing kids’ screen time, in *Time*, May 14, 2018, <http://time.com/5260086/parental-controls-screen-time-app/>

“If the child is a struggling reader or writer, the conclusion must be that we have not yet discovered the way to help him learn.”

Marie Clay (quoted in item #3)

“If we give parents more useful information, they’ll use it, they’ll improve student achievement, and they’ll want more of it.”

Todd Rogers (see item #1)

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## **1. Using Behavioral Science to “Nudge” Students in the Right Direction**

In this interview with John J-H Kim and Dani Dichter in *District Management Journal*, Todd Rogers (Student Social Support Lab and In Class Today) talks about how families and students can be influenced by thoughtful, low-cost interventions. Rogers started working on this when he learned how little the parents of high-school students know about their kids' school lives. “It’s not that there’s anyone trying to exclude families from schools,” he says, “but... there’s a natural feedback process where schools think parents don’t want to know and don’t want to be involved. Parents get the impression that schools don’t want them involved, and at the same time kids want autonomy and they’re pushing parents away anyway.”

One important area is student attendance. “There are multiplying externalities and growing consequences of chronic absenteeism,” says Rogers. Students fall behind, teachers have to get them back up to speed, students’ level of engagement suffers, and so does the culture of the class. What makes things more difficult is that there’s a story behind each absence. Maybe the kid doesn’t want to go to school, or the parent works at night, or there’s an illness in the family, or the family lost its home. How to address multiple possible causes in an effective way?

For starters, Rogers and his colleagues found that parents tend to underestimate how often their kids have been absent, and believe that their own children’s attendance is better than that of other students in the school. So the researchers sent postcards to parents updating them on their kids’ attendance record up to that point and comparing it to that of other students. In several school districts, this simple process brought about a 10-15 percent reduction in chronic absenteeism, with very little investment of time and resources. “We’re just drawing parents’ attention to the issue and we’re also correcting their false beliefs,” says Rogers. “They don’t realize how many days their kid has missed in total or how their kid’s absences compare to those of their classmates. But when all of a sudden they realize it, it alarms them.”

Interestingly, the researchers found that e-mailing or texting these attendance updates had no impact at all. Why? Because the hard-copy postcards “become social artifacts in the home,” says Rogers. “People report putting them on the fridge or putting them on the kitchen counter, and they end up being talked-about objects. They have a social life in the home – a shelf life. Digital communications are great for immediate action, but absenteeism is a behavior that unfolds over time.”

That’s why texting parents with the news that their child hasn’t turned in a homework assignment or is in jeopardy of failing a subject is highly effective. This is immediate,

actionable information and parents follow up, in many cases turning around problematic student behaviors and improving achievement. If all teachers are using the same electronic grading systems and the school has up-to-date cell phone numbers for parents, the process is quite easy to implement. “If we give parents more useful information,” says Rogers, “they’ll use it, they’ll improve student achievement, and they’ll want more of it.”

Another approach is asking students, “Who in your world cares about you and cares if you finish school?” Students come up with a wide range of responses: My Mom. My grandmother. My manager at Home Depot. My girlfriend. My coach. My pastor. The researchers launched a project getting students to nominate the person who cared most about their academic success and designated those people as the student’s “study supporter.” In the case of the Home Depot manager, they sent a text saying, “Hey, John, you see Todd at work every day. This week he has a midterm. Ask him what his study plan is and what he’s worried about.” And the following week, another text: “Hey, John, ask Todd what his plan is for getting his homework and reading done for the rest of this semester. Ask him what his plan is for making sure he has enough to study.”

The study supporter idea is getting promising results in several settings, says Rogers, and his group is following up with programs in a variety of schools. “We give these supporters hard-copy activities to talk to the kid about,” he says. “We send report cards to the pastor or coach; we send the class schedule, etc. The idea is to turn the social system that cares about the kid into an academic support system. These are all pre-existing resources that are just unleveraged. It’s investing in the community around kids and leveraging social capital – and also building social capital.” (He notes that FERPA – the Family Educational Rights and Privacy Act – needs to be addressed when sending student records to someone other than the student’s parent or guardian.)

“Improving Academic Outcomes with a Nudge from Behavioral Science: An Interview with Todd Rogers” by John J-H Kim and Dani Dichter in *District Management Journal*, Spring 2018 (Vol. 23, p. 4-11), no e-link

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## **2. Which Elementary Students Are Assigned to the “Better” Teachers?**

In this *Teachers College Record* article, Chong Min Kim (Gyeongin National University of Education, Republic of Korea), Kenneth Frank (Michigan State University), and James Spillane (Northwestern University) ask whether schools are vehicles for social mobility, or if they reproduce social inequality. A number of factors widen socioeconomic gaps, say the authors, among them racial and economic segregation; unequal distribution of resources and course offerings; and differences in teachers’ experience and qualifications. The resulting inequalities were a major argument for the introduction of standards and high-stakes accountability over the last 25 years – but it’s not clear that these policies have been successful.

Kim, Frank, and Spillane decided to study a more granular issue: variations in student achievement *within* each school, and what fosters greater equity or produces more inequality. Since students learn more from some teachers than from others, it really matters which students

wind up in the classrooms of more-effective teachers. “Although administrators are typically the final authority in determining classroom composition,” say the authors, “teachers can exercise considerable formal or informal influence over the student assignment process.”

To explore this dynamic, Kim, Frank, and Spillane analyzed student placements in elementary classrooms in a 33,000-student district in the southeast U.S., looking at:

- Which teachers had informal leadership roles in their schools – for example, being asked for advice and information about reading and math instruction;
- Which teachers had formal leadership positions – for example, setting standards, selecting materials, and assessing students;
- The average ELA and math achievement in each self-contained classroom;
- The poverty index of each classroom (average percent free and reduced-price lunch).

What did the study reveal? “We show that teachers who were better connected in their school’s subject-specific instructional advice and information networks were more likely to be assigned academically able students, as measured by incoming state standardized tests,” say Kim, Frank, and Spillane. “Furthermore, teachers who held formally designated leadership positions were more likely to be assigned academically able students and students of higher socioeconomic status (as measured by eligibility for free or reduced-price lunch).”

What was the mechanism for this gap-widening skew in student assignments? The authors believe there are several possibilities:

- When a teacher seeks advice from a colleague, the advice-giver garners some additional control or influence over which students are assigned to their classroom.
- The teacher to whom others go for advice are more sociable, extroverted, or experienced, know the older siblings of potential students, know the families, and are socially closer to those in the school who make classroom assignment decisions.
- The more-experienced and higher-status teachers attract higher-achieving and more-advantaged students, most likely through placement requests from their parents.
- Administrators appear not to have played a major role in classroom placements, deferring to formal and informal faculty leaders.

“Even after controlling for teacher race, gender, teaching experience, and educational level,” say Kim, Frank, and Spillane, “these results pertain... [O]ur findings suggest that teachers use their networks and formal roles to fulfill their ambitions to be effective teachers by identifying and arguing for more academically able students.” And with more-motivated students, they can be more academically focused because they don’t have to spend as much time on discipline.

This dynamic, say the authors, affects the opportunities to learn that are “at the heart of the educational enterprise.” For advantaged, higher-achieving students, the benefits are obvious. Less-advantaged students who wind up in classrooms with novice teachers will “have less chance to improve their academic achievement.”

The authors conclude by noting that teachers who successfully “cream” higher-achieving students may not be adding as much value as teachers who are working with the most academically and economically disadvantaged students, and yet reap the psychic and professional rewards of higher test scores. This has implications for how value-added measures

are used for teacher evaluation. There's also the question of whether administrators factor in the unequal level of difficulty among classes when they evaluate teachers.

“Relationships Among Teachers’ Formal and Informal Positions and Their Incoming Student Composition” by Chong Min Kim, Kenneth Frank, and James Spillane in *Teachers College Record*, March 2018 (Vol. 120, #3, p. 1-34), <https://eric.ed.gov/?id=EJ1162870>; Frank can be reached at [kenfrank@msu.edu](mailto:kenfrank@msu.edu), Spillane at [j-spillane@northwestern.edu](mailto:j-spillane@northwestern.edu).

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### 3. Reading Recovery’s Lessons for Regular Classrooms

In this article in *The Reading Teacher*, Kayla Lewis (Missouri State University) says she was not thrilled when her district made her to go through Reading Recovery training as she transitioned to being a literacy coach. She had ten years of classroom experience, a master’s degree in reading, and had taught literacy at the university level. What could Reading Recovery add? Lewis was familiar with Marie Clay’s pioneering work in New Zealand, Reading Recovery’s track record with struggling readers, and its spreading implementation in the U.S. beginning in the 1980s. But the training just didn’t seem relevant to the work she was about to do coaching K-5 teachers.

“I am not ashamed to admit that I was wrong,” says Lewis. “Reading Recovery training and the teachings of Clay had a profound effect on my teaching and forever changed the way I view students who struggle.” Lewis believes that Reading Recovery, while it focuses on individual instruction for at-risk first graders, contains a number of instructional insights that can be helpful to all elementary teachers:

- *Observing well* – “It is essential for us to put aside our own agendas and really notice what students are able to do,” says Lewis. One of the most helpful tools is video – teachers watching themselves after a lesson and thinking through all the teaching moves they made and their students’ responses.

- *Focusing on what students can do* – “Struggling students would come to me needing assistance, and all I saw were the holes and the tangles,” says Lewis. She learned how to zero in on the competencies and knowledge students brought to the table – “roaming around in the known” is a Reading Recovery routine in early lessons. When students are overwhelmed by all the standards they have to master, frustrated, and feeling like failures, finding areas of competence is the key to building confidence and ultimately skillful reading and writing.

- *Working in the zone of proximal development* – Vygotsky famously defined the optimal learning zone as what students can do with assistance – what they can *almost* do. It’s impractical for teachers to apply this principle to a whole class, says Lewis, but in small groups, teachers can use assessments and observation to tune in on each child’s Goldilocks level of difficulty and scaffold their progress with just the right amount of support, not wasting time on things they can already do and not frustrating them with tasks that are too difficult. Of course children’s zones move up as they become more proficient, prompting the teacher to make constant adjustments.

- *Knowing the difference between scaffolding and rescuing* – During her Reading Recovery training, Lewis asked for her coach’s help with a particularly challenging student. The coach watched a lesson video and said, “You’re hovering.” A little defensive, Lewis said she was *helping* the student. “No,” said the coach. “You are making him dependent on you. Every time he struggles, you jump in and help him.” Again, Lewis pushed back, saying she was doing her job, teaching the student. The coach corrected her: what she was doing was *rescuing* the boy, teaching him to wait for her support every time he got stuck, instead of having him struggle a little and learn something new. Lewis says this was a pivotal moment in her development as a teacher. Going forward, she always kept Clay’s principle in mind: “The teacher never does anything for the child that he could do himself.” Lewis suggests three questions for classroom teachers: *Do your prompts promote independence or dependence? Are you scaffolding or rescuing?* and *Who’s doing the work here?*

- *Taking responsibility when a student isn’t progressing* – “As a classroom teacher, I used to say, ‘All students can learn,’ but I am not sure that I truly believed it,” says Lewis. “I cannot tell you how many students I unnecessarily referred to our special education testing team. Most of the students I referred did not qualify. Why? Because they did not need special education; they needed me to do a better job of teaching them.” Most struggling readers have a *difference*, she says, not a disability. Another Clay mantra: “If the child is a struggling reader or writer, the conclusion must be that we have not yet discovered the way to help him learn.” Through observations and assessment, the teacher needs to figure out what’s going on, reflect on which teaching moves aren’t working, and make the appropriate adjustment.

- *Less teacher talk* – “As a teacher, I talk a lot,” says Lewis. “We all talk a lot. It is part of our job.” But during Reading Recovery training, she realized that what she was saying was often getting in students’ way. “Once I realized the power of my words,” she says, “I did less talking and made the talking that I did do more precise. I learned to listen and observe, and in those quiet moments, I was able to see what my students could do without my support and constant interrupting. I will not say it was easy. I often had a hard time biting my tongue, but as I became quieter and more deliberate in what I chose to say, my students became more untangled.”

- *Seeing that no two readers are the same* – Lewis has learned that one-size-fits-all book introductions and all-purpose lesson plans don’t connect with many students. She suggests that classroom teachers systematically cycle through their students observing two or three a day, taking running records, and learning the type of prompting and support each one needs. “Over time,” she says, “you will have gathered information on each student in your class, and another cycle of observation can begin. The time and effort will pay off when your students have one of those light-bulb moments that we teachers live for.”

- *The importance of teacher teamwork* – After she completed Reading Recovery training, Lewis served as a literacy coach in her school, working closely with a colleague who taught Reading Recovery, building bridges among Reading Recovery, regular education, Title I, and special education teachers. This meant that students heard “the same language, the same prompting, and the same type of instruction in all places,” says Lewis. “Hearing one voice

allowed many of our students to make more accelerated progress than any one of us could have achieved alone.”

- *Being a lifelong learner* – “I have learned that there are so many people who know so much more about reading than I ever will,” concludes Lewis, “and in that, I have learned to listen.” She urges all teachers to take this stance. “Soak in the knowledge of those around you. Read often. Keep up with the latest research. Reflect on your own teaching practices. Ensure that your knowledge never remains stagnant and that you continue to grow in your learning.”

“Lessons Learned: Applying Principles of Reading Recovery in the Classroom” by Kayla Lewis in *The Reading Teacher*, May/June 2018 (Vol. 71, #6, p. 727-734), <https://bit.ly/2I0LZNe>; Lewis can be reached at [kaylalewis@missouristate.edu](mailto:kaylalewis@missouristate.edu).

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#### **4. Mike Schmoker on “Whims, Fads, Opportunism, and Ideology”**

In this article in *Education Week*, author/consultant Mike Schmoker says that when he donated a kidney to his sister, her doctors didn’t experiment with the latest anti-rejection medicines. They gave her the best, evidence-based medicine available, and that saved her life. Schmoker believes that K-12 educators are too much in the thrall of fads that don’t have a proven track record. “I’m not against small-scale educational experimentation, where new methods are tested, refined, and proved before they are widely implemented,” he says. “But I’m against our inordinate obsession with what’s new at the expense of what works...” He names some popular but unproven initiatives: differentiated instruction, personalized learning, standards-based grading, the flipped classroom, student-centered learning spaces, teaching with mobile apps, gamification, “genius hours,” and Smartboard training.

So what *does* work? Which programs deserve schools’ and districts’ valuable and scarce resources? Schmoker names several with strong research evidence:

- Teachers constantly monitoring, checking for understanding, and making adjustments in real time, informed by feedback.

- Significantly more time spent reading and writing in subject-area classes, which boosts students’ content knowledge, intellectual capacity, and academic achievement.

- A schoolwide focus on traditional instruction in reading, public speaking, and writing in every discipline (implemented with great success in New Dorp High School in New York City).

- A coherent curriculum – teacher teams mapping out exactly what will be taught in each year, course, and grading period, supported by effective instructional materials and assessments.

“Perhaps the most promising fact about the best-evidence-based practices is that they are currently the least implemented,” says Schmoker. “Because of that, their use would have a swift and substantial impact in thousands of schools and on millions of students... We have a pretty stark choice: We can either implement the best we know or continue to treat students and teachers like lab rats. It’s time for education to make the leap to a more authentic professionalism – by giving innovation its due, but never letting it supplant or precede those

practices that would produce ‘stunningly powerful consequences’ [Michael Fullan] in our schools and the lives of students.”

“Why I’m Against Innovation in Education” by Mike Schmoker in *Education Week*, May 2, 2018 (Vol. 37, #29, p. 18-19), <https://bit.ly/2KHobjl>; Schmoker can be reached at [schmoker@futureone.com](mailto:schmoker@futureone.com).

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## **5. Improving on the SMART Goal-Setting Process**

In this article in *Principal Leadership*, Chris Lemieux (Georgia Department of Education) says the widely used SMART acronym is limited and lacking in passion for effective goal setting. He believes it’s “more focused on compliance and less on motivation and the energetic execution of a goal.” Lemieux suggests that principals follow these steps as they plan for improvement:

- *Get to the heart of the matter.* This means doing a thorough needs assessment, identifying a few priority areas, and then conducting a root-cause analysis to get to underlying factors and identify a compelling goal to address the real problems.

- *Establish stretch goals.* Too many schools choose safe SMART goals because they underestimate their ability to improve or are afraid of failing to meet more-ambitious targets. “When schools use stretch goals in their improvement planning,” says Lemieux, “they can propel their organization toward steady growth each year.”

- *Focus on student learning results.* Principals need to carefully monitor the goal-setting process and the PD that follows, says Lemieux, to make sure it’s directly connected to the ultimate outcome: real achievement gains.

- *Combine outcomes and process.* Identifying measurable outcomes is important (that’s what SMART goals do), but equally important is deciding on the best strategies for attaining those goals and pursuing goals and strategies in tandem.

- *Enlist people’s emotions.* Many school improvement plans are not compelling for educators, students, and other stakeholders, says Lemieux. School leaders get only one chance to “energize and galvanize” their colleagues and communities when they roll out an improvement plan. They need to make sure goals are framed in a way that appeals to people’s sense of purpose and possibility.

“Role Call: S.M.A.R.T. Goals Are Not Smart Enough” by Chris Lemieux in *Principal Leadership*, May 2018 (Vol. 18, #9, p. 10-12), no e-link available; Lemieux can be reached at [clemieux@doe.k12.ga.us](mailto:clemieux@doe.k12.ga.us).

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## **6. Making the School Library An “Equity Hub”**

“In today’s politically charged climate, school librarians may feel vulnerable when we raise questions about equity, inclusion, and social justice,” say Kate Lechtenberg (University of Iowa) and Jeanie Phillips (Tarrant Institute for Innovative Education) in this article in

*Knowledge Quest*. “On the other hand, we cannot and should not avoid this fundamental question: Who does my school library serve?” Lechtenberg and Phillips believe school libraries “are well placed to be equity leaders because of our connections to all learners” – and the National School Library Standards support this perspective. Here are the authors’ exhortations to school librarians – and their bosses:

- *Inquire* by asking tough questions. Where does bias show up in my library culture and policies? Whose stories and perspectives are not represented in my collection?

- *Include*. Recognize bias and seek diverse perspectives. Are you teaching all students in ways that are meaningful and appropriately challenging for them? Consider taking an implicit bias test and reflecting on how the results might inform your practice. Here’s a link: <https://implicit.harvard.edu/implicit>.

- *Collaborate* with others to identify and address assumptions and biases. Share hard questions about equity with school colleagues and a broad-based library advisory board. Collaborate with students to create a library where all learners feel welcomed and respected.

- *Curate* to build a collection that goes beyond “celebrating diversity.” Read a variety of books and add them to your collection. Ask students and teachers what perspectives are missing. Subscribe to *Teaching Tolerance* at [www.tolerance.org/magazine/subscribe](http://www.tolerance.org/magazine/subscribe).

- *Explore*. Survey student interests and look for opportunities to provide related resources. Collect data on who gets to “make” and create in the library and who doesn’t. Provide opportunities for all students to read, make, tinker, innovate, and grow. Think about how students might take leadership roles in the library.

- *Engage*. Make your library a leader in rectifying inequities. Showcase learning products from a wide variety of learners.

“Speaking Up for Equity Takes Courage – But the Standards Have Your Back” by Kate Lechtenberg and Jeanie Phillips in *Knowledge Quest*, May/June 2018 (Vol. 46, #5, p. 56-63), <https://bit.ly/2FSAIIC>; the authors can be reached at [kate-lechtenberg@uiowa.edu](mailto:kate-lechtenberg@uiowa.edu) and [jeaniephillips802@gmail.com](mailto:jeaniephillips802@gmail.com).

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## 7. Asking for Help 101

“Few of us enjoy asking for help,” says psychologist Heidi Grant in this *Harvard Business Review* article, “As research in neuroscience and psychology shows, the social threats involved – the uncertainty, risk of rejection, potential for diminished status, and inherent relinquishing of autonomy – activate the same brain regions that physical pain does.” Yet asking for help is vital to performing well in any organization. So how can we overcome our natural reluctance and impose on others without making them feel imposed upon? Grant suggests four steps:

- *Getting over our reluctance* – It’s good to know that most people are quite willing to lend a hand, even to strangers. That’s because there are psychic rewards to supporting others – it makes people feel good. “The key to a successful request for help,” says Grant, “is to shift the focus to these benefits.”

• *Understanding some ways of asking for help that are unproductive* – Here are some ways that often don't work:

- *May I ask you a favor?* This can make the person feel trapped.
- *I feel terrible asking you for this.* This makes help-giving less positive.
- *I'll help you if you help me.* This can backfire because people don't want to be indebted or engage in a purely transactional exchange.
- *I don't normally ask for help* or *It's just a tiny thing.* These trivialize the help.

The trick is to ask for help in ways that give the other person agency and bring out the positive aspects of providing support.

• *Understanding some basic elements that helpers need* for their innate desire to help to kick in. Some strategies:

- Make the person aware of your problem. "Humans are, as a rule, preoccupied with their own affairs," says Grant. "This is particularly true for people in negative moods or positions of relative power over others."
- The helper must believe that you want help. The impression can't exist that you would rather go it alone.
- The helper must understand that it's a request of *them*. Your appeal can't be delivered via group e-mail.
- The helper must be able to provide what you want.

"People are busy," says Grant, "and not all of them have the skills or the resources to help you. But you can make any request seem more manageable by being explicit and detailed about what you are asking for, keeping the request reasonable, and staying open to receiving help that is different from what you asked for."

• *Learning the subtle cues that motivate people to support you* – "You want people to feel that they would be helping because they want to, not because they must," says Grant, "and that they're in control of the decision. That means avoiding any language suggesting that you or someone else is instructing them to help, that they should help, or that they have no choice to do so." Some strategies:

- Saying that you and the potential helper are part of the same team or have a common group identity;
- Including the word "together" in the appeal for help and mentioning a common goal, trait, or enemy;
- Saying that the potential helper is uniquely qualified or placed to provide help;
- Conveying the idea that the person routinely helps others;
- Showing gratitude in advance;
- Saying that the help will make a significant difference;
- Giving the person the option of helping in another way;
- Promising to follow up and tell about the results.

"How to Get the Help You Need" by Heidi Grant in *Harvard Business Review*, May-June, 2018 (Vol. 96, #3, p. 142-145), <https://hbr.org/2018/05/how-to-get-the-help-you-need>

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## 8. Apologizing 101

“[A]pologies are essential for repairing relationships in the workplace,” says Andy Molinsky (Brandeis University) in this *Harvard Business Review* article, “They show that you value the relationship and the other person’s point of view.” But apologizing is hard, and many people do it “only part way, insincerely, or not at all.” Molinsky describes four ineffective but all-too-common approaches:

- *The empty apology* – “I’m sorry. I said I’m sorry.” This reluctant going-through-the-motions mea culpa is all form and no substance, lacking even a modicum of sincerity because you’re annoyed or frustrated and just want to get it over with. That’s usually pretty obvious to the other person.

- *The excessive apology* – “I’m so sorry! I feel so bad. I’m so sorry. Is there anything I can do? I feel so bad about this...” Overdoing it draws attention to your own feelings rather than what happened to the other person and how it can be put right.

- *The incomplete apology* – “I’m sorry this has happened.” or “I’m sorry that you feel this way.” To the other person, this is transparently insincere, lacking empathy and substance.

- *The denial* – “This simply wasn’t my fault.” “Perhaps you’re so frustrated or angry that instead of apologizing, you defend, deny, or self-protect,” says Molinsky. “You grit your teeth, dig into your own worldview, and deny culpability.”

To deliver a complete, effective apology, says Molinsky, we need to calm down, reflect on what happened, see the other person’s point of view, be humble, and:

- Take responsibility for your role in what happened;
- Express regret;
- Ask for forgiveness;
- Promise it won’t happen again, or take specific steps to prevent a recurrence.

“4 Types of Ineffective Apologies” by Andy Molinsky in *Harvard Business Review*, November 25, 2016, <https://hbr.org/2016/11/the-4-types-of-ineffective-apologies>; Molinsky can be reached at [andy@andymolinsky.com](mailto:andy@andymolinsky.com).

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## 9. Short Item:

*a. Jennifer Gonzalez on project-based learning* – In this *Cult of Pedagogy* article, Jennifer Gonzalez defines PBL, analyzes its popularity, and gives some real-world examples and helpful resources.

“Project-Based Learning: Start Here” by Jennifer Gonzalez in *Cult of Pedagogy*, June 26, 2016, <https://www.cultofpedagogy.com/project-based-learning/>

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*If you have feedback or suggestions,*

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# 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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- The current issue (in Word or PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 14 years

## ***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  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Children Mathematics  
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