Marshall Memo 223

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 25, 2008

In This Issue:

Quotes of the Week

"You learn to play the piano by playing the piano. You learn to write by writing. You learn to be a leader by leading people."

David McCullough (see item #1)

"There's this American thing about treating everybody equal. Our theory was, the most unequal treatment is equal treatment."

Jerry Weast, Superintendent of Montgomery County Schools, MD, on differentiating the allocation of resources and support to schools according to their needs, quoted in an *Education Week* article by Lynn Olson, Feb. 20, 2008, p. 24

"(1) Get the best teachers; (2) Get the best out of teachers; and (3) Intervene when pupils start to lag behind."

The three key elements for the best-in-the-world performance of Finland's schools, according to Patrick Bassett, NAIS President (*Education Week*, Feb. 20, 2008, p 28)

"Bringing doughnuts to the faculty lounge on Fridays may help a few teachers wake up quicker, but this act will not affect the morale of the building."

Steve Gruenert in "School Culture, School Climate" in *Principal*, March/April 2008 (Vol. 87, #4, p. 57)

"Who is that person?"

Students asking the identity of their reclusive principal when he appeared in the corridor (see item #3)

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1. David McCullough on Leadership

In this interview in the *Harvard Business Review*, two-time Pulitzer Prize-winning historian David McCullough reflects on leadership. Some excerpts – all of which apply to school leadership:

• *Leaders know how to spot talent*. McCullough gives George Washington credit for being able to see ability that wasn't immediately apparent, sometimes picking people for key jobs who didn't have experience in the area in question. Hire only A+ players, he advises, knowing that character counts more than anything else.

• *Leaders delegate*. Your people should know that they are responsible for their actions, says McCullough. "Make other people's success your success."

• *Leaders judge people on how they handle failure*. "Good leaders don't tolerate self-pity in themselves or others," he says. "The star performer who has never failed, never fallen flat on his face or been humiliated publicly, may not have what it takes when the going gets tough."

• "*Don't knock the competition*," advises McCullough. "It only reflects badly on you."

• *Leaders know their stuff*. "I believe there are three essential ingredients to education," he says. "The teacher, the book, and the midnight oil. So do the hard work necessary to know your subject."

• *Leaders have learned by doing*. "You have to learn how to analyze problems," says McCullough, "learn to do things by doing them. You learn to play the piano by playing the piano. You learn to write by writing. You learn to be a leader by leading people."

• *Leaders have guts*. "Regardless of gender," says McCullough, "'being a man' means having the attributes of courage – backbone – resilience, and strength of character. Are you so filled up with your own ambitions and your sense of being terrific that you can't see the strengths in others? Are you someone who can be counted on when the chips are down?"

• *Leaders take care of their people*. "Take a genuine interest in them," advises McCullough. "Be empathetic. Treat them well."

• *Leaders are quiet persuaders*. Harry Truman, says McCullough, believed that the trick was "to get people to do what they ought to know to do without being told."

• *Good leaders listen*. "Listening means asking good questions and taking in what people have to say," according to McCullough. "Listening also means hearing what people are not saying. What's bugging them?"

• *Follow the truth wherever it may lead*. Make sure your door is open and that anyone can talk to you about anything, he says. Insist on hearing the bad news first – full disclosure at all times.

"Timeless Leadership: A Conversation with David McCullough" by Bronwyn Fryer in *Harvard Business Review*, March 2008 (Vol. 86, #3, p. 45-49) no e-link available

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2. Keys to Giving Students Feedback

In this exceptionally helpful article in the *Review of Educational Research*, Florida State University professor Valerie Shute reviews 50 years of research on giving formative feedback to students. If delivered correctly, she says, feedback is one of the most instructionally powerful things a teacher can provide students. But there are many conflicting findings in the research, and the key words, says Shute, are: *if delivered correctly*.

Before presenting her findings, Shute explores the three ways in which formative feedback can enhance learning:

- Feedback tells students when there is a gap between their current level of performance and a desired goal. When students get this kind of specific feedback, uncertainty and anxiety subside and motivation improves.
- Feedback reduces students' cognitive load, especially among those who are struggling. Students often feel overwhelmed with new information and teachers' performance demands, and getting specific feedback simplifies things.
- Feedback tells students how they can correct inappropriate strategies, procedural errors, or misconceptions.

Of course it's not enough for a teacher to tell a student that an answer is right or wrong. *Elaboration* is key – the more specific and clear the feedback, the more helpful it is. Timing and differentiation are also important.

Shute introduces her findings with a colorful metaphor. Like a detective investigating a murder, she says, we should look for three things in feedback: (a) Motive – do students need it? (b) Opportunity – do students receive it in time to use it? and (c) Means – are students able and willing to use it? "However," says Shute, "even with motive, opportunity, and means, there is still large variability of feedback effects on performance and learning, including negative findings that have historically been ignored in the literature." On this cautionary note, she presents her summary of the research:

<u>What to do when giving feedback</u>:

- Focus feedback on the task, not the learner. Feedback is more effective when it addresses specific features of the student's work in relation to the task.
- Provide elaborated feedback. It should address "the what, how, and why of a given problem," says Shute – and show the student how to improve.
- Be specific and clear. Feedback should also be linked to the goals of the performance.

- Present feedback in manageable units. Correctives should come in bite-sized pieces so students aren't overwhelmed and can control for mistakes and correct errors.
- Keep feedback as simple as possible – but no simpler. "Generate only enough information to help students and not more," writes Shute.
- Reduce uncertainty between performance and goals. Good feedback clarifies goals and removes anxiety about how well students are performing and what needs to be done to reach goals.
- Keep feedback objective and unbiased. Shute says that students need to trust the source of feedback, which is why computer-generated correctives are often the most effective. Often getting feedback in writing can be better than getting it verbally.
- Promote a *learning* versus a *performance* goal orientation. Feedback interactions are an opportunity for teachers to emphasize effort-based intelligence and deemphasize competition and pleasing others.
- Provide feedback only after students have attempted a solution. "Do not let learners see answers before trying to solve a problem on their own," advises Shute.

<u>What to avoid when giving feedback</u>:

- Making normative comparisons. Feedback shouldn't compare students with other students, directly or indirectly (e.g., grading on a curve).
- Using grades as formative feedback. If students get a grade on formative efforts, they stop learning. To be effective, feedback must address areas of strength and provide information on how to improve.
- Discouraging students or threatening their self-esteem. Feedback should focus on the task at hand and not "self." It should also avoid a controlling or critical tone.
- Using praise. Feedback that consists of praise directs the student's attention to "self" and distracts from what needs to be improved.
- Giving feedback orally. When feedback is conveyed in writing, students see it as less biased and more objective.
- Choosing the wrong moment. "Interrupting a student who is immersed in a task – trying to solve a problem or task on his or her own – can be disruptive to the student and impede learning," says Shute.
- Giving progressive hints. Specific prompts and cues can be helpful, but hints that lead the student by the nose to the correct answer are not.
- Using only one modality. Students should get feedback in a variety of ways, says Shute, including multimedia.
- Overdoing error analysis and diagnosis. Shute cautions against investing a lot of time in analysis, since it's not always complete and accurate.

<u>Guidelines on immediate versus delayed feedback</u>:

- For difficult tasks, use immediate feedback. When students are learning material that is challenging to them, prompt feedback fixes problems in real time.
- For relatively simple tasks, use delayed feedback. If teachers give immediate feedback on easy work, they risk being intrusive and annoying.

- For retention of procedural or conceptual knowledge, use immediate feedback. Researchers agree on immediate feedback on verbal, procedural, and most motor tasks.
- To promote transfer of learning, consider using delayed feedback. Although Shute says that more research is needed on this point, there are indications that delayed feedback produces better transfer (although initial learning may be depressed).

Guidelines for meshing feedback to student characteristics:

- For higher-achieving students, consider using delayed feedback. If students are finding a task relatively easy, delaying feedback is the best strategy.
- For high-achieving students, use facilitative feedback. These students benefit from feedback that challenges them, e.g., hints, cues, and prompts.
- For high-achieving students, verification of right or wrong answers may be sufficient. These students may do best when they are allowed to proceed at their own pace, with the teacher telling them quickly how they are doing.
- For low-achieving students, use immediate feedback. These students need support and immediate feedback to avoid overload and frustration.
- For low-achieving students, use directive (or corrective) feedback. Hints are not as helpful as more explicit feedback for these students.
- For low-achieving students, use scaffolding. Early support and structure work best for struggling students, and those with low self-efficacy.
- For low-achieving students, give right/wrong feedback with elaboration. These students need concrete, directive feedback support.
- For learners with low learning orientation, or high performance orientation, give specific feedback. If a students is oriented more toward performance (trying to please or compete with others) and less toward learning (trying to achieve an academic goal), specific feedback helps get the student's eyes on the learning goal.

"Focus on Formative Feedback" by Valerie Shute in *Review of Educational Research*, March 2008 (Vol. 78, #1, p. 153-189), no e-link available; Shute can be reached at vshute@fsu.edu.

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3. Invisible Principals – and What They Can Do About It

In this thoughtful article in *Principal Magazine*, California principal-elect Olaf Jorgenson and Michigan principal Christopher Peal report on interviews they conducted with a cross-section of teachers on how school administrators are perceived. Some quotes from the trenches:

- *She doesn't understand what her teachers deal with every day.*
- *Raising test scores, that's all that matters to him. He just doesn't get it!*
- *What does she do all day, sitting in her office?*
- *Maybe he needs to get back to the classroom for a taste of reality!*

Jorgenson and Peal found a disturbing gulf between teachers and principals in many schools – a sense that leaders were more motivated by self-interest and salary than serving children, that

bureaucracy and budgets were their main priorities, and that teacher-principal relationships had become "us versus them."

A frequent comment was that principals were hardly ever in classrooms. Teachers believed this spoke loudly about where principals' priorities lay and represented an abdication of instructional leadership. It also undermined principals' credibility with staff, especially when leaders praised teachers in general terms ("Great things are happening at our school") without detailed knowledge of what they were talking about. "A sense of being left alone in the classroom frequently resulted in a loss of respect for the principal and subpar performance by teachers," report Jorgenson and Peal.

Teachers expressed some sympathy for the plethora of non-instructional duties that principals face every day, as well as for how difficult it is to supervise teachers in subject areas in which principals lack expertise. But teachers still believed there was no excuse for principals not visiting classrooms more often. One teacher was mortified when her students asked, "Who is that person?" when their principal made a rare appearance in the corridor.

Jorgenson and Peal have the following suggestions for principals who aspire to be instructional leaders:

• *Get into classrooms on a regular basis*. It's essential that principals make frequent visits to all classrooms and routinely interact with teachers and students, say the authors. The best way to do this is mini-observations – short classroom drop-in visits – a few a day. Office staff should be trained to not interrupt the principal during mini-observations except for genuine emergencies. During classroom visits, principals should observe – but sometimes read to students, present in an area of expertise, model a teaching approach, or just help out.

• *Meet with teacher teams*. Substantive grade-level or subject-area meetings are a natural area for instructional leadership, say the authors. Blocking out common team planning time in the schedule is a key priority when the school's schedule is created.

• *Take part in study groups*. Regular meetings to discuss book chapters or professional articles are a natural way for principals to have substantive conversations with teachers.

• *Build relationships and trust*. Showing one's human side, admitting errors, and not being manipulative – all this helps establish trusting relationships within a school. Personal feedback to teachers that shows understanding of what's going on in their classrooms is a huge help in developing strong, substantive relationships. So are personal thank-you notes for above-and-beyond performance.

• *Do a time management audit*. Even for veteran administrators, using time well is a challenge. One way to get a handle on how time is being spent is keeping a log of a day's activities and seeing if the way time is being spent comports with what's most important.

Jorgenson and Peal also believe that teachers can play a part bridging the us-versus-them gap – by inviting administrators into their classrooms to observe particular activities, by volunteering to shadow the principal for part of a day to get a better sense of what the job is like, and by volunteering to serve on committees and task forces to improve the school.

"When Principals Lose Touch with the Classroom" by Olaf Jorgenson and Christopher Peal in *Principal*, March/April 2008 (Vol. 87, #4, p. 52-55), no e-link available; the authors can be reached at ojorgenson@a-cs.org and pealc@walledlake.k12.mi.us.

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4. Douglas Reeves on Improving Grading Practices

(Originally titled "Effective Grading")

In this article in *Educational Leadership*, author/consultant Douglas Reeves asks what final grade we would give a student who received these ten grades in the course of a semester:

C C MA (missed assignment) D C B MA MA B A

Educators he's asked this question say A, B, C, D, or F! "As this experiment demonstrates," says Reeves, "the difference between failure and the honor roll often depends on the grading policies of the teacher."

"Grading," says Reeves, "seems to be regarded as the last frontier of individual teacher discretion. The same school leaders and community members who would be indignant if sports referees were inconsistent in their rulings continue to tolerate inconsistencies that have devastating effects on student achievement." The three worst policies:

- Zeroes for missing work – There are two flaws: using a zero on a 100-point scale, and believing that getting a zero is motivational.
- Averaging all scores for a semester – Work done toward the end of the semester should be given more weight, says Reeves, since it represents accumulated understanding.
- Using a "semester-killer" test, lab, or assignment that makes up a large portion of a student's final grade.

What is to be done? Reeves believes grading policies should guide teachers to "provide accurate, specific, timely feedback designed to improve student performance." He suggests:

• Creating a sense of urgency by considering how many students are being harmed by current practices.

• Identifying teacher leaders who are already improving practices (often in art, music, and physical education) and provide a forum for them to share what they are doing.

• Looking at the research. Many people sincerely believe that giving poor grades as a punishment is effective, but Guskey (2000) has marshaled 90 years of evidence to the contrary.

• Reassuring everyone that there will still be letter grades, transcripts, honor rolls, and individualized education plans.

"Effective Grading" by Douglas Reeves in *Educational Leadership*, February 2008 (Vol. 65, #5, p. 85-87); this article is available free at http://www.ascd.org/infocon. The author can be reached at DReeves@LeadAndLearn.com.

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5. Getting Students Researching and Thinking on their Own

(Originally titled "Energizing Learning")

In this *Educational Leadership* article, critical thinking expert Robert Swartz describes

how Rita Hagevik, a 7th-grade science teacher in Raleigh, North Carolina, taught a unit on energy. Students finished reading textbook material on different sources of energy – turbines in dams, nuclear power plants, oil, wind, solar, etc. – but Hagevik wanted them to have a deeper grasp of the issues involved in the world's energy choices. Instead of using textbooks or information that she gathered from the Internet, she decided to get students involved in gathering information and drawing conclusions. Here are the steps Hagevik took:

• She asked students to imagine they had been appointed by the U.S. government to a special committee to make recommendations on the nation's energy policy for the next 25 years.

• Hagevik had students develop a "thinking strategy map" for making skillful decisions about everyday dilemmas – and bigger issues – using the following prompts: (a) What makes a decision necessary? (b) What are my options? (c) What are the likely consequences of these options? (d) How important are these consequences? and (e) What's the best option in light of the consequences?

• Hagevik then broke the class into collaborative groups and had them brainstorm and write down as many energy sources as they could think of, then list all the factors they needed to consider to decide on the best source of energy for the years ahead (cost, availability, environmental impact, etc.).

• Students then researched the different energy sources using the second list – how much pollution, cost, etc. – and noted how well each source scored and how important the consequences were for the planet (part of the completed matrix is at http://www.ascd.org/el). For this segment, Hagevik helped students evaluate the reliability of different sources of information.

• With the data in front of them, students then turned to the last step in the thinking map and decided on the best option in light of the consequences. Hagevik had students pair off and talk with a classmate with a different opinion, each explaining the choices they made.

• Students then sat down and wrote their final recommendations to a member of the U.S. Congress, explaining their reasons in detail.

• Finally, Hagevik had students "move up the ladder of metacognition" by thinking about the strategies they had used and whether they were helpful.

In subsequent curriculum units, Hagevik removed some of the scaffolding and had students use the thinking map to think through an issue with much less support from her – the goal being for students to internalize the thinking strategy and use it independently. Swartz concludes, "To me, this is education as it should be, and there is no reason why it can't be practiced in every classroom and every school."

"Energizing Learning" by Robert Swartz in *Educational Leadership*, February 2008 (Vol. 65, #5, p. 26-31); this article is available free at http://www.ascd.org/infocon. The author can be reached at rjs@nctt.net.

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6. The Value of Debate for Secondary-School Students

(Originally titled "Clash! The World of Debate")

In this *Educational Leadership* article, editor Amy Azzam describes the lively world of high-school debating in the District of Columbia Urban Debate League. Debating, says Azzam, "has a better chance than many other school activities of turning adolescents into good thinkers, good researchers, and good citizens." The league uses two formats:

• Public Debate – Students are given a proposition (e.g., *Cigarettes should be illegal*. *The proposed fence along the U.S./Mexico border is justified*), but don't know until the last minute which side they will be arguing – which puts a premium on understanding both sides of the issue. When it's time to argue for the proposition, each team follows the ARE format:

- *Assertion* – A statement that makes the main point;
- *Reasoning* – Support for the assertion;
- *Evidence* – The proof of the speaker's reasoning.

Then the other team responds, following four steps:

- Step 1 – *They say…* The debater restates the other team's argument.
- Step 2 – *But…* The student makes the counterpoint.
- Step 3 – *Because…* The student supports that point with reasons and evidence.
- Step 4 – *Therefore…* The student compares, contrasts, or synthesizes the competing ideas.

• Policy Debate – Students prepare a brief on a particular topic (e.g., *The U.S. should substantially increase public-health assistance to sub-Saharan Africa*) and presents it before a judge, then argue against it, with opposing arguments and cross-examination.

Azzam sings the praises of debate – the way it teaches students to look at both sides of an issue, understand that there are no simple answers, respect opposing points of view, argue forcefully and articulately, listen carefully to counterarguments, take detailed notes, think on their feet, work within a tightly-structured format, look the judges in the eye – and handle disappointment. Although one team always loses in debate, says Azzam, all students walk out winners.

"Clash! The World of Debate" by Amy Azzam in *Educational Leadership*, February 2008 (Vol. 65, #5, p. 68-72); this article is available free at http://www.ascd.org/infocon. The author can be reached at aazzam@ascd.org. To see middle- and high-school students debating a variety of topics, go to http://www.middleschooldebate.com.

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7. Classroom Routines to Structure Students' Thinking

(Originally titled "Making Thinking Visible… Thinking Routines: Tools for Making Thinking Visible")

In a sidebar to their *Educational Leadership* article on making thinking visible, Ron Ritchard and David Perkins of Harvard's Project Zero describe four "thinking routines" (more are available at http://www.pz.harvard.edu/vt/):

• *Headlines* – After a class discussion exploring a topic, students are asked: If you were to write a headline for this topic or issue that captures the most important aspect to remember, how would it read? Would it be different from a headline you might have written before today's discussion?

• *Connect-Extend-Challenge* – Students are asked: How are the ideas and information you just learned connected to what you know and have studied? What new ideas extended or pushed your thinking in new directions? What is still challenging or confusing to you?

• *See-Think-Wonder* – Students make observations about an object, image, or event and answer these questions: What do you see? What do you think about that? What does it make you wonder?

• *Compass points* – This routine gets students to think about different points of view on an issue (e.g., a school dress code) before taking a stand. Teachers might record the responses as East-West-North-South points on a compass to provide a visual anchor:

- E = Excited. What excites you about this idea or proposition?
- W = Worrisome. What do you find worrisome about this idea?
- N = Need to know. What else do you need to know or find out about it? What additional information would help you?
- S = Stance, Steps, or Suggestions for Moving Forward. What is your current stance on the idea or proposition? What steps might you take to increase your understanding of the issue?

"Making Thinking Visible" by Ron Ritchard and David Perkins in *Educational Leadership*, February 2008 (Vol. 65, #5, p. 57-61); the full article and this sidebar can purchased at http://www.ascd.org/infocon. The authors can be reached at ron@pz.harvard.edu and David_Perkins@pz.harvard.edu.

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8. Findings from a New Poll on Homework

A 2007 survey on homework by Harris Interactive (for the MetLife Insurance Company) was released two weeks ago and shed some light on the status of this much-debated practice: 80 percent of teachers and parents and 70 percent of students said that homework is important or very important – and support was even stronger among African-American and Hispanic parents, who overwhelmingly believe that homework helps children learn more and reach their goals after high school. The survey also found:

- 75 percent of students said they do at least 30 minutes of homework each weekday.
- 45 percent of students said they do an hour or more.
- 90 percent of students said getting homework done caused them anxiety, despite the fact that most students said they had enough time.
- 25 percent of secondary-school students said their homework assignments were mostly busywork (this was down from 75 percent in a 2002 survey).
- By contrast, only 16 percent of teachers rated homework quality as poor.

- Teachers said they spend an average of 8½ hours a week preparing and grading homework.
- Veteran teachers tended to be more supportive of homework than new teachers.
- Students who had the lowest opinion of homework and spent the least time on it were generally those who earned Cs and below, didn't have college plans, and rated their schools as fair or poor.
- Similarly, parents who were the most critical of homework tended to be those who were the most alienated from their children's schools, the most critical of how frequently teachers were in touch with them, and the amount of guidance their children received on homework.

"Survey on Homework Reveals Acceptance, Despite Some Gripes" by Debra Viadero in *Education Week*, Feb. 20, 2008 (Vol. 27, # 24, p. 10) http://www.edweek.org/ew/articles/2008/02/20/24homework_ep.h27.html. The survey is available at http://www.edweek.org/links

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9. Teaching Students to "D-Code" Works of Art

(Originally titled "Thinking Like an Artist")

"The visual arts classroom is prime ground for teaching thinking and literacy skills," says Washington art teacher Pamelia Valentine in this *Educational Leadership* article. She sets aside class time each week to teach students to appreciate and critique works of art. Here's how her "D-Coding" process works, beginning with lots of teacher direction and scaffolding and gradually removing the support:

• *Describe* – What do I see? Students look at a noted work of art projected on a screen, hear the teacher's commentary, and then jot down what they see on sticky notes.

• *Decide* – What's this artwork about and how do I know? On a second sticky note, students jot ideas on what the painting might mean.

• *Defend* – What makes this work famous? After hearing ideas from Valentine, students jot their own ideas on a third sticky note.

• *Destruct* – What might I change and why? Students love this part, says Valentine – a chance to suggest changes that might be made in the painting or offer a general critique. Students then arrange their four sticky notes on a paper labeled with the title of the artwork and save them in their learning logs.

Each week, Valentine introduces new concepts about art as part of her regular curriculum and repeats the D-Coding exercise with a new work of art, gradually contributing less and less herself, until students can go through the four steps independently.

"Thinking Like an Artist" by Pamelia Valentine in *Educational Leadership*, February 2008 (Vol. 65, #5, p. online only); the full article is available free at http://www.ascd.org/infocon. The authors can be reached pvalentine@sheltonschools.org.

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10. High-Quality School Websites

"In this age of online banking and shopping," write Florida educators Ann Barron and Julie Wells in *Principal*, "properly designed school Web sites can provide an excellent forum to communicate with parents and community members. With the click of a mouse, parents can view school menus, contact teachers, join the Parent Teacher Association, and review school policies… Never before have administrators had a communication tool that is so inexpensive, expandable, and easy to update."

But not all school websites are good, say Barron and Wells. They offer the following helpful pointers:

- All information on the website should be up-to-date, accurate, and written in user-friendly language.
- Parents should have access to the school calendar (with holidays and testing days); staff contact information (addresses, phone numbers, and e-mail addresses); school policies on discipline, medical records, attendance, and dress code; cafeteria menus and costs; transportation routes and times; classroom information (teachers, projects, homework); and Parent Teacher Association meeting dates and initiatives.
- Students should have access to homework assignments and due dates; instructional links (Web links and online discussions); and the calendar for sports, clubs, and after-school activities.
- Community members should have access to information about the school (history, awards, etc.); maps and directions; and a calendar of events (sports, music, theater, graduation, etc.).
- The site should be accessible to PC and Macintosh users and a variety of commonly-used Web browsers (e.g., Internet Explorer, Safari, Firefox).
- The site must be easy to navigate.
- Ideally, it should have aids for people with limited vision and hearing.

"School Web Sites: Essential Communication Tools" by Ann Barron and Julie Wells in *Principal*, March/April 2008 (Vol. 87, #4, p. 62-62), no e-link available

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

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Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
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The Reading Teacher
Theory Into Practice
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