

Marshall Memo 180

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

April 9, 2007

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Quotes of the Week

“When you start looking at the data, it takes away from all the focus on the story and drama of students’ lives, and brings it back to achievement. That doesn’t mean you don’t care about them anymore, but it does take away the woe-is-me attitude.”

Janet Ham, Indianapolis principal, in *Technology Counts*, March 29, 2007, p. 37

“They will try to blame me. They want me to be the next person in their life that tells them they’re a failure. I’m not going to tell them that.”

Laura Eggers, a teacher in an alternative “street school” in Lakewood, Colorado, *Education Week*, April 4, 2007, p. 24-26

“Take nothing personally.”

Marie Schor, New York assistant principal, in *Principal Leadership*, April 2007, p. 33

“It was almost completely agreed upon that school reading sucks and that they hate it.”

Jeffrey Wilhelm on a study of high-school English assigned books (see item #2)

“[T]he educational content we impart to students must be well-chosen and efficiently sequenced in the curriculum. We can’t afford to teach *Charlotte’s Web* twice and classic Greek myths not at all.”

Antonia Cortese in *American Educator*, Spring 2007, p. 8

http://www.aft.org/pubs-reports/american_educator/issues/spring07/GetReal.htm

“Oregano? Reggio what? And who is Emilia?”

Rebecca New’s humorous questions at the beginning of an article on the Reggio Emilia early-childhood program in Italy (*Theory Into Practice*, Winter 2007, p. 5)

1. Teaching “Grit” – the Key Qualities of Persistence and Self-Discipline

Consider two fourth graders doing their math homework, says Susan Black in this *American School Board Journal* article. One tries a few problems and then succumbs to the temptation to play video games and never finishes the work. The other sticks with the problems and checks over the work, deferring gratification until all the problems done. Are these differences innate? No, says Barry Zimmerman of City University of New York. The second student has mastered *self-regulation*, which the first student could learn. Zimmerman deconstructs self-regulation into three phases:

- *Forethought phase* – The student sets goals (like getting 100% on a spelling test), affirms his or her belief in the importance of the challenge and the ability to accomplish it, and plans strategies to get there (e.g., memorizing whole words, or perhaps breaking them into parts).

- *Performance phase* – The student answers questions like: Do I work better alone or in a study group? Do I need to study in a quiet place with no radio or TV?, and defers gratification through self-control.

- *Self-reflection phase* – The student evaluates himself or herself against a standard or rubric and gauges his or her level of satisfaction with the work.

According to Zimmerman, unsuccessful students can markedly improve their level of achievement if they get explicit instruction in how to set goals, find their best work setting, and evaluate themselves – with frequent check-ins on how things are going. It’s important for teachers to dispel the myth that successful students always work alone; self-regulating learners are often social learners, consulting with classmates, teachers, parents, coaches, and others about learning strategies, what they know, and how they are doing. One-size-fits-all homework assignments are not productive, says Zimmerman. A better strategy is to give students a degree of choice so that homework assignments match their learning styles and interests.

Peter Dinkler, a science writer and former editor of *Psychology Today*, has a different name for what students need to be successful – *grit* – which he defines as “a fusion of passion and perseverance.” Intelligence accounts for only 25 percent of school achievement and later job success, according to Dinkler. Tenacity, creativity, and other factors account for the other 75 percent.

Joseph Renzulli, a well-known University of Connecticut researcher on gifted education, agrees, saying that “task commitment” is one of three key characteristics that lead to superior performance. The secret to high achievement, he says, is the sweet spot where task

commitment, creativity, and ability intersect. None of the three abilities needs to be at the “gifted” level for a student to produce superior work. Renzulli urges teachers to push their students to be persistent, become a “resident expert” about a subject they’re passionate about, and be “mentally playful” as they experiment with new ways of thinking and learning.

Martin Seligman and Angela Duckworth’s research affirms the importance of self-discipline. Their study of eighth-graders, published in *Psychological Science*, showed that students’ self-discipline was a better predictor of achievement than intelligence. It’s all about deferring short-term pleasure (like instant-messaging friends) for long-term gains (like passing an exam). Perseverance and self-discipline are two sides of the same coin, they say, and both can be taught.

What are the best ways for teachers and parents to foster these qualities? One strategy is exposing students to museums and other experiences that may ignite their interest in a particular topic. Another is to get them working hard so that they discover their passions in the content they are studying (perhaps botany or archeology).

There are also things adults should refrain from doing, especially praising students for their intelligence. Stanford professor Carol Dweck says this can backfire; children who are praised for being smart tend to give up easily, seeking to protect their egos when academic challenges become more challenging and they fear that failure means they are stupid. Praising for *effort* is more likely to encourage the key qualities of tenacity and self-discipline.

“The Search for True Grit” by Susan Black in *American School Board Journal*, April 2007 (Vol. 194, #4, p. 52-54), no e-link available

2. Finding the Right Balance Between Literary Classics and Newer Books

This *Education Week* article reports on middle and high-school teachers’ continuing search for literature that will engage students. Books from the literary canon, including *The Odyssey*, *All the King’s Men*, and *The Scarlet Letter*, often miss the mark. “The themes are kind of dead now,” says Evanston Township High School student Chanelle Brown, “and I don’t feel like any of the stories apply to me... Maybe we can relate to books more if they’re about real things we’re dealing with, or maybe they will make me stretch my mind so I can understand other people’s problems more.”

Jeffrey Wilhelm, a professor of English education at Boise State University who did a study on this subject, agrees: “It was almost completely agreed upon that school reading sucks and that they hate it,” he said. In one class in his study that had been assigned Shakespeare’s *Twelfth Night*, none of the students had actually read the play, but they had come up with 30 different ways to fool the teacher into thinking they had.

Many schools are supplementing the canon with a variety of more contemporary books, for example, *The Autobiography of Malcolm X*, *The Secret Life of Bees*, and *Speak*. But these books tend to raise concerns about violence, death, abuse, sexual activity, and protagonists who deliberately hurt themselves. “The jury is still out on whether exposing children to these ideas gives them ideas or helps them think through things they or their friends are experiencing,”

said Ken Lindblom, the director of English teacher education at the State University of New York (SUNY) at Stony Brook. “Is reading about a girl cutting herself likely to prompt more girls into doing this to themselves or to get help for themselves or their friends?”

There’s also the problem of text level and sophistication. “The classical, canonical literature, which I personally love, in fact was written for very sophisticated adult readers,” says Wilhelm. He thinks the attitude among traditionalists is “Let’s kick their butts with something they can’t possibly understand.”

But Carol Jago, a recently retired Santa Monica High School teacher and author of *With Rigor for All: Teaching the Classics to Contemporary Students*, disagrees. “Our job is not simply to dispense books that kids will read and love,” she says. “We need to help them tackle books that are hard for them, ... help them negotiate challenging texts.”

One possible solution is pairing classic books with contemporary young-adult books on a similar theme. “You can take some of the feelings of alienation from a book like *Speak* and compare it to Hester Prynne’s behavior in *The Scarlet Letter*,” says Lindblom. “When you use a young-adult text, ... it allows [students] to think about more complex themes in more accessible terms, and then you can teach it in conjunction with a text that is more difficult.”

Of course many classic works were once controversial. “People forget that what we teach now started off as contemporary literature,” says Arthur Applebee, the director of the Center on English Learning and Achievement at SUNY Albany. “The cushion of time” has led to their acceptance despite themes that once ruffled feathers.

And not all contemporary books are easy to read. “Some young-adult literature is very challenging in its own right,” says Jane Alsup, a professor at Purdue University, Indiana. “Many of the books deal with complex narratives and story lines, characters that go through a great deal of change and struggle.”

“Dark Themes in Books Get Students Reading” by Kathleen Kennedy Manzo in *Education Week*, April 4, 2007 (Vol. 26, #31, p. 1, 16); note that *Education Week*’s website is free April 15, 2007: <http://www.edweek.org/ew/articles/2007/03/30/31literature.h26.html>

3. Cooperative Learning As a Brain-Friendly Learning Mode

In this *Middle School Journal* article, California middle-school teacher Judy Willis, who is also an M.D. and a neurologist, says that cooperative learning is an ideal way to maximize brain connections and learning – especially for middle-school students who have decided that enthusiastic participation in whole-class activities is no longer cool. Willis says there are five conditions under which cooperative learning works best:

- All group members have the chance to make meaningful contributions to the group’s work. This requires careful planning by the teacher.
- Students respect each other as group members, which also requires teacher demonstration and role-playing.
- Group members negotiate roles with guidance from their teacher; roles can vary depending on the type of cooperative activity.

- The group activity should have more than one answer or more than one way to solve the problem or create the project.
- The activity should be intrinsically interesting, challenging, and rewarding to middle-school students.

Willis then describes a jigsaw science/math activity that she used to teach about dinosaur extinction. Students were divided into five groups, and each one learned about a different theory of why dinosaurs were wiped off the face of the earth:

- Cretaceous-tertiary asteroid theory
- K-T extinction
- Alvarez asteroid impact theory
- Greenhouse effect
- Over-foraging

Having become an expert in their material through reading, discussion, and questioning, students were then regrouped so that one “specialist” from each of the five areas was at each of five new groups. The group project proceeded as follows:

- Each group member explained his or her extinction theory while others took notes.
- After open-ended discussions, each group member chose the theory that best explained dinosaur extinction.
- Though a vote or consensus, the group selected the theory they will use for their project.
- Groups decided how to present their theory: a skit, PowerPoint presentation, overhead projector charts, a video, models, or a mixture of options.
- Each group was required to include math and scientific notation with exponents for the large numbers involved in their research.
- Each group presented its report to the class and then completed group and self-analysis reports on rubrics provided by the teacher.
- Individual and group grades were based on teacher observations, final products, and cooperative behavior.

Willis asked groups to monitor their cooperative behavior by asking themselves five questions:

- Is everyone talking?
- Are you listening to each other?
- Are you asking questions of fellow group members? What could you ask to find out someone’s ideas?
- Are you giving reasons for ideas and expressing different opinions?
- What could you ask if you wanted to find out someone’s reason for a suggestion?

“Cooperative Learning Is A Brain Turn-On” by Judy Willis in *Middle School Journal*, March 2007 (Vol. 38, #4, p. 4-13), no e-link available

4. Structuring Literature Circles for ELL Students

In this *Middle School Journal* article, three Northern Illinois University/DeKalb professors describe an approach to literature circles geared to English language learners. The authors believe that well-chosen books that integrate social studies content are particularly helpful in creating a confidence-building format for ELLs to develop speaking and reading proficiency and fill general-knowledge gaps.

In this approach, groups of 3-8 students, after introduction and modeling by the teacher, read the same piece of historical fiction and take the following roles as the group dives into their assigned book:

- Discussion leader – Monitors other group members, leads the discussion, and helps with tasks as needed.
- Historian – Traces the major historical events of the chapter (perhaps with the help of a time-line supplied by the teacher).
- Geographer/cartographer – Draws a map related to the book’s setting and shows the journey of the main character.
- Word warrior – Keeps a list of five or six unusual or unfamiliar vocabulary words from each chapter and writes definitions and sentences in which they are used.
- Phrase keeper – Jots down interesting phrases from each chapter, noting the page for each one.
- Character analyst – Compares and contrasts the main characters of the book.

“Using Literature Circles With English Language Learners at the Middle Level” by Pamela Farris, Pamela Nelson, and Susan L’Allier in *Middle School Journal*, March 2007 (Vol. 38, #4, p. 38-42), no e-link available

5. Six Strengths of Resilient School Leaders

In this article in *Principal Leadership*, education professors Jerry Patterson and Paul Kelleher offer upbeat advice on how principals can remain resilient in the midst of challenging situations:

- *Accurately assess past and current reality.* This means expecting your days to be filled with disruptions; developing a high tolerance for ambiguity, paradox, and complexity; looking for root causes and risks posed by adversity; and understanding reality from multiple perspectives.

- *Be positive about future possibilities.* This includes focusing on opportunities, not obstacles; expecting that good things can happen despite adversity; exerting positive influence to create positive outcomes; and maintaining a positive perspective for the long-term outcome.

- *Remain true to personal values.* This means being clear about what matters most in the hierarchy of values; staying focused on being value-driven, not event-driven; soliciting feedback to align values and actions; and modeling personal core values for others.

- *Maintaining a strong sense of personal efficacy.* This includes achieving and celebrating small victories; working on recovering quickly from setbacks; maintaining confidence in one’s personal competence; and sustaining a base of caring and support.

- *Investing personal energy wisely.* This means renewing physical energy through periodic recovery time; developing emotional empathy and self-awareness; maintaining clear mental focus and steady concentration in the face of adversity; and investing in purposes and causes beyond oneself.

- *Act on the courage of personal convictions.* This includes being clear and acting on what matters most even when risks are high; acting decisively when deepest values are at stake; remaining courageous in the face of strong opposition; and acknowledging and learning from mistakes by modifying actions to align with values.

“Resilience in the Midst of the Storm” by Jerry Patterson and Paul Kelleher in *Principal Leadership*, April 2007 (Vol. 7, #8, p. 16-20), no e-link available

6. Pros and Cons of the Co-Principalship Model

In this *American School Board Journal* article, Marquette University education professor Ellen Wexler Eckman reports on her study of 170 schools using the co-principal model of leadership. In 90% of the schools, co-principals both worked full-time and divvied up job responsibilities (versus 10% who were job-sharing, working different days of the week). The school leaders Eckman contacted almost all divided the work by personal preferences and abilities, both keeping their hands in the instructional leadership part of the job. The co-leaders she interviewed loved the model, citing a number of advantages:

- It’s less lonely at the top. “Imagine two administrators, passionate, knowledgeable, and energetic, philosophically aligned,” said one co-leader, “working on school improvement in concert and having each other to strategize with, to share failures and successes with, and to grow with.”

- Co-principals can complement each other’s strengths and compensate for each other’s weaknesses, creating a synergy that’s not possible with just one leader or with the traditional principal/assistant principal model.

- Co-leaders say they make fewer poor decisions because they are able to bounce ideas off one another and see things from multiple perspectives.

- Staff members, parents, and students feel their leaders are more accessible; it’s easier to go to the top person – and to find their way to the leader who’s most compatible with them.

- Co-principals say the model encourages more shared leadership by teachers because both of them can attend more meetings.

- Co-principals say they were better able to achieve work/life balance; they relieve each other, get involved in different types of after-hours school functions, and almost always have a trusted colleague to cover for them if they want to attend an outside-school activity.

- The model can create a more stable leadership team; the traditional model tends to have more turnover because talented assistant principals move on to be principals elsewhere.

Co-principals compare their partnership to a marriage, with similar issues of commitment, communication, trust, sharing, and friendship. Among the challenges:

- Hiring is vital – finding a good “match” of compatible people to act as co-principals can make or break the model. This can be chancy since the co-principals don’t usually apply as a team, putting the “arranged marriage” in the hands of a superintendent and school board.

- There is a tendency for staff members, students, and parents to try to play co-principals off against one another.

- Constant communication is vital, both formal and informal, and this can make the model appear inefficient.

- Co-principals need to “check their egos” to share the principalship; they have to work out an understanding of their roles and know when to argue and when to compromise.

Wexman concludes with several unanswered questions: Does this model make for a more attractive career choice? Is it financially sustainable? Is it too dependent on personality? Is it more conducive to leadership stability? These questions can be answered only by further research, she says, but in the meantime, the co-principalship is a model worth considering.

“A Dynamic Duo: In Some Schools, the Principal’s Job Is Too Big for One Person. Why Not Consider Two?” by Ellen Wexler Eckman in *American School Board Journal*, April 2007 (Vol. 194, #4, p. 47-49), no e-link available

7. Grooming Assistant Principals for the Big Time

In this article in *Principal Leadership*, South Carolina education professors Cindy Johnson-Taylor and Mary Martin say that a key part of the principal’s job is preparing their assistant principals to assume the role themselves. They suggest the following strategies:

- *Inquire about career goals when hiring.* The authors advise against hiring career assistant principals and quote a school leader saying, “It gives an assistant principal an entirely different perspective on each situation if he or she knows that in addition to doing a good job, preparation is also taking place for the principalship.”

- *Hire only assistant principals who are solid in instruction.* APs must be able to supervise, coach, and evaluate teachers, make sense of test data, assess curriculum programs, and collaborate with teachers. They should not be consigned to doing discipline, buses, and the cafeteria.

- *Involve the AP in all aspects of running the school.* This includes dealing with instruction, the budget, discipline, angry parents, and resetting the security system.

- *Get on the same page quickly.* Teachers quickly size up a new AP to see which administrator they should approach with certain issues. It’s a good idea for the principal to bring the AP up to speed in all areas, walk the building together for the first few weeks, and present a united front.

- *Get out of the way.* Days when the principal is out of the building are ideal for the assistant principal to get experience running the show. The principal needs to let go and trust the AP to handle things.

- *Have the difficult conversations.* Principals need to build in meetings with their APs at least once a week and give them frank feedback on their performance, both positive and critical. “Assistant principals need specific feedback about the way they work with people,”

say Johnson-Taylor and Martin. “When an assistant principal makes mistakes and does not display appropriate leadership skills, the principal must explain the perceptions that result and the negative effect that mistakes can have over time.” It’s important to end meetings with support and coaching, they continue. “Confidence comes from learning from mistakes and doing things better the second time around.”

- *Provide professional development.* The assistant principal should attend one or two conferences a year, discuss professional books and articles, and get to some district meetings.

- *Cheer for your assistant principal.* When an AP is ready for “the show,” the principal should become an advocate and marketing agent with the superintendent and others.

“Preparing Assistant Principals for the Principalship” by Cindy Johnson-Taylor and Mary Martin in *Principal Leadership*, April 2007 (Vol. 7, #8, p. 22-25), no e-link available

8. Eleven Practical Tips on Substitutes

“Having a sub doesn’t have to mean that education and discipline are sunk,” say Tony Armenta and Elly Darwin (a Louisiana principal educator and substitute teacher, respectively) in this article in *Principal Leadership*. They offer principals the following advice for getting the most out of substitutes:

- *Offer training,* including school rules and procedures, emergency information, discipline policies, classroom management tips, and advice on professionalism and appropriate academic assistance. “The small amount of money invested in training will prove to be well spent,” say the authors, “especially if it averts a crisis born of ignorance or misinformation on the part of a sub.”

- *Make sure substitutes know the law.* Don’t assume that substitutes know about what’s legal and illegal when it comes to safety and student interaction.

- *Treat substitutes as respected guests.* Ideally the principal or another administrator welcomes subs, thanks them for coming, and introduces them to students as a “guest teacher.”

- *Enlist the regular teacher’s support.* Photocopied work, seating charts, photos of students, helpful notes, clear directions, and information on classroom procedures, pullouts, assemblies, and what’s permitted and not permitted – all this makes a big difference.

- *Enlist the support of others.* This includes teachers in nearby classrooms, office and security personnel, and the custodian.

- *Drop in.* This tells substitutes that you haven’t forgotten about them, and lets students know you’ve got your eye on them too.

- *Solicit feedback from the substitute.* A quick questionnaire can provide valuable information: Were instructions and assignments provided? A seating chart? Hall passes? Armenta and Darwin recommend putting one copy of each surveys in the substitute’s file and one in the teacher’s as a way of documenting exemplary performance – and situations that need follow-up.

- *Solicit feedback from the returning teacher.* Did the sub follow the lesson plans and directions you left? Were things left in good order? Any worrisome reports from students?

- *Solicit feedback from others.* This could include neighboring teachers, a sampling of students, and the custodian.

- *Foster direct teacher-substitute contact.* If you know in advance that a teacher will be out and the substitute is in the building covering another class, getting them together increases the chances of students having a positive experience. With permission, sharing each other's phone numbers and e-mail addresses can also foster productive teamwork.

- *If you find really good substitutes, treat them well!* If they're happy in your building, they're more likely to return.

“How To Manage Subs – Without Getting Sunk!” by Tony Armenta and Elly Darwin in *Principal Leadership*, April 2007 (Vol. 7, #8, p. 8-10), no e-link available

9. Intelligent Computer Tutoring Programs

This *Education Week* article reports progress in the development of computer programs that use artificial intelligence to tutor middle- and high-school students in algebra, chemistry, physics, foreign languages, and other subjects. Cognitive Tutor is one of the most successful programs, earning a spot on the What Works Clearinghouse, reportedly able to boost students' performance by as much as one letter grade. “I was a math teacher for 20 years,” says Ann Stine, curriculum director for the Everett, WA district, which has been using the program for three years, “and the question I have to ask is: How come this is so much more successful than I was?”

Cognitive diagnoses a student's weaknesses, tailors instruction to his or her needs, and provides on-the-spot feedback – all with inhuman patience. Gains have been greatest in the area of complex problem-solving and for students who start out with weaker skills in math and reading. “Our goal isn't to replace teaching,” says Kenneth Koedinger, a professor of human-computer interaction and psychology at Carnegie Mellon and one of the developers of Cognitive Tutor. “It's to give teachers more time to do what they do best.”

Other similar programs are in the pipeline, including Project LISTEN, designed to “listen” to students reading and give them feedback, and AutoTutor, which uses an on-screen talking head that can conduct a dialogue with students.

“New Breed of Digital Tutors Yielding Learning Gains” by Debra Viadero in *Education Week*, April 4, 2007 (Vol. 26, #31, p. 1, 16); note that *Education Week's* website is free until April 15, 2007: <http://www.edweek.org/ew/articles/2007/04/02/31intelligent.h26.html>

10. A Study of American Elementary Classrooms

This study of more than 2,500 elementary-school classrooms, published in the journal *Science*, paints a worrisome picture of American students' lives:

- Although the emotional climate in classrooms is mostly positive, students spend more than 90% of class time listening to the teacher or working alone.
- Only 7% of classroom time is spent working in groups.

- Teachers emphasize basic reading and math skills – to the detriment of science, social studies, problem solving, and critical thinking.
- Teachers spend the bulk of their time lecturing and very little giving individual feedback.
- The most effective teachers are not necessarily those with the most credentials.

Spotted in *PEN Weekly NewsBlast*, April 5, 2007; the full study, “Teaching: Opportunities to Learn in America’s Elementary Classrooms” by Robert Pianta, Jay Belsky, Renate Houts, and Fred Morrison, is available for \$10 at

<http://www.sciencemag.org/cgi/content/full/315/5820/1795>

11. Short Items:

a. Online science museum – TryScience is an online science museum offering instant access to information and interactive experiments from more than 600 of the world’s science and technology museums. It includes science experiments, virtual field trips, real-time live Web cams, and a section on how teachers can use the site in their classrooms. Check it out at <http://www.tryscience.org>.

“News to Use” in *Middle Ground*, April 2007 (Vol. 10, #4, p. 6)

b. Another science website – The National Academy of Sciences offers free online resources to help promote interest in science, particularly among girls. It’s at <http://www.iwaswondering.org>.

“News to Use” in *Middle Ground*, April 2007 (Vol. 10, #4, p. 6)

c. Grade 7-12 math and science teacher prizes – Every year the National Science Foundation awards the Presidential Awards for Excellence in Mathematics and Science Teaching. Winners get \$10,000 and a week in Washington, D.C. Nominations are due May 1st at <http://www.paemst.org> (and teachers may nominate themselves).

“News to Use” in *Middle Ground*, April 2007 (Vol. 10, #4, p. 6)

d. Web sharing of favorite middle-school lessons and strategies – This “wiki”-style website allows teachers to post and peruse effective lessons: <http://middleschoolresourceroom.pbwiki.com>

“News to Use” in *Middle Ground*, April 2007 (Vol. 10, #4, p. 6)

e. Teen book website – Teenreads.com has information on current books, contests for young writers, reviews of movies based on books, reading guides, and general encouragement to read, read, read! <http://www.teenreads.com>.

“News to Use” in *Middle Ground*, April 2007 (Vol. 10, #4, p. 7)

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 36 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 (with occasional breaks; there are about 50 issues a year).

Subscriptions:

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

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

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Daily EdNews
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
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
TESOL Quarterly
Theory Into Practice
Times Educational Supplement, Magazine