

Marshall Memo 226

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

March 17, 2008

In This Issue:

1. [Basketball and track coaching – implications for the classroom](#)
2. [Developing optimism and efficacy](#)
3. [Douglas Reeves on strategic planning](#)
4. [Character education that addresses both good and evil](#)
5. [Rethinking bully-prevention programs](#)
6. [Do the arts make children smarter?](#)
7. [A media literacy course in a New York middle school](#)
8. [Alarming statistics on sexually transmitted diseases](#)
9. [Smaller primary-grade classes and the achievement gap](#)
10. Short items: (a) [Web-based chemistry questions](#); (b) [A test review website](#);
(c) [Websites for first-year teachers](#)

Quotes of the Week

“The reluctant learner creates a thin veneer of resistance to cover his or her yearning.”

Julie Landsman, Tiffany Moore, and Robert Simmons in *Educational Leadership*,
March 2008, p. 66, <http://www.ascd.org/infocon>.

“Students have radar for authenticity. They won’t talk if they don’t think we’re listening.”

Susan Danoff in *Educational Leadership*, March 2008, p. 79, <http://www.ascd.org/infocon>.

“The first step in solving a problem is to get agreement that there *is* a problem.”

Thomas Hoerr in *Educational Leadership*, March 2008, p. 87, <http://www.ascd.org/infocon>.

“We hold kids to ideals and expectations that we as adults could never meet. We expect girls to ingest a steady diet of media ‘mean girls’ and always be nice and kind, and for boys to engage a culture of violence and never lash out.”

Lyn Mikel Brown (see item #5)

“Left unsettled, experts say, is whether the arts make people smarter or whether smart people simply gravitate to the arts.”

Debra Viadero (see item #6)

“The ‘genius’ of America, I would contend, has rested on its respect for playfulness, imagination, thinking outside the box, practical smarts, the taking apart and putting together of objects, exploring, and inventing.”

Deborah Meier in *Phi Delta Kappan*, March 2008 (Vol. 89, #7, p. 509)

1. Basketball and Track Coaching – Implications for the Classroom

In this thoughtful *Kappan* article, Stanford professor Na'ilah Suad Nasir marvels at the way a championship high-school basketball player who moves through the hallways of his school with rock-star confidence can be reduced to jelly by a simple arithmetic problem, sheepishly confessing, "I'm not really good at math." Nasir describes the key characteristics of out-of-school learning environments that so successfully develop highly proficient performance in areas as disparate as basketball, track, and dominoes – and could, he says, be transferred to schools:

- *Fostering respectful relationships* – Successful basketball and track coaches work hard to develop positive, family-like camaraderie among their players. They won't tolerate put-downs, and give positive reinforcement to players who support and are respectful toward their peers.

- *Making mistakes acceptable* – Coaches create a psychologically safe environment in which the player's competence is not at stake, and reframe mistakes and short-term failures as stepping-stones to proficiency. Nasir describes how a track coach responds when a girl berates herself for repeatedly knocking over hurdles in a practice: "Look here, you're going to be a hurdler. That was the best that you've ever gone over any hurdle. Did you feel how much speed you had when you came off? But you have to control that speed and when you get to the next hurdle, one, two, three, up, and out" – and demonstrates.

- *Giving learners defined roles* – Coaches assign each player a specific role (point guard, sprinter) and build up the esprit of each cadre of specialists, giving them a sense of expertise, belonging, and the way they contribute to the overall effort.

- *Players incorporating aspects of themselves* – Within their assigned roles, and in informal social roles within the team, players are able to express aspects of their own personalities.

- *Ongoing evaluation and correction* – Coaches give players on-the-spot correction and instruction and an immediate opportunity to try again and get it right, and they use down-times such as bus rides to give additional feedback. Coaches also ask players to evaluate themselves and encourage peers to give feedback.

- *Access to experts and learning endpoints* – Coaches model expert performances themselves and expose players to higher-level athletes (the second-string team watching the first-string team play, for example) and, of course, professional players.

- *Learning as normal* – “In part,” says Nasir, “the teaching and learning are in the service of other goals, such as scoring points, winning games, or becoming champions. However, the important point is that teaching and learning in these practices simply become a part of what one does as a participant.”

What are the implications of this for classroom learning? Nasir believes it should remind educators of “the importance of attending simultaneously to the social, emotional, and cognitive needs of learners. Schools should be places where students are valued, where their participation matters, where they are viewed as capable, and where they have access to a wide range of supports for their learning.”

“Everyday Pedagogy: Lessons from Basketball, Track, and Dominoes” by Na’ilah Suad Nasir in *Phi Delta Kappan*, March 2008 (Vol. 89, #7, p. 529-532), no e-link available

[Back to page one](#)

2. Developing Optimism and Efficacy

(Originally titled “Cultivating Optimism in the Classroom”)

In this *Educational Leadership* article, Lewis and Clark professor Richard Sagor asks why many students don’t apply themselves in school when they know perfectly well that good grades will lead to college and a happy adult life. “The reason is simple,” he says. “Investing today for a payoff tomorrow requires believing in your future. Put succinctly, motivation requires optimism... a positive belief in the future.”

Some believe that optimism is an inherited personality trait, but Sagor believes it can be taught and learned. There are two key building blocks:

- *Faith in the future* – “For me to invest time and energy today for a benefit I won’t realize until tomorrow, I need to have a good reason to believe that my investment will pay off,” he says. “If children see despair around them, it’s likely that they will fear that this represents their destiny... There are many legitimate reasons for despair: the impact of poverty, chemical dependency, bigotry, family break-ups, and so on.” Adults need to show children that the future is hopeful through tangible actions.

- *Personal efficacy* – “Efficacy is a deep-seated belief in our own capabilities,” writes Sagor. Adults must instill in children the “Little Engine That Could” spirit (*I think I can, I think I can*): if they work long and hard enough and apply enough creativity, they will succeed.

Optimism and efficacy shouldn’t depend on having a superhero teacher like Jaime Escalante or receiving manna from a philanthropist like Eugene Lang, says Sagor. It can be built on small acts of empowerment initiated by teachers and teacher teams in regular schools. Some examples:

- Sagor’s daughter attended a preschool that used student-led parent-teacher conferences in which students guided their parents through their work and grades. “She was sharing *her* accomplishments, which were the result of *her* efforts, and she was deservedly beaming with pride and confidence,” remembers Sagor.

- A Washington state middle school organized 125 sixth graders in a study of space and then held a culminating event in which they simulated being astronauts working through way through different spaceship components.
- A large California middle school enlisted twelve students to help investigate obstacles to learning in the school. The students used cameras and sketch pads to gather data, presented a report to the faculty, and took part in planning for the new school year.
- A high-school student impressed his school with ideas for making buildings more energy efficient and ended up interning at a top-notch architectural firm that took his ideas seriously.

“Cultivating Optimism in the Classroom” by Richard Sagor in *Educational Leadership*, March 2008 (Vol. 65, #6, p. 26-31); this article can be purchased at <http://www.ascd.org/infocon>. The author can be reached at sagor@lclark.edu.

[Back to page one](#)

3. Douglas Reeves on Strategic Planning

In this *District Administration* article, contributing writer Kevin Butler sums up the ideas of author/consultant Douglas Reeves on district planning:

- *Focus on a few critically important goals.* Many leaders make the mistake of creating unwieldy plans with far too many goals, dissipating energy and reducing effectiveness. “There is no evidence that says these multiple three-ring binders with hundreds of goals are associated with improved performance,” says Reeves.

A better approach is to write the strategic plan on one page – the “plan-on-a-page” approach – and update it every year. Each section should have measurable objectives followed by action plans – specific steps the district plans to take to meet each goal and objective and be directed by a “vision leader”, who chairs a committee that oversees its part of the strategic plan throughout the year. The vision leaders report progress to a strategic planning committee, which includes the superintendent, a school board member, teachers, a principal, and other staff members. This committee evaluates progress and recommends changes to the school board for the next year.

- *Inform the community.* To prevent their strategic plans from gathering dust on people’s shelves, districts need to follow up with a powerful community strategy. Leaders won’t bring about change by making inspirational speeches or distributing memoranda, says Reeves. Teachers and staff will bring about change when they buy into the benefits of new initiatives. The usual approach of sending the strategic plan down the hierarchy is like passing a leaking bag of sand from one person to another on a ladder, says John Barry, superintendent of the Aurora (CO) schools. By the time it reaches the bottom, there’s nothing left in the bag.

Barry’s district holds four town hall meetings each academic year focusing on the strategic plan. Barry also meets with a Superintendent’s Guidance Council composed of the leaders of city government, a community college, chamber of commerce, churches and synagogues, and ethnic organizations, and holds three superintendent’s forums each year for teachers, teacher union representatives, and a student advisory council. Finally, Barry hosts

Internet chat rooms in which anyone can contribute ideas and insights. In one of these, leaders found out that the district's cell phone policy was not being enforced equitably and followed up.

• *Use effective leadership tools.* Reeves has the following pointers for educational leaders:

- You're not perfect. Nobody excels in all areas, so the key is building a leadership team that fills in for your weaknesses. "Instead of hiring a clone of yourself, hire somebody who is quite different from you," advises Reeves.
- Monitor, monitor, monitor. Use data from internal, during-the-year student assessments to see what's working and fix what's not.
- Partial implementation goes a very short way. Strive for full implementation of the strategic plan for maximum impact on student achievement.
- Co-opt the "superhubs." These are the teachers or other employees, often unknown to principals and central office staff, to whom others go for advice. Identify them and be sure they are part of the planning and implementation of new initiatives.
- Beware of the "toxic 2 percent." Studies show that when sensible new initiatives are ably presented, about 17 percent of employees want to be leaders, 53 percent are ready to follow, and 28 percent are fence sitters. The remaining 2 percent, categorically opposed to change, are "just plain jerks," says Reeves. The best strategy is to support those who are on board, try to win over the fence sitters, and not waste time on the tiny toxic minority.

"Crafting Strategic Plans: Key Principles to Enhance K-12 Leadership" by Kevin Butler in *District Administration*, March 2008 (Vol. 44, #4, p. 37-41)

<http://www.districtadministration.com/viewarticle.aspx?articleid=1489>

[*Back to page one*](#)

4. Character Education That Addresses Both Good and Evil

In this *Kappan* article, Baylor University professor Perry Glanzer criticizes character education programs that focus only on goodness, saying that they run the risk of being boring and ineffective. "Children need more than a set of virtues to emulate, values to choose, or higher forms of moral reasoning to attain," he writes. "They long to be caught up in a larger struggle between good and evil." Glanzer shares his fascination with the Harry Potter series and suggests that there are three ways that the "provocative moral world" of J. K. Rowling's books could inform the pallid character education programs in most schools:

• *The temptation of evil within* – Character education holds up models of goodness, says Glanzer, but "we also need to remember that virtue cannot be separated from vice or from a larger narrative that makes sense of both virtue and vice." He quotes Alexander Solzhenitsyn as saying, "If only there were evil people somewhere insidiously committing evil deeds, and it were necessary only to separate them from the rest of us and destroy them. But the line dividing good and evil cuts through the heart of every human being."

- *External social evils* – Glanzer believes that students should be keenly aware of the horrors of the world, both historical (slavery, genocide) and contemporary (9/11, Darfur), and begin to think about solutions. He describes a classroom where students were in tears after reading a newspaper article about contemporary slavery in Sudan and Mauritania. “What are we going to do about this?” they asked their teacher.

- *A metaphysical battle?* – The position of the world’s religions on the age-old struggle between good and evil is difficult for classroom teachers to tackle, but Glanzer believes that “teachers can allow students to give voice to their own burgeoning thoughts on this issue through writings and readings.” He believes that teachers, especially in high-school literature and history classes, should educate students about what some of the major religious and philosophical traditions have to say about this age-old battle.

“Harry Potter’s Provocative Moral World: Is There a Place for Good and Evil in Moral Education?” by Perry Glanzer in *Phi Delta Kappan*, March 2008 (Vol. 89, #7, p. 525-528), no e-link available

[Back to page one](#)

5. Rethinking Bully-Prevention Programs

In this *Education Week* article, Colby College professor Lyn Mikel Brown worries that “bully prevention” has become a huge, for-profit industry that claims to be a panacea for schools’ social ills. “Let’s not let the steady stream of training sessions, rules, policies, consequence charts, and no-bullying posters keep us from listening well, thinking critically, and creating approaches that meet the singular needs of our schools and communities,” she writes. Here are some of her alternative ideas:

- *Stop labeling kids.* Brown says that putting students into three categories – bullies, victims, and bystanders – oversimplifies what happens in schools. “We are all complex beings with the capacity to do harm and to do good, sometimes within the same hour,” she writes. Brown believes that labeling contributes to a negative culture and “downplays the important role of parents, teachers, and the school system, a provocative and powerful media culture, and societal injustices children experience every day.”

- *Be specific about hurtful behavior.* “Bullying is a broad term that de-genders, de-races, de-everythings school safety,” says Brown. “If it’s sexual harassment, call it sexual harassment. If it’s homophobia, call it homophobia... Calling behaviors what they are helps us educate children about their rights, affirms their realities, encourages more-complex and meaningful solutions, opens up a dialogue, invites children to participate in social change, and ultimately protects them.”

- *Move beyond the individual.* “Children’s behaviors are greatly affected by their life histories and social contexts,” writes Brown. “To understand why a child uses aggression toward others, it’s important to understand what impact race, ethnicity, social class, gender, religion, and ability has on his or her daily experiences in school – that is, how do these realities affect the kinds of attention and resources the child receives, where he fits in, whether she feels marginal or privileged in the school.”

- *Be wary of one size fits all.* Brown cautions that the Olweus bullying prevention program, which has been adopted by many U.S. schools, has not been carefully evaluated in this country and may be less effective in schools with diverse populations.

- *Adjust expectations.* “We hold kids to ideals and expectations that we as adults could never meet,” says Brown. “We expect girls to ingest a steady diet of media ‘mean girls’ and always be nice and kind, and for boys to engage a culture of violence and never lash out. We expect kids never to express anger to adults, never to act in mean or hurtful ways to one another, even though they may spend much of the day in schools they don’t feel safe in, and with teachers and other students who treat them with disrespect... It’s important to promote consistent consequences – the hallmarks of most bully-prevention programs – but it’s also critically important to create space for honest conversations about who benefits from certain norms and rules and who doesn’t. If we allow kids to speak out to think critically and question unfairness, we provide the groundwork for civic engagement.”

- *Embrace grassroots movements.* “Too many bully-prevention programs are top-heavy with adult-generated rules, meetings, and trainings,” says Brown. “We need to listen to students, take up their just causes, understand the world they experience, include them in the dialogue about school norms and rules, and use their creative energy to illuminate and challenge unfairness.”

- *Accentuate the positive.* “Instead of labeling kids,” concludes Brown, “let’s talk about them as potential leaders, affirm their strengths, and believe that they can do good, brave, remarkable things. The path to safer, less violent schools lies less in our control over children than in appreciating their need to have more control in their lives, to feel important, to be visible, and to have an effect on people and situations.”

“10 Ways to Move Beyond Bully Prevention (And Why We Should)” by Lyn Mikel Brown in *Education Week*, Mar. 5, 2008 (Vol. 27, #26, p. 29), article available to subscribers only

[Back to page one](#)

6. Do the Arts Make Children Smarter?

In this *Education Week* article, Debra Viadero reports on a recently released Dana Foundation-sponsored study by neuroscientists and psychologists from seven universities on how training in the arts might contribute to improving general thinking skills. Earlier studies on the “Mozart effect” and others like them have been discredited because they never established that exposure to the arts actually causes changes in the brain. “Left unsettled, experts say, is whether the arts make people smarter or whether smart people simply gravitate to the arts,” writes Viadero.

The Dana studies didn’t reach any definitive conclusions about whether students’ experiences in dance, music, theater, and visual arts benefit other cognitive areas, but they did come up with some intriguing findings:

- The idea that students are either right-brained or left-brained learners is baloney, the researchers agreed. “We tend to think of the artist, on the one hand, and the scientist and

mathematician, on the other, as fundamentally different people,” says Elizabeth Spelke, one of the researchers. “I think the work here suggests a much closer connection between the cognitive processes that give rise to the arts and the cognitive processes that give rise to the sciences.”

- The Stanford University research team found that 7-12 year-old children with more musical training made faster gains in reading fluency than students with no musical background.

- Brain scans found that children who were stronger readers had more highly developed left-brain/right-brain connections associated with phonological awareness – the ability to pull apart and manipulate sounds in speech. “Listening carefully to other sounds has long been thought to be important to the development of phonological awareness and reading fluency,” said Brian Wandell, a Stanford researcher.

- The Stanford group also found preliminary evidence that visual-arts lessons outside of school were correlated with children’s skill in math calculations, perhaps because both activities involve recognizing patterns.

- One study found that middle- and high-school students who studied music intensively were better at tasks involving basic geometric skills, but not at tasks involving basic number representation.

- Other studies linked training in acting with improvements in memory; music training with skill at manipulating information in both long-term and working memory; music learning with ELLs’ English speaking fluency; and dance with the ability to learn by observing movement.

- One theory on how arts training might improve other cognitive areas is that it motivates students to pay attention. “We know that if you train attention, then you’ll be more successful at various cognitive tasks,” says Cornell psychologist Michael Posner.

Ellen Winner, a Boston College psychologist, raised a cautionary note and called for more research. “We can’t conclude anything about causality from correlational studies,” she said.

“Insights Gained Into Arts and Smarts” by Debra Viadero in *Education Week*, Mar. 12, 2008 (Vol. 27, #27, p. 1, 10-11) http://www.edweek.org/ew/articles/2008/03/12/27arts_ep.h27.html

[Back to page one](#)

7. A Media Literacy Course in a New York Middle School

(Originally titled “What’s Relevant for YouTubers?”)

In this *Educational Leadership* article, middle-school teacher Johanna Mustacchi describes the 13-week media literacy course she designed and implemented in her middle school just north of New York City:

- Sixth graders focus on print media, including popular magazines targeted at middle-school students. After analyzing the imagery and persuasive language of advertisements, students create their own print ads for clubs, sports teams, school lunch options, and DARE.

Students also create an 8-page tabloid-size newspaper with hard-news and feature stories, editorials, reviews, photo features, and comics.

- Seventh graders focus on video, including TV commercials and broadcast news. They discuss sexism, violence, conspicuous consumption, and whether this medium contributes to the dumbing down of society, and create a newscast and a 30-second TV commercial on something in the school – a club, sports program, clothing item, recycling, or even the water fountains.

- Eighth graders focus on the Internet, examining the veracity of information on the Web and doing an in-depth analysis of Wikipedia. Students also create websites and study MySpace and Facebook – the mechanics, pros and cons, and dangers.

The course has been a big hit with students, who found outlets for their interests and learned an enormous amount about the media. Some were even convinced that newspapers weren't boring. Mustacchi says she was guided by students' savvy and allowed them to follow their affinities in their projects and creations at each grade level, including sports, art, and cartoons. She also tapped into current news, kicking off each lesson with a current media-related story – for example, Google's acquisition of YouTube and the media's role in exposing the public and private behavior of Howard Stern and Alec Baldwin.

“What's Relevant for YouTubers?” by Johanna Mustacchi in *Educational Leadership*, March 2008 (Vol. 65, #6, p. 67-70); this article can be purchased at <http://www.ascd.org/infocon>. The author can be reached at jmustacchi@croton-harmonschools.org.

[Back to page one](#)

8. Alarming Statistics on Sexually Transmitted Diseases

This front-page *New York Times* article reports on a new national study's finding that one-quarter of U.S. females age 14-19 are infected with at least one of these: human papillomavirus (HPV), chlamydia, genital herpes, and trichomoniasis. The study found that nearly 50 percent of African-American teens were infected, 20 percent of whites. Among those infected, 15 percent had more than one of the diseases.

“What we found is alarming,” said Dr. Sara Forhan, one of the lead authors. “Far too many young women are at risk for the serious health effects of untreated S.T.D.'s.” These include genital warts, cancer, pelvic inflammatory disease, and fatal ectopic pregnancy. Dr. John Douglas, Jr. of the Centers for Disease Control and Prevention agreed, adding, “High S.T.D. infection rates among young women, particularly young African-American women, are clear signs that we must continue developing ways to reach those most at risk.”

“Sex Infections Are Found in 25% of Teenage Girls” by Lawrence Altman, *New York Times*, Mar. 12, 2008 (p. 1, A20)

http://www.nytimes.com/2008/03/12/science/12std.html?_r=1&scp=1&sq=Sex+Infections+Found+in+25%25&st=nyt&oref=slogin

[Back to page one](#)

9. Smaller Primary-Grade Classes and the Achievement Gap

Do smaller classes (15-17 students) in kindergarten and grades 1-3 reduce the achievement gap? In this *Elementary School Journal* article, Northwestern University professor Spyros Konstantopoulos seeks the answer by reexamining data from Project STAR (Student-Teacher Achievement Ratio), a four-year Tennessee class-size study involving 11,000 grade K-3 students. His conclusion: in small classes, students did better on average than in large classes, but the achievement gap widened in kindergarten (in math) and first grade (in reading), with higher-achieving students gaining more ground than lower-achieving students.

These findings, which have received quite a lot of attention in the mainstream press, are muddled by the fact that they are based on Stanford Achievement Test scores. Konstantopoulos points out that that this is a norm-referenced test and is therefore not aligned to classroom curriculum and relatively insensitive to the impact of instruction. Konstantopoulos also acknowledges that his study did not measure *why* higher-achieving students did better in smaller classes. More research is needed on this hot topic!

“Do Small Classes Reduce the Achievement Gap Between Low and High Achievers? Evidence from Project STAR” by Spyros Konstantopoulos in *Elementary School Journal*, March 2008 (Vol. 108, #4, p 275-291), no e-link available

[*Back to page one*](#)

10. Short Items:

a. Web-based chemistry questions – Indiana University has recently set up a Web-based learning tool that allows high-school students to get instant feedback on chemistry questions. Initial results from a growing number of Indiana teachers participating in the program have been very positive, with special praise for the power of quick feedback on learning attempts. Check out this free site at <http://calm.indiana.edu/>.

“Changing the Education System with CALM: Computer Assisted Learning Method” by Romualdo deSouza, Cheryl McLean, and Paulette Berger in *Phi Delta Kappan*, March 2008 (Vol. 89, #7, p. 497-500), no e-link available

[*Back to page one*](#)

b. Test review website – In his regular *Educational Leadership* column, James Popham recommends the Buros Center for Testing website, which has reviews of nearly 4,000 English-language tests: <http://www.unl.edu/buros> (click on the yellow box, Test Reviews Online).

“Trolling for Tests” by James Popham in *Educational Leadership*, March 2008 (Vol. 65, #6, p. 85-86), available at <http://www.ascd.org/infocon>.

[*Back to page one*](#)

c. Websites for first-year teachers – In this helpful *Kappan* feature, Buffalo (NY) teachers John Collins and Marcia Nigro suggest the following websites for novice teachers:

- The North Central Regional Educational Laboratory has expert suggestions on teaching at-risk students: <http://www.ncrel.org/sdrs/areas/at0cont.htm>.
- Teacher Tools has lesson plans, curriculum materials, and other helpful resources: <http://www.teachertools.org/index.html>.
- New Teachers Online is sponsored by the Teachers Network and has videos, links to lesson plans, and information about grants: <http://teachersnetwork.org/ntol>.
- The American Federation of Teachers' page covers discipline and school safety, with information on classroom management: <http://www.aft.org/topics/discipline/index.htm>.
- The National Education Association sponsors this comprehensive website with lesson plans, blank forms, record-keeping tips, and advice from veteran teachers: <http://www.nea.org/teachexperience/newteachers.html>.
- Roosevelt University professors give advice: <http://faculty.roosevelt.edu/BTSP/index.htm>.
- The U.S. Department of Education's site has online discussions, mentor teacher exchanges, workshops, reports, and more: <http://www.ed.gov/teachers/how/tools/initiative/index.html>.
- The New Teacher Center connects novices with accomplished teachers from the University of California/Santa Cruz: <http://www.newteachercenter.org>.
- The University of North Carolina's School of Education has a New Teacher support page featuring real-world advice on curriculum, fears, classroom management, and motivation: <http://www.learnnc.org/support/newteach>.

“Web Watch: Don't Reinvent the Wheel: Tools for First-Year Teachers” by John Collins and Marcia Nigro in *Phi Delta Kappan*, March 2008 (Vol. 89, #7, p. 545)

[Back to page one](#)

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Do you have feedback? Is anything missing?

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

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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- 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, 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
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine (online)
Teachers College Record
TESOL Quarterly
The Reading Teacher
Theory Into Practice
Tools for Schools