

# Marshall Memo 470

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

January 28, 2013

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## Quotes of the Week

“When you have principals’ meetings once a month, do round-table case reviews or watch a video together and analyze it.”

Jon Saphier, quoted in “The Power of Observation” by Valerie von Frank, *The Learning Principal*, Winter 2013 (Vol. 8, #2, p. 1, 4, 5), [www.learningforward.org](http://www.learningforward.org); Frank can be reached at [valerievonfrank@aol.com](mailto:valerievonfrank@aol.com).

“Engaging students in the study of history through the use of essential questions allows them to become apprentice historians.”

Heather Lattimer (see item #3)

“If simple techniques were available that teachers and students could use to improve student learning and achievement, would you be surprised if teachers were not being told about these techniques and if many students were not using them? What if students were instead adopting ineffective learning techniques that undermined their achievement, or at least did not improve it?”

John Dunlosky, Katherine Rawson, Elizabeth Marsh, Mitchell Nathan, and Daniel Willingham (see item #2)

“Although cramming is better than not studying at all in the short term, given the same amount of time for study, would students be better off spreading out their study of content? The answer to this question is a resounding ‘yes.’”

(*ibid.*)

“Tablets hit the sweet spot between a computer and a piece of paper... Tablets remove the barrier of the screen between my students and me.”

Stephanie Hedge (see item #4)

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## 1. The Mindsets That Foster “Productive Persistence” In Students

In this briefing paper prepared for the Noyce Foundation, Nancy Stano (University of Texas/Austin) summarizes seven promising interventions that build motivation and “productive persistence” in students (a term coined by Uri Treisman to describe the interplay between motivation and engagement). The promise of these interventions, says Stano, is that they “help students rewrite their personal academic identity narratives, altering their academic mindsets – the beliefs, attitudes, and ways of perceiving themselves as students and their learning environment. Combining these positive academic mindsets and necessary academic skills, students are then able to look beyond short-term concerns to longer-term or higher-order goals and are equipped to withstand challenges and setbacks as they persevere toward these goals.” Here is Stano’s list:

- *Theory of intelligence* – A belief in the malleability of their intelligence, that intelligence develops in part through strategic effort, leads students to a “growth” rather than a “fixed” mindset. Students with a growth mindset attend class more often, complete more challenging classroom activities, persist and ask for help when they encounter roadblocks to learning, and earn higher grades.

- *Self-efficacy* – Confidence in their ability to be successful at a given task influences how students think and behave. “Regardless of what may be objectively true about their capabilities,” says Stano, “students’ subjective beliefs about their abilities guide the choices they make, the effort they put forth, and the persistence and perseverance they display in the face of difficulties.” The three main sources of self-efficacy are: (a) mastery experiences that the student has had; (b) witnessing mastery performance in others of similar ability; and (c) social persuasion from peers, teachers, and parents.

- *Attributions* – The reasons students give for their successes and failures fall on several continua: internal/external, controllable/uncontrollable, and stable/unstable. “Productively persistent students make internal, controllable attributions for their successes and failures,” says Stano, “citing something from within to explain the outcome.”

- *Belongingness* – “When students believe that they are part of the academic community and are socially connected to their peers and teachers, they are more motivated, more engaged, and earn better grades,” says Stano. “These strong ties increase productive persistence behaviors and can even help to ameliorate the effects negative stereotypes could have on a student’s identity.”

• *Value and interest* – “If being successful in a particular task is not valuable or of interest to the student,” says Stano, “the student is unlikely to put forth effort and persist when faced with a setback.” Being given too many choices in the classroom can also confuse students and undermine effort and intrinsic motivation.

• *Goals* – These are most helpful when students set their own targets, the goals are challenging yet attainable, and steppingstone goals are clear. “Students need to believe that the future self represented is possible,” says Stano, “that ‘people like me’ can have this outcome.”

• *Self-regulation* – This consists of “the purposeful behaviors, cognitions, and motivational practices students employ as they strive to attain their learning goals,” says Stano. “These skills allow students to avoid distractions, stay on task, and navigate obstacles that may arise on their academic achievement path.” The key phases are forethought, performance, and self-reflection.

These interventions have a major effect on student achievement, says Stano, when the following conditions exist:

- The interventions target students’ subjective experiences in school. The key is getting students to believe that their efforts will pay off, that they belong in a classroom community, and that the work is relevant to their lives.
- The interventions are subtle and indirect. “Direct instruction on these topics could lead students to develop a negative, deficit way of thinking about their capabilities,” says Stano. “Rather, these interventions are indirect and have even been referred to as ‘stealthy’ because participants are often unaware of how their own thought processes are altered as a result of their participation.”
- The interventions initiate self-reinforcing processes. The interventions must short-circuit negative thoughts and start a “virtuous cycle” of positive performance and attributions.
- The interventions are well-timed. “Students are especially vulnerable to forming negative mindsets and exhibiting poor academic behaviors during periods of transition to new academic environments,” says Stano – for example, entering high school or college. “During transition periods, students must navigate not only the changing context of school... but they also struggle in defining their beliefs about themselves as learners as curriculum changes and performance expectations increase.”

Stano mentions three programs that promote these productive mindsets:

- Academic Youth Development (AYD): A collaboration between the Charles E. Dana Center and Agile Mind
- Malleability of Intelligence Empirical Research
- AfterSchool KidzLit

“Math and Science Engagement: Identifying the Processes and Psychological Theories That Underlie Successful Social-Psychological Interventions” by Nancy Stano, The Noyce Foundation, June 2012; Stano can be reached at [n.k.stano@austin.utexas.edu](mailto:n.k.stano@austin.utexas.edu).

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## 2. When Students Study On Their Own, What Works and What Doesn't?

In this extraordinarily thorough 54-page monograph in *Psychological Science in the Public Interest*, John Dunlosky and Katherine Rawson (Kent State University), Elizabeth Marsh (Duke University), Mitchell Nathan (University of Wisconsin/Madison), and Daniel Willingham (University of Virginia) report on their review of the effectiveness of ten different study techniques that students use for independent study. Each is a plausible method for improving achievement and several are very common – but only two are highly effective and three moderately effective. Here is the authors' overall assessment of each one, with details on how generalizable the technique proved to be in research studies:

1. Re-reading – Going over text material two or more times after an initial reading is one of the most widely used study techniques.

- *Overall assessment* – **Low utility**
- *Impact in different learning conditions* – One key variable is the amount of time between initial reading and rereading, with a longer lag-time producing better learning.
- *Impact with different students* – Almost all studies of rereading have been done on college students, so we don't know much about K-12 applications.
- *Impact with different learning materials* – Researchers have looked at the effect of rereading across a variety of school materials.
- *Impact with different ways of measuring student learning* – Studies have not shown robust learning gains in various kinds of assessments.
- *Effects in representative educational contexts* – Rigorous research on this technique in different classroom settings is virtually non-existent.
- *Implementation issues* – Students need no training to use this strategy except knowing to wait a little while after initial reading before rereading.

2. Highlighting and underlining – Marking potentially important portions of to-be-learned materials while reading; this technique is widely used by students at all levels.

- *Overall assessment* – **Low utility**
- *Impact in different learning conditions* – Research has found this technique to be unproductive in a wide variety of classroom settings.
- *Impact with different students* – Studies have found highlighting and underlining to be ineffective with students from the primary grades to Air Force basic trainees. The problem is that students often don't highlight the most important material or over-highlight so they can't see the forest for the trees.
- *Impact with different learning materials* – With difficult material, highlighting and underlining may actually hurt students' performance on higher-level tasks that require inferential thinking.
- *Impact with different ways of measuring student learning* – Research shows weak results.
- *Effects in representative educational contexts* – Several studies found that when teachers highlighted important parts of texts, students did better on assessments, but this did not put highlighting into the front ranks of effectiveness.

- *Implementation issues* – Students often highlight in ways that are not helpful to learning, and the time spent highlighting is time not spent on more-effective techniques. Extensive training can improve students’ skill at highlighting the most important material, but this is time-consuming and detracts from other approaches that would be more productive.

3. Summarization – Writing summaries of to-be-learned material, capturing the gist and not unimportant or repetitive material:

- *Overall assessment* – **Low utility**

- *Impact in different learning conditions* – The key question is whether students have the material in front of them while they summarize or put the text aside and test their memory. The research is mixed on both conditions.

- *Impact with different students* – Most of the research has been on college students; younger students have difficulty writing accurate summaries and this makes the technique less effective for them.

- *Impact with different learning materials* – Most studies have looked at students’ summarizing of prose passages, and more research is needed on other types of materials.

- *Impact with different ways of measuring student learning* – The research here is mixed, with some studies showing benefits to long-term learning and others showing students performing worse.

- *Effects in representative educational contexts* – The concern here is whether students have learned to accurately summarize material.

- *Implementation issues* – This technique is relatively easy for students who know how to summarize, but for those who don’t, extensive training is required.

4. Keyword mnemonic – Using keywords and mental imagery (visualizing the material to be learned in your “mind’s eye”) to associate and remember material; this time-honored technique has been studied since the late 1800s. An example: to learn the French word *la dent* (tooth), the student thinks of an English word that will be helpful (dentist) and forms a mental image of a dentist holding a large molar with a pair of pliers.

- *Overall assessment* – **Low utility**

- *Impact in different learning conditions* – Researchers have found that this technique is widely used and appears to help students remember the studied material. However, other techniques work better.

- *Impact with different students* – Studies have covered numerous ages and types of students using this approach.

- *Impact with different learning materials* – Researchers have looked at numerous subject areas and types of materials, and many don’t lend themselves to the easy association of *la dent* with dentist.

- *Impact with different ways of measuring student learning* – Although using keywords and mental imagery appears to work with short-term memory and transfer, the research suggests that it doesn’t produce durable learning – in fact, it leads to “accelerated forgetting.” This is probably because there are so many steps students have to take and multiple opportunities for errors in retrieval.

- *Effects in representative educational contexts* – The research is mixed in studies in different types of classrooms, but overall it's not positive.
- *Implementation issues* – Developing keywords involves skill and time (which is why the keywords are often supplied by the teacher), and research suggests that students' time is better spent on more-productive study techniques.

5. Using imagery for learning text – Attempting to form mental images of text materials while reading or listening:

- *Overall assessment* – **Low utility**
- *Impact in different learning conditions* – Studies have found that using imagery works better when students are listening to a teacher reading a passage aloud than when they are reading it silently.
- *Impact with different students* – Research has been done on different age students, and the results have been mixed, with benefits depending on the type of material and whether students are good at forming mental images.
- *Impact with different learning materials* – This technique works best with learning material that is “image-friendly” and not so well with more-abstract subject matter.
- *Impact with different ways of measuring student learning* – Using imagery is helpful with free-recall or short-answer tests but ineffective with tests with comprehension, inference, and application questions; there isn't research on long-term retention.
- *Effects in representative educational contexts* – Research is thin in this area, but the authors say that using imagery is a “relatively inert strategy.”
- *Implementation issues* – Students need to learn how to form images as they read, and researchers haven't established how much time this would take.

6. Elaborative interrogation – While studying, asking oneself *why* a fact or concept is true and coming up with an explanation:

- *Overall assessment* – **Moderate utility**
- *Impact in different learning conditions* – This technique works best with lists of facts, but there are questions about how well it works with longer or more complex material.
- *Impact with different students* – Studies have shown it works from university students down to the upper-elementary level but not as well in the primary grades; it's also less effective with students who have low levels of prior knowledge in the domain.
- *Impact with different learning materials* – The technique seems to work with many different types of factual material.
- *Impact with different ways of measuring student learning* – Short-term memory of facts is improved, but research needs to be done on whether this technique works with long-term retention.
- *Effects in representative educational contexts* – Research is lacking in this area.
- *Implementation issues* – Students need only minimal training to use this technique – for example, prompting themselves to ask “Why is this true?” every 150 words in a textbook passage.

7. Self-exploration – Explaining how new information is related to known information, or explaining steps taken during problem-solving – for example, a student asking him- or herself, “What parts of this page are new to me? What does this statement mean? Is there anything I still don’t understand?”

- *Overall assessment* – **Moderate utility**
- *Impact in different learning conditions* – This technique does well across a range of school conditions.
- *Impact with different students* – Research has found this technique to be effective among younger and older students, but more study is needed on its utility with different achievement levels.
- *Impact with different learning materials* – This technique has been effective with a wide range of materials.
- *Impact with different ways of measuring student learning* – Studies have shown it to be effective across an impressive range of learning outcomes including memory, comprehension, and transfer.
- *Effects in representative educational contexts* – More research is needed here.
- *Implementation issues* – Although students don’t need a lot of training to use this technique, it is relatively time-consuming for students to implement well.

8. Interleaved practice – Implementing a schedule of practice that mixes different kinds of problems or materials within a single study session. The opposite of this, which students use most often, is studying each topic in a block and then moving on to the next one – for example, looking at a series of paintings by one artist, then a series of paintings by another artist. The authors say the interleaved technique has great promise but research on it is less robust than it is for most of the other techniques.

- *Overall assessment* – **Moderate utility**
- *Impact in different learning conditions* – Interleaved practice is often used in conjunction with distributed practice, but its efficacy is not dependent on the spacing between study sessions. It’s most effective when students have attained a level of mastery with each skill so they can move from one to another with some facility.
- *Impact with different students* – Most of the research has been done on college students, but a few studies have looked at interleaving with upper-elementary students.
- *Impact with different learning materials* – Researchers have studied interleaving with students learning about artists’ painting styles, mathematics, and other subjects and found different impact in different areas. It is highly effective in mathematics and less effective with learning foreign-language vocabulary.
- *Impact with different ways of measuring student learning* – An intriguing fact is that when studying, students using blocked practice do better than students doing interleaved practice, but on tests, students who used interleaved practice do significantly better. This may be because interleaved practice helps students compare different types of problems and get better at shifting from one to the other. Interleaved practice may also make greater demands on long-term memory and strengthen those neural links.

- Effects in representative educational contexts – A few studies have found that motivated students can learn to use interleaving quite quickly.
- *Implementation issues* – Interleaving may take slightly more study time than blocked practice, but the time is well spent, say the authors. They recommend that when teachers present a new skill or topic, they should have students practice that one first, then do a mixed practice with skills from previous units – ongoing, cumulative, interleaved practice throughout the year.

9. Practice testing – Self-testing or taking practice tests on to-be-learned material. “Testing is likely viewed by many students as an undesirable necessity of education,” say the authors, “and we suspect that most students would prefer to take as few tests as possible... This view of testing is... unfortunate, because it overshadows the fact that testing also *improves* learning.” What does this look like? Students working on their own to test themselves on the target material, either with actual or virtual flashcards, completing practice problems, or doing practice tests – all in a low-stakes environment.

- *Overall assessment* – **High utility**
- *Impact in different learning conditions* – Researchers have most often used cued recall (students write down as much as they can remember about a passage without looking back), but other formats have been studied.
- *Impact with different students* – Students of various ages have been studied, but the research is thinner on different student achievement levels and amounts of prior knowledge.
- *Impact with different learning materials* – Studies have affirmed the efficacy of practice testing with a variety of materials.
- *Impact with different ways of measuring student learning* – Research has shown practice testing produces robust learning gains on a variety of short-term and long-term tests and applying information in new settings.
- *Effects in representative educational contexts* – Practice testing has been studied in a wide variety of classrooms with positive results.
- *Implementation issues* – Practice testing is not particularly time-consuming and requires minimal training. The Cornell note-taking method, for example, is quick to learn (students take notes on half of each page and leave a blank column to jot down key terms and questions shortly after taking the notes for self-testing later). Of course feedback on the practice testing is important – either students checking themselves or the teacher providing correctives where necessary.

10. Distributed practice – Implementing a schedule of practice that spreads out study activities over time, versus being massed in a short period of time. “Although cramming is better than not studying at all in the short term,” say the authors, “given the same amount of time for study, would students be better off spreading out their study of content? The answer to this question is a resounding ‘yes.’”

- *Overall assessment* – **High utility**
- *Impact in different learning conditions* – Studies have shown that the key variable is how much time passes between practice/retrieval sessions. For example, to remember something for

one week, sessions should be 12 to 24 hours apart. To remember something for five years, sessions should be 6 to 12 months apart. Another variable is how deeply students are processing the information in each practice/retrieval session.

- *Impact with different students* – Researchers have documented the effect of distributed practice on a wide range of ages and student characteristics, but there isn't good research on different learner characteristics (for example, prior knowledge and motivation).
- *Impact with different learning materials* – Studies have tested the impact of distributed practice on a wide variety of learning materials. It does well with most assessments but less well with complex tasks like airplane control.
- *Impact with different ways of measuring student learning* – The results of distributed practice are strong with all kinds of assessments and strongest with assessments conducted after some time has passed.
- *Effects in representative educational contexts* – Researchers have seen positive results from distributed practice in many types of classrooms.
- *Implementation issues* – One factor that makes it more difficult to get students using distributed practice is that textbooks tend to bunch topics together and not return to them. Another factor is “procrastination scallop” – the tendency of students to increase study time just before an exam rather than spreading it out over the semester. Distributed practice doesn't use more time than other study techniques, but students need to be convinced of its efficacy and have a little training on how to do it. Teachers can also help students distribute practice by giving frequent, short tests.

“It is obvious that many students are not using effective learning techniques but could use more-effective techniques without much effort,” conclude the authors, “so teachers should be encouraged to more consistently (and explicitly) train students to use learning techniques as they are engaged in pursuing various instructional and learning goals.”

“Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology” by John Dunlosky, Katherine Rawson, Elizabeth Marsh, Mitchell Nathan, and Daniel Willingham in *Psychological Science in the Public Interest*, January 2013 (Vol. 14, #1, p. 4-58),

<http://psi.sagepub.com/content/14/1/4.full.pdf+html?ikey=Z10jaVH/60XQM&keytype=ref&siteid=spsi>; Dunlosky can be reached at [jdunlosk@kent.edu](mailto:jdunlosk@kent.edu).

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### **3. Using Essential Questions to Improve a High-School History Course**

In this thoughtful 2008 article in *Social Education*, teacher educator Heather Lattimer (University of San Diego) says that all too often, despite their charisma and talent getting students involved in classroom activities, “teachers are the ones doing all the thinking in the classroom.” To counteract this tendency, specifically in social studies and history classes, she recommends using essential questions for each unit. Here's why:

- *Essential questions get to the heart of the discipline.* They address the big ideas, pose dilemmas that puzzle historians and social scientists, and bring startling incongruities to students' attention.

- *Essential questions have more than one reasonable answer.* A provocative and multi-layered question often raises more questions, naturally recurs throughout the year, and gets everyone looking at the material from multiple perspectives.

- *Essential questions connect the past to the present.* Students are more likely to make these connections if teachers provoke reflection with questions like these:

- When is violence justified?
- Who should have access to the American dream?
- Are the benefits of progress worth the costs?
- Can we have both liberty and security?
- Is it better to work together or alone?

Such questions address fundamental concerns that each generation should ponder anew.

- *Essential questions enable students to construct their own understanding of the past.* They get students doing the “thinking work” to make sense of history and relate it to their own lives and current events.

- *Essential questions reveal history to be a developing narrative.* “Too often,” says Lattimer, “when history is taught as a collection of facts, students view history as ‘fixed and stable, dropped out of the sky readymade’ (Bruce VanSledright, 2004)... Engaging students in the study of history through the use of essential questions allows them to become apprentice historians.”

- *Essential questions challenge students to examine their own beliefs.* Getting students to confront the messy facts of historical events through the lens of a good essential question “cultivates puzzlement” (Sam Wineburg, 2001) and pushes them beyond simplistic beliefs (for example, that Lincoln was good and the South was bad, or vice-versa).

- *Essential questions prepare students for democratic citizenry.* That includes the ability to examine multiple perspectives, ask good questions of their own, dig for additional information, debate with peers and teachers, look for root causes, and change their minds.

Here are guidelines that Lattimer developed as she worked with Mike Paredes, a California teacher of U.S. history:

- Carefully select a question that will bring to life the issues of the time and place under study. For example, for a unit on the 1920s, the essential question was, *Should there be limits on personal freedom?*

- Introduce the unit by building connections to students' own concerns. Paredes raised a series of personal-liberty issues affecting teenagers (dress codes, curfews, drivers' license restrictions, limits on alcohol and drug use) and had students take a stand for and against and explain their reasoning. This raised key issues in the unit: balancing personal safety with the rights of others; governments acting like parents; and the difference between free speech and hate speech.

- Dig deeper through the use of historical case studies. Paredes had students learn the details of the changing role of women in the 1920s, Prohibition, and the resurgence of the Ku Klux Klan. Each case study raised additional essential questions:

- Should women be free to vote? To pursue interests outside the home?
- How does greater freedom for women affect the rest of the family?
- Should alcohol be prohibited? Can it be restricted for some and not others?
- Does a ban on an intoxicant cause more problems than it solves?
- Should people be allowed to express their opinions even when those views are racist?
- What happens when allowing personal freedom for some restricts the freedom of others?
- Whose freedoms are more important?

The case studies shone a bright light on the unit's questions and deepened students' understanding of the complexity of events.

- Use primary source documents to help students understand multiple perspectives. Reading 1926 Senate Judiciary Committee testimony by women who had been physically, emotionally, and financially abused by their binge-drinking husbands jolted students from their initial scorn about the wisdom of Prohibition.

- Require regular reflection on the larger question in light of new information. Through informal discussions, Socratic seminars, and journal writing, Paredes kept students thinking about the deeper questions as new facts and ideas unfolded. Lattimer tells how one student moved from total certainty about the need for unlimited personal freedom to genuine confusion in light of the readings on the ravages of alcoholism, the dilemma of patriarchal men faced with the increasing liberation of women, and the violence that could be caused by the KKK's words.

Lattimer says the effective use of essential questions “led to significantly greater student engagement, much more consistent attendance and homework completion, and a 15-point increase in standardized test scores.” More importantly, students voiced genuine appreciation for what they had been through. In the end-of-year course evaluation, one wrote, “This class made me think more than any other class I’ve ever had. I learned a lot about history, but I learned even more about how to think about history.”

“Challenging History: Essential Questions in the Social Studies Classroom” by Heather Lattimer in *Social Education*, October 2008 (Vol. 72, #6, p. 326-329), <http://bit.ly/XNcXZD>

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#### **4. A Teacher Gets the Most Out of an iPad in Her Classroom**

In this *Inside Higher Ed* article, Stephanie Hedge describes how she uses her iPad in her teaching. “Tablets hit the sweet spot between a computer and a piece of paper,” she says. “Tablets are mobile. Not only are they easy to bring to the classroom, they’re extremely mobile within it. I can carry my lesson plan around as I move between discussion groups, lecture from notes anywhere in the room, and refer to course readings held in one hand. Tablets remove the barrier of the screen between my students and me.” She lists other advantages:

- Saving paper by keeping grading forms, attendance sheets, lesson plans, course readings, digital textbook passages, and notes on the tablet.
- Tweeting her students during class and engaging the whole class in impromptu Twitter exchanges.
- Being able to grade papers, give handwritten or typed feedback to students, and jot ideas on a bus or subway ride.
- Using streaming video and projecting images during classes.
- Using clickers and polling technology to check for understanding and spark discussions.

“Key to successfully using tablets is the right accessories, hardware, and apps,” says Hedge. She recommends the following:

- A Bluetooth-enabled keyboard and a stylus;
- A peripheral that links the tablet to a projector;
- Dropbox for easy transfer of files between the tablet and other devices;
- Notability, which allows the teacher to type, handwrite (with a stylus), highlight and annotate another document, import documents, weclips, and photos, use sticky notes, draw figures, take photos, and record audio files;
- Pages for word processing, or Textilus for Microsoft Office documents.
- Paperless Teacher and TeacherKit for grading;
- Teacher’s Assistant Pro for tracking student behavior;
- Air Sketch for whiteboard projection; it allows the teacher to sketch the answer to a complex math problem on each student’s device while walking around the classroom.
- For clicker questions, eClicker turns the iPad into a polling tool, sending a signal to all Wi-Fi-enabled devices in the room.

“Teaching with Tablets” by Stephanie Hedge in *Inside Higher Ed*, Nov. 4, 2012 (spotted in *Education Digest*, February 2013); the full article is available at <http://www.insidehighered.com/blogs/gradhacker/teaching-tablets>

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***Do you have feedback? Is anything missing?***

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo,*

*please e-mail: [kim.marshall48@gmail.com](mailto:kim.marshall48@gmail.com)*

# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 42 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

## ***Subscriptions:***

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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

## ***Core list of publications covered***

Those read this week are underlined.

American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
ASCA School Counselor  
ASCD SmartBrief  
Better Evidence-Based Education  
Center for Performance Assessment Newsletter  
District Administration  
ED Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Update/Curriculum Update  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Essential Teacher  
Go Teach  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
Journal of Education for Students Placed At Risk (JESPAR)  
Journal of Staff Development  
Kappa Delta Pi Record  
Knowledge Quest  
Middle Ground  
Middle School Journal  
NASSP Journal  
Newsweek  
NJEA Review  
Perspectives  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Responsive Classroom Newsletter  
Rethinking Schools  
Review of Educational Research  
School Administrator  
Teacher  
Teachers College Record  
Teaching Children Mathematics  
Teaching Exceptional Children/Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The District Management Journal  
The Language Educator  
The Learning Principal/Learning System/Tools for Schools  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Wharton Leadership Digest