

Marshall Memo 49

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 16, 2004

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Quotes of the Week

“If we were to be arrested and charged with trying to educate all students to high standards, would they have enough evidence to convict us?”

Richard Owen, Associate Superintendent in Sacramento, CA to his principals.
Quoted in *Principal*, September/October (Vol. 84, #1, p. 72)

“No learning has to be boring.”

Pat Wolfe, educational consultant (see item #3)

“They strive for independence, yet they clamor to belong. They fight the connections they have with their parents, but they need to form alliances with peers and bond with understanding teachers. They are finding themselves and, in the process, will challenge authority, experiment with sarcasm, and try on many different personalities. They are adolescents.”

Kathy Checkley (see item 5)

“We have to stop stigmatizing being held over. Does it matter if you graduate high school at 17 or 18 or 19? It’s more important you come out with the skills you need to survive in the world.”

Phyllis Bullion, Principal of P.S. 200 in New York City (see item #6)

“The best single behavioral predictor of obesity in children and adults is the amount of television viewing. The relationship is nearly as strong as what you see between smoking and lung cancer. Everybody thinks it’s because TV watching is sedentary, you’re just sitting there for hours – but that’s only about one-third of the effect. Our guesstimate is that two-thirds is the effect of advertising in changing what you eat.”

Steven Gortmaker (see item #7)

1. Advice for the “Turnaround” Leader

Principals who are asked to turn around troubled schools need a road map, not a recipe, says Daniel Duke in this comprehensive article in the new *Principal* magazine. “Recipes prescribe steps that must be followed to achieve a desired result,” he writes. “Road maps, on the other hand, indicate the starting point, the final destination, and various routes to get there.” Duke outlines four elements that “turnaround” principals usually find as they navigate their entry into a troubled school:

- The people who work in a dysfunctional institution usually have a variety of explanations for its low performance (poor leadership, insufficient resources, neglectful families, etc.) and the new principal needs to hear them all out – while realizing that the real causes are probably much more complex.
- The staffs of failing schools often feel that they have tried everything to raise achievement and resist new approaches. They will need help accepting ideas they hadn’t thought of or didn’t give sufficient time to work.
- No one enjoys being on a losing team, and staff members are likely to feel frustrated, disappointed, and angry – with a tendency to point the finger at parents, administrators, students, or colleagues. Principals need good counseling skills to deal with these emotions in an honest and open way.
- No school is a total failure, and the new principal should seek out the school’s assets: resilient students, dedicated staff members, involved parents, success stories.

With these caveats in mind, Duke says that the principal needs to set a goal that is sufficiently broad and ambitious: “Effective turnaround principals are acutely aware that students are more than test scores, that teachers are more than instruments for raising scores, and that the hopes and dreams of parents entail more than higher scores... Turnaround principals understand the message that psychologist Abraham Maslow tried to convey decades ago – that people must feel cared for and cared about before they will take the risks necessary to achieve. In unsuccessful schools,

unfortunately, students too often get the message that they must first achieve in order to be valued.”

Duke concludes with the following “travel tips” for principals from his observations of turnaround success stories:

- *Confront beliefs about teaching and learning* – Effective principals challenge their staffs to take an open and honest look at their beliefs about student learning and their own potential for making a difference for needy students. “Teacher feelings of self-efficacy often depend on a principal’s ability to recognize teacher growth and promote professional collaboration and continuous instructional improvement.”

- *Assess and refine instructional skills* – “There are no shortcuts to turning around low-performing schools,” writes Duke. “They can only be turned around one student at a time.” Teachers need to work constantly on improving their instructional skills through focused staff development. “The most meaningful staff development often is that which is tied directly to helping particular students overcome particular learning problems.”

- *Increase instructional time for struggling students* – Effective principals find ways of increasing time where it is needed most, either by adding (paid) time to the school day and year or cutting down on less productive aspects of the school day.

- *Improve how students are grouped for instruction* – Principals can add to teachers’ productivity by arranging for them work with the smallest possible groupings of students and the combinations that are likely to add the most value.

- *Establish and sustain an orderly learning environment* – If the school is chaotic and teachers cannot command the respect of their students, learning will not take place. But the best approach is not a law-and-order dictatorship; rather, it’s focusing on consistently enforcing existing rules and explicitly teaching students the behavior that’s expected of them. “While they feel comfortable with the role of disciplinarian,” writes Duke, “these principals also expect teachers to handle most of the behavior problems that arise during the day.”

- *Use data to monitor student progress* – Effective principals constantly gather data on student progress and expect teachers to use diagnostic instruments, practice tests, and frequent in-class questions to monitor how students are doing – and follow up when students are struggling. “Waiting until students receive failing grade on their report cards is not a viable option. By that time, these students often have fallen so far behind their classmates that catching up is unlikely. Turnaround principals

make certain they know which students are at risk of failing and they personally see to it that help is provided both within and outside of class.”

“The Turnaround Principal: High-Stakes Leadership” by Daniel Duke, *Principal*, September/October, 2004 (Vol. 84, #1, p. 12-23), no e-link available.

2. The Challenges of an Elementary School Principal

In this moving article, Delaware principal Beth Carlson describes a former student, Kenny, who veered from being a bright, enthusiastic second grader to a troubled, underachieving third grader. Kenny became argumentative with adults and isolated from former friends, and the clothes he wore made him look older and meaner. “The only area in which he showed improvement,” writes Carlson, “was in finding increasingly clever ways to get removed from class.”

Carlson was in constant touch with Kenny’s mother, who worked in a nearby factory, but these conversations did not change the boy’s behavior or shed any light on the reasons behind it.

Then one day Carlson received an anonymous letter:

Dear School Principal,

I am a friend of Kenny’s. He is a third grader in your school. Kenny cries every night because he is afraid. His father has a gun and uses it to scare his mother when they fight. Please help my friend Kenny.

Carlson immediately talked to Kenny, who confirmed that his parents argued and that there was a gun in the house. The boy described how he put on headphones and turned his rap music up loud to drown out the sound of his parents’ fights.

Carlson arranged for an immediate meeting with Kenny’s mother and showed her the letter, which she suspected Mom had written herself. But the principal did not get the sense that Kenny’s mother was picking up on her offer of help and her suggestion to file for a Protection from Abuse court order. After Mom left, Carlson called the police and spoke to a detective about her concerns.

This incident got Carlson thinking about the heavy burden that principals carry. “It dawned on me that in this community, as in so many others, the local school principal is regarded as someone who can help, someone with resources and answers and guidance. Despite the many times our judgment is questioned or our work is underappreciated, our communities still see us as agents of change and trust that it will be change for the better. It’s sometimes overwhelming, the many ‘somethings’

that others bring to us: problems they hope we can solve; fears they hope we can allay; magic they hope we can work. I have listened to the worried, the frightened, the exasperated, the confused, the angry, the hopeful, and the naïve. My advice has been sought not only about children in my school, but about babies, teens, spouses, divorce, money, drug addiction, violence, prejudice, and sex... And so the problems come, from the mundane to the inane. They knock on our doors, ring our phones, arrive by mail, and erupt in our classrooms, hallways, schoolyards. Some of them we can solve or help with; others we can't. But for all the Kennys out there, I am glad to have the chance to try."

I e-mailed Beth Carlson this morning to compliment her on the article and ask what happened to Kenny. She e-mailed right back, saying that she was no longer principal of the Pennsylvania school where she encountered Kenny. She continued: "The last I heard of Kenny he had continued a downward slide... I am unsure of where he is today. I heard that his father had moved out of state under rather suspicious circumstances, and Kenny was trying to go live with him. I'd like to think we at school made a difference for him, but my fear is that it was not nearly enough. I wish I had a happier ending to the story. I think of him so often; he's one of those kids I'll never forget."

"A Friend for Kenny" by Beth Carlson in *Principal*, September/October 2004 (Vol. 84, #1, p. 66-67), no e-link available.

3. Keys to Reaching Reluctant Students

In this report, Nancy Protheroe of Education Research Service focuses on students who avoid challenges, don't complete tasks, and are satisfied to "just get by." Protheroe believes that these students' low achievement has the following roots:

- *Low self-efficacy* – Some kids have gotten the message from teachers, peers, and parents that they are not good students; they feel inadequate, confused, and even ashamed and tend to avoid challenges, expend little effort, and give up.
- *Fear of failure* – They may feel it is safer not to try than to work hard and risk failure or embarrassment.
- *Lack of relevance* – They often believe that school work is not important to their life and interests.
- *Peer concern* – They may opt to appear "cool" to their peers by not trying to learn.

- *Learning problems* – They may find it difficult to keep pace with peers and simply give up in frustration.
- *Lack of challenge* – Assignments may be too easy to engage them.
- *Desire for attention* – They may be trying to gain teachers’ attention and support by appearing helpless.
- *Emotional issues* – Their lack of interest in schoolwork and inability to focus may stem from anxiety, distress, or depression.
- *Anger* – Their resistance to schoolwork may be an act of rebellion against parental pressure to excel.

Depending on the diagnosis, a teacher might use any or all of these interventions to boost the achievement of reluctant learners:

- Explicitly teach study skills; these students may never have learned them.
- Make links between schoolwork and students’ lives.
- Give students choices in how they learn, including flexible sequencing and due dates, varying assignment lengths, and self-scoring and self-correction.
- Have student set SMART goals for their learning (specific, measurable, attainable, results-oriented, and time-bound) so they have a road map and a mental image of where they are going.
- Make the classroom a safe place to take risks by congratulating students on small accomplishments, responding non-evaluatively to their responses, and praising effort.

“Motivating Reluctant Learners” by Nancy Protheroe in *Principal*, September/October 2004 (Vol. 84, #1, p. 46-49), no e-link available.

4. How Do You Hold Students Accountable When They Won’t Work?

Responding to this month’s “Question from the Real World,” Doug Reeves addresses the concerns of a fifth-grade teacher who is pulling her hair out over students who are way below grade level and won’t apply serious effort to homework or studying for tests. The teacher is putting in all kinds of extra effort (lunchtime and after-school tutoring, tailored work assignments, etc.) but her low-achieving students are still not working hard. She feels pulled inexorably toward lowering her expectations, and is intensely uncomfortable about that because her own son, who attends a parochial school, has much more challenging assignments and puts in much more effort.

Reeves praises this teacher for her extra efforts, and has this advice:

- *Don't give up on homework.* It's vital to higher achievement – but remember that homework doesn't have to be done at home to have a positive impact. Reeves advises creating a list of alternative times for doing homework – before school, during recess or lunch, or after school.

- *Keep telling the "honest bad news"* about below-level students and address the needs of these students. "What would we do," asks Reeves, "if the school nurse said, 'We have 60% of students who do not meet our vaccination standards.' Would we fire the nurse? Would we send the nurse to a staff development program to fix the inadequate nurse? Or would we get the kids vaccinated?"

- *Carve out more instructional time* for students who are below level by not obsessively trying to cover every standard – in other words, focus on the "power standards" and skip the "nice-to-know" parts of the curriculum. Reeves advocates spending 3-4 hours every day on literacy in schools where many students are struggling.

- *Clarify curriculum expectations.* "Sending parents a copy of the state standards is hopelessly unpersuasive," says Reeves. "I need my leader to tell parents in clear student-level language what 'proficiency' really means, and I need my leader to ensure that every teacher is sending the same message."

"Questions and Answers from the Real World" by Doug Reeves in the Center for Performance Assessment's *Monthly E-Mail Newsletter*, July 2004

5. Connecting With Adolescent Learners

In this thoughtful piece in *Education Update*, Kathy Checkley reviews the challenges of teaching middle and high-school students: "They strive for independence, yet they clamor to belong. They fight the connections they have with their parents, but they need to form alliances with peers and bond with understanding teachers. They are finding themselves and, in the process, will challenge authority, experiment with sarcasm, and try on many different personalities. They are adolescents." Among Checkley's recommendations to teachers:

- *Give adolescent learners ample time to interact with each other*, including working in groups on projects. Processing and explaining content material with fellow students has the additional benefit of deepening understanding.

- *Make daily, personal contact with students.* Judith Brough, a Pennsylvania educator, recalls asking her low-achieving students who they would turn to if they didn't understand something. She was horrified when none of them mentioned their

teacher, even though they liked her; students assumed that she was “too busy” to care about their achievement. From then on, Brough went out of her way to connect with students on a daily basis. “Students this age will jump through hoops for you if you show an interest in them and their lives,” says Mike Murcin, principal of a Pennsylvania middle school. Advisory groups are a helpful structure to make this happen by ensuring that each staff member knows 15 students really well. The advisor is not a counselor, but rather someone who connects with students and asks, “How can I help you get through the school day better?”

- *Work in cross-discipline, grade-level teams* to discuss students’ varying abilities and tailor instruction to meet their needs. If a girl is getting turned on to reading, for example, the team can make sure there was plenty of reading material for the student to sink her teeth into in all subjects.

- *Avoid long lectures.* Recent brain research suggests that a teacher’s lecture should be no longer than students’ age – i.e., thirteen-year-olds should not be asked to sit passively for lectures longer than 13 minutes before getting involved in activities that allow them to process the information through their own learning styles.

- *Make learning relevant.* While students usually can’t decide on curriculum content, they should have some say in how it is taught and be given time at the beginning of units to think about how the content relates to their lives. “No learning has to be boring,” says consultant Pat Wolfe.

- *Use adolescent literature* to boost literacy and address contemporary issues. “Literature provides us with another window into the world of adolescents,” says Reid Riggle, a Wisconsin education professor.

- *Give students a chance to debate, argue, and get emotionally involved with the subject matter.* “Adolescence is not a time to have students sit and take notes,” says Pat Wolfe.

- *Tap community resources.* For example, on Veterans’ Day, one Ohio middle school has students identify a veteran among their family, friends, or acquaintances and then write poems or letters of appreciation to their chosen vet. This annual activity culminates in an appreciation breakfast, with students writing the invitations and serving the food.

- *Explicitly address risk-taking* as an expected characteristic of adolescence. Middle and high-school students are old enough to be taught about how the part of the brain that handles judgment, goal-setting, and impulse control (the prefrontal cortex) is not fully developed in adolescence, while the part of the brain that activates

the fight-or-flight instinct (the amygdala) is fully operational – which explains why irrational behavior is so common among adolescents. Pat Wolfe feels that the best way to prevent adolescents from making foolish and self-destructive choices is to talk explicitly about their brains and the tendency of their age group to experiment dangerously with alcohol, drugs, sex, and cars. Doing so, Wolfe believes, will empower students to think twice when their brains tell them to just try something once.

“Meeting the Needs of the Adolescent Learner” by Kathy Checkley in *ASCD Education Update*, August 2004 (Vo. 46, #5, p. 1, 3, 6-8). See Pat Wolfe’s paper, “The Adolescent Brain: A Work in Progress,” at <http://www.patwolfe.com/index.php?pid=100>.

6. Another Precinct Heard from in New York’s Social Promotion Debate

Samuel Freedman, the weekly education columnist for *The New York Times*, came out in support of the city’s third-grade retention policy in his column last week. After mentioning the on-going opposition from various politicians, advocates, and union leaders (“Tantamount to child abuse...” “Ill conceived...” “Racist”) and Mayor Michael Bloomberg’s heavy-handed tactics in ramming the program through, Freedman writes about the mother of Dominique Pellecier (a third grader slated for retention if she did not attend summer school and pass the test): “Instead of resisting, instead of complaining, instead of impugning the test or the teacher or the mayor, Ms. Pellecier postponed her family’s vacation to Florida and consented to have Dominique attend the Summer Success Academy at P.S. 200. What both mother and daughter understood, if few of the mayor’s critics did, was that passing along a child in academic trouble is a recipe for disaster.” Ms. Pellecier said, “Of course, I want Dominique to go to fourth grade. But I know she’s not reading well enough. If she has to repeat a grade, better now than later. As a parent, it’s only natural to want to do whatever’s going to help your child.”

Freedman describes New York City’s summer program for 9,000 students at 248 sites: four-and-a-half hours of instruction every morning, small classes, unbroken 75-minute blocks of instruction, a structured curriculum, phone calls to the homes of students who do not show up (average attendance is over 90 percent), and an afternoon sports and arts program as a sweetener. Freedman also reports that the parents of some struggling second graders have enrolled them in summer school, although it is not required for them. He quotes the principal of P.S. 200, Phyllis Bullion: “We have to stop stigmatizing being held over. Does it matter if you graduate

high school at 17 or 18 or 19? It's more important you come out with the skills you need to survive in the world."

Dominique Pellecier sat for her final test last week (she hasn't heard the results yet), and then her mother took her to Florida for that deferred vacation. Mom described it as a reward: "For working so hard, for giving it a shot."

"No More Social Promotion? Studying Instead of Criticizing" in Samuel Freedman's "On Education" column in *The New York Times*, August 4, 2004 (can be purchased at <http://query.nytimes.com/gst/abstract.html?res=F20C10F93C580C778CDDA10894DC404482>)

7. The Role of Schools in Combating the Obesity Epidemic

In a powerful and troubling article in *Harvard Magazine*, reporter Craig Lambert describes the worsening obesity crisis in the U.S. and touches on some ways that schools are part of the problem – and potentially part of the solution. Two-thirds of American adults are overweight, one-third of adults are obese, and children are increasingly chubby. The obesity epidemic closely follows social class: highly-educated Americans have only half the level of obesity as the less educated; African-American and Hispanic women are most severely affected. Being obese greatly increases one's chances of dying from heart disease, strokes, other cardiovascular diseases, diabetes, and several types of cancer and of suffering from arthritis, infertility, gallstones, and asthma.

This all stems not from lack of American willpower but from our affluent society. "It's very difficult to resist the temptation to take in more calories if they are available," says Harvard professor Richard Wrangham. "People keep regarding it as an American problem, but it's a global problem as countries get richer." Interestingly, the cars that are sold in Japan don't have drink-holders; the Japanese don't eat and drink in their cars – at least not yet.

A major driving force in this epidemic is television. "The best single behavioral predictor of obesity in children and adults," says Harvard professor Steven Gortmaker, "is the amount of television viewing. The relationship is nearly as strong as what you see between smoking and lung cancer. Everybody thinks it's because TV watching is sedentary, you're just sitting there for hours – but that's only about one-third of the effect. Our guesstimate is that two-thirds is the effect of advertising in changing what you eat." Walter Willett, another nutrition expert, adds, "You can't expect three- and four-year-olds to make decisions about the long-term consequences

of their food choices. But every year they are subjected to intensive and increasingly polished messages promoting foods that are almost entirely junk.”

Physical inactivity is certainly another factor: people get fat when they take in more calories than they expend. Recent cutbacks in physical education programs and time for recess in schools are particularly ill-timed. Pre-adolescent bone growth is crucial to maintaining bone mass – and avoiding osteoporosis and other problems later in life. “Peak bone mass occurs at the end of adolescence,” says skeletal biologist Daniel Leiberman, “and we lose bone steadily thereafter. Kids who are active grow more robust bones. If you’re sedentary as a juvenile, you don’t grow as much bone mass – so as you get older and lose bone mass, you drop below the threshold for osteoporosis.” In other words, sedentary lifestyles among school-age children can have serious health consequences much later in their lives.

“Supposedly, in the richest, most powerful nation on earth, we can’t afford physical education programs for our kids,” says Walter Willet. “That’s really obscene. Instead, we’ll be spending \$100 billion on the consequences. We simply *have* to make these investments.”

Here is a summary of the recommendations implicit in the article:

- Schools should educate students about the long-term health consequences of eating junk food. “We’ve got to stop being afraid of our children, and tell them what to eat,” says *Washington Post* writer Judith Weinraub.

- Schools should ban junk food from vending machines, forbid junk food on campus, and serve healthy, attractive food in their cafeterias.

- Schools should ensure that students get a daily dose of vigorous physical exercise, even if it’s not in a formal physical education class [Japanese schools have a brief recess after *each* 45-minute class period].

- Schools should tell parents with boorish redundancy to limit TV watching to two hours a day and yank television sets out of their kids’ bedrooms (60 percent of U.S. children have a TV in their rooms).

“The Way We Eat Now” by Craig Lambert in *Harvard Magazine*, May-June 2004 (p. 48-58, 98-99)

8. Short Items:

a. Unwritten rules for communicating with teenagers – Honolulu principal Mike Walker has noticed that there are some teachers who have a magic touch with adolescents. These adults have “the disposition, patience, and understanding not only

to communicate with them, but to be a guiding and stabilizing presence in their lives as they pass through this turbulent developmental period.” Here is Walker’s list of the unwritten rules that he thinks these special adults unconsciously follow:

- Show interest in how an adolescent is doing as a student and, more importantly, as a person.
- Teach in ways that relate to what is going on in an adolescent’s life.
- Provide a personal environment that is accepting and a physical environment that is a sanctuary.
- Practice “unconditional listening.”
- Be friendly without trying to be their friend.

“Communicating with Adolescents” by Mike Walker in *Principal*, September/October 2004 (Vol. 84, #1, p. 68), no e-link available.

b. Turnaround factors – According to the U.S. Department of Education, to turn around an underperforming school, the principal must:

- Completely reform the school’s way of doing business, top to bottom, through a coherent, systematic, and effective vision.
- Gain control of the learning environment and culture of the school so that students come to believe that school is about them and their future;
- Concentrate the school’s resources on giving students a curriculum that challenges their minds, engages their imaginations, and builds on their prior knowledge and experiences;
 - Not allow any teaching that is less than highly effective;
 - Relentlessly improve teachers’ professional skills through programs that are rigorously aligned with the school’s curriculum content and instructional program of the school.

“Turning Around Urban Schools” by Cheryl Riggins-Newby in *Principal*, September/October 2004 (Vol. 84, #1, p. 8), no e-link available.

c. The importance of typing/keyboarding skills – Very few schools teach typing any more, according to a recent survey by the U.S. Department of Education. Yet the ability to “touch type” (“keyboard” in the current vernacular) has never been more important. Students are increasingly interacting with computers at school and at home, but their ability to enter information and make rapid and effective use of a computer’s potential is slowed to a crawl if all they can do is hunt and peck.

Susan Eastman, the computer teacher at John Eaton Public School #160 in Washington, D.C. [my elementary school fifty years ago!], noticed students taking as long as 10 minutes searching for the letters to enter a single Google query and decided to make touch typing the main focus of her upper-grade computer classes. "You can't word process unless you can keyboard," she said. "You can't use the Internet, you can't instant message. For some kids with learning disabilities, for those who have messy handwriting, or for whom holding a pencil is awkward, it opens so many tools." Eastman has all her Grade 3-6 students put an orange plastic cover over the keyboard so they can't look at the letters and practice with a self-guided computer typing program. By sixth grade, most students are typing 25 to 35 words per minute (30 wpm is fast enough to qualify for a permanent job as an executive secretary). Once they are proficient, students use their touch-typing skills all the time and constantly practice and reinforce them.

"Can You Be a Techie If You Can't Type?" by Rebecca Weber, *Christian Science Monitor*, August 3, 2004 <http://www.csmonitor.com/2004/0803/p14s01-legn.html> (spotted in *PEN Weekly NewsBlast*, August 5, 2004)

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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 aims to keep busy principals and other educators very well-informed on important research and ideas in K-12 education. Kim Marshall, a former Boston teacher and administrator, is your “designated reader,” searching through 37 publications the week they come out, choosing the articles that are most relevant and useful to improving teaching and learning, and summarizing them in a brief e-mail. Some ideas will be familiar, reinforcing what readers already know, but others will be new and genuinely thought-provoking. Target topics include:

- *School leadership* – Building a professional learning community; effective teamwork; effective schools practices; supervision and evaluation of teachers; time management.
- *Effective teaching* – Key variables associated with high student achievement; professional development of teachers; teacher leadership and career ladders; multiple intelligences and brain research.
- *Curriculum* – Alignment and planning with the end in sight; teaching for understanding; new ideas in reading, writing, and math.
- *Assessment* – Aligned formative and summative assessments; using data and student work for continuous improvement; graphic display of student achievement data; standardized testing and the debate on standards.
- *Closing the gap* – Effective strategies to close the racial / economic achievement gap; the innate-ability / intelligence / effective effort debate; safety-net programs.
- *Positive school culture* – Student discipline; social-emotional learning; moral development; parent involvement; and community partnerships.
- *And...* – New areas of research; upcoming television and radio programs on education.

Publications covered:

(those read this week are underlined)

American Education Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
Commonwealth Magazine
Curriculum / Education Update (ASCD)
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Harpers
Harvard Business Review
Harvard Education Letter
Harvard Education Review
Journal of Staff Development
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
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Principal Magazine
Principal Leadership
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Reading Research Quarterly
Reading Today
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Teachers College Record
Teacher Magazine

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