

# Marshall Memo 385

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

May 9, 2011

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## Quotes of the Week

“It’s so hard in this country to spread good practice. When we started funding, we hoped it would spread more readily. What we learned is that the only things that spread well in school are kids’ viruses.”

Vicki Phillips of the Gates Foundation, quoted in “Back to School for the Billionaires” by Rita Beamish in *Newsweek*, May 9, 2011 (p. 38-43);

<http://www.newsweek.com/2011/05/01/back-to-school-for-the-billionaires.html>

“We drill more because they can’t pay attention, but they can’t pay attention because they don’t have these underlying play skills, so we drill more. It’s pathetic.”

Deborah Leong on the demise of play in early-childhood classrooms (see item #6)

“[V]ery early in school many kids get the idea that they’re not in the smart group, especially in math. We kind of force a choice on them: to decide that either they’re dumb or math is dumb.”

John Mighton (see item #5)

“Asking children to make their own discoveries before they solidify the basics is like asking them to compose songs on guitar before they can form a C chord.”

John Mighton (*ibid.*)

“Does your school tend toward *doing to* or *doing with* families? Does the staff do more talking or more listening? Is the emphasis on one-way communication or on two-way conversation?”

Larry Ferlazzo (see item #7)

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## 1. Five Traits of Highly Effective Leaders

In this thoughtful *New York Times* article, Adam Bryant shares five “X factors” that make some leaders more successful than others. The good news, he says, drawing on decades of research and interviews with scores of honchos in business, sports, nonprofits, and other fields, is, “These traits are not genetic... These qualities are developed through attitude, habit, and discipline – factors that are within your control.” Here’s the list:

- *Passionate curiosity* – The most successful leaders have an infectious fascination with processes, people, and life in general: *Why do you do that? How come it’s done this way? Is there a better way? What makes this person tick?* Top-notch leaders are constantly asking questions and pushing their teams to do better.

“I’m a student of human nature,” said one CEO. Alan Mulally of Ford Motor Company has a similar mindset: “I’ve always just wanted to learn everything, to understand anybody that I was around, why they thought what they did, why they did what they did, what worked for them, what didn’t work.” It’s not enough to be passionate, says Bryant, because passionate people are often too focused on one idea, and it’s not enough to be curious, because curious people are sometimes wallflowers. The combination of the two yields more than the sum of the parts. “You want somebody who is just alert and very awake and engaged with the world and wanting to know more,” says Nell Minow of the Corporate Library.

- *Battle-hardened confidence* – “I like hiring people who have overcome adversity,” says Nancy McKinstry of the Dutch company Wolters Kluwer. The key psychological variable for leaders is *locus of control*. “Do they tend to blame failures on factors they cannot control,” asks Bryant, “or do they believe they have the ability to shape events and circumstances by making the most of what they can control? It’s a positive attitude mixed with a sense of purpose and determination.”

People reveal how they deal with adversity “only when they are faced with potential or real failure,” he continues, “and the status quo is not an option.” The best predictor of future behavior is past performance, which is why McKinstry uses this interview question with leadership candidates: “Give me an example of some adverse situation you faced, and what did you do about it, and what did you learn from it?” She looks for people who can credibly describe situations in which they fell down, got up, dusted themselves off, and kept at it.

- *Team smarts* – “Early on, I was wowed by talent, and I was willing to set aside the idea that this person might not be a team player,” says Susan Lyne, chairman of the Gilt Groupe. “Now, somebody needs to be able to work with people – that’s No. 1 on the list. I

need people who are going to be able to build a team, manage a team, recruit well and work well with their peers.”

Bryant believes the way people play soccer is a good analogy for organizational behavior. Can they be playmakers? Are they reliable? Will they get the ball to you and be in the right place for you to get the ball back to them? Do they have good peripheral vision, sensing not just how people will act but how they react to one another?

- *A simple mind-set* – One thing that drives business leaders crazy is long PowerPoint presentations – what Steven Balmer of Microsoft calls “the long and winding road.” Balmer now asks for the conclusion at the *beginning* of a meeting and gets into the details and supporting information only if necessary.

The problem is that many people have difficulty being succinct. Even when asked to sum up their main point in ten words, they can’t do it. Bryant believes the Internet has given almost everyone access to lots of information, so it’s especially important to be able to synthesize, connect the dots in new ways, and ask simple, smart questions.

- *Fearlessness* – “Are you comfortable being uncomfortable?” asks Bryant. “Do you like situations where there’s no road map or compass? Do you start twitching when things are operating smoothly, and want to shake things up? Is discomfort your comfort zone?” Bryant believes that “informed risk-taking” is a great quality in leaders – the ability to get ahead of the curve, see how the status quo isn’t working, and find new and better ways of doing things.

“Distilling the Wisdom of C.E.O.’s” by Adam Bryant in *The New York Times*, Apr. 17, 2011, adapted from Bryant’s new book, *The Corner Office: Indispensable and Unexpected Lessons from CEOs on How to Lead and Succeed* (Times Books, 2011)

[http://www.nytimes.com/2011/04/17/business/17excerpt.html?\\_r=1&scp=1&sq=“Distilling%20the%20Wisdom%20of%20C.E.O.’s”%20&st=cse](http://www.nytimes.com/2011/04/17/business/17excerpt.html?_r=1&scp=1&sq=“Distilling%20the%20Wisdom%20of%20C.E.O.’s”%20&st=cse)

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## **2. Reducing Academic Pressure in High School**

(Originally titled “The Overpressured Student”)

In this *Educational Leadership* article, Harvard professor Richard Weissbourd quotes a parent at an elite independent school saying, “I agree with you that it’s important for kids to be good people, but, realistically, that won’t help my child get into a place like Harvard.”

Weissbourd frequently hears this sentiment as he talks to parents and educators about his latest book, *The Parents We Mean to Be: How Well-Intentioned Adults Undermine Children’s Moral and Emotional Development* (Houghton Mifflin Harcourt, 2009).

He hears a lot about students being under intense pressure to get into “good” colleges and tending to see achievement failures as personal failures. Some parents treat their children like performance machines and pressure them to engage in “résumé-building” activities in which the young person has no interest. “Some children find themselves ashamed and angry at their parents without knowing why and ashamed of this shame and anger,” says Weissbourd. The toll is significant – depression and other behavioral and emotional problems as well as warped values and stunted moral development.

Weissbourd makes the case for a healthier, more balanced definition of high achievement and has these suggestions for schools:

- *Send red flags*. Schools might give parents examples of specific feelings or actions indicating that achievement pressure is beyond the pale – for example, a parent becoming depressed when a child does poorly on a big test; asking which classmates got good grades; using vocabulary flashcards at the dinner table. Weissbourd suggests the 20-minute rule – not spending more than 20 minutes a day talking or thinking or worrying about a child’s education.

- *Encourage honest conversations*. Some parents are maddeningly indirect in the way they put pressure on their children. A direct talk about achievement might be a big relief for the child.

- *Ask parents to reflect*. “Legions of parents have never thought about how their own views about their children’s achievements are connected to the ways their parents handled achievement,” says Weissbourd. “Nor have they recognized the many irrational forces that drive them to push their children academically.” Parents would do well to think about how they might be living through their children and passing a curse from generation to generation.

- *Defang achievement pressure*. Weissbourd describes what Beaver Country Day School outside Boston has done to nurture a counteridentity: the school has dialed back to a less-frenetic schedule in the upper grades, longer class periods, deeper exploration of materials, and space each day for students to relax and think. Weissbourd has other suggestions:

- Limit the number of Advanced Placement and honors courses students may take;
- Encourage students to engage in extracurricular activities that genuinely interest them;
- Provide a wide range of sports, creative, and service options and talk them up;
- Encourage students to develop in several areas and forge an identity that’s not centered on their grades;
- Reduce homework and make it more meaningful;
- Inform students about a variety of careers and help them discover their passions;
- Help students choose a college that’s truly a good fit;
- Talk up the idea of a gap year between high school and college;
- Encourage parents to agree among themselves on setting limits – for example, no SAT tutoring before ninth grade.

“The Overpressured Student” by Richard Weissbourd in *Educational Leadership*, May 2011 (Vol. 68, #8, p. 22-27), <http://www.ascd.org>; the author is at [weissbri@gse.harvard.edu](mailto:weissbri@gse.harvard.edu).

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### **3. Boosting Reading Proficiency by Podcasting Readers Theatre Scripts**

In this compelling article in *The Reading Teacher*, Texas educators Sheri Vasinda and Julie McLeod note that repeated reading is an effective way to build students’ fluency and comprehension. But how can students be motivated to read and re-read passages without an authentic purpose? Vasinda and McLeod have an answer: using Readers Theatre and podcasting – that is, getting students to rehearse interpretive, voice-only performances and

upload them to the Internet (via Really Simple Syndication or RSS feeds) to be listened to by a wide audience that includes their parents and other family members.

Readers Theatre has real advantages for practicing reading for an authentic purpose, say Vasinda and McLeod. “Considering the audience in a performance reading compels the reader to engage in deeper analytical thought to make the story come alive so that the audience can envision it... “With the expectation of drama and performance, readers begin to realize that reading is an activity that has an element of experimentation. To portray a character’s emotions, one requires a deep understanding of the plot and the character’s goals and motives.” And recording performances for a podcast adds another dimension to the process.

Three teachers tried this idea in their second- and third-grade classrooms in diverse Texas schools. Here was the procedure:

- Scripts were distributed on Monday each week (teachers found the scripts in conventional materials and online sources).
- Students were divided into heterogeneous groups of 4-8 students, depending on the number of parts in the script, parts were assigned, and students silently read over their scripts.
- Tuesday through Thursday, groups practiced their scripts 10-15 minutes each day; the teachers circulated, modeling fluent reading as necessary.
- On Friday, groups recorded their scripts as an MP3 file and saved them to a computer hard drive (teachers provided step-by-step instructions).
- Then students uploaded the podcasts (again, detailed instructions were provided); no students’ names were used – only their classroom and group name.

Parents and other family members were then able to listen to their children’s podcasts at their leisure.

The ten-week experiment yielded impressive results, as measured by pre and post individual DRA or CRI assessments. Struggling readers gained an average of 1.13 years, with individual gains ranging from a semester to three years. In focus-group interviews, students and teachers expressed enthusiasm for the project and highlighted three specific benefits: addressing a wider audience (thousands of people could listen to her recording, said one girl); the permanency of the work (each podcast was available any time, anywhere on the Internet); and the students’ sense that audio was a visual medium (students could “see” their voices as they monitored the sound-wave meter while recording their scripts).

“Podcasting Readers Theatre was a profoundly powerful learning experience for the students,” conclude Vasinda and McLeod. “We believe its power came directly from the careful match of research-based strategy and well-suited technology. This matching used a strong and engaging strategy – Readers Theatre – and enhanced it.” One student put it this way: “Before we did the Readers Theatre I felt like a kitten because I was really scared that it [posting the performance online] was so to everyone. And after it I felt like a tiger because I kept doing Readers Theatre more.”

“Extending Readers Theatre: A Powerful and Purposeful Match with Podcasting” by Sheri Vasinda and Julie McLeod in *The Reading Teacher*, April 2011 (Vol. 64, #7, p. 486-497),

#### **4. Six Ways to Get Students Writing in Math Classes**

In this article in *The Reading Teacher*, Brigham Young University educators Brad Wilcox and Eula Ewing Monroe cite research saying that students aren't doing enough writing in math classes. This is a shame, they say, because there are literacy and math gains to be had by harnessing the power of writing. Wilcox and Monroe have the following suggestions:

- *Learning logs* – At the beginning of a math class, the teacher asks students to summarize something learned in a previous lesson – for example, a fifth-grade teacher asks students to say what they learned about mean, median, and mode and then has some students share their logs. With practice, students get better and better at these learning log entries, which serve a dual purpose of reviewing previous material, revealing misconceptions and gaps in knowledge, and brushing up writing and vocabulary skills.

- *Think-write-share* – “Teachers often ask questions and count on having at least one or two students raise their hands,” say the authors. Far better to make every student accountable by asking the whole class to jot down the response to the question – for example, *What is an equivalent fraction?* – and then calling on one or two students to share their writing, perhaps using a document camera to display them. One teacher thought her class had mastered this concept and was surprised when a think-write-share revealed that a number of students thought equivalent fractions were identical fractions – for example,  $\frac{1}{4} = \frac{1}{4}$ . The teacher had several students share their responses and when the class had seen several that were accurate, she had students respond to the question again.

- *Note-taking/note-making* – In addition to taking notes, students can be asked to make notes on the content of a lesson. For example, a fifth-grade teacher had students fold a sheet of paper in half, write on the left side a definition of *integers* with number lines demonstrating the relative size of integer pairs, and then on the right side jot their own reactions and observations. One student wrote, “It is weird that -2 is greater than -5.” This process “encourages students to make connections between new concepts and previously learned material and their personal experiences,” say Wilcox and Monroe.

- *Shared writing* – A third-grade teacher might wrap up a geometry unit by writing on chart paper words suggested by students – *face, edge, vertex, congruent figures, polygons* – then writing sentences summing up what was learned in the unit, and finally revising the sentences to sharpen the content.

- *Class book* – Building on the shared writing, the teacher might assign segments to different students and have them each draft a page for a class book summing up the unit. “Class books provide a sense of audience as well as an opportunity for students to revise and edit their writing,” say Wilcox and Monroe. “Simultaneously, the format invites students to ‘create and use representations to organize, record, and communicate mathematical ideas.’”

- *Alphabet books* – The teacher assigns each student a letter of the alphabet and has them search for new and complex words in their math textbook, notes, thesaurus, and math dictionary. Each page would contain a meaningful sentence, a pictorial representation, and a real-world connection. With the teacher’s help, students revise and edit their pages and the alphabet book is then assembled and published.

“Integrating Writing and Mathematics” by Brad Wilcox and Eula Ewing Monroe in *The Reading Teacher*, April 2011 (Vol. 64, #7, p. 521-529), <http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i7/abstracts/rt-64-7-wilcox.html&mode=redirect>; the authors can be reached at [Brad\\_Wilcox@byu.edu](mailto:Brad_Wilcox@byu.edu) and [Eula\\_Monroe@byu.edu](mailto:Eula_Monroe@byu.edu).

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## 5. Small Steps to Big Gains in Math Achievement

In this *Opinionator/New York Times* online commentary piece, David Bornstein reports that almost all students can learn mathematics at a very high level and eventually handle university-level math courses. Why aren’t more students on this pathway now? According to math curriculum designer John Mighton, it’s because “very early in school many kids get the idea that they’re not in the smart group, especially in math. We kind of force a choice on them: to decide that either they’re dumb or math is dumb.” Because of this belief system, students’ entering inequalities become wider and wider each year.

The problem, Mighton believes, is that many teachers don’t structure their classes to take account of several important insights about math learning:

- Students need extensive practice to gain mastery of any new concept and skill. Kids who struggle in math are usually having difficulty remembering math facts, handling word problems, and doing multi-step arithmetic.
- There are finite limits to working memory and a fast-moving lesson can leave many students in the dust, especially if they don’t know their number facts.
- Using discovery-based learning is great, but most students need more explicit guidance and scaffolding than they’re getting to consolidate new concepts. “Asking children to make their own discoveries before they solidify the basics is like asking them to compose songs on guitar before they can form a C chord,” says Mighton.

The secret, he believes, is breaking math down into very small steps and assessing each student’s understanding of each step before moving on. Teachers he works with are sometimes surprised to discover that a concept they were teaching as one step contains as many as seven micro steps. Taking one piece of new learning at a time, teachers can see where students’ problems are and fix them. “No step is too small to ignore,” says Mighton. “Math is like a ladder. If you miss a step, sometimes you can’t go on. And then you start losing your confidence and then the hierarchies develop. It’s all interconnected.”

Consider this problem – *What is  $-7 + 5$*  – which throws many students for a loop so they start guessing or get discouraged. Mighton says the teacher’s first question should be be, “Imagine you’re playing a game for money and you lost seven dollars and gained five. Don’t

give me a number. Just tell me: Is that a good day or a bad day?” Separating the basic understanding of negative numbers from the arithmetic makes it easier for students to understand the numbers, and then they can learn the subsequent steps.

If this happens regularly, students feel successful, their math anxiety subsides, their confidence increases, and their brains actually begin to work more efficiently. Oddly, even though many adults have no hesitation in admitting they’re “not good at math”, when people are doing well in math, it makes them feel like they’re smart at everything. “More than anything, kids love success,” says Mighton, “and they love getting to higher levels, like in a video game.” The math teacher’s number one job, he believes, is building confidence, and the way to go about that is really good task analysis and step-by-step competence-building.

Mighton has created a math curriculum called Jump using these principles, and it’s being piloted in a number of Canadian schools. Preliminary results are impressive – the average test score in one class went from 54 to 92. More important, the gap between the mathematical haves and have-nots narrowed dramatically. “When you have all the kids in a class succeeding in a subject,” says Mighton, “you see that they’re competing against the problem, not one another. It’s like they’re climbing a mountain together. You see a very healthy kind of competition. And it makes kids more generous to one another. Math can save us.”

“Better Way to Teach Math” by David Bornstein in *Opinionator – Online Opinion from The New York Times*, Apr. 18, 2011

<http://opinionator.blogs.nytimes.com/2011/04/18/a-better-way-to-teach-math/?scp=1&sq=“Better%20Way%20to%20Teach%20Math”%20&st=cse>

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## 6. Does Play Belong in Early-Childhood Classrooms?

In this article in *The Chronicle Review*, Tom Bartlett attacks what he believes is a misguided trend toward emphasizing basic skills and virtually eliminating play in early-childhood classrooms. Lev Vygotsky is the guru of those who believe play is developmentally essential. He believes that play, especially pretend play, is an essential part of childhood – something that makes children “stand a head taller” than they would be without it. Researchers say that three things develop when young children play:

- Abstract thinking – When children ride a broomstick as a pretend horse, they are separating the object from what it symbolizes – an act of abstraction that represents a huge mental leap forward. This happens frequently when children play.

- Vocabulary – When children pretend, they often use grown-up words. If they’re playing doctor, they might talk about an *injection* and a *thermometer*. If they’re pretending to be TSA inspectors, they might tell another child that she’s carrying a bottle larger than the *permitted* three ounces.

- Executive function – A study found that children in play-based early childhood classrooms seem to have better cognitive flexibility, self-control, and working memory – attributes of “executive function” that have been linked to higher academic achievement. If this



research is accurate, we may be raising a generation of children with less self-control, shorter attention spans, and poorer memory skills, says Bartlett.

Play has definitely been losing traction in early-childhood classrooms, pushed back by the emphasis on “drill and kill” learning, memorization, and standardized tests. Deborah Leong, co-author of *Tools of the Mind: The Vygotskian Approach to Early Childhood Education* (Prentice Hall, 2006), says, “We drill more because they can’t pay attention, but they can’t pay attention because they don’t have these underlying play skills, so we drill more. It’s pathetic.”

How free should play be? Kathy Hirsch-Pasek, a passionate advocate who has organized a campaign to persuade parents to demand more play in their pre-schools, believes in a middle ground. She’s not enamored of commercial products that do all the work for children, but she thinks completely unstructured play has problems as well. Hirsh-Pasek conducted a study in which *guided* play – adults providing materials and making suggestions – produced the most imaginative and sophisticated language and the most creative play.

There’s controversy in this field, with some researchers challenging the pro-play studies. Bartlett cites evidence that guided play (as opposed to free play) produces learning gains equal to more-structured classrooms in which children spent more time “studying.” In addition, this research didn’t look at the executive-function attributes that might be the strongest outcome of early-childhood play. “Even if we don’t understand it perfectly,” says Hirsh-Pasek, “it’s silly to take play away from society. It’s like taking love away.”

“The Case for Play: How a Handful of Researchers Are Trying to Save Childhood” by Tom Bartlett in *The Chronicle Review*, Feb. 25, 2011 (Vol. LVII, #25, p. BB6-B9),

<http://www.thinkfun.com/content/case-play-how-handful-researchers-are-trying-save-childhood>

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## 7. How to Truly Engage Parents

(Originally titled “Involvement or Engagement?”)

In this *Educational Leadership* article, California high-school teacher Larry Ferlazzo identifies four common beliefs about parent involvement in schools:

- Parents should be on call to help when a child is misbehaving or doing poorly.
- Parents shouldn’t “bother” teachers too often.
- Parents can help the school by baking cookies and raising funds.
- Parents should get kids to do their homework and otherwise support the school.

“Unfortunately,” says Ferlazzo, “research and experience show that these attitudes do not lead to the kind of school-family connections that raise student achievement.”

He goes on to draw a distinction between parent *involvement* and parent *engagement*. “The goal of family engagement,” he says, “is not to serve clients but to gain partners.” The key is listening, welcoming, and sharing decision-making. This moves families from being clients to being leaders in education improvement efforts. “As a result,” says Ferlazzo, “the whole pie gets bigger, and more possibilities are created.”

One way to listen to and engage parents is to make pre-arranged visits to students' homes. Staff members at his 2,000-student high school outside Sacramento make hundreds of home visits each summer. They call on the families of incoming freshmen and older students who haven't yet passed the California High School Exit Exam. "Our primary goal," says Ferlazzo, "is to listen to the wisdom that parents have gained in more than 14 years of raising their children. We want to learn about their hopes and dreams for their children and discuss how the school can work with them to make those dreams a reality." Follow-up ranges from helping a Hmong immigrant family get a computer and Internet connection to helping parents move from irritation to agitation – that is, challenging others to act on important issues. The school works with the Parent Teacher Home Visit Project – <http://www.pthvp.org> – for training and ideas.

Should schools pay parents to participate in school events, as some schools in Texas and Delaware are doing? Ferlazzo thinks this reduces motivation and "when the incentives are gone, everyone is worse off than before." He's also critical of the recent effort in Newark, New Jersey (using part of Facebook founder Mark Zuckerberg's donation) to survey residents on their opinions of local schools. This isn't the kind of long-term work that's needed to develop reciprocal, long-lasting relationships, says Ferlazzo.

"Does your school tend toward *doing to* or *doing with* families?" he asks. "Does the staff do more talking or more listening? Is the emphasis on one-way communication or on two-way conversation? Is your school's vision of its community confined to the school grounds, or does this vision encompass the entire neighborhood?"

"Involvement or Engagement?" by Larry Ferlazzo in *Educational Leadership*, May 2011 (Vol. 68, #8, p. 10-14), <http://www.ascd.org>; the author can be reached at [MrFerlazzo@aol.com](mailto:MrFerlazzo@aol.com).

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## **8. Robert Marzano on Lesson Objectives**

(Originally titled "Objectives That Students Understand")

In this *Educational Leadership* article, author/researcher Robert Marzano says these are ineffective practices:

- *Writing an objective on the board, mentioning it, and not returning to it* – "An instructional objective should frame a class period," he says. Instruction should focus on it, showing how it fits into the broader standard.
- *Confusing objectives with activities* – For example, "Students will practice solving 10 equations in cooperative groups" is an activity, whereas the objective might be: "Students will be able to solve equations with one variable."
- *Overly broad objectives* – For example, "Students will be able to write effective persuasive essays." A better objective would be, "While writing persuasive essays, students will be able to generate effective transitions between paragraphs."

Marzano suggests two additional ways to enhance the great potential of lesson objectives:

- Have students translate the objective into their own words;

- Write objectives at several levels – for example, an objective on Napoleon’s rise and fall, a second objective on creating a timeline on Napoleon’s career, and a third on comparing and contrasting Napoleon’s career with those of other military leaders.

“Objectives That Students Understand” by Robert Marzano in *Educational Leadership*, May 2011 (Vol. 68, #8, p. 86-87), <http://www.ascd.org>

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## **9. Short Item:**

*a. Rethinking math education* – In this 20-minute TED lecture, high-school math teacher Daniel Meyer says we need to make math more challenging and engaging by stripping away all the “helpful” scaffolding in textbook problems and bringing them into the real world: [http://www.ted.com/talks/dan\\_meyer\\_math\\_curriculum\\_makeover.html](http://www.ted.com/talks/dan_meyer_math_curriculum_makeover.html)

“Dan Meyer: Math Class Needs a Makeover” May 2011

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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](mailto: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 41 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

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

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American Journal of Education  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Ed. Magazine  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Journal of Staff Development  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
New York Times  
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  
Teachers College Record  
The Atlantic Monthly  
The Chronicle of Higher Education  
The Language Educator  
The Learning Principal  
The New Yorker  
The Reading Teacher  
The School Administrator  
Theory Into Practice  
Tools for Schools