Marshall Memo 717

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 1, 2018

In This Issue:

Quotes of the Week

"Our heavy-handed use of tests for accountability has undermined precisely the function that testing is best designed to serve: providing trustworthy information about student achievement."

Daniel Koretz in "Moving Beyond the Failure of Test-Based Accountability" in *American Educator*, Winter 2017-18 (Vol. 41, #4, p. 22-26), http://bit.ly/2lCTDUi

"Make it so hard to plagiarize that they might just as well write the paper."

Michelle Navarre Cleary (see item #4)

"In a time of hyper-partisanship, the most important thing to teach our students is not argument. We need to teach them about pluralism, about living with and for the perpetual discomfort of difference. We need to teach them how to listen."

Daniel Sussman (see item #2)

"Women have been taught, by every cultural force imaginable, that we must be 'nice' and 'quiet' and 'polite.' That we must protect others' feelings before our own. That we are there for others' pleasure."

Rachel Simmons, quoted in "When 'Yes' Is Easier Than 'No'" by Jessica Bennett in *The New York Times*, December 17, 2017, http://nyti.ms/2kDLWfS

"I'll tell you what leadership is. It's persuasion, and conciliation, and education, and patience. It's long, slow, tough work. That's the only kind of leadership I know, or believe in, or will practice."

President Dwight Eisenhower, quoted in "The Limits of the Reality TV Presidency" by Jon Meacham in *The New York Times*, December 30, 2017, http://nyti.ms/2CsDmJE

1. Looking at a School with an Anthropologist's Eye

"Surveys are an easy way to collect data, but often they confirm what you already know and rarely shed light on new ideas," say Carla Silver and Erin Park Cohn (Leadership+ Design) in this article in *Independent School*." But surveys are widely used by schools and districts because they're easy to administer (using Survey Monkey or Google forms) and provide what seems like "raw, objective, quantifiable data, hard truths that we can use to guide our decisions." Surveys have four crucial limitations:

- Their "choice architecture" constrains what respondents can say and rarely provides opportunities to explore deeper thinking.
- Survey questions tend to elicit general, idealized responses – for example, a parent might check off "strong subject matter knowledge" as a desirable teacher quality, but in fact places more value on the teacher's emotional connection with the child.
- Averages are deceptive. Isolating a single data point and measuring its average tells us less than it might appear. "Each individual member of our community is a unique constellation of many data points," say Silver and Cohn, "all of which matter."
- Surveys tend to produce unimaginative solutions. They tell us what is, but don't provide guidance on what might be. Even open-ended questions about what a school should offer in the future get prosaic responses. Steve Jobs, Henry Ford, and Thomas Edison didn't ask people what they wanted because they knew the limits of most people's mental models. Henry Ford supposedly said that if he had asked people what they wanted, they would have said "a faster horse."

"If we truly want to innovate in lasting ways," maintain Silver and Cohn, "we need to illuminate the unknown and shine a light on new pathways." And that means going beyond surveys and looking at a school with the eyes of an anthropologist.

In his book, *A More Beautiful Question*, Warren Berger writes about "*vuja de* – a sense of seeing something for the first time, even if you have actually witnessed it many times before." Being an anthropologist is about getting curious, opening one's mind, observing, interviewing, and listening to stories as if one were a visitor from another country.

The quality of questions is important. "If you ask a student about new fashion trends, you might get something that sounds like an answer from a YouTube blogger," say Silver and Cohn. "But if you ask students to tell you about the shoes they have on, you might learn about their shopping habits, their friendships, the way they spend their free time, and whether or not their parents approved of the purchase or paid for the shoes. If you ask students what they want

in a teacher, they might generalize the qualities of all their teachers and create a mythical creature. But if you ask them to tell a story of an impactful learning experience in a recent class, you will probably learn about what they truly value in their teachers. You might also discover that their most impactful learning moment came from a peer or from their own exploration of a topic."

Silver and Cohn suggest these specific techniques for getting an anthropologist's view of a school and using the data to come up with imaginative and far-reaching conclusions:

- Shadow a student for a full day, paying careful attention and documenting what you see and hear. "You'd be amazed at how different your school is from the perspective of a student," they say.
- Ask students, parents, alumni, and others to share specific anecdotes and stories about their experience at your school. Start by asking, "Tell me about a time when…"
- Go off campus and explore community resources that might be helpful.
- Ask "why." *Why does a group do things this way? Why did that practice emerge?*
- Take time to observe the cafeteria, the faculty room, the playground, the corridors, a committee meeting with a fresh eye, without judgment or preconceived notions.

And in all this, Silver and Cohn conclude, it's important "to separate what you observe from what you interpret. Humans are wired to make meaning out of complexity, and we usually bring our own experiences, biases, and values into the mix when we try to understand the behaviors and motivation of others. While there is nothing wrong with emerging with a hypothesis, it is important to check biases, and ask, 'What am I bringing to this interpretation? What did I actually hear or see? How did my emotions or preconceived assumptions color my interpretation of what I saw or heard?'"

"Take Note" by Carla Silver and Erin Park Cohn in *Independent School*, Winter 2018 (Vol. 77, #2, p. 38-48), no e-link available; Silver can be reached at carla@leadershipanddesign.org.

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2. A New Jersey Teacher's Protocol for Discussing Hot Topics

"In a time of hyper-partisanship, the most important thing to teach our students is not argument," says Daniel Sussman in this article in *Phi Delta Kappan*. "We need to teach them about pluralism, about living with and for the perpetual discomfort of difference. We need to teach them how to listen." At the private Quaker school where Sussman teaches English, students come from all points on the political spectrum, and there are three challenges when controversial topics are discussed:

- Some adolescents silence themselves, either because of shyness or because conservative students are conscious of the liberal climate of the school;
- Teenage political debates can quickly become nasty, revealing preexisting social hierarchies and insecurities.
- Students tend to gravitate quickly to hardened positions and not listen to others.

With these challenges in mind, Sussman devised a protocol for debating controversial subjects that asks students "to focus all of their energy on understanding what another person believes and why they believe it." The goal, he says, is creating "a receptive, nonjudgmental audience, one that hears out each person's political perspective without criticizing or debating it." Sussman piloted the protocol for a year following these steps (the quotes are from an actual class discussion):

- The moderator introduces the goals of the discussion and the basic structure and norms, including confidentiality.
- A participant shares a political belief in 20 seconds or less ("I fundamentally believe that the United States should not be accepting foreign refugees.").
- The participant next to that person in the circle has 20 seconds to ask a probing question about that belief ("Where do you think they should go instead?").
- The first participant has 20 seconds to answer the question ("I think that it's not our country's responsibility to find a place for them to go. I believe that it's our country's responsibility as a nation to take care of American citizens and provide for the people who live here in our country,").
- This back-and-forth is repeated with the next student in the circle. ("Why do you feel this way?" "Because I feel like in a globalized era, the United States is taking a larger and larger role in trying to be the world's moderator, and we've lost some of our core principles, like the fact that we're a country, and we have responsibility to take care of the poor people and the struggling families in our country. So it wouldn't be fair for the people who can't put a meal together, who depend on tax dollars to get food stamps, to have money go to people who aren't Americans and aren't under our jurisdiction.")
- When it was Sussman's turn, he decided to participate as well as moderate: "Are there any historical situations that you'd consider an exception to this rule, like a genocide or some such really extreme event?"
- If time allows after the circle is completed, questioning can continue in "popcorn" fashion. In this discussion, it became clear that the student who stated his belief about refugees was influenced by fears about terrorism, a general distrust of government spending, and the assumption that refugees are unproductive economically.
- The moderator asks a new participant to share a political belief, inviting both a new topic and an ideological perspective that contrasts with the previous one ("I believe that the world, in general, should try to be a lot less violent.").
- The questioning process proceeds as before (a couple of questions: "How can you stop all this violence without using even more violence?" "If humans have the instinct and capability to be violent creatures, then how exactly, in our civilized society, do we suppress that?").
- The moderator may want to interject, says Sussman, if questions are really "arguments in disguise, designed not so much to probe the classmate's political belief as to undermine its premises."

- The moderator stops the activity five minutes before the end of the period, allowing time to debrief.

It's not essential to stick to the 20-second rule, says Sussman, but it's a helpful rule, "pushing students to pare down their questions and ideas to their essence, without allowing them to ramble or to stumble into an inflammatory way of stating their views."

A structure like this, Sussman has found, makes "discussions deeper and freer… I saw the weight lift from students when engaging in this protocol. The activity showed them they were capable of talking and listening in this distinctly mature way, without snapping at or silencing each other. Moreover, they learned that it is OK to have deep political disagreements with classmates."

Of course there are limits to the freedom of expression implicit in the protocol – times when the teacher has to step in to maintain norms of respect and tolerance and rule out hateful views. And that should be stated up front.

"From Partisanship to Pluralism" by Daniel Sussman in *Phi Delta Kappan*, December 2017/ January 2018 (Vol. 99, #4, p. 50-53), http://bit.ly/2BU2VDb; Sussman can be reached at daniel.sussman@gmail.com.

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3. Effective Teaching of Controversial Scientific Topics

"Traditional science education has generally focused on dispensing established and secure knowledge while relegating controversial or ethical topics to the sidelines," say David Owens (University of Missouri), Troy Sadler (University of North Carolina/Greensboro), and Dana Zeidler (University of South Florida/Tampa) in this article in *Phi Delta Kappan*. But issues like climate change, vaccinating children, and genetically modified organisms (GMOs) are on students' minds and have great pedagogical potential. These are socio-scientific issues, say the authors, requiring people "to make arguments that draw upon scientific evidence while also addressing morality, ethics, economics, and the like." The good news, they contend, is that teaching about them "does not have to be a difficult or risky business for teachers." Here is their three-step process:

• *Encounter the issue*. Students study the relevant scientific content and the social and political conflicts associated with it. With GMOs, for example, students might look at items from the supermarket to see which contain genetically modified ingredients, view a video about a resource-deprived area where drought-resistant crops are desirable, and study statements from partisans on both sides of the issue.

• *Study the science and engage in reasoning*. Students are immersed in the technical aspects of the issue – for example, the inheritance and variation of traits and the differences between genetic engineering and traditional breeding – as well as the perspectives of farmers, corporations, and individuals.

• *Synthesize key ideas and practices*. Students reflect on how their own perspectives have changed by engaging in the science and the socio-scientific arguments. This phase might

involve a culminating activity like a debate about the safety of GMOs or creating a policy statement.

When discussing hot topics in science classrooms, it's important that "teachers and students together establish and maintain a learning environment in which all individuals involved feel safe and demonstrate respect for one another," say Owens, Sadler, and Zeidler. "Learning should be active and defined by interaction and collaboration, so that oppositional ideas can be discussed in light of supporting science and include the multiplicity of perspectives that inform the complex nature of socio-scientific issues. Most important, the teacher and students must toe a fine line between productive, revealing discussion and statements that might be perceived as hurtful." Some hallmarks of good pedagogy:

- Less emphasis on discussing science in isolation; more emphasis on discussing concepts in the context of personal and social issues;
- Less emphasis on working alone; more emphasis on group work that simulates real-world science and political work;
- Less emphasis on acquiring scientific information; more emphasis on conceptual understanding applied to personal, social, and global decisions;
- Less emphasis on questions with one correct answer; more emphasis on open-ended questions that get students explaining phenomena and taking positions backed by evidence;
- Fewer multiple-choice assessments; more authentic assessments.

"Controversial Issues in the Science Classroom" by David Owens, Troy Sadler, and Dana Zeidler in *Phi Delta Kappan*, December 2017/January 2018 (Vol. 99, #4, p. 45-49), available for purchase at http://bit.ly/2lCgfUL; the authors can be reached at owensdc@missouri.edu, tdsadler@uncg.edu, and zeidler@usf.edu.

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4. Why Students Plagiarize and What Teachers Can Do About It

In this article in *Phi Delta Kappan*, Michelle Navarre Cleary (DePaul University) analyzes the reasons for plagiarism and suggests remedies for each one:

• *Students are careless*. Most students don't plagiarize intentionally, says Cleary; they're in a hurry, cut corners, and don't take the time to cite sources.

- Say up front that you're using Turn-It-In, Google, or some other method of checking their work.
- Clarify that the consequences of plagiarizing are serious.
- "Make it so hard to plagiarize that they might just as well write the paper," says Cleary. For example, require students to hand in a paper proposal, an outline, an annotated bibliography, multiple drafts, a copy of one or more of their sources, and a reflection piece. Streamline the monitoring process by using peer review and spot-checking.
- Assign fresh, interesting topics around specific, focused questions or issues, not old chestnuts like writing about Hemingway's character.

- Help students feel connected to the subject matter, their fellow students, and the teacher. Of course, this is easier in a small class.

• *Students panic*. Deliberate plagiarism happens most often when students are under time pressure and feel backed into a corner with unfamiliar subject matter.

- Assign intermediate drafts and discuss the process as it unfolds.
- Alert students about common problems up front.
- Teach students time management skills – pacing themselves and organizing their work.
- Explicitly discuss why the assignment is important.
- Make the consequences of being caught very clear.

• *They lack confidence*. Students may believe an author can "say it better than I can" and feel uncomfortable putting well-stated views or unfamiliar jargon in their own words.

- Help students see that they already have well-developed views on music, movies, and sports and can transfer these skills into an academic domain.
- Have students write their own ideas or conjectures before, during, and after doing research.

• *They believe they're supposed to reproduce what the experts have said*. This stems from the misconception that scholarly publications are like dictionaries where we look up information. A similar belief is that students are passive vessels being filled with knowledge from others.

- Require students to generate a hypothesis before they begin researching and have them test it against what they find in source material.
- Show students examples of papers containing plagiarism and challenge them to spot the problems.
- Quickly scan handed-in papers looking for summaries and paraphrases that may not have been cited.

• *Students have difficulty integrating source material into their own exposition or argument*.

- Suggest that students put source material out of sight as they write.
- Encourage summarizing and discourage paraphrasing.
- Scan papers looking for citations that come only at the end of paragraphs – a sign that students think that covers all the borrowing in the paragraph, not just the last sentence.

• *Students don't understand why people are so concerned about sources*. "These students do not see themselves as members of a scholarly community that is collectively building knowledge," says Cleary, "but, rather, as islands of self-contained knowledge or as outsiders who are merely trying to get through this ordeal." Prohibitions against plagiarism may seem "overly fussy and secondary to the process of learning."

- Explicitly discuss the goals of students' research.
- Talk about their membership in a community of scholars in which they are contributing knowledge as well as learning from others.
- Acknowledge that citation styles, especially for Internet sources, are in flux.
- Work with other teachers to develop consistent citation conventions.

• *They are sloppy with note-taking*. This can happen even to eminent historians like Doris Kearns Goodwin, who mistook quotes for her own notes more than once.

- Teach strategies for organizing notes.
- Insist that students include citations in all drafts.

• *They don't understand that they need to cite facts, figures, and ideas, not just quotations.* These students aren't being dishonest; they just don't understand the rules.

- Make sure every source in the references corresponds to a citation in the text.

• *They are learning the craft of writing*. Benjamin Franklin improved his writing by imitating writing he admired, and some students may be using a similar process, believing that changing a few words makes it okay.

- Treat "patchwritten" papers as early drafts.
- Discuss with students the need to digest and analyze material in more sophisticated ways.

• *They are used to a collaborative model of knowledge production*. This can occur with students who have grown up with sampled music and video mashups and aren't concerned about distinguishing their own thoughts and ideas from those of friends and family members. "Does one need to acknowledge parental influence on the development of one's thinking?" asks Cleary. "What about a peer's suggestions to add an example to a paper? And what about clergy who repeat phrases and ideas that many others have used before them?"

- Discuss gray-area cases with students.
- Discuss and ensure that students understand the reasons for citing sources.
- Be clear on what does and does not constitute plagiarism.

"Top 10 Reasons Students Plagiarize and What Teachers Can Do About It" by Michelle Navarre Cleary in *Phi Delta Kappan*, December 2017/January 2018 (Vol. 99, #4, p. 66-71), http://bit.ly/2lDzw8a; Cleary can be reached at michelle.navarre@depaul.edu.

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5. Tips for Purchasing Educational Technology

In this article in *Education Next*, Rob Waldron (CEO of Curriculum Associates) gives insider tips on purchasing technology for schools:

• *Check the fridge before you go shopping*. "Before you can decide what you need, you've got to know what you already have," says Waldron. Do an inventory of hardware, software, apps, licenses, and practices associated with those products, and survey key people on what their favorite and least favorite products are – and why. One district found there were 332 different student assessments in use – some preferred by central office leaders, some by principals, and some by teachers. Crazy!

• *Ask what the technology is being "hired" to do*. Linking instruction to assessment? Helping with RTI? Streamlining data? Transitioning to new standards? Supporting blended learning? Communicating with parents? Be sure to ask front-line educators for their perspective.

• *Buy off the rack*. Custom tailoring is expensive, and your school's needs may not be as unique as you think. Be specific about what you want, but don't ask for the moon.

• *Compare apples to apples*. Once you've narrowed down to a few vendors, compare

their solutions to the same set of specific instructional applications – for example, "Know the formulas for the area and circumference of a circle and use them to solve problems." Ask vendors for the attrition rate of customers and use trusted independent evaluations. And be suspicious of free trials.

• *Check references*. Ask for 5-6 references from districts similar to yours. Waldron suggests leaving this message with each district: "If you think the product and service of Company X is truly outstanding, please call me back. Otherwise, there is no need to respond." Ask those who call back about the impact on teacher practices and student learning, as well as technical issues.

• *Do a real pilot*. This should be with real students in real schools with real data, in partnership with the vendor. To be successful, a pilot must have clear goals, internal champions, sufficient time, a planned conclusion, transparency about any limitations, enough financial support, and reflection on the product and how the implementation went.

• *Put service above product*. "Even more than the quality of the product itself," says Waldron, "the service you receive from your provider will make or break the experience of your teachers and the learning outcomes of your students." Is the vendor proactive about fixing problems, sensitive to teacher and student needs, and committed to continuously improving the product? This is especially important since today's products may not be the best in a few years, and adaptations will have to be made.

• *Find creative savings*. Look at the total price of ownership, not just the sticker price. "If a vendor's licensing fees look too good to be true, they probably are," says Waldron. The best vendors will find ways to get you the best price and pass along savings to you. Ask about discounts, get comparison figures from similar districts, and try to consolidate training and do it on site.

• *Get a guarantee or walk*. There must be an unconditional money-back guarantee with no fine print or the deal is off. "Vendors need your business and will acquiesce to this request if you insist," says Waldron.

• *Get everyone on the bus*. Every teacher who uses the product needs to be on board and well trained to implement it in ways that complement the overall curriculum. The driving question must always be how it will help students.

"How to Avoid Getting Ripped Off by Ed-Tech Vendors: Ten Tips for School Districts from an Industry Insider" by Rob Waldron in *Education Next*, Winter 2018 (Vol. 18, #1, p. 16-22), http://educationnext.org/how-to-avoid-getting-ripped-off-ed-tech-vendors-ten-tips/

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6. Orchestrating Productive Struggle in Middle-School Math Classes

In this article in *Mathematics Teaching in the Middle School*, Sararose Lynch (Westminster College), Jessica Hunt (North Carolina State University), and Katherine Lewis (University of Washington) use this mathematics problem to discuss the challenge of differentiating instruction in a diverse classroom:

Aunt Martha has 5 trays of cupcakes. Here is how they are arranged: There are 100 total cupcakes on the trays. The first and second trays have 52 cupcakes, the second and third trays have 43 cupcakes, the third and fourth trays have 34 cupcakes, and the fourth and fifth trays have 30 cupcakes. How many cupcakes are on each tray?

Lynch, Hunt, and Lewis say there are several common mistakes when teachers try to differentiate this kind of problem:

- Providing hints that remove the cognitive demand;
- When helping a student, focusing only on the procedure without giving the overall context;
- Providing formulas to solve the task without giving students the chance to engage with the math content;
- Considering only the characteristics of struggling students and not those of students working above grade level.

Lynch, Hunt, and Lewis suggest that teachers ask themselves the following questions as they strive to maintain mathematical rigor and get all students involved in productive struggle:

- What is the underlying mathematical concept the activity is designed to build? How can we differentiate the task and still address the underlying concepts?
- What are the prerequisite skills needed to complete this task, and how can I incorporate those into the lesson launch?
- How much time is sufficient to enable all students to engage with the math substance?
- What are the barriers a particular student might experience engaging with the problem?
- How can the student engage with the math goal in a way that builds on and extends prior knowledge?
- What feedback should I provide? What supporting or extending questions should I ask?
- What structures or discussions should I use to help support students' understanding?

"Productive Struggle for All: Differentiated Instruction" by Sararose Lynch, Jessica Hunt, and Katherine Lewis in *Mathematics Teaching in the Middle School*, January/February 2018 (Vol. 23, #4, p. 194-201), http://bit.ly/2DLGeki; the authors are at lynchsd@westminster.edu, jhunt5@ncsu.edu, and kelewis2@uw.edu.

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7. Enough with the Apologies!

This *Harvard Business Review* article reports on a study indicating that apologizing to an unhappy customer is not the best approach – even with concern, an upbeat attitude, and a winning smile. "An apology that extends beyond the first seconds of an interaction can *reduce* customer satisfaction," says the article. "Employees should instead focus on demonstrating how creatively and energetically they are trying to solve the customer's problem – that, not warmth or empathy, is what drives satisfaction."

"Saying 'I'm sorry for this – the same thing happened to my sister' makes the customer feel that the employee is not really paying attention to the problem, and the customer sees it as

a distraction," says Jagdip Singh (Case Western Reserve), one of the researchers of the study. In fact, continuing to apologize after the initial exchange can backfire. The study found that after the opening seconds of an interaction with an unhappy person, this is what should happen:

- Sensing – Asking questions to try to understand the problem;
- Seeking – Brainstorming and exploring potential solutions;
- Settling – Working with the customer to choose the solution that will provide the best outcome.

"'Sorry' Is Not Enough" in *Harvard Business Review*, January-February 2018 (Vol. 96, #1, p. 20-22), https://hbr.org/2018/01/sorry-is-not-enough; the original study is "Frontline Problem-Solving Effectiveness: A Dynamic Analysis of Verbal and Nonverbal Cues" by Detelina Marinova, Sunil Singh, and Jagdip Singh, *Journal of Marketing Research*, forthcoming.

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8. The Public's and Teachers' Ratings of Teaching Proficiency

In this article in *Education Next,* Martin West, Michael Henderson, Paul Peterson, and Samuel Barrows summarize the findings of the 2017 EdNext Poll on School Reform. One question elicited particularly interesting responses: "Suppose you had to evaluate each teacher in your local schools for the quality of their work. What percent of teachers in your local schools would you put in each category? Your answers should add up to 100."

General public:

- Excellent – 25%
- Good – 33%
- Satisfactory – 28%
- Unsatisfactory – 15%

Teachers:

- Excellent – 33%
- Good – 35%
- Satisfactory – 21%
- Unsatisfactory – 11%

It's striking that the public's perception of teachers working at an unsatisfactory level exactly matches a recent study by Jason Grissom and Susanna Loeb, "Evaluating Teachers": the researchers asked Dade County, Florida principals for their confidential assessment of the number of their teachers who were unsatisfactory, and the average was 15%. However, on official performance evaluations, these principals gave fewer than 3% of their teachers unsatisfactory ratings.

"The 2017 EdNext Poll on School Reform" by Martin West, Michael Henderson, Paul Peterson, and Samuel Barrows in *Education Next*, Winter 2018 (Vol. 18, #1, p. 32-52), http://bit.ly/2uFmO0c; West can be reached at martin_west@gse.harvard.edu.

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9. A Study of Merit Pay in a Large Urban District

In this article in *American Educational Research Journal*, Dara Shifrer (Portland State University) and Ruth Lopez Turley and Holly Heard (Rice University) report on their study of a merit pay plan implemented with grade 3-8 teachers in a 200,000-student district. Value-added scores were used to decide which reading, language arts, math, science, and social studies teachers would receive financial awards. Teachers with value-added scores between the 50th and 75th percentile received small awards, and those above the 75th percentile received large awards; the awards ranged from $350 to $7,000.

The study produced "largely null findings," say Shifrer, Turley, and Heard. Financial awards were associated with slightly negative effects on subsequent student test scores and teacher retention in some areas, slightly positive effects in others. One puzzling result: some teachers with large financial awards had lower results than teachers with small awards.

The authors conclude that student achievement is less influenced by financial incentives than by factors outside teachers' control, "including inequities across neighborhoods and homes and clustering of socially disadvantaged students in the same schools." They conclude that our society's "emphasis on teachers' public service ethic may amount to a public education system structured to depend on the goodwill of its employees… Teachers' financial compensation should reflect the value we ostensibly hold for education and the possibility of social mobility, potentially through higher salaries for teachers working with students who begin school at an academic disadvantage."

"Do Teacher Financial Awards Improve Teacher Retention and Student Achievement in an Urban Disadvantaged School District?" by Dara Shifrer, Ruth Lopez Turley, and Holly Heard in *American Educational Research Journal*, December 2017 (Vol. 54, #6, p. 1117-1153), available for purchase at http://journals.sagepub.com/doi/abs/10.3102/0002831217716540; Shifrer can be reached at dshifrer@pdx.edu.

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10. Short Item:

Carol Dweck in an animated presentation on mindsets – In this animation, https://www.youtube.com/watch?v=Yl9TVbAal5s, Carol Dweck gives a brief and compelling synopsis of the theory of fixed and growth mindset.

"How to Help Every Child Fulfill Their Potential" in *RSA Animate*, December 15, 2015

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If you have feedback or suggestions,
***please e-mail* kim.marshall48@gmail.com**

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 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). Every week there's a podcast and HTMI version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine