Marshall Memo 529

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 23, 2014

In This Issue:

Quotes of the Week

"In my view, it would be a fundamental error to conduct high-stakes evaluations of teachers facing an array of new, rigorous demands with significant consequences for their employment and professional status, without first offering the systemwide supports to make those initiatives possible."

Charlotte Danielson (see item #4)

"A really good student survey can measure exactly what you want to measure. It can reveal exactly what's happening inside classrooms. I'm not sure there's a better way to calibrate the effectiveness of teachers."

Ronald Ferguson (see item #3)

"[O]ne of the most important goals of every faculty meeting should be for all teachers to walk out more excited about teaching and more effective tomorrow than they were today."

Todd Whitaker and Annette Breaux (quoted in item #5)

"Access to the nation's most selective colleges remains starkly unequal, with students in the lowest income quartile constituting less than 4% of enrollment."

Michael Bastedo and Allyson Flaster (see item #2)

"By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades."

The "57 most important words written in education reform. Ever." says Robert Pondiscio of this section of the ELA Common Core State Standards, quoted in "There's a New Sheriff in Town: Louisiana Judges Common Core Alignment" by Kathleen Porter-Magee in *The Education Gadfly*, Mar. 20, 2014 (Vol. 14, #12), http://www.edexcellence.net/commentary/education-gadfly-weekly#56741

1. College for All?

In this thought-provoking article in *The Education Gadfly*, Thomas Petrilli affirms the importance of a college education as a strong contributor to a decent income, job satisfaction, community contributions, and health – especially for students from low-income communities. This, along with research on the impact of high expectations, has led many educators and policymakers to adopt a *College for All* mantra. The greatest sin for them is to say to a student, "You're not college material." And indeed, the history of tracking in American high schools is tinged with racism, classism, and determinism. "Those high-school 'tracks' were immutable," says Petrilli, "and those who wound up in 'voc-ed' (or, at least as bad, the 'general' track) were those for whom secondary schooling, in society's eyes, was mostly a custodial function."

But Petrilli believes we need to take a hard look at the facts on the ground and consider other routes for struggling students to make it into the middle class. Right now, only about 10 percent of low-income students graduate from four-year colleges. Of low-income students who enter community college needing remedial courses, only 10 percent get an associate's degree within three years. College "just isn't a good bet for people with seventh-grade reading and math skills at the end of high school," he says, "whether those young people are rich or poor, black or white or Latino."

If we pulled out all the stops – improved prenatal health for disadvantaged babies, implemented high-quality early-childhood programs, dramatically improved K-12 schools, and instituted effective interventions and supports at the college level – we might triple that number, with 30 percent of low-income students earning a college degree. That would be "a staggering accomplishment… unprecedented in the annals of social progress," says Petrilli (and he believes we should be working hard on all those fronts). "Yet that would still leave two-thirds or more of low-income youngsters needing another path if they're truly going to access the middle class."

What does an "another pathway" look like? Petrilli believes the key is high-quality career and technical education, ideally the kind that combines rigorous coursework with a real-world apprenticeship and perhaps a paycheck. He's for making Pell grants available for such programs (and making college remedial programs ineligible). "I have no desire to punish students or deprive them of opportunity," says Petrilli. "Quite the contrary. My aim is to stop pretending that high-school or college students with very low basic skills have a real shot of earning a college degree – so that they might follow an alternative path that will lead to success. A college graduate will generally out-earn a high-school graduate, to be sure. But a worker with technical skills will out-earn a high-school or college dropout with no such skills. That's the true choice facing many students." Making it out of poverty usually takes more than

one generation, and taking these initial steps has a much better chance of long-term success.

Petrilli closes by noting that the Common Core-aligned assessments being introduced next year will set the high-school graduation bar at true college readiness – students who pass will be on track to take credit-bearing courses on day one. It's likely that only about one-third of students will meet this standard. The long-term agenda is to boost that number, but in the meantime, we need to develop a strong alternative that develops technical and interpersonal skills in high schools and community colleges and builds a bridge to the middle class. "This is an honorable path," he says, "and one that's much sturdier than the rickety bridges to failure that we've got now."

"College Isn't for Everyone. Let's Stop Pretending It Is" by Michael Petrilli in *The Education Gadfly*, Mar. 20, 2014 (Vol. 14, #12),
http://www.edexcellence.net/commentary/education-gadfly-weekly#56743

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2. Should More Low-Income Students Apply to Highly Selective Colleges?

"Access to the nation's most selective colleges remains starkly unequal, with students in the lowest income quartile constituting less than 4% of enrollment," say Michael Bastedo and Allyson Flaster (University of Michigan/Ann Arbor) in this article in *Educational Researcher*. "Students in the top SES quartile comprise 69% of enrollment at institutions that admit fewer than a third of their applicants…"

One increasingly popular explanation for this enrollment gap is *undermatching* – academically able low-income students not applying to selective colleges for which they are qualified, settling instead for lower-tier institutions. Bastedo and Flaster are skeptical about this theory for three reasons

First, they don't believe there is good evidence about the life benefits of attending different tiers of college, and most measures of college "quality" are quite unscientific. Life advantages might accrue at the extremes – going to a highly selective college versus a low-quality community college – but the evidence about the whole middle range is "quite muddy," say Bastedo and Flaster. Among the factors that need to be looked at more carefully are a college's graduation rate, students' debt burden, placement in graduate or professional schools, and post-graduate earnings.

Second, the authors question whether it's possible for researchers to predict which low-income students will get into selective colleges to which they haven't yet applied. Competition for seats in these colleges has become much more intense in recent years, and extra-curricular activities, alumni parents, athletic prowess, and other intangibles play an increasingly important part. In many of these areas, higher-SES students have great advantages.

Third, even if we look only at SAT scores and GPAs, high-achieving disadvantaged students are still not as competitive as the undermatching advocates contend. "Although low-SES students have made remarkable improvements in academic performance over the past several decades," say Bastedo and Flaster, "– earning higher GPAs and taking more challenging coursework – high-SES students have improved their performance even more

dramatically. Once you closely examine high-school coursework patterns, relatively few low-SES students have the qualifications required for admittance to the nation's most selective colleges."

"Thus," the authors conclude, "in a counterfactual world in which there is perfect concordance between all students' educational achievement measures and the selectivity of college they attend, higher education stratification would remain the same. And the evidence that improving match would improve educational outcomes, such as student learning, is weak. Although their numbers are likely overstated, there are undoubtedly outstanding low-income students who could earn admission to elite colleges if encouraged to apply, and for those students, the effects of their choices of college and life outcomes could be substantial. This does not change the fact, however, that college application interventions are not a panacea, and stronger interventions at the institutional level are needed to effect real change – in the resources provided by colleges to support low-income students, in enrollment practices, or in the ways students are admitted to selective colleges. Anything less will fail to reduce postsecondary inequality at a systemic level." [In addition, of course, better preparation in K-12 schooling is essential. K.M.]

"Conceptual and Methodological Problems in Research on College Undermatch" by Michael Bastedo and Allyson Flaster in *Educational Researcher*, March 2014 (Vol. 43 #2, p 93-99), http://edr.sagepub.com/content/early/2014/02/06/0013189X14523039?papetoc; the authors can be reached at bastedo@umich.edu and aflaster@umich.edu.

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3. Student Surveys As Part of Teacher Evaluation

In this article in *School Administrator*, Scott LaFee (University of California/San Diego) describes the movement of some districts (including Seattle, Boston, Pittsburgh, and Anchorage) toward using student survey data as part of their official teacher-evaluation process. One of pioneers of this idea is Harvard professor Ronald Ferguson, who developed the most widely used student survey with his Tripod Project colleagues. Their research has found that students are remarkably accurate in describing effective and not-so-effective teaching – and being mature and serious about the process. "A really good student survey can measure exactly what you want to measure," says Ferguson. "It can reveal exactly what's happening inside classrooms. I'm not sure there's a better way to calibrate the effectiveness of teachers." Indeed, the Gates-funded Measures of Effective Teaching (MET) Project found that students' descriptions of teachers were more on target than trained evaluators and value-added test data – that is, more aligned with how students do on standardized tests and other measures of achievement.

Of course the validity and helpfulness of surveys depend on how they are administered to students and handled by teachers and administrators. The MET study made four recommendations:

- Survey questions should mirror the instructional philosophy and expectations of the school or district.

- Schools must have the tools and resources to ensure accurate results.
- Schools must develop methods to ensure reasonably consistent results.
- Schools must take steps to ensure the results are used to improve teaching and learning.

The quality of questions is of paramount importance, and not every district has the resources to develop its own. It's a lot more complicated than it looks," says Ferguson, "more difficult than doing something like administering state exams. You have to match teachers and students. You have to make sure surveys are done in a way that's not totally disruptive, that's conducted confidentially and effectively, in the right classrooms at the right time with the right kids."

Should parents be surveyed as part of teacher evaluation? LaFee thinks not, for three reasons. First, parents aren't in classrooms very often, and their information about teachers is mainly second-hand. Second, many parents are unable or disinclined to take part in surveys of this nature. And third, when parents do have opinions about teachers, they tend to express them immediately, rather than waiting for a survey weeks or months later.

In a sidebar in the article, LaFee lists four surveys that were assessed by the Measures of Effective Teaching Project:

- Tripod www.tripodproject.org - Has versions for grades K-2, 3-5, and 6-12 for online and paper administration. The 36 core items are organized under Tripod's "7Cs" – care, control, clarify, challenge, captivate, confer, and consolidate.
- My Student Survey www.mystudentsurvey.com - Developed by Ryan Balch at Vanderbilt University, it has versions for grades 4-5 and 6-12 (online only). The 55 items assess teachers as presenters, managers, counselors, coaches, motivational speakers, and content experts.
- iKnow My Class www.iKnowMyClass.com - Developed by Aspirations Unlimited International, Successful Practices Network, and Student Engagement Trust, it has versions for grades 3-5 and 6-12, online only. It comes with 20 or 50 items measuring engagement, relevance, relationships, class efficacy, cooperative learning environments, critical thinking, positive pedagogy, and discipline problems.
- YouthTruth www.youthTruthsurvey.org - Developed by the Center for Effective Philanthropy, it has versions for grades 6-8 and 9-12, online or paper, and uses 25 questions adapted from Tripod's 7Cs.
- [Panorama Education, www.panoramaed.com - This company was not included in the sidebar but is very much in the mix. It has versions for grades K-2, 3-5, and 6-12 and provides survey administration and reporting on paper and online. Surveys can be customized to include questions from a question bank. K.M.]

"Students Evaluating Teachers" by Scott LaFee in *School Administrator*, March 2014 (Vol. 71, #3, p. 16-25), www.aasa.com; LaFee can be reached at scott.lafee@gmail.com.

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4. Charlotte Danielson on the Common Core and Teacher Evaluation

In this article in *School Administrator*, teacher-evaluation guru Charlotte Danielson reflects on the implications of Common Core State Standards and the PARCC and Smarter

Balanced assessments for the evaluation of teachers. Although the new standards don't dictate a particular classroom approach, they are definitely more demanding – so what does that mean for the way teachers are assessed?

• Teacher evaluation will be a powerful force in improving classroom practice, Danielson believes, only if it is conducted "within the context of a collaborative observation/evaluation cycle in which the teacher plays an active role in self-assessment, reflection on practice, and professional conversation."

• "[T]eachers and their school district supervisors must ensure that particular elements of the instructional program are in place in the areas of curriculum planning, materials selection, content knowledge, teacher instructional skills, and observational and coaching skills of supervisors."

• "In my view, it would be a fundamental error to conduct high-stakes evaluations of teachers facing an array of new, rigorous demands with significant consequences for their employment and professional status, without first offering the systemwide supports to make those initiatives possible."

"Connecting Common Core to Teacher Evaluation" by Charlotte Danielson in *School Administrator*, March 2014 (Vol. 71, #3, p. 30-33), www.aasa.com; Danielson can be reached at charlotte_danielson@hotmail.com.

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5. A Maryland High School Revamps Professional Time

In this article in *Principal Leadership*, Maryland assistant principal Jared Wastler contrasts the dreary state of many schools' staff meetings (announcements, policies, superficial presentations, more announcements) with Todd Whitaker's and Annette Breaux's aspirational statement (2013): "One of the most important goals of every faculty meeting should be for all teachers to walk out more excited about teaching and more effective tomorrow than they were today." When a survey at Wastler's school revealed that only 52 percent of faculty members were satisfied with the school's professional learning model, radical change began. Within two years faculty satisfaction hit 99 percent, many staff members were taking on leadership roles, and students had become an active part of the professional learning model. Here are the details:

• *No more all-faculty meetings* – The realization that monthly after-school meetings were inefficient and unnecessary came when a teacher leader asked, "Why is it if I miss the hour-long meeting on Monday I can make it up in three minutes Tuesday morning?" But how would those hours be used? Guided by a desire to promote collaboration and autonomy, the school set up the following:

• *Professional learning communities* – These teams meet monthly to plan curriculum, discuss student results, and find new ways to incorporate ideas into classrooms.

• *Ten-Minute Tuesdays* – Twice a month, teachers convene on a voluntary basis for a very short presentation and discussion of an effective classroom practice. Topics are chosen based on requests or suggestions, and half the staff usually attends. This year, Ten-Minute

Tuesday topics have included English-math interdisciplinary lessons, BrainPop, Edmodo, and Discovery Education.

• *Google Hangouts* – Small groups of teachers connect with an expert in another part of the state or country and use this free technology to view a presentation and ask questions. Topics have included flipped classrooms and Common Core implementation. "Ten years ago, such training would have been cumbersome, expensive, and tedious," says Wastler. "Today it is as easy as a tweet, an e-mail, and a click on the screen."

• *FedEx Day* – Inspired by Daniel Pink's description (in his 2009 book, *Drive*) of FedEx's idea of giving employees time to work on projects of their own choosing, the school took an open afternoon and announced two guidelines:

- You must work on something that benefits student learning and achievement.
- You must share your project at the end of the day.

Teams worked on integrating infographics into classroom assessments, improving study skills lessons in the advisory program, developing a direct instructional program for students with special needs, promoting internships and career connections, and finding curriculum links between English and science. The FedEx afternoon was such a success that the school plans to make it a full-day activity twice this year. The school's website has information on its FedEx days: http://blogs.carrollk12.org/libertyhs180/march-4-pd.

"Forget Faculty Meetings… Focus on Professional Learning" by Jared Wastler in *Principal Leadership*, March 2014 (Vol. 14, #7, p. 22-26), www.aasa.com; Wastler can be reached at jcwastl@carrollk12.org.

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6. Ten Key Lessons About Elementary Foreign-Language Instruction

In this article in *Foreign Language Annals*, Nancy Rhodes (Georgetown University) reports on lessons learned over the last 30 years about teaching foreign languages in the elementary grades. Her conclusions come from in-depth interviews with educators, teacher trainers, parents, and researchers. They agreed on the following core features of a successful, sustainable foreign-language program:

- The program should be supported by a team rather than just one language teacher or administrator.
- The program should be designed to continue after a start-up grant or initial funding ends.
- The language of instruction should be selected for reasons that make sense to the community.
- Sufficient instructional time needs to be allotted per week so that learners can reach the targeted goals.
- The entire school community should feel that the language program is central, rather than peripheral, to the curriculum.

Here are the lessons she identified:

• *Focus on good teachers and high-quality instruction*. One interviewee said, "All the

money in the world isn't as important as having a good teacher." Another said, "Good language teachers are worth their weight in gold." Teaching can be enhanced by the effective use of technology – for example, Skype conversations with native speakers in other countries.

• *Identify and clearly state intended outcomes from the beginning*. These need to include content, language, and cultural curriculum goals. Weak or non-existent goals had a lot to do with the failure of many foreign-language programs in the 1960s. The advent of national standards for foreign languages in the 1990s has been a big help: "These changes placed a clear focus on the development of interpersonal, interpretive, and presentational communication skills," says Rhodes; "an understanding of the practices, products, and perspectives of culture; and the need to engage students in learning content across the academic disciplines and in using the language beyond the school setting and for personally relevant and rewarding tasks."

• *Plan for K-16 articulation from the start, monitoring students' progress at each stage*. In the past, elementary programs haven't had clear links to middle-school programs, creating major disadvantages when students get to high school and college.

• *Develop and maintain ongoing communication with stakeholders*. Outreach and advocacy with principals, district leaders, union officials, and others is essential to maintaining support and funding.

• *Conduct ongoing advocacy efforts to garner and maintain public support*. This includes school board members, parents, and other members of the community.

• *Advocate for district and statewide language supervisors*. "Having a supervisor with a specialty in world languages provided a knowledgeable, district-wide leader as well as a built-in cheerleader to advocate for the program both within the district and across the community," says Rhodes.

• *Dispel common misperceptions about language learning*. For example, it's commonly believed that language instruction must start young or students won't learn, that the amount of "seat time" learning a language is the most important factor, and that languages can be picked up quickly. In fact, "early is better in some cases, but not in all," classroom time is not the most important factor, and high-quality language learning takes many years.

• *Monitor language development through continual assessment*. This should happen with practical, hands-on, formative, and summative assessments, with results shared with parents. Principals shouldn't hear complaints like "all the students can do is recite the alphabet, describe the weather, and sing a song." Assessment reports should highlight the ongoing curriculum and track students' progress over time, perhaps even reporting on how they do when they get to secondary school and college.

• *Harness the power of immersion*. One-way and two-way immersion programs "set the highest language proficiency goals of all second-language program models," says Rhodes, "and learners in such programs consistently demonstrate the most sustained and extensive progress toward proficiency, without a loss of either their English language skills or the knowledge of other academic content."

• *Remember that money matters*. Programs live and die on budget allocations, and foreign language advocates have to be political, get the word out to key actors, and in lean

times, highlight approaches (like immersion programs) that are cost-efficient.

"Elementary School Foreign Language Teaching: Lessons Learned Over Three Decades (1980-2010)" by Nancy Rhodes in *Foreign Language Annals*, Spring 2014 (Vol. 47, #1, p. 115-133), http://onlinelibrary.wiley.com/doi/10.1111/flan.12073/abstract

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7. Why is the U.S. Teen Childbirth Rate Going Down?

"In no other developed country are teenagers as likely to get pregnant as in the United States," says Nicholas Kristof in this *New York Times* column. "Girls in the United States are almost 10 times as likely to have babies as Swiss girls, and more than twice as likely as Canadian girls." Kristof says he's been writing about the issue for years and doesn't think he's prevented a single teen pregancy, and other efforts like virginity pledges haven't worked either.

But a recent study by economists Melissa Kearney and Phillip Levine found that the MTV reality show "16 and Pregnant" and spinoffs like "Teen Mom" have had a significant impact. By looking at birth data in areas with particularly high viewership, Kearney and Levine concluded that the shows were responsible for a 5.7 percent reduction in teen births nationwide, or 20,000 fewer births a year. "Because abortion rates fell at the same time," says Kristof, "the reduced birthrate appears to be the result principally of more use of contraception." There was other evidence of the link:

- Right after each new episode of "16 and Pregnant," Twitter messages containing the words "birth control" increased by 23 percent.
- Google searches on how to get birth control spiked immediately after each show.
- The trend toward fewer teen births, which began in the 1990s, accelerated sharply when the shows began airing in 2009.

Of course there are other factors, including low-income girls realizing that career opportunities for women have improved, giving them an economic incentive to defer childbirth. But there's no denying the impact of the reality TV dramas. "These shows remind youthful viewers that babies cry and vomit, scream in the middle of the night, and poop with abandon," says Kristof.

"As a haughty journalistic scribbler," he continues, "I tend to look down on television, so it's a bit painful to acknowledge its potential for good. But the evidence is overwhelming." It shows that compelling storytelling (versus lecturing) can work wonders. "If the government tried this," says MTV president Stephen Friedman, "it would have a good message, but three people would watch it." Instead, we're witnessing "one of America's great social policy successes," concludes Kristof, "coming even as inequality and family breakdown have worsened." Since 1991, the U.S. teen birthrate has fallen 52 percent.

"TV Lowers Birthrate (Seriously)" by Nicholas Kristof in *The New York Times*, Mar. 20, 2014, http://nyti.ms/1d49rIr

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8. Bringing the Lewis and Clark Expedition to Life

"Far too frequently, many students find history to be boring, rate it as their least favorite subject, or perceive it as irrelevant," say Scott Waring (University of Central Florida) and Cicely Scheiner-Fisher (Seminole County Schools instructional specialist) in this *Middle School Journal* article. But they believe that even tech-savvy adolescents will love history if teachers use primary-source documents and focus on how events affected ordinary people. Waring's and Scheiner-Fisher's article is a detailed example of how this played out in a unit on the Lewis and Clark expedition. The big question for the unit: *What was it like for Lewis and Clark to travel west?* Here is the seven-step SOURCES framework they used:

• *Scrutinize the primary source material*. From the Library of Congress collection, Waring and Scheiner-Fisher chose Thomas Jefferson's letter of instructions for the expedition as the best document (see http://tinyurl.com/7b7wbg6). To scaffold students' close reading of this document, they used a primary source analysis sheet produced by the Library of Congress.

• *Organize thoughts*. Students watched a video providing background, including the fact that Jefferson's letter went through multiple drafts and incorporated feedback from a number of experts and political figures.

• *Understand the context*. Students learned about the historical background of the expedition and Jefferson's goals.

• *Read between the lines*. Using this information, students re-read the primary document with new understanding.

• *Corroborate and refute*. At this point, students were asked to examine other primary documents on the Library of Congress website to learn more about the expedition: http://www.loc.gov/exhibits/lewisandclark/lewis-landc.html.

• *Establish a plausible narrative*. Students were assigned the following performance task: pretend you are a member of the expedition and write a journal on how it unfolded.

• *Summarize final thoughts*. Students were asked to pull together what they learned and what questions still lingered.

"Using SOURCES to Allow Digital Natives to Explore the Lewis and Clark Expedition" by Scott Waring and Cicely Scheiner-Fisher in *Middle School Journal*, March 2014 (Vol. 45, #4, p. 3-11); www.amle.org; the authors can be reached at Scott.Waring@ucf.edu and Cicely_Fisher@scps.us. The full article is rich with details and suggested websites.

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9. Children's Books That Turbocharge the Math Curriculum

"Integrating children's literature into math makes learning more engaging and less intimidating," says South Carolina educator Candice Brucke in this helpful article in *AMLE Magazine*. "It can motivate, provoke interest, connect mathematical ideas, promote critical thinking skills, inspire a creating writing experience for students (and teachers), and provide a context that leads to problem solving." She believes her use of well-chosen books was a major reason for very high achievement in her classes – her class ranked ninth best in the entire state in 2007. Here are some of her suggestions, including one she wrote herself:

- *The Grapes of Math* (Tang, 2004) and *The Important Book* (Brown, 1999) to teach number properties;
- *A Giraffe to France* (Hillard, 2000) for measurement and writing and solving equations;
- *The Missing Piece* (Silverstein, 2006) for missing-angle measures and sectors of a circle;
- *How I Became a Pirate* (Long, 2003) to assess students' prior knowledge on the coordinate plane;
- *Sir Cumference and the Dragon of Pi* (Neuschwander, 1999) for circumference and π.
- *Skippyjon Jones Lost in Spice* (Schachner, 2005) for combinations and permutations;
- *Wrappers Wanted: A Mathematical Adventure in Surface Area* (Brucke, 2009) for surface area;
- *Chasing Vermeer* (Balliett, 2005) to introduce manipulatives such as pentominoes;
- *My Full Moon Is Square* (Pinczes, 2002) for the concept of square numbers;
- *The Lion King* (Disney, 1994) for the concept of slope – students can graph the good/ill fate points for a particular character;
- *What's Your Angle, Pythagoras?* (Ellis, 2004) for the Pythagorean Theorem applied to everyday situations;
- *One Grain of Rice* (Demi, 1997) for exponential growth;
- *Cinder Edna* (Jackson, 1998) for box/scatter plots;
- *Multiplying Menace: The Revenge of Rumplestiltskin* (Calvert, 2006) to review fractions.

"Connecting Children's Literature to Middle Grades Math" by Candice Brucke in *AMLE Magazine*, March 2014 (Vol. 1, #7, p. 23-24), www.amle.org; Brucke can be reached at cbrucke@oconee.k12.sc.us.

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10. Do Single-Gender Classrooms Produce Better Learning Gains?

This *American School Board Journal* article reports on a study of single-gender classrooms published by the American Psychological Association. Janet Shibley Hyde and her colleagues (University of Wisconsin/Madison) analyzed 184 studies of more than 1.6 million students worldwide and found that the advantages of single-sex classrooms "are trivial and, in many cases, nonexistent." A separate analysis of U.S. classrooms came to the same conclusion.

"No Advantage to Single-Gender Education" in *American School Board Journal*, April 2014 (Vol. 201, #2, p. 15); the full article is "The Effects of Single-Sex Compared With Coeducational Schooling on Students' Performance and Attitudes: A Meta-Analysis" by Erin Pahlke, Janet Shibley Hyde, Carlie M. Allison in *Psychological Bulletin*, online Feb. 3, 2014; http://www.apa.org/news/press/releases/2014/02/single-sex-education.aspx; the lead authors can be reached at cjshyde@wisc.edu and pahlke@whitman.edu.

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

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

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
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The Learning Principal/Learning System/Tools for Schools
The New York Times
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