

Marshall Memo 502

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 16, 2013

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Quotes of the Week

“Teachers can tell and talk, but only learners can learn.”

Alden Blodget (see item #1)

“[W]hen you change how students talk in class, you change the way they think.”

Paul Bambrick-Santoyo (see item #2)

“It’s one thing to say all students can learn, but making them believe it – and do it – can require a 180-degree shift in students’ and teachers’ sense of themselves and of one another.”

Sarah Sparks (see item #6)

“You can’t just tell children to try hard without giving them strategies and supporting their efforts.”

Carol Dweck (*ibid.*)

“When we understand that we can build our intelligence, rather than it being fixed, we take risks. We are interested in learning from mistakes rather than focusing on how people see us and wanting to do things perfectly and quickly.”

Eduardo Briceno (*ibid.*)

“Kids cheat all the time. They could be doing it right in front of a teacher’s desk or in front of their own computer. It depends on what kind of kid you are.”

A Virginia high-school student (see item #8)

1. How to Make Learning Stick

In this thoughtful *Education Week* article, veteran educator Alden Blodget says the current debate about standards, testing, accountability, more math and science, teacher training, funding, and a longer school day doesn't get at the real problems in our schools. Here's his analysis:

- Learning something new (how to solve quadratic equations, the history of the Vietnam War) involves building new “wiring” – neural networks or circuits – in the brain.

- Unfortunately, new neural networks aren't permanent – they constantly degrade.

Students seem to understand and then the next day they don't. “It's as though they had never seen this stuff before,” is a common complaint in faculty lounges. What seemed clear in a quiet classroom with a supportive teacher falls apart when the student struggles with the homework in a noisy house with nobody around who can answer their questions.

- The process of building and rebuilding neural networks “requires considerable effort from the learner,” says Blodget. “The essence of learning isn't memory and recitation; meaningful learning (the sort of learning educators hope to foster) results from an active effort to understand, an effort that promotes the growth of increasingly efficient webs of neural connections among different regions of the brain.”

- “Teachers can tell and talk,” he continues, “but only learners can learn... It isn't that Sally won't listen or isn't intelligent or won't try harder to memorize what she has been told; it's that she hasn't engaged in the hard work of constructing and reconstructing neural pathways to understanding.”

- “Each time we rebuild the neural network, the skill or concept becomes more stable and automatic,” says Blodget. “The highest level of skill or understanding results from repeatedly experiencing this building-rebuilding cycle over time (years), moving through a sequence of increasingly complex levels. That movement is not linear and steady; it is dynamic and messy.”

- One reason many students don't make the effort to build better circuits is that they're not motivated – what they're learning doesn't matter deeply to them. Neuroscientists have found that attitudes and emotions play a major part in learning, says Blodget: “Just as you cannot separate hydrogen and oxygen and still have water, you cannot separate emotion from cognitive function and still have thinking – or learning.” Emotion acts as a rudder for thought.

- “Children are natural learners, alive with questions,” says Blodget. “And then school happens.” But it doesn't have to be that way. For years, some teachers have intuitively

understood what neuroscientists are now discovering about learning and the brain. “The time is right for educators and researchers to become partners,” Blodget concludes, “... to look at school reform through the lens of the biology and psychology of learning instead of bickering about testing and standards and more of the same old failed practices. Waving sticks and carrots at our kids will not produce the sort of deep, meaningful learning that everyone claims to want. Neither will blaming teachers, parents, or kids.”

“Brains and Schools: A Mismatch” by Alden Blodget in *Education Week*, Sept. 11, 2013 (Vol. 33, #3, p. 30-31), www.edweek.org

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2. Building Reading and Discussion Skills One Day at a Time

In this important *Kappan* article, Newark school leader/author Paul Bambrick-Santoyo describes a small-group discussion in a second-grade reading class. Four students and their teacher are reading *Teamwork*, a book by Dawn MacMillan about Karina, a girl who’s being teased and isn’t making friends and takes refuge in the school library during recess. When her teacher expresses concern, Karina lies, saying she’s going to the library to get an early start on her homework. Three of the students reading the book think that’s the real reason Karina is in the library, but one boy disagrees. “Karina went to the library because at the library no one was there but Mr. Walker and Karina,” he says. “So there were no kids in there trying to tease her.”

This is a pivotal moment for the teacher. She can say, “Exactly!” affirming the boy’s correct answer, which would elicit an immediate chorus of agreement from the other students as they piggyback on his thinking – or she can remain silent and get them doing the same high-level comprehension thinking the boy has done – and also make him justify his inference.

This teacher holds her tongue, and all four students dive in. “I disagree with you,” says one, “because Karina wanted to go to the library to finish her homework early.” Another girl says she thinks that too. A little hesitant, prompted by the teacher’s silence, the boy stands his ground: “But that wasn’t the big idea,” he says. “What’s the evidence?” asks the teacher. “On page six,” he says. The other students find the page. “It wasn’t the problem that she didn’t get her homework done early,” he says. “It was the problem that no one wants her on the team.” Slowly, the other students acknowledge the point and give a thumbs-up, the class signal for agreement.

“What are you thinking now?” the teacher asks one of the girls. “I changed my answer,” she says. “Now I agree, because when it said, ‘They don’t even want me on the team,’ that means the big idea is that they don’t even want her on the team, and she wants to be on the team, but they just don’t let her. So that’s why I agree.”

This was an example of skillful, restrained teaching, says Bambrick-Santoyo – not only because of what the teacher did and didn’t do on the spot, but because of what she had done in the weeks beforehand. In this brief discussion, students were doing most of the talking, and they all did the work needed to build strong comprehension skills. “[W]hen you change how students talk in class,” says Bambrick-Santoyo, “you change the way they think.”

In class discussions, he continues, teachers are caught between the devil and the deep blue sea. There are risks in letting students flounder around without getting into meaningful analysis – but there are equally great risks when the teacher takes over the discussion. “Avoiding those twin pitfalls,” says Bambrick-Santoyo, “requires harnessing the power of habit.” These are the habits he believes teachers must instill in their students week after week:

- Speak audibly.
- Speak in complete sentences.
- Interact peer to peer.
- Elaborate.
- Build off others’ answers.
- Evaluate others’ responses.
- Praise your peers.
- Use universal prompts with peers (e.g., “Tell me more.” “What in the story makes you think that?” “Why do you think that?” “Why is that important?”)
- Don’t tell the answer – give a hint so another student can tell it.
- The teacher should let students facilitate the discussion, and when students get off track, redirect.
- The teacher should use written responses done during independent reading to guide the conversation.

The teacher in the anecdote above had introduced these skills one at a time, praised students when they used them and prompted them when they didn’t, and transitioned to nonverbal hand signals – for example, for “Speak in complete sentences”, the hand signal is pulling your fingers apart as if stretching a piece of gum. That’s why her students were addressing each other by name, evaluating each others’ answers, finding the evidence on a specific page in the book, and changing their minds.

“These students didn’t just dive into *Teamwork* and come up incredibly lucky,” says Bambrick-Santoyo. “They were applying their best habits of literary discussion to the text... Students can only build off each other’s responses if they can hear each other. They can only evaluate a speaker’s response if they can wait for the original speaker to finish talking. And it’s amazing how quickly they learn to prompt one another with universal prompts when you’ve prompted them, over and over, to add detail or evidence to their own responses.”

“In discussions built on the foundation of great habits,” concludes Bambrick-Santoyo, “students blossom into their own as speakers, listeners, and thinkers. And when they need those skills even more – in whatever hundreds of things they choose to spend their lives learning about – they’re ready.”

“Habits Improve Classroom Discussions” by Paul Bambrick-Santoyo in *Phi Delta Kappan*, September 2013 (Vol. 95, #1, p. 70-71), www.kappanmagazine.org; Bambrick-Santoyo can be reached at pbambrick@uncommonschoools.org; his most recent book explores these issues in more depth: *Great Habits, Great Readers: A Practical Guide to K-4 Reading in Light of the Common Core* (Jossey-Bass, 2013).

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3. Intervening with Troubled High-School Seniors

(Originally titled “Operation Graduation”)

In this article in *Educational Leadership*, Virginia principal Laura Hebert describes how her 1,800-student high school supported its highest-risk seniors toward graduation. During the 2011-12 school year, the leadership team realized that a number of students were in danger of not graduating and gathered data on these risk factors:

- Five or more absences in the first quarter;
- One or more 10-day out-of-school suspensions;
- Failure in English or another core subject;
- Insufficient credits on state tests;
- Economic disadvantages;
- Eligibility for special education or ESL;
- An incarcerated parent, a recent parent divorce, etc.

When Hebert projected the data on a conference room wall, she and her colleagues were “dumbfounded” to see that fully one-third of seniors had at least one factor. Driven by the data, the school launched Operation Graduation and went to work with students in three groups:

- Green – These students had only one risk factor, and the school homed in on that factor – for example, with excessive absences, they met with the parent to find the reason and formulate a plan to meet graduation standards.

- Red – These students had more than one risk factor and were second-year seniors. “It was apparent that many of them needed an intervention outside the traditional graduation route,” says Hebert, so the school organized GED classes, Job Corps, or another pathway.

- Yellow – These students had multiple risk factors and the usual interventions weren’t working. A dedicated school counselor was assigned to them and, if discipline problems were involved, an administrator monitored their progress. But Hebert believed the “red” students needed something more. At the next faculty meeting, she displayed photos of all 46 students and asked if a teacher would stand up and be a mentor for each one. By the end of the meeting, every student had a mentor and there was a waiting list of disappointed teachers who didn’t sign up fast enough. Mentors did everything from calling students at six in the morning to accompanying a student to visit her father in prison.

By June, 42 of the original 46 students in the mentoring program walked across the stage as on-time graduates, and the remaining four graduated that summer.

The following year, the school identified 42 seniors for mentoring, and at the meeting when their names were announced, “teachers arrived early and sat up front so they wouldn’t miss the chance to be a mentor,” says Hebert. Eighty-one percent of these students graduated on time in June of 2013, and the remaining students were scheduled to graduate in August. The school also identified 25 juniors for a new O-Tiger program, monitored their progress carefully, and held monthly meetings.

“Operation Graduation” by Laura Hebert in *Educational Leadership*, September 2013 (Vol. 71, #1, p. 57-59), www.ascd.org; Hebert can be reached at Laura_Hebert@ccpsnet.net.

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4. How to Help Students Who Hate Math

(Originally titled “Getting Beyond ‘I Hate Math!’”)

In this article in *Educational Leadership*, Lisa Medoff (Stanford University) suggests eight ways that educators can build students’ tenacity with a subject that frustrates them. These strategies are especially important for students with learning disabilities and emotional stressors, but also work with all students, helping them prepare to face life’s inevitable disappointments and tragedies with a problem-solving versus a fatalistic mindset.

- *Empathize*. This isn’t easy for teachers who love their subject and find it difficult to imagine what it’s like not to. It helps to imagine a situation where you’re out of your comfort zone and feeling frustrated and angry. It’s also a good idea to find out about areas in which students excel and say something like, “Alice, how do you remember your lines so well when you’re rehearsing for the play?”

- *Know your stuff*. When teachers are presenting a concept they haven’t completely mastered, they sometimes rush through explanations and are impatient with students’ questions – or they might say, “I don’t really like this either, but we’re required to learn it, so let’s just get through this.” Better to spend time mastering the topic and walking students through their own self-doubts and frustrations.

- *Use a variety of activities and supports*. The worst dynamic is a lecture/question format where students compete for the teacher’s approval and the attention goes to students who are speediest with the right answers. Better to get students working in groups with structured, hands-on, real-world activities with the teacher circulating to troubleshoot and provide one-on-one support. “Learners often feel more comfortable taking risks and trying new things in small groups, especially when they have time to process new material,” says Medoff. It’s also helpful to train students to help their classmates, saying, “Tell me where you got stuck” or “Let’s start with what you know about this problem” or “I’ll do one step and you do one.”

- *Convey the “growth” mindset*. A teacher might say, “Some kids may need to put in more effort in certain areas than others do. And each of you needs to approach a set of problems a bit differently. But every one of you can master this math.”

- *Answer all questions respectfully*. Even if you’ve answered a question before, don’t be impatient or testy. You might say, “I’m glad you asked me again to make sure you understood.”

- *Be intentional about homework*. How many problems do students need to practice? Which kind will be most helpful? Will students need adult support to do the homework? What strategies should students use when they get stuck?

- *Reframe the purpose of quizzes and tests*. “Make clear to students that tests are not meant to determine how smart a student is, but to show the teacher how well he or she taught the information – and to show the test taker what he or she has or hasn’t learned yet,” says Medoff. The most helpful feedback, she contends, is specific commentary on the strategies the student used. Anxious students also benefit from having a choice of test questions.

- *Praise effort and reinterpret mistakes.* Students should learn to see success as the result of effective effort and mistakes as a sign that more work is needed. Students should become proficient at diagnosing their own errors (using rubrics) and planning follow-up. It's also helpful when teachers acknowledge their own errors and gracefully accept correction.

“Getting Beyond ‘I Hate Math!’” by Lisa Medoff in *Educational Leadership*, September 2013 (Vol. 71, #1, p. 44-48), www.ascd.org; Medoff can be reached at lisamedoff@sbcglobal.net.

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5. “We Tried Advisory and It Didn’t Work”

(Originally titled “Designing Advisories for Resilience”)

In this *Educational Leadership* article, consultants Jeffrey Benson and Rachel Poliner describe their work with a number of secondary schools that have had difficulty implementing advisories and list the elements they believe are essential to success:

- *The advisor’s role* – The purpose of advisories is community building and youth development, which is unfamiliar territory for many teachers. Some feel awkward with sitting in a circle and holding open discussions and default to keeping students in straight rows and giving writing assignments rather than having them turn and talk. “These teachers may feel more comfortable in the short term,” say Benson and Poliner, “but they aren’t taking the risk of learning to be an advisor.” Principals and the advisory team can take specific steps to help: clearly describing the advisor’s role vis-à-vis the advisory curriculum, discipline issues, and parent contact; articulating the specific short- and long-term goals of advisories; and being careful to refer to *advisor*, *advisee*, and *advisory meeting* rather than *teacher*, *student*, and *class period*.

- *Professional development* – The most effective PD is run like an advisory group – small, lasting at least a year, and using rituals to establish a sense of community. It’s helpful to have a text (one Massachusetts high school read Carol Dweck’s *Mindset*) and think about schoolwide norms and practices (such as finding a replacement for wishing students “Good luck” before important athletic or academic events).

- *Content, format, rituals, and materials* – Advisory group leaders should have training, materials, and structures to develop students’: self-assessment and goal-setting; social competence, assertiveness, and sense of autonomy; communication, negotiation, and problem-solving skills; and sense of purpose for the future. “Advisors can help the group craft norms for good discussions, use varied discussion formats and techniques, and coach advisees when needed,” say Benson and Poliner. Advisories can discuss students’ time-management struggles, high and low points of the past week, service projects, hobbies and passions, and career goals. Advisories can also be the forum in which a major event in the news is discussed – for example, when students in one Boston school returned from their spring 2013 vacation marked by the Boston Marathon bombing, the principal blocked out a longer advisory period first thing in the morning, gave teachers discussion prompts and information on counseling resources, and held a staff discussion after school.

- *Structures* – Benson and Poliner mention two different approaches to scheduling: one high school has 30-minute advisories twice a week; another has a 10-minute check-in mid-morning every day and a 40-minute advisory once a month.

- *Groupings* – Small is better, say Benson and Poliner. One school found that with groups of 20, even with two advisors in the room, students acted the way they did in regular classes. The school split the groups in two and found alternative spaces to meet. Groupings can be by grade or mixed-grade, and it's best to keep groups and their advisors together for several years.

- *Aligning with school mission and context* – “The values promoted in advisory should be expressed throughout the school,” say Benson and Poliner. This means connecting advisory to counseling, schoolwide student leadership programs, induction of new students and staff, school spirit activities, and discipline policies.

- *Assessment and feedback* – Each school's advisory coordinating team needs to use surveys, focus groups, and classroom visits to continuously assess what's working and what's not with scheduling, grouping, curriculum, and materials.

- *Stamina* – Schools need to make necessary adjustments and stick with advisories, conclude Benson and Poliner. Done right, they can make a major difference to school climate, staff efficacy, and students' lives.

“Designing Advisories for Resilience” by Jeffrey Benson and Rachel Poliner in *Educational Leadership*, September 2013 (Vol. 71, #1, p. 50-55), www.ascd.org; the authors can be reached at JeffreyBenson@LeadersAndLearners.org and RachelPoliner@LeadersAndLearners.org.

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6. What Teaching the “Growth” Mindset Looks Like in Schools

“It's one thing to say all students can learn, but making them believe it – and do it – can require a 180-degree shift in students' and teachers' sense of themselves and of one another,” writes Sarah Sparks in this front-page *Education Week* article. But can beliefs about intelligence be changed – including the “soft bigotry of low expectations”? Students' and teachers' frustration with challenging Common Core standards and accountability systems brings this question to the fore.

The key, say those who are implementing the research of Stanford professor Carol Dweck, is getting students to buy into the “growth” mindset about intelligence and talent. “When we understand that we can build our intelligence, rather than it being fixed, we take risks,” says Eduardo Briceno, co-founder of Mindset Works, a company that has developed the Brainology curriculum based on Dweck's work. “We are interested in learning from mistakes rather than focusing on how people see us and wanting to do things perfectly and quickly.”

“How you set it up for kids matters,” says David Dockterman (Scholastic and the Harvard Graduate School of Education). For example, a teacher shouldn't introduce a problem in a new unit by saying, “Let's start with an easy one.” If students don't get it right, this sets them up for discouragement and failure. Instead, the teacher should say, “This might take a few tries.” Another example: a high-school chemistry teacher sees that some students who

answered incorrectly are scowling and unhappy and says, “We’re going to see in this class really great scientists who were wrong again and again.”

Some teachers who’ve heard about “fixed” and “growth” mindsets have a superficial understanding of how to get students to shift their thinking – they believe it’s enough to exhort students to put in more effort. “You can’t just tell a child to try hard without giving them strategies and supporting their efforts,” says Dweck. Teachers should avoid generalities (“Good job!”) when praising improvement; instead, they should draw attention to a student’s focus, effective strategies, effort, and persistence. This “takes the spotlight off fixed ability and puts it on the process of learning,” says Dweck. It’s also important to give shout-outs for improvement, mentioning specific details on how a student was successful, while addressing students’ learning problems privately.

The biggest mistake is to praise intelligence (“You’re so smart at this”) versus effort and strategy. SciAcademy in New Orleans has gone so far as to ban the word “smart” among staff members. “That sounds like it has a weird *1984* connotation but it’s really important,” says Spencer Sherman, a dean and science teacher at the school. “You get in the habit of saying ‘smart,’ and you find yourself saying it to kids, and you give kids the expectation that [intelligence] is fixed. We’ll call each other out on it, because adult culture very quickly becomes scholar culture.”

SciAcademy learned the hard way not to assign students to Advanced Placement classes based only on grades. Teachers found that students who thought they were in AP because they were smart got frustrated and shut down when they encountered very challenging work. Now the school opens AP courses to all students and tells them, “This will be the hardest class, with the most homework, but you’ll learn more” and requires an entry essay test based on very difficult text. “It is a task you’re designed to fail,” says Sherman, “because we want students to figure out how to respond to that... Now the students in AP don’t think they got there by being smarter than everyone else, but because they worked really hard for it.”

“‘Growth Mindset’ Gaining Traction as Ed. Strategy” by Sarah Sparks in *Education Week*, Sept. 11, 2013 (Vol. 33, #3, p. 1, 21), www.edweek.org

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7. Getting Students to Take On Seemingly Impossible Challenges

(Originally titled “I Can Climb the Mountain”)

In this *Educational Leadership* article, former New York City educator Maddie Witter describes how a 17-year-old incarcerated youth exploded when his teacher asked him to read in class. He had dropped out of school after numerous expulsions and had spent most of the last two years on the streets.

The teacher then asked students if they thought she could bench-press 200 pounds. Of course not, they laughed – she’d be lucky if she could lift five pounds. Okay, she said, but could she increase from five to ten pounds? They thought so, and saw the logic of incrementally increasing the weight over time.

Holding up a 300-page book, the teacher asked, “Do you think you could read this book?” Of course not, they replied. “How about five pages?” Yeah, we could do that, they said. She explained that today they would read for five minutes, move up to six minutes tomorrow, and slowly build up to being able to read a fat book. “We will develop your academic fitness,” she said, “and with your hard work, finishing a book like this will be doable. You can read books like this.”

Three weeks after refusing to read, the 17-year-old had proudly finished the entire *Diary of a Wimpy Kid* series.

“I Can Climb the Mountain” by Maddie Witter in *Educational Leadership*, September 2013 (Vol. 71, #1, p. 61-64), www.ascd.org; Witter is at madeleine.tippens@gmail.com.

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8. Reducing Student Cheating in Online Courses

In this *Education Week* article, Katie Ash reports on ways to curb cheating, plagiarism, and excessive parental help in online courses. Students at the Virtual High School in Prince William County, VA, which delivered 1,400 online courses last year, do most of their work on home computers, but there’s one exception: “We make them come in face to face to do their high-stakes exams,” says coordinator Gina Jones. That includes midterms, final exams, and state tests.

Most of Prince William County’s online students attend a bricks-and-mortar school and use online courses to fill gaps in their requirements. Full-time online schools, like Commonwealth Connects Academy and the Arizona Virtual Academy, have different policies, enlisting parents or guardians as facilitators and bringing them in for training on when to help their children and when to stand back – for example, when an adaptive assessment needs to use a student’s wrong answers to find his or her learning level. Here are six tips for ensuring that online students do their own work:

- Clearly state the school’s honor code and teach it to students and to those who will be working with each student. Adults need to know when helping a child is permissible and when it isn’t.
- Encourage communication among parents, teachers, and students to prevent problems before they start.
- Make sure online teachers have frequent, consistent communication with students and adult helpers. Frequent face-to-face or Skype conferences with students help online teachers keep tabs on a student’s level of understanding.
- Frequently require students to turn in written work, which can serve as a baseline for evaluating performance on tests.
- Run written assignments through plagiarism-detection software like www.turnitin.com.
- Require students to travel to secure sites where they can be monitored taking tests and high-stakes assessments.

Still, cheating can happen. One Prince William student said, “Kids cheat all the time. They could be doing it right in front of a teacher’s desk or in front of their own computer. It depends

on what kind of kid you are.”

“Virtual Educators Work to Protect Academic Integrity” by Katie Ash in *Education Week*, Sept. 11, 2013 (Vol. 33, #3, p. 13), www.edweek.org

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9. Observations on French Schools

In this *Kappan* article, Jonathan Supovitz reports on a recent visit to France by a group of ten American principals and district leaders. Here are some of their observations:

- “In France, the principal’s job is largely administrative,” says Supovitz, “with very little formal influence on teachers’ classroom practices.” Principals rarely visit classrooms.

- French teachers generally don’t respect principals as a source of instructional knowledge because (a) principals aren’t seen as having subject-area expertise, and (b) “the French consider teaching to be the transfer of content knowledge,” says Supovitz, “rather than an approach to helping students learn.”

- Teachers’ subject-matter knowledge is valued more than pedagogical content knowledge or teaching techniques.

- France has a weak accountability system compared to the U.S. National inspectors review teachers about once every five years, but some teachers told Supovitz and his colleagues they hadn’t been visited in 20 years.

- Nevertheless, said French educators, teachers are held to account by their peers. “The school community won’t accept or tolerate poor teaching,” says Supovitz.

The bottom line: French students achieve at about the same level on international tests as their American peers.

[What does this say about the efficacy of U.S. teacher evaluation, how teachers are selected, and the power of peer pressure? K.M.]

“Leadership Lessons for French Educators” by Jonathan Supovitz in *Phi Delta Kappan*, September 2013 (Vol. 95, #1, p. 74-76), www.kappanmagazine.org; Supovitz can be reached at Jons@gse.upenn.edu.

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Do you have feedback? Is anything missing?

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

please e-mail: kim.marshall48@gmail.com

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
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
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Journal of Education for Students Placed At Risk (JESPAR)
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The New York Times
The New Yorker
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