Marshall Memo 534

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 28, 2014

In This Issue:

Quotes of the Week

"Parents hold teachers and administrators accountable when children cannot."

Diana McLean Liefer (see item #10)

"[L]eadership, in essence, can be thought of as a service that people in an organization 'buy' or 'don't buy.'"

Chan Kim and Renée Mauborgne (see item #1)

"It's markedly easier to change people's acts and activities than their values, qualities, and behavioral traits… [A]ctivities are something that any individual can change, given the right feedback and guidance."

Chan Kim and Renée Mauborgne (*ibid*.)

"Surprisingly little progress has been made in linking teacher effectiveness and retention to factors observable at the time of hire."

Claire Robertson-Kraft and Angela Lee Duckworth (see item #4)

"The goal of a productive interview is to engage applicants in conversation about their passions – things that interest and enliven them – and then gauge their dispositions by listening carefully to their responses."

Mark Wasicsko and Michael Chirichello (see item #5)

"Laughter relieves stress and boredom, boosts engagement and well-being, and spurs not only creativity and collaboration but also analytic precision and productivity."

Alison Beard in "Leading with Humor" in *Harvard Business Review*, May 2014 (Vol. 92, #5, p. 130-131), no e-link available

1. Changing What Leaders Do, Not What They Are

In this *Harvard Business Review* article, Chan Kim and Renée Mauborgne (INSEAD) say that according to Gallup's 2013 *State of the American Workplace* report, only 30 percent of employees are actively committed to doing a good job, 50 percent are putting in time, and the remaining 20 percent are discontented and acting out in counterproductive ways. The reason? Ineffective leadership, say Kim and Mauborgne. "We never cease to be amazed by the talent and energy we see in the organizations we study. Sadly, we are equally amazed by how much of it is squandered by poor leadership."

"Of course, managers don't intend to be poor leaders," they continue. "The problem is that they lack a clear understanding of just what changes it would take to bring out the best in everyone and achieve high impact… [L]eadership, in essence, can be thought of as a service that people in an organization 'buy' or 'don't buy'… When people value your leadership practices, they in effect buy your leadership. But when employees don't buy your leadership, they disengage, becoming noncustomers of your leadership."

So how do we improve leaders? Not by trying to change their values, qualities, and behavioral styles, say Kim and Mauborgne. That's been the traditional approach, and it's painfully slow and often ineffective. "It's markedly easier to change people's acts and activities than their values, qualities, and behavioral traits," they say. "[A]ctivities are something that any individual can change, given the right feedback and guidance."

And the best way to get feedback is to ask subordinates what leadership practices will enable them to do their jobs effectively and empower them to be part of the process. "Extending leadership capabilities deep into the front line unleashes the latent talent and drive of a critical mass of employees," say Kim and Mauborgne, "and creating strong distributed leadership significantly enhances performance across the organization." Here are the four steps they recommend:

• *Do a reality check*. Teams of respected employees interview frontline personnel, middle managers, and top executives about which acts and activities – good and bad – leaders at all levels are spending time on, and what they're *not* doing that might be helpful. "The results are almost always eye-opening," say Kim and Mauborgne. "It's not uncommon to find that 20% to 40% of the acts and activities of leaders at all three levels provide only questionable value to those above and below them. It's also not uncommon to find that leaders are underinvesting in 20% to 40% of the acts and activities that interviewees at their level cite as important." In one company, the interviews revealed that top managers weren't doing the

things most important to the future – thinking, probing, identifying opportunities on the horizon, and gearing up the organization to capitalize on them.

• *Develop alternative leadership profiles*. The interview teams go back for another round of questions, this time asking about unproductive things leaders should do *less* of (or stop doing) and potentially productive things leaders should do more of.

• *Identify desired leadership profiles*. Kim and Mauborgne recommend a "leadership fair" involving the whole organization in which the interview data are presented in graphic form. There's an open discussion of the findings and people come up with a bumper-sticker-length tagline for each level. In one organization, the tagline for frontline leaders was *Cut through the crap*, for middle managers it was *Liberate, coach, and empower*, and for top executives it was *Delegate and chart the company's future*. "The frontline leaders were energized and ready to charge ahead," say Kim and Mauborgne. "Senior managers went from feeling towed under the waves by all the middle-management duties they had to coordinate and attend to, to feeling as if they could finally get their heads above water and see the beauty of the ocean they had to chart." Middle managers found this process the most difficult, because they were reluctant to let go and empower the people below them.

• *Institutionalize the new leadership practices*. The decisions of the leadership fair are disseminated throughout the organization, and everyone is held accountable in monthly meetings for the proposed changes. Initiatives like this often meet with skepticism, say Kim and Mauborgne. They suggest the following steps to ensure successful implementation:

- Make sure the process is led by respected senior managers.
- Get everyone involved in defining what leaders should do.
- Give people at all levels a say in the final decisions.
- Make it easy to assess whether expectations are being met.

What this process develops is *trust*, the authors conclude, "and hence, voluntary cooperation, a quality vital to the leader-follower relationship. Anyone who has ever worked in an organization understands how important trust is. If you trust the process and the people you work for, you're willing to go the extra mile and give your best. If you don't trust them, you'll stick to the letter of the law that binds your contract with the organization and devote your energy to protecting your position and fighting over turf rather than to winning customers and creating value. Not only will your abilities be wasted, but they will often work against your organization's performance."

"Blue Ocean Leadership" by Chan Kim and Renée Mauborgne in *Harvard Business Review*, May 2014 (Vol. 92, #5, p. 60-72), no e-link available

Back to page one

2. Three Keys to Closing the Achievement Gap

In this *Education Week* article, Paul Reville (Harvard Graduate School of Education) says that "schools, as now constituted, are, on average, too weak an intervention in the lives of children to overcome the many disadvantages of poverty." There are exceptions, to be sure, but

the general trend-lines are clear. "While we hotly debate which standards are most appropriate," Reville continues, "or whether we should have standards at all, and while we fulminate over how to measure mastery and how to hold teachers accountable for student learning, we lose sight of the fact that we don't have a strong enough education system to do the job of educating all of our children for prosperity."

What's the solution? "Design a new engine," says Reville, "with enough power and versatility to meet the challenge of educating all students to a high level." It must have three capabilities:

• *Differentiating* – Meeting children where they are in early childhood and giving them the tailored instruction and extra time they need to be successful at every level from kindergarten through high school – so they are ready for postsecondary education and meaningful employment and citizenship as young adults.

• *Closing gaps in health and well-being* – "Physical-health, mental-health, and human-service supports would need to be more fully integrated into the functioning of the educational system so student and family needs could be more efficiently met," he says.

• *Greatly increasing out-of-school learning opportunities* – These include giving disadvantaged youth access to summer school, camp, tutoring, sports, and the arts "because these opportunities are every bit as responsible for achievement gaps as anything that happens inside schools," says Reville.

"We know what the new system must accomplish," he concludes, "but not exactly how it should work." Right now we have isolated pockets of effectiveness. What we need is a national competition to gather and assess the best ideas to design the new engine – "an integrated vision of a new education, child-, and youth-development system that is practical, affordable, and effective at preparing all our children for success."

"Stop the Tinkering: We Need a New K-12 Engine" by Paul Reville in *Education Week*, April 23, 2014, www.edweek.org; Reville can be reached at paul_reville@gse.harvard.edu.

Back to page one

3. Problems Using Value-Added Data to Evaluate Special Educators

In this article in *Exceptional Children*, Trisha Steinbrecher, James Selig, Joanna Cosbey, and Beata Thorstensen (University of New Mexico) recap the concerns that other researchers have raised about using value-added data to evaluate teachers, and then point to a number of reasons why value-added modeling (VAM) is "doubly troublesome" when used to evaluate special-education teachers:

• *Construct shift* – The fact that state assessments measure the standards for each grade (with little overlap with the standards of the grades above and below) raises methodological problems when students are working below grade level. For example, a third grader with special needs who is making good progress on basic addition and subtraction must take the third-grade test, which contains multi-digit addition, subtraction, multiplication, and division problems. This student is likely to get a very low score, and the value-added data will reflect

poorly on the teacher, despite good IEP progress. Vertical scaling can't compensate for this problem, say the authors.

• *The floor effect* – This occurs when test items are uniformly too difficult for a student. "The result is little variation in performance from one item to the next and almost no useful information about the student's areas of strengths and weaknesses," say the authors. "Thus, floor effects mask students' true abilities and growth and limit inferences about a teacher's effectiveness." In other words, it's possible for a highly effective teacher to get a very low value-added score.

• *Opportunity to learn* – Special-education teachers focus first and foremost on students' IEP goals, which are almost always different from grade-level curriculum and tests. Thus, for appropriate reasons, many students with special needs haven't been taught the curriculum they're tested on. "Inadvertently," say the authors, "special-education service delivery considerations introduce noise to VAM and further exacerbate our validity and reliability concerns."

• *Accommodations* – Implementation of accommodations on state tests is uneven, and many states have imposed restrictions. This means that in a significant number of cases, test scores of special-needs students may not reflect their true achievement – or the value their teachers are adding.

• *Alternate assessment validity* – It's very difficult to establish the validity and reliability of alternate assessments, say the authors, and there are also problems with the alignment of alternate assessments with grade-level academic content standards. This means that these assessments aren't suitable for value-added teacher evaluation.

• *Multiple responsible educators* – The goal of value-added measurement is to attribute variance in student achievement to an individual teacher, say the authors. But students with special needs are taught by a number of educators – regular-education, special-education, paraprofessionals, and related service providers.

• *Shared variance* – At their most basic, value-added models assume that each teacher is the sole contributor to student achievement during a school year and that each teacher's effect accumulates over time and students' achievement rises or falls in linear fashion. This is clearly not true with special-needs students, and even more-sophisticated value-added models have difficulty dealing with all the variables. Not only are there multiple educators involved (as noted above), but special educators have an impact on the teaching practices of regular-education teachers as they co-teach and conference with them, and students move back and forth between different classroom settings during each school year.

• *Small sample sizes* – Statistically, smaller classes produce less-reliable data than large classes. "As a result," say the authors, "highly effective teachers with small classes are rated as average teachers, whereas, equally effective teachers with large classes are rated above average." Although some special educators aren't included in value-added calculations because their classes are too small, those who are included will tend to have their true instructional skills underestimated.

• *Nonrandom assignment* – For value-added calculations to be an accurate assessment of teachers' impact on learning, students need to be randomly assigned to their classes. "Yet, random assignment is not an educational reality because students are assigned to teachers by a number of nonrandom methods and classroom assignments can be manipulated by administrators," say the authors. "Special-education teachers are most likely to be affected by nonrandom assignment of students to teachers because they are intentionally and purposefully assigned students with disabilities."

"As a result," conclude Steinbrecher, Selig, Cosbey, and Thorstensen, "we cannot endorse the use of VAM, in its current form, for evaluating special-education teacher effectiveness." They suggest several ways that the same goal could be accomplished more responsibly:

- Curriculum-based measures and progress monitoring – These have greater sensitivity to student growth, have stronger psychometric properties, and are a good way for students with disabilities to showcase their progress.
- Adaptive student testing – Computers can vary testing levels according to current student levels.
- Universally designed tests – These include accommodations within the assessment and are a promising avenue as they are refined in the years ahead.
- Multiple measures to evaluate teachers – These might include classroom observations, contributions to a learning environment, student growth on IEP goals, and portfolios.

"Evaluating Special Educator Effectiveness: Addressing Issues Inherent to Value-Added Modeling" by Trisha Steinbrecher, James Selig, Joanna Cosbey, and Beata Thorstensen in *Exceptional Children*, Spring 2014 (Vol. 80, #3, p. 323-336), http://ecx.sagepub.com/content/80/3/323.abstract

Back to page one

4. "Grit" As a Crucial Variable in Teachers' Longevity and Effectiveness

"Surprisingly little progress has been made in linking teacher effectiveness and retention to factors observable at the time of hire," say Claire Robertson-Kraft and Angela Lee Duckworth (University of Pennsylvania) in this *Teachers College Record* article. "Given the urgency of closing the achievement gap between low-income and high-income children in the United States and the significant number of novice teachers in low-income schools, it is essential to improve our understanding of teacher characteristics that predict their subsequent performance."

To that end, the authors designed two studies to see if "grit" (defined as perseverance and passion for long-term goals) is a factor in teachers' tenacity and effectiveness in the classroom – and if it's possible to measure it before teachers are hired. The researchers looked at the résumés of 461 new teachers in low-income schools and used a 0-6 scale to assess their level of grit in college activities and work experience. Points were awarded for more than one year of involvement in an activity and attaining a degree of achievement. For example, one student got the highest number of points for being a member of the cross-country team for four

years, being voted MVP in senior year, and being founder and president for two years of the university's Habitat for Humanity chapter (1 point for multi-year cross country, 2 points for high achievement in that activity; 1 point for multi-year Habitat, 2 points for high achievement).

Robertson-Kraft and Duckworth found that the higher the teachers' grit scores, the less likely they were to abandon the classroom and the better their students did. No other variable – not teachers' SAT scores, college GPA, demographic characteristics, or school assignments – predicted retention or effectiveness. "We suggest that school administrators consider grit as one factor – among many – in identifying promising new teachers," conclude Robertson-Kraft and Duckworth. Much of the information can be gleaned from applicants' résumés. Since some résumés aren't specific enough about dates, they suggest creating a structured form that asks candidates to list college activities and work experience, dates of involvement, and associated achievement and leadership roles.

It's not surprising that grit is a critical variable in classrooms, say the authors: "Teaching is by all accounts an extraordinarily demanding profession… Indeed, despite its many rewards, the unrelenting challenges and uncertainties of teaching can be demoralizing… Learning their profession largely by trial and error, new teachers often take part in 'sink or swim' induction processes that can lead to feelings of isolation and ineffectiveness… In low-income districts, the multiplicity of factors often outside a teacher's control (e.g., parental support, available resources, and poor working conditions) further obscures the link between hard work and positive student outcomes… Moreover, beginning teachers are often asked to take on more difficult assignments (e.g., larger classes and more challenging students) than their experienced counterparts."

Robertson-Kraft and Duckworth distinguish grit from several other closely related personality traits:

- Resilience – successfully adapting to overwhelming adversity and stress;
- Conscientiousness – responsibility, self-control, orderliness and traditionalism;
- Leadership.

Grit is more about stamina, hard work, and perseverance for long-term goals, and doesn't necessarily involve organizing and managing others.

"True Grit: Trait-Level Perseverance and Passion for Long-Term Goals Predicts Effectiveness and Retention Among Novice Teachers" by Claire Robertson-Kraft and Angela Lee Duckworth in *Teachers College Record*, March 2014 (Vol. 116, #3, p. 1-27), http://www.sas.upenn.edu/~duckwort/images/publications/truegrit.pdf

Back to page one

5. Interview Questions to Gauge Candidates' Potential for Teaching

In this article in *AMLE Magazine*, Mark Wasicsko and Michael Chirichello (Northern Kentucky University) say that most teachers who aren't successful in the classroom fail because they don't have the right disposition for teaching – and that it's possible to assess disposition with the right interview questions. "The goal of a productive interview," say

Wasicsko and Chirichello, "is to engage applicants in conversation about their passions – things that interest and enliven them – and then gauge their dispositions by listening carefully to their responses." Here are their suggested questions (after an ice-breaker like, "Why are you a good fit for this position at this time?"):

- How would your students describe you to others?
- Share a situation in which you helped a person or taught a significant lesson.
- Describe your perfect day.
- What kinds of problems do people bring to you?
- If your life works out the best you can imagine, what will you be doing in five years?
- How do you maintain balance in your life?
- What question should we ask you if we wanted to get to know you and your potential to positively influence students?

None of these questions has a right or wrong answer, say Wasicsko and Chirichello. The interviewer should listen carefully to the responses and try to read between the lines to infer candidates' disposition. The more they are speaking from the heart, rather than from a memorized script, the greater the chance that you're seeing who they really are.

The authors suggest the following checklist for rating responses during an interview (Yes, Maybe, No):

- Has a "can-do" attitude.
- Can identify with diverse populations.
- Believes that all students can learn.
- Believes that students are able and worthy.
- Sees the larger, long-term goals of teaching and learning.
- Is people- rather than thing-oriented.
- Believes that building relationships is a key to learning, teaching, and collegiality.
- Has the "right stuff."

"Hiring 'Gruntled' Educators" by Mark Wasicsko and Michael Chirichello in *AMLE Magazine*, April 2014 (Vol. 1, #8, p. 20-23), www.amle.org; the authors can be reached at wasicskom1@nku.edu and chirichelm1@nku.edu; more information on rating dispositions is at www.educatordispositions.org.

Back to page one

6. Job-Seeker Advice

In this *New York Times* column, Thomas Friedman reports on a recent conversation with Laszlo Bock, who is in charge of hiring at Google. Based on the conversation, Friedman offers this advice for any 21st-century job-seeker:

• "Most people don't put the right content in their résumés," says Friedman. A good résumé should frame your strengths: *I accomplished X, relative to Y, by doing Z.*

• For job interviews, the applicant should convey: *Here's the attribute I'm going to demonstrate; here's the story demonstrating it; here's how that story demonstrated that attribute.*

"How to Get a Job at Google, Part 2" by Thomas Friedman in *The New York Times*, April 20, 2014, http://nyti.ms/1j8kzo2

Back to page one

7. Setting Classroom and School Rules in Five Areas

In this *Edutopia* article, Richard Curwin (David Yellin College, Israel) addresses the perennial dilemma of freedom versus limits in schools. The Summerhill choices-without-limits approach – *Do whatever you want* – has problems, but so does the Camp Lejeune limits-without-choices approach – *Do what I say or else*: neither is an effective way to teach children to act responsibly. Curwin suggests a combination of the two – for example, "You cannot hit, but you can express anger. Here are three ways you can do it. Maybe you can add more."

School rules must be well-formulated, says Curwin: "A good rule is behavioral, clear, and always enforced when broken." *Be respectful* is not suitable as a rule, he believes, because it's "a value, not a behavior. It is important to teach students to show respect, but it's far too broad to enforce." A rule that students must raise their hands before they speak is also unsuitable; it's difficult to enforce and sometimes hampers free-flowing discussion. Hand-raising works better as a flexible expectation than a rule.

Curwin suggests involving students in developing classroom and school rules and expectations in five critical areas:

• *Academic* – Learning, homework, class participation, not interrupting others, and honesty. Some examples:

- Do your own work.
- Hand in all work on time.

• *Social* – Interactive issues including fighting, put-downs, insubordination, and misuse of technology. Examples:

- Keep your hands and feet to yourself.
- Touch other students' property only with permission.
- Shut off all smart phones in class.

• *Procedural* – These include being on time, lining up, carrying notes to and from home, following the dress code, behavior in corridors, cafeteria, and library, and what to do if there is a dangerous situation in the school. Examples:

- Put your supplies away when you finish using them.
- When you hear me warn you, go immediately to the safe area.

• *Cultural* – The way we treat others regarding religion, race, sexual orientation, or disability. Examples:

- Do not offer food to a student who is fasting.
- Do not insult another student's religious clothing.

• *Personal* – Rules and expectations to help students be better people and improve the way they treat others (some of these are universal and some are private). Examples:

- I will let others finish saying something before speaking myself.
- I will not text until my homework is finished.

"The 5 Critical Categories of Rules" by Richard Curwin in *Edutopia*, April 10, 2014, http://bit.ly/1tUw0Vc

Back to page one

8. Dealing with a Classroom Crisis

In this *Edutopia* article, Richard Curwin (David Yellin College, Israel) lists the thoughts that often go through a teacher's mind during a major classroom disruption:

- It tries our patience, pushes our limits, and makes us angry.
- It threatens our sense of control.
- We fear looking weak to students.
- We fear that other students may do the same thing if we don't take a strong stance.
- We take it personally.

These thoughts are a recipe for disaster, says Curwin. It's critically important that teachers take a deep breath and strategically divide their response into two parts: (a) Immediate stabilization, and (b) Intervention to resolve the issue.

When first responders (emergency-room medics, firefighters, police officers, and soldiers) confront a crisis, their goal is to stabilize the situation. "The principle of all emergency situations is stop things from getting worse before trying to make them better," says Curwin. "Often teachers try to solve an unstable situation, only to escalate to the point where any intervention might not work. To be stable, both the teacher and student need to be relatively anger free, calm, and willing to listen to the other's point of view. Calming down requires time for both the student and teacher to depersonalize the incident." This approach flies in the face of our desire to solve the problem quickly and move on, but the time spent cooling off ends up saving time.

Minor inappropriate behavior doesn't require this two-step process, but with major disruptions, Curwin suggests the following:

- Stabilizing is not ignoring, excusing, or letting students get away with something; it's strategically deferring the intervention to a more favorable time.
- It's important to convey to students that you're willing to hear their side of the story.
- As best as you can, ascertain the motive for the misbehavior and acknowledge it (without agreeing with the bad choice students made).
- Deflect students' attempts to argue.
- Use humor.

Curwin suggests avoiding the following:

- Criticizing, lecturing, scolding, and blaming;
- Getting into a back-and-forth;
- Saying or implying "No excuses";
- Taking immediate action;
- Embarrassing students or attacking their dignity;
- Demanding, "What did you say?"

Curwin shares three examples and asks us to think of effective interventions to use when things calm down:

• A student swears at a teacher, who responds, "You must be incredibly angry to use that kind of language with me. We need to find a way that is more acceptable to display your anger, but right now, I'm too angry with you to discuss this situation calmly. We must talk later when we are both ready."

• A student calls another student a name, and that student hits him. The teacher says to the hitter: "You have every right to defend yourself from insults, but hitting isn't an acceptable method. We need to have a conversation about better ways to solve this problem."

• A student says, "This class sucks!" in front of the whole class. The teacher says, "I'm sure you have reasons for thinking that, but this is not the time to talk about it. I promise to listen to you after class."

"Classroom Management: The Intervention Two-Step" by Richard Curwin in *Edutopia*, February 4, 2014, http://bit.ly/1iw6Bg0

Back to page one

9. Motivating Middle-School Students

In this article in *AMLE Magazine*, Missouri ELA teacher Cryslynn Billingsley describes how she gets her middle-school students to take responsibility for their own learning, work harder, and achieve:

• At the beginning of the year, she shows three video clips: Michael Jordan talking about how his many failures made him try even harder; scenes from *The Karate Kid* showing the boy becoming a skilled fighter despite multiple distractions; and a Nike commercial showing athletes falling down, being defeated, and rising up stronger than before.

• Right after the clips, Billingsley has students write a letter to themselves describing what they will do to have a successful school year, a successful academic career, and a successful life. "Their letters turn out pretty great," she says. "At the same time, I've motivated them, gotten a writing sample, and have found out a little bit more about their currencies – the things in their lives that are important to them."

• When motivation sags in the middle of the year, she has students get the letters out and think about whether they are meeting the goals they set for themselves for the school year – and what they need to do.

• Billingsley also has students keep a graph of their progress on the specific learning targets of the course. That graph, plus her monitoring of students' ongoing percent totals, keeps students focused on how they're doing and spurs them on if they see the numbers dip. "At the end of the school year, students are always amazed at what they have accomplished and they know specifically how they were able to make progress," she says.

"Mentor Me" by Cryslynn Billingsley in *AMLE Magazine*, April 2014 (Vol. 1, #8, p. 40), www.amle.org; Billingsley can be reached at cbillingsley@pkwy.k12.mo.us.

Back to page one

10. Parent Involvement Commentary

The *New York Times* article summarized in last week's Memo ("Parental Involvement Is Overrated" by Keith Robinson and Angel Harris) provoked three letters to the *Times* expressing strong disagreement. Excerpts:

• "Parental involvement absolutely enhances student achievement," says John Boynton of Allison Park, PA. "Parents must provide space, time, moral support, and at times discipline – and, yes, must check and assist with homework (when they sense a real need) if a child is to succeed."

• "The idea that some forms of involvement are more potent for children's achievement is not new," says Wendy Grolnick of Worcester, MA. "[But] the lack of correlation (or negative correlations) between parents' homework help and school contact and their children's achievement can be understood as parents helping children who are having more difficulty, and not negative effects of involvement."

• "Parents hold teachers and administrators accountable when children cannot," says Diana McLean Liefer of Philadelphia, PA. "I taught in a school with some abysmally underperforming teachers who ran chaotic classrooms with little instruction. The involved parents complained and had their children moved to other classes. But the rest of the children continued to lose out, and those underperforming teachers had their contracts renewed year after year. If the majority of parents had been involved, the administration would have been forced to either help those teachers improve, or hire better ones. All the children would have benefited. More parental involvement means more grown-up stakeholders working to turn broken schools into great schools."

"Should Parents Be Less Involved?" in *The New York Times* letters to the editor section, April 21, 2014, www.newyorktimes.com

Back to page one

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).

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions (with results of an annual survey)
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

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
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest