

Marshall Memo 566

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 22, 2014

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Quotes of the Week

“Out beyond ideas of wrong-doing and right-doing, there is a field. I’ll meet you there.”
A quote from the mystic Rumi posted in a restorative justice office (see item #5)

“When a school can help solve a student’s problem, the student stops becoming the school’s problem.”
David Bulley (*ibid.*)

“They learn how to be really good at something. We believe that then translates into everything else.”
Franklin Headley, principal of Voice Charter School in New York City, on the school’s rationale for intensive music education (“School Finds Music Is the Food of Learning” by Elizabeth Harris, *New York Times*, Dec. 20, 2014, <http://nyti.ms/1APzzOU>)

“Why focus on average teachers? Because there are so many of them that even small changes mean big gains for kids.”
Steve Peha (see item #1)

“Teachers tend to teach an outdated world view.”
Ola Rosling in a TED talk about The Ignorance Project (see item #10a)

“We know of no research evidence that supports the claim that [round-robin reading] actually contributes to students becoming better readers.”
Katherine Hilden and Jennifer Jones (see item #6)

“Does handwriting matter?”
Maria Konnikova (see item #8)

1. Why Not Focus on Improving Average Teachers?

In this *Washington Post* article, North Carolina consultant Steve Peha reviews some recent theories on how to improve student achievement:

- Fire the least-effective teachers.
- Move the most-effective teachers to where they can make the biggest difference.
- Change the factors outside schools (poverty, lead paint) that handicap students.
- Standardize the curriculum so students get good content no matter who is teaching.

“Where do all these promising but hard-to-implement ideas leave us?” asks Peha. “Fighting... Each of these approaches has about it a quality of complex social engineering, something that never fails to arouse our animus.” And each is controversial and expensive.

Peha suggests an idea that is simpler, cheaper, and less divisive. Rather than glorifying the best teachers and demonizing the worst, improve the classroom methods used by those in the middle. “Why focus on average teachers?” he asks. “Because there are so many of them that even small changes mean big gains for kids.” Getting middle-of-the-road teachers to shift from suboptimal to proven practices can have an outsized impact. “Many of these changes take little time and effort to implement,” says Peha. “Most can be represented on a few sheets of paper or in a short video, and delivered free of charge over the Internet.” Three examples:

- Kindergarten teachers teaching letters by their sound rather than their names.
- Teaching basic math facts in “fact families” – for example, the triad 7-8-56 can be used to construct four facts: $7 \times 8 = 56$ $8 \times 7 = 56$ $56 \div 8 = 7$ $56 \div 7 = 8$
- In middle and high school, teaching the structure of real expository arguments versus slogging through the tedious five-paragraph essay.

“Average teachers who trade inefficient techniques for optimized techniques experience above-average success because they stop doing things that confuse kids,” says Peha, “– like teaching reading backwards – and start doing things that make sense.”

In addition, average teachers are more likely than those at both extremes to adopt better practices, he says. “Pick the right 10 practices, implement the right 10 solutions, and average teachers would get above-average results. As more teachers began to share these practices, we would benefit from something I call ‘instructional economies of scale’ where kids who encountered a practice in a previous situation would learn it even faster in a new situation. As a result, average kids might perform at even better-than-average levels over time.”

This approach isn’t sexy, concludes Peha, but it just might produce really significant improvements in student learning.

“A ‘Do-able’ Solution to Teacher Quality” by Steve Peha in *The Washington Post*, November 5, 2010, <http://wapo.st/1CvSnU4>

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2. The Impact of a School’s Professional Environment on Teacher Growth

In this article in *Educational Evaluation and Policy Analysis*, Matthew Kraft and John Papay (Brown University) ask how much impact a school’s professional environment has on teachers’ growth and development, as compared to teachers’ innate ability, qualifications, or other factors. The short answer: professional environment is highly significant. Over a ten-year period, Kraft and Papay found that teachers working in schools rated at the 75th percentile for their professional environment improved 38 percent more than teachers working in schools rated at the 25th percentile. The key variables in professional environment were:

- Order and discipline – The school is a safe environment where rules are consistently enforced and administrators help teachers maintain orderly classrooms;
- School culture – There is mutual trust, respect, openness, and commitment to student achievement;
- Peer collaboration – Teachers are able to work together to refine their practices and solve problems;
- Principal leadership – School leaders support teachers and address their concerns about school issues;
- Teacher evaluation – Supervisors assess instruction in an objective and consistent manner and provide meaningful feedback that helps improve teaching and learning;
- Professional development – The school provides sufficient resources and time for PD and uses them in ways that enhance teachers’ instructional abilities.

As rookies, all teachers are on a steep learning curve, say Kraft and Papay, but the professional environment can accelerate or depress their rate of growth: “Some teachers are improving two or three times faster than others and continue these rapid gains in effectiveness throughout their first 5 to 10 years on the job,” say the authors. In addition, a positive professional climate has a direct impact on teachers choosing to stay in a school, which creates a virtuous cycle of stability, collegiality, and improved student achievement.

Kraft and Papay conclude: “Our findings also illustrate how policies aimed at improving teacher effectiveness that focus on the individual, ignoring the role of the organization, fail to recognize or leverage the potential importance of the school context in promoting teacher development.”

“Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience” by Matthew Kraft and John Papay in *Educational Evaluation and Policy Analysis*, December 2014 (Vol. 36, #4, p. 476-500), <http://epa.sagepub.com/content/early/2014/01/30/0162373713519496.abstract>; Kraft can be reached at Matthew_Kraft@brown.edu.

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3. Do Teachers Who Are Effective with ELs Also Click with Non-ELs?

In this article in *Educational Evaluation and Policy Analysis*, Susanna Loeb, James Soland, and Lindsay Fox (Stanford University) report on their study of whether urban teachers had a different impact on English learners and native English speakers. Here are the findings (the researchers used value-added measures to judge teachers' impact):

- There was little discernible difference in the achievement gains of ELs and non-ELs taught by different teachers – “That is, the variation in teacher effectiveness is generally as great for ELs as it is for non-ELs,” say Loeb, Soland, and Fox.
- Teachers who were effective with English learners tended to be effective with non-ELs and vice-versa.
- Some teachers were relatively more effective with ELs than with non-ELs, and this correlated with those teachers' facility in students' native language and possessing a bilingual teaching certificate.

There are two implications from these findings, say the authors: “First, if a goal is to improve outcomes for ELs and a choice is to assign teachers who are relatively more effective on average than other teachers or to assign teachers who appear to be relatively more effective with ELs than with English-proficient students, then the first choice is likely to lead to better outcomes for ELs. That is, finding a better teacher for ELs is at least as much if not more a question of finding an effective teacher, as it is a question of finding a teacher who specializes in ELs. The differential effectiveness of teachers with ELs is a relatively small part of what makes a teacher good with ELs.

“The second implication of the results is that even though the differential effectiveness of teachers with ELs does not explain a lot of what makes a teacher good with ELs, we find suggestive evidence that there are specific skills that can boost teachers' effectiveness with ELs” – namely, speaking the students' first language and bilingual certification.

“Is a Good Teacher a Good Teacher for All? Comparing Value-Added of Teachers With Their English Learners and Non-English Learners” by Susanna Loeb, James Soland, and Lindsay Fox in *Educational Evaluation and Policy Analysis*, December 2014 (Vol. 36, #4, p. 457-475), <http://stanford.io/1xFc1Oj>; Loeb can be reached at sloeb@stanford.edu.

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4. Fostering Hard Work, Genuine Curiosity, and Heartfelt Passion

In this *Huffington Post* article, California private school head Michael Mulligan ponders a paradox about the millennials: On the one hand, they tend to be confident, technologically connected, environmentally aware, committed to helping the disadvantaged, and open to diversity and change. On the other hand, many millennials are beset with insecurity, anxiety, unhappiness, aimlessness, and despair. “What gives?” asks Mulligan.

One theory is contained in a recent book by William Deresiewicz, *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life* (Free Press, 2014), which says that too many young people have been conditioned to think that the reason for getting good grades is to impress admissions officers and employers, the purpose of

community service is to fill out one's resume, playing sports is to get recruited for a college team, and studying art and music is to look smart and well-rounded. The result, says Mulligan, is that too many students fall apart in college "because they cannot conceive of the fact that hard work and learning are positive outcomes in and of themselves. They have no sense of who they are or what is important in their lives... They are walking ghosts of seeming, not of being... In our efforts to push our kids ahead, we have forgotten to ask why pushing ahead is important in the first place."

What is to be done? asks Mulligan. "Truth is, we know full well that lasting happiness springs from good health, solid values, meaningful work, multiple positive relationships, and selfless service." He recommends getting young people to focus on three questions:

- *Who tells us who we are?* Not the Internet, TV, movies, social media, and advertising, which judge us on what we wear, what we buy, how thin or buff we are, and our number of Facebook "likes." No, says Mulligan, it's about "how hard we work, how curious we are, and how much we are willing to make a positive difference to others and to our world in distress... Our children need to learn that they are important not for reasons of appearance but for reasons of substance."

- *Where do we want to go with our lives?* Focusing only on getting into a good college and landing a high-status job will lead to frustration, anger, and loneliness, he believes. What young people need is find their passion and get into a career that pays them for doing what they love. "We all know we are in the right jobs when how long we work at something is driven by interest and not only about earning a paycheck," he says.

- *How do we want to get there?* Having a worthwhile end in sight will greatly influence the means for getting there, says Mulligan. "Kids cheat in school because they think grades are more important than what they learn. They take short-cuts because they believe the longer, harder path has no value or because they are afraid of stumbling or of being seen as someone who stumbles. They are mean or cruel or uncaring often because they do not like themselves... [R]eal success comes when you can look at your life and say, 'I have done my best to make a positive difference in the lives of others and the world we live in.'"

"The Three Most Important Questions You Can Ask Your Teenager" by Michael Mulligan in *The Huffington Post*, November 24, 2014, <http://huff.to/1xbbYdB>

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5. Nonjudgmental Discussion, Developing Empathy, and Repairing Damage

In this *Boston Globe Magazine* article, David Bulley, restorative justice coordinator at a Massachusetts high school, describes how he handled incident that would have led to an immediate suspension in the past: a security camera in the cafeteria captured an angry girl (who had previously been suspended for fighting) throwing a tray and several other objects at two boys.

- The girl, angry and embarrassed, was escorted to the Justice Center.
- After some chit-chat to allow her to calm down, Bulley asked, "What happened?" She said the boys had been joking with her and another girl, and then the boys began

whispering and laughing. The girl heard the word “Africa” and thought they were joking in a racist way (she’s African-American). That’s when she lost it and started throwing things.

- Bulley summoned the two boys and found that they hadn’t been whispering about the girl and “Africa” was uttered in a different context.
- The students understood the misunderstanding and immediately reconciled. The girl apologized profusely, they forgave one another, and parted friends.
- The decision was made not to suspend the girl, but there was more work to be done. Bulley walked the girl to the cafeteria where she apologized to the cafeteria workers and cleaned up the mess she’d made.
- Bulley also had the girl talk to the teachers who had been supervising the cafeteria and heard from them how difficult and scary it was to intervene in a physical confrontation between high-school students. She apologized to them and to Bulley.
- The girl spent the rest of the day in Bulley’s room writing a report on how violence can affect classmates and school climate and making a plan for how she would handle her anger if a similar incident happened in the future.

Bulley contrasts this to what would have happened before restorative justice. “She would have made an enemy of the boys and their friends for the remainder of the school year – and that antagonism would be essentially promoted and encouraged by the administration’s stay-away orders and safety plans. The boys would never have known the harm they caused and how to avoid it in the future. [The girl] would never have known that the boys didn’t actually intend anything racist. Rather than solving a problem, everything about the traditional way of handling situations like this one only contributes to the likelihood that it will happen again.”

Adopting restorative justice has been hard work for Bulley and his colleagues and there has been push-back from some teachers and parents. But the data speak loudly: in September and October of 2013, there were more than 50 suspensions; in the same period this year, there were only two.

On the wall of the Justice Center is this quote from the mystic Rumi: “Out beyond ideas of wrong-doing and right-doing, there is a field. I’ll meet you there.” Bulley says it’s “astonishing what you learn when you stop punishing and start listening. When a school can help solve a student’s problem, the student stops becoming the school’s problem.”

“A Lesson in School Discipline” by David Bulley in *The Boston Globe Magazine*, December 21, 2014, <http://bit.ly/1D9eWxX>

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6. The Death of Round Robin Reading – and Some Good Alternatives

In this *Edutopia* article, Todd Finley (East Carolina University) describes several variations of round-robin reading, which many teachers use on a regular basis because they believe it improves fluency, decoding, and comprehension:

- Popcorn reading – A student reads aloud, then calls “Popcorn” and chooses another student to read next.

- Combat reading – A student calls on a classmate, trying to catch him or her off task.
- Popsicle stick reading – The next reader’s name is pulled from a container.
- Touch/Go reading – The teacher taps the next reader on the shoulder.

Despite the fact that more than half of K-8 teachers regularly use some form of round-robin reading, studies are virtually unanimous that it doesn’t work. “We know of no research evidence that supports the claim that RRR actually contributes to students becoming better readers,” say Katherine Hilden and Jennifer Jones in one of numerous studies on the subject. What makes round-robin reading ineffective?

- *It stigmatizes poor readers.* This is especially true for English learners and any student whose reading struggles are broadcast to the whole class.

- *It weakens listeners’ comprehension.* Other students find it difficult to understand the content when classmates read badly, and if the teacher (or another student) interrupts to correct errors, coherence suffers even more.

- *It sabotages good reading.* Struggling readers are poor models for pronunciation, phrasing, fluency, and expression.

Finley is quick to say that oral reading *does* help improve fluency, comprehension, and word recognition, especially in the early grades (students should increasingly engage in silent reading as they get older). The key is doing oral reading in ways that are productive. Some examples:

- Choral reading – The class reads aloud together, so everyone gets the benefit of oral reading but weak readers have some “cover.”
- Missing words – The teacher reads aloud with students following along, periodically omits a word, and students say it together.
- Partner reading – Students pair up and take turns reading each paragraph to their partner.
- Peer-assisted learning strategies (PALS) – Strong and weak readers are paired up and take turns reading, re-reading, and retelling.
- Silent reading – The teacher might provide scaffolding by frontloading vocabulary, a plot overview, and an anticipation guide.
- Teacher reading aloud – Students listen to skilled modeling of pacing and prosody as they follow along with the text.
- Echo reading – Students repeat what the teacher reads, mimicking pacing and inflection.
- The crazy professor reading game – To bring a text to life, students read orally with hysterical enthusiasm, reread with dramatic hand gestures, partner up with a super-stoked question-asker and –answerer, and play “crazy professor” and “eager student’ in a hyped-up overview of the text (see www.youtube.com/watch?v=8xFcUPQ_z_8, starting at 1:49).
- Buddy reading – Students practice reading a text in preparation for reading it to an assigned buddy in a lower grade.

- Timed repeat readings – The teacher reads a short text with expression, then students read it silently, then again loudly, quickly, and dynamically. Someone graphs the times and errors and students track their progress.
- Fluency-oriented reading instruction (FORI) – Primary-grade students read the same text many times over the course of a week: first the teacher reads with students following along; students echo-read; students choral-read; students partner-read; students take the text home for more practice; students engage in extension activities during the week.

“11 Alternatives to ‘Round Robin’ (and ‘Popcorn’) Reading” by Todd Finley in *Edutopia*, December 1, 2014, <http://bit.ly/1APLFHo>

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7. “Productive Failure” in an Online Geometry Course

In this article in *The Journal of the Learning Sciences*, Ido Roll (University of British Columbia), Ryan Baker (Columbia University), and Vincent Aleven and Kenneth Koedinger (Carnegie Mellon University) report on their study of the ways in which high-school students asked for help as they took Geometry Cognitive Tutor. Because this is an online course, the researchers were able to do a detailed analysis of students’ help-seeking behaviors, the help they received, and how different patterns affected students’ success at subsequent steps in a highly sequential curriculum.

It seems self-evident that students knowing how to get the right level of help at the right moment improves learning, say the authors. But students often avoid asking for help because they’re embarrassed to ask – or don’t realize they need help. The authors were curious about how help-seeking played out with different degrees of student mastery and different levels of curriculum difficulty. Here are the findings:

- Overusing help always had a negative effect on subsequent success, since students never really grappled with the work on their own and couldn’t apply the help they received in a new context.
- Getting help on problems with which students had a moderate level of facility definitely boosted success – students knew enough to understand and make good use of assistance.
- Avoiding help on moderately-difficult problems was harmful to subsequent learning – students didn’t know enough to proceed on their own.
- When students knew nothing about a new problem and didn’t ask for help, they actually did better on subsequent problems.

The last finding surprised the researchers. They conclude that novice learners may benefit from initially working to figure out things on their own – then they can make more sense of a teacher’s or online program’s hints and assistance.

“Early failures may provide valuable learning experiences,” conclude Roll, Baker, Aleven, and Koedinger, “even though they do not lead to immediate successful completion of a problem. It may be that students... benefit more from their own struggle rather than from

learning from instructional explanations... Attempting to generate an answer, applying it to the problem step, and reflecting on its failure may support students in acquiring the knowledge that is required to learn from given instruction... Furthermore, at times, instructional explanations may hamper learning by deterring students from self-explaining their own answers.”

“On the Benefits of Seeking (and Avoiding) Help in Online Problem-Solving Environments” by Ido Roll, Ryan Baker, Vincent Alevan, and Kenneth Koedinger in *The Journal of the Learning Sciences*, October-December 2014 (Vol. 23, #4, p. 537-560), <http://bit.ly/1AzOdLx>; Roll can be reached at ido.roll@ubc.ca.

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8. “Desirable Difficulty” With Handwriting

“Does handwriting matter?” asks Maria Konnikova in this *New York Times* article. Not very much, seems to be the consensus in many schools, with keyboard proficiency getting much more emphasis and no Common Core penmanship mandate beyond first grade. But new psychological and neurological evidence suggests that handwriting is directly linked to deeper learning. “Children not only learn to read more quickly when they first learn to write by hand,” says Konnikova, “but they also remain better able to generate ideas and retain information.”

This was demonstrated in a 2012 study by Karin James of Indiana University. Pre-literate children were asked to reproduce a letter in one of three ways: typing it on a computer; tracing the letter guided by a dotted outline; and drawing it on a blank paper. Each child was then put in a brain scanner and shown the letter again. Those who had drawn the letter freehand showed lots of activity in three areas of the brain that are activated when adults read and write. Children who had traced or typed the letter showed almost no activity in these areas.

James believes the difference has to do with the messiness inherent in free-form handwriting. “This is one of the first demonstrations of the brain being changed because of that practice,” she says. “When a kid produces a messy letter, that might help him learn it.” Striving to imperfectly reproduce the letter is much more helpful than merely seeing it or seeing others write it. James’s research suggests that the effort and perceived imperfections of writing by hand engage the brain’s motor pathways – hence the learning benefits.

Research on older children by Virginia Berninger of the University of Washington produced similar results: those who wrote by hand showed more neural activity in the key areas, produced more words more quickly, and expressed more ideas. And research by Pam Mueller of Princeton and Daniel Oppenheimer of UCLA has shown that college students learn better when they take notes by hand than when they use a laptop. It appears that writing by hand allows them to process a lecture’s ideas and reframe them – “a process of reflection and manipulation that can lead to better understanding and memory encoding,” says Konnikova.

“What’s Lost As Handwriting Fades” by Maria Konnikova in *The New York Times*, June 3, 2014, <http://nyti.ms/1t3cmsY>

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9. Rethinking How We Teach Letters in Kindergarten and First Grade

“When was the last time that you engaged in a compelling discussion about teaching the letters of the alphabet?” asks Katherine Dougherty Stahl (New York University) in this article in *The Reading Teacher*. With the introduction of the Common Core, such basics seem to be taking a back seat to text complexity, comprehension, and written responses to texts. “However,” says Stahl, “some exciting new research is expanding what we know about how children learn letters and the best ways to teach the alphabet.”

Researchers have found that several elements are essential for kindergarten and first grade, and mastering them correlates strongly with later reading proficiency:

- Knowing letter names;
- Knowing letter sounds;
- Being able to form letters;
- Grasping the alphabetical principle – that language is made up of discrete sounds and letters represent those sounds in a systematic way.

“Young children who are at the earliest stages of learning how abstract letters and sounds come together to form meaningful words lack clarity on how the system operates,” says Stahl.

How to teach all this? Many teachers still use the letter-of-the-week approach, having students recognize, form, and make the sound of each letter from Monday to Friday. The problem with this time-honored approach, says Stahl, is that “Not all letters need equal effort.” Many students come to school already knowing uppercase *A*, *B*, *X*, and *O*. The onomatopoeic sounds – *s* like a snake’s hiss, *z* as in buzz, *m* as in mmm – are also easy to pick up, as are letters that say their own name – *b*, *d*, *j*, *k*, *p*, *t*, *v*, and *z*. The most difficult consonants are *y*, *w*, and *c* and the trickiest vowels are *i*, *o*, and *e*. Children usually know the first letter of their own name, but there are differences: Jessica will have an easier time learning /j/, the beginning sound for *j*, than Joaquin. Finally, some students have more experience with rhyming games than others, making it easier for them to connect letter names to letter sounds.

All this suggests a more dynamic, differentiated approach to teaching letters, says Stahl. “Teaching one letter a week doesn’t allow time to provide the level of intense practice that children need to learn the most difficult letters. It also wastes time teaching letters that many children already know or need little instruction to master.” She suggests the Enhanced Alphabet Knowledge (EAK) program developed by Jones and Reutzel. The teacher teaches a new letter (or set of letters) each day, talking about what makes it easy or difficult to learn and going through multiple cycles of repeated practice. All letters are explicitly taught, with more-difficult letters getting more attention and practice.

The first instructional cycle might focus on the first letter of each child’s name. Cycle 2 might be all the letters in alphabetical order. Cycle 3 might focus on the letters that say their name, followed by those whose sound can be clearly heard at the end of words – *f*, *l*, *m*, *n*, *r*, and *s* – then the more ambiguous letters like *h*, *y*, and *w*. “Ongoing assessment of students’ letter knowledge should be used to monitor and adjust the instruction and grouping of students,” says Stahl. As the year progresses, students solidify their knowledge of the easier letters and grapple with the tricky distinctions between *p* and *q*, *d* and *b*. Stahl recommends

teaching letter names and sounds together and including in these lessons rhyming and playing around with letters and sounds.

“Combining these elements does not mean that the lessons must be long and tedious,” she says. “Engagement is key, and the attention of young children is limited,” which suggests lessons of 10-15 minutes. And all this must be tied to real words in real texts, says Stahl – shared reading of big books, poetry posters, and alphabet books, shared writing, interactive writing, and the morning message. “If alphabet skill instruction is always isolated from connected text, children do not learn how to use these skills in service to writing and reading.”

“New Insights About Letter Learning” by Katherine Dougherty Stahl in *The Reading Teacher*, December 2014/January 2015 (Vol. 68, #4, p. 261-265), <http://bit.ly/1xbSnKj>; Stahl can be reached at kay.stahl@nyu.edu.

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10. Short Items:

a. The Ignorance Project – This website www.gapminder.org/ignorance has a link to a thought-provoking TED Talk by Hans Rosling and his son, Ola Rosling, about an international project to dispel 250 common misconceptions. Hans Rosling uses clickers to expose the TED audience’s ignorance in three areas (deaths from natural disasters, women’s education, and the number of people living in extreme poverty). The Roslings cite four reasons for the abundance of misconceptions: personal bias from growing up in one part of the world; outdated content in many schools; the media’s tendency to focus on sensational events; and people’s intuitive sense of causality.

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b. A lesson and unit plan marketplace – This website www.teacherspayteachers.com is a veritable bazaar of good classroom materials – and an opportunity for teachers to sell their best ideas to other teachers.

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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 44 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
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
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Perspectives
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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 Journal of the Learning Sciences
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