Marshall Memo 208

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 5, 2007

In This Issue:

Quotes of the Week

"Culture is difficult to change and does not readily respond to edict or slogan."
Stacey Childress, Richard Elmore, Allen Grossman, and Susan Moore Johnson
(see item #2)

"Throwing coaches at teachers and principals who have not agreed that improved student performance is essential will waste time and money."
Douglas Reeves (see item #3)

"Science is, or should be, about the world, not about science. But for too many students, science has been presented as a large series of manipulations that they rarely understand or connect to the reality around them."
Eugene Levy, Rice University provost and professor of physics and astronomy
"In Science Classrooms, a Blast of Fresh O_2" by Natalie Angier, *New York Times*, October 30, 2007, p. D2

"The real value of observing classrooms comes afterward, during follow-up coaching sessions when you discuss not only what's being done, but also *how, when*, and *why* teachers are doing it."
Howard Pitler and Bryan Goodwin (see item #9)

"Most adolescents are hard-wired to take risks."
Ralph Cash (see item #7)

1. Good Judgment – What It Looks Like on the Ground

In this intriguing *Harvard Business Review* article, management professors Noel Tichy and Warren Bennis unpack what it means to have good judgment. "Over the course of our lives," they write, "each one of makes thousands of judgment calls. Some are trivial, such as what kind of cereal to buy; some are monumental, such as whom to marry. Our ability to make the right calls has an obvious impact on the quality of our own lives; for leaders, the significance and consequences of judgment calls are magnified exponentially, because they influence the lives and livelihoods of others." Tichy and Bennis have come to three conclusions about judgment:

• A leader's judgments fall into these domains: picking the right people, deciding on strategy, and dealing with crises. Of these, picking good people is the most important. "The people around you help you make good strategy judgment calls and the best decisions during the occasional but inevitable crisis," they write.

• Judgments need to be made in the context of a "leadership story line" – an *idea* or theory of action about how to make the organization successful; the organization's *values*; and a strategy for generating the *energy* needed to accomplish its goals. "When the need for a judgment arises," say Tichy and Bennis, "leaders can match the possible consequences of a decision against the story line to get a clear picture of what to do."

• Judgment doesn't occur in a single moment. It's a three-step process that should include "re-do loops." The authors have studied numerous leaders, effective and ineffective, and describe how they behave at each stage:

- *The preparation phase*: effective leaders pick up signals in the environment, cut through complexity to get to the essence of the issue, set clear parameters, provide a context and establish a shared language, identify and engage important stakeholders, and tap the best ideas from multiple sources. If they don't get it right, they go back and correct earlier mistakes. Ineffective leaders don't read the environment, don't acknowledge reality, frame the issue incorrectly, don't define the ultimate goal and set clear expectations, remain stuck in an old paradigm, bring the wrong people on board, and don't correct previous mistakes.
- *The "call" phase* – Effective leaders make a clear yes/no judgment call and thoroughly explain it. If they get a sense that the judgment is wrong, they quickly go back to the previous stage and re-do. Ineffective leaders dillydally when it's time to decide and fail to understand how issues intersect and how the judgment will play out.

- *The execution phase* – Effective leaders stay involved as the judgment is carried out, support others who are involved, set clear milestones, ask for continuous feedback, listen, and make adjustments. Ineffective leaders walk away once they make a judgment, don't measure outcomes, don't respond to resistance from within the organization, and don't make necessary changes.

"Making Judgment Calls: The Ultimate Act of Leadership" by Noel Tichy and Warren Bennis in Harvard Business Review, October 2007 (Vol. 85, #10, p. 94-102), no e-link available

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2. Bringing Coherence to Districtwide Improvement Efforts

In this big-picture *Harvard Education Letter* article, four Harvard educators assert that all of a district's improvement efforts should be focused on improving the *instructional core*, by which they mean:

- Teachers' knowledge and skill;
- Students' engagement in their own learning;
- Academically challenging content.

"A district will not see notable improvement in student performance," they write, "unless there is steady improvement in the instructional core of classes districtwide."

There's no one right way to go about this, say the authors, but leaders need to decide on a theory of action and pursue it rigorously, so there is coherence throughout the district. The chosen strategy should address these elements:

• *Culture* – That is, the district's prevailing norms – a shared understanding of *how things work around here*. "Culture is difficult to change and does not readily respond to edict or slogan," say the authors. "Rather, it must be reshaped gradually by changes in individual practices and beliefs… Despite popular skepticism, over time district leaders can upend an entrenched counterproductive culture and replace it with a dynamic and productive one. They can send important signals about what behaviors they value when they redefine roles or relationships, alter performance expectations, or use job assignments in creative ways."

• *Structure* – Poorly designed formal reporting relationships can hinder improvement efforts. For example, if principals don't control professional development offerings but are held accountable for results, they won't rely on district PD as a resource for improving teaching and learning. Informal structures (where principals go when they really want to get something done) are more difficult to manage, but are crucial when an initiative is controversial or depends on collaboration.

• *Systems* – These include hiring, career development and promotion, compensation, student assignment, resource allocation, and assessment and accountability. "Effective systems are evenhanded and efficient," write the authors, "eliminating the need for individuals to 'reinvent the wheel' or 'know the right people' to get important things done."

• *Resources* – This includes people, time, facilities, technology, data, and other assets. The key is coherence and discipline allocating resources to priorities – and refraining from putting resources in lower-priority areas.

• *Stakeholder relationships* – These include teacher unions, parents, students, school board members, community and advocacy groups, and local politicians and policymakers. "These stakeholders often disagree about what success looks like or how to achieve it," note the authors. "It is especially challenging to get these stakeholders to support a coherent strategy rather than to impose different ones and distract the leaders' focus. District leaders must listen carefully to the diverse views and priorities of those with interests in the schools and draw upon the best of their advice. Ultimately, they must either persuade stakeholder groups about the wisdom of the district's strategy or build an alliance among supporters that is strong enough to prevent others from becoming a disruptive force."

"Creating Coherence in District Administration" by Stacey Childress, Richard Elmore, Allen Grossman, and Susan Moore Johnson in *Harvard Education Letter*, November/December 2007 (Vol. 23, #6, p. 8, 6, 7); to order this issue, go to: http://www.edletter.org/order/orderissue.shtml.

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3. Douglas Reeves on Good Coaching

(Originally titled "Coaching Myths and Realities")

In this *Educational Leadership* article, author/consultant Douglas Reeves takes a critical look at instructional and leadership coaching in schools. One approach, he says, is "a cross between a bar-stool buddy and a therapist – a trusted ally with whom you can blow off steam and who will support you in a hypercritical world." This model of coaching is ineffective because it is focused on the "short-term emotional needs of the leader rather than the performance needs of the school or district."

A better model of coaching, says Reeves, focuses on the leader's and the school's performance. It includes:

- A learning agenda;
- Experimentation with new leadership strategies;
- Feedback on effectiveness;
- Relentless comparison of the present to the ideal state.

Reeves tells of a Nevada principal whose coach helped her revamp the school's schedule, get faculty support, shift staff so the strongest teachers were working with the neediest students, revamp the literacy program, and improve her relationship with her boss.

Not every principal or teacher will benefit from coaching, says Reeves. There are three prerequisites: (a) The person must believe that his or her performance needs to change. "Throwing coaches at teachers and principals who have not agreed that improved student performance is essential will waste time and money," he writes; (b) The person must be committed to act on what the coach suggests (there's an enormous "knowing-doing" gap in schools, says Reeves); and (c) Those being coached need feedback that is specific, accurate, and timely.

Not every intelligent and well-meaning educator will be a good coach, Reeves concludes. He suggests four questions to ask applicants:

• *Who is the client?* "If the prospective coach insists that the person, rather than the school or district, is the coach's only client," says Reeves, "it is a red flag that the personal self-esteem of the leader, not the leader's performance, will be the focus of the coaching relationship."

• *What are the rules of confidentiality?* A prospective coach must know when discretion is trumped by the safety of children or a moral obligation to divulge misdeeds (e.g., harassment) that could expose the organization to liability.

• *How will we recognize success?* Performance indicators need to be specific and measurable and go beyond test scores, says Reeves: "After all, it's relatively easy to increase average test scores if you accept a higher dropout rate." Targets might include student retention, confronting performance issues among subordinates, improving staff relationships, being a better time manager, and healthy habits.

• *When will the coaching relationship end?* "When coaching goes on for years without a planned conclusion," says Reeves, "it is a sign of aimlessness and potential dependency… It is much more advisable to establish a time line."

"Coaching Myths and Realities" by Douglas Reeves in *Educational Leadership*, October 2007 (Vol. 65, #2, p. 89-90); to purchase this article, go to http://www.ascd.org and navigate to this issue.

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4. How to Raise Big Money for Your School

In this *Principal Leadership* article, California-based fundraising consultant Stan Levenson shares his strategies for cultivating wealthy donors and reeling in major contributions (i.e., $25,000 and up):

- Do your homework on each potential donor's background, hobbies and interests, birthday, and track record for giving to schools and other causes – and decide whether the person is likely to make a large donation.
- Cultivate likely individuals by inviting them to events at the school, giving them a tour, asking them for advice on an educational issue and ways to improve the school, featuring them in school publications, introducing them to peers who have made school donations, asking them to host a fundraising activity – and remembering their birthdays.
- Set up a fundraising committee that includes prominent citizens and other key stakeholders (perhaps including a district official and school board member) and prepare a 2-5-page statement that makes a clear, concise, and compelling case for why the money is needed and how the staff can deliver.
- Solicit smaller contributions from members of the fundraising committee, demonstrating to the bigger fish that they believe in the cause.

- If possible, engage a fundraising consultant to train everyone on the committee, including role-playing, dealing with push-back, and deciding how much to ask.
- Set up a database to keep careful track of who has been approached by committee members.
- Develop a list of potential donors and decide how much to ask from each person.
- Arrange for two committee members to approach potential donors and make sure visits are brief (30-45 minutes) and take place in a quiet atmosphere where the conversation won't be interrupted by phone calls and noise.
- Have each team break the ice by chatting about areas of mutual interest. "Don't ask for money on the first visit," advises Levenson. "This is the time to get acquainted and be a good listener so you can discover the potential donor's needs and greatest joys… The first visit is also the time to establish rapport and show your energy, commitment, and enthusiasm for your cause."
- "When presenting your case, listen attentively and pay close attention to his or her reactions," continues Levenson. "Watch for signs of approval or disapproval and body language that might indicate discomfort."
- "Treat objections as questions, rather than attacks on your program or credibility," advises Levenson. "Never let an objection lead to an argument. Hear the objection out and respond with solutions."
- When you make the "big ask", request a little more than you expect the person to give, perhaps saying, "To help us meet our campaign goal of $500,000, we hope that you will consider making a leadership gift of $50,000. We are suggesting this amount because, as you can appreciate, a campaign of this magnitude requires a certain number of leadership gifts at significant dollar levels." Wealthy individuals usually don't mind being asked for more than they are prepared to give, and may even be flattered that you think they are wealthier than they really are.
- Pause and let the request sink in, watching the potential donor's reactions.
- If the person makes the kind of pledge you are looking for, react enthusiastically and get him or her to complete and sign a pledge card. Acknowledge everyone who contributes with personal thank-you letters and mention in school publications. Also be sure to thank your committee members.
- Don't accept gifts that you think are too small, advises Levenson. You might say, "Let us leave the materials with you so you can study them and then we'll get together again in two weeks and answer any questions you might have."
- Continue to cultivate people who don't contribute, analyzing why they didn't and approaching them in three to six months.
- "Be a good steward of all monies, gifts, and bequests your school receives by investing with an investment banker or certified financial planner," concludes Levenson. Be conservative and guarantee that donations are in safe hands and yield decent interest.

"Go for the Gusto! How to Snare Big Gifts from Individual Donors" by Stan Levenson in *Principal Leadership*, November 2007 (Vol. 8, #3, p. 14-18), no e-link available. Levenson can be reached at stanleylev@aol.com.

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5. More Advice on Raising and Managing Funds

In this follow-up article in *Principal Leadership*, district development and grants director Gary Lee Frye uses a three-legged milking stool to illustrate how we should look at funding schools. The first leg is the public tax base, the second is grants (such as Title I), and the third is a foundation through which the school can legally solicit funds from the community, foundations, and other sources. Frye believes we need all three to have a stable, long-term funding stream, and suggests these guiding principles for raising funds:

• *Let the vision drive the effort*. "You need a clear vision of what you want before you start seeking funds," writes Frye. "And the vision cannot be, I want a new computer, I want a new reading program, or I want more staff members. Those wants are about the 'stuff' of a program – you need a vision of a future for your students that cannot be achieved without the extra funds you are seeking. Facilitating students' achievement of a grand goal enables you to be passionate in the grant proposal, which causes the reviewers to score it high enough to be funded."

• *Align your needs with the funder's goals*. It's essential to develop a rationale that expresses what your school needs and how it fits with the funder's stated or unstated interests.

• *Write the proposal*. Contrary to most people's perception, says Frye, this is not the hardest part; just read and follow the funder's directions. "Always remember the golden rule," he says. "The one with the gold gets to make the rules… The proposal is a test of whether you can read and follow instructions. If it is completed correctly, the funder will be inclined to think that you can deliver on the proposed program." But if the funder's proposal guidelines take you away from your vision for the school, you shouldn't apply for that grant.

• *Measure your success*. The results of your program should be measurable and tied to AYP, says Frye. "Linking the specific program to a general system of ongoing improvement lets you talk about sustaining the program beyond a grant's funding."

• *Manage funds carefully*. Frye advises keeping track of everything in a single three-ring binder: the original RFP, the proposal you initially sent in, any correspondence with the funder, the negotiated proposal and deliverables, documentation of how the funds were spent (with copies of checks), and reports to the funder. School people should be able to show documentation of every aspect of the grant at any moment – including answering the big-picture question, *What has this grant done for our students?*

"The Milking Stool Funding Plan" by Gary Lee Frye in *Principal Leadership*, November 2007 (Vol. 8, #3, p. 20-23), no e-link available. Frye can be reached at glfrye@lcisd.net.

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6. Early Diagnosis of Vision Problems

(Originally titled "A New Vision for Garrett")

In this troubling *Educational Leadership* article, Florida kindergarten teacher Cindy Garrett tells how her own son, Garrett, struggled with learning to read throughout elementary school, despite being a bright boy who was highly adept at putting together complex Lego structures, working on computers, re-telling stories, and getting along with others. By 2006, Garrett was a 14-year-old fifth grader reading at a first-grade level. Here were the milestones:

- Pre-kindergarten – Garrett's teacher said he seemed immature.
- Kindergarten – Retained.
- Second year of kindergarten – Still unable to name most letters and match them with sounds, and often forgot the names of numbers.
- First grade – Identified as needing testing for learning disabilities.
- Second grade – Diagnosed as having a language processing disorder; began to get 30 minutes a day of special services. In June, he still could not read.
- Third grade - Continued pull-out services and small-group teaching in a first-grade phonics-based program. In June, reading at a beginning first-grade level.
- Failed Florida's state reading test – mandatory retention in third grade.
- Second year in third grade, then fourth grade – Very little progress.
- Fifth grade – Three extra reading classes a day, plus extra help at home, but in June, after nine years of schooling, still reading at a first-grade level.

In a parent/teacher meeting during Garrett's sixth-grade year, a teacher happened to ask his mother whether she had ever taken him to a developmental optometrist. Foreman had never heard of this specialty. Without much hope, she made an appointment. The doctor diagnosed Garrett with *convergence insufficiency* and *oculomotor dysfunction*, eye-muscle conditions that prevented him from focusing on near objects and tracking while he read or copied. Garrett began a series of 20-minute home computer drills, twice a day at first, then once a day, then once every other day, for four months. His reading improved immediately, and after eight weeks, Garrett was reading independently at the fourth grade level and instructionally at the fifth-grade level.

"My son went through more than eight years of thinking he was stupid when we just didn't have the information we needed to get him help," writes Foreman. "I wonder how many children will go through what my son has gone through because no one has looked for the reasons behind their struggles." She is a passionate advocate of vision screening and vision therapy in all schools.

"A New Vision for Garrett" by Cindy Foreman in *Educational Leadership*, October 2007 (Vol. 65, #2, p. 78-80); go to http://www.ascd.org and navigate to this issue. For more information on vision therapy, see these websites:

- College of Optometrists in Vision Development: http://www.covd.org
- Dr. Hollis Stavn: http://eye-spy.net/therapy.html
- Optometrists Network: http://www.visiontherapy.org
- Parents Active for Vision Education: http://www.pavevision.org

• The Vision Help Network: http://www.visionhelp.com
• Vision-Therapy.com: http://www.vision-therapy.com
See also a recent book by Dr. Antonia Orfield, *Eyes for Learning: Preventing and Curing Vision-Related Learning Problems* (Roman and Littlefield Education, 2007)

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7. Warning Students About "The Choking Game"

In this article in *Principal Leadership*, Nova Southeastern University professor Ralph Cash presents some alarming statistics on a suffocation "game" engaged in by increasing numbers of young adolescents. According to a recent survey by the Dylan Blake Foundation for Adolescent Behaviors, 53% of boys (10-14 years old) admitted engaging in "the choking game." Of those who had done so, 86% said they "played" two times a week, and 64% said they had engaged in it when they were alone. Most said they learned about the activity, and did it, at school. Apparently many young adolescents who are not otherwise at risk see this as a harmless, legal way to get high.

This dangerous activity goes by many names: suffocation roulette, the fainting game, space monkey, blackout, the choking game, the pass-out game, flatliner, funky chicken, tingling, the dream game, knock-out, choke trance, ghost, airplaning, the American dream game, and space cowboy. Kids engage in the activity in groups or alone, using belts, hands, plastic bags, school towel dispensers, or hyperventilation to induce unconsciousness, producing a mild rush as they lose consciousness and wake up.

Many kids don't seem to realize how dangerous this activity is. "Loss of oxygen is never safe and always causes the death of brain cells," writes Cash. "Young people who play suffocation games are at risk for short-term memory loss, hemorrhage and harm to the retina, concussions from falling when unconscious, stroke, seizures, permanent brain damage, coma, and death. In addition, if the participant's partner accidentally squeezes a small group of nerve cells in the neck, the participant's heart can come to a complete stop." The activity is even more dangerous when performed alone. According to GASP (Games Adolescents Shouldn't Play), nearly 200 children and youths have died engaging in this activity since 2005 – and this does not include deaths erroneously attributed to suicide.

"Most adolescents are hard-wired to take risks," says Cash. "Healthy risks, usually defined as challenges, help adolescents find and define their identity." The challenge for educators and parents is successfully steering kids away from dangerous risks. Cash has these specific recommendations for principals:

- Teach students that suffocation is extremely dangerous and not a game.
- Teach students about refusal skills and how peer pressure can lead them astray.
- Teach staff and parents about the activity, including the slang used to describe it and the websites that may encourage participation.
- Encourage parents to monitor the websites their children browse and generally stay closely involved in their children's lives so they can pick up warning signs.
- Monitor school bathrooms, closed classrooms, and other locations where students might engage in the activity.

- Rather than trying to eliminate risk-taking entirely, provide students with alternatives for healthy risk-taking, including sports challenges, academic challenges, drama, performances, etc.

"A Dangerous High" by Ralph Cash in *Principal Leadership*, November 2007 (Vol. 8, #3, p. 10-13), no e-link available. These are online resources on this subject:
• Dylan Blake Foundation for Adolescent Behavior: http://www.chokinggame.net
• GASP and Deadly Games Children Play: http://www.stop-the-choking-game.com
• Students Against Destructive Decisions (SADD): http://www.sadd.org

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8. Supervising Generation X

In this *Educational Leadership* article, Missouri principal Thomas Hoerr describes his surprise and chagrin when a young teacher flat-out disagreed with his feedback during a year-end evaluation conference. He had just told her (after mentioning a number of positive points) that the lesson he had observed moved too quickly, not giving students enough time to reflect. "That's a matter of opinion," said the teacher. "I appreciate what you think, but that's not how I see it."

What in the world is going on? thought Hoerr. *Of course, it's an opinion: It's my opinion and I'm the boss!* But upon reflection, he attributed the teacher's seeming effrontery to a generational trait. "Although it's always dangerous to generalize," he says, "It seems clear that Gen Xers share some particular characteristics: They respond well to change, are comfortable with technology, and are not intimidated by authority."

So he said, "Well, the reality is that I'm the one who does your evaluation, but let's talk about this. Tell me why you disagree." They had a good discussion and made a plan for working on pacing and wait-time the following year. Hoerr believes that the way he responded let the teacher know that he was in charge but valued her as a teacher and respected her opinion. "I asked, I listened, we discussed," he says. "That's what Gen Xers need."

"Of course, that's what we all need," Hoerr concludes. "…[A]lthough not every teacher will push back during an evaluation, my job is to create an atmosphere in which everyone feels free to engage me in dialogue."

"Supervising Generation X" by Thomas Hoerr in *Educational Leadership*, October 2007 (Vol. 65, #2, p. 85-86); to purchase this article, go to http://www.ascd.org and navigate to this issue.

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9. Follow-Up Conversations After Classroom Visits

In this short piece in *Changing Schools*, McREL staffers Howard Pitler and Bryan Goodwin say that observing *what* teachers are doing during classroom visits is not enough. "The real value of observing classrooms," they write, "comes afterward, during follow-up coaching sessions when you discuss not only what's being done, but also *how, when*, and *why* teachers are doing it." This is when principals can find out, without an accusatory tone, teachers' rationale for particular strategies and whether their lesson and unit plans are likely to be reach their objectives. "Being intentional is the key to effective instruction," conclude Pitler and Goodwin. "And to be intentional, instructional leaders must constantly ask why – Why am I using this strategy, with these students, to teach this lesson?"

"Asking *Why* When Observing Classrooms" by Howard Pitler and Bryan Goodwin in *Changing Schools*, Fall 2007 (Vol. 56, p. 8), http://www.mcrel.org

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10. Sorting Out Quality Research from Ideological Claptrap

In this thoughtful article in *American School Board Journal*, editor Del Stover worries about the politicization of educational research – and the confusion that many educators and policymakers feel as they try to distinguish between genuinely good research and ideologically driven manifestos drawing on questionable data and cherry-picked statistics. Adding to the confusion are strident attacks by some groups on legitimate studies that conflict with their political views. For example, when a multi-year, federally funded study of abstinence-only sex education programs found they were not effective in changing young people's behavior, pro-abstinence groups immediately attacked the findings and muddied the waters by citing other less-authoritative studies that reached the opposite conclusion.

In other instances, says Stover, people simply disregard strong research findings if they want to maintain the status quo. For example, numerous studies have found that later school hours for adolescents boost academic achievement, but because of after-school jobs, sports, extracurricular activities, and transportation costs, most school districts haven't changed their hours.

Stover does see some hope in authoritative, credible, "Good Housekeeping Seal of Approval" research databanks like the What Works Clearinghouse and the National School Boards Association's Center for Public Education.

"Politics and Research" by Del Stover in *American School Board Journal*, November 2007 (Vol. 194, #11, p. 18-23), no e-link available

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11. The Effects of Racially Diverse Classrooms and Schools

The National Academy of Education recently summarized the social science research for and against race-based desegregation and came to the following conclusions:

• Racial diversity promotes academic achievement, particularly for African-American students; these positive effects tend to be larger in earlier grades than in later grades.

• Racially diverse schools and classrooms are "likely to be constructive" in promoting positive relations across racial and ethnic lines.

• Over the long term, students' experiences in desegregated schools have led to greater tolerance and better relations across racial and ethnic lines as adults.

• Racial isolation is harmful both educationally and socially, in that it gives rise to problems like tokenism and stereotype threat.

Spotted in *Harvard Education Letter*, November/December 2007 (Vol. 23, #6, p. 3); the full National Academy of Education report, "Race-Conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court Cases", is available online at: http://www.naeducation.org/Meredith_Report.pdf.

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12. Short Items:

a. Darwin's theory attacked and defended – This website presents scores of arguments against the theory of evolution – and rebuttals: http://www.talkorigins.org/indexcc/list.html.

The TalkOrigins Archive, edited by Mark Isaak (2006)

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b. Online leadership profile – McREL has developed an online Balanced Leadership Profile based on the book, *School Leadership That Works*, to evaluate a principal's leadership strengths and weaknesses and provide tools and resources for improvement. For a free, individual self-assessment, go to: http://educationleadershipthatworks.org

Spotted in *Changing Schools*, Fall 2007 (Vol. 56, p. 9)

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c. Lesson plans on racial understanding – This website has lesson plans designed to build community and raise awareness of diversity, with more to come soon: http://www.racebridges.net/schools.

Spotted in *Principal Leadership*, November 2007 (Vol. 8, #3, p. 8)

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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.marshall8@verizon.net

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 37 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 44 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 about 50 issues a year).

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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
<u>American School Board Journal</u>
<u>ASCD, CEC SmartBriefs, Daily EdNews</u>
Atlantic Monthly
Catalyst Chicago
<u>Chronicle of Higher Education</u>
CommonWealth Magazine
Ed. Magazine
EDge
Education Digest
<u>Education Gadfly</u>
Education Next
<u>Education Week</u>
<u>Educational Leadership</u>
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
<u>Harvard Business Review</u>
<u>Harvard Education Letter</u>
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
<u>New York Times</u>
<u>New Yorker</u>
<u>Newsweek</u>
<u>PEN Weekly NewsBlast</u>
Phi Delta Kappan
Principal
<u>Principal Leadership</u>
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine (online)
<u>Teachers College Record</u>
TESOL Quarterly
Theory Into Practice
Tools for Schools