

# Marshall Memo 406

A Weekly Round-up of Important Ideas and Research in K-12 Education  
October 17, 2011

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## Quotes of the Week

“Ultimately, accountability is not only about measuring student learning but actually improving it.”

Elizabeth Graue and Erica Johnson (see item #4)

“They want the shiny new one. They always want the latest, when other things have been proven the longest and demonstrated to get results.”

Peter Cohen (see item #7)

“I just want everybody to know I grew up here. I graduated from here. My children go to school here. When you guys get back where you live, our kids have to still be able to reach goals we set.”

Shelly Allen, Georgia school official to sales representatives (*ibid.*)

“An intelligent, caring principal who’d never buy a car without looking at *Consumer Reports*, when they plunk down serious money to buy a curriculum, they don’t even look at the evidence.”

Robert Slavin (*ibid.*)

“Grades have long been identified by those in the measurement community as prime examples of unreliable measurements.”

Thomas Guskey, Gerry Swan, and Lee Ann Jung (see item #5)

“Your job is not to be a perfect teacher the first year. It is to keep working at it and get better so on some October day years from now, when you’ve (mostly) figured out this whole teaching thing, and you (usually) love it, you can offer guidance to some newer teacher who is carrying around a resignation letter ‘just in case’ or fantasizing about driving off a bridge.”

Roxanne Elden (see item #8)

## 1. Predicting and Preventing Classroom Problems

In this *Kappan* article, Timothy Landrum, Amy Lingo, and Terrance Scott of the University of Louisville assert that classroom misbehavior is predictable and preventable. Here are their thoughts:

- *Predicting problem behavior* – How students respond to environmental cues is highly predictable through observation and trial and error, say the authors. If offered \$1 million to predict when a certain student would display his typical problem behavior, most teachers can do so with pinpoint accuracy – for example, he’ll act up during whole-class instruction, when questions are asked orally in front of the class, or during independent work in the science lab. Academic deficits in reading, writing, and math are linked to problem behaviors in a chicken-and-egg relationship: “No matter which came first, students identified as having challenging behaviors or academic deficits in the classroom are more likely to experience negative or punitive interactions with teachers, regardless of their behavior; less likely to receive time engaged in instruction with their teachers; and more likely to be subjected to reduced demands and lowered expectations.”

- *Preventing problem behavior* – Accurate prediction is the first step. Now imagine that a teacher who’s made a precise prediction about disruptive behavior is offered \$1 million to ensure that the student is successful at that moment rather than disruptive. The teacher would probably do two things: create physical and instructional routines and environments that help the student succeed, and teach specific skills that would help the student deal more effectively with the trigger situation.

- *Engage through pedagogy* – “What teachers do during instruction is often simply a matter of what’s most comfortable or familiar to the teacher,” say the authors, “often with little attention to evidence-based strategies.” The research points to several factors that improve instruction and behavior:

- Clarity;
- Modeling;
- Guided practice;
- Relevant and engaging opportunities for students to respond;
- Teacher feedback on students’ efforts.

Feedback on academics and behavior is particularly important, say Landrum, Lingo, and Scott: “If we asked a student to solve a math problem and then refused to let him or her know whether the problem was solved correctly, we wouldn’t have taught anything, nor would we have changed the probability of the student’s success or failure in the future... As a general

rule, what makes instruction effective in the academic realm applies equally to teaching social behavior.”

“Classroom Misbehavior is Predictable and Preventable” by Timothy Landrum, Amy Lingo, and Terrance Scott in *Phi Delta Kappan*, October 2011 (Vol. 93, #2, p. 30-34), [www.kappanmagazine.org](http://www.kappanmagazine.org); Landrum can be reached at [tlandrum@louisville.edu](mailto:tlandrum@louisville.edu).

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## 2. Collaborative Problem Solving

In this thoughtful *Kappan* article, Harvard Medical School psychiatry professor Ross Greene says we need to get beyond giving students diagnostic labels (“oppositional defiant disorder”) and stop blaming poor parenting. It’s much more helpful to describe the specific skill deficits that prevent some students from doing the right thing in school. Examples of skill-deficit descriptions: *He finds it very hard to understand the effect of his behavior on others* and *She has difficulty handling unpredictability, ambiguity, uncertainty, and novelty*. Statements like these, says Greene, “provide a far more informative, compassionate, productive set of lenses than do diagnoses.”

When educators discern the specific skills students lack, it becomes clear that challenging students aren’t challenging all the time. Their skill deficits become problematic only in situations that demand those skills – for example, when the girl who can’t handle transitions is confronted with a transition. This means that almost all challenging behavior is highly predictable.

Greene has pioneered an approach called Collaborative Problem Solving in which schools work to understand challenging behavior, communicate effectively with children, and work together to solve the behavior problems. Greene’s program, which claims significant results in schools, is built on these propositions:

- *Children do well if they can.* If they don’t do well, it’s because they can’t – that is, they lack certain skills. So the crucial task for adults is to identify those lagging skills.
  - *Doing well is preferable to not doing well.* Children want to succeed, and if they don’t, adults shouldn’t attribute the failure to kids’ attention-seeking, manipulation, coercion, limit-testing, and button-pushing. The problem is skill deficits.
  - *Challenging behavior doesn’t exist in a vacuum.* Adults need to change their lens, says Greene, and view misbehavior in the context of the child’s development.
  - *Behind every challenging behavior is a demand for the missing skill.* But that “demand” is rarely articulated by the child – it’s up to adults to figure out how lagging skills are colliding with the demands of the environment. “In schools,” says Greene, “common unsolved problems include getting started on an assignment; completing an assignment; participating appropriately in circle time; behaving adaptively in the hallway, on the school bus, at recess, and/or at lunch; getting along with a peer; and interactions with a teacher.”
  - *Problems should be solved proactively rather than in the heat of the moment.*
- “Because unsolved problems are highly predictable,” says Greene, “solving problems before they occur is far preferable and more productive.”

• *Problems should be solved collaboratively.* Unilateral problem-solving by adults (which Greene calls Plan A, very common in schools) often increases the chances of challenging behavior. “That’s because having someone else’s expectations imposed on you requires skills to handle well,” he says, “and those are skills that challenging students are lacking. Better to involve the student in the process.”

Plan A is counterproductive, says Greene. He mentions Plan C, which involves deferring a non-critical problem so people don’t get overloaded. Plan B is his program, Collaborative Problem Solving, and it has three steps:

• *Empathy – The adult gathers information from the student and gets a clear picture of what the problem and the lagging skills are.* For example, Shawn was sent to the assistant principal because he rudely told his math teacher that her help didn’t help. The assistant principal questions Shawn and learns that he doesn’t understand fractions, is fatalistic about failing math, and is embarrassed when the teacher offers to help him in front of his peers – hence his rude remark. Other than math, Shawn is doing well in school.

• *Define the problem – The adult states his or her concern or perspective about the unsolved problem.* The assistant principal says that Shawn’s frequent trips to the office during math class need to stop and arranges a meeting with Shawn, the math teacher, and herself. It becomes clear that Shawn needs help with fractions but will continue to react inappropriately if the teacher tries to help him in class. He’s willing to stay after school for help, but has formed a negative view of the teacher’s ability to help him, mostly because he’s embarrassed by her attempts to help him in class – plus, he’s concerned that his friends might find out he’s staying after school for help in math.

• *Invitation – The student and adult brainstorm realistic and mutually satisfactory solutions.* The assistant principal tries to find a time during the school day when the math teacher can help Shawn with fractions. Third period doesn’t work, but lunchtime is a possibility, as long as Shawn’s friends don’t know what’s going on. He and the teacher agree to give it a try and the teacher rises to the challenge of being a better explainer of fractions.

“Collaborative Problem Solving Can Transform School Discipline” by Ross Greene in *Phi Delta Kappan*, October 2011 (Vol. 93, #2, p. 25-29), [www.kappanmagazine.org](http://www.kappanmagazine.org); Greene can be reached at [Ross@LivesintheBalance.org](mailto:Ross@LivesintheBalance.org); see Marshall Memo 260 and 355 for two other articles by Greene.

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### **3. An Alternative to Top-Down School Management**

In this *Kappan* article, Pennsylvania educator Marc Brasof describes the scene in a Philadelphia high-school cafeteria, where 400 students were expected to eat in a space designed for 300. For the first three years of this school’s existence, managing the cafeteria was a daily headache. Many students turned up their noses at the unappetizing cafeteria fare and there were constant problems: students wandering in the hallways, playing tag, barging into the library, having noisy dance competitions, and getting into fights. Staff struggled to control all this, and after lunch, teachers found it difficult to calm students down.

Brasof says the school had been using a “single-loop” approach – identifying student misbehavior as the problem, assigning staff to monitor the area, and imposing progressively stricter consequences for rule-breaking. This failed to look at the underlying causes – lousy food and an overcrowded space – and didn’t question the assumption that discipline would improve behavior.

Remarkably, the problem was solved by a 15-year-old sophomore. This happened when the school included students in school governance and shifted to “double-loop” decision-making, focusing on underlying causes and assumptions: *Why* were students acting out? Would stricter discipline work? Student participation in this kind of decision-making is vital, says Brasof: “Students can be catalysts for change in schools when they are included in decision making because they’re more willing to discuss sensitive issues that adults might bypass, such as instruction, curriculum, equity, problems with the school’s structure, and culture.”

What was the sophomore’s idea? He introduced a bill in the school’s governance body proposing that students who met strict criteria would be allowed to eat lunch in venues in the school’s neighborhood, thereby reducing crowding in the cafeteria and creating incentives for good behavior and attendance. The bill argued that an open-campus policy at lunch was in keeping with the school’s philosophy and formed an explicit social contract with students. To be eligible to eat off campus, students would have to co-sign a contract with a parent and a school official, have a discipline record with no more than 1-2 minor infractions, have grades of C and above, and have no unexcused absences. In addition, if a student was tardy, he or she could not be able to go out to lunch that day.

Why hadn’t the adults in the school thought of this solution? Brasof believes it’s because they didn’t look at all the information and explore all the possibilities, which led them to decide on a traditional law-and-order response. It took lengthier deliberation in the participatory governance body to get to the underlying causes and come up with a more creative solution. In addition, the student’s bill included restrictions on students that adults might not have thought were possible – but because they came from a student, there was the possibility of student buy-in.

As the bill made its way through the process – the House of Students, Faculty Senate, and Supreme Court – there was vigorous debate and politicking on whether freshmen should be allowed off campus (teachers and administrators were cool to this idea). Ultimately, first-year students accepted being restricted to campus for lunch, and the bill passed the Senate with a 16-2 vote and was signed into law by the principal and student president. A student-faculty committee communicated the policy to all students and staff and the policy was successfully implemented. As a result, more students eat a good lunch, behavior in and around the cafeteria is better, post-lunch classes are calmer, and the incentives built into the policy have improved discipline and attendance schoolwide.

Brasof believes that student government bodies should do more than organize the school dance, prom, and homecoming. In schools that have embraced participatory decision-making, students are involved in conducting assemblies, formulating a code of conduct, writing budgets for school activities, and reducing thefts. All this solves problems more effectively and

models civic engagement through law-making, petitioning, town-hall meetings, schoolwide voting, polls, judicial review, classroom discussions, elections, and committee hearings.

“Student Input Improves Behavior, Fosters Leadership” by Marc Brasof in *Phi Delta Kappan*, October 2011 (Vol. 93, #2, p. 20-24), [www.kappanmagazine.org](http://www.kappanmagazine.org)

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#### **4. A Goldilocks Analysis of Assessment**

“Ultimately, accountability is not only about measuring student learning but actually improving it,” say Elizabeth Graue and Erica Johnson of the University of Wisconsin/Madison in this insightful *Teachers College Record* article. They report on a three-year study of curriculum and assessment in a number of Wisconsin elementary schools and conclude, with a bow to Goldilocks’s visit to the three bears’ house, that schools take several approaches:

- *The porridge is too cold.* Teachers and administrators in these schools were obsessed with standardized-test results and AYP. “Missing is attention to individual students and their needs,” say Graue and Johnson, “primarily because the state tests are not designed for instructional decision-making.”

- *The porridge is too hot.* Panic about disappointing state test scores led one principal to mandate pre- and post-tests at every grade level, require six writing samples for each child, laboriously analyze interim assessments, double the amount of instructional time for math, and pull underperforming students out of music classes for tutoring. These top-down actions alienated teachers and did little to improve instruction.

- *The porridge is just right.* Another school used during-the-year assessment information, as the principal said, “to change what we are doing with kids.” This principal consulted with teachers to create common expectations for each grade, and moved the first benchmark tests from September to November, when students were more familiar with the school’s routines. “In the best scenarios in our fieldwork,” conclude Graue and Johnson, “accountability focused attention on student performance, prompting school personnel to examine outcomes of their efforts. But they also focused on building teacher capacity, recognizing that student proficiency comes from interaction with well-prepared and engaged professionals.”

- *And she ate it all up.* One school seemed to Graue and Johnson to have the best mix of all. It aligned the district-designed curriculum and assessment plan with Wisconsin standards, used individually administered assessments several times a year, graphically displayed students’ progress on an assessment wall, designed standards-based report cards, got students to keep “I am learning...” records and assess their own progress, and met weekly in professional learning communities sharing responsibility for student achievement.

The authors conclude by emphasizing three themes they believe are closely tied to improving teaching and learning:

- Alignment – “Everything was more difficult in schools that lacked alignment,” say Graue and Johnson, “– the system was more chaotic, assessments were seen as more of a burden. If standards, curriculum, instruction, assessment, and reporting tools were all

aligned, the focus was never pulled away from the task at hand.” The trick is getting teacher participation and buy-in.

- Audience – “In general,” say the authors, “the further the audience for an assessment metaphorically sits from the classroom, the less useful the assessment is for informing classroom action... When assessments were required for outside audiences and teachers could not see the relationship to their own instruction, their practices felt unaligned – the assessments seemed to intrude on precious instructional time and autonomy.”
- Action – The key here was the degree to which educators followed through and acted on assessment data.

“Reclaiming Assessment Through Accountability That is ‘Just Right’” by Elizabeth Graue and Erica Johnson in *Teachers College Record*, August 2011 (Vol. 113, #8, p. 1827-1862), purchase at <http://www.tcrecord.org/Content.asp?ContentId=16175>

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## **5. Standards-Based Report Cards in Kentucky**

“Grades have long been identified by those in the measurement community as prime examples of unreliable measurements,” say Thomas Guskey, Gerry Swan, and Lee Ann Jung of the University of Kentucky/Lexington in this *Kappan* article. They go on to describe a project to design a standards-based report card for statewide use. Here are some of its key characteristics:

- There’s an elementary and secondary report card; they share common features, but differ in some respects.
- Each report card’s cover page has the student’s photograph, name, address, grade level, teachers’ names, general information about the school, and an explanation of the report card.
- Each student’s achievement information is exported digitally from the school’s information system.
- The top of the next page in the elementary report card has an explanation of the Standard Marks:

- 4 – Exemplary
- 3 – Proficient
- 2 – Progressing
- 1 – Struggling
- N/A – Not assessed

and of the Process Marks:

- ++ Consistently
- + Moderately
- Rarely

- Under Language Arts in the elementary card are the student’s Standard Marks in Reading, Writing, Speaking, Listening, and Language, followed by Process marks in Preparation, Participation, Homework, Cooperation, and Respect.

- Under this, there's a boiler-plate paragraph describing the curriculum the class has been studying that marking period, and then a shorter paragraph with comments on the student's performance in ELA.

- Under Math in the elementary card, there are Standard grades in Operations and Algebraic Thinking, Numbers and Operations (Base 10), Numbers and Operations (Fractions), Measurement and Data, Geometry, and Mathematical Practices, with Process grades in Preparation, Participation, Homework, Cooperation, and Respect.

- This is followed by a paragraph on the marking period's math curriculum and another with comments on the student's performance.

- The secondary report card is similar, but each subject area has an overall Academic Achievement grade – A, B, C, D, U (Unsatisfactory) – and then Standards grades on sub-areas immediately underneath.

The new report cards are being piloted in several districts, with revisions based on feedback from families, teachers, and students. So far, the feedback is very positive: “By a wide margin, families favored the standards-based form over the traditional form,” say the authors.

“Grades That Mean Something” by Thomas Guskey, Gerry Swan, and Lee Ann Jung in *Phi Delta Kappan*, October 2011 (Vol. 93, #2, p. 52-57), [www.kappanmagazine.org](http://www.kappanmagazine.org); Guskey can be reached at [Guskey@uky.edu](mailto:Guskey@uky.edu).

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## **6. How Is Federal Accountability Faring?**

In this amusing piece in *The Education Gadfly*, Michael Petrilli comments on recent developments on No Child Left Behind (waivers and legislative efforts to change the law) and suggests four ways Americans are thinking about the federal role in education:

- *The Tough Lovers* – These folks (probably the largest of the groups) want to see educators held accountable for doing their jobs. “They are sick and tired of public-school managers who are sheltered from the harsh realities of market competition and who shy away from hard decisions,” says Petrilli. They hope that federal accountability pressure will motivate laggards to get serious about student achievement.

- *The Tight-Loosers* – These folks like the idea of holding schools accountable for results while easing up on NCLB's micro-managing restrictions. They like charter schools.

- *The World Is Flatters* – These global thinkers worry about U.S. competitiveness in the world economy and don't trust local schools to pick the right priorities. For them, test-based accountability is the best way to light a fire under educators and build the nation's human capital.

- *The Poverty Warriors* – These folks see accountability as an effective way to reduce economic inequality. “By shaming and sanctioning schools that don't do right by poor or minority kids,” says Petrilli, “they seek to shift resources (money, strong teachers, challenging courses) to the neediest schools and kids.”

“Opinion: Accountability’s End?” by Michael Petrilli in *The Education Gadfly*, Oct. 13, 2011

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## 7. Over-Hyped Materials

In this front-page *New York Times* story, Trip Gabriel and Matt Richtel puncture the claims that Carnegie Learning makes about its Cognitive Tutor software: “Revolutionary Math Curricula. Revolutionary Results.” A 2010 U.S. Department of Education review found that the program had “no discernable effects” on the standardized test scores of high-school students. A more accurate description, say Gabriel and Richtel, would be, “Undistinguished math curricula. Unproven results.”

Another example: Houghton Mifflin Harcourt’s website touts Destination Reading as “based on scientific research”, “a powerful early literacy and adolescent literacy program”, but the Department of Education’s 2009 study found the program had no statistically significant effect on student achievement.

Yet another example: Pearson’s website touts its own studies of the Waterford Early Learning program, not mentioning that the same 2009 Department of Education study showed it had little impact.

The problem is that many schools are unaware of these studies and the consumer information provided by the third-party studies and the federal What Works Clearinghouse. They are seduced by the advertising and promotions of vendors, who cite case studies that are often based on shaky research that was discarded by independent researchers. “They want the shiny new one,” says Peter Cohen of Pearson. “They always want the latest, when other things have been proven the longest and demonstrated to get results.” Robert Slavin of Johns Hopkins University says, “Decisions are made on marketing, on politics, on personal preference. An intelligent, caring principal who’d never buy a car without looking at *Consumer Reports*, when they plunk down serious money to buy a curriculum, they don’t even look at the evidence.”

Shelly Allen, the math coordinator in the Augusta, Georgia schools, isn’t one to be sold easily. Her district has been disappointed with the results of Cognitive Tutor, and she says to sales representatives, “I just want everybody to know I grew up here. I graduated from here. My children go to school here. When you guys get back where you live, our kids have to still be able to reach goals we set.”

“Inflating the Software Report Card” by Trip Gabriel and Matt Richtel in *The New York Times*, Oct. 9, 2011, p. 1, 22), <http://nyti.ms/rhleMl>

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## 8. What Not to Do After a Bad Day

In this *Educational Horizons* article, Miami high-school teacher Roxanna Elden says that after a bad day, the important thing is to nurse yourself back to good mental health. She suggests that these five activities *don’t* help:

- Watching “inspiring” teacher movies – “Movies are a lot less inspiring when the non-Hollywood, unscripted version is playing full time in your classroom,” says Elden. “Leave these films for their intended audience – the nonteaching public.”

- Talking to people who advised you not to go into teaching – It will be hard for them to resist telling you they told you so. “Anyone who doesn’t understand why you wanted to teach in the first place won’t be able to motivate you to teach tomorrow,” says Elden.

- Confiding in a teacher who says, “That would never happen in *my* class” – Instead, look for colleagues who are willing to admit that similar things happened to them and share how they solved the problem.

- Reading about education politics – Hearing pundits and others spouting about what should be changed at the policy level is no help to a struggling teacher.

- Quitting – Don’t, advises Elden: “Your job is not to be a perfect teacher the first year. It is to keep working at it and get better so on some October day years from now, when you’ve (mostly) figured out this whole teaching thing, and you (usually) love it, you can offer guidance to some newer teacher who is carrying around a resignation letter ‘just in case’ or fantasizing about driving off a bridge.”

“The Five Worst Things to Do After a Bad Day” by Roxanna Elden in *Educational Horizons*, October/November 2011 (Vol. 90, #1, p. 29), <http://www.edhorizons.org>

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## 9. The Impact of Absenteeism on Teaching and Learning

In this *Teachers College Record* article, Michael Gottfried of Loyola Marymount University reports on a study of absenteeism in Philadelphia elementary schools involving 33,000 students. The bottom line: the more frequently students are absent, the worse they do academically – and the achievement of their better-attending classmates also goes down. This pattern of lower achievement is especially true when absences are unexcused.

Why the latter effect? Gottlieb says it’s because “teachers must divert their attention from instruction and toward remediating and potentially disciplining these disengaged students when they return from cases of unexcused absenteeism.”

The implication: schools need to zero in on alienated, underperforming students so they don’t poison the well.

“Absent Peers in Elementary Years: The Negative Classroom Effects of Unexcused Absences on Standardized Testing Outcomes” by Michael Gottfried in *Teachers College Record*, August 2011 (Vol. 113, #8, p. 1597-1632), for purchase at

<http://www.tcrecord.org/Content.asp?ContentId=15935>

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## 10. Websites:

*a. Teacher videos* – This website <http://bit.ly/rc3yAC> has 100 teaching videos organized by category, including classroom management, science, and inspirational clips.

Spotted in *Educational Horizons*, October/November 2011 (Vol. 90, #1, p. 4)

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**b. Global knowledge quiz** – This website <http://www.iew.state.gov/quiz.cfm> has continent, cultural geography, and physical geography quizzes drawn from the National Geographic Society’s Bee competitions. Tough questions!

“Celebrate International Education Week” in *The Language Educator*, October 2011 (Vol. 6, #5, p. 53)

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**c. Identifying trees** – This website <http://leafsnap.com> helps students identify trees by their leaves – including using a free iPad app to match a photo of a leaf with online images.

Spotted in *Educational Horizons*, October/November 2011 (Vol. 90, #1, p. 4)

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**d. Treasure hunting 21<sup>st</sup>-century style** – These websites help students get going with Geocaching – hiding a cache of information or goodies at a specific set of coordinates – <http://www.geocaching.com> - and Waymarking – a way of using GPS technology to identify unique places and share them with others: <http://www.waymarking.com>.

“In the Classroom: X Marks the Spot: Geocaching and Waymarking in the Language Classroom and Beyond” by Julie Sellers in *The Language Educator*, October 2011 (Vol. 6, #5, p. 56-59)

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**e. Spanish games for elementary schools** – This website has primary-age Spanish games: [http://www.primaria.profes.net/especiales2.asp?id\\_contenido=40067](http://www.primaria.profes.net/especiales2.asp?id_contenido=40067)

“WebWatch” in *The Language Educator*, October 2011 (Vol. 6, #5, p. 60)

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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](mailto: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 41 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).

## ***Subscriptions:***

Individual subscriptions are \$50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

## ***Website:***

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- How to change access e-mail or log-in

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American Journal of Education  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Better Evidence-Based Education  
Ed. Magazine  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Leadership  
Educational Researcher  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Journal of Staff Development  
Kappa Delta Pi Record  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
New York Times  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teachers College Record  
Teaching Children Mathematics  
The Atlantic Monthly  
The Chronicle of Higher Education  
The Language Educator  
The New Yorker  
The Reading Teacher  
The School Administrator  
Theory Into Practice