Marshall Memo 479

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 1, 2013

In This Issue:

Quotes of the Week

"I am slow to learn and slow to forget that which I have learned. My mind is like a piece of steel; very hard to scratch anything on it and almost impossible after you get it there to rub it out."

Abraham Lincoln to his friend Joshua Speed, quoted in a letter to *The New Yorker* by Becky Huertas, Lincoln, Massachusetts (Mar. 18, 2013, p. 5)

"A simple principle can be used to frame the intent of RTI: 'Students get what they need, when they need it, for as long as they need it.'"

Barbara Ehren in "Expanding Pockets of Excellence in RTI" in *The Reading Teacher*, March 2013 (Vol. 66, #6, p. 449-453), http://onlinelibrary.wiley.com/doi/10.1002/TRTR.1147/abstract

"Small and specific changes – from the way teachers address students' wrong answers to where in the classroom an instructor stands – have outsize consequences."

Paul Bambrick-Santoyo (see item #6)

"Friends matter."

Hua-Yu Sebastian Cherng, Jessica McCrory Calarco, and Grace Kao (see item #5)

"It's inconsistent, it's unfair, and it's unscientific."

Dan Boyd, Florida superintendent, on a new teacher-evaluation system (quoted in #1)

1. Are New Teacher-Evaluation Systems Making a Difference?

In this front-page *New York Times* story, Jenny Anderson reports that new teacher-evaluation programs in a number of states, set up to provide a more honest assessment of classroom effectiveness, are falling into the same pattern as the much-criticized systems they replaced – that is, almost all teachers are scoring high:

- In Tennessee, 98 percent of teachers were rated At Expectations;
- In Michigan, 98 percent of teachers were rated Effective or better;
- In Florida, 97 percent of teachers were rated Effective or Highly Effective;
- In New Haven, Connecticut, 90 percent of teachers were rated Exemplary, Strong, or Effective and 2 percent received the lowest rating, Needs Improvement.
- In Washington, D.C., 89 percent of teachers were rated Highly Effective or Effective, 10 percent were Minimally Effective, and 1 percent got the bottom rating. (Officials in D.C. say that 400 teachers have been fired using its new system and several hundred have left after receiving low ratings.)

"Advocates of education reform concede that such rosy numbers, after many millions of dollars developing the new systems and thousands of hours of training, are worrisome," says Anderson. Grover Norquist of the Brookings Institution is more blunt: "It would be an unusual profession that at least 5 percent are not deemed ineffective."

What's going on? Some believe that principals are too chummy with their staffs and are hesitant to give mediocre or low ratings. Others say it's because the test-score component of teacher evaluation being implemented in many districts is too lenient as standards and tests keep shifting. "We have changed proficiency standards 21 times in the last six years," says Jackie Pons, superintendent in Leon County, Florida. "How can you evaluate someone in a system when you change your levels all the time?" One hundred percent of teachers in this district were rated Highly Effective or Effective.

The classroom observation component of teachers' evaluations can be pulled up by the inflated test-score component in some states, undermining principals' critical evaluations of classroom performance. "It's inconsistent, it's unfair, and it's unscientific," says Dan Boyd, superintendent in Alachua, Florida.

In Michigan, .8 percent of teachers were rated Ineffective last year. Joseph Martineau of the Bureau of Assessment and Accountability noted that this translates to nearly 800 teachers who might lose their jobs. "There's a possibility, a real possibility, that students will have a more-effective teacher," he says.

"Curious Grade for Teachers: Nearly All Pass" by Jenny Anderson in *The New York Times*, Mar. 31, 2013 (p. 1, 4), http://nyti.ms/YUv9lt

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2. Research on Teacher Pay-for-Performance Programs

In this article in *Educational Evaluation and Policy Analysis*, Kun Yuan, Vi-Nhuan Le, Daniel McCaffrey, Laura Hamilton, and Brian Stecher (RAND Corporation), Julie Marsh (UCLA), and Matthew Springer (Vanderbilt University) report on three randomized studies of programs that gave teachers cash incentives for student-achievement gains. Their research questions were: (a) Did teachers find the incentive-pay programs motivating? and (b) Did the programs bring about changes in teachers' classroom practices or working conditions? The answer to both questions was No. Here are the details.

First, the authors examine the logic model for performance pay. Proponents believe that financial incentives linked to student results will have the following results:

- Motivate existing teachers to improve their teaching practices, innovate, modify the content of the curriculum, work longer hours, take more professional development and polish their skills in other ways.
- If pay bonuses are given to teams of teachers, teamwork and cooperation will increase.
- Pay-for-performance will attract a more highly qualified pool of teachers and convince the most talented teachers to remain in the classroom.

For performance-pay programs to work, teachers have to believe that their personal efforts will lead to higher student achievement, that the goals are clear and moderately challenging, that reaching achievement goals will bring them financial rewards, and that getting the rewards is worthwhile.

The authors studied three performance-pay programs, all based on the first two bulleted approaches above:

• POINT – This program was implemented over three years in a 73,000-student district. Teachers could earn a bonus based on their students' year-to-year value-added gains on the statewide math test. Teachers who reached the 80th percentile of a benchmark received $5,000, those who reached the 85th percentile got $10,000, and those who reached the 95th percentile got $15,000. Teachers in the treatment and the control groups all received $750 for participating. Initially, 296 grade 5-8 math teachers volunteered. There was some attrition and the number of bonus winners ranged from 41 to 44, with awards ranging from $9,623 to $11,370.

• PPTI – Implemented in middle schools in a 43,000-student suburban Texas district, this program awarded bonuses to the highest-scoring teacher teams based on value-added test-score gains. In 2008-09, 67 teachers on 14 teams won bonuses averaging $5,373; in the second year, 52 teachers on 12 teams won bonuses averaging $5,862.

• SPBP – This New York City program rewarded entire school staffs in high-need schools that met Progress Report benchmarks (Progress Reports included test-score gains, graduation rates, student attendance, and school environment). Schools that met their annual

performance targets received $3,000 per full-time staff member, and schools that met 75 percent of their targets got $1,500 per staff member (within each school, a four-person compensation committee decided how to allocate the pot and most divided the funds evenly). Over the three-year life of the program, about 193 schools participated, with about 167 schools in the control group. Awards went to 62%, 84%, and 13% of treatment schools averaging $2,857, $2,841, and $2,812 per staff member.

The researchers found that teachers were not motivated by the programs because: (a) some teachers didn't fully understand the criteria; (b) some teachers had concerns about using test scores to measure teaching performance; (c) some teachers didn't believe the program was fair; (d) many teachers thought family background was more important than their own efforts in producing student achievement; and (e) even though teachers would have liked to earn a bonus, they saw a bonus as an acknowledgement of their hard work rather than an incentive to work harder. Teachers said that seeing their students do better was the most important reward and therefore the biggest reason to work hard.

The researchers also found that none of the programs resulted in changes in teachers' instructional practices, number of hours worked, or collegiality (except that those in the POINT program reported a greater emphasis on test preparation and collaboration).

"It is difficult to obtain teachers' support of incentive pay programs if they think the performance measure is problematic," say the authors. "However, given the current emphasis on educational accountability, it is also difficult for incentive pay programs to totally ignore student test scores or test score gains when measuring teacher performance."

"Given our findings and the previous literature that finds weak effects of performance pay for teachers," the authors conclude, "policymakers might favor other reforms." These might include compensation tied to career ladders and other professional growth goals, compensation for working in challenging schools, or bonuses for implementing specific practices that have proven to be successful.

"Incentive Pay Programs Do Not Affect Teacher Motivation or Reported Practices: Results from Three Randomized Studies" by Kun Yuan, Vi-Nhuan Le, Daniel McCaffrey, Laura Hamilton, and Brian Stecher (RAND Corporation), Julie Marsh, and Matthew Springer in *Educational Evaluation and Policy Analysis*, March 2013 (Vol. 35, #1, p. 3-22), http://epa.sagepub.com/content/35/1/3.abstract; Yuan is at kyuan@rand.org.

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3. Superintendents' Part in High-Quality Supervision and Evaluation

"The bottom line for school districts is good teaching," says Kim Marshall in this article in *The Councilgram* (a publication of New York's Council of State Superintendents). On a 4-point scale of proficiency, "good" means teaching at Level 3 (Effective) and Level 4 (Highly Effective). "What every superintendent should aspire to," says Marshall, "is being able to look a savvy parent in the eye – someone who knows the criteria for performance at these four levels – and say with honesty, 'We have effective and highly effective teaching in every classroom in this district.'"

Few superintendents can honestly say this right now because there's a fair amount of Level 2 (mediocre) and Level 1 (clearly unsatisfactory) teaching out there. How can district leaders get to the point where they can give true quality assurance? For starters, says Marshall, by letting go of the demonstrably ineffective process of principals making infrequent, announced teacher evaluation visits and spending hours writing up their observations. The alternative? Short, frequent, unannounced classroom visits (at least ten per teacher per year) with prompt face-to-face feedback conversations and brief write-ups each time. "This approach guarantees authenticity and turns a worthless bureaucratic exercise into a dynamic process for developing teachers (and administrators) and ensuring accurate teacher evaluations at the end of every year," says Marshall. "It also identifies mediocre and ineffective teaching practices and gives teachers time and support to improve – and, if they don't reach Level 3 or 4, it paves the way for dismissal."

This sounds like a simple plan, but the devil is in the details. Marshall outlines eleven steps superintendents need to take to ensure effective implementation:

• *Getting principals into classrooms frequently* – Every school-based administrator who evaluates teachers needs to do the math and arrive at a daily target for classroom visits that will give each teacher at least ten visits and allow for days when visits are impossible. In most schools, this comes down to observing two or three teachers a day for about ten minutes each. The superintendent also needs to take something off the table to make frequent visits possible – starting with the heavy time burden of the traditional evaluation system.

• *Ensuring that principals have a good eye for what's happening in classrooms* – This means: (a) adopting a rubric that describes for everyone in the district what effective teaching (and not-so-effective teaching) looks like; (b) encouraging study groups to discuss books like Doug Lemov's *Teach Like a Champion* chapter by chapter; (c) deciding on a short, district-wide list of what principals should see in every observation – for example, SOTEL: Safety, Objectives, Teaching, Engagement, and Learning; and (d) insisting that principals spend their time in classrooms walking around, observing the teaching, looking at the instructional task, and checking in with two or three students ("What are you working on today?").

• *Helping principals zero in on what's most important* – The most challenging part of conducting short classroom visits is deciding which of the six or seven things that occur should be addressed with the teacher. Superintendents can help build this skill by: (a) co-observing with each principal, stepping out, and immediately comparing notes on what was most salient and how it should be shared with the teacher; (b) playing short videos of classrooms at principals' meetings and role-playing feedback conversations with follow-up discussions; and (c) having principals discuss specific teachers and share brief write-ups of classroom visits.

• *Finding the best note-taking system* – "Superintendents should steer principals away from typing on laptops, tablets, or smartphones or trying to fill out detailed checklists or rubrics during classroom visits," says Marshall. "They need to be on their feet moving around and have their heads up to capture the subtleties of classroom interactions and jot quick notes in the least obtrusive way…"

• *Committing to having face-to-face feedback conversations* – Marshall says superintendents need to understand why principals push back on this practice (it's time-consuming and some conversations are difficult) and make the case that direct conversations "are the best way for principals to build trust, understand the dimensions of classroom dynamics during short observations that only the teacher can explain, and change mediocre and ineffective teaching practices."

• *Catching teachers in a timely fashion and a good location* – Principals need reminders, motivation, and time-management tricks because it's difficult to fit the feedback conversations into their hectic days. For example, it's a good idea for school leaders to have a shrunk-down schedule in their pocket and be strategic about catching teachers in their classrooms during non-teaching periods. A teacher's classroom with no students around is the best place for feedback: it's their home turf, the artifacts are close at hand, and the principal has control of when to end the conversation.

• *Conducting feedback conversations skillfully and courageously* – Principals' meetings are an ideal "safe space" to hone and discuss these skills after watching classroom videos. Superintendents should also sit in on occasional feedback conversations (with the teacher's permission) and coach principals on the finer points afterward.

• *Providing high-quality written follow-ups* – After each feedback conversation, principals should memorialize the key points in a brief follow-up document that's shared with the teacher and archived electronically. Superintendents should read a selection of these, provide feedback, and make some of them the subject of discussion in principals' meetings.

• *Monitoring teachers' feedback* – Superintendents should conduct periodic anonymous surveys to get teachers' reactions to the new style of supervision and evaluation. Questions might include: How's the frequency? How are the feedback conversations going? Are the visits helpful?

• *Following up* – During regular school visits, superintendents should monitor whether principals are seeing changes in teaching practices based on their supervisory suggestions.

• *Conducting end-of-year evaluations* – The culmination of a year's short classroom visits and follow-up conversations and write-ups will usually be rubric scoring of each teacher. Superintendents should make sure the process doesn't get bogged down in onerous, bureaucratic evidence-gathering on all rubric areas; principals need documentation only in key areas for improvement. Superintendents should also suggest that principals conduct mid-year check-ins on the rubrics, having both parties fill out the rubric beforehand and using the meeting to compare ratings and debate any differences based on the evidence. Finally, superintendents should monitor a similar process at the end of each year, with teachers having input and final rubric ratings flowing from a robust discussion of what deserves commendation and what needs improvement.

"Following these steps will ensure that principals get into classrooms frequently, know what to look for, follow up effectively with each teacher, and gradually eliminate mediocre and ineffective practices," concludes Marshall. "This will allow superintendents to be actively engaged in the process and give genuine, honest quality assurance to the public."

"Quality Assurance: How Can Superintendents Guarantee Effective Teaching in Every Classroom?" by Kim Marshall in *The Councilgram*, March 2013 (Vol. 2, #3, p. 1-3), available at www.marshallmemo.com (click on Kim Publications)

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4. The Role of Intelligence in School and Adult Success

In this article in *American Educator*, Richard Nisbett (University of Michigan) offers the following definition of intelligence (quoting Linda Gottfredson):

> [It] involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings – 'catching on,' 'making sense' of things, or 'figuring out' what to do."

Theories that intelligence is fixed at birth and correlated with racial or ethnic group membership have been debunked, says Nisbett. Intelligence is highly malleable and parents, schools, and cultural beliefs have a major role in its development.

There are a number of theories of intelligence – Howard Gardner's eight intelligences, Robert Sternberg's theory of practical intelligence and creativity, and others. But Nisbett contends that IQ is the measure that correlates most strongly with academic and workplace success. IQ tests measure two different things:

- Crystallized intelligence – vocabulary, information, skills like arithmetic, and comprehension of the way the world works, including answers to questions like, "Why are houses on a street numbered consecutively?"
- Fluid intelligence – the ability to solve novel problems and the ability to learn; this kind of intelligence depends on working memory, paying attention, and suppressing tempting but irrelevant actions.

The key point for educators is that both crystallized and fluid intelligence can be boosted. One piece of evidence for this is the so-called Flynn Effect – the 3-point-per-decade increase in IQ in developed countries since World War II. Recently, people in developing countries are starting to show a similar IQ increase as environmental factors – nutrition, medical care, schooling, and curriculum – improve.

Height is 90 percent inherited – yet there has been dramatic change in the average height of South Koreans in recent years, with many children exceeding their parents' height. Intelligence is partly inherited as well (although to a lesser degree), but Nesbitt explains that the impact of heritability varies by social class. Among privileged youth growing up in homes with similar advantages (one parent is a doctor, the other a lawyer), the heritable component is more important. Among less-advantaged youth, environment is more important: a poor child with greater innate intellectual endowment who grows up in a chaotic environment may not develop to full potential, but a poor child of average intelligence who grows up with supportive, nurturing parents and teachers will flourish and outpace the child who had genetic advantages. Key factors include the amount and quality of vocabulary used by adults, the ratio

of encouraging statements to reprimands, the degree of warm versus punitive affect, the number of two-way conversations between adults and children, and how many books, magazines, and newspapers are in the home. All these factors foster or stunt the development of IQ.

Nisbett comments on the differences in male and female IQ and its implications for single-sex versus coeducational classrooms. Sex differences exist, he says, but "As with all group differences, average results say nothing about individual potential. The class poet may be a boy, and the calculus whiz may be a girl… The data from the research literature on intelligence and cognitive skills do not indicate that different learning environments for females and males are a good idea."

Nisbett also addresses IQ differences between African-Americans, Asians, and whites, stressing the importance of environmental and cultural factors and the role of "stereotype threat" – the impact of negative beliefs about intelligence undermining academic success among stigmatized groups. But because of effective school practices and the growth of the black middle class, the black-white IQ gap has narrowed significantly in recent years. And the college attainment and employment success gap between Asians and whites with similar IQs has widened. Nisbett attributes the latter development to the Confucian belief that intelligence is the result of hard work and cultural beliefs that stress obedience to parents.

"School has a massive effect on IQ," says Nisbett. "Children actually lose IQ points and academic skills over the summer" – especially lower-income children. High-quality teaching at every level makes a lasting difference in cognitive and non-cognitive skills, narrowing the achievement gap and improving life chances for all. Which teaching actions are most important? Frequent and effective use of literacy instruction; evaluative feedback; instructional conversations; encouraging student responsibility; responsiveness to individual students' needs; proactive classroom management; an environment in which students and teachers enjoy each others' company; a balance of academic press and social support; and schoolwide factors like principal leadership, rigorous curriculum, collaboration among adults, ongoing professional development, and parent and community partnerships.

"Schooling Makes You Smarter: What Teachers Need to Know About IQ" by Richard Nisbett in *American Educator*, Spring 2013 (Vol. 37, #1, p. 10-19, 38), http://www.aft.org/pdfs/americaneducator/spring2013/Nisbett.pdf

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5. The Effect of Teenagers' Choice of Friends on College Completion

In this article in *American Educational Research Journal*, Hua-Yu Sebastian Cherng and Grace Kao (University of Pennsylvania) and Jessica McCrory Calarco (Indiana University) report on their study of the impact of teens' friendship choices on college completion rates. "Friends matter," they say. Hanging out with peers with college-educated mothers predicts significantly higher rates of college graduation. Interestingly, this was much more important than the income of friends' families. "We conclude that adolescent friendships are an under-recognized source of social capital," say the authors. "This relationship holds even after

controlling for adolescents' family resources and for other factors (including adolescents' and friends' academic achievement and expectations, parent expectations, as well as school characteristics) that might influence both friend selection and educational attainment."

What's the mechanism for the friendship effect? Cherng, Calarco, and Kao say it's exposure to college-educated adults, who provide motivation and serve as role models of middle-class status. Friends' parents may also provide information about college options, mentoring for the college application process, and trips to college campuses.

The flip side, of course, is the impact of friends whose parents aren't college-educated. "Exposure to less-affluent and educated adult role models, it seems, can undermine the college chances of even those students with college-educated parents," say the authors. "[W]hile students from more resource-rich families are often doubly advantaged, those from less resource-rich families are instead doubly disadvantaged."

This research has important implications for teachers and administrators. Given the tendency of birds of a feather to flock together (teens tend to befriend those of similar social and economic backgrounds), it's important for educators to orchestrate cross-class friendships in classrooms and after-school activities.

"Along for the Ride: Best Friends' Resources and Adolescents' College Completion" by Hua-Yu Sebastian Cherng, Jessica McCrory Calarco, and Grace Kao in *American Educational Research Journal*, February 2013 (Vol. 50, #1, p. 76-106), http://aer.sagepub.com/content/early/2012/11/15/0002831212466689.abstract

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6. Using Video to Improve Classroom Practices

In this *Kappan* article, Newark school leader Paul Bambrick-Santoyo touts the usefulness of video analysis to improve teaching. "Small and specific changes – from the way teachers address students' wrong answers to where in the classroom an instructor stands – have outsize consequences," he says. "Video changes the game by capturing these small actions so they can be reviewed and improved."

Bambrick-Santoyo urges educators to follow the lead of athletic coaches and use video as a teaching tool. He describes the way NFL quarterback Joe Montana's offensive coach pored over years of game videos, discovered a flaw in Montana's passing strategy, and convinced him to make a change – resulting in dramatic improvement throughout the 1989 season culminating in a Super Bowl victory.

Bambrick-Santoyo tells how a principal watches a video clip of a lesson with the teacher and they notice how three students in the corner lost focus while the teacher was working with one boy. The teacher hadn't noticed it in the moment, but could see it clearly in the video and liked the principal's suggestion to toss a question to one of the disengaged students. "Oh, that makes total sense," she said.

Video is objective evidence, which helps teachers get beyond being defensive about an observer's opinions about a lesson. "Sitting side-by-side to watch the same video footage and consider the same questions does a powerful job of conveying the message that they are

working toward a shared goal," says Bambrick-Santoyo. He quotes a teacher who was surprised that video showed that she didn't seem enthusiastic about her content. "I looked like the kind of teacher that I had always wanted *not* to be," she said, and went about changing her practice.

Video clips can also be paused and replayed, addressing questions like, *What might you have said instead? What would you do next time? Let's practice that*. Making videos is easier than ever because of improved technology in cell phones and flip-cams. The only barrier is policies in some districts forbidding taping of lessons, stemming from teachers' fears of it being used as a "gotcha." Bambrick-Santoyo urges educators to move past these fears by making sure that videos are always used as a constructive coaching tool.

"In Practice Leadership: If It's Good Enough for Joe…" by Paul Bambrick-Santoyo in *Phi Delta Kappan*, March 2013 (Vol. 94, #6, p. 68-69), www.kappanmagazine.org; Bambrick-Santoyo can be reached at pbambrick@uncommonschools.org.

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7. What's Involved in Teaching an Effective Online Course

In this *Teachers College Record* article, Evrim Baran (Middle East Technical University) and Ana-Paula Correia and Ann Thompson (Iowa State University) describe the way six U.S. university instructors overcame the built-in challenges of online instruction (designing instruction appropriate to the format, lack of student social presence and group interaction, and lack of face-to-face conversations and visual cues) and used the format successfully with their students. Here is a summary of their findings:

• *Articulating course content* – The professors solicited input from students, adapted content from the face-to-face format, and broke it into manageable chunks.

• *Designing and structuring the course* – Course materials needed to be developed in advance, which included adapting previously used approaches, breaking learning tasks into activities, creating a conceptual outline, incorporating student feedback, and being flexible as the course proceeded.

• *Knowing students* – The instructors gathered information on students' profiles and characteristics (including their varying technological skills, time zones, and motivation), had frequent online interaction with students, and used video and text chat to communicate and understand students' needs.

• *Guiding student learning* – Instructors gave frequent feedback, tried to resolve issues right away (sometimes by telephone), used discussion boards and group e-mails to provide group synergy, held online office hours, and used wikis and blogs to demonstrate student progress.

• *Building teacher-student relationships* – Instructors used video conferencing, shared personal information on course wikis, used social media to project their personal presence, and worked to establish trust.

• *Evaluating the courses* – Instructors used mid-semester course evaluations to get early feedback and end-of-course evaluations to assess their effectiveness.

• *Sustaining teacher presence* – Instructors used online videos to present content, short videos to update students about course activities and news and give feedback, and tried to respond quickly to student e-mails.

"Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers" by Evrim Baran, Ana-Paula Correia, and Ann Thompson in *Teachers College Record*, March 2013 (Vol. 115, #3, p. 1-41), www.tcrecord.org

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8. Getting Struggling High-School Students Back on Track

In this *Kappan* article, Michael Nakkula (University of Pennsylvania Graduate School of Education) describes three "A"s that off-track students need to become motivated to be successful in high school, college, and life:

• *Attitude* – Students can turn around a record of academic failure if they come to believe that intelligence is not fixed but can be developed by hard, focused work. When teachers deliver this message day by day, says Nakkula, students begin to "see themselves as capable learners rather than unintelligent or inherently unsuccessful."

• *Action* – When the curriculum involves students in meaningful community projects – for example, immigration rights or homelessness – turned-off students can see the relevance of learning.

• *Authentic voice* – "Students must feel that they are in control of their goals and work challenges," says Nakkula, "including goals and challenges related to high achievement." They must become independent of direction, structuring, and support from others and feel directly responsible for their own success.

Students who acquire the three As have a sense of *agency*; they believe, "I am in charge of my learning and academic success, that whether I succeed or fail is largely a matter of my own effort, my own engagement in meaningful activities, and my own expression of what I need."

Nakkula cites three programs that have been successful in fostering these attributes and getting off-track students on the path to success: Early College High Schools (www.earlycolleges.org); the Second Chance High School Study; and the Facing History School in New York City. He offers the following suggestions for supporting struggling students:

- When a student shows a motivational spark, teachers must "ignite it by openly acknowledging the related successes, interests, or inspiration."
- Develop a series of learning projects inside and outside school that give students a wide range of options for active engagement.
- Strengthen student voice by validating classroom contributions whenever they happen and encouraging leadership roles.
- Give students increasing autonomy in seeking and pursuing their own direction.

"R&D: A Crooked Path to Success" by Michael Nakkula in *Phi Delta Kappan*, March 2013 (Vol. 94, #6, p. 60-63), www.kappanmagazine.org; Nakkula is at mnakkula@gse.upenn.edu.

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9. Does Dual Enrollment Work?

In this article in *Educational Evaluation and Policy Analysis*, Brian An (University of Iowa) reports on his study of the impact of programs that enroll high-school students in some college courses while they are still in high school. His finding: dual enrollment increases the chance of high-school students graduating from college, and is especially beneficial for low-SES students.

"The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?" by Brian An in *Educational Evaluation and Policy Analysis*, March 2013 (Vol. 35, #1, p. 57-75), http://bit.ly/14AMhDu;

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10. The Impact of a Volunteer Tutoring Program in Northern Ireland

In this article in *Educational Evaluation and Policy Analysis*, Sarah Miller and Paul Connolly (Queens University Belfast) report on their study of *Time to Read*, a volunteer reading program for struggling 8-to-9-year-olds, in 50 schools in Northern Ireland. They found that the program had no effect on reading comprehension and a very small effect on children's aspirations.

Why such disappointing results? Miller and Connolly believe there were two reasons. First, the program's logic model was flawed. It stipulated that spending 30 minutes a week reading with a one-on-one tutor from the business community would raise students' self-esteem, enjoyment of reading, reading skills, aspirations for the future, and improved economic viability. It should have focused on specific intermediary reading skills (word recognition and fluency, for starters) and deemphasized vague goals like self-esteem. Second, Miller and Connolly believe that 30 minutes of tutoring a week is a "low dosage." At least twice as much time is needed to produce significant gains.

"A Randomized Controlled Trial Evaluation of *Time to Read*, a Volunteer Tutoring Program for 8- to 9-Year-Olds" by Sarah Miller and Paul Connolly in *Educational Evaluation and Policy Analysis*, March 2013 (Vol. 35, #1, p. 23-37), http://epa.sagepub.com/content/early/2012/07/24/0162373712452628.abstract; Miller can be reached at s.j.miller@qub.ac.uk, Connolly at paul.connolly@qub.ac.uk.

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

Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
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Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest