

Marshall Memo 100

A Weekly Round-up of Important Ideas and Research in K-12 Education

August 29, 2005

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Quotes of the Week

"The vast majority of high schools provide learning in discrete units with little connection during the day or across the years."

David Conley (see item #1)

"I'm the doggone secretary of education, and I am fumbling around in Barnes and Noble trying to find the book to figure [it] out."

Margaret Spellings on preparing for the college application rat race with her child, in *Live and Learn* (NRTA/AARP, Summer 2005, Vol. 4, #2, p. 2)

"Every day we hear public declarations of love that ring hollow."

Rosa Smith on the education of African-American boys (see item #4)

"I know where they'll be in 10 years. Sitting in a jail cell."

A urban first-grade teacher pointing to two boys in her class slated for retention for immature behavior and low skills (*American School Board Journal*, Sept. 2005, p. 51)

"Sometimes it's not good to know everybody and have everybody know you."

Stanley Duplessy, 17, a student in Boston's Dorchester High School, on the downside of attending a small school (*Boston Globe Magazine*, August 28, 2005, p. 36)

"We really like you guys a lot, but you don't run this place."

An Oregon high school's implicit discipline message to students (see item #5)

"They know the rule, they know why we have the rule, and they know what will happen if they break the rule."

Ibid.

1. Truly Unready for College

In this detailed and persuasive article, Oregon professor David Conley argues that there is a major disconnect between high schools and colleges. “As a result,” he says, “many high-school students who have set attending college as a goal [between 80 and 90 percent of freshmen say they are college-bound] never get there, and many who do make it struggle to succeed once they arrive.” The problem is that many high-schools simply haven’t taught the skills and knowledge needed for entry-level college courses, and only a small proportion of graduating seniors are college ready. Conley has found that students “often enter college expecting all assignments and tests to have clear right or wrong answers.” In high school, their teachers may have said that any kind of interpretation was acceptable, and students are often shocked, even offended, when their college teachers insist that they apply certain disciplinary rules of thinking and analysis.

Conley is highly critical of the course sequence in most high schools. In English, math, and science, he says, high schools “do little more than teach new and often unconnected material to each succeeding grade level without consciously and deliberately increasing cognitive challenges or introducing new and higher expectations for students. Essential attributes of college success – such as critical and analytical thinking, inquiry, skilled writing, and high-quality work – are not necessarily nurtured with progressively more-challenging assignments that are scored consistently against uniform high standards. The vast majority of high schools provide learning in discrete units with little connection during the day or across the years.” Here is Conley’s critique of the way each subject is often taught:

- *English* – Most high schools, he says, teach four unrelated, consecutive courses in which students read various pieces of literature with no obvious connections between them. Students aren’t always required to write about what they read, and as a result, writing skills are not systematically developed. The percent of high-school seniors scoring proficient on the NAEP is 25 percent – which is identical to the proportion of eighth graders who scored proficient.

- *Mathematics* – Although math courses appear to be more logically sequenced, the essential skills of mathematical reasoning and problem solving are often not developed over four years. “Instead,” Conley writes, “each course largely follows the same pattern of introducing new material, algorithms, or methods; having students practice them in homework; and then reviewing the homework in class. Students may emerge from four years of high school mathematics with the ability to factor equations and graph quadratics, but they may have little insight into the underlying processes and phenomena that these procedures can

represent, why this knowledge is important to know, and how this knowledge might be put to use.”

• *Science* – What is the purpose of the traditional biology-chemistry-physics sequence, Conley wants to know. To prepare students for additional study in these three subjects in college? To introduce those disciplines as stepping-stones to other scientific disciplines? Or simply to cover terminology and topics? Because these questions haven’t been answered and the links between biology, chemistry, and physics are rarely explored, most students emerge from high school not knowing how to think like a scientist and without understanding the scientific method as a mode of inquiry.

What high schools need, Conley argues, is a clear set of graduation standards that are tightly aligned with entry-level college courses. Fortunately, two groups have recently produced precisely what’s needed. The America Diploma Project’s *Ready or Not* report (available at <http://www.achieve.org>) outlines college-ready English and math standards for high-school graduation, and the Association of American Universities has published *Understanding University Success* (available at <http://www.cepr.uoregon.edu>), which outlines the knowledge and skills expected in entry-level courses in six academic subjects. Conley recommends that high-school faculties use these two complementary documents to review their current curriculum and come up with better aligned course outlines, assignments, grading criteria, and exemplary student work to provide clear targets for students and parents.

With clear college-ready graduation standards and exemplars in place, Conley believes we can ask teachers and department heads some tough questions about each course:

- How does this course help students acquire the relevant knowledge and skills to meet the exit standards?
- How does this course connect with the courses that came before and will come after it? How does it identify and reinforce key concepts and knowledge that were previously learned? How does it anticipate skills that have yet to be mastered?
- Is the challenge level of the material appropriate for developing the intellectual maturity of students at this age level?
- Is the pace of the work and the expected student production on a trajectory for students to be ready for college expectations?
- Does the course help students develop at least one of the foundational skills – such as writing, reasoning, problem solving, or analytical thinking – that are necessary for college success?

Conley gives an example of how a high-school English faculty might realign the curriculum and develop a common set of expectations to prepare students for entry-level college courses. Teachers would need to;

- Agree on the types of texts taught at each grade level, the genres, themes, and archetypes they illustrate and develop, and the purpose of teaching each one.
- Agree on the way these foundational texts connect with one another, and how students will make links among them.

- Agree on the analysis students will do on each foundational text.
- Agree on standards for student writing, with examples of student work at graduation standards.
- Develop a common scoring guide with adaptations for each specific genre spanning freshman-to-freshman performance levels from high school to college.
- Use these scoring guides to evaluate all writing as students move through high school.
- Agree on the amount of writing teachers will assign in each course and the number of pages they will demand, and tell students and parents the expectation for the four years of high school.
- Agree on the quality of feedback they will give on student writing.
- Adopt formal guidelines and expectations for grammar and spelling and proofreading and editing, and apply them to all student writing.
- Agree on a sequence of research projects over four years, from relatively simple, straightforward projects for freshmen to more complex ones for seniors. Conley says that college research papers are usually in the five-page range, and high-school papers should be similar in length, but become more complex and sophisticated each year.
- Design a senior seminar for the first semester of 12th grade to ratchet up the level of rigor and simulate the demands of college classrooms. This would add rigor and purpose to the sometimes listless senior year, and might be team-taught with a writer, poet, or local college professor. In the senior seminar, students would engage in analytical thinking, write critiques, and swim in a free exchange of ideas among students and teachers. Students would write and rewrite papers and present them for discussion and debate. Students' grades and detailed evaluations in the senior seminar would provide valuable information on the type of college in which they would be most successful, as well as areas in need of improvement before graduation.
- A variation on the senior seminar is the culminating project. Here are three resources to support implementation of such projects during senior year:
 - o The Senior Project Center has research, technical assistance, and resources: <http://www.seniorproject.net>
 - o The state of Washington will require all students to prepare a culminating project beginning in 2008. Guidelines and examples are available at <http://www.sbe.wa.gov/culminating%20projects/guidelines.htm>
 - o The Mercer Island (WA) Schools have a handbook for culminating projects: http://www.misd.k12.wa.us/schools/hs/sip/culm_proj_handbook.pdf

In schools that have developed their curriculum to this extent, says Conley, "it is virtually impossible for students to make bad decisions about which courses to take because all courses have been designed and articulated in a framework of common

goals and expectations.” The program, he says, “connects seamlessly with what will be expected of students in college.”

“College Knowledge: Getting In Is Only Half the Battle” by David Conley in *Principal Leadership*, September 2005 (Vol. 6, #1, p. 16-21), no e-link available. This article is adapted from the book *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready* (Jossey-Bass, 2005).

2. More on What It Takes to Be College-Ready

Covering many of the same themes as the previous article, this piece reports on a study of ten effective high schools and emphasizes that *all* students, whether they plan to get a job or attend college, need to graduate from high school at a college-ready level of proficiency. The authors make several points:

- *College attrition is rampant* – Almost 75% of current high-school graduates move on to post-secondary education within two years of graduation (and many more follow them later in their working lives), but:

- Many are required to take remedial college courses that are not credit-bearing;
- A quarter of those in four-year colleges drop out before their sophomore year;
- Nearly half of those in two-year colleges drop out before sophomore year;
- Less than 40% of full-time students in 4-year colleges graduate within four years;
- Less than 60% graduate within six years;
- There is a 20% gap between the graduation rates of white and black students.

- *Key components in effective schools* – A new study by the Education Trust and ACT, Inc. looked at ten high schools that have been successful at launching their students into successful college careers. The study found that the most reliable predictor of college success is the quality and intensity of the high-school curriculum. Key components:

- All students receive a rigorous, college-oriented sequence of courses 9-12; in many cases, the content was at a level beyond that of most state and district standards;
- The school reviews the content of the core courses to ensure they are focused on the skills needed for college and work readiness.
- All teachers are qualified to teach these rigorous courses.
- All struggling students receive extra help outside the classroom from teachers, tutors, peers, or adults from the community.
- Nearly all the courses, especially in mathematics, use textbooks as the framework;
- In English courses, teachers use the full text of books, separate from anthologies;
- Teachers use available technology, including calculators, computer, and AV equipment.

- *Content in core courses* – The study looked in detail at the ways in which the courses in the effective schools differed from those in less effective schools. Here are two examples:

- English 10 courses require students to closely and critically read sophisticated material in college-level novels, epic poetry, short stories, and works of drama and non-fiction; to develop skills of logic, argument, and rhetoric (including experimenting with varying diction, tone, and examples in texts depending on audience and occasion); to learn note-taking skills; to write personal and biographical narratives, compare-and-contrast essays, literary criticism, and research papers; and to think the way professional writers do.
- English 11 courses are more interdisciplinary, focusing on history and the language of philosophy and rhetoric; students learn how to analyze the ways in which works of literature function as social commentary and understand how texts influence and are influenced by the history of their times; the writing portion focuses on research: at least one paper is a semester-long, multi-tiered research project that requires students to use, cite, and synthesize primary and secondary sources; students also write in other forms and genres and to learn to question what they read and ask analytical and philosophical questions about the world on the basis of their reading.
- For details on Geometry, Algebra II, Pre-calculus, Biology, Chemistry, and Physics courses, see the links below.

• *Pedagogical styles* – Teachers in the effective schools reported that their prevalent teaching method was “lecture” – but classroom observations revealed that they were not just droning behind a lectern. A more accurate description of their teaching style was “exposition and questioning” – the pedagogy was “clearly teacher directed, but in most classes there was a constant flow of interaction – from the teacher to check for understanding and provoke further thought and from the students to seek clarification and help... [N]o time was wasted... Nevertheless, teachers had an easy rapport with students, exchanging jokes and casual remarks as they worked. Teachers helped students make meaningful connections to the content by providing examples from previously learned material, popular culture, current events, and students’ own lives. Through their obvious love of their academic disciplines, their relationships with the students, and their focus on the material in the curriculum, the teachers conveyed to students the importance of what they were teaching and their expectations that the students could master the work and move on to the next course.”

“College Prep 101” by Mary Stein, Stephanie Robinson, Kati Haycock, Dan Vitale, and Cyndie Schmeiser in *Principal Leadership*, September 2005 (Vol. 6, #1, p. 22-26), no e-link available.

The study, *On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College*, is available at

<http://www.act.org/path/policy/reports/success.html>.

Detailed syllabi and descriptions of courses in English, math, and science are available at <http://www2.edtrust.org/EdTrust/Product+Catalog/Model+Curriculum.htm>

3. The Principal's Role Between "Techies" and Teachers

Early in the computer era, writes Texas-based technology expert Betsy Price, "technology in schools was faith-drive and it came in one lump package. Where computers were placed in schools was guided by the location of electrical outlets. When computers were used was dictated by schedules. How computers were used was limited by what teachers had time to find. Recruiting techies was done by prayer."

How times have changed! Price believes that there are now three quite distinct uses for computers in schools, each requiring a different type of computing power, networking, and professional development:

a. Teaching – Instructional uses of computers have blossomed in recent years, and there is great potential for improving learning, especially for students who are not successful using traditional pedagogy. Uses include:

- Electronic content that is more up-to-date or in-depth than textbooks;
- Software that helps students through visualizations, animations, and interactive tricks;
- Inquiry activities for data collection, calculations, and presentation;
- Special-needs students particularly benefit from computer-driven remediation, advanced work, and self-paced instruction;
- Computers can be effective for basic skill-building and memorization;
- Computers are ideal for certain types of alternative assessment.

b. Nitty-gritty management – Computers can make teachers' work easier and more efficient through:

- E-mail and other ways to communicate with students, parents, peers, and administrators.
- Software to create assessments, teaching aids, and supplemental activities;
- Scantron and software for grading certain types of student work, making it possible to give students quicker and more detailed feedback and support;
- Software for tracking students' progress on interim assessments;
- Electronic grade books.

c. Information technology – In the age of the Web, librarians can be a font of information, but it's vital that they coordinate with classroom teachers to maximize the power of the library's technology resources. Uses include:

- Student Internet and database searches;
- Procedures for identifying resources for research papers;
- Accessing electronic books and other materials.

Price believes that the three-way differentiation of school computers (teaching, management, and information) poses important challenges to principals, who must often mediate between techies and teachers and decide what is best for kids' learning. Principals can't be experts on every aspect of technology, she says, but they need to have a handle on the key issues, hire good people, and perfect their skills in negotiation, debate, and facilitation.

Here is Price's more detailed analysis of the main trends on school computers over the next decade:

- *Large computer labs for general use will slowly disappear.* Price says that the computer-lab approach was driven by economics and low levels of teacher training. Far more teachers are technologically literate now and want their students to be able to use computers in their classrooms and not have to wait until a computer lab is free.

- *Technology will change the role of the principal.* School leaders will increasingly need to coordinate the efforts of techies and teachers to create an affordable and functional learning environment. It will be difficult to keep everyone happy; for example, teachers may want different platforms and different software vendors to meet their unique instructional needs – something techies hate.

- *Software will increasingly determine a school's computer needs.* More teachers will want different software to meet unique instructional needs. In this era, the biggest computer is not always the best computer.

- *There will be an increased emphasis on how technology is used.* Teachers have no problem using a variety of types of computers, including used and donated equipment, as long as they can get access to the programs that serve their classroom needs. Techies have a strong desire for computers to be new, state-of-the-art, made by the same manufacturer, and carrying warranties to make it easier to get service when things break down.

- *Not every computer has to be networked.* This statement is not popular with techies, since networking makes their jobs much easier. But Price believes there are many legitimate classroom uses of computers that don't require being hooked into a network. Many teachers have realized that the Internet is not always a reliable source of supplementary teaching material.

- *The school library will continue to play an important role.* When the Internet first burgeoned, some predicted that it would spell the end of the school library. Quite the contrary, says Price, school libraries have never been more popular because they are the ideal place to use search engines, Internet resources, government and industry databases, and online libraries.

- *Technology decisions will require more careful cost analysis.* This involves license fees, electronic content-delivery programs, recruitment and retention of specialized staff, and purchase of multiple types of computers.

- *Technology will raise fundamental issues about instruction.* Specifically, will high-quality software and self-paced instruction make it possible to increase class sizes?

“Who's in Control of the Technology-Integrated School?” by Betsy Price in *Principal Leadership*, September 2005 (Vol. 6, #1, p. 51-56), no e-link available

4. Doing Right by African-American Boys

“Every day we hear public declarations of love that ring hollow,” writes Cleveland's former superintendent Rosa Smith in this passionate call for better schooling for African-American boys. “It's time to move from words to deeds and work to save our most vulnerable

population.” Smith points to statistics that to her constitute “educational genocide”: 89 percent of black youngsters say they plan to attend college – higher than the white and Hispanic percents (79 and 77 percent). Yet African-American boys, who are 8.6 percent of the school population, make up as much as 41 percent of the special education students, 23 percent of school suspensions, and 22 percent of expulsions. They have an urban dropout rate well over 50 percent and a juvenile incarceration rate three times that of whites. More African-American males receive their GEDs in prison than graduate from college.

What is to be done? The sweeping solutions that Smith proposes are aimed mainly at school board members and superintendents. An essential starting point, she says, is for school leaders know which groups of students are succeeding and which are failing. “This knowledge should determine all decisions,” she says: “policy, personnel, curriculum, supplies, extracurricular activities, facilities, budget, and professional development... Board members who allow decisions to be made outside the context of disaggregated student achievement data demonstrate a self-serving lack of due diligence.”

Smith believes the achievement gap will close when deeds follow words: align resources “with a laser-like focus on support for teaching and learning” through top-notch professional development; embrace parents, the faith community, and business leaders as key elements for student success; promote adult accountability and rewards for student success; put specific academic achievement goals into educators’ contracts; provide universal access to high-quality preschool and full-day kindergarten; and end the over-representation of African-American students in special education.

“Love is real,” she says, “when it leads to the necessary professional preparation and ongoing teacher training that make one a more skillful reading and math teacher. Love is genuine when it demands thoughtful teaching and learning policy, effective practice, and adult accountability. Love does not just build more enjoyable relationships; it also insists on knowledgeable and artful teaching and effective leadership.” All this, Smith concludes, will make each school a place “where being loved means being well educated.”

“Building a Positive Future for Black Boys” by Rosa Smith in *American School Board Journal*, September 2005 (Vol. 192, #9, p. 26-28), no e-link available

5. A Proactive Approach to High-School Discipline

In this article, Oregon administrator Cynda Rickert describes how two schools she led tackled the problem of huge numbers of discipline referrals (6,007 a year in her first school, 4,144 a year in her second) and brought about dramatic improvements. Noting that the usual approach to discipline problems is “reactive, punitive, and exclusionary” (students’ names on the board, referrals, detention, suspension, and expulsion), Rickert describes how she took a different approach, attempting to make discipline interventions *proactive, positive, and instructional*.

Her basic approach was to look at the data, identify the major sources of referrals, focus on one or two “quick win” issues, involve staff, develop a strategy, train staff – and trumpet the

dramatic gains (from 6,007 to 2,078 referrals the first year, down to 850 the second year). In Rickert's first school, a look at the data told her that the vast majority of referrals were for students arriving late for class. Teachers said that students were late because they chose to stand around in the hallways "visiting and carousing with friends" – and teachers issued referrals in a vain attempt to get them to class on time.

Rickert suggested a different approach: "the sweep." Staff members were assigned to patrol the halls between classes. If the "sweeper" (usually a teacher) encountered students hanging out and in danger of being late for class, he or she would chat with them and gently encourage them to get to their next class on time. They were positive and encouraging, built relationships, took an instructional approach (hey, the first 15 minutes of class are the most important), used humor, and praised cooperation. Overall, the message they gave students was "We really like you guys a lot, but you don't run this place." Students were told about the new sweep policy at the beginning of the year and how it would affect them. "They know the rule," says Rickert, "they know why we have the rule, and they know what will happen if they break the rule."

"A Blueprint for Safe and Civil Schools" by Cynda Rickert in *Principal Leadership*, September 2005 (Vol. 6, #1, p. 44-49), no e-link available

6. Stopping Booze at the Prom

In this article, a New Jersey assistant principal describes his high school's dilemma six years ago when 19 students had to be disciplined for drinking alcohol before or during the prom. The following year the school decided to take a proactive approach and head off drinking at the pass. After giving fair warning to students and parents (including a mandatory parental sign-off), the school administered random Breathalyzer tests outside the prom and other school social functions. The school district's attorney said this was legal because four criteria were met: (a) there was clear evidence of a problem the previous year; (b) the breath tests were administered by a trained and certified person; (c) students were randomly selected for testing; and (d) no punitive measures were taken if a student tested positive.

The policy worked. Over the last five years, not a single student has tested positive for alcohol.

"The Fight Against Alcohol" by Louis Di Lullo in *Principal Leadership*, September 2005 (Vol. 6, #1, p. 8-9), no e-link available; the author's e-mail at Delaware Valley Regional High School in Frenchtown, New Jersey is loudilullo@dvrhs.org

7. Using Focus Groups in Schools

This article provides detailed advice for educators thinking of convening a focus group to get parent, community, or staff input on a particular issue (for example, whether to continue a weekly early-dismissal schedule). Focus groups are best for gathering in-depth, *qualitative* information on one particular topic, while questionnaires are best for gathering more

superficial, *quantitative* information on a broader range of topics. Some schools and districts use questionnaires and focus groups in tandem.

Here are the article's step-by-step recommendations for convening and getting the most from a focus group:

- *Frame the issue.* The group needs a clear statement of the question to which the school or district is seeking an answer, for example, "To gain understanding of teachers' and parents' experiences with the new school schedule and to explore ways to improve the use of time for professional learning."

- *Find a good facilitator.* The person leading a focus group needs to be a good strategic questioner who can quickly put people at ease and build rapport, trust, and candor. It's important that the facilitator include everyone in the discussion, not allow one person to dominate, avoid yes-no questions, and keep within the allotted time. Kathy Leslie, a Virginia focus group expert, observed, "The facilitator is asking questions designed to get people to talk in such a way that the facilitator can observe what moves them to a different point of view. The facilitator is really looking for the triggers that indicate what makes people change their minds about a given topic." A facilitator from outside the school or district is often a good idea, but there are some circumstances where an insider can do a better job.

- *Decide who will participate.* "In focus groups," says Leslie, "you want a safe environment in which people feel they can express their points of view." This means shared characteristics: teachers, parents, racial or ethnic groups, business people, senior citizens in separate focus groups. A group shouldn't mix people who have power relationships (teachers and students, for example) or people with predictably conflicting viewpoints.

- *Recruit the participants.* Eight to 12 is the ideal size for a focus group, so everyone can make eye contact and have a personal conversation and the leader can tune in on non-verbal cues. Since not everyone will be able to participate, it's a good idea to invite 24 people and follow up with phone calls to make sure to get a critical mass.

- *Choose a place and time.* Neutral locations are best, with enough room to fit everyone comfortably, access to public transportation, parking, and a time of day that's convenient for participants.

- *Keep a record.* The facilitator can't take notes and run the meeting effectively, so someone else has to be designated. It's also a good idea to tape-record focus group meetings; using exact quotes can be very powerful in the report. But participants should be asked if taping is acceptable.

- *Analyze what you've learned.* The facilitator should write a report for each group meeting and synthesize the information if there are multiple meetings. Participants should get a copy.

"Focus Groups Zoom in Close on School District's Concerns" by Joan Richardson in *Tools for Schools* (National Staff Development Council), August/September 2005 (Vol. 9, #1, p. 1-4), no e-link available. For more information, see "What Are Focus Groups?" from the American Statistical Association: <http://www.amstat.org/sections/srms/brochures/focusgroups.pdf>

8. Short Items:

a. Research project questions – Kathie Leslie, a Virginia consultant who works with focus groups, suggests the following guiding questions to ask before you launch a research project:

- What do you want to know?
- Why do you want to know it?
- Who will use the information?
- What is the best way to get this data? Why?
- If you decide on a survey, who will you survey?
- Who will write the questions?
- Who will do the interviewing or facilitation?
- How will the results be compiled?
- How will the results be used?
- When will the results be needed?
- How will the results be communicated?

“11 Questions to Ask Before You Launch a Research Project” by Kathy Leslie, KSA-Plus Communications, in *Tools for Schools*, Aug./Sept. 2005 (Vol. 9, #1, p. 4), no e-link available

b. Teachers’ challenges – In a recent MetLife survey, here is how American teachers rank-order the most challenging problems they face in their work:

- 31% - Communicating with and involving parents
- 22% - Getting sufficient resources and materials
- 20% - Maintaining order and discipline in the classroom
- 14% - Preparing students for testing
- 9% - Getting needed guidance and support

“Education Vital Signs: By the Numbers: The Parent Challenge” from the MetLife Survey of the American Teacher, quoted in *American School Board Journal*, September 2005 (Vol. 192, #9, p. 8), no e-link available. See <http://www.asbj.com/evs>, Education Vital Signs, for more facts and figures on schools and society.

c. Website on the scientific method – Norman Edmund, an octogenarian who founded Edmund Scientific, believes that schools are no longer teaching the scientific method, with dire consequences in many realms. He is so strongly convinced of this view that he has offered \$100,000 to anyone who can disprove his contention. This website contains his explanation of the scientific method: <http://www.scientificmethod.com>.

“Five Questions for Norman Edmund” in *American School Board Journal*, September 2005 (Vol. 192, #9, p. 9), no e-link available

d. Consumer guide to science textbooks – The Environmental Literacy Council has a new website with reviews of science textbooks by scientists (for accuracy and balance) and teachers (for classroom effectiveness). The site also allows teachers to post their own reviews of textbooks and has information on textbook selection and adoption. The site is at <http://sciencetextcentral.org>

Spotted in *Principal Leadership*, September 2005 (Vol. 6, #1, p. 62)

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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 best practices in K-12 education. Kim Marshall, drawing on 35 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 39 carefully-chosen publications (see list to the right), sifts through scores of 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 (with occasional breaks; there were 50 issues in 2003-04).

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- How to change access e-mail or password

Publications covered:

(those read this week are underlined)

American Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Staff Development
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record

E-links will be provided whenever possible.