Marshall Memo 333

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 26, 2010

In this Issue:

Quotes of the Week

"To transform a deteriorating school into a beacon of learning, it takes not only *ganas*, but vision, patience, and the hard work and persistence of many."

Heather Kirn Lanier (see item #1)

"Some leaders drain all the intelligence and capability out of their teams. Because they need to be the smartest, most capable person in the room, these managers often shut down the smarts of others, ultimately stifling the flow of ideas."

Liz Wiseman and Greg McKeown (see item #2)

"Few if any intellectual achievements open more doors in the mind, in the heart, and in the world than learning to understand and speak another language."

Catherine Porter (see item #6)

"I wish my heart had been harder – you know, don't take it personally. I wish I knew that I wasn't going to be able to have time to have lunch with my friends. I wish I knew that the most difficult part of the job was going to be the adult rather than the kid piece. I wish I knew that I didn't have to carry the entire world on my shoulders and that I could say, 'It's not my job. I don't have to solve everything.' I wish I knew that everybody in the world sees it differently than I do, and my expectations perhaps shouldn't be as high. I wish I knew it was OK to ask for help."

Barb, a rookie assistant principal, in "Rites of Passage: Coercion, Compliance, and Complicity in the Socialization of New Vice-Principals" by Denise Armstrong in *Teachers College Record*, March 2010 (Vol. 112, #3, p. 685-722)

1. The Truth About Jaime Escalante's Triumph at Garfield High School

In this thoughtful *Education Week* article, former Baltimore high-school teacher Heather Kirn Lanier points out some important differences between the popular 1988 movie *Stand and Deliver*, which depicted the extraordinary success of low-income students taught by Jaime Escalante (who died last week at the age of 79), and what really happened in the almost 20 years he was at Garfield High School in California. Escalante once told *Reason* magazine that the film was "90 percent truth and 10 percent drama." So what was changed?

Stand and Deliver creates the impression that Escalante arrived at the school in 1981, taught basic math to low-achieving students, and the very next year almost all of them passed AP calculus – including Angel, a particularly defiant young man, who earned a top score. In reality, Escalante arrived at the school in 1974 and spent years building the foundation for success. He didn't teach the calculus course until 1978 and only two of the five students who completed the course that year passed the AP exam. It wasn't until Escalante's eighth year that the triumph shown in the movie occurred – a class of 18 students passing with flying colors. Escalante said Angel, the one-year wonder, was pure fiction.

What Escalante was doing for his first seven years at Garfield takes nothing away from his extraordinary talent as a teacher and his *ganas* (drive to achieve) message to students – but knowing the details is *very* helpful to other educators grappling with similar challenges:

- Escalante formed an alliance with the new principal, Henry Gradillas (the film's depiction of a clumsy and out-of-touch principal in a tight suit was inaccurate);
- He convinced Gradillas to raise the school's math requirements;
- Escalante became math department head and designed a pipeline of courses to prepare students for AP calculus;
- He hand-picked the best teachers to teach these foundational courses;
- He worked with Gradillas to persuade feeder junior high schools to offer algebra.

What all this means, says Lanier, is that "serious reform in education like Escalante's cannot be accomplished single-handedly in one isolated classroom; it requires change throughout a department and even in neighborhood schools. It requires support from administrators. And it requires years of steadily raising expectations and relentlessly charging students to reach those expectations."

Hollywood's depiction of a one-year surge from fractions to calculus makes for good drama but is less than helpful for educators and students. It creates the false impression that students can goof off throughout elementary and middle schools and then ace a difficult test

with just a few months of hard work. Like other hero-teacher movies, says Lanier, *Stand and Deliver* suggests "that reform can and should occur in one year, that teachers can do it alone, and that the only missing key to failing students and failing schools is the 'touch of a master'… To transform a deteriorating school into a beacon of learning, it takes not only *ganas*, but vision, patience, and the hard work and persistence of many."

"What Jaime Escalante Taught Us That Hollywood Left Out: Remembering America's Favorite Math Teacher" by Heather Kirn Lanier in *Education Week*, April 21, 2010 (Vol. 29, #29, p. 32) http://www.edweek.org/ew/articles/2010/04/21/29lanier.h29.html

Back to page one

2. Managers Who Diminish Employees' Talent – and Those Who Multiply It

"Some leaders drain all the intelligence and capability out of their teams," say researchers Liz Wiseman and Greg McKeown in this perspicacious *Harvard Business Review* article. "Because they need to be the smartest, most capable person in the room, these managers often shut down the smarts of others, ultimately stifling the flow of ideas." Wiseman and McKeown learned this from a study of 150 leaders in 35 organizations on four continents. They found that managers fall into two categories, with strikingly different mind-sets:

• *Diminishers* – These prima donnas dominate the team's thinking, underutilize people, and leave creativity and talent on the table. "The diminisher's view of intelligence is based on elitism, scarcity, and stasis," say Wiseman and McKeown. "That is, you won't find high levels of brainpower everywhere, in everyone, and if your employees don't get it now, they never will." Here are five types of diminishers:

- Empire builders who hoard resources and underutilize talent;
- Tyrants who create a tense environment that suppresses people's thinking and capabilities, which produces straitjacketed thinking;
- Know-it-alls who need to show off their knowledge;
- Autocratic decision-makers who make abrupt decisions that confuse everyone;
- Micromanagers who need to be involved in everything.

• *Multipliers* – They foster a culture of intelligence, and employees under their leadership "don't just feel smarter," say Wiseman and McKeown, "they become smarter… This type of manager believes smarts are ever-evolving and can be cultivated. The critical question for these leaders is not 'Is this person smart?' but rather 'In what ways is this person smart?' The job, as the multiplier sees it, is to bring the right people together in an environment that unleashes their best thinking – and then stay out of the way." Working for a multiplier can be a very positive experience, but bosses like this "aren't feel-good types; they have a hard edge. They expect stellar performance from employees and drive individuals to achieve extraordinary results." Here are five kinds of multipliers:

- Talent magnets who attract capable people and use them to their highest potential;
- Liberators who create an intense environment that requires people's best thinking and work;

- Challengers who define an opportunity that makes people stretch their thinking and behavior;
- Debate makers who drive sound decisions by cultivating rigorous debate;
- Investors who give others ownership of results and invest in their success.

Wiseman and McKeown believe that some people are "natural" multipliers, but most of us are somewhere on the spectrum between multipliers and diminishers. Here are some key ways in which people can move toward the more productive end of the spectrum:

• *Managing talent* – Hiring is important, of course, but even more important is learning the capabilities of employees – finding people who know things you don't – and connecting them to the right people and the right opportunities to foster a "virtuous cycle of attraction, growth, and opportunity."

• *Fostering a productive environment* – The boss needs to explicitly give people permission to "think, speak, and act with reason," say Wiseman and McKeown. "They generate an intensity that demands high-level work from the team, but they also have a high tolerance for mistakes and understand the importance of learning along the way. So they create mental spaces in which people can flourish."

• *Setting direction* – Multipliers push their people to look beyond what they already know, asking hard questions that create a natural tension that drives people to look for answers. "As team members earn small wins," say Wiseman and McKeown, "their confidence grows and seemingly insurmountable problems appear less daunting. Roadblocks become interesting puzzles for the team to solve."

• *Making decisions* – Diminishers make decisions in isolation and discussion happens after the fact "in whispered conversations in hallways… as baffled teams try to make sense of decisions that seem abrupt and random," say Wiseman and McKeown. "By contrast, multipliers engage people in rigorous, upfront discussions about the issues at hand. They give people a chance to weigh in and consider different possibilities – ultimately strengthening team members' understanding of the issue and increasing the likelihood that they'll be ready to carry out whatever actions are required."

• *Executing* – Diminishers have a lot invested in being heroes," say Wiseman and McKeown; "after all, they consider themselves to be the smartest people in the room. By contrast, multipliers see themselves as coaches and teachers. They enable others to operate independently by letting people own their results and rewarding employees' successes. These leaders put a high premium on self-sufficiency: Once they delegate a task or decision, they don't try to take it back."

"Are you an accidental diminisher?" ask Wiseman and McKeown. "Have you been holding your team back, despite your good intentions?" They note that some people have been praised so often for being smart that they assume they're supposed to have all the answers – or they may have worked for diminishers for so long that they've "gone native." Here are three ways a person might unwittingly be a diminisher:

- You're a visionary: You present a compelling vision and evangelize to your team, but don't leave enough space for people to think through the challenges for themselves.
- You have the gift of the gab: You dominate meetings and think your passion is infectious, but in fact, it's stifling.
- You're a creative person: "You're continually spouting ideas," say Wiseman and McKeown. You think you're sparking the creative process; in reality, you're causing organizational whiplash as people scurry to keep up with each new idea."

How can one avoid these traps? The authors close with two suggestions:

• *Play your chips sparingly*. "Don't throw all your ideas and suggestions on the table at once. Dispense your thoughts in small but intense doses. By limiting your own comments, you make space for others to contribute – and your words become that much more influential."

• *Ask questions*. "Stop worrying about having all the answers. Use your knowledge… to ask insightful questions that prompt the members of your team to stop, think, and then rethink." One radical idea is the "extreme question challenge": see if you can lead a meeting in which all of your contributions are questions.

"Bringing Out the Best in Your People" by Liz Wiseman and Greg McKeown in *Harvard Business Review*, May 2010 (Vol. 88, #5, p. 117-121), no free e-link; the authors recently published *Multipliers: How the Best Leaders Make Everyone Smarter* (HarperBusiness 2010)

Back to page one

3. A Michigan Middle School Makes the Leap to Standards-Based Grading

In this *Kappan* article, Michigan middle-school teachers Heather Deddeh, Erin Main, and Sharon Ratzlaff Fulkerson describe their school's journey from traditional to standards-based grading. They start with a softball analogy: a pitcher practices her riseball for days, and a lot of the time the ball flies over the catcher's head or ends up in the dirt. But all that matters is whether the pitch is effective in a real game. "What seems so logical and implicit in the athletic and performance arena is often foreign in schools," say the authors. "Teachers often weigh practice and performance equally." For example, if a student gets a C in homework and an A on the test, many teachers would average the two to give a final grade of B. This is crazy, they argue. What counts is mastery when it counts.

Deddeh, Main, and Fulkerson and their colleagues started reading Ken O'Connor's book, *How to Grade for Learning* (Corwin, 2009) to help them rethink their grading practices. "As we moved through this book," they say, "we felt as if we were crossing a bridge that was exploding behind us, leaving us with no way to return and no clear path ahead." They decided that what would count was content mastery – students' ultimate understanding of what was taught. "Traditional grading practices often lead to 'grade fog,'" they say, "in which the level of content mastery is distorted by such nonstandards-based criteria as practice, neatness, organization, attendance, and behavior." O'Connor's book helped them articulate three core beliefs:

- A grade should communicate a student's mastery of learning standards.
- Homework is essential for learning but should not be included in the grade.

- Learning may take more than one attempt.

Their school made the journey, and they have the following advice for others who want to follow a similar path:

• *Educate yourself*. Ken O'Connor's book is excellent, as is Rick Wormeli's *Fair Isn't Always Equal* (Stenhouse, 2006).

• *Don't journey into unfamiliar territory alone*. The authors worked with like-minded colleagues and administrators as they figured out how to change their school's policies.

• *Chart a course*. It was very helpful that their district had organized state standards into curriculum units culminating in standardized tests. All that remained was for them to organize units into logical, assessable groups of content standards, getting away from the traditional textbook chapter-by-chapter approach.

• *Organize instruction*. The authors suggest that a standard unit-plan format be used schoolwide.

• *Practice comes first*. "Every student should have the opportunity to practice without penalty," say Deddeh, Main, and Fulkerson. "… Practice is the time to learn a new skill, make mistakes, fine-tune or perfect new techniques, take risks, and receive feedback, with the goal to continually improve." Interim assessments chart progress but don't count, and summative assessments are the biggest factor in students' final grades. The authors' school has found that parents and students quickly catch on to the logic of homework and interim assessments not counting toward grades, and students do these practice assignments because they understand that they are the way to improve proficiency and earn a good grade on summative assessments.

• *Evaluate the performance*. The authors' district decided to take out of summative assessments any credit for participation, neatness, or extra credit. "If it's not a standard, it doesn't belong on a summative assessment," they say.

• *Give second chances*. The maxim they applied was "Learning may take more than one attempt" and they made sure students had multiple opportunities to hone their skills – without penalty. Struggling students got one-on-one conferences with teachers, and students who failed tests got extra help and second chances.

• *Keep records*. They invented a new unit grade sheet with three columns for each assignment, allowing space for practice, alternatives, tests, and retests so teachers could track students' multiple attempts. They had to find creative ways to fit all this into their computerized grading program.

The bottom line at this school: "We have never considered returning to our outdated grading practices," say the authors. They compared letter grades with students' standardized test scores before and after their changes, and found that now there is now a much closer correspondence between the two. "This supports our belief that our grades now clearly communicate to parents and students exactly what the student has learned," they say. A seventh grader has the final word: "I find that I am more prepared for tests because I don't have to worry about getting a good grade; I have to worry about learning and understanding the material, and good grades will follow."

4. Getting the Best from Twenty-Somethings

In this *Harvard Business Review* article with implications for K-12 schools, consultants Jeanne Meister and Karie Willyerd offer advice on supervising and coaching high-achieving Millennials – those under 34 – who are increasingly important in the workforce. Here are some generalizations about this age-bracket:

- They want a constant stream of honest feedback;
- They are in a hurry to succeed and want to continue to learn and grow;
- They want their boss to coach them and sponsor them for professional development;
- They view work as a key part of life and are more interested in blending it with everything else, not "balancing" the two sides;
- They are comfortable with flexible schedules;
- They have high expectations of their employers – and of themselves;
- They are used to overachieving academically and to making strong personal commitments to community service;
- They want to find work that is personally fulfilling and connects to a larger purpose;
- They are the most socially conscious generation since the 1960s and want their workplace to have strong values;
- They want their workplace to help them make new friends and learn new skills;
- They want to learn self-management, personal productivity, and creativity/innovation strategies.

"Keep them engaged, and they will be happy to overachieve for you," conclude Meister and Willyerd, and offer three kinds of mentoring that will bring out the best in Millennials:

• *Group mentoring* – Set up groups with similar needs and use technology – community forums, document-sharing spaces, group polling, and calendars – to share expertise and deliver coaching.

• *Reverse mentoring* – Match a Millennial with a manager and have the younger employee teach the manager how to use social media or another unfamiliar skill, as well as being coached by his or her superior.

• *Anonymous mentoring* – Setting up a completely "blind", online coaching relationship with an experienced person outside the organization, so that the Millennial can pose a question or dilemma and the coach can respond. Some businesses have found this a particularly productive strategy.

Meister and Willyerd conclude by reporting on a survey in which employees were asked to rank-order eight different managerial skills. All age-groups said that getting honest, timely, and useful feedback from their boss was the most important. When human resources directors at 300 companies were asked to rate their managers on the same eight skills, they rated them dead last in giving feedback to subordinates.

"Mentoring Millennials" by Jeanne Meister and Karie Willyerd in *Harvard Business Review*, May 2010 (Vol. 88, #5, p. 69-72), no free e-link; the authors can be reached at Jeanne@futureworkplace.com and karie@futureworkplace.com.

Back to page one

5. Mixed Results from Paying Students for Achievement

In this *Education Week* article, Dakarai Aarons reports on the preliminary results of a four-city experiment by Harvard economist Roland Fryer on the impact of monetary incentives for students. In all, 38,000 students received a total of $6.3 million garnered from public and private funding. Here are the incentives used in each city and what happened:

• *Chicago* – Ninth graders were paid every five weeks based on grades in five core courses, with a ceiling of $2,000 a year. Students earned an average of $695.61, with the highest achiever getting $1,875. There were minimal increases in students' grade-point averages that year.

• *New York City* – Fourth and seventh graders were paid based on their performance on a series of ten Acuity interim assessments. On average, fourth graders earned $139.43 and seventh graders earned $231.55. The effects on students end-of-year test scores were minimal. "Providing incentives for achievement-test scores has no effect on any form of achievement we can measure," wrote Fryer.

• *Washington, D.C.* – Middle-school students were paid for attendance, behavior, turning in homework, and wearing school uniforms. On average, students earned $532.85, with the highest-earning student netting $1,322. Students' end-of-year reading and math standardized test scores showed "moderate" gains.

• *Dallas* – Second graders were paid $2.00 for every book they read and passed a quiz on, with a maximum of 20 books per semester. On average, students received $13.81. There were statistically significant increases in students' reading comprehension, vocabulary, and language as measured by standardized tests, and students continued to make gains after the study ended.

The two disappointing results led Fryer to comment that students lack the know-how to translate excitement about receiving financial rewards into actions that will boost their achievement. But it appears that incentives linked to specific activities that research has shown lead to higher achievement – reading more books, coming to school, doing homework – may make a positive difference.

"Rewards for Students Spawn Mixed Results, Four-City Study Finds" by Dakarai Aarons in *Education Week*, April 21, 2010 (Vol. 29, #29, p. 13) http://www.edweek.org/ew/articles/2010/04/16/29pay.h29.html. The full study, "Financial Incentives and Student Achievement: Evidence from Randomized Trials," National Bureau of Economic Research, can be purchased for $5.00 at http://www.nber.org/papers/w15898

Back to page one

6. The Power of a Second Language

In this *Chronicle of Higher Education* article, SUNY/Cortland professor Catherine Porter argues that learning a second language pays dividends in both brain development and career potential. "Researchers in a wide range of fields increasingly attest to the benefits of bilingualism," she says. "Students who have had an early start in a long-sequence foreign-language program consistently display enhanced cognitive abilities relative to their monolingual peers – including pattern recognition, problem solving, divergent thinking, flexibility, and creativity… In short, they have a decided edge in the higher-order thinking skills that will serve them well as college students and citizens." Surprisingly, students who study a second language for a few years do better on standardized tests in mathematics.

How does this work? Porter says there's still a lot we don't know, but experiments have shown that language study increases brain density in one key area, and that people who are bilingual process languages differently than those who are monolingual, taking fuller advantage of the neural structures involved in cognitive processing. "They appear to have a greater ability to shut out distractions and focus on the task at hand," says Porter. "Demands that the language-learning process makes on the brain, like other demands that involve encountering the unexpected, make the brain more flexible and incite it to discover new patterns – and thus to create and maintain more circuits."

Porter admits that English has become the lingua franca in many parts of the world and that monolingual Americans can get by in superficial, tourist-like situations. "But English is not enough for exchanges in diplomatic, military, professional, or commercial contexts where matters of consequence are at stake," she says. "Whether English-only speakers are dealing with counterparts who speak their language well or working through interpreters, they are always at a disadvantage. They risk violating social taboos, tend to miss subtle verbal and nonverbal cues, and cannot follow side conversations. In general, they are far less equipped than their bilingual or multilingual interlocutors to put themselves in others' places or to figure out where others are 'coming from,' what they are 'getting at,' or even trying to 'get away with.' In many circumstances, the cultural knowledge and understanding that comes with mastery of a second language is a prerequisite for being taken seriously."

When and for how long should children study a foreign language? Porter believes there is a key cognitive "window" between kindergarten and third grade, and that instruction must continue through the grades to reach to the level of mastery that will make a difference. "Few if any intellectual achievements open more doors in the mind, in the heart, and in the world than learning to understand and speak another language," Porter concludes.

"English Is Not Enough" by Catherine Porter in *The Chronicle of Higher Education*, April 23, 2010 (Vol. LVI, #32, p. A64), no free e-link available

Back to page one

7. Academic English as a Unifying Goal

"All learners – regardless of proficiency in their dialect or Standard English – must be proficient in Academic English to be successful in academic settings," say East Carolina University professors Barbara O'Neal and Marjorie Ringler in this *Kappan* article. "The fact that *all* students need to learn Academic English, regardless of their native/home language, levels the playing field in the classroom. In other word, regardless of whether the student is speaking Spanish, Chinese, Hmong, black dialects, rural dialects, or Standard English, teachers must focus on Academic English instruction in the classroom while at the same time valuing and using the students' native/home language."

O'Neal and Ringler illustrate this by describing how a rural North Carolina teacher asked her whole class to act as "idiom police", flagging every instance of regional dialect that was used by students or teacher. To her amazement, students got totally engaged in the game, were sensitized to the linguistic variety in their classroom, and became more adept at code-switching to Standard English. The next step is bridging all idioms, differences in background knowledge, and other linguistic variations to learn Academic English. O'Neal and Ringler observed a fourth-grade teacher preparing her students for a unit on body systems, being careful to compare and contrast the content language with students' native/home language: "tissue" wasn't the kind they blew their noses with, and "organ" wasn't the kind that played in church.

"Our target language for academic settings is Academic English," conclude the authors, "and by using the students' native/home language or dialect, we can bridge the gap and achieve that goal. We believe that our pool of linguistically diverse learners includes all learners and that by using strategies often associated only with ELLs, teachers will provide students with the skills and opportunities for academic success."

"Broadening Our View of Linguistic Diversity" by Barbara O'Neal and Marjorie Ringler in *Phi Delta Kappan*, April 2010 (Vol. 91, #7, p. 48-52), http://www.pdkintl.org.

Back to page one

8. What It Takes to Be Ready for College *and* Careers

In this *Education Week* article, Catherine Gewertz reports that the Association for Career and Technical Education (ACTE) believes that all K-12 students – those bound for college and those headed for the workplace – should graduate from high school ready to pass entry-level, credit-bearing college courses without remediation. But ACTE is pushing for additional goals for being "truly career ready" for the 21st-century workplace: being able to apply academic skills in the context of the jobs they do. There should be special attention to the skills that employers often say are lacking:

- Informational writing, for example, office memos and complex technical reports;
- Using mathematical calculations, for example, the kind nurses use when administering medication;
- Adaptability, collaboration, and critical thinking skills;

- Field-specific technical skills.

"It's not an either-or," said Janet Bray, ACTE's executive director. "We need to move away in this country from 'either academic or career and technical education.'" Anthony Carnevale, director of Georgetown University's Center on Education and the Workforce, agrees. "At some point," he said, "you have to put a professional or occupational point on your pencil."

"Advocates Press for New Definition of Career Readiness" by Catherine Gewertz in *Education Week*, April 21, 2010 (Vol. 29, #29, p. 9)
http://www.edweek.org/ew/articles/2010/04/21/29career-2.h29.html

Back to page one

9. Which Approach Works Best for ELLs?

In this *Education Week* article, Mary Ann Zehr reports on a five-year study comparing the academic performance of several hundred ELL students who entered kindergarten and were randomly assigned to either transitional bilingual education (they were initially taught reading in Spanish and transitioned to English between first and third grade) or structured English immersion (instruction was in English except for occasional explanations in Spanish). By fourth grade, there was no difference in achievement between the two groups. Jennifer Geissler, a literacy coach in one of the schools in the study, said, "We believed from the beginning that it was about good instruction, using effective strategies, and using data to analyze kids and what they need."

"Bilingual Education, Immersion Found to Work Equally Well" by Mary Ann Zehr in *Education Week*, April 21, 2010 (Vol. 29, #29, p. 6)
http://www.edweek.org/ew/articles/2010/04/21/29bilingual_ep-2.h29.html.
The full study, "Reading and Language Outcomes of a Five-Year Randomized Evaluation of Transitional Bilingual Education" is at http://www.edweek.org/media/bilingual_pdf.pdf.

Back to page one

10. Ethical Dimensions of Students' Online Behavior

In this *New York Times* article, Stephanie Clifford reports on various schools' efforts to educate students about the pitfalls and problems of the Internet. A number of schools are using Common Sense, a free curriculum designed to teach students how to behave online. It's based on the thinking of Harvard psychologist Howard Gardner and defines the following "ethical fault lines":

- Identity – How you present yourself online;
- Privacy – The world can see everything you write;
- Ownership – The issue of plagiarism and reproducing creative work;
- Credibility – Knowing which sources of information are legitimate;
- Community – Interacting with others.

"Teaching About the Web, and Its Troublesome Parts" by Stephanie Clifford in *The New York Times*, April 10, 2010

http://query.nytimes.com/gst/fullpage.html?res=9C0CEFDC143FF933A25757C0A9669D8B63&scp=1&sq="Teaching%20About%20the%20Web,%20and%20Its%20Troublesome%20Parts"%20&st=cse
For information on Common sense, see http://www.commonsensemedia.org/

Back to page one

11. Short Items:

a. French language exercises – This United Kingdom website has a wide range of French language material for seven learning levels: http://www.wildfrench.co.uk

"Web Watch: What's On Line for Foreign Language Educators" in *The Language Educator*, April 2010 (Vol. 5, #3, p. 58-59)

Back to page one

b. Spanish verb conjugator – This website allows users to select verbs randomly or from a list and select the verb tense: http://www.spaleon.com/index.php

"Web Watch: What's On Line for Foreign Language Educators" in *The Language Educator*, April 2010 (Vol. 5, #3, p. 58-59)

Back to page one

c. Multimedia Chinese dictionary – This website was created by young students at the Shuren School outside Beijing and has 60 slides with words written in Chinese and English and used in sentences, with an audio track: http://whatkidscando.org/china_site/dictionary.html

"Web Watch: What's On Line for Foreign Language Educators" in *The Language Educator*, April 2010 (Vol. 5, #3, p. 58-59)

Back to page one

d. Japanese study materials – This website has quizzes, vocabulary study lists, words from Japanese newspapers, flashcards, crossword puzzles, a daily startup page, and a lesson in speaking the Nagoya dialect: http://www.manythings.org/japanese

"Web Watch: What's On Line for Foreign Language Educators" in *The Language Educator*, April 2010 (Vol. 5, #3, p. 58-59)

Back to page one

e. Free materials for language teachers – This website from Lori Langer de Ramirez has over 40 virtual picture books, more than 80 original videos, free downloadable thematic units, annotated links, and other materials for teaching and learning language: http://www.miscositas.com.

"Web Watch: What's On Line for Foreign Language Educators" in *The Language Educator*, April 2010 (Vol. 5, #3, p. 58-59)

Back to page one

f. Brainy quotes – This website has scores of quotations listed by author and topic, from Afghani to Zimbabwean: http://www.brainyquote.com/quotes/nationality.html.

"Web Watch: What's On Line for Foreign Language Educators" in *The Language Educator*, April 2010 (Vol. 5, #3, p. 58-59)

Back to page one

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Catalyst Chicago
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
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
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
Theory Into Practice
Tools for Schools