

Marshall Memo 432

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 16, 2012

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Quotes of the Week

“One of the most common mistakes new teachers make is showing up on the administrative radar too early, too often, and for the wrong reasons.”

Roxanna Elden (see item #9)

“Lectures set up a dynamic in which students passively receive information that they quickly forget after the test.”

Dan Berrett (see item #1)

“There’s no evidence, zero, that teaching methods should be matched up with different learning styles. It’s intuitively appealing, but not scientifically supported.”

Mahzarin Banaji (*ibid.*)

“It’s hard to know what it is like for someone else not to know something that you know. It’s the chief driver of bad writing and, I would argue, bad teaching.”

Steven Pinker (*ibid.*)

“If you’re not making mistakes, then you’re not doing anything.”

John Wooden (see item #7)

“The debate about whether high school is for job training or college prep is over.”

David Conley and Charis McGaughy (see item #4)

1. Ideas for Improving Teaching at the College and K-12 Level

In this *Chronicle of Higher Education* article, Dan Berrett reports on a recent conference at Harvard on improving classroom instruction. Several points:

- *The lecture method* – “Lectures set up a dynamic in which students passively receive information that they quickly forget after the test,” says Berrett. “The traditional lecture also fails at other educational goals: prodding students to make meaning from what they learn, to ask questions, extract knowledge, and apply it in a new context.” Harvard professor Eric Mazur concurs: “They’re not confronted with their misconceptions. They walk out with a false sense of security.”

- *Teaching to learning styles* – “There’s no evidence, zero, that teaching methods should be matched up with different learning styles,” says psychology professor Mahzarin Banaji. “It’s intuitively appealing, but not scientifically supported.”

- *The retrieval effect* – Recall is greatly improved by being asked to remember something, says Henry Roediger of Washington University in St. Louis: “Taking a test on something is a very effective way to learn it.” But many teachers and professors – not to mention students – disdain tests and consider them something to be endured after learning has taken place. “There’s a kind of conspiracy in higher education that professors don’t like to give tests,” says Roediger. “We hate grading tests. Students don’t like taking them, so we don’t give them that much.”

- *Other methods* – Asking students to explain concepts or teach one another material they have just learned is highly effective. So is having them write short essays responding to readings and asking students to identify outstanding questions or important areas of the text that haven’t yet been explored.

- *The curse of knowledge* – Much writing by professors (and sometimes students) is heavy with jargon, obscures rather than reveals the underlying ideas, and assumes knowledge the reader doesn’t have, says psychology professor Steven Pinker. “It’s hard to know what it is like for someone else not to know something that you know,” he says. “It’s the chief driver of bad writing and, I would argue, bad teaching.”

“Harvard Conference Seeks to Jolt University Teaching” by Dan Berrett in *The Chronicle of Higher Education*, Apr. 14, 2012, <http://chronicle.com/article/Harvard-Seeks-to-Jolt/130683/>

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2. How Colleges and Schools Can Work Better

In this *Chronicle of Higher Education* article, Gates Foundation researcher Hilary Pennington bemoans the achievement gap in colleges and universities and how it contributes to the intergenerational cycle of poverty. “Only 9 percent of students from low-income households have earned any postsecondary credentials by the time they are 26, compared with more than 50 percent of students from higher-income households,” she says. “We must do far more, and with far more speed, than we are doing now to close this gap.” Here are Pennington’s three recommendations, which apply equally to K-12 schools:

- *Focus on internal practices instead of blaming external factors.* “Research has shown that institutional practices make a big difference in student success,” says Pennington. Similar schools with similar student populations produce very different outcomes. Schools need to recognize how mobile students are nowadays, customize learning and support, redesign placement tests and developmental education, collaborate with other schools, and reduce excess credits and the time it takes to get a degree.

- *Give students more structure.* “We are learning that structured (and often limited) choice works best for most students,” says Pennington. “Honors programs in elite colleges and professional education in business, law, and medicine embody structured choice. If this works for the best-prepared students, we should provide it to those who need it most.” She believes students have too much choice in many schools, and this hurts those with the least preparation.

- *Embrace the fact that preparing for work and getting a liberal-arts education are not mutually exclusive.* “This is a pernicious debate,” says Pennington, “because it stereotypes institutions (liberal-arts colleges versus community colleges) and by extension, their students... Work is a path to dignity and self-esteem for most people. Most college students and their families seek preparation for gainful employment. Many need paths that start with modest steps that allow them to work and then advance. They have long lives over which to continue formal and informal learning... Finally, it is not the case that students pursuing vocational training don’t think about the big questions of justice, democracy, and citizenship.”

“For Student Success, Stop Debating and Start Improving” by Hilary Pennington in *The Chronicle of Higher Education*, Apr. 13, 2012 (Vol. LVIII, #32, p. A33, 34),

<http://chronicle.com/article/For-Student-Success-Stop/131451/>

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3. Making School “Grades” More Accurate

In this *Education Gadfly* article, Michael Petrilli suggests a way to improve the credibility of school accountability scores. In the business world, he says, experts look at more than just a company’s profit and loss statement. “They send analysts to go visit with the team, hear about their strategy, kick the tires, talk to insiders, find out what’s really going on. Their assessment starts with the numbers, but it doesn’t end there. So it should be with school accountability systems.”

Here’s Petrilli’s suggestion. Start with a thorough analysis of accountability data for each school, culminating in a letter grade that’s easy for educators, parents, and taxpayers to

understand. Then, once a year, send in a British-style inspection team (probably composed of retired teachers and principals) to look for two things:

- Evidence that the school is achieving important outcomes that may not be captured by the state accountability system – for example, adaptive computer assessment results that show progress by previously low-achieving students, or college matriculation and graduation rates that put mediocre test scores in a different light.

- Evidence that the school is fostering valuable attributes in its students. “This is to guard against the ‘testing factory’ phenomenon,” says Petrilli. “Is the school offering a well-balanced curriculum (and extra-curriculars), or engaging in test-prep for weeks on end? Is it focused on teaching ‘non-cognitive’ skills and attributes, such as leadership, perseverance, and teamwork? Character traits like empathy, honesty, and courage?”

The inspection team’s findings could be used to raise the school’s score (if there was evidence of strong outcomes not captured by the state accountability system) or lower it (if the team found unhealthy curricular narrowing or other problems).

This process would be expensive, but Petrilli thinks it’s worth it. “To the extent that school grades (and consequences linked to them) drive policy and behavior,” he concludes, “we ought to make sure that those grades are informed by more than just numbers. The correct response to the unintended consequences of accountability isn’t to end accountability, but to make it work better. That would have positive consequences for many years to come.”

“We Don’t Judge Teachers By Numbers Alone; the Same Should Go for Schools” by Michael Petrilli in *The Education Gadfly*, Apr. 12, 2012, <http://bit.ly/HWLDEw>

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4. Preparing Students for College and Career Success

(Originally titled “College and Career Readiness: Same or Different?”)

“The debate about whether high school is for job training or college prep is over,” say David Conley and Charis McGaughy of the Educational Policy Improvement Center in this *Educational Leadership* article. “All adults in the school community, including parents, faculty, and business leaders, understand that the school’s mission is focused on college and career readiness for all.” But college readiness and career readiness are not one and the same. All students need to acquire a common foundation of skills and knowledge and then build skills and nurture interests to achieve more personalized goals. “By focusing on both, secondary schools can enable *all* students to prepare for successful futures,” say Conley and McGaughy.

Studies have found significant overlap between what students need for college and career success: study skills, time-management skills, persistence, and ownership of learning. “A lack of proficiency in these skills probably affects career-oriented students more adversely than it does students entering bachelor’s degree programs,” say Conley and McGaughy, “in part because career-oriented programs tend to offer fewer supports to help students develop these skills if they lack them on entry and in part because students in such programs are more likely to be discouraged by problems early in their program.”

Students also need a set of cognitive strategies: the ability to formulate problems, collect information, interpret and analyze findings, communicate in a variety of modes, and do all of this with precision and accuracy in novel and non-routine situations.

What can schools do to prepare students for college and career success? Here are Conley's and McGaughy's recommendations:

- *Establish a college- and career-ready culture.* High expectations and frequent mention to students of “when you are in college” is especially important for students who will be the first in their family to continue their education beyond high school.

- *Measure what's important for both college and career success.* This means going beyond traditional standardized tests and tapping into a range of other skills, including cognitive strategies, key learning skills and techniques, goal setting and progress monitoring, test-taking and note-taking, persistence with challenging tasks, and college knowledge – admissions, financial aid, college culture, and self-advocacy.

- *Align all courses to college- and career-readiness standards.* This means that career/technical courses and college-prep courses all build core academic skills needed for postsecondary experiences; time management, study skills, and goal setting are explicitly taught. “Middle and high school courses and expectations integrate closely so that students progress continually toward the outcome of college and career readiness, even as they take varying routes toward this goal,” say Conley and McGaughy.

- *Partner with local postsecondary institutions and businesses.* Students should have multiple opportunities for career exploration through classwork, opportunities to study at area colleges, and return visits by local youth who are in college to advise and mentor the next generation of students. College readiness is “a continuum, not a cut score,” say the authors.

“College and Career Readiness: Same or Different?” by David Conley and Charis McGaughy in *Educational Leadership*, April 2012 (Vol. 69, #7, p. 28-34), <http://www.ascd.org>; the authors are at david_conley@epiconline.org and charis_mcgauhy@epiconline.org.

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5. Beefing Up Career and Technical Education in High Schools

(Originally titled “Pathways to Prosperity”)

In this *Educational Leadership* article, Harvard researcher William Symonds decries American schools' narrow focus on getting students into four-year colleges. He believes this is why we have such a low rate of college success (only 40 percent of students earn an associate's or bachelor's degree by 27) and why so few young people are ready for success in the workplace. “We are leaving millions of young adults behind,” he says. “If we don't alter our approach, these young adults are in danger of becoming a wasted generation.”

Symonds believes the 2011 *Pathways to Prosperity* report (of which he was a co-author) is a blueprint for a more promising approach. It includes: (a) offering high-school students multiple pathways to success; (b) engaging employers in preparing young people for success through career counseling and opportunities for work-based learning; and (c) creating a new social compact with young people in which educators, employers, and government pledge

to improve opportunities for all youth. To make this happen, Symonds says three key changes need to occur:

- *High-quality career counseling* – Right now, most high-school counselors have overwhelming caseloads and can't provide helpful career advice to students. "As a result," says Symonds, "students are not well-informed about career options, let alone the best pathways for pursuing them. The cost of this neglect is staggering. Far too many students leave high school without a clear direction. Many end up dropping out of college or choose jobs that aren't a good fit for their interests and abilities – a key reason many Americans are unhappy at work." Students need to be exposed to a wide variety of options to help them explore those that are the best match. Given budget constraints, this needs to become the responsibility of teachers, outside partners, local businesses, as well as putting students in touch with interactive websites like <http://www.careercruising.com>.

- *Changing the culture* – Symonds believes we need to move away from our "fixation" on four-year colleges and accept the fact that only about one-third of job openings require a bachelor's-or-higher degree. "Middle-skill" jobs are plentiful (electrician, dental hygienist), requiring an associate's or other postsecondary credential. Several European nations and 24 regional vocational technical high schools in Massachusetts have successfully pioneered having students spend half their time in career education. "Yet despite such evidence, many in the United States still demean technical education as a second-best alternative to purely academic preparation," says Symonds.

- *Career and technical education* – Far more students need access to high-quality career education. Oklahoma has a network of technology centers educating students in aircraft maintenance, surgical technology, and heavy-duty truck service. And Illinois is making curriculum and materials available on this website: <http://www.illinoisworknet.com>.

"Pathways to Prosperity" by William Symonds in *Educational Leadership*, April 2012 (Vol. 69, #7, p. 35-39), <http://www.ascd.org>; Symonds is at william_symonds@gse.harvard.edu.

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6. Helping Students Achieve "Civic Multiculturalism" with Religion

(Originally titled "How to Talk About Religion")

In this *Educational Leadership* article, Indiana University/Bloomington professor Robert Kunzman says students need to become fluent in talking about religion and its role in society, cultivating what he calls *civic multilingualism*. "They need to recognize how religion influences our public square," says Kunzman, "and learn how to talk across religious and other ethical differences as we navigate our public life together." Here are his suggestions on how schools can help:

- *Focus on respect versus tolerance*. Respect "requires an appreciation of why religious adherents believe or live the way they do," says Kunzman – for example, why some Muslim women choose to wear headscarves. "Students who have this understanding of their fellow citizens' religious commitments will be better equipped to thoughtfully discuss those commitments, especially when conflicts arise in the public square."

• *Respect doesn't mean endorsement.* “We demonstrate civic respect toward others not by agreeing with them, but by striving mightily to understand what they value and why and then being willing to explain our disagreements,” says Kunzman.

• *Reasonable doesn't mean right.* “Reasonable disagreement is the heart of civic virtue,” he says. “But even when we recognize the reasonableness of other perspectives, we might conclude that competing arguments have a stronger case.”

• *Religions are internally diverse.* Some Muslim women regard headscarves as symbols of gender oppression, and some Christian Scientists avail themselves of conventional medical treatment. Examples like these help students refrain from stereotyping and overgeneralizing – and help those within a tradition to recognize that there are different perspectives even among the “faithful.”

• *Public and private mix but shouldn't match.* “The distinction between public and private not only protects and accommodates reasonable disagreement but also provides room for those who believe in absolute or singular truth,” says Kunzman. “The message to such students should be that good citizens don't need to abandon their convictions that absolute truth exists, and they have substantial room to live their private lives in accordance with those convictions, but no one gets to fully impose his or her version of that truth in the public square.”

• *Students should know their teachers' convictions – about respectful conversation.* Teachers' personal views should usually remain in the background, but their passionate conviction about respectful conversation and reasonable disagreement should be front and center – along with their willingness to model “learning as you go.” Students should see models for dealing with questions like: *What are my biases in approaching this issue? What are the strongest arguments for competing perspectives? How do competing perspectives criticize my own views? How does this issue affect people whose perspectives and experience I don't, or can't, share?*

“How to Talk About Religion” by Robert Kunzman in *Educational Leadership*, April 2012 (Vol. 69, #7, p. 44-48), <http://www.ascd.org>; Kunzman is at rkunzman@indiana.edu.

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7. The Wisdom of John Wooden

In this *CABE Journal* article, Ohio educator Richard Lewis organizes a series of quotes from John Wooden, renowned UCLA basketball coach, under 17 exhortations. How much of this applies to K-12 schools?

• *Be a good person at all times.* “Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.”

• *Be a team player, always.* “The main ingredient in stardom is the rest of the team.”

• *Be a good student in all subjects, not just basketball.*

• *Be enthusiastic, industrious, dependable, loyal, and cooperative.* “The player who gives his best is sure of success, while the player who gives less than his best is a failure.”

- *Earn the right to be proud and confident.* “Winning takes talent, repeating it takes character. Little things make big things happen.”
- *Keep emotions under control without losing fight or aggressiveness.* “Adversity is the state in which man most easily becomes acquainted with himself, being especially free of admirers then.”
- *Work constantly to improve without becoming satisfied.* “It’s what you learn after you know it all that counts.”
- *Acquire peace of mind by becoming the best that you are capable of becoming.* “Don’t measure yourself by what you have accomplished, but by what you should have accomplished with your ability.”
- *Never criticize, nag, or razz a teammate.* “A coach is someone who can give correction without causing resentment.”
- *Never miss or be late for any class or appointment.*
- *Never be selfish, jealous, envious, or egotistical.* “Consider the rights of others before your own feelings, and the feelings of others before your own rights.”
- *Never expect favors – or grant them.* “It isn’t what you do, but how you do it.”
- *Never waste time.* “Never mistake activity for achievement... If you don’t have time to do it right, when will you have time to do it over?”
- *Never alibi or make excuses.* “If you’re not making mistakes, then you’re not doing anything.”
- *Never require repeated criticism for the same mistake.*
- *Never lose faith or patience.* “Success is never final, failure is never fatal. It’s courage that counts.”
- *Never have reason to be sorry afterward.* “Tomorrow I will try harder.”

“The Wizard’s Wise Words” by Richard Lewis in *The CABE Journal*, April 2012 (Vol. 17, #4, p. 15), no e-link available

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8. How to Deal with Bad Interview Questions

In this *Educational Horizons* article, Berry College (GA) professor Mary Clement advises teacher candidates on how to respond to poorly thought-out interview questions: talk about teaching and learning. Bad questions fall into these categories:

- *Outdated questions* – For example, “Tell me about yourself” or “Where do you see yourself in five years? Ten?” Clements suggests this answer to the first question: “I just finished an intensive 15-week student teaching experience that prepared me to teach 7th grade. I had an incredible supervising teacher, and I learned strategies and methods to reach diverse students who didn’t have 7th-grade skills when they started the year. Shall I explain more?”

- *Hypothetical questions* – For example, “What would you do if a student were to fall asleep in class” or “What would you do if a student called you a foul name?” Clements suggests this response: “I haven’t had this happen yet, but I have taught long enough to know that we need to understand who our students are and that we need to get them help for their

social and emotional issues. I would follow my management plan when needed, but I would also know my students well enough to know when they need to talk with me or a counselor about problems that are blocking their learning, like not enough sleep or anger issues.”

- *Illegal questions* – For example, about your personal life, family status, children, religion, native language, or disabilities. When asked this kind of question, candidates have a choice: they can say that time is limited and they want to talk about teaching, or they can respond like this: “You have asked me a very personal question. I will respond by saying that yes, I have children, and having children has made me a better teacher. I can share with you how I talk to parents, as I know how I want to be addressed by teachers of my children.”

- *Crazy questions* – For example, “If you were an ice cream cone, what flavor would you be and why?” or “If you were a plant, what would you be and why?” The goal of questions like these is to gauge candidates’ reactions and see if they can think on their feet. Clements suggests this response to the second one: “I could be any plant. You know, students are like plants. Plants need sunshine and water to grow. Students need positives and support to learn, and I am certainly positive and supportive.”

“From Résumé to Teaching Job: What You Need to Know” by Mary Clement in *Educational Horizons*, April/May 2012 (Vol. 90, p.16-23), <http://www.edhorizons.org>

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9. When Teachers Should or Should Not Speak Up

“One of the most common mistakes new teachers make is showing up on the administrative radar too early, too often, and for the wrong reasons,” says Miami teacher Roxanna Elden in this *Educational Horizons* article. Noting that rookies will probably make a few mistakes and need support from above, she advises keeping a low profile, being quiet and attentive in faculty meetings, and earning credibility in the classroom. Some specifics:

- *Choose a good moment.* “Certain times of day or year are tense for administrators,” says Elden. “If your boss is handling an emergency, district supervisors are in the building, or a high-stakes test is next week, it’s a bad time to knock on the office door to ask about a field trip.”

- *Keep it private.* “Airing private complaints in public is never professional,” she says. “Questioning an administrator’s decision-making skills in front of others is likely to throw your own decision-making skills into question.”

- *Don’t overload the boss.* Focus on one issue at a time, and save others for another time.

- *Suggest a solution.* Principals are more receptive when a problem is presented with a possible plan of action for solving it.

- *Keep records.* Elden advises teachers to keep a “professional responsibilities” folder with copies of paperwork turned into the main office, especially notes of any interaction that could affect future employment. E-mail exchanges have the advantage of providing a record of both sides of the conversation. “Proofread carefully before you hit ‘send’,” she says, “and never write work-related e-mails when you are mad.”

- *Less is more.* You don't want to be seen as a high-maintenance employee, says Elden: "Before crossing an administrator's radar, consider your own scorecard. Did the principal have to calm down your students' angry parents last week? Have you just requested a schedule change or ordered expensive supplies? Have you been writing lots of referrals? If so, give it some time."

- *Be realistic.* Don't go to the principal with issues outside his or her control, Elden concludes. "School-level administrators aren't in charge of every decision, and there's a limit to the number of times your principal can approach higher-ups with requests or grievances. Principals need to stay on their bosses' good side, too."

"Your Principles vs. Your Principal: How to Speak Up and When to Shut Up" by Roxanna Elden *Educational Horizons*, April/May 2012 (Vol. 90, p. 29), <http://www.edhorizons.org>

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10. Classroom Steps to Developing Students' Vocabularies

"The classrooms of teachers who support the vocabulary development of their students are energized verbal environments – environments in which words are not only noticed and appreciated, but also savored and celebrated," says University of Pittsburgh professor Linda Kucan in this article in *The Reading Teacher*. She recommends four ways to get high-quality words like *sagacious*, *brisk*, *frigid*, and *perfidy* into students' mental lexicons. The key is paying attention to what words *mean* – and how they *work*:

- *Phonology* – "For young children, learning about how words work begins with cues to attend to the sounds of words," says Kucan. "Teachers provide these cues by orchestrating children's participation in activities such as listening to and chiming in on rhymes and songs and clapping the syllables in long words and short words."

- *Orthography* – This is the bridge between spoken and written words, and students need to build words and notice what happens when they add and subtract letters – for example, *set* becoming *sent* becoming *tent* with the addition and substitution of letters.

- *Morphology* – Students need to study the meanings within words, often through Greek and Latin roots, for example, *-er*, *-or*, and *-ist* denoting "someone who" as in *dancer*, *actor*, and *naturalist*, and *spect* meaning "to look at" as in *inspect*, *inspector*, *perspective*, *retrospective*, and *spectacular*. Include lessons on homophones like *coarse* and *course* and homographs like *bass* (the fish) and *bass* (the guitar).

- *Syntax* – Students can explore verb and noun forms, for example, *inspire/inspiration*, *illustrate/illustration*, getting the feel of parts of speech and how words can move from one to another.

Kucan suggests teaching words in carefully designed instructional sequences. The first step is choosing which words to teach, and Kucan suggests that teachers zero in on Tier 2 words in high-quality classroom books – words that students will encounter in many texts, can understand from their own experiences, but are unlikely to hear and use in conversation. Mature language users include Tier 2 words in conversation, and authors use them in stories and articles. At the kindergarten level (and above), these might include *commotion*,

concentrate, envious, forlorn, timid, and appropriate. In first grade (and above), they might include *anxious, evaded, leisurely, prominent, and savoring*. In the book, *When Marian Sang* (Ryan, 2002), these words deal with the important ideas of the story: *prejudice, unwavering, humiliations, endured, dignity, awe, restrictions, and trepidation*. “Selecting one over another depends on what teachers discern to be the ‘traction’ or ‘mileage’ that specific words provide,” says Kucan. “Which provide opportunities for building connections to other words?”

The next steps are introducing words in ways that help students make sense of them, getting students interacting with the words in interesting ways, and assessing the depth of students’ knowledge of the words. For the word *unwavering* from *When Marian Sang*, here are some steps:

- Give the context of the word in the story (Marian’s mother had an *unwavering* belief that Marian would find the training she needed to be a great singer).
- Explain the meaning of the word, giving counter-examples.
- Display the word on a poster or word card with other words.
- Have students pronounce the word after you.
- Provide an additional context for the word, for example the *unwavering* dedication of a dancer who practices every day.
- Use various forms of the word – *unwavering, unwaveringly, and wavering*.
- Engage students in interacting with the word through a variety of activities, including reading, writing, speaking, and listening.
- Assess students’ understanding of the word in its various forms.
- Have students work with the word over time.

“What Is Most Important to Know About Vocabulary?” by Linda Kucan in *The Reading Teacher*, March 2012 (Vol. 65, #6, p. 360-366),

<http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01054/abstract>

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11. Short Items:

a. Origami website – This site <http://www.origami-kids.com> has instructions and illustrations for making dozens of airplanes, boats, flowers, animals, and 3-D figures.

“News to Use: Bring Out the Artist” in *Middle Ground*, April 2012 (Vol. 15, #4, p. 6)

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b. Science website – This Discovery Education/3M website has lesson plans and videos on everyday applications of science: <http://scienceofeverydaylife.discoveryeducation.com>

“News to Use: Science in Everyday Life” in *Middle Ground*, April 2012 (Vol. 15, #4, p. 6)

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c. StoryTubes: Short video book reports – This website allows students age 11-13 and 14-18 to compete with short (two-minute) videos promoting their favorite books. Prizes

(books) are awarded based on performance, script, creativity of supporting materials, technical quality, and knowledge of the each book. For more information, see <http://storytubes.info/drupal>. To see past videos, go to <http://storytubes.info/drupal/node/66>.

“News to Use: My Favorite Book” in *Middle Ground*, April 2012 (Vol. 15, #4, p. 7)
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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 43 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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Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Better Evidence-Based Education
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EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Kappa Delta Pi Record
Language Learner (NABE)
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Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
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