

# Marshall Memo 417

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

January 2, 2012

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## Quotes of the Week

“The quicker and more direct the feedback, the more useful it is.”

Gretchen Spreitzer and Christine Porath (see item #2)

“Doing your job in an information vacuum is tedious and uninspiring; there’s no reason to look for innovative solutions if you can’t see the larger impact.”

Gretchen Spreitzer and Christine Porath (*ibid.*)

“The desire to avoid conflict is understandable, but it’s one of the most debilitating factors in organizational life.... True collaboration is impossible when people don’t trust one another to speak with candor.”

Keith Ferrazzi (see item #3)

“The evidence keeps growing that pay for performance is ineffective... There are other ways to motivate employees that yield better results at lower costs.”

Bruno Frey and Margit Osterloh (see item #9)

“Most managers overvalue the résumé and interview and undervalue the reference check. References matter most. But you need to dig up people who will speak candidly.”

Kevin Ryan in “Gilt Groupe’s CEO on Building a Team of Players” in *Harvard Business Review*, January-February 2012 (Vol. 90, #1-2, p. 44), no e-link available

“When we ask young people what is the No. 1 way they learn about sex, they say, ‘We Google it.’ But most of the time, the best information is not coming up in those searches.”

Deb Levine (quoted in item #10)

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## 1. How Important Is Happiness On and Off the Job?

In this *Harvard Business Review* interview, Harvard psychology professor Daniel Gilbert talks with Gardiner Morse about his research on happiness. Some key points:

- *Most people do better work when they're happy.* Some managers think their employees will work better if they're a little uncomfortable, a bit anxious about their jobs, and point to cranky artists and geniuses who do amazing work. For the vast majority of people, that's baloney, says Gilbert. "I know of no data showing that anxious, fearful employees are more creative or productive." Contented people don't sit around staring at a wall, he says. People hate being bored. They are happiest when they're working toward goals that are challenging but attainable.

- *Rewards work better than threats and punishments.* One boss might say, "If you don't get this to me by Friday, you're fired." The employee will get it done, but after that, will never do more than what's required and may even sabotage the organization. A smarter boss would say, "I don't think most people could get this done by Friday. But I have full faith and confidence that you can. And it's hugely important to the entire team."

- *People are more resilient than they think.* "When bad things happen, we weep and whine for a while and then pick ourselves up and get on with it," says Gilbert. "One of the most reliable findings of the happiness studies is that we do not have to go running to a therapist every time our shoelaces break. We have a remarkable ability to make the best of things." We find silver linings, rationalize, and adjust to the new realities. Pete Best, who was replaced by Ringo Starr as the Beatles' drummer in 1962 just before the band surged to international fame and is now a session musician, said, "I'm happier than I would have been with the Beatles."

- *Social contact is central to happiness.* "We are by far the most social species on Earth," says Gilbert. "If I wanted to predict your happiness, and I could know only one thing about you, I wouldn't want to know your gender, religion, health, or income. I'd want to know about your social network – about your friends and family and the strength of the bonds with them."

- *The quantity of good experiences is more important than the quality.* "Someone who has a dozen mildly nice things happen each day is likely to be happier than somebody who has a single truly amazing thing happen," says Gilbert. "So wear comfortable shoes, give your wife a big kiss, sneak a French fry. It sounds like small stuff, but the small stuff matters... But you have to do them every day..."

• *There are some basics to happiness.* “The main thing is to commit to some simple behaviors,” says Gilbert, “meditating, exercising, getting enough sleep – and to practice altruism... And nurture your social connections. Twice a week, write down three things you’re grateful for, and tell someone why. I know these sound like homilies from your grandmother. Well, your grandmother was smart.”

• *But happiness is complicated.* People who have children are typically less happy on a moment-to-moment basis than people without children, but there are rewards. “What kind of happiness *should* we want?” asks Gilbert. “Do we want lives free of pain and heartache, or is there value in those experiences? Science will soon be able to tell us how to live the lives we want, but it will never tell us what kinds of lives we should want to live. That will be for us to decide.”

• *Happiness differs more from moment to moment than it does from person to person.* “This suggests that it’s not the stable conditions of our lives, such as where we live or whether we’re married, that are the principal drivers of happiness,” says researcher Matthew Killingsworth, who has tracked the happiness levels of 15,000 people in 83 countries via an iPhone app that asks them to say what they’re doing and rate their happiness at random moments during the week. “It could be the small, everyday things that count the most. It also suggests that happiness on the job may depend more on our moment-to-moment experiences – our routine interactions with coworkers, the projects we’re involved in, our daily contributions – than on the stable conditions thought to promote happiness, such as a high salary or a prestigious title.”

“The Science Behind the Smile”, an interview with Daniel Gilbert by Gardiner Morse in *Harvard Business Review*, January-February 2012 (Vol. 90, #1-2, p. 84-90), no e-link available

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## **2. Four Keys to a Thriving Workforce**

In this important *Harvard Business Review* article, business professors Gretchen Spreitzer (University of Michigan) and Christine Porath (Georgetown University) echo Gilbert’s contention (in the article above) that happy employees are a net plus: “They routinely show up at work, they’re less likely to quit, they go above and beyond the call of duty, and they attract people who are as committed to the job,” they say. “Moreover, they’re not sprinters; they’re more like marathon runners, in it for the long haul.”

But Spreitzer and Porath take the concept of employee happiness a step further. It’s not about contentment, they say – that has the connotation of complacency. A better word to describe the ideal employee is *thriving*. These people are not just satisfied and productive – they’re energized and engaged in creating the future. Studies of people who meet this description reveal the following:

- Better overall performance;
- Less burnout;
- More commitment to the organization;
- Greater job satisfaction;

- Lower absenteeism;
- Significantly fewer doctors' visits.

Spreitzer and Porath have identified two components of thriving people: (a) *vitality* – the sense of being alive, passionate, and excited, radiating contagious energy, making a difference; and (b) *learning* – gaining new knowledge and skills and creating a virtuous cycle of continuous improvement and belief in their potential for further growth. These two qualities reinforce each other, with passion driving the desire to learn and learning fueling passion.

So how can organizations maximize the number of thriving employees? Spreitzer and Porath say their research has uncovered four interconnected mechanisms:

- *Providing decision-making discretion* – “Employees at every level are energized by the ability to make decisions that affect their work,” say the authors. “Empowering them in this way gives them a greater sense of control, more say in how things get done, and more opportunities for learning.” The challenge for managers is continuing to empower employees even after they make mistakes; in fact, mistakes are one of the best opportunities for learning.

- *Sharing information* – “Doing your job in an information vacuum is tedious and uninspiring,” say Spreitzer and Porath; “there’s no reason to look for innovative solutions if you can’t see the larger impact. People can contribute more effectively when they understand how their work fits with the organization’s mission and strategy.” The business world is full of stories of companies that have energized employees by sharing key information, having frequent “huddles” to review interim data, and keeping score of progress.

- *Minimizing incivility* – One boss said an employee had done “kindergarten work.” Another manager said, “If I wanted to know what you thought, I’d ask you.” Studies have shown that half of employees who have experienced uncivil behavior at work intentionally decrease their efforts, a third decrease the quality of their work, and two thirds waste time avoiding the aggressor. In short, incivility keeps people from thriving, and leaders need to make civility a core value in their management and hiring.

- *Offering feedback on performance* – “Feedback creates opportunities for learning and the energy so critical for a culture of thriving,” say Spreitzer and Porath. “By resolving feelings of uncertainty, feedback keeps people’s work-related activities focused on personal and organizational goals. The quicker and more direct the feedback, the more useful it is.” If feedback takes place in a culture of civility and respect, it is energizing and promotes learning and growth.

Creating the conditions that produce thriving employees requires concerted effort, conclude Spreitzer and Porath, but it’s not expensive or time-consuming. Working on all four levers is important, since they reinforce each other: people are more likely to take the initiative and work at maximum capacity if they are empowered to make decisions, know the big picture, are not afraid of being ridiculed for making mistakes, and get constant feedback on how they are doing.

“Creating Sustainable Performance” by Gretchen Spreitzer and Christine Porath in *Harvard Business Review*, January-February 2012 (Vol. 90, #1-2, p. 92-99), no e-link available

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### 3. How to Foster Candor

“The desire to avoid conflict is understandable, but it’s one of the most debilitating factors in organizational life,” says author/consultant Keith Ferrazzi in this *Harvard Business Review* article. “True collaboration is impossible when people don’t trust one another to speak with candor. Solving problems requires that team members be unafraid to ask questions or propose wrong answers... Colleagues who are afraid to speak honestly to people’s faces do it behind their backs. This behavior exacts a price.”

In fact, Ferrazzi and his colleagues found that organizations that scored lowest on candor had the poorest financial returns in the recent recession; the opposite was true of organizations in which people were honest and above-board with each other.

But it’s difficult to be forthright without a supportive culture, says Ferrazzi. “It takes work to create a candid environment supported by respectful, honest relationships, but it’s a challenge every leader should embrace.” He suggests three techniques:

- *Leverage small-group discussions.* In groups of five or more, confident and commanding people tend to dominate, making it harder for others to take risks and get their ideas out. A good strategy is to break a big meeting into 2-3-person groups to brainstorm for a few minutes and then have each group report its ideas to the whole group.

- *Designate a “Yoda.”* Name one person to be the official advocate of candor, emulating the wise Jedi Master in *Star Wars*. This person’s job is to notice and speak up when something is left unsaid – and also call out anyone whose criticism is unconstructive or disrespectful. If the Yoda is silent for a while, the leader might ask him or her if the group is missing anything.

- *Teach “caring criticism.”* Critical feedback is a gift; even if it hurts, it can help the recipient improve performance and avoid mistakes. The key is how it’s given (Ferrazzi suggests phrases like “I might suggest” and “Think about this”) and how it’s received (thanking the person and making clear the points on which you agree). Reframing honest criticism as an act of generosity makes us less defensive and more open to changing our behavior.

“Candor, Criticism, Teamwork” by Keith Ferrazzi in *Harvard Business Review*, January-February 2012 (Vol. 90, #1-2, p. 40), <http://hbr.org/2012/01/candor-criticism-teamwork/ar/1>  
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### 4. The Writing Road to Reading Proficiency

In this *Harvard Educational Review* article, Steve Graham and Michael Hebert of Vanderbilt University note that major initiatives over the last ten years to improve reading achievement (No Child Left Behind, Reading First, the National Reading Panel) have produced disappointing results: while NAEP math scores improved significantly, reading scores have flatlined and large numbers of students are far from being proficient readers.

Why? Graham and Hebert believe it’s because the instructional practices identified by the National Reading Panel in 2000 and pursued with gusto across the nation were “too narrow and not complete.” In this article, they report on a meta-analysis of research on one of the

underemphasized factors: the impact of effective teaching of *writing* on students' achievement in *reading*. Here are their three research questions and what they found:

• *First, when students write about material they have read, does their comprehension improve?* Graham and Hebert found there is significant positive impact in grades 2-12 when students are asked to write about literature and material in science, social studies, and other expository texts. Students did extended writing, summary writing, note-taking, and answering and generating questions. The positive impact of this type of writing was greatest in middle school and with students who were weakest in reading and writing. Why is writing about reading so helpful?

- It fosters explicitness, as students must select which information in the text is most important.
- It encourages the writer to organize ideas from the text into a coherent whole and establish explicit relationships among the ideas.
- It fosters reflection because it's easier to review, reexamine, connect, critique, and construct new understandings from written text.
- It gets students personally involved by requiring them to engage in active decision-making about what they will write and how they will treat it.
- Students must transform or manipulate the text's language to put it into their own words, which makes them think about what the ideas mean.

• *Second, does explicit teaching of writing skills strengthen students' reading skills?* Again, Graham and Hebert found positive results in this research, which covered grades 4-12 language arts classes.

• *Third, does increasing the quantity of student writing improve how well they read?* Yes, say Graham and Hebert, reporting on studies of students in grades 1-6 language-arts classes.

The authors end on a cautionary note: "Just because a writing intervention was effective in improving students' reading in the studies included in this review does not guarantee that it will be effective in all other situations," they say. "As a result, the safest course of action for teachers implementing research-based practices is to directly monitor the effects of such treatments to gauge whether they are effective under these new conditions." They suggest these key components:

- Frequent student writing;
- Explicit skill instruction;
- Starting small and measuring the impact of each initiative before embarking on others.

"Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading" by Steve Graham and Michael Hebert in *Harvard Educational Review*, Winter 2011 (Vol. 81, #4, p. 710-744), <http://her.hepg.org/content/t2k0m13756113566/>

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## 5. Truly Preparing Students for Success in College

In this article in *American Educator*, former high-school English teacher Will Fitzhugh touts the idea of getting high-school students to write well-researched, 20-page historical essays (he publishes the best he receives in *The Concord Review* (<http://www.tcr.org>)). Included in the article is a sample student essay on James Polk.

Many students find writing a paper of this length overwhelming, and few teachers are willing to do the work of dragging students through the process. Being able to write this kind of paper in high school is a major step toward success in college, but very few students have built up the researching and writing muscles to pull it off. Fitzhugh suggests starting in first grade, with students required to write a one-page paper (about something other than themselves), citing at least one source, a two-page paper with two sources in second grade, a three-pager with three sources in third grade, and so on. This way, all high-school seniors should be prepared to write a 12-page paper citing 12 sources before they graduate – which might obviate the need for remedial reading and writing instruction in college.

In a sidebar to Fitzhugh’s article, New Jersey AP history teacher Richard Luther suggests the following guiding questions to scaffold a student’s research paper about a president:

- Summary of family background and childhood: How does this influence him later as president?
- Description of character and personality. Explain how these attributes help or hurt his presidency.
- Nongovernmental career (before and after the presidency). How does the pre-presidency career prepare him for office?
- Government career (before and after presidency): How does this prepare him for the presidency?
- Detail and describe literary and other achievements.
- Philosophy of life: provide examples and say how this relates to his presidency.
- Analyze how the president handled major problems and crises during his term; describe them, ranked in order from the most to the least severe and analyze solutions.
- How would you have solved these problems if you were president?
- Analyze the impact on the country (both long- and short-term) of the president’s successes.
- Analyze his relationships with the American people and Congress.
- Was he a mirror to the age in which he lived? Explain.
- What was his imprint on U.S. and world history?

Evaluate why and how your president did or did not change the power of the presidency. Explain.

“Meaningful Work: How the History Research Paper Prepares Students for College and Life” by Will Fitzhugh in *American Educator*, Winter 2011-12 (Vol. 35, #4, p. 32-40), <http://www.aft.org/pdfs/americaneducator/winter1112/Fitzhugh.pdf>

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## 6. A Non-Pullout Approach for Struggling Readers

In this *Better: Evidence-Based Education* article, Lynn Vernon-Feagans and Marnie Ginsberg of the University of North Carolina/Chapel Hill describe Targeted Reading Intervention (TRI), a program they developed for the regular classroom teacher that they claim is as effective with struggling readers as pullout programs. Here are the components:

- *One-to-one instruction* – The classroom teacher devotes 15 minutes each day to one struggling reader while the rest of the class is working on another task. The focus is on that student’s most pressing need and the daily tutorials continue until the student is making rapid progress and can be moved into small-group and independent activities.

- *Diagnostic thinking and instructional match* – “By learning a set of diagnostically efficient word identification and text comprehension strategies that are matched to the skill level of the struggling reader,” say Vernon-Feagans and Ginsberg, “classroom teachers can dramatically increase struggling readers’ progress in early reading.”

- *Moving from decoding to comprehension* – TRI teachers focus on helping students crack the code through multi-sensory instruction in sound-symbol relationships, guided oral reading in books at students’ level, and having students summarize, answer questions, and discuss implications.

- *Building sight-word speed, fluency, and comprehension* – Struggling students do daily, challenging reading practice in one-to-one and small-group settings, followed by repeated reading of the same text.

- *Literacy coaches* – Coaches shadow TRI classroom teachers as they work with struggling readers. “Weekly or biweekly coaching sessions, either live or via webcam, have been shown to permanently change the way teachers think about and teach their struggling readers,” say Vernon-Feagans and Ginsberg. “Through this professional relationship, the teacher learns more about reading development, diagnosis, and efficient strategies that profit not only the one child, but the other students in the class as well.”

“Teaching Struggling Readers in the Classroom” by Lynne Vernon-Feagans and Marnie Ginsberg in *Better: Evidence-Based Education*, Fall 2011 (Vol. 4, #1, p. 6-7), <http://www.bestevidence.org/better>

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## 7. What Works Best in Elementary Reading Instruction

“Children who do not read well in the early elementary grades are likely to have problems in all areas of schooling, are unlikely to graduate, and may develop serious behavioral or emotional problems,” says Robert Slavin (University of York and Johns Hopkins University) in this *Better: Evidence-Based Education* article. But which reading approaches work best with readers who are falling behind? Here are the results of a rigorous analysis of 96 studies done by Slavin and his colleagues, listing programs starting with the most effective:

- One-to-one tutoring by specially trained teachers with an emphasis on phonics (for example, Reading Recovery, Early Steps, Targeted Reading Intervention, and Reading Rescue);

- Improved whole-classroom approaches, including cooperative learning and teaching metacognitive “learning to learn” strategies (for example, Cooperative Integrated Reading and Composition, Peer Assisted Learning Strategies, and Direct Instruction/Corrective Reading); this approach was most effective in the upper elementary grades.

- Comprehensive school reform programs, combining cooperative learning, phonics, teaching of metacognitive skills, and one-to-one or small-group tutoring (for example, Success for All);

- One-on-one tutoring by paraprofessionals – This is less effective than tutoring by teachers, but paraprofessionals using programs such as Sound Partners can be cost-effective.

- Small-group tutoring (2-6 students) using phonetic programs (for example, Quick Reads, Corrective Reading, and Voyager Passport);

- One-to-one tutoring by volunteers – This is more variable than paraprofessional tutoring, but well-trained volunteers using programs such as Book Buddies and SMART can have very good outcomes;

- Computer-assisted instruction – “Of all the approaches included in the review,” says Slavin, “technology was found to have the smallest effect on the attainment of struggling readers.”

“What Works for Struggling Readers: A Review of the Evidence” by Robert Slavin in *Better: Evidence-Based Education*, Fall 2011 (Vol. 4, #1, p. 4-5), <http://www.bestevidence.org/better>  
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## **8. Teachers’ Religious Faith As They Work with Diverse Students**

In this *Educational Horizons* article, Wheaton College (IL) education professor Jillian Lederhouse says that every one of the budding teachers in her program is an evangelical Christian. “Faith in Jesus Christ serves as my students’ motivation for teaching,” she says. “Their goal is to teach with excellence because they see their service to others as a way to answer God’s call of serving him.” Yet virtually all of them will end up teaching in public schools that have as many as ten different ethnic groups and religions represented in each classroom.

Lederhouse and her fellow professors make clear to their teachers-to-be the responsibilities they will take on as “agents of the state” in public schools, and preach the separation of church and state. “But this does not imply that teachers must isolate their spiritual selves from their professional selves,” she says. “In fact, they cannot leave their faith outside the classroom even if they tried; no one can... Our inner life influences our exterior life, and we must continually examine when it may be limiting and when it may be beneficial, whether that influence involves our faith, our politics, or our family.”

The bridge, Lederhouse suggests, is a set of universal values that teachers of all religious faiths might embrace as they enter their classrooms:

- *Regarding each learner as individually special and worthy.* This includes getting to know their talents and interests inside and outside of school.

- *Being a peacemaker.* Students and the adults around them “live in circumstances that are often difficult, unfair, and stressful,” says Lederhouse. Teachers should have high expectations not only in schoolwork but in the way people treat one another.

- *Advocating for educational justice.* “Fully invest yourself in offering your learners the best methods and materials,” she urges. “When resources are scarce or nonexistent, lobby for them, seek grants, or enlist donations and volunteers.”

- *Teaching a rich and rigorous curriculum.* This should include the cultural contributions of different religions, says Lederhouse, as well as issues of spirituality that are helpful in analyzing the foundational questions of life.

Can teachers do their best work with children whose families’ beliefs and practices are contrary to their own? Yes, says Lederhouse; in fact, she believes it’s a moral imperative: “I would expect my graduates to care especially for the child who is shunned or belittled by others, for whatever reason,” she says, “because it is this student who most needs an understanding adult to protect and advocate on his or her behalf... I have had the privilege of working with exemplary mentor teachers of all faiths through our students’ clinical experiences in public schools. I would hope that all of my graduates would be similarly exceptional teachers: hard-working, creative, learner-focused, and able to bring out the academic best in every one of their students.”

“Personal Faith and Professional Practice” by Jillian Lederhouse in *Educational Horizons*, December 2011/January 2012 (Vol. p. 13-15), <http://www.edhorizons.org>

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## **9. A Report on Merit Pay from the Business World**

In this *Harvard Business Review* section on “Audacious Ideas for Solving the World’s Problems”, Bruno Frey and Margit Osterloh of Warwick Business School (UK) say flatly that merit pay doesn’t work. “Variable pay for performance, while it may seem attractive in theory, creates more problems than it solves,” they say. “There’s no proof that it helps achieve its intended purposes, and other approaches not only work better but also strengthen employee loyalty.”

Merit pay fails because of four fundamental flaws, say Frey and Osterloh. [How many of these might apply to the idea of merit pay in K-12 schools?]

- People who are in line to receive performance rewards spend a lot of time and energy trying to manipulate the criteria in their favor – and they have an advantage in gaming the system because they usually know the specifics of their jobs better than their bosses.

- Merit pay often leads employees to focus exclusively on areas covered by the criteria, giving short shrift to other important work.

- Performance rewards crowd out intrinsic motivation. The joy of doing fulfilling work for its own sake is important in any organization because it supports innovation and encourages exceptional contributions. “The idea that people work only for money has been thrown overboard by leading scholars,” say Frey and Osterloh. “Research has shown that human beings are not interested solely in material gain. They care for the well-being of other

individuals and value recognition from coworkers. Many employees apply themselves because they find their work challenging and worthwhile.”

- In a constantly changing economy, “it’s impossible to determine the tasks that will need to be done in the future precisely enough for variable pay for performance to work well,” say the authors.

If merit pay doesn’t work, what does? Frey and Osterloh suggest hiring people who are truly interested in the organization’s work, rewarding employees based on a comprehensive evaluation of their work, and giving awards and recognition.

“Stop Tying Pay to Performance” by Bruno Frey and Margin Osterloh in *Harvard Business Review*, January-February 2012 (Vol. 90, #1-2, p. 51-52), no e-link available

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## **10. Teens Learning About the Birds and Bees Online**

In this *New York Times* article, Jan Hoffman reports on teenagers’ difficulty getting accurate information about sex, since few schools are offering comprehensive, well-taught programs (Chicago, for example, has no mandated sex education curriculum). Although the U.S. teen birth rate dropped nine percent from 2009 to 2010, we continue to have one of the highest rates among developed countries, and syphilis, gonorrhea, and chlamydia continue to increase.

“In reaction,” says Hoffman, “some health organizations and school districts are developing Web sites and texting services as cost-effective ways to reach adolescents in the one classroom where absenteeism is never a problem: the Internet.” A number of online sites have sprung up, including [www.Sexetc.org](http://www.Sexetc.org), a national site run by and for teenagers. Chicago-area youngsters can subscribe to Sex-Ed Loop, which has weekly automated texts about contraception, relationships, and disease prevention (and is endorsed by the Chicago schools).

The challenge is getting the word out about these sites. “When we ask young people what is the No. 1 way they learn about sex, they say, ‘We Google it,’” says Deb Levine, director of an Oakland, California nonprofit that administers texting services and checks content for medical accuracy. “But most of the time, the best information is not coming up in those searches.” Students often stumble upon pornography when they are looking online for organizations like Levine’s.

“Sex Education Gets Directly to Youths, Via Text” by Jan Hoffman in *The New York Times*, Dec. 31, 2011 (p. 1, A3), <http://nyti.ms/ubhSmn>

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***Do you have feedback? Is anything missing?***

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: [kim.marshall48@gmail.com](mailto:kim.marshall48@gmail.com)*

# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 41 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

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