

Marshall Memo 610

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

November 2, 2015

In This Issue:

1. [Richard DuFour on effective professional learning communities](#)
2. [John Hattie on the true purpose of assessments](#)
3. [Two different approaches to using interim assessment data](#)
4. [The surprising effect of retrieving information from memory](#)
5. [Spending more time on the right stuff and less on the wrong stuff](#)
6. [How is the new SAT different?](#)
7. [Some suggestions for teachers speaking truth to power](#)
8. Short items: (a) [SAM report](#); (b) [Curriculum materials information](#); (c) [John Kotter e-book](#); (d) [Free Excel templates](#); (e) [World stories for children](#)

Quotes of the Week

“When we think about learning, we typically focus on getting information *into* students’ heads. What if, instead, we focus on getting information *out of* students’ heads?”

Pooja Agarwal, Henry Roediger, Mark McDaniel, & Kathleen McDermott (item #4)

“Some well-meaning schools suffer from organizational attention deficit disorder.”

William Powell and Ochan Kusuma-Powell (see item #5)

“Any group that is too busy to reflect on how it is working together is a group that is too busy to improve.”

Bob Garmston and Bruce Wellman (quoted in item #5)

“After all my studying, I’ve concluded that some of the deepest and toughest learning occurs when we struggle with ways of understanding the world that are alien to us, with concepts and practices that we would rather brush aside.”

Barry Glassner in “The Uses of Ignorance” in *The Chronicle of Higher Education*, October 30, 2015 (Vol. LXII, #9, p. B20), <http://bit.ly/1SiNHsp>

“For students encountering such vulnerable periods which could take them off the pipeline to college degree attainment, feeling that they have a close ally who thinks they are intelligent, capable, and worthy of pursuing and realizing their college ambition can be a crucial factor in keeping them on their trajectory.”

Lara Perez-Felkner in “Perceptions and Resilience in Underrepresented Students’ Pathways to College” in *Teachers College Record*, August 2015 (Vol. 117, #8, p. 1-60), <http://bit.ly/1OjJrKE>; Perez-Felkner can be reached at lperezfelkner@fsu.edu.

1. Richard DuFour on Effective Professional Learning Communities

(Originally titled “How PLCs Do Data Right”)

In this article in *Educational Leadership*, PLC guru Richard DuFour looks back ruefully on his rookie teaching years in the 1970s. He remembers giving unit tests on Friday, marking them over the weekend, and giving them back to students on Monday. “I had a sense of smug self-satisfaction,” he says, “because I believed that my challenging assessments, my willingness to devote hours to grading papers, and my commitment to returning tests promptly was proof positive that I was a great teacher.”

As students looked over their papers, DuFour would go over problem areas. He then gathered up the tests, clearly signaling that the unit was over, grades were final, and he was moving on. “It never even occurred to me to review the results with colleagues, to use this evidence of student learning to inform and improve my teaching, or to provide students with additional time and support to master the content.” The bell-shaped curve of grades was what it was. Students who performed well were a testament to his terrific teaching, and students who didn’t do well either lacked ability or hadn’t worked hard enough.

DuFour believes that over the last 40 years, we’ve made significant strides, shifting “from an era in which what was taught, how learning was assessed, what instructional materials were used, and how grades were assigned were all determined by the individual teacher to whom a student was randomly assigned. Now we’re asking teachers to work in collaborative teams to achieve common goals for which they are mutually accountable.” At the heart of the PLC process is teams analyzing the results of common interim assessments and asking themselves four questions:

- *Which students were unable to demonstrate proficiency on this assessment?* The team identifies these students by name and need and gets them into a “system of intervention” that is timely (immediately after the assessment), directive (students don’t have a choice), diagnostic (e.g., unable to subtract two-digit integers), and systematic (the school has a plan for additional time and help until all students reach proficiency).

- *Which students are highly proficient and would benefit from extended or accelerated learning?* Research has shown that these opportunities (as opposed to tracking) greatly improve learning. During the intervention/enrichment block in one school in Illinois, 3-5 additional teachers flood into the grade level to provide additional support and keep group sizes small.

- *What can I learn from colleagues who got excellent results in an area where my students struggled?* Transparency and candor are important at this point, making it possible for teachers to admit instructional failures and ask for help. The transfer of successful practices can take place through meetings, viewing videos, sharing lesson plans, or observing classes.

- *What are we going to do about areas where none of us achieved the results we expected?* Effective teams take a hard look at the data, reach out for ideas, set goals, and check back with subsequent assessments to see what’s working best.

DuFour is encouraged by the way PLCs are taking hold, but he’s concerned about one missing element. Many schools agree on appropriate curriculum goals, give common assessments, and give students additional time and support. “What they fail to do, however, is to use the evidence of student learning to improve instruction,” he says. “They are more prone to attribute students’ difficulties to the students themselves” – they need to study harder, do a better job on homework, or ask for help. “Rather than listing what students need to do to correct the problem,” says DuFour, “educators need to address what *they* can do better collectively.”

“How PLCs Do Data Right” by Richard DuFour in *Educational Leadership*, November 2015 (Vol. 73, #3, p. 22-26), available for purchase at <http://bit.ly/1MttlYw>; DuFour can be reached at rdufour923@gmail.com.

[*Back to page one*](#)

2. John Hattie on the True Purpose of Assessments

A lot of educational testing is an “expensive distraction,” says researcher John Hattie (University of Melbourne, Australia) in this article in *Education Week*. He believes the purpose of assessments is not to measure precisely how much students know at a given moment. Rather, it’s to “provide interpretive information to teachers and school leaders about their impact on students, so that these educators have the best information possible about what steps to take with instruction and how they need to change and adapt.” Assessments are powerful tools for improving teaching and learning, says Hattie, when they provide timely, informative reports directly related to what teachers have taught. This allows teachers to constantly monitor their impact on students and get feedback about their teaching and how it can be tweaked to get the best possible results. The best teachers also get their students self-assessing and taking responsibility for continuous improvement. After all, says Hattie, “it is their schooling, their lives, their futures that are at stake in classrooms.”

On the difference between formative and summative assessments, Hattie quotes Bob Stake of the University of Illinois: “When the cook tastes the soup, it is formative; when the guests taste the soup, it is summative.” Hattie doesn’t think teachers need to be immersed in jargon and heavily schooled in assessment literacy. “Instead,” he says, “we measurement people should learn how to speak in the language of learning and teaching and provide interpretations that are in turn correctly interpreted by teachers, with consequential actions and decisions. Similarly, we need reports from student assessments that help students understand their own progress in learning – what they can do, what they cannot yet do, where to go next.”

“The Effective Use of Testing: What the Research Says” by John Hattie in *Education Week*, October 28, 2015 (Vol. 35, #10, p. 28, 23), www.edweek.org

[Back to page one](#)

3. Two Different Approaches to Using Interim Assessment Data

(Originally titled “Are We Motivating Students with Data?”)

In this article in *Educational Leadership*, Caitlin Farrell (University of Colorado), Julie Marsh (University of Southern California), and Melanie Bertrand (Arizona State University) compare the way two middle-school ELA teachers share assessment data with their students:

- *Performance orientation* – Right after each district benchmark assessment, Mrs. Landen posts her seventh graders’ results on a data wall and encourages students to look at the scores. She believes that getting students to see how they’re doing compared to peers will motivate them to work harder and take the tests more seriously. Mrs. Landen also gives prizes and parties to students who move up to certain proficiency benchmarks. She doesn’t think it’s necessary to explain the details of test scores or give much specific guidance on how to improve performance.

- *Mastery orientation* – Ms. Santos has her eighth-graders look over their benchmark test answer sheets and analyze which standards they mastered and which items caused problems. She then works with small groups of students, giving specific feedback on areas where they need help, repeating the cycle after each benchmark assessment. Individual students see only their own scores, and she has them set goals and measure progress with respect to standards, conveying her belief that students can and will improve their performance through effective effort.

About two-thirds of teachers fit the performance orientation profile and one-third the mastery orientation, say Farrell, Marsh, and Bertrand. These differences may stem from individual teachers’ pedagogical beliefs, but quite often they come from district policies that encourage or discourage the idea that student achievement will improve with public comparison of scores, class-to-class and school-to-school competition, and extrinsic rewards.

There’s no question about which approach is better for children’s achievement, say the authors. A mastery orientation fosters self-regulation and autonomy, a focus on external standards, a growth mindset, and increased effort, all of which produce better and deeper learning. A performance orientation, on the other hand, gets students comparing themselves to others (which discourages many students), keeps the power in the hands of teachers, relies on external motivation, and undermines the kind of work that truly boosts learning.

“Are We Motivating Students with Data?” by Caitlin Farrell, Julie Marsh, and Melanie Bertrand in *Educational Leadership*, November 2015 (Vol. 73, #3, p. 16-21), <http://bit.ly/1Wuiy5Q>; the authors can be reached at Caitlin.farrell@Colorado.edu, julie.marsh@rossier.usc.edu, and Melanie.Bertrand@asu.edu.

[Back to page one](#)

4. The Surprising Effect of Retrieving Information from Memory

“When we think about learning, we typically focus on getting information *into* students’ heads,” say Pooja Agarwal, Henry Roediger, Mark McDaniel, and Kathleen McDermott (Washington University/St. Louis) in this Institute of Education Sciences paper. “What if, instead, we focus on getting information *out of* students’ heads?” More than 100 years of research has shown that “retrieval” – calling information to mind – has the effect of strengthening retention, thus enhancing and boosting learning. “Deliberately recalling information forces us to pull our knowledge ‘out’ and examine what we know,” say Agarwal, Roediger, McDaniel, and McDermott. “Often, we think we’ve learned some piece of information, but we come to realize we struggle when we try to recall the answer. It’s precisely this ‘struggle’ or challenge that improves our memory and learning – by trying to recall information, we exercise or strengthen our memory, and we can also identify gaps in our learning... Retrieval practice is a powerful strategy for improving academic performance, without more technology, money, or class time.”

The central message of this paper is that retrieval should be used not as a for-grades *assessment tool* (classroom questions, quizzes, and tests) but as an everyday *learning strategy*. Research has shown that retrieval is much better for cementing understanding in long-term memory than commonly used strategies like re-reading, highlighting, underlining, note-taking, reading review sheets, watching a video, and listening to a lecture. These strategies may produce short-term gains when cramming for a test, but memory researchers have found that they don’t produce long-term retention. Counterintuitively, information that feels easy to recall is least likely to stick in our minds.

“Retrieval practice,” say the authors, “makes learning effortful and challenging. Because retrieving information requires mental effort, we often think we are doing poorly if we can’t remember something. We may feel like progress is slow, but that’s when our best learning takes place. The more difficult the retrieval practice, the better it is for long-term learning... Slower, effortful retrieval leads to long-term learning. In contrast, easy strategies only lead to short-term learning.”

What’s more, retrieval increases understanding and higher-order functions. It improves students’:

- Complex thinking and application skills;
- Organization of knowledge;
- Transfer of knowledge to new concepts.

The process of retrieval also clarifies for students what they *don’t* know. Their improved metacognitive sense of what they’ve mastered and what they haven’t gives students a more realistic sense of their academic status and leads to better decisions on how to spend study time.

Agarwal, Roediger, McDaniel, and McDermott pose and answer several questions about retrieval practice:

- *For which grade levels, subject areas, and students is it appropriate?* Researchers have found that it’s helpful for all grades, students at all achievement levels, and all subject

areas – studies have been done in science, math, social studies, history, vocabulary learning, and foreign language vocabulary.

- *What are the best classroom strategies?* It's best to use retrieval with the whole class (using an all-class response system like clickers, Plickers, dry-erase boards, colored index cards, exit tickets); to use retrieval as a learning strategy rather than an assessment; and to always provide feedback to students on their responses.

- *What are some potential challenges?* There's no need to change textbooks, since retrieval practice works perfectly with review or chapter questions. Nor is there a need to change one's teaching style – questions are still asked of students, but the response is more universal. And retrieval doesn't take more time – it just uses time more effectively, getting more bang for the instructional minute.

- *How is retrieval practice different from “cold calling”?* Retrieval involves calling on *all* students and getting an immediate sense of how well the entire class is understanding what's being taught. “By engaging every student in retrieval practice,” say the authors, “every student reaps the benefits for long-term learning.”

- *How much retrieval practice is necessary?* The more the better, say the authors, but spaced out, which makes retrieval more challenging and effective. In terms of timing, retrieval is best a little after a learning experience – the more the spacing stretch, the more powerful the benefit.

- *Should retrieval questions be graded?* No, say the authors. Keeping the questions low-stakes helps students feel less pressured and more comfortable making mistakes, which students need to realize will help them learn better. Provide immediate feedback to correct errors, misunderstandings, and misconceptions, rather than grades.

- *Does retrieval practice increase test anxiety?* Quite the contrary, say the authors; it decreases worries about high-stakes assessments by improving mastery and confidence and embedding information more deeply in students' memories.

- *What types of questions are best?* Retrieval works equally well for facts, concepts, and higher-order, complex material – ideally mixed together. And it's a good idea to shift between multiple-choice and open-response questions.

“How to Use Retrieval Practice to Improve Learning” by Pooja Agarwal, Henry Roediger, Mark McDaniel, and Kathleen McDermott in an Institute of Education Sciences paper, 2013, <http://www.retrievalpractice.org/RetrievalPracticeGuide.pdf>; the authors can be reached at ask@retrievalpractice.org.

[Back to page one](#)

5. Spending More Time on the Right Stuff and Less on the Wrong Stuff

In this *Journal of Staff Development* article, William Powell and Ochan Kusuma-Powell (Education Across Frontiers) grapple with the perennial issue of time management in schools. “Unfortunately,” they say, “busy-ness doesn't always equate with high-quality learning. In fact, once a school becomes too busy, that overload of activity often serves as a

barrier to deep learning – for both students and adults. Some well-meaning schools suffer from organizational attention deficit disorder.”

The authors believe Stephen Covey’s four quadrants (1989) are a helpful model for thinking about time and priorities:

- Quadrant 1: Important and urgent – Pressing issues and problems, genuine crises, deadline-driven projects, health and safety issues;
- Quadrant 2: Important, not urgent – Personal professional learning, inquiry, structured reflection, preventive activities, relationship building, planning, recreation;
- Quadrant 3: Not important, urgent – Interruptions, some meetings, many phone calls, e-mails, and social media interactions;
- Quadrant 4: Not important, not urgent – Trivia, some mail and e-mail, some phone calls, time wasters.

Quadrant 1 activities demand our attention and can be all-consuming, but spending too much time there leads to unhealthy stress and burnout. “Quadrants 3 and 4 are the domains of those who live irresponsible lives,” say Powell and Kusuma-Powell. “The tasks in these arenas are simply not important, and, in Quadrant 3, the urgency is coming from someone else – not from our own deeply held values and beliefs.” Quadrant 2 is the time management sweet spot, where we get control of the torrent of urgent activities and focus on long-term accomplishments. It’s hard to force Quadrant 2 activities into our calendars, but that’s where “our actions are deeply aligned and congruent with our values. It is the home of responsibility and integrity.”

Powell and Kusuma-Powell go on to identify three supremely unproductive activities that take up far too much time in schools:

- *Giving students feedback that isn’t used* – Conscientious teachers spend countless hours writing comments on students’ papers and projects, only to see students glance at the grade and toss the work aside. “Teacher feedback that isn’t used by students squanders billions of hours of teacher time each year,” say the authors.

- *Poorly-run meetings* – “Many of the meetings we attend are enormous wastes of time,” say Powell and Kusuma-Powell. Their suggestions: First, come to grips with the fact that some tasks, such as drafting a document, don’t lend themselves to group collaboration (better to have one person create a draft and then edit it as a group). Second, meetings need to be guided by protocols “that focus the group’s attention and provide structure to the conversation.”

- *The traditional teacher-evaluation process* – Powell and Kusuma-Powell have asked hundreds of teacher groups if significant professional learning and growth has ever resulted from a formal evaluation. “The positive response is minuscule,” they say. “Most teachers (and many administrators) have come to perceive the annual process of teacher evaluation as an enormous waste of time – something mindlessly forced upon the evaluator and the evaluated. If the purpose of traditional teacher evaluation is to develop professional learning that results in enhanced performance in the classroom, it has been a miserable failure. Not only has it not produced meaningful professional learning and not enhanced student learning, it has served to create dependency relationships and has infantilized teachers. It has also done much to

undermine the vital culture of relational trust that must form the fabric of culture in high-quality schools.”

Taking a hard look at time-wasting activities is difficult, conclude Powell and Kusuma-Powell. Many educators are too busy to step back and see the bigger picture. But, as Bob Garmston and Bruce Wellman have said, “Any group that is too busy to reflect on how it is working together is a group that is too busy to improve.”

“Make the Most of Every Day” by William Powell and Ochan Kusuma-Powell in *Journal of Staff Development*, October 2015 (Vol. 36, #5, p. 40-43, 46), www.learningforward.org; the authors can be reached at bpowell49@yahoo.com and okpowell@yahoo.com.

[Back to page one](#)

6. How Is the New SAT Different?

In this *New York Times Education Life* article, Eric Hoover (a writer for *The Chronicle of Higher Education*) reports on the changes in the revised SAT that will debut in March 2016. The new test, which now more closely resembles the ACT, strives to align with high-school curriculums and draws heavily on the Common Core State Standards. It will have two sections (the writing test is now optional):

- Evidence-Based Reading and Writing
- Mathematics

Each section will be scored on a 200-800 scale, with no penalty for guessing and four rather than five answer choices for each question. There will be less emphasis on obscure words and students won't be asked to complete sentences. Instead, they'll have to derive the meaning of words with multiple meanings from the context in which they are used. There's also more emphasis on evidence and citing specific examples; students won't be able to get by just with deft writing.

What's the best way for students to prepare for the new tests? For starters, by reading widely in a variety of texts, especially nonfiction. “Habitual reading can also help on the writing section, which will demand prolonged concentration,” says Hoover. “To answer questions about grammar, punctuation, and usage, students will have to wade through extended passages relating to history, humanities, and science.” In general, there's a lot more reading involved. “If you don't read well and happily,” says test-prep expert Aaron Golumbskie, “this test isn't going to be your friend.” The mathematics test also has lots of reading, with more word problems, multi-step problems, and real-life applications. In terms of content, the math test includes more statistics and less geometry, and there's a section where students will have to solve problems without a calculator.

The optional writing section has prompts similar to those in AP English, asking for a critical response to a specific argument. For example, students might be asked to read part of a 1967 speech by Martin Luther King, Jr. and explain how he used evidence, reasoning, and/or stylistic elements to support his argument about the Vietnam War.

What hasn't changed is the SAT's length, totaling 3 hours and 50 minutes with the optional writing section. “Besides measuring what students have learned,” says Hoover, “it will

measure how they perform under pressure in a high-stakes situation – just like the old model.” He adds that despite the College Board’s promises that there are “no more mysteries,” there are still plenty of “quirks and trap doors” designed to spread students out on a bell-shaped curve, which is what selective colleges want.

Is the new SAT harder than the old one? Not in substance, say several experts, but the amount of reading and analysis will definitely prove challenging for students who haven’t had effective teaching and done extensive reading. “There’s a new body style on the Chevrolet,” says Jay Rosner of the Princeton Review Foundation, “but it has zero to do with performance – the engine’s the same. It’s going to generate the same hierarchy of scores that exists now.”

“Inside the New SAT” by Eric Hoover in *The New York Times Education Life*, November 1, 2015, <http://nyti.ms/1GYewRB>

[Back to page one](#)

7. Some Suggestions for Teachers Speaking Truth to Power

In this article in *Kappa Delta Pi Record*, Frederick Hess (American Enterprise Institute) says that many American teachers are feeling disempowered, disrespected, and ignored by policymakers and legislators. “Believe it or not,” says Hess, “teachers have a sympathetic audience. People care what teachers think.” According to the 2013 Kappan/Gallup poll on schooling, more than 70 percent of Americans have “trust and confidence” in public school teachers. But educators need to be smart and strategic in how they present their concerns, says Hess: “Put simply, teachers must engage as professionals if they are to change a maddening status quo. Doing so can empower them to take a more assertive role in shaping policy that promotes a more professional culture.” Here are his ideas for educator advocates:

- *Teachers need to recognize that they are in an asymmetrical relationship with policymakers.* “These officials can do more for educators than educators can do for them,” says Hess. “For better or worse, education is going to be governed by public officials. Those officials determine how money will be spent, performance will be judged, and children will be served.”

- *Given that unequal power relationship, winning policymakers’ trust is essential.* “It helps enormously to know what policymakers are looking for,” says Hess. They want to do good things for their constituents, but aren’t always sure what’s the best way to “do good.” They get conflicting advice, have limited resources, and are extremely reluctant to raise taxes. They know that good ideas are sometimes messed up in practice, so they’re wary about whom to trust. “That’s why they’re eager to find people who understand their aims, know what’s happening on the ground, and can help boost the chances that policies work as intended,” says Hess. “How do you convince them that you’re one of the people they can rely on?”

- *Recognize the environment policymakers live in.* “Practitioners can expect policymakers to be busy and scattered,” he says, “so they’ll pay more attention to 10 people than to one – and to a concrete proposal than a vague suggestion.”

- *Trust-building begins with acknowledging weak links and suggesting solutions.* “For example,” says Hess, “if police stand by silently when colleagues fail to perform acceptably, or

excuse irresponsible colleagues, we question their professionalism. That may be unfair, but the result is a loss of confidence all the same.” According to a recent survey in *Education Next*, teachers say that about five percent of those teaching in their local schools deserve an *F* grade and another eight percent deserve a *D*. This handful of poor performers will dominate the policy discussion unless the problem is faced squarely and constructive ideas are offered.

- *When addressing policymakers in public forums, don't start by demanding more money.* Everyone wants more money, even school districts spending more than \$20,000 per student a year. “If policymakers had more money to give,” says Hess, “they would give it.”

- *Emphasize shared concerns.* “In other words, presume that they care about the same kids that you do,” says Hess, “and explain the idea with a view to how they might see things.”

- *Talk about the things that policymakers can change.* “Think beyond your immediate frustration,” says Hess. “Make sure you know what change you’re asking for and how the policymaker you’re talking to might help. Officials can’t help people with things they don’t control.”

- *Bring data.* “Your voice and story matter,” he says, “but data supersedes the impact.” It’s especially compelling when teachers talk about measurable gains in student achievement and how they happened.

- *Articulate what should happen.* Say specifically what needs to change and how that change will solve the problem. “That takes some work,” says Hess. “It’s not easy, and it will require talking to people and making sense of things. Once you do that, though, you’re a huge asset to a policymaker.”

“How Professional Educators Can Make Policy Work for Their Profession” by Frederick Hess in *Kappa Delta Pi Record*, October-December 2015 (Vol. 51, #4, p. 160-162), no e-link available

[*Back to page one*](#)

8. Short Items:

a. SAM report – This three-volume Wallace Foundation report describes the School Administrative Manager program, which trains a school staff member to help the principal spend more quality time on instruction: www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Pages/Making-Time-for-Instructional-Leadership.aspx

“Making Time for Instructional Leadership” by Ellen Goldring, Jason A. Grissom, Christine M. Neumerski, Joseph Murphy, Richard Blissett and Andy Porter, Vanderbilt University, July 2015, spotted in “Essentials,” *Journal of Staff Development*, October 2015 (Vol. 36, #5, p. 6)

[*Back to page one*](#)

b. Curriculum materials information – EQUiP (Educators Evaluating the Quality of Instructional Products) is an initiative from Achieve that spotlights high-quality instructional materials aligned with Common Core standards. The site includes rubrics, feedback forms, e-learning modules, student-work protocols, and exemplars: www.achieve.org/EQUIP.

Spotted in “Essentials,” *Journal of Staff Development*, October 2015 (Vol. 36, #5, p. 6)

[Back to page one](#)

c. John Kotter e-book – Kotter’s updated and expanded “Process for Leading Change” is available free, with diagnostic questions to help identify and overcome eight barriers to change: www.kotterinternational.com/the-8-step-process-for-leading-change.

Spotted in “Essentials,” *Journal of Staff Development*, October 2015 (Vol. 36, #5, p. 6)

[Back to page one](#)

d. Free Excel templates – This website www.myexceltemplates.com has an education section with templates for scheduling, brainstorming, lesson plans, tests, and budgeting.

“Tech Watch” in *The Language Educator*, October/November 2015 (Vol. 10, #4, p. 60)

[Back to page one](#)

e. World stories for children – This site www.worldstories.org.uk/home has traditional tales from around the world in English, Arabic, Cantonese and Mandarin, French, German, Hindi, Korean, Persian, Portuguese, Spanish, and Urdu.

“Tech Watch” in *The Language Educator*, October/November 2015 (Vol. 10, #4, p. 60)

[Back to page one](#)

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*If you have feedback or suggestions,
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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 44 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Middle School Journal
Peabody Journal of Education
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine
Wharton Leadership Digest