

Marshall Memo 68

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 3, 2005

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Quotes of the Week

“I’m the union for the students.”

Viola Abbott, New York City principal

“In the real world, principals wouldn’t have to worry about whether the toilets flush.”

Glenda Soccorso, Maryland school manager (see item #1)

“You just don’t know what’s going on in your school if you’re not in the classroom.”

Kelly Griffith, Maryland principal (*ibid.*)

“If I said something wrong, I was afraid.”

Lucineyda, an English language learner in Massachusetts (see item #5)

“Ask a student from rural Vietnam to write a paragraph about growing rice, and she might have a great deal of information to share from her personal experience; ask her to write about space exploration, and she may have no background knowledge to draw on.”

Deborah Short and Jana Echevarria (see item #6)

“We have 50 states with 15,000 separate independent school districts. Our textbooks and other curriculum materials have to suit at least some majority of the people in those districts, and so things get complicated.”

Gerald Kulm, Texas math professor (see item #12a)

1. A “School Manager” Helps the Principal Be An Instructional Leader

This article describes how the Talbot Country school district in eastern Maryland decided to do away with a number of “instructional facilitator” positions and, for the same money, created the position of “school manager” in each elementary school. School managers handle discipline, buses, two hours of cafeteria a day, visiting speakers, playground construction, building maintenance, recording cockroach appearances, etc. while the principal focuses on instruction.

“We used to have instructional facilitators in each building to mentor new teachers, to model in classes, to do lessons,” said Kelly Griffith, one Talbot principal. “But that’s why I became a principal. *I wanted to be the instructional leader. I wanted to be in the classrooms. I wanted to model and mentor our teachers. But all my time was taken up with administrative work instead... You just don’t know what’s going on in your school if you’re not in the classroom.*”

Griffith’s school manager, Glenda Soccorso, used to joke, “In the real world, principals wouldn’t have to worry about whether the toilets flush.” She’s delighted that they created a position that frees up the principal from those kinds of things. Griffith chimes in, “My job is to make sure every kid makes a little bit of progress every day, and I can’t do that if I’m not getting a chance to talk to the students and their teachers on a regular basis. Having Glenda here allows me to do that.”

Joseph Murphy of Vanderbilt University supports this district’s move, but cautions that the school manager idea will work only if the principal is skilled in instruction. “If the principal’s primary strength is as an administrator, not as an educator, this won’t solve any problems,” he said. Interestingly, Talbot County has had more trouble finding the right people for its school manager positions. One quit within two months and several others were not able to handle the high-stress, multi-tasking role and left soon afterwards.

[The type of “instructional leadership” described in this article consisted almost entirely of a principal popping in and out of classrooms, chiming into lessons, and greeting students. There’s probably more going on, but the reporter didn’t mention it.]

“Divide and Conquer” by Roger Friedman in *Teacher Magazine*, Jan./Feb. 2005 (Vol. XVI, #4, p. 16-19)

<http://www.edweek.org/tm/articles/2005/01/01/04divide.h16.html>

2. Ten Discredited Psychological Theories

In this *Psychology Today* article, Robert Epstein lists ten “faulty concepts” from the mental health professions that have been debunked but linger on. “Sometimes their effects have been benign,” he writes; “other times, put into practice, such ideas have harmed many people.”

- *Projective tests* – The most famous are the inkblots developed by Swiss psychiatrist Hermann Rorschach to assess personality, and there are also word-association tests used by some therapists. Follow-up research has found projective tests are quite unreliable, and the information sought can usually be gathered much more directly – for example, by asking the client.

- *Recovered memories* – The source of many recovered memories of childhood abuse and trauma have turned out to be the therapist. Epstein summarizes: “Leading questions, especially when combined with drugs, hypnosis and suggestive dream interpretation, can easily produce false memories that seem quite real to patients.”

- *Correctional boot camps* – Tough, military-style camps to scare troubled youth away from a life of crime were set up in at least 15 states in the 1980’s, but a National Institutes of Health panel that studied the camps found: “All the evaluations have shown [the programs] don’t work.” Epstein comments: “Experts on learning have long known that harsh discipline mainly teaches people to be harsh themselves.”

- *The cult of self-esteem* – The 1980’s were the heyday of “feel-good” programs touting the importance of self-esteem, and some schools bought in hook, line, and sinker. But hundreds of studies have failed to show that self-esteem training produces lasting positive results. Merely feeling good about yourself doesn’t make you more effective and may lead students to overestimate their abilities. One study even found that people with high self-esteem are more likely to be violent or racist.

- *Codependency, enabling, and tough love* – In the 1980’s, some substance-abuse writers and counselors said that “codependent” family members of alcoholics “enabled” the disease by being too loving. “Tough love” was touted as the solution. The evidence now is that all three concepts are dead wrong. Family support helps ex-alcoholics stay sober. Abandoning a substance abuser in the name of “tough love” can provoke a relapse.

- *The Mozart effect* – In the 1990’s, the idea spread that playing classical music (especially Mozart’s Sonata for Two Pianos in D Major) for babies made them smarter, and one researcher insisted that playing this piece for college students increased their “spatial reasoning ability.” Although there is evidence that intensive music training

produces some general cognitive benefits, the original “Mozart effect” studies have not been successfully replicated and there is virtually no evidence that merely listening to music produces significant or lasting effects.

- *Stages of dying* – Elisabeth Kübler-Ross believed that there were five distinct stages: denial, anger, bargaining, depression, and acceptance. More recent research shows that dying patients actually decline in their own unique ways.

- *Rebirthing therapy* – More than 100,000 people have been trained in Leonard Orr’s technique for re-experiencing birth. The American Psychiatric Association said in 2002 that the technique “is not therapeutic and can even be fatal.”

- *Adolescent angst* – In 1904, psychologist G. Stanley Hall introduced the idea that adolescence is necessarily a time of emotional turmoil, and the theory has been remarkably persistent. Epstein says, “Teen turmoil, it turns out, is far from inevitable... [R]esearchers have found that more than half had no sign of it... The tumultuous stage of life we call ‘adolescence’ is, without doubt, a creation of modern culture, not an inevitable stage of human development, and our own culture has produced far more of it than has any other culture in the world – in part, perhaps, because of a faulty idea from psychology.”

- *Catharsis* – The idea is that by “letting it all out” we vent pent-up emotions that have been bottled up like steam in a pressure-cooker. But recently, psychologists have shown that expressing pent-up anger can make you even more angry. “The catharsis idea is highly suspect,” says Epstein, “but the case against it is not airtight. No one is entirely sure just when venting frustration or rage is helpful and when it’s not.” It sometimes helps a client during therapy, and some studies show that expressing anger through athletic activities helps people stay calm.

“The Loose Screw Awards: Psychology’s Top 10 Misguided Ideas” by Robert Epstein in *Psychology Today*, Jan./ Feb. 2005 (Vol. 38, #1, p. 54-62), no e-link available.

3. Listening Is a Key Teaching Skill with English Language Learners

Two Virginia elementary school teachers write, “When listening to an English language learner, teachers need to try to determine why a student made a particular error or slowed down at a certain part so that they can decide how to best instruct that reader.” Here are two anecdotes from their school:

- Danny, a fourth grade English language learner, was reading aloud from the story *The Boy Who Cried Wolf* with a reading specialist. When he got to the sentence “...they heard the boy’s cries,” Danny read the last word and then hesitated,

suggesting “calls” in a querying voice. The teacher could have interpreted his confusion as a decoding problem and prompted him to look at the first two letters of the word *cries*, but the teacher suspected that the problem was with the unusual use of the word *cries*, which Danny had probably seen only as a verb. “You’re not sure?” she asked. “All the people heard his yelling, didn’t they? They heard his cries. That means they heard him calling out about the wolf.” Danny nodded. “You read it right the first time, Danny, it says *cries*. That’s a different way to use that word than you may have heard before, though.” The teacher covered the word *cries* with her thumb and pointed to where she wanted Danny to begin rereading. “Why don’t you read this part again and think of a word that makes sense to you here?” Danny read, “...they heard the boy’s...*screams*?” “Good job. *Cries* means the same thing as *screams* in this sentence,” the teacher exclaimed.

- Ibrahim, a third-grader who had recently arrived from Pakistan, was reading the story *Henry and Mudge* and looked quizzically at a picture of Mudge, a large dog. “I have a question,” said Ibrahim. “Mudge is the... in my country we call the Mudge, no moo, that is the moo, the cow? Cow. Yeah. Do you call the Mudge, *cow*?” The teacher spent some time explaining that Mudge was a large dog and tried to understand why Ibrahim thought he was a cow. Finally Ibrahim, a little annoyed, said, “Nooo! I was asking you a question ‘cause I’m telling you that in my country we say Mudge, a cow. So I get messed up. That’s why I ask.” The teacher suddenly realized that *mudge* was his native-language word for *cow*.

“The Gift of Attention” by Kathleen Fay and Suzanne Whaley in *Educational Leadership*, Dec. 2004/Jan. 2005 (Vol. 62, #4, p. 14-19), no), no e-link available

4. Teaching Mitosis to High-School English Language Learners

In this article, CUNY professor Yu Ren Dong urges secondary-school content teachers to work with ESL teachers to help English language learners understand concepts. She gives the example of a ninth-grade biology lesson on mitosis:

- The teacher consulted with the school’s ESL teacher and created a vocabulary table to clarify the technical terms: *Replicate*, *duplicate*, and *condense* were expanded into *stick together*, *make copies*, *move to the center*, and *separate*. Here’s the full chart:

- *Interphase*: Mother chromosome, father chromosome, make copies, replicate, duplicate, double.

- *Prophase*: Daughter chromosome, stick together, combine, condense.

- *Metaphase*: Move to the center, line up.

- *Anaphase*: Separate, divide.
- *Telophase*: Move to opposite poles.

- Students did a hands-on activity with construction paper simulating the process of mitosis so they could grasp the meaning. They then sequenced the steps:

1. The cell grows to adult and gets ready to divide.
2. The father chromosome and mother chromosomes come together. They make daughter chromosomes.
3. The daughter chromosomes stick together in the center of the cell.
4. They then separate and become two individual chromosomes.
5. Then they go to opposite sides of the cell.

- Students then wrote the steps as a story integrating the technical vocabulary:

When the father chromosome and the mother chromosome come together, they form a cell. They then go through the mitosis process. First in interphase, each parent chromosome makes a copy of itself. Then during prophase the daughter chromosomes stick together and look like double chromosomes. Afterward, these chromosomes go through metaphase as they move to the center of the cell and line up. They then go through anaphase in which they separate and become two individual chromosomes. Finally, these individual chromosomes move to opposite poles of the cell and the cell divides and goes through the mitosis process all over again.

“Getting at the Content” by Uy Ren Dong in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 14-19)

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=issue_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=429c39beffd0010VgnVCM1000003d01a8c0RCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

5. Advice from English Language Learners in an Elementary School

Researcher/writer/advocate Douglas Reeves describes the lessons he learned when he recently interviewed English language learners in an elementary school in Lynn, Massachusetts:

- *We have to drive out fear.* Students sometimes prefer the safety of remaining silent in class to the risk of speaking up. “If I said something wrong,” said Lucineyda, one of the students, “I was afraid.” Reeves cautions: “When fear becomes a predominant emotion – as it does for many students learning English – the entire enterprise of learning comes to a screeching halt.”

- *Sometimes teachers worry too much.* Students wanted to reassure their teachers: “Don’t worry so much. If we are new in the class, you are new, too. We both are going to learn. We are going to learn English, and you can learn some Spanish.”

- *Be patient!* In answer to an impatient teacher’s unspoken question, “I’ve already said it *twice* – how many more times do you need?” several students had this to say: “We need to ask you to help us, maybe three, four, or five times.”

- *Students need to play in English.* Students said they wanted to use English in fun, informal contexts. “We need to play in English, not just speak English in school,” said one.

- *My Mom doesn’t understand.* Parents can’t help with homework when the instructions are foreign to them.

- *Strictness can be overdone.* Reeves tells the story (from an article by Evangeline Harris Stefanakis, see Marshall Memo 36, #8) of a recent immigrant boy who took his mother’s admonition to “behave” so literally that he didn’t respond to his teachers and was nearly classified as severely learning disabled.

- *Relevance helps.* Teachers should whenever possible link their assignments and illustrations to students’ daily lives.

“If I Said Something Wrong, I Was Afraid” by Douglas Reeves in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 14-19); use link in item 4

6. Academic Literacy for Middle-School English Language Learners

In the lead article in *Educational Leadership*, two researchers describe the results of a seven-year research project aimed at developing sheltered instruction, which they define as “[teaching] content to English language learners in strategic ways that make the concepts comprehensible while promoting the students’ academic English language development.” Without systematic language development, the authors say, “many students never gain the academic literacy skills needed to succeed in mainstream classes, to meet content standards, and to pass standardized assessments.”

The program that grew out of this research, called the Sheltered Instructional Observation Protocol, is an approach to lesson planning and delivery. Here are some key pointers for teachers from the program:

- *Identify the language demands of the content course.* Content-area teachers need to look at what they are about to teach from a language perspective. Will students be asked to write compare-and-contrast essays? To read a textbook and take notes? To

give an oral presentation using technical vocabulary? If so, English language learners (ELLs) need support learning these aspects of academic language.

- *Plan language objectives for all lessons and make them explicit to students.* Teachers need to tell students the kinds of language they will have to use as well as the content objectives.

- *Emphasize academic vocabulary development.* ELLs need help not only with the technical words commonly highlighted in textbooks but also with words that are important to conceptual understanding of a topic, e.g., *in comparison* and *as a result*. Words like these act as the “connective tissue” in a text. Putting these on a word wall helps, as do semantic webs and structural analysis, demonstrations, illustrations, art projects, and letting students choose specific vocabulary words to study.

- *Activate and strengthen background knowledge.* “Ask a student from rural Vietnam to write a paragraph about growing rice,” say the authors, “and she might have a great deal of information to share from her personal experience; ask her to write about space exploration, and she may have no background knowledge to draw on.” Teachers should build on what students know and also explicitly build new knowledge (e.g., details of the U.S. Civil War prior to reading a novel on the subject).

- *Promote oral interaction and extended academic talk.* Teachers should talk less and encourage ELLs to talk more, pushing them to join in extended classroom discussions where they can practice using academic vocabulary. It helps to ask students to share their thoughts with a partner before reporting to the whole class and having students paraphrase what other students have said during discussions. It also helps to use encouraging prompts like, “Tell me more about that,” and “Why do you think so?”

- *Review vocabulary and content concepts.* ELLs can find it mentally exhausting to focus all day on instruction delivered in an unfamiliar language. Teachers should review the key concepts and academic words at the end of a lesson to help students focus on the most important points and words.

- *Give students feedback on their language use.* Content teachers are in an ideal position to help ELLs improve their word choice, compare information, and explain solutions using the vocabulary of the lesson.

“Teacher Skills to Support English Language Learners” by Deborah Short and Jana Echevarria in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 8-13), no e-link available

7. Helping English Language Learners Pick Up Academic English

Many English language learners struggle to master the complex language of school, says California professor Jeff Zwiers. This “third language” is academic English, which he describes as the words and phrases that: (a) describe content-area knowledge and procedures; (b) express complex thinking processes and abstract concepts; and (c) create cohesion and clarity in written and oral discourse.

Zwiers suggests teaching students five learning habits to help with this challenge:

- *Use content to interpret meaning.* Students need to “scope out the neighborhood where the word lives” and see if it provides clues to the word’s meaning. If a person is speaking, there are clues to meaning in the speaker’s purpose, intonation, and facial expressions.

- *Recognize words that describe thinking skills.* These include terms like *compare, likewise, on the other hand, similarly, rather, therefore, doesn’t hold water, justify, and support.*

- *Read challenging but understandable materials.* This includes magazines, newspapers, song lyrics, letters, short stories, etc. on topics of interest to students.

- *Take risks in the new language.* Some ELLs hesitate to speak up because their sentence might contain grammatical errors. The teacher needs to create a safe environment where they will not hesitate to jump in with their ideas.

- *Converse with native speakers about academic topics.* Zwiers says, “I encourage my students to see every native speaker as a temporary teacher and every conversation as a chance to learn something new.” Conversations might need to be structured with “talking points” such as: What do you think about the current president? What is your favorite class/film/book? Why? Why do we study history? Science? Literature? Math?

“The Third Language of Academic English” by Jeff Zwiers in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 60-63), no e-link available

8. The Case for Structured English Immersion

In this article in *Educational Leadership*, Christine Rossell, a Boston University professor who is an opponent of conventional bilingual education programs, describes the program options for ELL students:

- *Sink or swim* – ELLs are in mainstream classes and are expected to learn English with no special help or scaffolding.

- *Structured immersion (a.k.a. sheltered English immersion)* – ELLs are taught almost entirely in English, but in a self-contained classroom.
- *ESL pullout* – ELLs are pulled out of mainstream classrooms for small-group instruction to develop English language skills.
- *Transitional bilingual education* – ELLs are taught initially in their native language but the priority is on developing English language skills. (Rossell notes that many programs that say they are TBE are in fact structured immersion; teachers are using English most of the time.)
- *Two-way bilingual education (a.k.a. two-way immersion)* – Native speakers and ELLs are taught together, and both develop fluency in both languages.
- *Bilingual maintenance* – These place equal emphasis on maintaining students' primary language and developing their English proficiency.

Rossell cites research that structured immersion (which is now state policy in California, Arizona, and Massachusetts as a result of successful ballot initiatives) is the most effective way for ELLs to become proficient at speaking, writing, and learning in English. She says that in general, it's more effective for people to learn a second language *in the second language* (as in the first three on the list) not in their first language (as in the last three). Rossell thinks the best formula is a year of sheltered immersion for ELLs and then mainstream classes with some extra help if necessary.

"Teaching English Through English" by Christine Rossell in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 32-36), no e-link available

9. The Case for Transitional Bilingual Education

Stephen Krashen, a retired California professor who is an advocate of bilingual education, contends that reports of dramatic gains in California ELLs' achievement due to structured immersion are "an urban legend." He believes the gains came from the state's adoption of a new standardized test (the Stanford 9) and the test score inflation that always follows a new test and intense pressure on teachers to improve scores. He thinks California "gave up the advantages of bilingual education and bilingualism and received nothing in return."

Krashen says research proves that developing literacy in a child's first language is "a shortcut" to English literacy. In properly organized, high-quality bilingual programs, English is introduced right away and subject matter is taught in English as soon as students can understand – but students' native language is an essential bridge to English proficiency. "Children learn to read much more easily in a language they

understand, and once they can read in the primary language, they can rapidly transfer these reading skills into English. Teaching subject matter in the first language stimulates intellectual development and provides students with valuable knowledge that will help them understand instruction when it is presented in English.”

“Skyrocketing Scores: An Urban Legend” by Stephen Krashen in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 37-39), no e-link available

10. Teaching Languages Separately in Two-Way Bilingual Programs

This article touts the effectiveness of dual-immersion programs, citing research on students’ superior academic achievement in both languages. The author stresses the importance of keeping the two languages separate rather than using them intermittently within a school day. “Language can become entangled through *code switching* – in which the pronunciation, grammar, and syntax, or spelling of the two languages are mixed intermittently – or through *consecutive translation*, in which text is translated word-for-word from one language to another.”

There are three approaches to keeping the two languages separate in dual-language programs:

- *Division by time* – For example, Monday is Spanish-speaking day, Tuesday is English-speaking day, etc., or the afternoon is Spanish and morning is English. A sign on the door might remind students which language is in use: “Today we speak in English” or *Hablamos en Español hoy*.”

- *Division by content* – For example, today math, social studies, and science will be in Spanish and literacy will be in English. A unit on fractions might begin in English on Monday and continue in Spanish on Tuesday. “The overall goal,” the author explains, “is for students to develop a broader understanding of fractions in both languages without wasting time translating information from one language to the other.”

- *Division by staff* – Two teachers, each strong in a different language, team-teach and students use the primary language of the teacher who is leading the class at a given time.

What happens if students use the “wrong” language? Dual immersion teachers usually accept whatever language the student chooses to use (especially in the early grades), but if it’s not the language of instruction at that moment, the teacher paraphrases what the student said in the language of instruction.

There are two competing theories of how two languages are stored and processed in the brain, the language independence model and the language interdependence model. Whichever turns out to be correct, the author argues that teachers in dual-language programs should distribute the two languages equally in the classroom and the curriculum, specifically:

- Give each language equal importance in both curriculum and instruction, with comparable amounts of materials and resources available in each language and student work in both languages displayed.
- Encourage students to produce equal amounts of oral and written work in each language and to not mix languages within schoolwork.
- Encourage students to become equally proficient in both languages.
- Make the curriculum content rich in both languages, with language acquisition opportunities interwoven with content instruction in multiple disciplines. Bilingual students should be expected to achieve high standards in each discipline and in both languages.

“The Balancing Act of Bilingual Immersion” by Samina Hadi-Tabassum in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 50-54), no e-link available

11. Key Factors in the Success of Two-Way Bilingual Programs

In this article, a California professor makes the case for the two-way bilingual immersion approach, making similar points to the article just above about separating the languages and giving equal time – and also noting two approaches, each supported by research, to phasing in the second language: 90:10 (in which ELLs begin kindergarten with 90 percent of instruction in the native language and 10 percent in English and gradually shift to parity), and 50:50 (in which the two languages are used equally from the start).

The author goes on to spell out six factors that research has found are important to the success of two-way programs:

- *School environment* – There is a cohesive, schoolwide vision with clear goals for student achievement and faculty unity and collaboration.
- *Curriculum* – Instruction must be aligned with standards and assessments, be academically challenging, foster the use of both languages, and reflect the cultures of all students.

- *Program planning* – The bilingual program must be part of the overall school scope, sequence, and alignment with developmentally appropriate practices and language proficiency levels in both languages.
- *Assessment and accountability* – Multiple measures should be used to assess students' progress toward bilingual and bi-literacy goals.
- *Teacher quality* – High-quality teachers are vital, and they need to understand the model and good instructional practices.
- *Family involvement* – Parents from all cultures and linguistic backgrounds feel valued and welcome in the school.

“The Rich Promise of Two-Day Immersion” by Kathryn Lindholm-Leary in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 56-59), no e-link available

12. Short Items:

a. Some consensus in the “math wars” – To everyone’s surprise, a recent “peace summit” of math experts in Washington, D.C. last month to try to find common ground in the “math wars” reached consensus on three items:

- Heavy reliance on calculators in the early elementary grades is a bad idea.
- Elementary school children must have automatic recall of number facts, including memorizing their times tables.
- Children must master basic algorithms (defined as sets of rules for solving a problem in a finite number of steps).

The group plans to continue meeting and issue a report with math education goals.

“Math Educators Find Common Denominators” by Valerie Strauss, *Washington Post*, Dec. 21, 2004 (p. A10) <http://www.washingtonpost.com/wp-dyn/articles/A15026-2004Dec20.html>

b. Triangulated learning website – Here is the website for the group that advocates the “triangulated” approach for elementary school reform (covered in Marshall Memo 67, #2): <http://www.ifs.org/research.htm> . Many thanks to Jonathan Rappaport, Marshall Memo subscriber, for passing this along.

c. ELL websites – Educational Leadership lists several websites useful for teachers of English language learners:

- International E-Mail Classroom Connections (<http://www.iecc.org>) was set up by three professors in Minnesota and currently has almost 8,000 teachers in more than 80 countries taking part in connecting student pen-pals.

- Learning Support Services at the University of Wisconsin-Madison has an online compilation of ideas for using the Internet as a language teaching tool:

<http://polyglot.lss.wisc.edu/lss/lang/langlink.html>

- The National Clearinghouse for English Language Acquisition has *In the Classroom* toolkits to bring research and practice together for ELL teachers:

<http://www.ncela.gwu.edu/practice/itc>

- SBC's Blue Web'n Site is an annotated library of almost 2,000 outstanding educational sites categorized by subject, grade level, and format, with sections for foreign languages and ESL: <http://www.kn.pacbell.com/wired/bluewebn>

"Web Wonders: Educating Language Learners" in *Educational Leadership*, December 2004/January 2005 (Vol. 62, #4, p. 96)

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Do you have feedback? Is anything missing?

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

About the Marshall Memo

Mission and focus:

This weekly memo aims to keep busy principals and other educators very well-informed on important research and ideas in K-12 education. Kim Marshall, drawing on 35 years of experience as a teacher, principal, central office administrator, coach of principals, and writer, acts as “designated reader.” Kim searches through 39 publications the week they come out, chooses the articles that are most relevant and useful to improving teaching and learning, and summarizes them in a brief e-mail. Some ideas will be familiar, reinforcing what readers already know; others will be new and genuinely thought-provoking.

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Publications covered:

(those read this week are underlined)

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

E-links will be provided whenever possible.