

# Marshall Memo 397

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

August 15, 2011

## In This Issue:

1. [The science of averting human error](#)
2. [The bystander effect; why some children intervene and others don't](#)
3. [A teacher tells why she helped students cheat on state tests](#)
4. [Kicking off the school year with success](#)
5. [Adolescent books for professional study groups](#)
6. [Getting students thinking about what they read](#)
7. [What's wrong with this classroom reading plan?](#)
8. [A good interview question for teachers and administrators](#)
9. Short item: [A science assessment website](#)

## Quotes of the Week

“I was someone I didn't recognize by the end of my time there.”

An anonymous Philadelphia high-school teacher who said she helped her students cheat on state tests at her previous school (see item #3)

“Students who receive a C on that first math quiz begin to see themselves as C students. Their uncertainty suddenly becomes fixed, and they begin to accept the idea that they are likely to earn C's in math for the rest of the year.”

Thomas Guskey (see item #4)

“Capturing the imagination of adolescents is no easy task. Young people – especially those more eager to watch than to read – are always transfixed by the here and now. Hence, the job of a teacher becomes doubly hard when they confront adolescents with something as passive as a book.”

Judith Hayn, Jeffrey Kaplan, and Amanda Nolen in “Young Adult Literature Research in the 21<sup>st</sup> Century” in *Theory Into Practice*, Summer 2011 (Vol. 50, #3, p. 176-181)  
<http://www.tandfonline.com/doi/abs/10.1080/00405841.2011.584026#preview>

“Moral education has to include and focus on real-life incidents such as peer conflicts, teasing, harassment, social rejection, aggression, bullying, and other kinds of peer-in-need situations in which moral values are threatened.”

Robert Thornberg (see item #2)

“Maybe our idea of heroism needs updating.”

Atul Gawande (see item #1)

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## 1. The Science of Averting Human Error

In his intriguing 2009 book, *The Checklist Manifesto*, Boston-based surgeon Atul Gawande describes the power of checklists to dramatically improve performance in a number of areas:

- Doctors inserting central lines;
- A medical team reviving a drowned child;
- Surgeons performing operations;
- Construction crews putting up buildings;
- Pilots flying jet airliners;
- Chefs preparing meals in a high-end restaurant;
- Lawyers preparing to try a case;
- Executives deciding on whether to make an investment.

Gawande's argument is that many areas of human activity have become extraordinarily sophisticated – beyond what even very capable people can handle. “Avoidable failures are common and persistent,” he says, “not to mention demoralizing and frustrating, across many fields – from medicine to finance, business to government. And the reason is increasingly evident: the volume and complexity of what we know has exceeded our individual ability to deliver its benefits correctly, safely, or reliably. Knowledge has both saved us and burdened us.”

Surgeons, restaurant owners, airline pilots, and other competent professionals may *know what to do*, but because of stress, constant repetition, or sheer forgetfulness, they sometimes miss a step – which can have serious consequences. Checklists protect against such failures by reminding people of the minimum necessary steps and ensuring that they're carried out. “They provide a kind of cognitive net,” says Gawande. “They catch mental flaws inherent in all of us – flaws of memory and attention and thoroughness.”

One of the first trials of checklists in medicine was the Keystone Initiative in Michigan. It involved a five-item checklist for a common medical procedure – inserting a tube through a large vein (central line insertion). In the first 18 months, the systematic use of this checklist in hospitals across the state saved an estimated \$175 million in costs and more than 1,500 lives.

*The Checklist Manifesto* identifies some key insights gained from the application of checklists in a number of professions. As you read, you might reflect on possible uses in schools.

• *Checklists are appropriate only in certain situations.* There are three kinds of problems in the world, says Gawande: simple, complicated, and complex. Baking a cake is simple – just follow the recipe and learn a few basic techniques. Sending a rocket to the moon is complicated – success requires lots of people, specialized expertise, and dealing with unexpected developments. Raising a child is complex – no two children are alike, and there are lots of unexpected variables. Gawande believes that checklists are most helpful with simple problems – situations where it’s crucial to get everything right and it’s easy to forget or allow oneself to be lulled into complacency. Checklists ensure that nothing falls through the cracks.

• *Counterintuitively, checklists help people be more creative as they address complicated and complex problems.* By taking care of basics, they “leave room for craft and judgment and the ability to respond to unexpected difficulties that arise along the way,” says Gawande. “The checklist gets the dumb stuff out of the way, the routines your brain shouldn’t have to occupy itself with... and lets it rise above to focus on the hard stuff...”

• *Checklists embody a vital element in professional practice – discipline.* “This is a concept almost entirely outside the lexicon of most professions, including my own,” says Gawande. “In medicine, we hold up ‘autonomy’ as a professional lodestar, a principle that stands in direct opposition to discipline... The closest our professional codes come to articulating the goal is an occasional plea for ‘collegiality.’ What is needed, however, isn’t just that people working together are nice to each other. It is discipline. Discipline is hard – harder than trustworthiness and skill and perhaps even than selflessness. We are by nature flawed and inconstant creatures. We can’t even keep from snacking between meals. We are not built for discipline. We are built for novelty and excitement, not for careful attention to detail. Discipline is something we have to work at.”

• *Good checklists are not easy to develop.* Airline checklists are created by specialized teams of pilots and technicians and go through multiple trials and revisions. The World Health Organization’s safe surgery checklist went through endless revisions before Gawande and other surgeons were satisfied, and even then, each of the hospitals involved in the trial made further revisions. Field tests are essential to get checklists to the point where they are short, precise, efficient, and helpful in the most stressful situations. Good checklists “are quick and simple tools aimed to buttress the skills of expert professionals,” says Gawande. “And by remaining swift and usable and resolutely modest, they are saving thousands upon thousands of lives.” Bad checklists, on the other hand, are long, hard to use, and impractical. “They are made by desk jockeys with no awareness of the situations in which they are to be deployed,” he says. “They treat the people using the tools as dumb and try to spell out every single step. They turn people’s brains off rather than turn them on.”

• *A vital item on every checklist is getting people to communicate.* “Just ticking boxes is not the ultimate goal here,” says Gawande. “Embracing a culture of teamwork and discipline is.” In the operating room, this checklist item asks all members of a six-person surgical team to introduce themselves and say what their job is. Everyone is then asked if there are any concerns before the first incision is made. In an airline cockpit, it involves the pilot and copilot introducing themselves, going over the flight plan, and talking about what they will do in an

emergency. This was particularly important on USAirways flight 1549 in January 2009, which ended up ditching in the Hudson River in New York City minutes after takeoff when both engines were shut down by a collision with a flock of geese. At a construction site, it involves specialized crews talking through problems and not proceeding until everything is resolved. At the Rialto Restaurant in Cambridge, Massachusetts, it involves the entire kitchen staff gathering for a “pow-wow” half an hour before opening time for a quick discussion of unanticipated issues and concerns. Communication items on checklists ensure that “people talk and coordinate and accept responsibility while nonetheless being left the power to manage the nuances and unpredictabilities the best they know how,” says Gawande.

- *There’s been significant resistance to adopting checklists.* The World Health Organization conducted a careful study of a 19-item safe surgery checklist in eight hospitals around the world, and it produced the following results: the rate of major complications for surgical patients fell by 36 percent, and deaths fell 47 percent. The number of patients needing further surgery because of bleeding or other problems fell by one-fourth. Using the checklist spared more than 150 people from harm and 27 from death. If a new drug had been introduced that produced results like these, says Gawande, doctors would be rushing to use it. But checklists have been slow to catch on.

“Traditionally, surgery has been regarded as an individual performance,” he says, “the surgeon as virtuoso, like a concert pianist. There’s a reason that much of the world uses the phrase *operating theater*. The OR is the surgeon’s stage. The surgeon strides under the lights and expects to start, everyone in their places, the patient laid out asleep and ready to go... We don’t like checklists. They can be painstaking. They’re not much fun. But I don’t think the issue here is mere laziness. There’s something deeper, more visceral going on when people walk away not only from saving lives but from making money. It somehow feels beneath us to use a checklist, an embarrassment. It runs counter to deeply held beliefs about how the truly great among us – those we aspire to be – handle situations of high stakes and complexity. The truly great are daring. They improvise. They do not have protocols and checklists... Using the checklist involved a major cultural change... a shift in authority, responsibility, and expectations about care.”

Gawande confesses that he himself was secretly scornful of the need for a checklist in his own surgical practice. But he started using the checklist because it would have been unseemly for the director of the World Health Organization project not to do so. To his surprise, the checklist caught a steady stream of potential errors. *The Checklist Manifesto* closes with a dramatic story of Gawande accidentally cutting a patient’s vena cava during an operation, resulting in massive, uncontrolled bleeding. It was only because the checklist had called for having extra blood on hand that the team was able to maintain the patient’s circulation, repair the damage, and save his life.

[So what are the situations in K-12 education that lend themselves to checklists? Here are a few ideas: teachers planning units and lessons; principals observing classrooms; principals dismissing ineffective teachers; implementing interim assessments; conducting

special-education evaluations; disciplinary and expulsion hearings; emergency evacuations; and strategic planning. Do you have other ideas? K.M.]

*The Checklist Manifesto: How to Get Things Right* by Atul Gawande (Metropolitan Books, 2009); for an earlier summary of Gawande's thinking about checklists, see Memo 214.

[Back to page one](#)

## **2. The Bystander Effect: Why Some Children Intervene and Others Don't**

In this thoughtful article in *Elementary School Journal*, Linköping University (Sweden) professor Robert Thornberg unpacks what's going on in children's minds when they encounter situations where another child is in distress – for example, injured while playing, crying after being bullied, distressed about losing a toy, frustrated with a math problem. Thornberg spent the better part of two years observing preschoolers, second graders, and fifth graders in classrooms and playgrounds in two Swedish schools, one working class, one middle class. He also interviewed individual students and teachers after each bystander situation he observed. Thornberg concluded that there are seven stages of moral deliberation in these situations:

- *Noticing that something is wrong* – Children pay selective attention to their environment, and sometimes they don't tune in on a distressed peer if they're in a hurry or their view is obstructed.

- *Interpreting a need for help* – Sometimes children think others are “just playing” rather than actually in distress. There's also a phenomenon known as “pluralistic ignorance” where bystanders look at one other, don't see anyone intervening, and erroneously infer that the situation can't be that serious.

- *Feeling empathy* – Having tuned in on a situation and concluded that help is needed, children might feel sorry for an injured peer, or angry about unwarranted aggression.

Thornberg found that girls more often experienced empathy than boys, but there were instances in which boys had strong empathic reactions and girls didn't.

- *Processing the school's moral frames* – Thornberg says five contextual ingredients influence students' behavior in bystander situations:

- The definition of a good student – Children have a clear sense of what it means to be “good” and “bad” in school – good students follow the rules, bad students break them. Students in the working-class school were less likely to conform to the positive definition than were those in the middle-class school, whose behavior had been more effectively “colonized” by the school's ethos. Thornberg overheard a teacher in the middle-class school berating students for their behavior: “You have to take responsibility for what you say and do in the classroom. I can't always remind you of all the do's and don't's... You have to think about our rules and follow them by yourself.”
- Institutionalized moral disengagement – Sometimes students didn't help a peer in distress because it was time to come in from the playground, or didn't help a frustrated peer with a math problem because talking wasn't allowed during work time. In

addition, some teachers explicitly told students not to intervene in fights or peer conflicts, saying it was the teacher's job. This had the effect of preventing children from being active moral agents, says Thornberg. "The school system, as an institution, conducted a moral takeover and devalued the children as helpers, which in turn seemed to encourage children to devalue themselves as helpers." The only option left was to "squeal," which brought serious consequences among peers ("They won't let you play with them if you're a squealer," said one preschool girl).

- Tribe caring – Students were more likely to intervene if they saw the distressed peer as a friend, a classmate, or of the same gender. If the victim was seen as a member of a different "tribe", that could be a reason not to intervene ("I thought her friends would do something," said one student).
- Gender stereotypes – Thornberg found that children often conformed to gender norms, the male ideal being tough, physically strong, good at sports, and unemotional and the female ideal being gentle, good-looking, obedient, sensitive, and affectionate. But he also noticed exceptions – boys who acted in gentle and affectionate ways and girls who were insensitive and rude. Boys tended to intervene more often in situations involving physical violence.
- Social-hierarchy-dependent morality – Those who intervened in bystander situations tended to be higher-status students in terms of peer esteem and grades. "In situations in which many students were bystanders," says Thornberg, "morality seemed to be a social privilege, a sort of moral capital used by high-status students to demonstrate, manifest, and maintain their social position and power at the same time as they actually helped the victim."

Summing up, Thornberg says that moral action was often inhibited by the fact that helping a student in distress sometimes involved breaking rules (not being a "good" student), doing something that only the teacher should do, intervening on behalf of a student who might not be a member of your "tribe", acting out of synch with your gender stereotype, and not being the high-status person on the scene. "Hence, the inhibiting process of many moral frames in school involved moral passivity as a result of school and peer cultures keeping students in line," says Thornberg, "which in turn appeared to informally educate students not to take action to help victims in many situations due to the constructed dictum of not standing out against the social order, norms, expectancy, and hierarchy."

- *Scanning for social status and relations* – Students were less likely to intervene if there were members of the victim's "tribe" or high-status students present – or if higher-status students were involved in aggression. Conversely, lower-status children were more likely to intervene if only a few other low-status children were around. "It's easier to comfort her if we are alone than if everybody is staring at us," said a second-grade girl.

- *Condensing motives for action* – Poised to intervene, students considered a number of factors: possible benefits ("He might help me in the future"), costs ("They'll come after me"), fear of social blunders and embarrassment, and thinking that it was someone else's responsibility.

• *Acting* – All of the above coalesced into a decision to intervene – or not to intervene. It's striking how this is less an individual decision than the product of a set of interpersonal and institutional processes.

Thornberg has the following suggestions for preparing students to act responsibly in the bystander situations they are likely to encounter throughout their lives:

- “Moral education has to include and focus on real-life incidents such as peer conflicts, teasing, harassment, social rejection, aggression, bullying, and other kinds of peer-in-need situations in which moral values are threatened,” he says.
- Bystander situations on playgrounds and classrooms are teachable moments, and teachers should use them well.
- Teachers need to be aware of the school's hidden curriculum, which is communicated in teachers' interactions with each other, with students, and children's day-by-day interactions.
- Teachers should also be aware of differences in moral socialization between boys and girls and between high-status and lower-status students.
- Teachers should think about whether they may be unconsciously devaluing and discouraging students' real-life moral sense. The goal should be to empower students to do the right thing in bystander situations.

“Moral development and education in elementary schools have to be far more proactive than merely making advances in moral reasoning and talking about hypothetical dilemmas in decontextualized classroom settings,” concludes Thornberg. “Prosocial morality has to be practiced so that it can thereby become a significant part of students' sense-making and actions in everyday real life.”

“A Student in Distress: Moral Frames and Bystander Behavior in School” by Robert Thornberg in *Elementary School Journal*, June 2010 (Vol. 110, #4, p. 585-608), <http://scienceofvirtues.org/blogs/publications/archive/2010/05/11/a-student-in-distress-moral-frames-and-bystander-behavior-in-school.aspx>

[Back to page one](#)

### **3. A Teacher Tells Why She Helped Students Cheat on State Tests**

In this troubling blog in *The Notebook/NewsWorks*, a Philadelphia publication focused on the public schools, Benjamin Herold reports on an interview with an anonymous high-school teacher who admitted helping her 11<sup>th</sup>-graders cheat on state ELA tests in a school where she taught for ten years (she now teaches in another Philadelphia school). Herold interviewed two other employees who corroborated her description of practices at her former school. The teacher said that when students asked for help during state tests, she:

- Answered their questions;
- Pointed to the part of a passage where an answer could be found;
- Gave students definitions of unfamiliar words;
- Discussed reading passages they didn't understand;
- Commented on their writing samples;

- Pointed to correct answers to difficult questions.

“They’d have a hard time and I’d break it down for them,” said the teacher. “I wanted them to succeed, because I believe their continued failure on these terrible tests crushes their spirit... I wasn’t willing to say, ‘Just do your best.’ They were my students, and I wanted to be there for them.”

The teacher described how, when the tests were first introduced, students did their best on the opening day, but by the third day, many would grow sullen, fill in answers at random, put their heads down, and give up. The teacher said most of her students were reading well below grade level, poorly prepared, unable to relate to the middle-class content of the tests, and had major challenges in their lives. She considers herself a good teacher and wishes she could have found a way to address students’ deep-seated academic deficiencies and the troubling school culture that she believes was created by high-stakes testing. Instead, she took another route.

Cheating was “widespread” and “constant” in her school, she said, and administrators were well aware of what was going on and did nothing to stop it. In fact, the school’s testing coordinator organized an activity that was also a clear violation of testing protocols – pulling out students who hadn’t finished a portion of a test and giving them extra time to finish on a different day from the initial testing period.

What led teachers to cross the line and engage in behavior that could result in losing their jobs and teaching licenses? Intense pressure from administrators to raise test scores, said this teacher: “The prevailing message was, ‘We have to make AYP this year, or they’re going to shut our school down and you’re all going to lose your jobs.’ At every professional development [session], that’s what we discussed.” Administrators pushed teachers to get their students to take the tests seriously, but that seemed to this teacher like setting students up for failure and betraying their trust.

This teacher’s vocal resistance to test preparation led to accusations of racism from African-American administrators, who said that she and other white teachers had low expectations for their students. “I thought I was really strong-willed and sure of what was right and wrong,” she said. “My only defense would be that I lost track of what was right because it was so stressful to be there... It’s easy to lose your moral compass when you are constantly being bullied... I was someone I didn’t recognize by the end of my time there.”

Commenting on Herold’s interview, Philadelphia School District spokesperson Elizabeth Childs said the teacher’s actions were unacceptable. “In the end, the children are the ones who suffer from an adult’s poor judgment,” she said, “regardless of the motive.” The district is investigating 28 schools with suspicious results on 2009 state tests. Ironically, this teacher’s former school is not one of them.

“Confessions of a Cheating Teacher” by Benjamin Herold in *The Notebook/NewsWorks*, July 28, 2011, <http://www.thenotebook.org/blog/113913/confession-cheating-teacher>, spotted in *PEN Weekly NewsBlast*, Aug. 5, 2011

*[Back to page one](#)*

#### 4. Kicking Off the School Year with Success

The first two weeks are “the most important time in the school year for all children,” says University of Kentucky professor Thomas Guskey in this column in *The School Administrator*. “What happens during this critical period pretty much determines how the rest of the year will go.” Students return from summer vacation to find new classes, new teachers, new books, and new friends. “All of these novelties come with the hope that this year could be different and better than all previous years,” says Guskey.

But when teachers administer their first tests and give out grades, it’s very easy for students to feel branded for the rest of the year. “Students who receive a C on that first math quiz begin to see themselves as C students,” says Guskey. “Their uncertainty suddenly becomes fixed, and they begin to accept the idea that they are likely to earn C’s in math for the rest of the year. When the second quiz or assessment occurs, they expect to receive another C. When they do, it reinforces their perception.” The same is true of initial failing grades and initial A’s.

The principal’s job, says Guskey, is to make sure teachers are aware of this perennial pattern and do everything they can to help all students succeed on beginning-of-the-year assessments – “not fake success,” he stresses, “but an accomplishment on something meaningful and challenging. It should be something that makes students feel good about what they have achieved and confident in their ability as learners.” This is a key to future motivation – something should also be stressed to parents. Students will try hard and persist in areas in which they feel they can succeed, and will avoid areas where they believe they’ll fail. “This is the reason truancy and attendance problems rarely occur during the first two weeks of the school year,” says Guskey. “They begin to occur after the first graded quizzes, papers or assessments.”

“Starting the School Year Right” by Thomas Guskey in *The School Administrator*, August 2011 (Vol. 7, #68, p. 44), <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=19626>; Guskey can be reached at [Guskey@uky.edu](mailto:Guskey@uky.edu).

[Back to page one](#)

#### 5. Adolescent Books for Professional Study Groups

In this *Theory Into Practice* article, Jacqueline Bach, Laura Hensley Choate, and Bruce Parker of Louisiana State University/Baton Rouge suggest that secondary-school teachers can learn a lot about their students by forming book study groups focused on young adolescent literature. They single out several key topics and recommend a book for each one:

- Girls’ body image and eating disorders – *Wintergirls* by Laurie Halse Anderson (Viking Juvenile, 2009)
- Relational aggression – *The Skin I’m In* by Sharon Flake (Perfection Learning, 1998)
- Sexuality and gender expression and identity – *Parrotfish* by Ellen Wittlinger (Simon and Schuster Children’s, 2007)

“Young Adult Literature and Professional Development” by Jacqueline Bach, Laura Hensley Choate, and Bruce Parker in *Theory Into Practice*, Summer 2011 (Vol. 50, #3, p. 198-205), <http://www.tandfonline.com/doi/abs/10.1080/00405841.2011.584030#preview>; Bach can be reached at [jbach@lsu.edu](mailto:jbach@lsu.edu).

*[Back to page one](#)*

## 6. Getting Students Thinking About What They Read

In this *Theory Into Practice* article, Kelly Byrne Bull of Notre Dame of Maryland University suggests some think-aloud prompts to help students get more out of texts through close analysis, associations, and extensions:

- Connections within a single text:
  - I like/dislike the description of...
  - I don't understand the part where...
  - I think it's interesting how this story...
- Connections among two or more texts:
  - I think the song [X] would fit this scene because...
  - This reminds me of the book/story/movie [Y] because...
  - A good book to pair with this one would be [Z] because...
- Connections outside the texts:
  - This character reminds me of...
  - I did not expect...
  - This makes you think about...
  - When I read a book, I tend to...

“Connecting With Texts: Teacher Candidates Reading Young Adult Literature” by Kelly Byrne Bull in *Theory Into Practice*, Summer 2011 (Vol. 50, #3, p. 223-230), <http://www.tandfonline.com/doi/abs/10.1080/00405841.2011.584033#preview>; Bull can be reached at [kbull@ndm.edu](mailto:kbull@ndm.edu).

*[Back to page one](#)*

## 7. What's Wrong With This Classroom Reading Plan?

This *Theory Into Practice* article by Pauline Moley (University of Arkansas/Little Rock), Patricia Bandré (Baker University/Baldwin City), and John George (University of Missouri/Kansas City) quotes a dialogue one of them had with a high-school student on classroom reading:

*Interviewer:* What are you reading?

*Student:* *The Color Purple*.

*Interviewer:* Interesting choice. Why did you choose this book?

*Student:* It was on the list and it is worth 3 books.

*Interviewer:* What does that mean, “it is worth 3 books”?

*Student:* Longer books count for more. We have to read 10 books each quarter. But some books are longer and harder, so they might count as 2 books or 3 books. So, if I read this book, I only have 7 more. But, I plan to read books that are worth more than just 1.

*Interviewer:* So, are you choosing the books because you like them or because of their worth?

*Student:* I mostly choose them for how many books they count for.

*Interviewer:* Oh, so do you like *The Color Purple*?

*Student:* It's OK. I think it's pretty good.

*Interviewer:* Can you tell me about it? It's been a while since I read it.

*Student:* Well, I'm not very far into it.

*Interviewer:* Will you be discussing this book with other students who are reading it?

*Student:* No. We don't do that. We just read it.

*Interviewer:* Will you be discussing the book with your teacher? Like does she have conferences with you while you are reading the book?

*Student:* No, we just answer the questions for each chapter. When we finish the book, we hand in our answers.

*Interviewer:* Then what happens? Does your teacher correct your answers and hand them back? Does she discuss your answers with you?

*Student:* No. I guess I get the answers right, I don't really know. She never says anything about them.

“Moving Beyond Readability: Considering Choice, Motivation and Learner Engagement” by Pauline Moley, Patricia Bandré, and John George in *Theory Into Practice*, Summer 2011 (Vol. 50, #3, p. 247-253),

<http://www.tandfonline.com/doi/abs/10.1080/00405841.2011.584036#preview>

Moley can be reached at [pfmoley@ualr.edu](mailto:pfmoley@ualr.edu).

[Back to page one](#)

## **8. A Good Interview Question for Teachers and Administrators**

In this *New York Times* “Corner Office” interview, Alan Trefler of Pegasystems answers a question about interviewing potential employees: “So I’ll look at somebody’s résumé, and I’ll find something that they probably know better than I do. And I’ll ask them to explain it. I’ve had people explain to me how the engines of a locomotive work, and how they did archaeological research and digs. What I find is that having somebody show that they can explain something to me is actually a pretty good indicator of a few things. One, that they actually know how to explain things, which is a very important part of ultimately being a thought leader. And a second thing is that you get to tell whether they like teaching... And if you see enthusiasm around that, that can be very telling. I also always try to find some things that are beyond the limit of what the person knows.”

“Corner Office” in *The New York Times*, August 13, 2011

<http://projects.nytimes.com/corner-office/interviews/hiring/topic>

[Back to page one](#)

## 9. Short Item:

*Science assessment website* – The American Association for the Advancement of Science has a new website with more than 600 multiple-choice questions to assess students' science knowledge at the middle- and high-school level: <http://assessment.aaas.org>. Free registration, then click Topics for access to a set of well-framed key ideas in Life Science, Physical Science, Earth Science, and the Nature of Science. Under each key idea are numerous sub-ideas, test items, and common misconceptions. By clicking on items, you can create your own multiple-choice test to assess students' knowledge and uncover misconceptions. This is an extraordinary resource!

“Resource Bank: Bits and Pieces” in *The School Administrator*, August 2011 (Vol. 7, #68, p. 50)

*[Back to page one](#)*

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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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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American Journal of Education  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Ed. Magazine  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Journal of Staff Development  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
New York Times  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
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