Marshall Memo 473

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 18, 2013

In This Issue:

Quotes of the Week

"The impact of the small numbers of unacceptably ineffective teachers is disproportionately large and represents a huge drain on both achievement and finances."

Eric Hanushek in "Why Educators' Wages Must Be Revamped" in *Education Week*, Feb. 6, 2013 (Vol. 32, #20, p. 29, 31), www.edweek.org

"Every choice we make about the allocation of our time and energy limits another choice."

Yong Zhao (2012), quoted in "Creativity on the Brink" by Alane Starko in *Educational Leadership*, February 2013 (Vol. 70, #5, p. 54-56), www.ascd.org

"Our tendency to shroud creativity in an aura of impenetrable mystery prevents educators from seeing creative production as a practical skill that every student can and should develop – just like the ability to read and write."

Jason Ohler in "The Uncommon Core" in *Educational Leadership*, February 2013 (Vol. 70, #5, p. 42-46), www.ascd.org

"Lots of research in science education, physics in particular, points to the idea that in order to learn and retain scientific reasoning, students must first wrestle with the dissonance between their own thinking and scientific explanations."

Casey Rutherford (see item #3)

"Mathematics is about reasoning, patterns, and making sense of things."

Lynn Columba in "So, Here's the Story" in *Teaching Children Mathematics*, February 2013 (Vol. 19, #6, p. 374-381), www.nctm.org; Columba is at hlc0@lehigh.edu.

"Only after students have an understanding of the meanings of the operations and symbols can the process of memorizing begin."

Lynn Columba (*ibid.*)

1. Motivational Style as a Key Consideration for Leaders

"Do you play to win – or not to lose?" ask social psychologist Heidi Grant Halvorson and Columbia University professor Tory Higgins in this intriguing *Harvard Business Review* article. "People answer these questions in very different ways, and that's the challenge at the heart of good management – whether you're managing your own performance or someone else's." [Although this article is written with adults in mind, consider how it might apply to K-12 students.]

Halvorson and Higgins believe personality assessments like the Myers-Briggs aren't helpful for predicting how people will behave and helping them improve. A more useful personality assessment, they believe, is one that tells whether people are motivated by a competitive urge to win or a defensive urge to avoid failure – *promotion* or *prevention*. Here are some attributes of each personality type:

Promotion-focused:

- Eager, optimistic
- Play to win, dream big, set goals that create a path to advancement
- Focus on the rewards that will come with success
- Open to new opportunities
- Comfortable taking risks
- Work quickly
- Think creatively, consider lots of alternatives, good at brainstorming
- Seek positive feedback and lose steam without it
- More prone to make errors
- Less likely to think things through
- Plan only for best-case scenarios, don't have a Plan B
- Feel dejected or depressed when things go wrong
- Tend to take jobs that are artistic and investigative in which thinking outside the box is valued, and creative and innovative thinking is the key to success.

Prevention-focused:

- Uncomfortable with praise or optimism
- Vigilant, play not to lose, to hang onto what they have and maintain the status quo
- Worry about what might go wrong if they don't work hard enough, aren't careful
- Stick to tried-and-true ways of doing things
- See goals as responsibilities

- Risk-averse, concentrate on staying safe
- Work slowly and deliberately, are thorough, meticulous, accurate
- Excellent analytical and problem-solving skills
- Able to tell the difference between good and bad brainstormed ideas
- Prepared for the worst
- Stressed by short deadlines
- Feel worried or anxious when things go wrong
- Tend to take jobs that are conventional and realistic, requiring knowledge of rules and regulations, careful execution, thoroughness and attention to detail, and where avoiding catastrophic errors is the key to success.

All of us are promotion-focused and prevention-focused at different times, say Halvorson and Higgins, but we tend to have a dominant motivational focus. "It affects what we pay attention to, what we value, and how we feel when we succeed or fail," they say. "It determines our strengths and weaknesses, both personally and professionally. And it's why the decisions and preferences of our differently focused colleagues can seem odd at times."

This theory is helpful in planning how to get the best out of colleagues – and ourselves. "Motivational fit enhances and sustains both the eagerness of the promotion-minded and the vigilance of the prevention-minded," say Halvorson and Higgins, "making work seem more valuable and thus boosting both performance and enjoyment. When the motivational strategies we use don't align with our dominant focus, we are less likely to achieve our goals." Here is their specific advice in several areas:

• *Inspiration* – People respond to storytelling, but the type of story is important. "As an individual, you naturally pay attention to the kind of story that resonates most with you," say Halvorson and Higgins. "But as a colleague or a boss, you should think about whether the stories you share with others are motivational for them." Promotion-focused individuals like to hear stories about inspirational role models – for example, a uniquely effective team leader. Prevention-focused individuals, on the other hand, will be inspired by a cautionary tale about those they should *not* emulate because of mistakes they made.

• *Boss-employee match* – People work best when their boss or mentor has the same motivational style. Promotion-minded people thrive with transformational leaders who "support creative solutions, have a long-term vision, and look for ways to shake things up," say Halvorson and Higgins. Prevention-minded people work best under transactional leaders who "emphasize rules and standards, protect the status quo, tend toward micromanagement, discourage errors, and focus on effectively reaching more-immediate goals."

From 20 years of research on leaders in more than 12,500 private, public, military, and government organizations in 21 countries, they have identified some bad combinations:

- Promotion Boss + Prevention Employee = Underperformance: The boss isn't threatened by this employee, but may overlook and underutilize strengths and not give clear enough direction.
- Prevention Boss + Promotion Employee = Power Play: The boss may feel threatened by this employee's creativity and smother the person with micromanagement.

- Promotion Employee + Prevention Employee = Tension: Contrasting approaches among same-status colleagues lead to frustration, barriers, and challenges.
- Promotion Boss + Prevention Boss = Power Struggle: When two bosses have different styles, one may undermine while the other criticizes, often surreptitiously.

If styles are different, the boss needs to subtly adapt his or her style to suit each employee's focus.

• *Framing goals* – "Sometimes even minor tweaks in how you think about a goal or the language you use to describe it can make a difference," say Halvorson and Higgins. One study with German semiprofessional soccer teams compared two different messages about penalty kicks:

- "You are going to shoot five penalties. Your aspiration is to score at least three times."
- "You are going to shoot five penalties. Your obligation is to not miss more than twice."

Players did significantly better when the admonition matched their motivational style – especially with prevention-minded players: they scored nearly twice as often when they got the well-matched message. "So when you are trying to keep yourself or someone else motivated," say Halvorson and Higgins, "remember that promotion-focused people need to think about what they are doing in terms of positives (what they aspire to, how best to accomplish the task) and prevention-focused people should instead think about negatives (potential mistakes, obstacles to avoid)."

• *Feedback* – Promotion-focused people respond well to praise for excellent work-in-progress and being told they are on target to reach a goal. Prevention-focused people, on the other hand, work better under criticism, being told they are below target but can catch up, and being reminded that things may not turn out well. Being told they would succeed actually *undermines* their motivation. "As a manager," say Halvorson and Higgins, "you should always give honest feedback, but you might want to adjust your emphasis to maximize motivation. Don't be overly effusive when praising the prevention-focused, and don't gloss over mistakes they've made or areas that need improvement. Meanwhile, don't be overly critical when delivering bad news to the promotion-focused – they need reassurance that you have confidence in their ability and recognize their good work."

• *Incentives* – It's important that these are aligned to motivational style. A person might self-motivate by saying, "If I finish this project by Friday, I will treat myself to a spa day" or alternatively, "If I don't finish this project by Friday, I will spend the weekend cleaning out the garage." The same matching should go for incentives offered to subordinates.

"Promotion-focused and prevention-focused people are crucial for every organization's success," conclude Halvorson and Higgins, "despite the potential for infighting and poor communication… The key is to understand and embrace our personality types and those of our colleagues, and to bring out the best in each of us."

"Know What Really Motivates You" by Heidi Grant Halvorson and Tory Higgins in *Harvard Business Review*, March 2013 (Vol. 91, #3, p. 117-120), http://hbr.org/2013/03/do-you-play-to-win-or-to-not-lose/ar/1

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2. What Is Creativity and How Should It Be Taught?

(Originally titled "Fundamentals of Creativity")

In this thoughtful *Educational Leadership* article, Ronald Beghetto (University of Oregon/Eugene) and James Kaufman (California State University/San Bernardino) say that teaching creativity may be seen by K-12 educators "as just another guilt-inducing addition to an already-overwhelming set of curricular demands." To put creativity in perspective, they offer five guidelines:

• *Creativity takes more than originality*. It's not just thinking outside the box and coming up with novel ideas; equally important is task appropriateness. For example, a science fair project can be crazily original but will be judged unacceptable if it doesn't conform to basic scientific conventions. Teachers should help students channel their creativity within clear academic expectations – for example, creating a diary of a person living in ancient Rome, with period-accurate details, or students exploring how many ways they can solve an algebraic proof.

• *There are different levels of creativity*. Beghetto and Kaufman have proposed four levels (2009):

- Mini-c, interpretive creativity – for example, a second-grade student's new insight about how to solve a math problem;
- Little-c, everyday creativity – for example, a 10th-grade social studies class develops an original project combining learning about a key historical event with gathering local histories from community elders;
- Pro-C, expert creativity – for example, the idea of the flipped classroom;
- Big-C, legendary creativity – for example, Maria Montessori's new approach to early childhood education.

A teacher might encourage a student to take a composition from the mini-c to the little-c level and show students models of Pro-C and Big-C creativity for inspiration.

• *Context matters*. Teachers can stifle students' creativity (by offering extrinsic rewards, stressing competition, and micromanaging their work) or help creativity blossom (by supporting personal interest, involvement, enjoyment, and engagement in challenging tasks). There's a big difference between assigning a compare-and-contrast essay and inviting students to write a new scene for an assigned novel.

• *Creativity comes at a cost*. It's not all fun, fluff, and frills, say Beghetto and Kaufman. "[C]reativity requires work, effort, and risk. Many years of painstaking effort are needed to develop the expertise to make creative contributions that go beyond the everyday level." Students risk being misunderstood or ridiculed when they get creative. "It does not take many such incidents for a student to learn that it's not worth the effort and risk to share personal ideas – it's much easier to provide the answers that teachers and peers expect."

• *There's a time and a place for creativity*. Under everyday conditions, we don't want a dentist or cab driver to be creative, say Beghetto and Kaufman. "However, if a tooth unexpectedly shatters during a cleaning, we want that dentist to be creative enough to improvise a way to fix it. Similarly, if we are running late for an important flight and the

interstate traffic comes to a screeching halt, we might very well appreciate our cabbie's creative exploration of an alternate route." Teachers should help students learn creative metacognition – knowing the time and place to unleash their creativity – and give them helpful feedback on their efforts.

"Fundamentals of Creativity" by Ronald Beghetto and James Kaufman in *Educational Leadership*, February 2013 (Vol. 70, #5, p. 10-15), www.ascd.org; the authors can be reached at beghetto@uoregon.edu and jkaufman@csusb.edu.

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3. Using Google+ Hangout to Discuss Physics Curriculum and Assessments

In this helpful blog post, high-school physics teacher Casey Rutherford describes how he set up a six-person virtual Professional Learning Community (PLC) of singleton physics teachers around the country, using Google+ Hangout to conduct weekly "in-person" discussions (this allows up to nine people to see each other and also view different types of documents). Rutherford's group decided not to record its sessions to maintain confidentiality.

The original impetus was a directive from Rutherford's Minnesota school district to implement PLCs, which left him high and dry since he was the only teacher in his school teaching certain courses. Undaunted, he sent out a tweet asking for virtual PLC colleagues, got ten responses, and narrowed the group to six teachers who were teaching identical or almost-identical courses and were willing to commit to a weekly one-hour Thursday evening chat. The teachers' schools are diverse: public schools in Minnesota, Iowa, and Pennsylvania, a private boarding school in Delaware, a private Jewish girls' school in New York City, and a charter school in upstate New York.

One of the group's first steps was developing a common interim assessment for constant velocity motion, which several teachers proceeded to give to their students. Looking together at the results was informative – students surprised their teachers by applying a concept they had learned in a different part of the course, even though it wasn't mentioned in the question. The group fell into a routine of having members "bring" student work to each meeting for them to examine and discuss.

"Thus," says Rutherford, "whenever I give a quiz I scan or take a picture of some examples that represent common or interesting mistakes students made on the quiz. Others do the same. Not only do we get the chance to see how each others' students are responding to similar questions (it really helps here that we all use, at the core, the Modeling Instruction curriculum), but we can discuss how to best help students avoid pitfalls and misunderstandings. A typical night starts with a check-in on how things are going and, often, advice for someone who is struggling with something. Then someone posts a link to a quiz and we take a minute or two to look over it. Someone notices something, and discussion ensues. As discussion slows on one quiz someone posts another. There is no rule or defined procedure here, but it seems to work well. Often these quizzes lead to discussions on instructional techniques." Rutherford took one idea from the discussion and tried it with his students the next day and was "blown away by how much they liked it."

"It's humbling and sometimes embarrassing to share work that your students produced that is not perfect," he continues. "A great PLC meets those imperfections with empathy and advice rather than with judgment. We're all in this together, and all students make mistakes. In fact, one thing that I have become more convinced of as a result of our meetings is that the very process of making mistakes is essential to learning. Lots of research in science education, physics in particular, points to the idea that in order to learn and retain scientific reasoning, students must first wrestle with the dissonance between their own thinking and scientific explanations."

How did six months of virtual collaboration change Rutherford's teaching? He says he's changed some unit placements, improved the way he teaches specific topics, added representations to help students visualize concepts, gained new insights into students' misconceptions, and increased his "big-picture view of learning physics through a cyclic treatment of the various models (rather than treating topics as isolated units). I can only imagine what further meetings will lead to!"

"A Physics PLC: Collaboration at a Distance" by Casey Rutherford in *Learning and Physics*, Feb. 16, 2013,
http://learningandphysics.wordpress.com/2013/02/16/a-physics-plc-collaboration-at-a-distance

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4. Vocabulary Instruction That Makes a Difference

In this *Education Week* article, Sarah Sparks reports on research indicating that the 10,000-word vocabulary gap between lower-SES and upper-SES children entering school often widens as they move through the grades. Susan Neuman (University of Michigan/Ann Arbor) and Tanya Wright (University of Michigan/East Lansing) have found that lower-income students are less likely to be taught academically challenging words. "Vocabulary is the tip of the iceberg," says Neuman. "Words reflect concepts and content that students need to know. This whole common core will fall on its face if kids are not getting the kind of instruction it will require."

Neuman and Wright studied kindergarten classrooms and found tremendous variation in the number of words explicitly taught – from two to 20 words a day. In addition, words tended to be taught episodically as they came up in stories and were seldom words needed for future success or linked to other words. "So, a student hears the word 'transportation' in a book about trains," says Rebecca Silverman (University of Maryland/College Park). "If the teacher doesn't explain it in a general context, the student might not get the full sense of the word, and might think it's just related to trains."

Earlier research suggests that students need to hear a new word an average of 28 times to remember it. Repetition, practice, and making links to similar words are particularly important for high-value words, but few teachers work with new words in this systematic way. "In other words," says Neuman, "we're not teaching very many words, and we're not teaching in a way that children will retain the words. Essentially, I'm teaching these words, hoping like hell they've learned it, and never checking whether the children have learned it."

Analyzing four major reading basals (Houghton Mifflin Reading, Pearson/Scott Foresman Reading Street, Harcourt Trophies, and Macmillan/McGraw-Hill Treasures), Neuman and Wright found that, on average, the programs introduced 8-10 new words a week, mostly Tier I words (those already in students' speaking vocabularies). Here are examples of words in the three tiers of Isabel Beck's approach to vocabulary:

- *Baby* (a Tier I word) – Most students know these words without instruction;
- *Principle* (Tier 2) – Students need to understand words like these in order to participate academically in a number of subject areas; Tier 2 words often have more than one meaning and require multiple repetitions to be committed to long-term memory;
- *Platypus* (Tier 3) – Words like these are technical and specific to a particular field of study, but may crop up in a story and need to be explained.

"Essentially, what we found was a very haphazard approach to vocabulary instruction," says Neuman. "The 'challenging' vocabulary choices were not based on frequency, not based on the supporting academic words children need to know like 'during' and 'after,' not content-rich words, like 'predict.' Why would you choose to emphasize the word 'platypus'? It makes no sense."

Rather than choosing words based on stories (*platypus*) or phonics (*cat*) or to reinforce the link between spoken vocabulary and texts (*baby*), teachers and basal-reader authors should make sure students learn a good list of Tier 2 words (like *principle*), say the researchers. Textbook publishers claim that their forthcoming 2014 editions will have a greater emphasis on vocabulary-building in line with Common Core expectations. But at the most, they will introduce 300 words a year. This is not nearly enough to close the vocabulary gap, which means students will rely on incidental learning from their in-school and out-of-school reading and discussion to learn the thousands of other words required for adult literacy.

"Studies Find Vocabulary Instruction Is Falling Short" by Sarah Sparks in *Education Week*, Feb. 6, 2013 (Vol. 32, #20, p. 1, 16), www.edweek.org

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5. Technology Tips from a Kentucky Teacher

In this *Teacher* article, high-school teacher Paul Barnwell offers recommendations on the use (and misuse) of technology in classrooms:

• **Do** teach students basic photo-composition rules and simple editing to capture and set up their own images and create authentic digital stories and presentations. Possible programs include Animoto, iMovie, and Photostory.

• **Don't** allow students to rely heavily on Google image searches and other copy-and-paste tools for presentations. Students should have to do some creative problem-solving.

• **Do** use Google Drive, a cloud-based service that is a reliable way for students to back up their work.

• **Don't** allow students to use forgetting their flash drive as an excuse for not having their work; it should be up there in Google Drive.

• **Do** use low-tech note cards for exit tickets, four-corner discussion, and other quick checks for understanding.

• **Don't** use online polling or other digital tools for quick checks for understanding. "Sometimes paper or verbal communication should trump the allure of using technology," says Barnwell.

• **Do** promote fluency, discussion, and presentation skills by having students use their cell phones or flip video cameras to record conversations, narratives, speeches, and other class assignments.

• **Don't** rely so heavily on technology tools that speaking and listening skills atrophy. "Don't over-use fragmented, text-based digital communication when you can use the same tools to enhance and critique more 'traditional' skills relating to extended writing pieces, interviewing, and speaking," says Barnwell.

• **Do** encourage students to make phone calls when researching information or contacting sources outside the classroom. This is good practice for verbal communication skills – something many students need.

• **Don't** let students rely on texting and e-mail when gathering information; it's inefficient and misses important dimensions of interviews and observations.

• **Do** use Jing and other screen-capture video software to model complicated instructions.

• **Don't** expect students to remember multi-step instructions with new software, apps, or programs. Jing is far more efficient.

"The Time-Tested Dos and Don'ts of Using Classroom Technology" by Paul Barnwell in *Teacher*, Feb. 12, 2013, http://www.edweek.org/tm/articles/2013/02/11/tln_barnwell_classroomtech.html

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6. Robert Marzano on Four Levels of Classroom Questioning

(Originally titled "Asking Questions – At Four Different Levels")

In this *Educational Leadership* article, author/researcher Robert Marzano says there are four ways to question students. "Planning a lesson that uses all four of these levels can transform classroom questions into analytic tasks that require students to think at increasingly complex levels," he says.

• *Level 1: Details* – Recalling or recognizing specific information – for example, "Describe some important features of the Rocky Mountains."

• *Level 2: Characteristics* – Describing, comparing, or contrasting the qualities of a category – for example, "What are some differences between older mountain ranges like the Rocky Mountains and newer mountain ranges like the Olympic Mountains in Washington State?" Questions at Levels 1 and 2 are usually asked of the whole class, giving all students a chance to respond.

• *Level 3: Elaborations* – Explaining the characteristics of a category – for example, "Tell why older mountain ranges are less jagged" or "What effect does major loss of life in a

single battle like Gettysburg have on ending or prolonging a war?" Level 3 questions are best tackled by students in groups and then discussed with the whole class.

• *Level 4: Evidence* – Providing support or evidence for elaborations, including premises, rules, generalizations, or exceptions that students' conclusions don't explain – for example, "What sources support your conclusions about why older mountain ranges are less jagged?" This level of question usually requires work outside the classroom and may extend over several lessons.

"Asking Questions – At Four Different Levels" by Robert Marzano in *Educational Leadership*, February 2013 (Vol. 70, #5, p. 76-77), www.ascd.org

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7. Busted, Chastened, and Enlightened

In this *Kappa Delta Pi Record* article, retired Missouri educator Julia Frank Hundman recalls how her seventh-grade English teacher, Mrs. B., once asked students to write a poem of their own. "It seemed to me that love, angst, and all sorts of turmoil were requirements for good poetry," says Hundman. "I was a happy-go-lucky, superficial kid and just not sure what to do with those emotions." She ended up copying a poem from an obscure source, sure that Mrs. B. wouldn't be able to trace it.

But the teacher immediately spotted the fact that it wasn't original work. At the end of the next class, Mrs. B. asked Hundman to stay after class. "She sat me down at the side of her desk in 'that' chair and asked if I wrote the poem. I remember squirming and admitting I copied it. I was embarrassed, but more frightened that she would call my parents."

Instead, Mrs. B. asked that the assignment be done again. "I am sure at the time she let me know that what I did was dishonest and seriously wrong," Hundman recalls, "but the lesson I remember is, 'You can do this. Just give it a try.'" After a struggle, she finally wrote a poem, Mrs. B. accepted it, and Hundman's parents were never the wiser.

After graduating from college in 1975, Hundman began a long career as a health and physical education teacher. "During those years," she says, "Mrs. B's advice rarely let me down. Calmly assuming that each student would succeed after serious effort usually worked, just as it had for me."

"'Give It a Try!'" by Julia Frank Hundman in *Kappa Delta Pi Record*, January-March 2013 (Vol. 49, #1, p. 47), no e-link available

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8. A Defense of Standardized Testing

In this *Education Gadfly* article, Kathleen Porter-Magee and Jennifer Borgioli list four "fundamental misunderstandings" in the arguments made by opponents of high-stakes testing:

• *Myth #1: Teachers' instincts should guide instruction.* Critics of test-driven accountability say we should just let teachers teach – that standardized testing wastes instructional time, distracts teachers from what's really important, and provides very little

useful information about student learning. But without independent checks, say Porter-Magee and Borgioli, "many teachers hold low-income and minority students to different standards than affluent, white peers. This bias is rarely intentional, but it has been found time and time again." Good tests ensure all students are held to high expectations and identify students who need extra help, spotlight achievement gaps, and expose schools that are not doing justice to their students. In so doing, say the authors, tests "drive critical conversations about the curriculum, pedagogy, and state and district policies that we need to catch kids up and get them back on the path to success."

• *Myth #2: Testing is responsible for "drill-and-kill" instruction*. First of all, low-level, worksheet-driven instruction is nothing new, say Porter-Magee and Borgioli: "It's a function of low teacher capacity, failed leadership, or excessive within-class achievement variability, not overzealous accountability." Second, test prep doesn't raise achievement on standardized tests; high-quality teaching and intellectually challenging work are the formula for success.

• *Myth #3: Tests can't measure what really matters*. True, tests have limitations, say Porter-Magee and Borgioli, and there is an art as well as a science to teaching. However, "There is real content that students need to master; there are questions that have right and wrong answers; and there are many skills that can be evaluated using well-crafted standardized tests, including even the multiple-choice kind."

• *Myth #4: Setting standards and holding schools accountable with tests doesn't work*. Those who take this position point to Finland's decentralized, laissez-faire curriculum approach. But this ignores the fact that the Finns had three decades of tightly controlled central curriculum before dialing back once they achieved a high level of compliance and teacher skill. "Our own history suggests that it is exactly the states that have set rigorous standards connected to strong accountability regimes – most notably, Massachusetts – that have seen the greatest gains for all students, not just our most disadvantaged," say Porter-Magee and Borgioli. "Tests deserve not to be derided but celebrated for the crucial role they are playing in our schools. They are not the only answer to what ails American education, but it's hard to think of a meaningful reform effort that doesn't require the effective measurement of student achievement that tests make possible."

"The Four Biggest Myths of the Anti-Testing Backlash" by Kathleen Porter-Magee and Jennifer Borgioli in *The Education Gadfly*, Feb. 14, 2013, http://bit.ly/VAjso6

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9. Short Item:

The Freshman Transition Network – This is a social network of educators from around the U.S. working on providing a smooth transition for entering ninth graders: http://freshmantransition.ning.com

"The Ninth-Grade Challenge" by Scott Habeeb in *Principal Leadership*, February 2013 (Vol. 13, #6, p. 18-22), http://www.nassp.org/Knowledge-Center/Publications/Principal-Leadership; Habeeb is at scotthabeeb@gmail.com.

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Do you have feedback? Is anything missing?

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 42 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).

Subscriptions:

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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
ASCA School Counselor
ASCD SmartBrief
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
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 Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
Newsweek
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Wharton Leadership Digest