

# Marshall Memo 325

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

March 1, 2010

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## Quotes of the Week

“It’s not stress that kills us; it is our reaction to it.”

Hans Selye (quoted in item #6)

“The information that people in an organization do not have creates a vacuum filled with fear and rumor.”

Douglas Reeves (see item #7)

“Instead of reducing and simplifying, we need to keep problems at a higher level of cognitive demand.”

New Haven middle-school math teacher Marisa Ferrarese-Asarisi (see item #1)

“Honor roll in middle schools serves little or no purpose... Is it legitimate to lift up and recognize only those whose learning capacities and development allow them to function well in conventional classrooms, while the rest of our students in varying degrees of maturation, or those whose learning needs are not met by regular classrooms or with teachers who fail to provide differentiated approaches, are told one more time that they don’t fit into our preconceived ideas of what constitutes being smart?”

Rick Wormeli (see item #3)

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## 1. New Haven Middle-School Teachers Rethink Math Instruction

In this thoughtful article in *Middle Ground*, New Haven (CT) teacher Marisa Ferrarese-Asarisi describes how she used to conduct a math lesson:

- Explain the skill to the whole class;
- Model it;
- Practice it with the class;
- Have students practice it individually or in small groups.

She then describes her “aha!” moment in an Enhancing Instruction in Mathematics workshop that exposed New Haven teachers to the teaching practices of Australia, the Czech Republic, Hong Kong SAR, Japan, the Netherlands, and Switzerland (the PD was based on the findings of the Trends in International Mathematics and Science Study (TIMSS) 1999 Video Study, available at <http://nces.ed.gov/timss>). “This program helped me understand that to support student learning, we need to let students grapple with problems,” says Ferrarese-Asarisi. “We need to require students to construct relationships among ideas, facts, or procedures and to engage in mathematical reasoning such as conjecturing, generalizing, and verifying. Instead of reducing and simplifying, we need to keep problems at a higher level of cognitive demand.” Here is an example of how she and her colleagues teach a new math skill now:

- *Pre-test students.* At the beginning of a unit on fractions, teachers give a test and learn that students can identify fractions from pictorial representations but are unable to apply that information.

- *Create a problem.* Teachers then create a single problem incorporating the key state math standards, in this case, making equivalent fractions, simplifying fractions, and adding and subtracting fractions. Here is an actual problem:

- Jamie has 24 shirts in her closet.
- $\frac{1}{6}$  are red.
- $\frac{1}{3}$  are yellow.
- $\frac{4}{12}$  are green.
- The rest are blue.
- How many shirts are blue?

Teachers try to include as many concepts and skills as possible without making the problem too difficult.

- *Present the problem.* Each teacher then reads the problem aloud to students to make sure they understand, divides students into mixed-achievement groups with a chairperson,

recorder, reporter, liaison, and timekeeper, and gets students working on the problem with the clear expectation that they have to solve it *and* give an explanation and justification for their answer.

- *Allow students to struggle.* This is unfamiliar territory for students; they know that the number 24 can be split into sixths and thirds, but they don't know how those denominators correspond to the whole number. The challenge is developing equivalent fractions. Each group tackles the problem in a different way, and students are excited. "I realized that struggle and interaction bring a joy to math that is sometimes lost with individual, teacher-directed lessons," says Ferrarese-Asarisi.

- *Discuss the problem.* When all groups have reached a solution, the whole class reconvenes and each group is asked to explain its solution and the thinking behind it. The teacher leads a discussion comparing strategies, asking what worked and what didn't – again, an active, excited discussion. "When students got different answers, they really wanted to justify their answer – and all their hard work," says Ferrarese-Asarisi. When all groups have presented, the class reaches consensus on the correct answer. Students clearly see that there are different ways to solve it, some of which work better than others – which helps them with future problems.

- *Extend students' knowledge.* During the all-class discussion, the teacher records ideas and strategies on chart paper and posts it on the wall for future reference. She also does extension activities, including: (a) How would the answer change if there was one more yellow shirt? and (b) Predict how many blue shirts there would be if the fractions remained the same but there were 100 shirts in Jamie's closet.

- *Assess students' knowledge.* A week later, teachers give a quiz asking students to independently solve a similar problem and justify their answers. They do well, showing that they had really learned the skills and concepts.

"Before this exercise, I was hesitant about the struggle," says Ferrarese-Asarisi. "I was afraid students would struggle too much and give up. My fears, however, were unfounded. Students have the tools they need. They appreciate the independence. They enjoy solving problems on their own – whether in groups or individually. By allowing students to wrestle with important mathematics, I am helping them develop number sense and critical thinking. Now when students see a fraction like  $\frac{1}{2}$  or  $\frac{6}{12}$ , they know what those fractions mean. We may tell students that  $\frac{1}{2}$  is equal to  $\frac{6}{12}$ , but when they figure it out for themselves, they are better able to understand why. They can also transfer that knowledge to other problems and are better prepared for the challenges that lie ahead."

What about long-term results? According to Ken Mathews, New Haven's K-12 math administrator, the district's middle schools made significant gains on statewide tests, and seventh- and eighth-grade teachers had the largest increases in the state.

"No Problem: The Value of Struggling with Important Mathematics" by Marisa Ferrarese-Asarisi in *Middle Ground*, February 2010 (Vol. 13, #3, p. 22-23), no e-link available; the author can be reached at [marisa.ferrarese@new-haven.k12.ct.us](mailto:marisa.ferrarese@new-haven.k12.ct.us).

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## 2. Can the Five-Paragraph Essay Be a Useful Teaching Tool?

In this *Chronicle of Higher Education* article, Georgia Perimeter College English professor Rob Jenkins says he used to believe that the five-paragraph essay was “evil” – he firmly believed that organization should arise organically from the content, as it always had with his own writing. For years, Jenkins refused to teach the five-paragraph formula in freshman composition and other courses, even, he says, “when students practically begged for a handy rubric to help them organize their thoughts.” Instead, he tried to lead them “on a journey of self-discovery, or at least a discovery of what they were trying to say and how.”

But it didn’t work for most students, and Jenkins gradually came to realize three things about writing:

- Organization is vital; this is what makes it possible for the reader to follow the writer’s train of thought.
- Few people are naturally good at organizing their ideas in writing.
- People won’t magically get better at it, even if they are highly intelligent and well-educated.

He came to see the five-paragraph formula as exactly what students needed, not just for their college papers but for all forms of communication, from after-dinner speeches to doctoral dissertations – basically, *Tell ’em what you’re gonna tell ’em, then tell ’em, then tell ’em what you told ’em.*

The danger of the five-paragraph format is that it can become too rigid and formulaic. To prevent this, Jenkins uses two metaphors with his students:

- *The accordion* – A piece of writing can expand if there’s more content and contract if there’s less. For example, a major writing assignment might have three or four introductory paragraphs, 18 middle paragraphs fleshing out five or six supporting points, and two or three concluding paragraphs. A brief interoffice memo might be only three or four paragraphs long, with the important points sandwiched between a brief introduction and conclusion. The key, says Jenkins, is that “if students can learn to organize their ideas into five paragraphs, they should be able later on to expand or contract the format as necessary – especially if they understand that the five-paragraph theme is merely a beginning, not an end unto itself.”

- *The frog* – “A student who wants to become a heart surgeon doesn’t start out by cutting people open,” he says. “That student will probably begin, in an introductory biology course, by dissecting a frog... For student writers, the five-paragraph theme is their frog. It’s not a 10-page term paper, much less a 50-page proposal. But the lessons learned about organization from writing in the five-paragraph format make it possible, later on, to put together longer documents that are more logical and coherent.”

Jenkins goes on to rebut the kinds of objections he himself used to raise about the five-paragraph approach:

- *It’s repetitive and redundant.* Yes, it is, but redundancy isn’t all bad. “As any teacher, parent, or coach can attest, the way to get people to remember and improve at things is to repeat them over and over,” says Jenkins. To avoid being tiresome, the trick is to “repeat yourself without sounding as though you’re repeating yourself – which can lead to many

fruitful discussions about sentence variety, word choice, and the importance of vocabulary building.”

- *It's formulaic.* True, but it really helps students to learn how to follow a set formula, because most kinds of writing are formulaic.

- *It's devoid of content.* Yes, content comes from students' knowledge and life experience. This means that as students get older, they have more to plug into the structure of the five-paragraph essay. But the structure is helpful in managing and expressing thoughts in a way that others can understand. And that is what really counts.

“Accordions, Frogs, and the 5-Paragraph Theme” by Rob Jenkins in *The Chronicle of Higher Education*, Feb. 26, 2010 (Vol. LVI, #24, p. A76), no e-link available

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### **3. Should Middle Schools Have Honor Rolls?**

“Honor roll in middle schools serves little or no purpose,” says Virginia-based author/consultant Rick Wormeli in this *Middle Ground* article, “and it actually hurts the progress of some students.” Here is his argument:

- *Honor-roll-only assemblies are ineffective.* Wormeli asks whether they motivate “invitees and their disinvited classmates to learn more or work hard in the future? This sorting of students is manipulative and counterproductive, he believes.

- *Grades are a flimsy foundation.* Honor-roll lists are based on grades, which, Wormeli says, are “easily and frequently distorted, so much so that they should never be used as the sole criterion for determining a student’s label... Some teachers count homework 10%, some count it 30% or more. Some hold students accountable for one level of performance while others give As for far less proficiency. Some allow re-takes for full credit, some for partial credit. Classroom assessments tend to be one-sitting ‘snapshot’ samplings of student thinking/performance rather than clear and consistent evidence over time, which is necessary if they are to be valid.”

- *Honor rolls are antithetical to the middle-school mission.* “Is it legitimate to lift up and recognize only those whose learning capacities and development allow them to function well in conventional classrooms,” he asks, “while the rest of our students in varying degrees of maturation, or those whose learning needs are not met by regular classrooms or with teachers who fail to provide differentiated approaches, are told one more time that they don’t fit into our preconceived ideas of what constitutes being smart?”

- *Honor rolls discourage many.* When students work hard and don’t make the honor roll because of a developmental difference, they can develop a permanent feeling of inferiority.

So what’s the alternative? Wormeli thinks that rather than defining student success by test scores and grades, we should find multiple ways to affirm good work and progress. “Let’s privately and publicly affirm the most important skills of the 21<sup>st</sup> century we find in our students,” he says: “creativity, collaboration, compassion, critical thinking, flexibility,

resilience, task analysis, positive social change, ethics, courage, mental dexterity, pattern recognition and manipulation, and initiative.”

And what’s the payoff for deserving students? “We are creative people,” says Wormeli, “so let’s try to find developmentally appropriate ways to affirm all students’ growth, including students who are not on pace with others or whose talents aren’t as clearly manifest in standard classrooms.” Some ideas:

- Private teacher-student conversations with specific points of praise;
- Giving free time to pursue personal interests during class time without having to make up missed work;
- Giving more independence and personal choice;
- Giving additional privileges, perhaps access to the computer lab, extra court time in the gym, or planning school lunches for a week;
- Getting letters of commendation from respected community members;
- Being able to choose books to be purchased for the school library with a nameplate;
- Being able to address younger students about life in middle school;
- A one-year subscription to an appropriate magazine.

“Notice that none of these affirmations involve food,” says Wormeli. “Let’s not add to the obesity issues or eating disorders that begin so often in middle school.”

“Teaching in the Middle: Honor Roll? Really?” by Rick Wormeli in *Middle Ground*, February 2010 (Vol. 13, #3, p. 31-32), no e-link available

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#### **4. Getting Away from Traditional Grading in a Kentucky Middle School**

In this *Middle Ground* article, Kentucky middle-school English teacher Paul Barnwell says that he is spending less and less time “toiling away with traditional grading” and keeps his classes highly engaged and motivated – in a state he calls “relaxed alertness” – with a number of other assessment practices:

- *Big-picture results focus* – Students have a detailed outline of upcoming teaching units and summative assessments like tests, essays, or multimedia projects.

- *Constant questioning* – Barnwell keeps packs of 3x5 index cards with the names of each class’s students and pulls out cards at random to decide which student will answer the next question. “I’m not trying to stump students, but rather trigger participation and keep them focused,” he says.

- *Classwide success* – When he gives self-graded grammar or individual Brainpop.com quizzes, Barnwell will sometimes say, “Alright guys, let’s check ourselves this time, but it will be unacceptable for anyone to get less than 80%.” The peer pressure has a positive effect on engagement and effort, he says.

- *Green dot/red dot* – If Barnwell says that a worksheet or another assignment is a “green-dot task,” students know that he’ll be doing a spot-check for understanding. Students raise their hands when they’re finished and when he checks their work, he puts a green dot if

it's proficient and a red dot if they need to keep working on it. "As I zoom around the room, I get a great snapshot of whether a class comprehends a given topic or activity," he says. "This activity fosters a sense – and expectation – of student success."

- *Partner work/interaction* – Barnwell has found that most students can't sit still for 90 minutes, so when it's time to share answers or work with a partner, he has them get up and find someone wearing a similar shirt color or who shares their favorite season.

- *Mini whiteboards* – Barnwell frequently designs activities in which students can show their understanding on the whiteboards while they work, get checked, erase it, and move on to the next problem.

- *Laptops* – "It never ceases to amaze me that, regardless of the academic task, students participate when a laptop sits on their desk," he says.

"Get Away from Grading and Get Students Learning" by Paul Barnwell in *Middle Ground*, February 2010 (Vol. 13, #3, p. 24-25), no e-link available; the author can be reached at [psbarnwell@gmail.com](mailto:psbarnwell@gmail.com).

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## **5. Can Schools Help Parents of LGBT Students Become More Accepting?**

In this *Harvard Education Letter* article, Bard College professor Michael Sadowski addresses the tricky issue of working with the parents of lesbian, gay, bisexual, and transgender (LGBT) youth. Many schools support Gay-Straight Alliances but have an unwritten "don't ask, don't tell" policy with parents because they know that some LGBT students are not "out" to family members and/or some parents are not supportive of their children's LGBT identity. "We need to think about new ways to engage parents and not immediately assume that they're going to be rejecting," says Stephen Russell of the University of Arizona. Massachusetts PTA president Kim Hunt agrees: "It's proven that when parents are involved, children succeed. Why shouldn't that apply to every child? LGBT youth need support, encouragement, and to feel safe. This begins at home."

Finding a way to work with these parents is important because family acceptance is a key factor in the health and well-being of LGBT youth – and "rejecting behaviors" by parents and caregivers are strongly correlated with problems. A study of gay, lesbian, and bisexual young adults 21-25 found that those with high levels of family rejection were eight times more likely to have attempted suicide, six times more likely to report high levels of depression, and three times more likely to use illegal drugs and engage in unprotected sex as those with more accepting families. Rejecting families are especially unhelpful on the issue of bullying and harassment at school.

How widespread is rejection at home? More than two-thirds of LGBT young adults say they experience it to some degree, and it consists of:

- Verbal harassment and/or hitting related to LGBT identity;
- Excluding LGBT youth from family events or activities;
- Blocking access to LGBT friends, events, and resources;
- Pressuring a child to be more (or less) masculine or feminine;

- Telling a child that God will punish her/him for being gay;
- Telling a child that how he or she looks or acts is shameful or will shame the family;
- Making a child keep his or her LBG T identity secret from other family members.

Forty-two percent of LGBT youth live with “extremely rejecting” or “rejecting” family members or caregivers. The irony is that most of these kinfolk believe they are acting in the LGBT person’s interests. “These families love their children,” says San Francisco State University researcher Caitlin Ryan. “Parents and caregivers who tried to change, discourage, or otherwise reject their children’s LGBT identity or gender variant behavior were acting out of care and concern, to protect and help their LGBT children fit in and have a good life.”

Informing family members of the consequences of rejection can make a big difference. “We found that parents and caregivers can modify rejecting behaviors when they understand how their reactions to their LGBT children – their specific words, actions, and behaviors – affect their children’s health, mental health, and well-being,” says Ryan. “... we’ve seen that we can have an impact with families when they see that certain behaviors they thought were helping their children are actually putting them at risk.” There’s a reduction in risky behaviors when parents and caregivers begin to:

- Talk with a child about his or her LGBT identity;
- Support an LGBT child’s identity even if it makes the parent or caregiver uncomfortable;
- Bring the child to LGBT organizations or events;
- Require that other family members accept the LGBT child;
- Connect with an LGBT role model;
- Welcome an LGBT child’s friends and partners into the home;
- Believe the child can have a happy future as an LGBT adult.

Schools can be a key conduit for this vital information about acceptance. One source is a guide published in 2009 by the Family Acceptance Project at San Francisco State’s Marian Wright Edelman Institute for the Study of Children, Youth, and Families, “Supportive Families, Healthy Children,” which outlines research findings, basic definitions about sexual orientation and gender identity, resources, and advice about opening up conversations with children about LGBT issues.

“Beyond Gay-Straight Alliances” by Michael Sadowski in *Harvard Education Letter*, March/April 2010 (Vol. 26, #2, p. 3-5), <http://www.edletter.org>

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## **6. What Kind of Leadership Is Most Effective in Hard Times?**

In this *Wharton Leadership Digest* article, Mark Hanna quotes Canadian stress researcher Hans Selye – “It’s not stress that kills us; it is our reaction to it” – and reflects on two kinds of leadership and their impact within organizations dealing with the economic downturn:

- *Transactional* – Bosses and subordinates have a simple exchange relationship, with

the leader doling out rewards and sanctions based on how well subordinates are doing their jobs.

• *Transformational* – Leaders bring out the “better angels” in their colleagues, raising them to higher levels of motivation, morality, and attainment. The idea of transformational leadership was popularized by presidential biographer James MacGregor Burns in a 1978 book and refined in a 1991 article by Bruce Avolio, David Waldman, and Francis Yammarino in which they defined four key components:

- Idealized influence – The leader provides a sense of vision and mission, instills pride, and gains trust and respect.
- Inspiration – The leader motivates others and appeals to their emotions.
- Intellectual stimulation – The leader helps colleagues learn, develop, and think creatively and critically.
- Individualized consideration – The leader is a mentor and coach to colleagues and tends to their needs.

A recent experiment with 20-year-old college students showed that transformational leadership was far better at bringing out the best in people under stress. It was associated with better performance of tasks, higher social support perceptions, greater self-efficacy beliefs, lower negative affect, and lower threat appraisals.

What does transformational leadership look like in the everyday life of an organization going through stressful times? A McKinsey survey found that effective leaders do the following:

- Talk about organizational values and direction;
- Talk about the organization’s performance;
- Spend informal time with employees;
- Support programs that help employees improve their skills;
- Mentor one or more employees;
- Recognize high performance.

Leaders also need to take care of their own emotional health, says Hanna, and an important part of that is having the right attitude toward events and developing an inner toughness. Stress can be seen as an evolutionary goad, the external world saying to us, “Here is a hurdle. Can you summon up the inner strength to jump over it? Can you grow? If not, can you deal with adversity, even if things appear overwhelming for now?”

“Leadership Styles and Stress Outcomes” by Mark Hanna in *Wharton Leadership Digest*, January/February 2010 (Vol. 14, #3-4) <http://leadership.wharton.upenn.edu/digest/index.shtml>; Hanna can be reached at [markhanna@mchsi.com](mailto:markhanna@mchsi.com).

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## **7. Douglas Reeves on the Care and Feeding of Stressed-Out Teachers**

In this *American School Board Journal* article, author/consultant Douglas Reeves shares this advice for school leaders as they deal with the stress that very depressing economic

times are causing for staff members:

- *Give teachers the time they need to do their jobs well.* A recent study showed that the greatest source of dissatisfaction in the ranks was not lack of money, unruly students, or bad administrators – it was not having enough time with students and colleagues. Since principals can't create more time and probably don't have the funds to pay teachers for extra hours, it comes down to using the time that already exists most effectively for two things: teaching, and learning to teach more effectively. Reeves suggests taking a critical look at all meetings – are they being used to improve teaching effectiveness? – finding ways to give faster and more helpful feedback to students, and engineering shorter transitions between classes.

- *Make sure teachers know their mental and emotional health benefits.* These probably include short-term therapy for stress and anxiety and, where appropriate, medications, and should be seen as non-stigmatizing. Principals should also tout other ways of dealing with stress – walking, aerobic exercise, yoga, and meditation.

- *Communicate regularly with all stakeholders.* “The information that people in an organization do not have creates a vacuum filled with fear and rumor,” says Reeves. “A weekly voice-mail or e-mail to every employee and similar communication to the community are essential.” These newsletters should address what's known, what's not known, and what's being talked about that's not true.

- *Model resilience.* “Teachers and school leaders must learn to be models of resilience, helping students bounce back from disappointment and defeat,” concludes Reeves.

“Dealing with Stress and Anxiety” by Douglas Reeves in *American School Board Journal*, March 2010 (Vol. 197, #3, p. 40-41), <http://www.asbj.com>. Reeves can be reached at [dreeves@leadandlearn.com](mailto:dreeves@leadandlearn.com).

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## 8. Short Items:

*a. Educational videos website* – Larry Sanger, the co-founder of Wikipedia, has launched Watch and Know, a new website to gather and organize educational videos for students 3-18. The site, funded by the Community Foundation of Northwest Mississippi, already has more than 11,000 videos on math, science, history, and other subjects, and allows for collaboration among users. Check it out at <http://www.watchknow.org>.

“News to Use” in *Middle Ground*, February 2010 (Vol. 13, #3, p. 6-7)

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*b. Special Olympics Project UNIFY* – This program (now operating in 1,200 schools in 46 states) helps young adolescents respect and include people with intellectual disabilities and create a welcoming community in which everyone's gifts are celebrated. To take part, contact Andrea Cahn at [http://www.specialolympics.org/project\\_unify](http://www.specialolympics.org/project_unify).

“News to Use” in *Middle Ground*, February 2010 (Vol. 13, #3, p. 6-7)

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**c. ELL lesson plans website** – This site allows English language learner teachers to share their favorite strategies and lesson plans: <http://www.teachingrecipes.com>.

“News to Use” in *Middle Ground*, February 2010 (Vol. 13, #3, p. 6-7)

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**d. Math forum** – This Drexel University-sponsored site has mathematics problems, puzzles, best practices, professional development, a Problem of the Week, Ask Dr. Math, and Teacher2Teacher: <http://mathforum.org>.

“News to Use” in *Middle Ground*, February 2010 (Vol. 13, #3, p. 6-7)

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**e. National Geographic website** – The EarthCurrent site is a twice-a-week digest of information on archeology, culture, adventure, health, exploration, animals, environment, science, space, and more: [http://www.ngslis.org/earth\\_current/20091124.html](http://www.ngslis.org/earth_current/20091124.html).

“News to Use” in *Middle Ground*, February 2010 (Vol. 13, #3, p. 6-7)

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**f. Books for visually impaired students** – Bookshare is a free service with more than 70,000 books for K-12 students with a visual impairment, a physical disability, or a reading disability that makes it difficult or impossible to read standard print:

<http://www.bookshare.org>.

“News to Use” in *Middle Ground*, February 2010 (Vol. 13, #3, p. 6-7)

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**g. Wordle** – This website tool turns a story or block of text block into a “word cloud,” making the most common words prominent: <http://www.wordle.net>. Here’s a separate link to an interactive page applying this to all the presidential inaugural addresses:

[http://nytimes.com/interactive/2009/01/17/washington/20090117\\_ADDRESSES.html](http://nytimes.com/interactive/2009/01/17/washington/20090117_ADDRESSES.html).

“Tools for Schools: What’s New with Web 2.0?” by Howie DiBlasi in *Middle Ground*, February 2010 (Vol. 13, #3, p. 8-9)

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**h. Open source software** – This *Middle Ground* article sings the praises of open-source software and gives several links, among them: <http://www.k12opensource.com>.

“Opening Doors with Open Source” by Randy Orwin in *Middle Ground*, February 2010 (Vol. 13, #3, p. 10-11)

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**i. Spanish website** – The Todoele site was created by teachers of Spanish as a foreign language, with materials, activities, songs, and grammar exercises: <http://www.todoele.net>.

“Web Watch” in *The Language Educator*, February 2010 (Vol. 5, #2, p. 56-57)

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**j. Spanish language drills** – This site has 20 interactive drills in Spanish grammar: <http://www.columbia.edu/~fms5>

“Web Watch” in *The Language Educator*, February 2010 (Vol. 5, #2, p. 56-57)

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**k. French website** – The Canadian Association of Second Language Teachers has created this site with games and interactive activities:

[http://www.caslt.org/resources/french-sl/classroom-resources-classroom\\_en.php](http://www.caslt.org/resources/french-sl/classroom-resources-classroom_en.php).

“Web Watch” in *The Language Educator*, February 2010 (Vol. 5, #2, p. 56-57)

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**l. Chinese and Japanese writing website** – The Apropos website has comprehensive information on writing Chinese and Japanese: <http://www.aproposinc.com/pages/asiantrm.htm>.

“Web Watch” in *The Language Educator*, February 2010 (Vol. 5, #2, p. 56-57)

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**m. Native-speaker recordings** – This site from the Oral Language Archive of the Modern Language Resource Center at Carnegie Mellon University has audio archives in French, German, Japanese, and Spanish: <http://ml.hss.cmu.edu/mlrc/ola>

“Web Watch” in *The Language Educator*, February 2010 (Vol. 5, #2, p. 56-57)

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**n. Calendar website** – This site is a museum of calendars in use today – Chinese, Indian, Islamic, and Jewish – as well as some no longer being used – Mayan, Roman, and the French Revolutionary Calendar: <http://www.webexhibits.org/calendars/calendar.html>.

“Web Watch” in *The Language Educator*, February 2010 (Vol. 5, #2, p. 56-57)

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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](mailto:kim.marshall8@verizon.net)*

# 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 37 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).

## ***Subscriptions:***

Individual subscriptions are \$50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

## ***Website:***

If you go to <http://www.marshallmemo.com> you will find detailed information on:

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- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American Journal of Education  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Catalyst Chicago  
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  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teacher Magazine (online)  
Teachers College Record  
The Atlantic Monthly  
The Chronicle of Higher Education  
The Language Educator  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Tools for Schools/The Learning Principal