

Marshall Memo 653

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 19, 2016

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Quotes of the Week

“One teacher, one time, told me a valuable thing: ‘No one cares about what you say. They’re looking for any excuse not to listen. So make sure they don’t have one.’”

Penn Jillette (of Penn and Teller) in a “Life’s Work” interview with Alison Beard in *Harvard Business Review*, October 2016 (Vol. 94, #10, p. 128), no e-link available

“Substitute teaching has to be education’s toughest job... The role magnifies the profession’s biggest challenges – the low pay, the insufficient time to plan, the ordeals of classroom management – into an experience that borders on soul-crushing. At the same time, the job drains teaching of its chief joy: sustained, meaningful relationships with students.”

Sara Mosle in “Pity the Substitute Teacher,” a review of Nicholson Baker’s book, *Substitute: Going to School with a Thousand Kids* (Blue Rider Press, 2016) in *The Atlantic*, October 2016 (Vol. 318, #3, p. 42-44), <http://theatlantic.com/2cc0Wi0>

“[A]ll of us teachers should do [this] at least once a year: follow a student through a whole hectic day in our own schools to soak up the experience.”

Sara Mosle (*ibid.*)

“For some parents, teacher conferences are more like speed dating than substance.”

Sarah McKibben (see item #5)

“A sizable body of research shows that people learn and perform much better when they focus on one thing at a time.”

Jonathan Zimmerman in “Welcome, Freshmen. Look at Me When I Talk to You” in *The Chronicle of Higher Education*, September 16, 2016 (Vol. LXIII, #3, p. A48), <http://www.chronicle.com/article/Welcome-Freshmen-Look-at-Me/237751>

1. Outsmarting the “Power Paradox”

In this *Harvard Business Review* article, Dacher Keltner (University of California/Berkeley) shares a disturbing finding from his research in a variety of organizations: “While people usually gain power through traits and actions that advance the interests of others, such as empathy, collaboration, openness, fairness, and sharing, when they start to feel powerful or enjoy a position of privilege, those qualities begin to fade.” Studies show that powerful people are significantly more likely to interrupt colleagues, check their phones while others are talking, raise their voices, say insulting things, tell jokes that embarrass others, swear, take credit for a group effort, forget people’s names, cheat, eat with their mouths open, and not stop their luxury cars for pedestrians. Behaviors like these undermine leaders’ effectiveness by depressing the performance of those around them, and are ultimately self-defeating.

So how does a person moving up the ladder in an organization stave off the corrupting influences of power? The first step, says Keltner, is being aware of the feelings that accompany one’s rise: “My research has shown that power puts us in something like a manic state, making us feel expansive, energized, omnipotent, hungry for rewards, and immune to risk – which opens us up to rash, rude, and unethical actions.” But it turns out that simply being aware of those feelings – “Hey, I’m feeling as if I should rule the world right now” – and monitoring impulses to behave inappropriately helps keep those behaviors in check. Recognizing and labeling feelings of joy and confidence makes people less likely to be adversarial and confrontational. In addition, mindfulness exercises – sitting comfortably in a quiet place, breathing deeply, and concentrating on the feeling of inhaling and exhaling – can foster focus and calm.

When Keltner works with up-and-coming executives, he counsels them to remember and repeat the virtuous behaviors that helped them rise in the first place and develop three essential practices: empathy, gratitude, and generosity. These have been shown to sustain benevolent leadership, even in the most ruthless environments. In U.S. military mess halls, soldiers go through the serving line in reverse order of seniority – officers eat last, showing respect for their troops. Similarly, small expressions of gratitude yield positive results – a pat on the back from a teacher makes a student more likely to tackle challenging problems. And simple acts of generosity – contributing new ideas or directly helping others with projects, donating to charities – create a more productive climate. Keltner shares tips for cultivating each of these virtues:

- *To practice empathy:*

- Ask a question or two in every interaction, showing genuine interest in the subject.

- Paraphrase important points made by others.
 - Listen with gusto, orienting your body and eyes toward the person speaking and verbally showing interest and engagement.
 - When someone comes to you with a problem, don't jump right to judgment and advice but say something like, "That's really tough" or "I'm sorry."
 - Before a meeting, take a moment to think about the person you'll be with and what's happening in his or her life.
- *To practice gratitude:*
 - Make thoughtful thank-yous a part of how you communicate with others.
 - Send colleagues specific and timely e-mails or notes of appreciation for a job well done.
 - Publicly acknowledge the value that each person contributes to the team, including support staff.
 - Use the right kind of touch – pats on the back, fist bumps, high-fives – to celebrate success.
 - *To practice generosity:*
 - Seek opportunities to spend a little one-on-one time with people you lead.
 - Delegate some important and high-profile responsibilities.
 - Give praise generously.
 - Share the limelight – give credit to all who contribute to the success of your team and your organization.

All this will bring out the best in your colleagues, concludes Keltner. "And you, too, will benefit, with a burnished reputation, long-lasting leadership, and the dopamine-rich delights of advancing the interests of others."

"Managing Yourself: Don't Let Power Corrupt You" by Dacher Keltner in *Harvard Business Review*, October 2016 (Vol. 94, #10, p. 112-115), <http://bit.ly/2cNosjS>; Keltner can be reached at keltner@berkeley.edu.

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2. The Decline of Annual Performance Evaluations in the Business World

In this *Harvard Business Review* article, Peter Cappelli (University of Pennsylvania's Wharton School) and Anna Tavis (Columbia University) report that "From Silicon Valley to New York, and in offices across the world, firms are replacing annual reviews with frequent, informal check-ins between managers and employees." This is true of tech companies and also traditional professional services firms like Deloitte – and even General Electric, formerly home of the infamous "rank and yank" system under Jack Welch. What produced this radical change in thinking? One observer called the traditional performance evaluation a "rite of corporate kabuki" that restricted creativity, generated mountains of paperwork, and served no real purpose. It was also an incentive to put off bad news until the end of the year, at which point both manager and employee may have forgotten what the problem was. The fact that managers and employees loathed the annual ritual, especially numerical scores, has also contributed to its

waning popularity. There's one more reason: once-a-year reviews focus on past performance rather than encouraging current work and grooming talent for the future.

This new approach to evaluation highlights two very different mindsets about managing people. The first is that some people are fundamentally more talented than others and managers need to motivate strong performers and get rid of weak ones. When Jack Welch became CEO of General Electric in 1981, he introduced forced ranking based on annual reviews, with "A" players getting monetary rewards, "B" players being accommodated, and "C" players shown the door. The alternative mindset is that people can grow professionally and managers can change the way people perform through effective coaching, management, and intrinsic rewards like personal development and making a difference. Around 2011, the second approach began to infiltrate companies, marked by a shift toward more-frequent, informal performance conversations with immediate feedback and an emphasis on developing rather than documenting talent.

Cappelli and Tavis believe that, aside from the bad reputation of traditional evaluation, there are three reasons for this change. First, under competitive pressure to improve their game, companies noticed that employees, especially recent college graduates, learn faster from frequent, detailed feedback from mentors and superiors. Second, companies realized they needed to be agile to survive and thrive in the competitive, ever-changing marketplace and real-time performance monitoring and feedback led to more rapid adaptations. And third, managers saw that teamwork was key to innovation and productivity and moving from forced annual ranking to frequent individual accountability was more conducive to teamwork and better results. "All three reasons for dropping annual appraisals argue for a system that more closely follows the natural cycle of work," say Cappelli and Tavis. "Ideally, conversations between managers and employees occur when projects finish, milestones are reached, challenges pop up, and so forth – allowing people to solve problems in current performance while also developing skills for the future."

Frequent feedback is not without its challenges. Cappelli and Tavis describe several that organizations are facing:

- Managers having feedback conversations on a regular basis;
- Resistance from supporters of the annual appraisal, especially in HR departments;
- Aligning individual goals with organizational goals;
- Rewarding performance in a way that's fair, which may mean aggregating all the feedback conversations at the end of the year;
- Identifying poor performers, which should happen early – in time for support and improvement or an early departure; "Still," say the authors, "given how reluctant most managers are to single out failing employees, we can't assume that getting rid of appraisals will make those tough calls any easier."
- Avoiding legal problems, including accusations of discrimination;
- Managing the "feedback firehose" – too much feedback can be overwhelming, especially in companies that allow colleagues to join in.

“The Performance Management Revolution” by Peter Cappelli and Anna Tavis in *Harvard Business Review*, October 2016 (Vol. 94, #10, p. 58-67),

<https://hbr.org/2016/10/the-performance-management-revolution>

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3. Creating an Ethos of Mutual Support in a Class

In this *New York Times* article, Adam Grant (University of Pennsylvania’s Wharton School) acknowledges that grade inflation is a problem in many colleges; the average grade at Harvard is now an A. However, he believes that grade deflation is a bigger issue – where instructors grade students on a curve, for example, giving As to the highest-scoring 10 percent of students, Bs to the next 30 percent, and so on. Grant says this practice, sometimes required by administrators, sometimes used voluntarily by instructors, has two fatal flaws. First, it arbitrarily limits the number of students who can get an A, regardless of how excellent the teaching and learning in the class (and could create a disincentive to working hard). Second, it can foster a toxic atmosphere by pitting students against each other. “At best,” says Grant, “it creates a hypercompetitive culture, and at worst, it sends students the message that the world is a zero-sum game: Your success means my failure.”

But isn’t the outside world dog-eat-dog? Shouldn’t students be schooled for that reality? As an organizational psychologist, Grant knows this worldview is wrong. Studies of the workplace show that the time employees spend helping others is as important to their evaluations and chances of promotion as how they do their jobs. And Grant’s own research on “givers” (who enjoy helping others) and “takers” (who are focused on coming out ahead) shows that givers consistently achieve better results. “Takers believe in a zero-sum world,” says Grant, “and they end up creating one where bosses, colleagues, and clients don’t trust them. Givers build deeper and broader relationships – people are rooting for them instead of gunning for them.”

Mindful of the flaws of grading on a curve, Grant tried to find a way to change his own grading policies with the goal of encouraging community and collaboration while still holding students individually accountable for meeting standards. After a couple of false starts, he tried this idea: on the most difficult part of his exams – the multiple choice section – if a student was unsure of an question, he or she wrote down the name of another student who might know the answer – like asking for a lifeline on “Who Wants to Be a Millionaire.” If the classmate had it right, they both earned points; one person’s success also benefited a classmate. Grant reports that this made a big difference – more students joined study groups, the groups pooled their knowledge, and the class’s average score went up 2 percentage points compared to the previous year. Why? Because one of the best ways to learn something is to teach it to someone else, and that’s what was going on in the groups. “I had been trying to teach this lesson through my research on givers and takers,” says Grant, “but it was so much more powerful for them to live it.”

There was something else going on in the lifeline idea: transactive memory, or knowing who knows best and taking advantage of their knowledge. It’s easier to get help if you know where to look.

Two years later, students in Grant’s class were creating study guides for each other, dividing up the readings and writing summaries, and sharing practice quizzes – and the class average went up another 2.4 percent. “Your class has changed the way students work together,” wrote one student. “I’ve never seen a group of students so willing to help one another succeed.” This student was voicing the clinching argument for not grading on a curve, says Grant: “One of the most robust predictors of stress, depression, and burnout is a lack of belongingness and social support. And we know that when disadvantaged students are motivated to seek help their grades improve.”

“Why We Should Stop Grading Students on a Curve” by Adam Grant in *The New York Times*, September 10, 2016, <http://nyti.ms/2cOUj8a>

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4. An Idea for Making Academic Deadlines Less Daunting

In this *Chronicle of Higher Education* article, Ellen Boucher (Amherst College) says the “pressure of perfection” is causing lots of stress for students in their teens and twenties, contributing to the rising suicide rate in this age bracket. Of course most students don’t go that far. “More commonly,” says Boucher, “struggling students simply burn out. They become overwhelmed by the stacks of books that need to be read, by the papers and exams that pile up at the same time, and by their numerous commitments to sports teams, internships, clubs, or jobs. The burden of multiple obligations can seem insurmountable.” Small wonder that the six-year bachelor’s graduation rate is only 59 percent, even lower for first-generation and economically disadvantaged students.

Strict deadlines for papers are a key pressure point for students, says Boucher, serving “to reproduce the inequalities of access and inclusion that universities are trying so hard to correct. Sociologists have shown that students from less-privileged backgrounds often have trouble understanding the unwritten rules of college life – the so-called hidden curriculum... [A]sking a professor for an extension doesn’t always come naturally. It might not even occur to them as an option.” Many educators punish students for missing deadlines out of a belief that it will force them to prioritize their academic work over less-important activities and teach them how to manage their time. “Trouble is,” says Boucher, “that assumes most students are irresponsible or lazy rather than overwhelmed or struggling.” It also ignores the fact that most adults learn to distinguish between deadlines that are non-negotiable and those that are lower-stakes.

Boucher used to deduct a half-grade for each day past her deadline, so an A became an A- one day late, a B+ after two days, and so on. But she came to believe that this approach compounded students’ stress and resulted in shoddy work, panicked cheating, or dropping out of a course or the university. Her new policy: all students can elect to take a two-day grace period on any paper, with no questions asked. After that, if they’re still having trouble getting the paper done, they must meet with her in person to go over an outline of their ideas and commit to a schedule to get the paper done.

“The results have been amazing,” says Boucher. “Since changing my policy, I’ve seen higher-quality work, less anxiety, and fewer cases of burnout. Most of my students do take the grace period occasionally throughout the semester, but the great majority complete their assignments by the end of the two days. And when students are having serious difficulties, there is a support system in place to integrate them back into the classroom.”

“It’s Time to Ditch Deadlines” by Ellen Boucher in *The Chronicle of Higher Education*, September 16, 2016 (Vol. LXIII, #3, p. A28), <http://bit.ly/2cC3VAo>; Boucher can be reached at eboucher@amherst.edu.

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5. Meaningful Parent-Teacher Conferences

(Originally titled “Parent-Teacher Conferences: Outdated or Underutilized?”)

“For some parents, teacher conferences are more like speed dating than substance,” says Sarah McKibben in this article in *Education Update*. Attendance at these conferences declines steadily as students move through the grades, from 89 percent in primary grades to 57 percent in high school according to one study, and many parents don’t believe they’re worth the trip. McKibben reports on some ideas for improvement:

- *Rebrand*. A more inviting name for these perennial meetings is “progress conferences.” This is more positive and doesn’t seem to exclude foster parents and guardians.

- *Build relationships and trust up front*. Home visits, frequent e-mailing or texting, and partnering around academic issues build the groundwork for face-to-face conferences.

- *Finesse the childcare issue*. “To pay a babysitter to watch your three younger siblings so a parent can attend a conference is not going to happen,” says Ohio high-school teacher Allison Ricket. She invites parents to bring along other children and provides crayons and paper in an area at the back of her classroom where they can entertain themselves during conferences.

- *Accommodate*. Some parents need an interpreter (children shouldn’t be asked to translate) and support with disabilities.

- *Change the dynamic*. It makes a difference if a teacher sits side by side with family members and doesn’t hold a clipboard or pad of paper; open hands suggest an open mind.

- *Clarify learning outcomes*. Surprisingly, only 7 percent of parents in a National Parent Teacher Association survey in K-8 schools said they were informed of grade-level curriculum expectations in conferences. One idea from the Flamboyan Foundation (called Academic Parent-Teacher Teams) is convening parents to talk as a group about curriculum expectations and teaching ideas three times a year, with parents following their children’s individual progress folders. Parents then have a single one-on-one parent conference once a year.

- *Involve students*. Progress conferences are much more helpful when students are at the table reporting on their progress, challenges, and goals. Advisory group meetings focus on preparing students to lead parent conferences and lobby their parents to attend.

- *Listen*. “Parents usually come in having an idea of what they want to talk about, so I like to be open and ready for whatever they need,” says Ricket. Although she has students’

grades and portfolios on hand, she lets parents go first and is careful to empathize with any concerns they have.

“Parent-Teacher Conferences: Outdated or Underutilized?” by Sarah McKibben in *Education Update*, September 2016 (Vol. 58, #9, p. 1, 4-5), available for purchase at <http://bit.ly/2cjKtu4>
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6. Tools for Assessing PLCs

In this Institute for Education Sciences paper, Cynthia Blitz and Rebecca Schulman (Rutgers University) suggest 49 carefully vetted instruments for assessing different aspects of professional learning communities. For starters, they spell out the logic model for PLCs:

- With funding, regular meeting times and locations, clear goals, facilitation, protocols, training, and technology support...
- Teacher teams look at data from common student assessments, identify challenges, set learning goals, compare and share instructional strategies, identify proficient and non-proficient students, decide on effective interventions and extensions, and continuously revise curriculum, pedagogy, and assessments...
- Leading to these outcomes: a culture of collaboration and trust, continued reflection and sharing of effective practices, knowledge dissemination, professional growth, more-effective teaching, continued critical reflection on goals and practices, increased job satisfaction, stronger commitment to the mission, and improved student achievement.

Blitz and Schulman then match 31 quantitative and 18 qualitative instruments with the following PLC variables:

- Beliefs about supportive conditions;
- Efficacy-related beliefs;
- Beliefs about school culture;
- Beliefs about school/PLC functioning;
- Beliefs about school-based change;
- Beliefs about group dynamics processes;
- Beliefs about group dynamics outcomes;
- Perceived level of empowerment;
- Perceived level of school academic optimism;
- Professional development outcomes;
- Instructional practices outcomes;
- Performance outcomes;
- Satisfaction outcomes;
- Team professional development outcomes;
- Group dynamics outcomes;
- Group dynamics processes;
- PLC team culture;
- Knowledge outcomes.

“Measurement Instruments for Assessing the Performance of Professional Learning Communities” by Cynthia Blitz and Rebecca Schulman, Institute of Education Sciences. Mid-Atlantic Regional Educational Laboratory, September 2016,
http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2016144.pdf

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7. Australian Students Remix Romantic Poetry With Contemporary Lyrics

In this *Journal of Adolescent and Adult Literacy* article, Megan Bowmer (an Australian high-school English teacher) and Jen Scott Curwood (University of Sydney) quote Henry Mahoney from a 1960 article: “A twentieth-century job needs to be done with some twentieth-century tools, and thus far English teachers have been neglectful in using them.” Bowmer and Curwood report on a classroom experiment “remixing” British Romantic poems with contemporary song lyrics as a way to make the poetry less daunting and alien for students. Remixing is “taking cultural artifacts and combining them in new and creative ways.” Here are some of the combinations that students dreamed up and worked with in a year 9 class of 29 students in a Sydney high school.

- “I Wandered Lonely as a Cloud” by William Wordsworth with “Walking on Air” by Katy Perry;
- “The World Is Too Much With Us” by William Wordsworth with “I Want You Back” by the Jackson Five;
- “Holy Thursday” by William Blake and “Same Love” by Macklemore and Ryan Lewis;
- “To Autumn” by John Keats and “To Build a Home” by the Cinematic Orchestra;
- “Holy Thursday” and “London” by William Blake and “Where Is the Love?” by the Black Eyed Peas and “Changes” by Tupac Shakur;
- “I Wandered Lonely As a Cloud” and “The World Is Too Much With Us” by William Wordsworth and “To Autumn” by John Keats with the film *Avatar* by James Cameron;
- “Kubla Khan” by Samuel Taylor Coleridge and the musical short film *Runaway* by Kanye West.

The experiment was a hit. One student who said the literature she was required to read in English class “doesn’t relate to anything” became highly engaged in the remix project and spoke passionately about the connections between popular culture and Romanticism. A boy said, “Popular culture made it relevant, and that’s what you need to do, because most people don’t read Romantic poetry nowadays. I think you need to keep doing this because it will introduce Romanticism to a new audience, a new group of people.” The authors report that although not all students fully understood the Romantic poems, they were highly engaged in making links between their cultural world and the words of poets from another era.

“From Keats to Kanye: Romantic Poetry and Popular Culture in the Secondary English Classroom” by Megan Bowmer and Jen Scott Curwood in *Journal of Adolescent and Adult Literacy*, September/October 2016 (Vol. 60, #2, p. 141-149), available for purchase at <http://onlinelibrary.wiley.com/doi/10.1002/jaal.550/abstract>; the authors can be reached at mbow3193@uni.sydney.edu.au and js.curwood@sydney.edu.au.

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8. Shared Math Language and Concepts Through the Elementary Grades

In this article in *Teaching Children Mathematics*, Karen Karp (Johns Hopkins University), Sarah Bush (Bellarmine University), and Barbara Dougherty (University of Missouri-Columbia) say that “mathematics is better taught when everyone shares in consistent language, symbols and notation, models and schema, and rules that support developing learners. The idea behind this comprehensive agreement is not unlike a schoolwide behavior management policy – whereby children hear the same phrases, share identical expectations, and experience practices that are common and consistent year after year across classrooms and throughout the school.” This common language reduces the need for re-teaching, lessens students’ cognitive load, and helps them hit the ground running each year.

Of course the agreement requires buy-in from the school community and needs to be communicated widely. Here are the authors’ specific suggestions in the four areas:

- *Language* – Moving from less conceptual language – *borrowing, carrying, reducing fractions, the “Ring around the Rosie” property* – to more mathematically appropriate language – *regrouping, simplifying fractions to the lowest terms*. “Agree on the language that will be used, then hold to it,” urge the authors.

- *Symbols and notation* – For example, writing fractions with a slanted bar $\frac{3}{8}$ may confuse students who think the bar is the numeral 1 and think it’s 318. Stacked fractions should be used through the grades. There should also be agreement on the symbol to represent an unknown – an empty box or a question mark? Later, those symbols can segue to a letter as a variable.

- *Models and schema* – Students must be able to connect ideas from models to symbols to real-world situations. Number lines or graphics should be consistent through the grades, for example, a graphic showing two parts next to one whole.

- *Rules* – For example, being told “When you multiply a number by ten, just put a zero on the end of the number” causes confusion when students face the problem, 5.3×10 . The authors say there are 13 such rules that “expire” at the elementary level and 12 that “expire” in middle school.

“This unified approach is particularly helpful for students who struggle,” conclude Karp, Bush, and Dougherty, “as it provides a recognizable component to new content. Additionally, all learners in a school can make connections among ideas in a unified and collaborative culture that promotes stronger learning in mathematics.”

“Establishing a Mathematics Whole-School Agreement” by Karen Karp, Sarah Bush, and Barbara Dougherty in *Teaching Children Mathematics*, September 2016 (Vol. 23, #2, p. 61-63), available for purchase at <http://bit.ly/2cpZPM3>; the authors can be reached at kkarp1@jhu.edu, sbush@bellarmine.edu, and barbdougherty32@icloud.com.

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9. Online Resources for Teaching About the Presidential Campaign

In this article in *Education Week*, Madeline Will shares five free classroom resources for teaching and discussing this year’s election:

- Letters to the Next President 2.0 www.letters2president.org – Students’ letters to the 45th president will be published by PBS member station KQED and the National Writing Project.
- Teaching Tolerance Election 2016 Resources www.tolerance.org/election2016 – These include a civility contract, civic activities, and PD webinars.
- iCivics www.icivics.org/election_resources_2016 – Materials on the basics of democracy, with an interactive digital game in which students manage their own presidential campaign.
- C-Span Classroom www.c-spanclassroom.org/campaign-2016.aspx – Primary sources with historical and contemporary video clips and related discussion questions, handouts, and activity ideas.
- Join the Debates www.jointhedebrates.org – Curriculum materials for collaborative discussions on issues in the campaign and debates.

“Educators Grapple with Election 2016” by Madeline Will in *Education Week*, September 14, 2016 (Vol. 36, #4, p. 1, 12-13), www.edweek.org

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10. Will Colleges Accept Credits from Dual-Enrollment Programs?

In this *Education Week* article, Catherine Gewertz reports on the fact that some colleges and universities are not giving college credit for high-school dual-enrollment courses. For example, Texas high-school student Sabrina Villanueva earned 12 credits at a local community college in speech, government, psychology, and sociology, only to arrive at the University of Rochester and find that none of the credits would be accepted for transfer. “I was kind of upset,” she said. Lacking those credits, she had to set aside her dream of minoring in psychology or sociology while majoring in engineering.

“Are Dual-Enrollment Programs Being Oversold?” by Catherine Gewertz in *Education Week*, September 7, 2016 (Vol. 36, #3, p. 1, 12-13), available with free registration at <http://www.edweek.org/ew/articles/2016/09/07/are-dual-enrollment-programs-overpromising.html>

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*If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 45 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

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Core list of publications covered

Those read this week are underlined.

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