Marshall Memo 360

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 15, 2010

In This Issue:

Quotes of the Week

"Is this the best we can be?"
The question asked by Brockton High School's restructuring committee when the faculty was confronted by very low student performance on state tests (see item #2)

"If we had waited for everyone to buy in, we would never have proceeded."
Susan Szachowicz, current principal of Brockton High School (*ibid.*)

"The hard truth is that, until recently, the field of professional development has been underdeveloped and immature. It has tolerated a lot of sloppy thinking, practice, and results. It has not been willing to 'call out' ineffective practices and ineffective policy… It has not devoted attention to outcomes."
Hayes Mizell (see item #5)

"Every time the superintendent goes to a conference, the teachers get worried, because they know he's going to come back with something he wants to try."
Thomas Guskey (*ibid.*)

"Procrastinators know all too well the allures of the salient present, and they want to resist them. They just don't."
James Surowiecki (see item #1)

1. Dealing with Procrastination

In this thoughtful piece in *The New Yorker*, James Surowiecki explores the phenomenon of procrastination while reviewing *The Thief of Time*, a new book edited by Chrisoula Andreou and Mark White (Oxford, 2010). Putting off important things till tomorrow turns out to be a basic human impulse; it's an example of what the ancient Greeks called *akrasia* – something we do against our better judgment. Although it involves not doing unpleasant tasks, it doesn't make us happy. Procrastination appears to have gotten worse in recent years: in 2002, four times as many people admitted to difficulties with this as in 1978.

One explanation for procrastination is what economists call "hyperbolic discounting" – giving more attention to the immediate than the long-term. Presented with a choice between $100 today or $110 tomorrow, most people will take the smaller amount today. But if the choice is between $100 a month from now and $110 a month and a day from now, people make a more rational choice and pick the $110. "Our desires shift as the long run becomes the short run," says Surowiecki. "[W]hen we put off preparing for that meeting by telling ourselves that we'll do it tomorrow, we fail to take into account that tomorrow the temptation to put off work will be just as strong."

Another factor that may be at work in procrastination is what one social scientist calls "the planning fallacy." People underestimate how long it will take to complete a task because they fail to take into account how long similar projects have taken in the past and unrealistically assume that there will be no difficulties or interruptions this time around. Avoidance of the task that needs to be done can take many forms, including doing other jobs (not necessarily fun) whose only attraction is that they aren't what we know we should be doing. Surowiecki says that, as he wrote this article, his apartment had rarely been neater. "Procrastinators know all too well the allures of the salient present," he says, "and they want to resist them. They just don't."

But there's more to procrastination than avoidance and ignorance. During the U.S. Civil War, General George McClellan became famous for dithering and hesitating at moments of great strategic importance. This seems to have stemmed from a lack of confidence combined with excessive planning, perfectionism, and dreams of heroic success. "Viewed this way," says Surowiecki, "procrastination starts to look less like a question of mere ignorance than like a complex mixture of weakness, ambition, and inner conflict… [P]rocrastinators are self-handicappers: rather than risk failure, they prefer to create conditions that make success impossible, a reflex that of course creates a vicious cycle."

Another way of looking at procrastination is thinking of oneself not as a unified person but as several different people competing for control. "In that sense," says Surowiecki, "the

first step to dealing with procrastination isn't admitting that you have a problem. It's admitting that your 'yous' have a problem." Part of you wants to put off work and watch TV now; part of you represents your long-term goals and wants to get the work done now. Why wouldn't short-term interests always win out? Because the short-term-gratification part of us doesn't just want to watch TV now; it wants to watch it in the future, too. "This means that it can be bargained with," says Surowiecki. "Working now will let you watch more television down the road. Procrastination, in this reading, is the result of a bargaining process gone wrong."

This notion of the divided self means there's hope for procrastinators. Rather than thinking that procrastination is something you can beat by just trying harder, it leads us to think in terms of using "external tools and techniques to help the parts of our selves that want to work." A classic example is Ulysses asking his men to lash him to the mast as his ship sails near the Sirens. He knows that he won't be able to resist their song and will end up on the rocks, so he structures the situation so it's physically impossible for him to do what he knows he shouldn't do. Similarly, Victor Hugo would write in the nude and tell his valet to hide his clothes so he wouldn't be able to go outside while he was supposed to be writing. A modern-day example is a software program called Freedom that shuts off a person's Internet access for up to eight hours to avoid that potential distraction.

Deadlines are one of the best external tools for dealing with procrastination. One experiment gave M.I.T. students a choice: they had to finish three papers by the end of the semester. They could hand in all three together at the end of the semester, or they could set three separate deadlines for when they needed to hand in each of the papers. There was no advantage to handing in the papers early, and if students missed any of the deadlines they had set, their grades would be docked. Nevertheless, most students chose to set three earlier deadlines because they knew they would have difficulty writing all three papers at the end of the semester. "This is the essence of extended will," says Surowiecki. "Instead of trusting themselves, the students relied on an outside tool to make themselves to do what they actually wanted to do."

The tasks that are most frequently put off are large, complex, vaguely defined behemoths. David Allen, author of the best-selling book *Getting Things Done*, says that the more amorphous the task, and the more abstract the thinking required, the less likely we are to finish it. The trick in situations like this is breaking the challenge down into smaller, short-term projects. Concrete, do-able tasks help, as does reducing choices and eliminating the paralysis that comes from too many choices.

Of course, there is another message that procrastination may be sending us. Sometimes there's more to do than we can possibly accomplish, and we may know, deep down, that certain tasks are not worth doing. "The procrastinator's challenge," concludes Surowiecki, "and perhaps the philosopher's, too, is to figure out which is which."

"Later: What Does Procrastination Tell Us About Ourselves?" by James Surowiecki in *The New Yorker*, Oct. 11, 2010 (p. 110-113)
http://www.newyorker.com/arts/critics/books/2010/10/11/101011crbo_books_surowiecki

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2. Grass-Roots Leadership Turns Around a Large Urban High School

In this inspirational *Principal Leadership* article, Susan Szachowicz, principal of the 4,300-student high school in Brockton, Massachusetts, tells the story of the school's dramatic turnaround from rampant student failure and an identity revolving around athletics and performing arts to nationwide acclaim for academic achievement (including a recent front-page article in *The New York Times*).

When the staff looked at state test results in 2001 – 75 percent of student failing in math and only 22 percent proficient in English language arts – someone asked the question, "Is this the best we can be?" Would hundreds of students be doomed to not graduating because they couldn't pass the state's high-stakes tests? The answer was a resounding, "No, this is *not* the best we can be!" and the staff got to work.

Szachowicz, who was then a teacher, joined others to form a restructuring committee that committed itself to high standards and no excuses. A close examination of the state assessment data revealed that almost all students were having difficulty with writing, reading, complex problem-solving, and thinking skills. The committee decided early on that test prep was not the answer. "Failure among the students was widespread," says Szachowicz, "and we realized that we could not outguess a test. What Brockton needed was a schoolwide initiative to improve students' literacy skills."

The committee focused on four areas – reading, writing, speaking, and reasoning – defined specific, measurable expectations in each area, and declared that developing these skills would be the responsibility of *all* teachers in *all* departments. Staff members, students, parents, and the local Chamber of Commerce were pulled in to revise the document so the expectations would be crystal clear to everyone. "It was also important," says Szachowicz, "that each of the skills were applicable in every content area so that any teacher, no matter what the class, would believe that students would be more successful in his or her class if they mastered the skills." Literacy charts were posted in every classroom.

At this point, it became clear that the initiative was overwhelming – too much all at once. So the restructuring committee made the decision to take one skill at a time, starting with responding to open-response questions (one of the weakest areas reported in the state testing data). The committee developed a training script, trained a group of trainers, and had them fan out to train 25-person groups of teachers in one-hour sessions. An implementation calendar was developed so that departments could take turns teaching the skill. Teachers assessed students' proficiency using a schoolwide rubric to which everyone was introduced early on. The committee examined samples of student work at every stage to ensure fidelity with state standards and keep tabs on progress. Administrators made frequent informal classroom visits to monitor the process and provide feedback and support.

The committee's expectation was implementation "in every classroom, no exceptions," and it continued to drive the literacy initiative in its initial year. How on earth did this committee pull off such an ambitious and complex operation in such a large and challenging school? "Simply stated," says Szachowicz, "the committee did not have 'buy-in' when we began. What we did have was widespread failure of the students on a high-stakes state exam

and a need to do something fast." There was resistance, including comments like, "I was hired to teach art; I am *not* a reading teacher," "What can we expect from students with their backgrounds?" and "Yet another plan! Don't worry – it won't last." The committee doggedly kept presenting student assessment data and asking the same question: *Is this the best we can be?* "In the end," continues Szachowicz, "most teachers were cautiously cooperative, although they weren't at all happy. But they also did not want their students to fail and ultimately be denied a diploma. The restructuring committee weathered the storm of negativity by continuing to push forward with the literacy initiative. If we had waited for everyone to buy in, we would never have proceeded."

Buy-in came when the school saw dramatic improvements in MCAS scores after the first year of implementing the literacy initiative; at the end of the 2002-03 school year, the failure rate was cut in half and Brockton High was recognized as the most improved high school in the state. "After the writing success," says Szachowicz, "there was a change in the culture of the school, and teachers believed that their hard work was having a direct impact on their students' achievement."

Based on testing data, the committee decided that active reading strategies would be the next focus, and they used the same training, implementation, and assessment process as they had with open-response questions. In subsequent cycles, the school focused on:

- Analyzing difficult reading
- Analyzing graphs and charts
- Developing speaking skills
- Assessment strategies
- Checking for understanding
- Problem-solving strategies
- Helping English language learners achieve
- Teaching vocabulary in context

The results were dramatic. By the end of the 2009-10 school year, Brockton High had a 78 percent proficiency rate in English language arts, matching that of the state, and in math the failure rate plummeted to only 15 percent. The school's attendance rate is 93 percent, the dropout rate is 3.5 percent, and college acceptances have soared.

"Transformed by Literacy" by Susan Szachowicz in *Principal Leadership*, November 2010 (Vol. 11, #3, p. 18-23)
http://www.principals.org/Content.aspx?topic=Transformed_by_Literacy

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3. Addressing Issues of Race and Ethnicity in Schools

(Originally titled "Another Inconvenient Truth: Race and Ethnicity Matter")

In this *Educational Leadership* article, Southern Poverty Law Center Teaching Diverse Students Initiative director Willis Hawley and University of Massachusetts professor emerita Sonia Nieto take issue with the color-blind approach to closing the racial achievement gap. They believe that race and ethnicity affect teachers' assumptions about how students learn (and

how much they are capable of learning) and how students respond to what goes on in classrooms. Hawley and Nieto suggest that educators take three steps:

• *Understand how race affects teaching and learning*. This means teachers and other staff coming to terms with their own beliefs about race and ethnicity, understanding how they are seen by students of color, and learning more about students' fears of discrimination and hopes for the future. This means letting go of some logical-sounding myths:

- To be fair to all students, one should be color-blind and ignore racial differences. "Although color-blindness is a good thing when it means that people do not discriminate on the basis of race," say Hawley and Nieto, "it can have negative consequences when educators refuse to see their students' racial, ethnic, cultural, and linguistic differences. Instead, teachers need to respect and build on differences to foster student learning."
- One can build student self-esteem by reducing academic rigor. To the contrary, high expectations are essential for success – provided they are accompanied by greater resources and support.
- Teaching should be adapted to students' learning styles. Hawley and Nieto caution against stereotyped beliefs that certain categories of students all have the same learning style. Teachers need to look at individual students, differentiate, and find the most effective strategies for the content they are teaching.
- Students must have good basic skills before tackling higher-order learning. "This belief belies the reality that even the youngest students can learn complex material while at the same time developing basic skills," say Hawley and Nieto.

• *Use race- and ethnicity-responsive teaching practices*. Good teaching is good teaching, say the authors, but they believe certain practices are especially effective with children of color:

- Respecting and being interested in students' experiences and cultural backgrounds;
- Supporting higher-order learning and complex problem-solving;
- Building on students' prior knowledge, values, and experiences;
- Not stereotyping students;
- Using achievement grouping flexibly and sparingly;
- Adapting instruction to students' semantics, accents, dialects, and level of language development;
- Applying rules fairly and sensitively;
- Engaging families directly in their children's learning.

• *Promote supportive school conditions*. It's essential that teachers, administrators, and other staff share the belief that they can and should bring about significant improvements in students' learning and that students can and will achieve, regardless of their backgrounds. Staff members should look for assets rather than deficits – students' experiences, skills, and competencies. It's also important for teachers to use aspects of youth culture in the curriculum wherever possible and engage students in race- and ethnicity-related inquiry. Hawley and Nieto suggest these ways to develop a responsive school culture:

- Targeted professional development – Rhetoric is not enough, say the authors; teachers need to learn new practices. One idea: shadowing a student through the school day to get insights on what works and what doesn't.
- Surfacing issues related to race and ethnicity – Hawley and Nieto suggest that teachers look at racial/ethnic differences in achievement and have frank discussions about why those differences exist and what can close the gaps.
- Witnessing effective practices – "Seeing is believing," say the authors. "Teachers need opportunities to witness diversity-responsive practices" and see highly effective colleagues in action.
- Engaging with families – The family members of students of color often feel unwelcome and uncomfortable in schools, and this can lead some teachers to conclude they don't value education – which simply isn't true. The challenge is to learn about families and communities, visit homes to listen to families' hopes and needs, learn to speak at least one of the languages spoken by students, and find ways to engage families in learning activities.

"Another Inconvenient Truth: Race and Ethnicity Matter" by Willis Hawley and Sonia Nieto in *Educational Leadership*, November 2010 (Vol. 68, #3, p. 66-71), available for purchase at http://www.ascd.org; the authors are at wdh@umd.edu and snieto@educ.umass.edu.

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4. A Survey Reveals Grade 6-12 Opportunity Gaps

(Originally titled "Got Opportunity?")

In this *Educational Leadership* article, Russell Quaglia, Kristin Fox, and Michael Corso of the Quaglia Institute report the findings from the My Voice survey of thousands of grade 6-12 students across the U.S. (http://www.millionvoice.org):

• *The expectations gap* – In the survey, 91 percent of students said "I believe I can be successful" but only 70 percent said "Teachers think I can be successful." This mirrors a 2009 study that found that fewer than one-third of teachers believe schools should expect all students to meet high academic standards. Among the My Voice students who said, "Teachers believe I can be successful", 87 percent valued getting good grades and 75 percent said tests were important, whereas students who sensed low teacher expectations were much less enamored of grades and tests.

Quaglia, Fox, and Corso highlight a Montana school that fosters high expectations by getting students to research postsecondary options; assess their own interests, abilities, and skills; create a four-year plan; interview people in different fields; investigate one career in depth; and create a senior presentation of their findings. The authors also suggest:

- Letting students know when they're doing well;
- When students make mistakes, telling them, "Here's how to do better next time."
- Holding students accountable for their actions;
- Encouraging students to share success stories with each other.

• *The relationships gap* – The My Voice survey found a strong correlation between students who agreed with the statements, "I put forth my best effort at school", "Teachers care about me as an individual", and "Teachers respect students." In addition, 56 percent of students who said they put forth their best effort reported that there was a teacher they could talk with about a problem, versus only 32 percent of students who didn't try hard. Sadly, only 45 percent of students agreed with the statement, "Teachers care if I am absent from school."

The authors highlight a Massachusetts school that built relationships by having students do a series of writing and art projects on their personal heroes and present them in school. Almost all students in this school said they put in their best effort and believed that teachers had high expectations of them. The authors also suggest:

- Surveying students about their personal, social, and academic goals.
- Following up with absent students out of caring, not just to chase down missing work;
- Inviting students to brown-bag lunches with home-made cookies.

• *The participation gap* – "Students must be enthusiastic if they're going to learn at high levels," say Quaglia, Fox, and Corso. "Learning should be an adventure rather than a chore." The My Voice survey found that 64 percent of students said they learned new, interesting things in school, 54 percent said they enjoyed participating in their classes, only 49 percent enjoyed being at school, and 47 percent said, "School is boring." The survey showed that students who found school a welcoming, stimulating place and also set high goals for themselves. The authors suggest:

- Involving all students in school leadership initiatives by using surveys and fostering dialogue about important issues;
- Creating a classroom atmosphere that welcomes participation by asking open-ended questions and emphasizing that "There are no stupid questions";
- Developing after-school opportunities focused on the interests of students who shun traditional activities.

"Got Opportunity?" by Russell Quaglia, Kristin Fox, and Michael Corso in *Educational Leadership*, November 2010 (Vol. 68, #3, online only), available at http://www.ascd.org; the authors can be reached at quaglia@qisa.org, fox@qisa.org, and corso@qisa.org.

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5. Ideas on Improving School-Based Professional Development

In these two *Education Week* articles, Stephen Sawchuk reports on recent developments in PD. He quotes Hayes Mizell of Learning Forward (formerly the National Staff Development Council): "The hard truth is that, until recently, the field of professional development has been underdeveloped and immature. It has tolerated a lot of sloppy thinking, practice, and results. It has not been willing to 'call out' ineffective practices and ineffective policy… It has not devoted attention to outcomes."

Sawchuk also quotes University of Kentucky/Lexington professor Thomas Guskey: "Every time the superintendent goes to a conference, the teachers get worried, because they know he's going to come back with something he wants to try." This top-down, flavor-of-the-

month model of professional development, treating all departments and teachers as if they had similar needs, is now widely discredited.

"Professional learning communities" are a promising practice – teacher teams looking at common interim assessment results and student work, brainstorming ways to help students who haven't mastered the material, and looking critically at teaching practices. "We should start where students' weaknesses and shortcomings are and then seek strategies or techniques to help [teachers] understand those shortcomings," says Guskey.

The problem is how professional learning communities are being implemented. Just putting teachers in a conference room once a week isn't enough. "There's probably not a district out there that doesn't think it's doing PLCs," says Judy Haptonstall, superintendent of the Roaring Fork schools in Colorado. "But the heart of it has to be about planning for good instruction and evaluating teaching." [See Marshall Memo 307, article #1 and 284, article #3 for two *Elementary School Journal* articles on the finer points of teacher teamwork.]

Guskey believes there should be a balance between team-based problem-solving and external ideas. "Solutions can't always come from inside," he says, "and oftentimes the findings from research can be particularly instructive, but teachers need guidance and direction on what can be done to bring it to bear in their classrooms."

Another big question is what role teacher evaluation should play in professional development. Some fear that including evaluation will cause PD to be seen as a remedial tool, but others believe that evaluations must be central to the process. "You can't possibly have good professional development without a [formal] evaluation that tells you the skills that need to be developed and without a subsequent evaluation that lets you know whether they've been improved," says Timothy Daly of the New Teacher Project. "It helps set the curriculum for professional development."

One finding from the research is that short-duration professional development is rarely effective. Summer workshops lasting 5-14 hours had no effect on student achievement, whereas training that lasted 30-100 hours was correlated with positive gains. "Any serious teacher change or teacher learning requires intensive treatment of some topic of significance," says Kwang Yoon of the American Institutes of Research. But there are still significant barriers to implementation in the classroom and student results. "Even if professional development is effective and a teacher learned something," says Yoon, "what makes them really improve their practice in the classroom when they are so busy and so tired?"

"Professional Development At a Crossroads" and "No Proof Positive for Training Approaches" by Stephen Sawchuk in *Education Week*, Nov. 10, 2010 (Vol. 30, #11, p. S2-S5), no e-link available

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6. Decoupling Teacher Pay from Years of Service and Academic Credentials

In this *Education Week* article, Stephen Sawchuk reports on recent efforts to revamp conventional teacher salary scales to include teachers' performance. Step-and-lane salaries (which use seniority and academic credentials to decide pay levels) were first instituted in the

1920s to prevent favoritism by administrators and discrimination based on gender, race, or position, and are now the norm in almost all of the nation's 15,000 school districts.

The reason policymakers want to change this time-honored system is that recent studies have cast doubt on the underlying premises of step-and-lane increases. First, although almost all teachers are on a steep learning curve in their initial 3-5 years of service, most plateau after that. Second, teachers who hold advanced degrees aren't more effective than those who don't (with a few exceptions). And third, step-and-lane policies are expensive: a 2008 study found that 27 percent of the post-second-year teacher salary budget goes to step increases and 9.5 percent goes to salary increments for advanced degrees. All this makes policymakers think that teacher compensation should be more aligned with teachers' impact on student learning.

Here are some of the alternatives being implemented or considered in four school districts around the U.S.:

• Harrison School District #2 (CO) uses as many at eight 15-minute classroom visits during the year, in addition to longer, more formal evaluations, to determine teachers' pay levels. Teachers also have the option of using evidence of improved student achievement as part of their evaluation, as measured by assessments and projects graded according to specific criteria.

• Eagle County (CO) supplements principals' evaluations with observations by mentor and master teachers as a way of deciding on raises of up to 4 percent annually. Teachers can get one-time bonuses worth an additional 4 percent based on an index of student-achievement growth, and can earn stipends for working in hard-to-staff schools. An earlier provision to give increases based on student test-score gains was dropped, and credit for master's degrees was reinstated.

• Pittsburgh (PA) is working on a plan to supplement small annual pay increments with major boosts based on satisfying a review of the impact of teaching practices on student achievement at the tenure year and every three years after that. Pittsburgh's union is pushing for measures beyond standardized test scores. The plan would be mandatory for new hires and voluntary for other teachers.

• Baltimore (MD) is working on a revised plan to deemphasize years of service and academic credentials (an earlier version was voted down by teachers in October 2010). Under the latest plan, teachers would get incremental salary increases for earning 12 "achievement units" based on good evaluations, taking on additional roles, and participating in professional development. The most-effective teachers would get annual pay increases and promotions – not automatically, but based on a thorough review of their teaching, including peer observations by colleagues.

"Districts Refashion Teacher Base Pay" by Stephen Sawchuk in *Education Week*, Nov. 10, 2010 (Vol. 30, #11, p. 1, 16),
http://www.edweek.org/ew/articles/2010/11/10/11degrees_ep.h30.html

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7. Dealing with Student Misuse of Electronic Communication Devices

In this *Education Week* article, Ian Quillen reports on new guidelines for student electronic communication devices crafted by the Center for Education Policy at the University of San Diego. The report suggests the following answers to commonly asked questions:

• *What qualifies as an electronic communication device?* Cell phones, computers, pagers, and any device that allows direct electronic communication or communication via social networking.

• *When do school electronic communication device rules apply?* During school activities on school time and during school-endorsed activities outside of school hours.

• *What constitutes misuse of an electronic communication device?* Refusal to turn off a device when told; damaging school-owned devices; causing an in-school disruption; using the device for cheating, cyberbullying, or sexting.

• *When can schools punish a student for misuse outside of school?* When misuse causes school disruptions or harms students, teachers, or other school personnel in a manner that the offending student should have expected.

• *What are acceptable consequences for misuse?* Device searches; verbal and written warnings; confiscations; notices to parents or law-enforcement authorities; extracurricular restrictions; and suspensions or expulsions.

"Framework Crafted for Student Use of Computing Devices" by Ian Quillen in *Education Week*, Nov. 10, 2010 (Vol. 30, #11, p. 9)
http://www.edweek.org/ew/articles/2010/11/10/11devices.h30.html; the full document, "Helping School Personnel Control Student Misuse of Electronic Communication On and Off Campus," which includes model 2-page and 4-page student discipline rules, is available at http://www.sandiego.edu/soles/centers/cepal/recent_studies/ecd_project/index.php.

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8. Robert Marzano on Effective Practice

(Originally titled "When Practice Makes Perfect…Sense")

In this helpful *Educational Leadership* article, author/researcher Robert Marzano says that getting students to practice skills, strategies, and processes (procedural knowledge) is a good use of time – provided it's done right. Here are his recommendations:

• *Decide if practice is necessary*. If we want students to master a skill, strategy, or process so they can execute it independently, with little or no conscious thought, then it needs to be practiced. Not all skills, strategies, and processes need to be learned to the autonomous level.

• *Mix up examples*. Practice is more effective when problems using different skills are mixed; it's less effective when problems on the same skill are presented together. Studies have also shown that giving students ten problems, five of which have been solved using good strategies, is more effective than giving students ten unsolved problems.

• *Have students think aloud*. It's helpful for students to explain their thought process and causal relationships as they solve problems.

• *Space practice sessions appropriately*. Studies have shown that long-term retention is best served by spacing practice sessions with short intervals at first, then gradually increasing the amount of time between them.

"When Practice Makes Perfect…Sense" by Robert Marzano in *Educational Leadership*, November 2010 (Vol. 68, #3, p. 81-83), available for purchase at http://www.ascd.org.

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9. Short Item:

Life science website – Scitable – http://www.nature.com/scitable - is a free resource affiliated with *Nature* and *Scientific American* that provides course packs, discussions, blogs, chat features, and videos.

"Bulletin Board: By Scientists for Students" in *Principal Leadership*, November 2010 (Vol. 11, #3, p. 7)

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Do you have feedback? Is anything missing?

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 41 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

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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
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The Atlantic Monthly
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The Language Educator
The Learning Principal
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The Reading Teacher
Theory Into Practice
Tools for Schools