

Marshall Memo 460

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

November 12, 2012

In This Issue:

1. [A stinging critique of the Measures of Effective Teaching \(MET\) project](#)
2. [More concerns about the MET project](#)
3. [Carol Ann Tomlinson on what evaluation should be](#)
4. [Robert Marzano on conducting accurate teacher evaluations](#)
5. [Differentiation in a third-grade math class](#)
6. [The impact of school climate on LGBTQ youth](#)
7. [Dealing sensitively with issues surrounding adoption and foster care](#)
8. [Books on children navigating two languages](#)
9. [A surprising effect of soda drinking](#)
10. Short items: (a) [Recommended children's books](#); (b) [Math Common Core Toolbox](#); (c) [Ethical thinking game](#)

Quotes of the Week

“We cannot fire our way to Finland. We need to arm teachers with the knowledge and skills they need so they can teach students in the way that they deserve.”

Linda Darling-Hammond in “The Right Start: Creating a Strong Foundation for the Teaching Career” in *Phi Delta Kappan*, November 2012 (Vol. 94, #3, p. 8-13), www.kappanmagazine.org

“The questions that deserve million-dollar price tags should be those that we pose as educators every day: Are students experiencing the education we hope for them? How do we know? If some are not, how can we help?”

Rachael Gabriel and Richard Allington (see item #1)

“Day-to-day teaching practices are what drive student achievement. If administrators don't see those practices, their evaluations are inaccurate, dishonest in terms of quality assurance, and not helpful for improving mediocre and ineffective teaching practices.”

Kim Marshall (see item #2)

“The conclusion is inescapable: It's highly problematic to use standardized test scores to evaluate teachers. The idea sounds appealing, but it will inevitably hit a brick wall.”

Kim Marshall (*ibid.*)

“When you think about the causes of violence, soft drinks are not on the map of variables that you tend to look at.”

David Hemenway, Harvard School of Public Health (see item #9)

1. A Stinging Critique of the Measures of Effective Teaching (MET) Project (Originally titled “The MET Project: The Wrong \$45 Million Question”)

In this *Educational Leadership* article, Rachael Gabriel (University of Connecticut/Storrs) and Richard Allington (University of Tennessee/Knoxville) criticize the Measures of Effective Teaching (MET) project for reducing its initial question – *How can we identify and develop effective teaching?* – to a much narrower one – *What other measures match up well with value-added data?* The MET team assumed that value-added scores were the gold standard and judged other possible ways of assessing and improving teachers against it.

“Although we don’t question the utility of using evidence of student learning to inform teacher development,” say Gabriel and Allington, “we suggest that a better question would not assume that value-added scores are the only existing knowledge about effectiveness in teaching. Rather, a good question would build on existing research and investigate how to increase the amount and intensity of effective instruction.” In pursuit of that goal, they pose five questions:

- *Do evaluation tools inspire responsive teaching or defensive conformity?* That is, do teacher-evaluation rubrics and checklists assume there is one right way to teach? For example, KIPP (Knowledge Is Power Program) schools require students to SLANT (Sit up, Listen, Ask questions, Nod, and Track the speaker with your eyes). “At the end of the day,” say Gabriel and Allington, “we don’t care whether teachers ask students to SLANT or stand on their heads... The educational value behind such indicators is rooted in the idea that there’s a physical aspect to learning and that student engagement is important to learning. However, students will display these behaviors differently across different settings.”

- *Do evaluation tools reflect our goals for public education?* Gabriel and Allington say we need to “lift our eyes from lists of indicators and see whether classroom practice actually reflects the education we want for our children... We would argue that unintended effects are more frequent when teachers perform specified behaviors for the purpose of meeting evaluation requirements rather than as expressions of their professional judgment, inquiry, and reflection.” Similarly, they say, hospitals have run into trouble when they put too much emphasis on outcomes (patient success rates) rather than values (excellent treatment for all). The MET team has argued that we should accept imperfections in teacher-evaluation tools because they’ll be compensated for by strengths in other tools. “Yet when we use these flawed measures to evaluate teachers,” say Gabriel and Allington, “they become expressions of what matters in teaching.”

- *Do evaluation tools encourage teachers to teach literate thought?* Simplistic observation checklists can lead administrators to mistake students quietly filling out low-level worksheets for engaged learning, or criticize a teacher for allowing a student to call out when the student is enthusiastically engaged. Gabriel and Allington believe we need to frame our goals broadly – getting students to be literate thinkers – and structure the evaluation process so everyone is focused on that goal and looking for evidence in broad and meaningful terms – for example, Are students reading independently? Are they talking with each other about what they are learning? Are they taking part in class discussions?

- *Do evaluation tools spark meaningful conversations with teachers?* Gabriel and Allington suggest that administrators set aside detailed checklists and focus on questions like these: *Are students in this classroom engaged? How do you know? If some are not, why not, and how can I help?* “If teachers are unaware of what’s happening in their classrooms and don’t know how to reach more students, they need coaching and conversation,” say the authors. These kinds of conversations are far more substantive and helpful than looking at value-added testing data, they argue: “There is a well-documented set of concerns about value-added measurement in terms of error rates, reliability, model differences, and even exclusionary practices.”

- *Do evaluation tools promote valuable educational experiences?* Referring to the \$45 million price tag (so far) of the MET project, Gabriel and Allington conclude, “The questions that deserve million-dollar price tags should be those that we pose as educators every day: Are students experiencing the education we hope for them? How do we know? If some are not, how can we help?”

“The MET Project: The Wrong \$45 Million Question” by Rachael Gabriel and Richard Allington in *Educational Leadership*, November 2012 (Vol. 70, #3, p. 44-49), www.ascd.org; the authors can be reached at rachael.gabriel@uconn.edu and rallingt@utk.edu.

[Back to page one](#)

2. More Concerns About the Measures of Effective Teaching Project

(Originally titled “Fine-Tuning Teacher Evaluation”)

In this *Educational Leadership* article, Kim Marshall says the Measures of Effective Teaching (MET) project’s three-part plan for teacher evaluation makes sense, but suggests ways that each area could be implemented more effectively:

- *Classroom observations* – The MET team hasn’t dealt adequately with the built-in design flaws of conventional teacher evaluation, says Marshall. Teachers aren’t visited frequently enough and visits are still announced in advance. “Day-to-day teaching practices are what drive student achievement,” he argues. “If administrators don’t see those practices, their evaluations are inaccurate, dishonest in terms of quality assurance, and not helpful for improving mediocre and ineffective teaching practices.” In addition, detailed feedback after full-lesson observations is a “weak lever” for improving teaching.

Marshall describes an alternative being pioneered in some schools: ten brief, unannounced classroom visits (10-15 minutes each), each followed promptly by a face-to-face

coaching conversation and then a short write-up. “If this approach, accompanied by good training and supervision of administrators, replaced the traditional dog-and-pony show,” he says, “classroom observations would be more accurate and make far better contributions to instructional improvement.”

- *Student achievement* – Citing the overwhelming consensus of assessment experts, Marshall says, “The conclusion is inescapable: It’s highly problematic to use standardized test scores to evaluate teachers. The idea sounds appealing, but it will inevitably hit a brick wall.”

So can student learning be part of evaluation? Absolutely, if teacher teams use valid, locally available assessment tools to measure their students’ gains each year, with each teacher getting the team’s value-added score as part of his or her individual evaluation. This approach puts student learning at the heart of the evaluation process without the disadvantages of using standardized test scores.

- *Student input* – The MET project makes a convincing case for using student surveys as a third factor in teacher evaluation, but it’s easy to see how this could lead to unintended consequences. “Students sometimes don’t appreciate tough, demanding teachers until years later,” says Marshall. “Could high-stakes student surveys lead teachers to lower their standards?” The alternative? Teachers survey their students each year using high-quality questions, and then principals ask each teacher three questions: What pleased you? What surprised you? What are two changes you’ll make in your classroom next year? Teachers are then evaluated on their openness to putting students’ suggestions to work in their classrooms.

“Fine-Tuning Teacher Evaluation” by Kim Marshall in *Educational Leadership*, November 2012 (Vol. 70, #3, p. 50-53), www.ascd.org; Marshall is at kim.marshall8@verizon.net.

[Back to page one](#)

3. Carol Ann Tomlinson on What Evaluation Should Be

(Originally titled “The Evaluation of My Dreams”)

In this *Educational Leadership* article, differentiation guru Carol Ann Tomlinson describes her “dream evaluator” – an administrator who would push everyone toward excellence by:

- *Communicating a vision of the potential power of teaching* – “It’s easier to muster the courage to change when that change is in service of labor that seems meaningful and important,” says Tomlinson.

- *Mentoring* – This requires knowing a lot about each teacher, knowing the content area, and caring.

- *Visiting classrooms frequently* – This is essential to having a multidimensional sense of what teachers are doing and how they’re doing.

- *Communicating feedback clearly and respectfully* – Compliments on strengths and progress are an important component of feedback.

- *Pointing out areas for growth* – All teachers need a specific, descriptive roadmap of next steps on where and how to become more effective.

- *Being timely* – Prompt feedback reduces anxiety and is important to fixing problems before the summative evaluation.

- *Listening and building autonomy* – “My ideal evaluator would help me construct my own options for how I might use feedback to move forward as a professional, rather than dictate next steps,” says Tomlinson. “At the same time, he or she would provide concrete support for my continuing growth. I’m not always my own best teacher; like all workers, I need structures, guidance, and coaching that are appropriate to my development.”

“The Evaluation of My Dreams” by Carol Ann Tomlinson in *Educational Leadership*, November 2012 (Vol. 70, #3, p. 88-89), www.ascd.org; Tomlinson can be reached at cat3y@virginia.edu.

[*Back to page one*](#)

4. Robert Marzano on Conducting Accurate Teacher Evaluations

(Originally titled “Reducing Error in Teacher Observation Scores”)

In this *Educational Leadership* article, author/consultant Robert Marzano notes two types of error that can occur when evaluating teachers:

- Measurement error, which occurs when the person observing doesn’t adequately understand classroom dynamics or the scoring tool. This can be remedied by training.
- Sampling error, when the observer doesn’t see a teacher’s usual behavior. Lots of unannounced visits are the way to counteract this problem.

Marzano goes on to suggest five ways that administrators can evaluate teachers more accurately:

- *Use teacher self-evaluation*. If the teacher’s assessment is the same as the administrator’s, “that’s a good indication that the observer rating is accurate,” says Marzano. If there are discrepancies, it’s time for discussion and further observation.

- *Make a point of observing the three different lesson types*. Marzano suggests planning visits to see lessons that introduce new content, those in which students practice and deepen their understanding, and those that require students to apply what they’ve learned.

- *Make frequent unannounced visits*. This allows the administrator to collect information and resolve any uncertainties about teacher performance.

- *Make random videos of teachers*. Raters can score tapes independently, and teachers can be involved too.

- *Let teachers challenge scores*. Teachers should be able to produce evidence to argue with summative scores they feel are inaccurate, says Marzano.

“Reducing Error in Teacher Observation Scores” by Robert Marzano in *Educational Leadership*, November 2012 (Vol. 70, #3, p. 82-83), www.ascd.org

[*Back to page one*](#)

5. Differentiation in a Third-Grade Math Class

In this article in *Teaching Children Mathematics*, Janet Andreasen and Jessica Hunt (University of Central Florida) describe three levels of differentiation:

- Process differentiation – Providing students with more than one way to make sense of a math topic during practice, instruction, or assessment because of differences in English proficiency, learning styles, or disability status; for example, the teacher might set up a learning station using concrete materials, another using a computer program, and another using websites or blog quests to extend knowledge.
- Content differentiation – Offering more than one model for students to make sense of the mathematics without reducing its rigor or complexity; for example, the teacher might approach the topic of fraction equivalence through (a) part-to-whole pictorials using circles, bars, or sets of objects; (b) ratios; (c) quotient/sharing; and (d) measuring.
- Product differentiation – Providing students with more than a conventional paper-and-pencil test to demonstrate their understanding.

Andreasen and Hunt then suggest a way to implement this kind of differentiation using math stations to teach the concept of comparing fractions with different numerators and denominators (Are they greater than, less than, or equal?). This third-grade Fun with Fractions lesson can be viewed at <http://illuminations.nctm.org/LessonDetail.aspx?ID=L541>. The teacher begins with a pre-assessment that asks students to identify which fraction is greater and explain their reasoning: $4/5$ or $4/7$, $4/5$ or $2/5$, $2/8$ or $3/4$, and $1/3$ or $2/6$. Looking over students' answers, the teacher sees that some grasp the concept, some need fine-tuning, and five don't get it at all. She sets up these learning stations to differentiate the lesson:

- *Teacher's station* – This is for students who need additional small-group help or enrichment on the topic. For students who don't understand, the teacher uses a pictorial approach that will help them visualize the concept.
- *Shop station* – This is for students to complete unit projects, do error analysis, and analyze fictitious student work.
- *Practice plaza station* – This is for students to get repeated practice on the concept, differentiated by process or content.
- *Proof place station* – Students use tools and models to solve, explain, and justify a mathematical situation. Students have choices on how they solve the challenging problem, including recording their answers in a blog.

“Using Math Stations for Commonsense Inclusiveness” by Janet Andreasen and Jessica Hunt in *Teaching Children Mathematics*, November 2012 (Vol. 19, #4, p. 238-246), <http://bit.ly/T01oQS>; the authors can be reached at janet.andreasen@ucf.edu and Jessica.Hunt@ucf.edu.

[Back to page one](#)

6. The Impact of School Climate on LGBTQ Youth

In this *Educational Researcher* article, Joseph Robinson and Dorothy Espelage (University of Illinois at Urbana-Champaign) report on a study of 11,337 Wisconsin students in grades 7-12. Robinson and Espelage say that because students who identify as lesbian, gay, bisexual, transgender, and questioning are (a) more often subjected to bullying, and (b) more likely to skip school, think about suicide, and attempt suicide, it's often assumed that bullying is the main cause. This has led many schools to focus on reducing bullying in hopes that this will solve the problem.

However, this study found that LGBTQ students were more likely to skip school, think about suicide, and attempt suicide than demographically matched heterosexual-identifying students who experienced similar levels of bullying.

The researchers conclude that policies aimed at reducing bullying are not enough to eliminate truancy, suicidal ideation, and suicide attempts among LGBTQ students. Schools also need to address the stigmatizing of LGBTQ youth and work to create supportive learning climates for sexual minorities by training teachers and staff in sexual diversity, discussing homophobia in sports and physical education, incorporating instruction on the contributions of LGBTQ historical figures, recognizing and modifying subtle forms of everyday heteronormativity, and supporting Gay-Straight Alliances.

Interestingly, the study found that two subgroups were at significantly greater risk than the LGBTQ population as a whole: those who identified as bisexual and questioning. Robinson and Espelage believe there are two reasons. First, some of the bisexual and questioning youth might have been in transition to full lesbian or gay identification, and therefore not "embedded in more supportive environments that allow them to claim these exclusively homosexual identities at relatively young ages," say the authors. Second, these students may have been victims of "biphobia" – prejudice against bisexuals from heterosexual *and* lesbian/gay youth and adults, producing a double whammy of discrimination. "This, in turn, may contribute to heightened feelings of isolation, depression, and generally riskier outcomes," say Robinson and Espelage.

What about the role of factors outside the school? There's no question that LGBTQ students' perceptions of parents' love and support, physical abuse by parents, being kicked out of the home, childhood sexual abuse, and dating violence play a role. But Robinson and Espelage took these factors into account and still found a significant influence from school-climate factors – what they call "stigmatizing, macro-level messages that youth receive about sexual minorities (e.g., they are unwanted, they are different) that persist even in the absence of direct individual-level peer victimization."

"Bullying Explains Only Part of LGBTQ-Heterosexual Risk Disparities: Implications for Policy and Practice" by Joseph Robinson and Dorothy Espelage in *Educational Researcher*, November 2012 (Vol. 41, #8, p. 309-319),

<http://edr.sagepub.com/content/41/8/309.full.pdf+html>

[Back to page one](#)

7. Dealing Sensitively with Issues Surrounding Adoption and Foster Care

In this thoughtful article in *The Reading Teacher*, Ruth Lyn Meese (Longwood University, VA) addresses the often-neglected subject of how teachers should respond when children ask questions or make comments about classmates who have been adopted or placed in foster care. Nationally, 2.5 percent of children joined their families through adoption, and more than a million children live with individuals other than their biological parents, yet many teachers aren't prepared to handle issues when they surface.

Some media and literary portrayals of adopted children can foster stereotypes, depicting orphans as superheroes battling evil (Harry Potter), troubled by emotional or behavioral problems (*Picture of Hollis Woods*), pressed into service as young workers in the 1800s (*Little Orphan Annie*, *Anne of Green Gables*, *Train to Somewhere*), victims of abusive orphanages (*Dave at Night* and *The Thief Lord*), and trying to avoid being separated by adoption (*The Boxcar Children* series). Recent books do a better job of capturing the emotions of 21st-century realities, including *Tell Me Again About the Night I Was Born*, *I Love You Like Crazy Cakes*, *Did My First Mother Love Me?*, *Mommy Far*, *Mommy Near*, *Emma's Yucky Brother*, and *Jin Woo*.

Researchers say that children who were adopted have the same developmental issues as other children, but they have additional tasks, including: understanding their adoption story as it is told to them by their parents, thinking about their birth parents and heritage, wondering if they caused their placement outside their birth family by being "bad", dealing with naïve and sometimes tactless questions from other children (*Why don't you look like your mommy? Your mommy didn't get you on a plane. Where is your real mother? What would you do if your natural mother came back to you?*), and hearing news accounts of tumult in their native country. If teachers don't handle children's classroom or playground interactions sensitively, children who were adopted or are in foster care may be subjected to stereotyping and mistreatment.

The teacher's task is to "provide accurate information about adoption or foster care," says Meese, "without prying or disclosing confidential information... As teachers, our choice of words can wound and confuse or reassure and instruct... [Teachers] can reassure children that conflicting emotions are normal for everyone. When comments or questions do arise in the classroom regarding adoption or foster care, teachers can also emphasize similarities among children, rather than differences, and affirm that all families are unique combinations of people who love or take care of one another." Teachers can also ensure that assignments don't create difficulties for children who were adopted – for example, asking students to create a timeline of the first six years of their lives complete with photographs.

Meese provides a list of terms and phrases that can trouble children who were adopted or live in foster care and suggests more positive language to use instead:

- Problematic language: Adoptive mother, father, brother, sister, parents, family; adopted child, adoptee; foster child
- Positive language: Mother, father, brother, sister, parents, family; child who was adopted; child who lives in foster care

- Problematic language: Real or natural mother, father, brother, sister, parents, family
- Positive language: Birth or biological mother, father, brother, sister, parents, family
- Problematic language: Like a mother, father, brother, sister, parents, family
- Positive language: Mother, father, brother, sister, parents, family
- Problematic language: Have a child of their own
- Positive language: Their child
- Problematic language: Put up, given up, sent away
- Positive language: Birth/biological mother made a plan for her child; temporarily placed in foster care or waiting for a family
- Problematic language: Abandoned or deserted
- Positive language: Parent rights were terminated; birth parent was unable to parent
- Problematic language: Could not take care of her child
- Positive language: Birth/biological mother could not take care of any baby at that time.

Finally, Meese suggests guidelines for selecting books on the subject of adoption and foster care:

- Choose high-quality books, including those that have won Caldecott or Newberry medals.
- Search for evidence of stereotypes, for example, characters portrayed as children to be pitied, required to perform superhuman feats to obtain a family, or evil and abusive caregivers.
- Examine character development, looking for both male and female characters who have realistic actions and emotions and all types of contemporary families.
- Check the plot carefully, including the portrayal of families that handle situations in realistic ways, not just through luck, physical skill, or extraordinary abilities.
- Match book themes to developmental issues; books at students' reading level may not be appropriate for their age.
- Use sensitive language and give assignments that provide a range of options for enrichment or extension so all children can get involved without emotional difficulty.

Here are some books that Meese recommends:

- *Star of the Week: A Story of Love, Adoption, and Brownies with Sprinkles* (Friedman, 2009)
- *Orange Peel's Pockets* (Lewis and Zong, 2010)
- *After Tupac and D Foster* (Woodson, 2008)
- *Kimchi and Calamari* (Kent, 2007)
- *Our Mother's House* (Polacco, 2009)
- *You're Not My Real Mother* (Friedrich, 2004)
- *Megan's Birthday Tree* (Lears, 2005)
- *The Family Book* (Parr, 2003)
- *The Coffee Can Kid* (Czech, 2002)
- *Three Names of Me* (Cummings, 2006)
- *Locomotion* (Woodson, 2003)
- *The Higher Power of Lucky* (Patron, 2006)

- *I'll Sing You One-O* (Gregory, 2006)

“Modern Family: Adoption and Foster Care in Children’s Literature” by Ruth Lyn Meese in *The Reading Teacher*, October 2012 (Vol. 66, #2, p. 129-137), <http://bit.ly/TVAAB3>; Meese can be reached at meeserl@longwood.edu.

[Back to page one](#)

8. Books on Children Navigating Two Languages

In this article in *Reading Today*, Jennifer Graff and Stephanie Short (University of Georgia) recommend books that deal sensitively with the issue of language brokering among children new to the United States:

- *Uncle Rain Cloud* by T. Johnson (Charlesbridge, 2001) – An adult must rely on his eight-year-old nephew to communicate in a new culture.

- *Pepita Talks Twice/Pepita Habla Dos Veces* by O. Lachtman (Pinata Books, 1995) – This bilingual picture book describes how a primary-grade girl mediates phone conversations, helps in the grocery store, and translates in her classroom.

- *My Favorite Chaperone* by J.D. Okimoto (Candlewick Press, 2004) – This short story describes the cultural adjustments of a family from Kazakhstan.

- *Dancing Home* by S.F. Ada (Atheneum Books for Young Readers, 2011) – This intermediate-level novel explores Margie’s identity as a recent arrival from Mexico.

- *A Step From Heaven* by A. Na (Penguin Books, 2001) – This first-person account follows Ju’s story from young child to college student dealing with a volatile family situation.

“Talking Twice: Representations of Language Brokering in Children’s Literature by Jennifer Graff and Stephanie Short in *Reading Today*, October/November 2012 (Vol. 30, #2, p. 18-20); Graff can be reached at jgraff@uga.edu.

[Back to page one](#)

9. A Surprising Effect of Soda Drinking

In this *Harvard Magazine* article, Elizabeth Gudrais reports on a study of 1,878 Boston public high-school students that found heavy consumers of non-diet soda (five or more cans a week) were significantly more violent than peers who drank less soda. Specifically, those who drank more soda were more likely:

- To have behaved violently toward peers (57 percent versus 39 percent of those who drank less soda);
- To have behaved violently toward another child in their own families (42 percent versus 27 percent);
- To have behaved violently in a dating relationship (26 percent versus 16 percent);
- To have carried a gun or a knife during the previous year (40 percent versus 27 percent).

These correlations to violent behavior were as strong as those of alcohol and tobacco use, in some cases stronger, and they surprised researchers. “When you think about the causes of

violence,” said the study’s lead author, David Hemenway of the Harvard School of Public Health, “soft drinks are not on the map of variables that you tend to look at.”

The findings of the Boston study have since been replicated in a survey of 5,000 California adolescents, 16,000 students in public, private, and parochial schools across the U.S., and 3,000 low-SES American five-year-olds (the question about guns and knives was dropped for this group). Hemenway plans to study school disciplinary and police records to see if the correlation holds up with more objective data.

What’s behind this link between soda and violence? Is there a third variable, perhaps the quality of parenting, that influences soda consumption and aggressive behavior? The researchers controlled for parenting and still found a strong correlation. Do excess caffeine and sugar produce a blood-sugar crash that leaves soda drinkers irritable and prone to violence? Or does drinking soda deprive youth of nutrients from healthier fare that might promote calmer behavior? More research is needed.

“Soda and Violence” by Elizabeth Gudrais in *Harvard Magazine*, November/December 2012 (p. 9-10), <http://harvardmagazine.com/2012/11/soda-and-violence>

[Back to page one](#)

10. Short Items:

a. Recommended children’s books – Here are the most-recommended books in *Reading Today’s* 2012 roundup:

- Children’s Choices: http://www.reading.org/Libraries/awards/ChildrensChoices2012_web.pdf
- Teachers’ Choices: http://www.reading.org/Libraries/awards/TeachersChoices2012_web.pdf
- Young Adults’ Choices: http://www.reading.org/Libraries/awards/YoungAdultsChoices2012_web.pdf

“Recommended Reading Lists from Children, Teachers, and Young Adults” in *Reading Today*, October/November 2012 (Vol. 30, #2, p. 33)

[Back to page one](#)

b. Mathematics Common Core Toolbox – The Charles A. Dana Center at the University of Texas/Austin has joined forces with Agile Mind, Inc. to launch this free resource for math Common Core curriculum: <http://www.ccsstoolbox.org>.

“News and Views: Free Online CCSSM Toolbox” by Christine Noddin in *Teaching Children Mathematics*, November 2012 (Vol. 19, #4, p. 213)

[Back to page one](#)

c. Ethical thinking game – Quandary is a free graphic novel-style game that gets 8-14-year-olds thinking ethically as they lead a human colony struggling for survival on a fictional planet: <http://www.quandarygame.org>.

“Bulletin Board: In a Quandary” in *Principal Leadership*, November 2012 (Vol. 13, #3, p. 7)

[Back to page one](#)

© Copyright 2012 Marshall Memo LLC

Do you have feedback? Is anything missing?

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 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 45 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

Subscriptions:

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:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions (with results of an annual survey)
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

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

Publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCD SmartBrief
Better Evidence-Based Education
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Kappa Delta Pi Record
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
Teachers College Record
Teaching Children Mathematics
The Atlantic
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice