Marshall Memo 423

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 13, 2012

In This Issue:

Quotes of the Week

"Once we had a child and I realized how fun it was to see her discover stuff about the world, I thought why would I want to let a teacher have all that fun?"

Rebecca Wald, Baltimore homeschooler, quoted in "Do-It-(All)-Yourself Parents" by Linda Perlstein in *Newsweek*, Feb. 6, 2012 (p. 46-51), http://bit.ly/xQ2LwZ

"Virtually all students would benefit from the kind of curriculum and instruction we have often reserved for advanced learners – that is, curriculum and instruction designed to engage students, with a focus on meaning making, problem solving, logical thinking, and transfer of learning."

Carol Ann Tomlinson and Edward Lou Javius (see item #2)

"The surprising truth is that probing one's memory in an effort to locate a bit of knowledge is an excellent way to ensure that the knowledge becomes permanently affixed in memory."

Daniel Willingham and David Daniel (see item #1)

"Because of the lack of structured academic talk in classrooms, many ELLs are allowed to hide out in classes or are perceived as being proficient in English only because they are required to speak for short segments of time."

Ivannia Soto (see item #5)

"The person talking the most is the person learning the most, and I'm doing the most talking!"

A Los Angeles teacher after shadowing an ELL student for a day (*ibid.*)

"When a first-grade teacher says, 'How did you do that?' instead of 'Good boy!' it is a consequential instructional decision."

Peter Johnston, Gay Ivey, and Amy Faulkner (see item #3)

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1. To Differentiate or Not to Differentiate, That Is the Question

(Originally titled "Teaching to What Students Have in Common")

In this important *Educational Leadership* article, Daniel Willingham (University of Virginia/Charlottesville) and David Daniel (James Madison University) address the question of how much teaching should be differentiated and how much should be the same for all students. They identify three categories:

- *Characteristics that all students share* – This includes common cognitive, developmental, emotional, and motivational needs.
- *Characteristics that vary among students and can be classified* – This includes differences in abilities, special needs, and learning styles.
- *Characteristics that vary among students and can't be classified* – These include individual personalities, background experiences, tastes, and quirks.

Willingham and Daniel argue that for schools, the most important category is the first – the characteristics that all students share. These are the needs that educators must meet for their students – the *must haves* – like the vitamins, minerals, and other elements essential to a healthy diet. Then there are the *could dos* – the curriculum materials and classroom experiences we decide on – like the way dietary vitamins and minerals are contained in different foods and preparations. "Pointing out cognitive needs (*must haves*) does not dictate pedagogical methods or lesson plans (*could dos*)," say Willingham and Daniel, "just as listing protein as essential to maintain health, for example, does not prescribe which protein-rich foods to prepare, much less specific recipes."

Looking at what schools should and could teach to all students, the authors present these examples:

<u>Must haves:</u>

• *Factual knowledge* – "To think critically about science, or history, or literature, we need a lot of domain-specific knowledge," say Willingham and Daniel. "Students can't develop thinking skills in isolation. They need to develop those skills as they acquire domain knowledge."

• *Practice* – Students need to rehearse certain knowledge and skills until they're automatic – so they can be recalled without using valuable attention resources. "Civilization advances by extending the number of important operations which we can perform without thinking about them," said Alfred North Whitehead.

• *Feedback from a knowledgeable source* – It's impossible to develop skills without feedback, and the more authoritative the teacher and the more immediate the feedback, the better.

Could-dos:

• *Distributed study* – Learning Spanish vocabulary, for example, is better done in three 20-minute sessions than one 60-minute session – and the learning is even more likely to last if the material is revisited weeks or months later.

• *Recalling facts* – "The surprising truth is that probing one's memory in an effort to locate a bit of knowledge is an excellent way to ensure that the knowledge becomes permanently affixed in memory," say Willingham and Daniel. "Once something is in memory, you're better off trying to remember the material than you are studying it again."

• *Cycling between the concrete and the abstract* – Abstract concepts are the most difficult to teach – for example, adaptation in biology, variables in mathematics, and irony in literature. Research tells us that the best way to teach such concepts is to move back and forth between the abstract and the concrete, preferably with a wide variety of examples.

Willingham and Daniel believe that these must-haves and could-dos are solid and lead to better student learning. "In contrast," they say, "the observation that not every student can do everything the exact same way at the exact same time should not lead to the overreaction of hyper-individualizing the curriculum… [F]ocusing instruction primarily on differences may not be as effective as one might hope… [W]hen it comes to applying research to the classroom, it seems inadvisable to categorize students into more and more specialized groups on the basis of peripheral differences when education and cognitive sciences have made significant progress in describing the core competencies all students share. Teachers can make great strides in improving student achievement by leveraging this body of research and teaching to commonalities, not differences."

"Teaching to What Students Have in Common" by Daniel Willingham and David Daniel in *Educational Leadership*, February 2012 (Vol. 69, #5, p. 16-21), http://www.ascd.org; the authors can be reached at Willingham@virginia.edu and danielb@jmu.edu.

Back to page one

2. What All Students Need from All Teachers

(Originally titled "Teach Up for Excellence")

In this *Educational Leadership* article, differentiation guru Carol Ann Tomlinson (University of Virginia) and EDEquity founder Edwin Lou Javius note that until quite recently, U.S. schools were legally segregated and unequal based on race. Today, there is still significant racial and economic separation within schools. "The logic behind separating students by what educators perceive to be their ability is that it enables teachers to provide students with the kind of instruction they need," say Tomlinson and Javius. "All too often, however, students in lower-level classrooms receive a level of education that ensures they will remain at the tail end of the learning spectrum."

The deepest wounds that schools inflict on students, they continue, "are wounds of underestimation. We underestimate students when they come to us with skills and experiences that differ from the ones we expected and we conclude they're incapable of complex work. We underestimate students when they fall short of expectations because they don't understand the school game and we determine that they lack motivation. We underestimate them when we allow them to shrink silently into the background of the action in the classroom. We underestimate them, too, when we assume they're doing well in school because they earn high grades, and we praise them for reaching a performance level that required no risk or struggle."

This is a shame, they say, because low-achieving students flourish when they're exposed to high-level instruction. We know the human brain is "incredibly malleable, and that individuals can nearly always outperform our expectations of them… Virtually all students would benefit from the kind of curriculum and instruction we have often reserved for advanced learners – that is, curriculum and instruction designed to engage students, with a focus on meaning making, problem solving, logical thinking, and transfer of learning."

These convictions bring Tomlinson and Javius to seven principles for "teaching up" – that is, creating classrooms that give all students access to high achievement:

• *Accept that human differences are normal and desirable*. "Each person has something of value to contribute to the group, and the group is diminished without that contribution," say Tomlinson and Javius. "Teachers who teach up create a community of learners in which everyone works together to benefit both individuals and the group."

• *Develop a growth mindset*. This means "doggedly challenging the preconception that high ability dwells largely in more privileged students," say the authors. "The greatest barrier to learning is often not what the student knows, but what the teacher expects of the student." Growth-mindset teachers emphasize hard work, set clear learning goals, and provide support and feedback along the way.

• *Work to understand students' cultures, interests, needs, and perspectives*. "Teaching any student well means striving to understand how that student approaches learning and creating an environment that is respectful of and responsive to what each student brings to the classroom," say Tomlinson and Javius.

• *Create a base of rigorous learning opportunities*. This includes discipline-specific knowledge and skill expectations, connections with students' lives, collaboration with peers, looking at different perspectives, and having students create authentic products for real audiences.

• *Understand students' varied entry-points and curriculum speed*. "Teachers who teach up understand that some students may feel racially and culturally isolated in their classes," say Tomlinson and Javius. "Therefore, they find multiple ways for students to display their insights for the group. These teachers understand that every student needs 'peacock' moments of success so classmates accept them as intellectual contributors."

• *Create flexible classroom routines and procedures*. The trick is to draw on classroom assessments, formal and informal, to accommodate the inevitable range of student needs. "Teachers who teach up carefully select times when the class works as a whole, when students

work independently, and when students work in groups," say Tomlinson and Javius. "They teach their students when and how to help one another as well as how to guide their own work effectively."

• *Be an analytical practitioner*. Effective teachers are students of their students. "They empower students to teach them, as teachers, what makes students most successful," say the authors.

"Teach Up for Excellence" by Carol Ann Tomlinson and Edwin Lou Javius in *Educational Leadership*, February 2012 (Vol. 69, #5, p. 28-33), http://www.ascd.org; Tomlinson can be reached at cat3y@virginia.edu.

Back to page one

3. Classroom Language That Opens Students' Minds

"When we are teaching, the language we use with our students is our most powerful tool," say Peter Johnston (University at Albany), Gay Ivey (James Madison University), and Amy Faulkner (Kate Collins Middle School, VA teacher) in this thoughtful *Reading Teacher* article. "The language we use with children influences, among other things, who they think they are, what they think they're doing, the relationships they have with others, the strategic information available to them in the classroom, and the possibilities available to them for thinking about literacy and their own lives."

Johnston, Ivey, and Faulkner urge teachers to use words that empower students and get them constantly generating strategies and learning how to work with each other. "When a first-grade teacher says, 'How did you do that?' instead of 'Good boy!' it is a consequential instructional decision," they say. "The former will lead to persistence and broader learning, whereas the latter produces the reverse." Other effective prompts: "Talk to your partner about how you might figure this out" and "Puzzled? That book was Maya's favorite. I bet she'd love to talk with you about it."

The authors suggest these discourse principles to work toward the goal of autonomous students:

• *Use open-ended questions*. When teachers frequently ask students what they notice while they are reading and offer their own noticings, students follow suit. "When we ask comprehension questions, we tend to listen for particular answers, either right or wrong, so that we can judge the extent of comprehension," say Johnston, Ivey, and Faulkner. "Because they invite the prospect of judgment, these types of questions can easily shift the act of reading from something that the student goes about with intention and curiosity to something required and coerced." They suggest these open-ended prompts when approaching a group of students engaged in reading together: "Catch me up" or "How's it going?"

• *Listen carefully and genuinely*. "Once a conversation is started, there is no room for set questions," say the authors. Questions like, "What do you think will happen next?" don't lead to rich conversations. Better to ask questions that keep students in control of their learning and convey that you're expecting them to think and you're interested in their thoughts – for example, "What are you thinking about that?" or "How are you going to figure that out?"

• *Turn students' attention to process*. Many teachers' instinct when students do good work is to praise them, but praise turns kids' attention from engagement with their own goals to pleasing the teacher. Better to ask, "How did you do that?" or "How did you find such great pictures? Talk about that!"

• *Use conversations to model problem-solving*. This conveys the message that problems, including interpersonal conflicts, are expected and are opportunities to learn how to solve them. The best teacher question might be, "What's the problem?" leading students to describe it rather than start talking about what they think of each other. "Once they've solved the problem," say the authors, "we can turn their attention to how they did it – together."

• *Develop self-sufficiency*. "[T]elling is usually not the best way to develop independence," say Johnston, Ivey, and Faulkner. "Because of our long histories in didactic schooling, we often position ourselves as knowledge deliverers." Better to get students engaged, encourage them to act strategically, and push them to figure things out by themselves.

• *Value effort, self-correction, and persistence*. A teacher might say to two students, "I think it's just great that you aren't satisfied with the thinking you've done so far, that you want to work harder on it." Another teacher, speaking to a student who is nervous about presenting a poem to the class, might say, "You're having a really tough time, and I respect that, but you need to make a decision about whether or not to push yourself."

• *Make positive language choices*. "On the simplest level, a teacher's use of 'we' as opposed to 'you all' when speaking about the whole class inspires a certain kind of relationship and creates space for possibilities." Another suggestion: use prompts like these to accentuate the positive and steer students toward good solutions: "I see you were trying to…" "I wonder how you could…" and "How else could you…"

• *Structure the classroom for positive outcomes*. "More important than what you say is whether you help students find, and learn how to find, engaging books…" conclude the authors. This involves having a wide range of books on hand and getting students to do frequent talks on the books they love.

"Talking In Class: Remembering What Is Important About Classroom Talk" by Peter Johnston, Gay Ivey, and Amy Faulkner in *The Reading Teacher*, December 2011/January 2012 (Vol. 65, # 4, p. 232-237), http://www.reading.org; the authors can be reached at pjohnston@albany.edu, iveymg@jmu.edu, and afaulkner@waynesboro.k12.va.us.

Back to page one

4. How Fluency Can Be a Powerhouse in Reading Instruction

"It would appear that the attention given to fluency's quantifiable features – rate and accuracy – has usurped prosody and comprehension," says Illinois reading teacher Barclay Marcell in this thoughtful *Reading Teacher* article. Fluency is more than "speed of barking at print" (Samuels), so how did it go from "hot" a few years ago to "not hot and should not be hot" in a recent assessment? Here's a quick history:

- Fluency burst onto the scene with the landmark 1974 work of LaBerge and Samuels, who said that students needed to attain decoding automaticity before they could engage in deeper processing.
- In 1979, Samuels published seminal work on repeated readings, which said that when students read a passage multiple times, their rate and accuracy improve – not only on that passage but also on unseen texts.
- In 1985, Rashotte and Torgeson found that the carry-over of repeated reading from one passage to another depended on a certain number of shared words between passages.
- But other researchers found that repeated reading motivated students, and it continued in many classrooms.
- The 2000 National Reading Panel called fluency an "essential aspect of reading," defining it as "the ability to read a text quickly, accurately, and with proper expression."
- The No Child Left Behind Act of 2001 required that schools demonstrate AYP on quantifiable measures of reading.
- The Individuals with Disabilities Education Act introduced RTI, which sparked the use of screening measures and progress monitoring to identify struggling readers, develop interventions to close the achievement gap, and use problem-solving methodology for data analysis.
- In 1992 and 2006, words-per-minute norms were introduced by Hasbrouck and Tindal, and for-profit companies "started boarding the lucrative fluency bandwagon," says Marcell. Instructional programs emerged offering ways to use repeated reading in classrooms and computer labs.
- Two companies vied for market share in data acquisition and analysis: DIBELS (2002) and AIMSweb Progress Monitoring and RTI System (2010).
- Currently, there is a fierce debate in the research community about the link between speed, accuracy, and comprehension, especially when identifying at-risk readers and the efficacy of one-minute timed reading assessments. In 2006, Pearson wrote, "DIBELS is the worst thing to happen to the teaching of reading since the development of flash cards. I take this extreme position for a single reason – DIBELS shapes instruction in ways that are bad for students and bad for teachers."

Marcell concludes that it's easy to see how the original meaning of fluency was distorted. As the emphasis on data gathering increased, the emphasis on reading with expression and comprehension faded – simply because they were harder to measure and quantify on color-coded charts. "The inclusion of a comprehension measure, fluency's *raison d'être*, was largely being ignored as 1-minute timed measurements took precedence," he says. Clearly students and teachers were getting a mixed message about reading.

To regain "hot" status, fluency needs a makeover, says Marcell. Here are his suggested steps:

• *Emphasize all four elements*. This means defining fluency as "reading at an appropriate rate in meaningful phrases, with prosody and comprehension" and emphasizing the

way the four components interact and support each other to produce good readers. He suggests the acronym REAL – Rate, Expression, Accuracy, Learning – and proposes a three-level rubric. Here are the top levels in student-friendly language:

- Rate: Not too fast; not too slow; I read ___ words in one minute, which is at or higher than the target of ___.
- Expression: My voice went up and down. I scooped 2-4 words together. I obeyed the punctuation. I could read to a class of kindergarteners and they wouldn't fall asleep.
- Accuracy: 99-100%; I only made one or two miscues and they were the smart kind, not the silly kind. I can read this text independently.
- Learning: I totally get it! Ask me anything. I could take a quiz. I could make up my own quiz!

Students are encouraged to set a goal for each of these four areas.

• *Make peace with measuring speed*. Marcell likens reading-speed measurements to a doctor taking a patient's temperature – they can be a helpful *indication* of reading competence that spotlights certain strengths and weaknesses. But he insists that an effective reading assessment must also include a comprehension probe. One way of doing this is to allow the student to continue with the passage after the one-minute mark and see how the student does, then ask retelling, summarizing, author's purpose, and other questions.

• *Revisit repeated reading*. Marcell thinks it has value if it's linked to comprehension and expression. He proposes a comprehensive chart that includes all four aspects of reading and can display how each is improving with each successive reading. Students might be encouraged to ask, "Did I beat my last score?" In addition, teachers can add a layer of instruction each time, asking students to think about background knowledge, vocabulary, etc.

• *Use poetry and Readers Theatre*. Marcell says that repeated reading doesn't have to rely only on published fluency passages, "known for their stilted verbiage." Why not use poems – Shel Silverstein and Bruce Lansky – and Readers Theatre – Frog and Toad's misadventures with ice cream – to add authenticity, excitement, and purpose. "Many teachers in fact report that poetry performances and Readers Theatre productions have prompted significant improvement in rate and accuracy, as well as the use of prosody," says Marcell.

"… I now realize that fluency is but a stage name," he concludes. "Rate and Accuracy may be at the microphone, but the true voice is Comprehension."

"Putting Fluency on a Fitness Plan" by Barclay Marcell in *The Reading Teacher*, December 2011/January 2012 (Vol. 65, # 4, p. 242-249), http://www.reading.org; the author can be reached at bacell@aol.com

Back to page one

5. Shadowing High-School ELLs to Boost Academic Language

In this helpful *Principal Leadership* article, Whittier College professor Ivannia Soto cites research showing that English language learners who are proficient in English by 8th grade are two-thirds less likely to fail 9th grade and half as likely to drop out of school compared to

those who aren't proficient. The latter have a much less hopeful trajectory in the secondary grades. Here's a typical profile of a student who is stuck at a sub-proficiency level:

- High-functioning social language;
- Very weak academic language;
- Significant deficits in reading and writing skills;
- Significant gaps in academic background knowledge;
- Habits of non-engagement, learned passivity, and invisibility in school;
- Wants to attend college but isn't aware that current grades and courses make that improbable;
- Neither the student nor the parents realize the gravity of the academic situation.

Soto's conclusion: it's urgent that ELLs in the elementary grades work hard on English acquisition and graduate from being classified as English learners by the end of middle school.

How do ELLs get to high school with such major deficits? Soto believes a lot is explained by the low-level language demands put on many students – "cognitively disrespectful" material that is watered down and not developmentally appropriate or scaffolded to get ELLs accelerating toward proficiency. "Because of the lack of structured academic talk in classrooms," says Soto, "many ELLs are allowed to hide out in classes or are perceived as being proficient in English only because they are required to speak for short segments of time." For example, a teacher might ask for the setting of a story and accept a two-word answer: "New Mexico."

What is to be done? One way to create a sense of urgency is having teachers shadow an ELL for a day. This gives a clear sense of what are often inadequate language demands and challenge levels in classrooms. Shadowers first read up on each student (data from state tests and language assessments), are briefed on the specific academic language and active-listening needs of ELLs, and then unobtrusively follow a student from class to class, recording the following types of language activity on a data sheet at five-minute intervals:

- Academic speaking: student-to-student, student-to-teacher, student-to-small-group, student-to-whole-class, teacher-to-student, teacher-to-small-group, teacher-to-whole-class;
- Academic listening: student mostly listening to student; student mostly listening to teacher; student mostly listening to small group, student mostly listening to whole class;
- Student is not listening: reading silently; off task;
- Student using academic language to complete his or her response.

Observers watch their student for at least two hours and then debrief with each other. "Once you've experienced a day in the academic life of an ELL," says Soto, "it is truly difficult to turn away and not change practice." At the end of a day of shadowing, one Los Angeles teacher said, "The person talking the most is the person learning the most, and I'm doing the most talking!"

"After shadowing is completed," says Soto, "it is essential that schools develop a systemic plan to create more opportunities for ELLs to produce academic language across content areas." Working with California schools, she has found one approach that she

recommends: think-pair-share. "Listening and speaking are especially important because they are scaffolds for reading and writing," she says. Here are the essential ingredients:

- The teacher provides effective open-ended questions linked to unit and lesson objectives and standards and using Bloom's taxonomy.
- The teacher provides academic language stems so ELLs know how to write correct academic responses.
- The teacher gives students time to think, talk, write, and share their responses.
- Student diads use a think-pair-share organizer in which they record the question, what I thought (speaking), what my partner thought (listening), and what we will share.

This protocol can teach academic register by getting students to think about their thinking, giving them more time to process new language and content, listen to and paraphrase their partner's responses, and do more classroom academic talking.

"Listening and Learning" by Ivannia Soto in *Principal Leadership*, February 2012 (Vol. 12, #6, p. 24-28), ftp://ftp.qmags.com/PL_20120201_Feb_2012.pdf

Back to page one

6. Supporting ELLs in School

In this *Education Week* article, researcher Helen Janc Malone reflects on her own experience coming to the U.S. 20 years ago from war-torn former Yugoslavia and struggling to learn English by looking up words in an English-Serbo-Croatian dictionary. More helpful were two "sanctuaries" – an ESOL class where students with language challenges supported each other, and an after-school program that got Malone involved in student government. Here is Malone's advice for teachers with English language learners in their classrooms:

• *Get a baseline*. Find out each student's most recent educational experiences – subjects taken, content covered, recent lessons learned, and the subjects that were easiest and most difficult.

• *Push students just beyond their comfort zones*. "Finding ways to challenge students to build on their knowledge and language skills is a great way to help them learn new content and grasp academic skills," says Malone.

• *Pair students with study partners*. It's helpful if there are two students with similar English-language fluency who can check in with each other to confirm content understanding.

• *Use technology*. Encourage ELLs to use their phones and tablets to access online language-acquisition tools – although these shouldn't be a long-term crutch.

• *Make it global*. Make sure ELLs are interacting with native speakers all the time – for mutual benefit.

• *Tap into shared experiences*. "Immigrant students who do not have a language community at school can feel isolated," says Malone. "Integrating cultural elements into lesson plans can help them learn about their new environment."

• *Use extracurricular programs*. These can serve as a gateway to friendships and interests that develop language, knowledge, and confidence.

• *Involve families*. ELLs' families need to get attuned to their new American school and the particular demands of each teacher. It's also helpful for schools to pass along information about adult learning and community engagement opportunities.

• *Create sanctuaries*. This is especially important for ELLs who have been through traumatic experiences in their mother country.

• *Don't give up*. "Learning English, and adjusting to a new life and culture, is a multiyear process," says Malone, "particularly for adolescents with years of experience in a different environment." Educators need to hang in there with support and programs.

"Dictionary Girl" by Helen Janc Malone in *Education Week*, Feb. 8, 2012 (Vol. 31, #20, p. 35, 25), http://www.edweek.org

Back to page one

7. The Common Core State Standards' Emphasis on "Close Reading"

In this *Education Week* article, Catherine Gewertz reports on one aspect of the Common Core State Standards that is drawing particular attention: the emphasis on "close reading" of complex literary and informational texts. In contrast to the time-honored practice of teachers explaining reading passages to students and supplying background information before they get started, the close-reading approach asks students to do more of the work, hunting for answers and deeper meaning guided by a "let's find out" prod from the teacher. "That scenario," says Gewertz, "… requires profound shifts not only in how teachers teach, but how districts choose texts, how they test what students know, and how they evaluate teachers."

In a simulated close-reading lesson at a recent gathering of chief academic officers at the Aspen Institute, David Pook, a New Hampshire teacher who helped write the Common Core ELA standards, guided educators through a sixth-grade text by Russell Freedman on Marian Anderson's historic 1939 recital in Washington D.C. One question asked, "What words did Freedman use to characterize what happened next?" Many teachers would ask what happened next when guiding students through this text, but the close-reading question asks for the exact words the author used to say what happened next – a more demanding intra-passage approach.

The idea, says Pook, is that this kind of question "moves students toward independence" – it develops their ability to build vocabulary, understand a text's structure, grasp the meaning, build arguments based on text evidence, and develop the confidence and skill they need to understand challenging passages on their own.

Two concerns have been raised about the close-reading approach. First, there are differences in background knowledge among students, especially those who have special needs or are English learners. "The attempt is to make it just about the text," says Richard Long of the International Reading Association, "but it is never just about the text. Our concern is that this doesn't take into account that prior experience exists and always affects the way the student interacts with the text."

A second concern is the fact that most teachers are accustomed to being providers of information rather than facilitators in inquiry. "The teachers themselves don't know many of

these concepts," says one state curriculum official, referring to the idea of a "pivot point" in a paragraph.

"Common Core's Focus on 'Close Reading' Stirs Worries" by Catherine Gewertz in *Education Week*, Feb. 8, 2012 (Vol. 31, #20, p. 6), http://www.edweek.org

Back to page one

8. State-by-State Rating of Science Standards

In this *Education Week* article, Eric Robelen reports on a new Thomas B. Fordham Institute critique of state science standards, based on content, rigor, clarity, and specificity. Here are the grades awarded to each state:

A California, District of Columbia

A- Indiana, Massachusetts, South Carolina, Virginia

B+ New York

B Arkansas, Kansas, Louisiana, Maryland, Ohio, Utah

C Connecticut, Delaware, Georgia, Michigan, Minnesota, Mississippi, Missouri, New Mexico, Texas, Vermont, Washington

D Alabama, Arizona, Colorado, Florida, Hawaii, Illinois, Iowa, Kentucky, Maine, Nevada, New Hampshire, New Jersey, North Carolina, Pennsylvania, Rhode Island, Tennessee, West Virginia

F Alaska, Idaho, Montana, Nebraska, North Dakota, Oklahoma, Oregon, South Dakota, Wisconsin, Wyoming

"Nationwide Review of Science Standards Offers Low Marks" by Erik Robelen in *Education Week*, Feb. 8, 2012 (Vol. 31, #20, p. 9); the full Fordham report on science standards is at http://www.edexcellence.net/publications/the-state-of-state-science-standards-2012.html

Back to page one

9. A Principal's Impact Over Time

This intriguing graphic in *The Atlantic Monthly* (with Capella University) shows the impact over one year, five years, and ten years of an elementary principal in a school of 1,200 students: http://www.theatlantic.com/sponsored/impact-of-one/#!prettyPhoto[flash]/0/

"When One Affects Thousands" in *The Atlantic Monthly*, March 2012 (Vol. 309, #2, p. 12-13)

Back to page one

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

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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
Better Evidence-Based Education
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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
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Journal of Staff Development
Kappa Delta Pi Record
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
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Teaching Children Mathematics
The Atlantic Monthly
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