

# Marshall Memo 230

A Weekly Round-up of Important Ideas and Research in K-12 Education  
April 14, 2008

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## Quotes of the Week

"The existence of the 'lifetime' teacher can no longer be taken for granted."  
Celine Coggins (see item #3)

"Countless students might benefit if we actively sought to make the promising two-year teacher into a five- or 10-year teacher."  
Celine Coggins (*ibid.*)

"Time is precious. There is never enough of it to educate students as well as teachers and administrators would like. So how can assistant principals, who already fill their days with the three Bs – books, behinds, and buses – find time to become better instructional leaders?"  
Rebecca Good (see item #5)

"As a kid, I hated P.E. class so much that the word 'kickball' still gives me shudders."  
Mary Carmichael (see item #9)

"The only kids who liked P.E. were the jocks, who didn't need it."  
Mary Carmichael (*ibid.*)

"The idea of NCLB was to make our children academically well-rounded. Now they're just round."  
Richard Simmons (*ibid.*)

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## 1. Strategies for Keeping Promising New Teachers in the Profession

In this thoughtful *Education Week* article, Celine Coggins of the Rennie Center in Massachusetts argues that many educators are making two erroneous assumptions: (a) Some new teachers will teach for a couple of years and then leave to pursue their “real” careers no matter what incentives are offered; and (b) The remainder of new teachers are “lifers” and don’t need incentives to persuade them to stay. Wrong on both counts, says Coggins. She has found that talented teachers in the first group are receptive to incentives “to outlast their predicted shelf-life.” As for the second group, “The existence of the ‘lifetime’ teacher can no longer be taken for granted,” she says.

Coggins has found that three factors come into play as young teachers decide whether to stay in teaching:

- They see the value of teaching and have “a prescient sense that the direct impact they have on students’ lives is something they will not be able to replicate in future jobs, and they are reluctant to give it up.” Even if they eventually want to move into a school leadership role, they know that it takes time to hone their teaching skills and they need to show real results.

- New teachers are on a steep learning curve in their first few years, and fear that they will plateau in years 3-5. They feel the need for new challenges and opportunities to keep growing and developing.

- They constantly compare their careers with friends who are moving up the ladder in business, medicine, and law – and hear their parents’ concerns about getting a return on their college investment.

To retain teachers like these, Coggins believes that we need a different strategy. “The goal of retention efforts should not be creating a ‘lifetime’ teacher,” she writes. “That does not fit this generation, nor will it yield the type of teacher students need, if they are to compete in a knowledge economy.” Coggins suggests reframing retention in smaller increments geared to teachers’ growth trajectory.

Strong support in the first two years is crucial, and programs like Teach for America and the Boston Teacher Residency Program are exemplary in this timeframe. But it’s the period right after induction that’s often ignored, says Coggins. Too many teachers are cut loose from intensive support when they’re most likely to leave the profession. “Districts must set goals for getting more teachers to year five, and then a subset of those to year 10,” she writes. “Countless students might benefit if we actively sought to make the promising two-year teacher into a five- or 10-year teacher.”

Coggins suggests the following strategies for this post-induction phase, all aimed at extending the prime teaching lives of talented individuals:

- Beefing up the tenure process and linking it with a pay increase; this could renew commitment in years 3-5;
- Experimenting with differentiated pay;
- Improving teacher evaluation to facilitate continuous growth, reward excellence, and identify top performers;
- Giving teachers more information on whether they are making a difference to student learning: “Establishing goals and benchmarks on the path to mastery would embed new challenge and purpose in their work,” says Coggins;
- Expanding opportunities for teachers to work in effective grade-level teams;
- Providing options to become involved in instructional leadership within the school.

“The Post-Boomer Teacher Crunch” by Celine Coggins in *Education Week*, Apr. 9, 2008 (Vol. 27, #32, p. 26-27), [http://www.edweek.org/ew/articles/2008/04/09/32coggins\\_ep.h27.html](http://www.edweek.org/ew/articles/2008/04/09/32coggins_ep.h27.html)

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## **2. Analyzing the Costs and Benefits of Educational Improvement Strategies**

In this *Education Week* article, Debra Viadero reports on work being done at the Center for Benefit-Cost Studies in Education at Columbia University’s Teachers College, where economists are studying the trade-offs of various reform strategies. “Educators never really connect the effects of education with the costs,” says Henry Levin, co-director of the center. Although cost-benefit analyses are common in business, health care, environmental studies, and national defense, they are quite rare in education, where those who study such things are sometimes seen as bean-counters. *How can you put a price-tag on intangible benefits like a good education, a more civil society, or a more fulfilling life?* Levin’s group contends taking a hard look at the effectiveness and costs of all initiatives that purport to improve student attainment from birth through college will build a stronger case for funding the most robust.

Levin and his co-director, Clive Belfield, have analyzed five initiatives in terms of their costs and benefits (including downstream savings from increases in high-school graduates: savings in public costs for health, crime, and welfare). Here are the results:

- *Perry Preschool Program* – A center-based pre-school program that runs 2.5 hours a day for 1.8 years with a child-to-teacher ratio of 5:1, home visits, and group meetings of parents:
  - 19 – the number of additional high-school graduates per 100 students served
  - \$12,532 – cost per student
  - \$90,694 – total cost per new high-school graduate
  - \$2.31 – long-term savings for each dollar invested
- *Project STAR: Class size reduction* – Four years of K-3 schooling with class size reduced from 25 to 15 students:
  - 11 – the number of additional high-school graduates per 100 students serviced
  - \$13,075 – cost per student

- \$143,597 – total cost per new high-school graduate
- \$1.46 – long-term savings for each dollar invested
- *First Things First* – Comprehensive school reform of small learning communities with dedicated teachers, family advocates, and instructional-improvement efforts:
  - 16 – the number of additional high-school graduates per 100 students serviced
  - \$5,493 – cost per student
  - \$59,066 – total cost per new high-school graduate
  - \$3.54 – long-term savings for each dollar invested
- *Chicago Child-Parent Center Program* – Center-based preschool program based in public schools with parental involvement, outreach, and health/nutrition services:
  - 11 – the number of additional high-school graduates per 100 students serviced
  - \$4,728 – cost per student
  - \$67,714 – total cost per new high-school graduate
  - \$3.09 – savings for each dollar invested
- *Teacher salary increase* – A ten percent increase in salaries for all K-12 teachers:
  - 5 – the number of additional high-school graduates per 100 students serviced
  - \$2,865 – cost per student
  - \$82,036 – total cost per new high-school graduate
  - \$2.55 – savings for each dollar invested

Levin and his colleagues estimate that halving the number of dropouts would save the nation \$45 billion a year in revenues and opportunities that are currently being lost. “When you add it all, it comes to a huge amount of money that we’re essentially leaving on the table by not investing in education,” says Belfield.

“New Center Applies Cost-Benefit Analysis to Education Policies” by Debra Viadero in *Education Week*, Apr. 9, 2008 (Vol. 27, #32, p. 1, 12), e-link for subscribers only

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### **3. The Five Roles of Transformational Leaders**

In this *Wharton Leadership Digest* article, Iowa-based business researcher Mark Hanna summarizes an article from the journal *Human Relations* in which Joel Amernic, Russell Craig, and Dennis Tourish identify five symbolic roles that former CEO Jack Welch used to exercise transformational leadership at General Electric. Many of these roles might apply to educational leadership positions.

- *Pedagogue* – “Throughout his tenure as CEO,” writes Hanna, “Welch frequently took on the role of teacher... As a teacher, he was skilled in the arts of definition, making complex matters simple, and most of all, telling a good story to drive home a point about GE culture.”

- *Physician* – Welch often took on the role of diagnosing corporate health and prescribing cures. One of his most important initiatives was identifying the top 20 percent of employees and honoring, promoting, and rewarding them; identifying the middle 70 percent and nurturing and encouraging them; and prodding the bottom 10 percent to find greener

pastures elsewhere. Handled with candor and transparency, this approach “gave employees a clear idea of where they stood and allowed the cream to rise to the top. It also improved company morale down in the trenches by ensuring that non-contributing employees were moved out of the organization.”

- *Architect* – Welch frequently used words like “build” and “plan” and “foundation” and worked on the “social architecture” of the company so that every mind could contribute and obstacles to the free and unimpeded flow of ideas were removed.

- *Commander* – Like a good general, Welch used terms like “major moves,” “tasks,” “strategy,” “heroic effort,” “impossible targets,” “hits or misses,” “trajectory,” “momentum,” “camaraderie,” “esprit,” and “liberation and empowerment.”

- *Saint* – Welch continually reinforced the norm of integrity and made sure employees were fully aware of what constituted unacceptable behavior, so they would stray beyond the line of absolute integrity. He asserted that his orders were rooted in positive human values and were in the best interests of those to whom they were directed. GE was portrayed as having the saintly virtues of compassion, liberation, and empowerment.

“Five Symbolic Roles of Leadership: Jack Welch’s Letters to GE Shareholders” by Mark Hanna in the *Wharton Leadership Digest*, April 2008 (Vol. 12 #6)  
<http://leadership.wharton.upenn.edu/digest/index.shtml>. Hanna can be reached at [markhanna@mchsi.com](mailto:markhanna@mchsi.com).

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#### **4. Dealing with Staff Members’ Illnesses and Tragedies**

In this *Education Week* article, veteran New Jersey principal Jamie Sussel Turner reflects on how little preparation she had for an important part of leadership: how she responds when a colleague comes into her office, closes the door, and tells about a life-changing event – a death in the family, a serious illness, a divorce, a son’s deployment. “What’s my role as principal when an employee faces a rough patch?” she asks. “Boundaries blur when tragedy strikes. I feel like the fulcrum of a seesaw trying to stay balanced. My heart, focused on the needs of the employee, is perched on one end; my head, focused on the needs of the students, is perched on the other... To the 20 or so students in a teacher’s care, this is their only chance at 2<sup>nd</sup> grade.” Turner has the following suggestions:

- *Immediate, practical support* – This could include covering a teacher’s classroom who needs to leave early for an critical doctor’s appointment, letting a teacher use your office for a private phone conversation, visiting a classroom more frequently to support classroom management if a teacher is distracted and less effective than usual, providing overlap time with a replacement teacher before and after a leave of absence, and keeping a teacher in the same teaching assignment when he or she returns the year after a leave of absence.

- *Helping teachers assess options* – Another crucial role is helping teachers look at their options and decide (for example) how long to stay out. Turner says that she is now more likely to “gently nudge a staff member to consider if more time off will be helpful, or if she is doing

too much... Some folks cover up emotions and struggles, making it difficult to identify that support is even needed.”

- *Clear expectations* – Lesson plans, student learning, classroom management, and contact with parents must be attended to, and being clear about bottom-line expectations can help a teacher decide when to return to work and where to devote time and energy.

- *Dealing with parents* – “It’s difficult for me to help parents empathize with a situation when I can’t ethically divulge the personal circumstances of the staff member,” writes Turner. “Even if I could, it wouldn’t matter to some parents when they feel their child isn’t receiving the optimal level of schooling. As the mother of two sons, I get this.” Turner believes that the key is dealing effectively with the practical issues and setting clear expectations.

- *Mobilizing support* – “Time and again,” writes Turner, “I have witnessed teachers pick up a colleague’s slack with jobs such as writing lesson plans, and especially by freely giving their unending emotional support and friendship.” Providing emotional support is also part of the principal’s job, she says.

“When Life Interferes: A Principal’s Untaught Duty” by Jamie Sussel Turner in *Education Week*, Apr. 9, 2008 (Vol. 27, #32, p. 26-27)

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## **5. Can Assistant Principals Get Beyond the Three Bs?**

In this *Principal Leadership* article, Dallas educator Rebecca Good suggests eleven ways that assistant principals can hone their instructional leadership skills. “In school,” she says, “Time is precious. There is never enough of it to educate students as well as teachers and administrators would like. So how can assistant principals, who already fill their days with the three Bs – books, behinds, and buses – find time to become better instructional leaders?” Waiting until they become principals is too late, she says. “A school’s performance – and, therefore, its quality of instruction – rests squarely on the shoulders of the principal. Preparing for the principalship and its instructional demands before assuming the position can facilitate a principal’s efficacy.” Here are Good’s suggestions:

- *Talk to your principal about how you can increase your instructional footprint.* Let him or her know that you want to contribute and build your skills in this area, and discuss the possibility of sharing office and discipline duties so you can be more involved.

- *Set a goal for how many classrooms you will visit each week.* Be a perceptive observer and debrief with each teacher afterward.

- *Become better informed about current education trends and best practices.* Read the literature and consider forming a study group to discuss articles and books.

- *Make a best-practice suggestion and follow up.* For example, if your interest is after-school programs, you might ask your principal for the green light to check on students attending the school’s program to see if their achievement is improving, and make suggestions for students who are not – and for improving the program if necessary.

- *Attend teacher team meetings.* You will get insights on how professional learning communities work – and don’t work – and may be able to make valuable contributions.

- *Become a purveyor and catalyst of good ideas.* Seek out opportunities to work with groups of teachers about curriculum and classroom issues, sharing best practices that you see in classrooms and in other schools you visit. Ask provocative questions, such as: Why does this strategy work more effectively in one classroom than another? Why does this classroom management strategy work with this teacher and not with that one?

- *Free up teachers for peer observation by offering to teach their classes.* This kills two birds with one stone: it keeps you in touch with teaching and students, and gives teachers a chance to learn from their colleagues.

- *Attend professional development with teachers.* Sitting in on PD sessions will make you more knowledgeable about district practices and a better supporter of teachers who are struggling with mandated programs.

- *Find a mentor who embodies the instructional leadership qualities you want to develop.* This might be your own principal, or a professional in another school.

- *Form an assistant principals’ networking group.* Make sure part of the agenda is developing instructional leadership skills.

- *Be disciplined in following your new goals.* “Saying and doing are two different things,” says Good. It’s important to stay focused and use every opportunity to develop into the kind of instructional leader who will really make a difference to teaching and learning.

“Sharing the Secrets” by Rebecca Good in *Principal Leadership*, April 2008 (Vol. 8, #8, p. 46-50), no e-link available; Good can be reached at [rb-good@goodtx.com](mailto:rb-good@goodtx.com).

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## **6. Using Students’ “Daily News” Stories in Primary-Grade ELL Classes**

In this article in *The Reading Teacher*, University of Wyoming/Laramie researcher Patrick Manyak describes “Daily News”, a literacy activity he observed in two California English-immersion grade 1 and 2 classrooms. This was one of a number of balanced literacy strategies used by these two teachers. Here’s how this 15-minute activity works:

- Every morning, while students are sitting in front of their teacher on a rug, the teacher asks if students want to share news of events from their home or school lives – “things we’ve done, important or exciting things.” Typically, one or two students volunteer.

- For each student, the teacher prompts him or her to tell the story, adding detail to their narratives by asking who, when, where, and what questions, and encouraging other students to ask questions. For example, one student told about how his father had incurred a serious eye injury while trimming trees in his job as a landscaper.

- The teacher then scribes the story onto a large sheet of lined paper. If the student tells the story in Spanish, the teacher asks for students’ help translating it into English, and writes it in English on the sheet. This allows even the most limited-English students to participate fully.

- While writing, the teacher draws attention to particular spelling patterns and punctuation, asks students to stretch out words, and asks for spelling suggestions. Students

increasingly take part in prompting their peers on letter sounds, spelling, and punctuation. The goal here is to model the thought processes that occur while writing – editing, details, translating spoken words into written words, punctuation, etc.

- The class then reads each narrative chorally, with the teacher making sure that everyone is reading aloud.

- All the daily news sheets are saved and, at the end of each month, bound into a book and added to the class library.

- In the second semester, the teachers gradually releases responsibility, turning the task of writing these stories over to students. Two student reporters scribe stories without the teacher’s intervention. At the end of the literacy block, the class reconvenes on the rug and the teacher leads the class in editing the day’s stories. The authors then recopy the revised version for inclusion in the monthly volume.

Manyak believes that Daily News serves as a valuable bridge between children’s experiences outside school and their literacy learning. “As a consequence of the union between the formal school curriculum and familiar world of the children,” he writes, “the activity prompted the children to weave reading and writing into the fabric of their daily lives... Furthermore, the activity was characterized by a particularly comfortable and lively atmosphere. The teachers clearly enjoyed and contributed to this atmosphere.” This continued after students began to write their news stories independently.

Manyak sums up the advantages and caveats of this literacy activity for English language learners:

- Daily News is a far richer activity for building English proficiency than drill and worksheets.
- It provides a “robust context for second-language acquisition that simultaneously provides ELL students a comfortable, familiar environment to try out English and allows them to work carefully with the teacher to elaborate on their utterances and see their words set down in print.”
- The peer translation that takes place almost every day is an “intriguing instructional tool,” says Manyak, because it boosts the participation of students with limited English in a low-risk activity.
- Daily News gives students practice collaborating in a literacy activity, honing their social and language skills simultaneously.
- It is an excellent way for teachers to incorporate students’ out-of-school experiences with classroom instruction.
- For this activity to work best, the teacher should be bilingual and able to translate and interpret peer suggestions.

“What’s Your News? Portraits of a Rich Language and Literacy Activity for English-Language Learners” by Patrick Manyak in *The Reading Teacher*, March 2008 (Vol. 61, #6, p. 450-458), no e-link available, but the author can be contacted at [pmanyak@uwyo.edu](mailto:pmanyak@uwyo.edu).

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## 7. Emphasizing Output with English Language Learners

In ELL classrooms, too much emphasis has been put on instructional *input* and not enough on students' *output*, says Eastern Illinois University researcher Angela Beckman Anthony in this article in *The Reading Teacher*. She lists three roles that output plays in the learning process:

- *Noticing/triggering* – When ELLs try to say or write an unfamiliar word or sentence in English, they may notice if they don't have it right and see what needs to be fixed.

- *Hypothesis testing* – When speaking or writing, ELLs begin with a hypothesis of what the message should sound or look like; they make a “trial run” and get feedback from others on how they did and what needs to be corrected.

- *Meta-linguistic/reflection*– ELLs may catch themselves making an error – for example, saying “I walks the dog” – and correct themselves or ask for help.

The goal is for ELLs to speak and write accurately and fluently, says Anthony, and to achieve that, students need to speak and write more frequently – with good feedback. A key condition is a supportive classroom environment, which means reducing the load in several areas:

- The cognitive load – the number of new concepts in a lesson or text;
- The cultural load – the amount of cultural knowledge required but never explicitly explained;
- The language load – the frequency and complexity of unfamiliar English words;
- The learning load – the activities and tasks students are asked to do with English.

But a supportive environment is just the starting point. Anthony suggests the following areas for the most productive student output:

- *Collaborative conversations* – Students working together to discuss and solve problems is an ideal environment to apply teachers' lessons and practice language skills.

- *Vocabulary building* – Building robust vocabularies is critical. “Simply introducing vocabulary one time is not sufficient,” says Anthony. “Extended and repeated opportunities to engage in activities that offer interactions with new words are needed. Robust instruction involves engaging students with word meanings and providing opportunities for children to actively deal with meanings of new vocabulary after they have been introduced.” Connecting words to students' personal experiences is also important.

- *Writing* – As with speaking, collaboration is important in the writing process, says Anthony, with rich feedback and increasing responsibility taken on by students. Teachers should be alert to differences between students' first language and what they are writing; when students see these differences, they can use their first language to support writing in English.

- *Reading* – Extensive reading is central to developing vocabulary and fluency in English, says Anthony. With skillful teacher support, books can be used to “push” students in their language use. Strategies include choral reading, which lets students hear fluent reading and catch themselves when they are reading something incorrectly and get feedback; Readers' Theatre, which provides many opportunities for students to notice and reflect on language;

open role-plays, in which students create their own scripts for practicing language skills; and think-alouds, in which students verbalize their thought processes as they read.

“Output Strategies for English-Language Learners: Theory to Practice” by Angela Beckman Anthony in *The Reading Teacher*, March 2008 (Vol. 61, #6, p. 472-482), no e-link available, but the author can be contacted at [arbeckman@eiu.edu](mailto:arbeckman@eiu.edu).

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## 8. “Write-Talks” as a Springboard for Student Writing

In this article in *The Reading Teacher*, former middle-school teacher Amy Alexandra Wilson describes how chagrined she was when her students, in an end-of-year focus group, said that she had failed to give them a love of writing. The next year, she began “Write-Talks” to answer this criticism.

First she had students identify admired family and community members and invite them to visit the classroom with a piece of writing that was important in their lives or jobs. Students listed fathers, mothers, grandparents, older siblings, Boy Scout leaders, musicians, local athletes, ministers, and other role models. Those who accepted invitations to the class were asked to identify an example of a piece of writing they had done and send it to the class in advance. Wilson received:

- Lyrics from a song an older brother’s band had written;
- An e-mail on a new company policy written by a student’s mother;
- A website developed by an athlete with his game schedule and sports statistics;
- Notes taken in class by a college student;
- A skit written by an older sister when she was running for student government.

Students read each piece before the visitor’s appearance and generated questions, including:

- What writing process did you follow when writing this text?
- Who was your intended audience and how did they respond?
- How often do you do this type of writing and why?
- Do you have any advice on writing for students in our class?
- What did you enjoy most about writing this text and why?
- What was the most difficult part about writing this text and why?

Each visit provided a lively discussion of real-world writing with real-live people, and (after writing thank-you notes to each visitor) students saw immediate applications to their own writing – in school and in the future.

“Motivating Young Writers Through Write-Talks: Real Writers, Real Audiences, Real Purposes” by Amy Alexandra Wilson in *The Reading Teacher*, March 2008 (Vol. 61, #6, p. 485-487), no e-link available; the author can be reached at [aawilson@uga.edu](mailto:aawilson@uga.edu).

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## 9. Combating Obesity in the Cafeteria and the Gym

“As a kid, I hated P.E. class so much that the word ‘kickball’ still gives me shudders,” writes Mary Carmichael in this *Newsweek* article. “It was embarrassing (gym shorts) and, worse, it seemed useless, at least to my 12-year-old self.” The problem with many physical education classes, she says, is that they don’t add value. “The only kids who liked P.E. were the jocks, who didn’t need it,” she says.

But this is no reason to eliminate physical education; cutbacks prompted by the academic pressures of No Child Left Behind have added to the nation’s obesity crisis. Quips Richard Simmons, an exercise expert, “The idea of NCLB was to make our children academically well-rounded. Now they’re just round.”

Better nutrition helps. A recent study by Gary Foster of Temple University’s Center for Obesity Research and Education found that overhauling elementary lunch menus and sneaking nutrition education into regular classes (e.g., learning about fractions by slicing up fruit) reduced the number of overweight students to 7.5%, compared with 15% in control schools.

But the real payoff comes from improving physical education classes so that all students are involved in vigorous exercise. “[I]nstead of just changing the amount of P.E. kids get, change the type,” writes Carmichael. “Get the fat, lumpy, lethargic kids in the game. Entice them with workouts that masquerade as entertainment, like Dance Dance Revolution. Don’t make them play team sports...”

“Phys. Ed. Is Not Dead Yet” by Mary Carmichael in *Newsweek*, Apr. 14, 2008 (p. 18)  
<http://www.newsweek.com/id/130621>

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## 10. Short Items:

**a. *You don’t need to run marathons to stay in shape*** – According to this reassuring report from the American Heart Association and the American College of Sports Medicine, the minimum suggested exercise frequency is as follows:

- Moderate-intensity activity, such as brisk walking – 30 minutes, five times a week;
- Vigorous aerobic activity, such as jogging – 20 minutes, three times a week;
- Strength exercises with weights or bands is also suggested twice a week.

<http://www.americanheart.org/presenter.jhtml?identifier=1200013>

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**b. *Biography website*** – This Arts and Entertainment website features short biographies of notable people and suggested learning activities, curriculum links, vocabulary, critical thinking questions, and study guides. The site also links to education content on the History Channel and History International Channel. Check it out at

<http://www.biography.com/classroom>.

“News to Use: Spotlight on People” in *Middle Ground*, April 2008 (Vol. 11, #4, p. 6)

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**c. Library of Congress website** – This site offers lesson plans; millions of digital images documenting history and culture; sheet music, scores, audio, and video; folklife resources; and videoconferences and workshops. Students and teachers can also chat with a librarian online. It’s all at <http://www.loc.gov/index.html>.

“News to Use: Check Out the Library” in *Middle Ground*, April 2008 (Vol. 11, #4, p. 6)

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**d. United Nations website** – The UN has a rich website with everything from statistics on all member countries to information on the Millennium Development Goals to a link to ask questions of the Secretary General. Check it out at: <http://www.un.org/Pubs/CyberSchoolBus>.

“News to Use: Participate in the World” in *Middle Ground*, April 2008 (Vol. 11, #4, p. 7)

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**e. Fun math facts website** – The Harvey Mudd College Math Department has created a site with ideas and puzzles designed to change the way students think about math – things like the math behind card shuffling, poker, fractals, and music, and memorizing the first few digits in  $\pi$  using sentence mnemonics: <http://www.math.hmc.edu/funfacts>.

“News to Use: As Clear As Mudd Math Facts” in *Middle Ground*, April 2008 (Vol. 11, #4, p. 7)

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**f. Arctic exploration website** – This site contains multimedia dispatches from National Geographic explore Will Steger and a team of adventurers as they take a 1,400-mile dogsled expedition through the Arctic frontier of climate change. The project has standards-linked multidisciplinary lessons plans on how climate affects the Arctic region. Check it out at: <http://www.globalwarming101.com>.

“News to Use: Visit the Arctic Circle” in *Middle Ground*, April 2008 (Vol. 11, #4, 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](mailto:kim.marshall8@verizon.net)*

# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

## ***Subscriptions:***

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## ***Website:***

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

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

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

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Atlantic Monthly  
Catalyst Chicago  
Commonwealth Magazine  
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  
NASSP Bulletin  
New York Times  
New Yorker  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teacher Magazine (online)  
Teachers College Record  
TESOL Quarterly  
The Reading Teacher  
Theory Into Practice  
Tools for Schools