Marshall Memo 481

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 15, 2013

In This Issue:

Quotes of the Week

"For the majority of learners, school is a place where the teacher has the answers and classroom questions are intended to find out who knows them."

Jay McTighe and Grant Wiggins (see item #1)

"High-quality learning experiences begin with the end in mind."

Jenny Sue Flannagan in "Critical Thinking Outside the Classroom" in *Educational Horizons*, April/May 2013 (Vol. 91, p. 8-11), www.edhorizons.org

"Do you want to be the person working in the garage full-time, or do you want to be the person who owns the garage, owns the tools, and has flexibility to work on cars when you choose to?"

A mentor in a Virginia high school to one of his students (see item #5)

"The best teachers aren't just content experts. They not only understand how children learn; they are *intrigued* by the way that children learn."

Joan Richardson in her editor's note, *Phi Delta Kappan*, April 2013 (Vol. 94, #7, p. 4)

"Depression is a quiet crisis in schools… To recognize and effectively address depression and other mental health problems, schools must have systems in place to connect the dots and provide appropriate support."

John Desrochers and Gail Houck (see item #6)

"What can we do together to improve our school, our classrooms, and our students' learning? What can I do to help this student overcome his or her difficulties?"

Questions asked of teachers by Nebraska principal Brent Cudly, quoted by literacy coach Shelly Whitman in "Tell Me About the Best Principal You've Ever Known" in *Educational Leadership*, April 2013 (Vol. 70, #7, p. 91-92), www.ascd.org

1. Jay McTighe and Grant Wiggins on "Essential Questions"

In this important new book, backwards curriculum-unit design gurus Jay McTighe and Grant Wiggins further explain the use of "essential questions", including lots of examples. Here is a sampling:

• In history and social studies:
  - How can we know what *really* happened in the past?
  - What is worth fighting for?
  - Whose "story" is it?

• In mathematics:
  - When and why should we estimate?
  - How does *what* we measure influence *how* we measure? How does *how* we measure influence *what* we measure (or don't measure)?
  - What do good problem solvers do, especially when they get stuck?

• In language arts:
  - Why am I writing? For whom?
  - How do effective writers hook and hold their readers?
  - How are stories about other places and times about me?

• In science:
  - How are structure and function related in living things?
  - Is aging a disease?
  - How do we decide what to believe about a scientific claim?

• In the arts:
  - What influences creative expression?
  - What's the difference between a thoughtful and a thoughtless critique?
  - If practice makes perfect, what makes perfect practice?

• In world languages:
  - What should I do in my head when trying to learn a language?
  - How do native speakers differ, if at all, from fluent foreigners? How can I sound more like a native speaker?
  - How can I explore and describe cultures without stereotyping them?

McTighe and Wiggins believe good essential questions have seven key characteristics:

  - They are open-ended; there isn't a single, final, correct answer.

- They are thought-provoking and intellectually engaging, often sparking discussion and debate.
- They call for higher-order thinking – analysis, inference, evaluation, and prediction.
- They point toward important, transferable ideas within (and sometimes across) disciplines.
- They raise additional questions and encourage further inquiry.
- They require support and justification, not just an answer.
- They beg to be revisited over time.

McTighe and Wiggins go on to clarify how three kinds of questions are useful in teaching but are not *essential*:

- Questions that lead – They point to a single, correct answer – for example, *Which letters in the alphabet are vowels?*
- Questions that guide – These are a little more robust than leading questions, but they still point students toward previously targeted knowledge and skills – for example, *Can you state Newton's 2nd Law in your own words?*
- Questions that hook – At the beginning of a lesson or unit, a teacher uses these to grab students' attention and provoke wonder – for example, a science teacher in an Alaskan village asked students, *Are we drinking the same water as our ancestors?*

Should essential questions be posed at the beginning of every lesson, as some principals require? McTighe and Wiggins think not. Essential questions are designed for the curriculum *unit*; they are "too complex and multifaceted to be satisfactorily addressed within a single lesson," they say. "In particular, essential questions are meant to focus on long-term learning and thus be revisited over time, not answered by the end of a class period. Not only would it be difficult to come up with a new EQ for every lesson; the predictable result would be a set of superficial (leading) or, at best, guiding questions."

Why use essential questions? "For the majority of learners," say McTighe and Wiggins, "school is a place where the teacher has the answers and classroom questions are intended to find out who knows them. Ironically, many teachers signal that this is the game even when they don't intend to communicate it – for example, by posing questions that elicit only yes/no or single right answers, by calling only on students with raised hands, and by answering their own questions after a brief pause." Essential questions, on the other hand:

- Signal that inquiry is a key goal of education;
- Make it more likely that the unit will be intellectually engaging;
- Help clarify and prioritize standards;
- Provide transparency for students (*Where are we going with all this?*);
- Encourage and model metacognition;
- Provide opportunities for intra- and interdisciplinary connections;
- Support meaningful differentiation.

Essential questions are also important in professional learning community discussions of interim assessment results and student work – for example:

- Are these the results we expected? Why or why not?

- Are there any surprises? Any anomalies?
- What does this work reveal about student learning and performance?
- What patterns of strengths and weaknesses are evident?
- What misconceptions are revealed?
- How good is "good enough"?
- What actions at the teacher, team, school, and district level would improve learning and performance?

Essential Questions: Opening Doors to Student Understanding by Jay McTighe and Grant Wiggins (ASCD, 2013)

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2. Teaching a Hot Topic: Global Warming

In this helpful article in *Educational Horizons*, Roberta Johnson (University of Albany, NY) addresses the challenges science teachers may face when they cover climate change – from students, parents, community members, and even professional colleagues. Significant numbers of Americans, says Johnson, "continue to be ill-informed about what is happening to Earth's climate and what is causing these changes." Part of the problem is the way some media outlets present a "balanced" on-the-one-hand-on-the-other-hand debate that doesn't accurately portray the overwhelming evidence that the planet is getting warmer because of increased emissions of greenhouse gases since the Industrial Revolution. Teachers also have to contend with polemics on both sides of the issue – climate change as hoax and climate change as Armageddon.

Climate change is an essential topic for the middle- and high-school earth and space science curriculum, says Johnson. It includes the unifying concepts and processes of science, has links to science and math, and has immediate implications for students' lives. In the majority of U.S. schools, science teachers have no problems. "Most parents appreciate their children having a chance to learn about this important and timely topic," says Johnson, "particularly when it is taught in a way that stresses empowerment for their children."

But in some communities, passionate voices make life difficult for science teachers, who "find themselves alone on the front lines of the climate change debate." This may lead them, says Johnson, to consider "options such as teaching both sides, teaching the controversy, or not teaching the topic at all because of a concern that the topic is just 'too hot' for their community…" Perhaps they have their own doubts about whether climate change is happening and what's causing it, or rationalize being even-handed as a way to develop students' critical powers. Some states (including Louisiana, South Dakota, and Tennessee) mandate this approach.

"These so-called Academic Freedom bills, which seem designed to promote critical thinking, are actually covert ways to muddy the waters around science that is ideologically problematic to a particular group," says Johnson. "When teachers decide to teach both sides or encourage a debate about climate change, they are perpetuating the misrepresentation that there

are, indeed, two sides of approximately equal credibility, with some modicum of equivalent data to draw on. There are not. Instead, what we have in one corner is the overwhelming majority of practicing climate scientists, as well as data collected from all across the Earth system for decades that fills massive databases. In the other corner, we have a few anomalous cherry-picked pieces of data being used to try to undermine decades of work by the scientific community. While this approach may be interesting to use in classes focused on rhetoric or politics, it does not belong in the science classroom."

Not that teachers should tell students what to believe. Instead, they should direct their attention to the observational data, encourage them to look at it closely and critically, and let them conclude what is happening to the planet. "Such an approach leaves plenty of room for healthy skepticism," says Johnson. "Indeed skepticism is the hallmark of good science. Nothing should be believed just because someone says it…"

What should science teachers do to prepare for possible push-back as they teach about climate change? Johnson has the following advice:

• *Educate yourself*. This includes professional development from reputable organizations like the National Science Foundation, the National Oceanic and Atmospheric Administration, and the National Aeronautics and Space Administration (NASA).

• *Become data savvy*. "The story told by the data is impressive and compelling," says Johnson, "and it offers students the opportunity to apply the scientific skills that you are hoping they will gain. You don't need to convince them of the reality of global warming; they can discover it for themselves."

• *Know how to handle controversy*. "When we approach a topic from an advocacy position rather than a science-based perspective, we may alienate our students and move them to a position in which they refuse to be open to what we are trying to teach due to the challenge to their core values," says Johnson. She advises sticking to the facts, fostering inquiry, and building on common values – maintaining a healthy planet and local environment that will nurture their families now and in the future.

"Tackling Climate Change in the Science Classroom" by Roberta Johnson in *Educational Horizons*, April/May 2013 (Vol. 91, p. 12-15), www.edhorizons.org

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3. How Should Principals Be Evaluated?

(Originally titled "Principal Evaluation from the Ground Up")

"Principal evaluation, on the whole, does not differentiate among poor, average, good, and excellent principals," says James Stronge (College of William and Mary) in this article in *Educational Leadership*, "nor is it growth-oriented or accountability based." Here's what he thinks is wrong with the way most principals are evaluated:

- Criteria and standards are not clearly communicated.
- Evaluators mostly overlook leadership behaviors that ensure rigorous curriculum and quality instruction.

- Instruments don't discriminate among different levels of performance, the vast majority of principals are rated "Satisfactory", and there are rarely consequences for mediocre or poor performance.
- Few principals get meaningful and timely feedback.
- Evaluations are usually based on instruments that are of unproven utility, psychometric properties, and accuracy and aren't aligned with professional standards.
- This creates stress for principals because they don't know where to focus their attention.
- The evaluation process doesn't enhance principals' motivation and improve their performance.

In addition, many principal evaluation protocols haven't caught up to the standards era, in which principal evaluation has become virtually synonymous with school evaluation.

Stronge, the author of a new book on principal evaluation (ASCD, 2013), believes school leaders should be assessed on a combination of research-based practices and student learning gains. What the principal knows, values, and does is important," says Stronge, "but so is his or her ability to achieve specific, observable outcomes." He proposes seven standards:

• *Instructional leadership* – This includes building and sustaining a robust vision of learning, sharing leadership with teachers, leading a learning community, and monitoring and supporting high-quality curriculum and instruction.

• *School climate* – Effective principals focus on the involvement and support of all stakeholders, build positive relationships among all groups, and model and sustain trust.

• *Human resources leadership* – "Effective principals understand that one of their most important responsibilities is the selection, induction, support, evaluation, and retention of high-quality staff members," says Stronge.

• *Organizational management* – This includes a safe and orderly environment, efficient maintenance of the campus, effective use of data and technology, and managing the budget.

• *Communication and community relations* – This involves bringing all stakeholders together in service of students' growth and welfare.

• *Professionalism* – Principals need to model ethical behavior, professional growth, and support of colleagues.

• *Student progress* – Stronge argues that principals are key to orchestrating good teaching practices in classrooms, which in turn drive student achievement. What percent of a principal's evaluation should be student achievement gains? A substantial proportion, he believes, but not necessarily the 50 percent figure that some districts and states are using or considering.

How can superintendents or their designees evaluate principals on these seven standards? "We must begin by providing a comprehensive, authentic portrait of the principal's work through multiple data sources," says Stronge. These include self-evaluation, goal-setting, observations and school-site visits, document logs, and surveys. The focus of all the data should be support and improvement. To that end, Stronge presents these principles:

- Numbers alone don't matter. "Simply applying a numerical score to a principal evaluation is sterile," he says.
- Evaluation should be designed for all principals, not the 3-5 percent who are ineffective. We must deal with failing principals, says Stronge, but evaluation systems must provide valid, constructive feedback to all.
- Evaluation must balance growth and accountability. "Growth without accountability can easily become merely advice," says Stronge. "Accountability without growth is pointless."

"Principal Evaluation from the Ground Up" by James Stronge in *Educational Leadership*, April 2013 (Vol. 70, #7, p. 60-65), www.ascd.org); Stronge is at jhstro@wm.edu.

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4. Dealing with Teachers Who Undermine the Mission or Retire On the Job

(Originally titled "Working with Difficult Staff")

In this *Educational Leadership* article, John Eller (St. Cloud State University) and Sheila Eller (a Minnesota elementary principal) share their thoughts on how school leaders might contend with two types of problem colleagues:

• *The underminer* – These staff members work behind the scenes to recruit colleagues to oppose the leader's position or initiatives by fabricating or exaggerating negative aspects. "Covert agitating can poison school climate and make reform impossible," say Eller and Eller. Underminers may create a subversive faction within the school, turn a debate about issues into a personality battle, and create a hostile environment for everyone.

It's important to act quickly to minimize the damage, say the authors. One strategy is to meet privately with the chief underminer, respectfully confront what seems to be going on ("Several staff members have told me you're upset about the PLC meetings we are holding. If you have concerns, I want you to share them with me rather than others"), and try to find out what the real issue is. If a group has coalesced, it may be a good idea to meet with everyone together – or it may be smarter to divide and conquer. Either way, it's important for the principal to respond to the substance of the complaint and not be defensive, while making it clear that behind-the-back undermining is unacceptable.

Eller and Eller also suggest that principals dealing with undermining reflect on their leadership style and ask themselves whether staff members have appropriate channels for expressing disagreement and discontent – for example, a robust pro-and-con faculty debate, office hours, an open mind about different ways of doing things, and a concerns-based suggestion box. "If you let people know you're really interested in listening to their complaints or worries and using their perspective to guide change, they'll be more willing to share with you," they say.

• *The on-the-job retiree* – A staff member who plans to retire in June may feel free to coast for the rest of the year, demoralizing and angering colleagues. "A charismatic coaster can become a 'cult figure' or gain prestige because he or she openly defies the organization," say

Eller and Eller. "Some teachers may look up to the person and even reinforce these negative behaviors… People may feel forced to take sides in relation to their actions and behaviors."

As with underminers, it's important to respond quickly to slackers with a frank conversation. Here's what a principal said to Stan, who had announced to colleagues that he was retiring at the end of the year and wouldn't be attending his grade-level PLC meetings: "When a teacher leaves a school, that educator leaves a legacy behind. That legacy includes things like a reputation, what others think of you, what others remember after you're gone. Stan, I'd like you to think about the legacy you want to leave here after your retirement. And I'd like us to meet and talk about this again next week." Upon reflection, Stan changed his tune.

Another approach is to give the teacher an important task that uses his or her particular skills or passions. The principal might launch an initiative that requires everyone's effort, creating peer pressure for the pre-retiree to get involved. Or the principal might work privately with the teacher to develop a succession plan.

"Working with Difficult Staff" by John Eller and Sheila Eller in *Educational Leadership*, April 2013 (Vol. 70, #7, online only at www.ascd.org); the authors can be reached at jellerthree@aol.com and seller3600@aol.com.

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5. Boosting the Achievement of Black and Latino High-School Males

In this article in *Principal Leadership*, educators Alan Beitler and Delores Bushong (with sidebars by former students Michael Wanzer and Ivan Lopez) describe a program at their school (Wakefield High in Arlington, Virginia) aimed at improving the achievement of African-American and Latino boys. The program began when the school zeroed in on a depressing fact: only 15 of 514 black and Latino males in the school were taking AP classes (less than 3 percent of the AP population in the school).

The Cohort, as they called it, began in 1999 with 25 black and Latino boys being guided, pushed, and supported to take increasingly more-challenging classes throughout high school. Initially, there were three serious barriers: limited funding, skepticism among teachers, and students' doubts about their own abilities. But by 2013, 114 black and Latino young men were taking 237 AP courses. Of the 199 students who have taken part in the program, 85 percent have gone on to 2- or 4-year colleges or additional professional training.

Michael Wanzer was in the first Cohort and graduated from Wakefield in 2004. Originally he wasn't thinking of college and wanted to work on cars. One of his Cohort mentors asked, "Do you want to be the person working in the garage full-time, or do you want to be the person who owns the garage, owns the tools, and has flexibility to work on cars when you choose to?" Wanzer began to think about college and ended up attending Old Dominion University and graduating with a degree in mechanical engineering and a minor in electrical engineering technology. He is now working as a nuclear engineer for a defense company supporting the U.S. Navy.

Ivan Lopez says that joining the Cohort subjected him to pressure by some peers. "I remember being teased by my 'friends' for being in intensified classes, staying after school, attending lunch labs – doing anything that signaled that I was invested in academics," he says. But the Cohort "provided a safe, caring environment for me to gain support, ask questions, and be motivated to be successful." During his junior year, the Cohort took him on a visit to Virginia Commonwealth University and he saw young men like him who were studying, eating lunch, and hurrying to class. Lopez ended up attending and graduating from VCU with a degree in criminal justice and a minor in psychology. He got a master's in education and is now a counselor in the Arlington Public Schools.

Here are some details of how the Cohort has worked at Wakefield High over the last 13 years:

- Current membership: 165 black and Latino males (32 percent of that population);
- Qualifications: no grades below a C for one quarter; students may enter each quarter until the middle of their sophomore year;
- Expectations: Cohort members must commit to weekly grade-level meetings and attend at least seven of the nine meetings each quarter; wear a collared shirt and tie on Cohort meeting days; and strive for excellence in academics and co-curricular activities;
- Staffing: The minority achievement coordinator and the resource teacher for gifted education attend all Cohort meetings; the senior project coordinator assists with the freshmen and the school counselor helps with the sophomores;
- Key success factors: frequent, consistent meetings; leadership; responding to the needs and interests of each group; through individual meetings and counseling, supporting students as they take on increased academic challenges; teacher support in class, lunch labs, and before and after school; an outdoor team-building challenge course; ten college visits; an annual parent-son celebration; shared vision of sponsors and their commitment to building meaningful relationships to support and challenge Cohort members; consistent financial support from two community members.

"Stats Don't Tell the Whole Story" by Alan Beitler and Delores Bushong with Michael Wanzer and Ivan Lopez in *Principal Leadership*, April 2013 (Vol. 13, #8, p. 30-34), www.nassp.org

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6. Spotting Students Who Are Suffering from Depression

"Depression is a quiet crisis in schools," say John Desrochers (Fairfield University, CT) and Gail Houck (Oregon Health and Science University) in this article in *Principal Leadership*. About 11 percent of adolescents experience depression serious enough to require expert help. Suicide is the third leading cause of death among young people; in 2009, there were 1,934 suicides in the 5-19 age bracket.

Desrochers and Houck tell the story of a ninth-grade girl who attempted suicide. She appeared to be popular, high-achieving, and involved in school and community activities, but upon further investigation, it turned out that as early as elementary school, she had periods of moodiness and withdrawal and a psychological evaluation documented occasional depressed behavior. In the weeks before her suicide attempt, several teachers noticed that her class participation, grades, and social engagement had fallen off. Her English teacher mentioned "dark themes" in some of her writing, and the school nurse said the girl had visited her with vague physical complaints that were followed by absences. The girl also quit the volleyball team, dropped out of all her school activities, and was no longer singing in the church choir.

"To recognize and effectively address depression and other mental health problems, schools must have systems in place to connect the dots and provide appropriate support," say Desrochers and Houck. "Depression is a developmental process. Early (even mild) episodes of depression left untreated make it more likely that major depression will develop later. Early intervention is essential."

The authors recommend a multi-tiered system of supports paralleling Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS): prevention and wellness promotion for all students, universal screening for academic and behavioral barriers to learning, effective interventions that increase in intensity as needed, monitoring students' responses to interventions, and systematic decisions about services. Even if a systematic approach like this is not in place, principals should work with their mental-health team to:

• Review current problem-solving structures and identify how they can help spot and intervene with students suffering from depression.

• Facilitate planning by and close collaboration among school mental-health professionals.

• Establish some form of universal screening for depression and other mental-health disorders.

• Provide parent education sessions and professional development for school personnel on signs, symptoms, outcomes, and how to refer students who are showing signs of depression. Here is a list of symptoms (of course, not all students who show these are clinically depressed):

- Disengagement from family and friends;
- Difficulty with interpersonal relationships;
- Increased irritability, anger, sensitivity to criticism, and classroom misbehavior;
- Excessive time spent with video games and other solitary activities;
- Lack of interest in activities that had been giving enjoyment;
- Declining school achievement;
- Changes in eating habits, frequent physical complaints, fatigue, or sleep disturbance;
- Increased tardiness and absence from school;
- Lack of grooming or self-care;
- Feelings of boredom, apathy, sadness, hopelessness, helplessness, or worthlessness;
- Low self-esteem;

- Self-destructive thoughts or thoughts of suicide or death;
- Crying;
- Difficulties paying attention, remembering, completing tasks, or making decisions.

"Depression: A Quiet Crisis" by John Desrochers and Gail Houck in *Principal Leadership*, April 2013 (Vol. 13, #8, p. 12-16), www.nassp.org

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7. Further Thoughts on the Measures of Effective Teaching (MET) Study

In this interview with Michael Jonas in *CommonWealth* Magazine, Harvard professor and Measures of Effective Teaching project honcho Thomas Kane discusses MET findings. Four excerpts:

• "In math, a top-quartile teacher on the combined measure [test-score gains, classroom observations, and student survey data] generated 7.6 more months of learning in a typical school year than a teacher in the bottom quartile. To put it another way, that's a quarter of the black-white achievement gap closed in a single year… In ELA, having a top-quartile teacher generates 2.6 additional months of learning in a single year relative to a bottom-quartile teacher."

• "Right now, the classroom observation instruments that school districts are implementing are content-agnostic. You could score well in terms of your questioning skills and your classroom management and your time management and be teaching incorrect stuff."

• "Today, virtually [any teacher] willing to remain with a district for three or more years will be granted tenure, the equivalent of a long-term contract. And yet many of those teachers have measured performance below the average novice. Every time that happens, students are harmed, the status of the profession is diminished, and more effective teachers get a colleague that they will have to cover for."

• "Paying bonuses to [a teacher] who would have stayed anyway may be fair, but it's also costly. Paying bonuses to retain high-performing teachers who would have left can yield high returns for children. While it's impossible to know if any given teacher would leave, we know it's a greater risk early in their career, when turnover is highest."

"Teacher Lessons" – An Interview with Thomas Kane by Michael Jonas in *CommonWealth*, Spring 2013 (Vol. 18, #2, p. 64-71), www.commonwealthmagazine.org

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8. Your Decision, My Decision, or Our Decision?

(Originally titled "Who Decides What?")

In this *Educational Leadership* column, principal Thomas Hoerr discusses four rules of thumb he uses to decide who decides in his St. Louis school:

• *The more decisions teachers can make, the better*. "Teachers are professionals who know their curriculum and understand their students," he says, "and they need the autonomy to

pursue the course that makes sense to them… I won't always agree with their decisions, but their feelings of ownership stem from knowing that they have the right to decide."

• *Teachers with more experience deserve more autonomy*. "I particularly encourage talented and seasoned teachers to take risks and try new things," says Hoerr.

• *Principals need to be clear about when they will make decisions alone*. On safety issues, there's no leeway, he says. "On other issues, I may have a preference, but I'm fine with a range of strategies." But he does have strong opinions on some issues; for example, having students copy famous authors' works is not an acceptable way to teach writing.

• *Confusion reigns in the absence of information*. "We get into trouble if we assume everyone see things the same way we do," says Hoerr.

"Who Decides What?" by Thomas Hoerr in *Educational Leadership*, April 2013 (Vol. 70, #7, p. 86-87), www.ascd.org); Hoerr can be reached at trhoerr@newcityschool.org.

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9. Computers Grading Students' Essays – Some Push-Back

Several people wrote letters to *The New York Times* in response to the article about computer grading of students' essays (summarized in Marshall Memo 480). Here are excerpts from two of the letters:

• "Far from being grateful for 'a break' from grading papers, I am dismayed by the prospect of substituting the teacher-student interactions that are the heart of education with a set of algorithms, no matter how complex. Part of teaching is engaging with students through assessments that help both student and examiner to learn." Alison Frank Johnson, Arlington, MA (Harvard professor of history).

• "On Sunday nights I would rather be anywhere but at my desk facing a stack of student essays. Still, I question the arguments offered in support of automated essay scoring. The chief selling point of electronic assessment is that it gives instant feedback… But writing is not a game in which you click away until you hit on the right answer. Writing is thinking, and revision is a slow process, unpredictable and exploratory. A piece of writing, like a cake taken from the oven, needs some time to cool before the revision process can even begin." Cathy Bernard, New York City (associate professor of English at the New York Institute of Technology).

"That Dastardly Computer Gave My Essay a D!" – Letters to the Editor in *The New York Times*, April 12, 2013, http://nyti.ms/15gsJFl

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10. Short Items:

a. Class pager – This service offers teachers a free way to poll students during class, give exit tickets, or "page" students after class by text message to remind them of assignments: www.classpager.com

"Say Goodbye to Forgotten Books" in *Educational Horizons*, April/May 2013 (Vol. 91, p. 6)
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b. Student design experiences – The Chicago Architecture Foundation has set up this website for secondary students to design real-world spaces – for example, a cafeteria for healthy eating and sustainability: www.discoverDesign.org

"Solving Real-World Problems" in *Educational Horizons*, April/May 2013 (Vol. 91, p. 6)
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c. Earth Day website – This site http://earthday.envirolink.org/guide6.html has EnviroLink ideas and resources for this April 22nd worldwide event.

"Bulletin Board" in *Principal Leadership*, April 2013 (Vol. 13, #8, 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.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 42 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
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Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
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