

# Marshall Memo 414

A Weekly Round-up of Important Ideas and Research in K-12 Education  
December 12, 2011

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## Quotes of the Week

"The central challenge for most school leaders is the inappropriate or ineffective use of time... The choices principals make in structuring and using their time leads to transformational school success – or frustrating dead ends."

Paul Bambrick-Santoyo in his forthcoming book on instructional leadership

"Teachers are more effective because they have a window into the student's mind."

Diane Tavenner on using technology in "flipped" classrooms (see item #8)

"It is often said that technology makes modern life less personal, but in this case, it has allowed teachers to take a big step toward humanizing their instruction."

Salman Khan (see item #9)

"When a student is acting out, chances are something is happening behind the behavior."

Richard Milner (see item #3)

"Today's well-functioning high school libraries are learning centers where students can study, read, research, collaborate, explore, think, create, discover, and just *be*. A high school library should be a sanctuary – an inviting and comfortable refuge in which to escape distractions. It should be an exploration center, where creative thinking and discovery flourish. It should be easily adaptable – a fluid space filled with movable pieces that can respond to changing needs. It should be accessible and have an easy-to-use collection of books and other media."

Alanna Graboyes (see item #6)

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## **1. Getting the Most from Each Special-Education Dollar**

(Originally titled “Academic ROI: What Does the Most Good?”)

In this thoughtful *Educational Leadership* article, District Management Council consultant Nathan Levenson makes the case for scrutinizing programs with an eye to their academic return on investment – that is, their impact on student learning and how many students are served compared to the cost per student. Levenson says that when he was a Massachusetts school board member, assistant superintendent, and superintendent, he applied this principle to bring about significant gains in student achievement for fewer dollars.

Levenson is most interested in special education, which he believes has suffered from not applying return-on-investment thinking. “The combination of wanting to do everything possible for our neediest students, legal complexities, and the murkiness of what actually happens in special education contributes to a less-than-systematic review,” he says. In three areas of special education, he believes this approach can yield major gains for students and taxpayers:

- *Academic support* – To serve students with special needs, most schools use one of three models: (a) special educators “push in” to regular-ed classes; (b) special educators pull out their students; or (c) high-school special-needs students give up a study hall or elective to take a second core class each day, or elementary students get a double dose of reading instruction.

Levenson says that a careful analysis of academic support in 50 districts revealed that push-in is the least effective model – “more expense, less learning, and fewer students helped.” Push-in teachers are often not strong in the content area, are helping only a few students each period, and sometimes distract the students they’re working with from the classroom’s core instruction. Pullout is slightly more effective, says Levenson, but again, special educators are not always content experts, and the multi-level, multi-subject collection of students in resource rooms makes formal instruction much more difficult. “The class often becomes homework help in a study hall mode,” says Levenson.

The double-up approach gives special-needs students twice the amount of instructional time – and with a content-area expert. When Levenson was a superintendent, he adopted this model and the district tripled the number of special-needs students who reached 10<sup>th</sup>-grade proficiency in math and English – at one-fifth the cost.

- *Speech and language* – Levenson believes there are three ways to make this service more effective and less costly: discontinuing students when they reach a specified level of

proficiency; teaching speech and language in small groups rather than individually (the American Speech-Language-Hearing Association advocates this approach); and making sure therapists limit testing and paperwork to 30 percent of the school day (for some, it's as high as 60 percent). One district that applied these guidelines reduced its speech and language therapy costs 35 percent and used the savings to hire more reading teachers.

• *Paraprofessionals* – Levenson says research does not support a heavy investment in paraprofessionals. “The presence of an aide can reduce a student’s contact with his or her teacher and prevent friendships from forming with classmates,” he says. “Moreover, even when providing an aide initially appears to make sense, another form of support may prove both more effective and more cost-effective.” For example, for students with serious behavior problems, Levenson believes it makes more sense to bring in a skilled behavior specialist to work with the student and teacher and develop coping and prevention strategies. Short term, this is more expensive, but long term, it’s less expensive and more effective than a paraprofessional.

In a sidebar within this article, Levenson has three suggestions for district leaders struggling with budget reductions. First, look for “natural experiments” in schools – for example, a situation where most schools are using the push-in model but one school can afford only a pullout resource room. Second, look for pockets of excellence, examine what those teachers and teams are doing, and replicate them. And third, look at the data from programs that have clear objectives (for example, reducing the dropout rate or improving students’ essay writing) and modify them if they’re not working.

“Academic ROI: What Does the Most Good?” by Nathan Levenson in *Educational Leadership*, December 2011/January 2012 (Vol. 69, #4, p. 34-39), <http://www.ascd.org>; Levenson can be reached at [nlevenson@dmccouncil.org](mailto:nlevenson@dmccouncil.org).

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## 2. Does Co-Teaching Work?

In this *Teacher PD Sourcebook* article, Liana Heitin explores the different ways a general-education and special-education teacher can co-teach in a classroom with a significant number of students with special needs:

- One teacher instructs, one observes;
- One teacher instructs, the other assists;
- Parallel teaching – each works with a group;
- Station teaching – students work at learning stations, both teachers float and assist;
- Alternative teaching – one instructs, one works with a pullout group within the room;
- Teaming – Both teachers co-present to the whole class.

These options are based on the research of Marilyn Friend of the Council for Exceptional Children. She believes that teachers should use at least three of the six models over time, with one being a high-intensity strategy. A co-taught class should look quite different than one with a solo instructor, says Friend, “because two times the same old thing is really the same old thing.”

She has found that many co-taught classrooms rely too heavily on the second option – one instructs, the other assists. It’s fine every once in a while, but “the goal is to get both people teaching,” says Friend; “that’s how you increase the intensity.” This approach can also lead to tension between the teachers, with one running the class and the other feeling like an aide (and being seen that way by students). It’s important for the teachers to be co-equal partners, a team orchestrating different kinds of learning experiences that maximize learning. Constant communication during and after class time is essential to making this kind of partnership work.

Heitin says the principal is essential to the success of co-teaching, starting with a conceptual understanding of how it should work, thoughtful selection of teachers and placement of students, and scheduling collaborative time during the school day when co-teachers can share ideas and practices.

Does co-teaching improve teaching and learning? Friend says there are so many variables that it’s virtually impossible to design a controlled study, which may explain why there’s no solid data yet linking co-teaching to test-score gains. Nevertheless, she believes thoughtful implementation of co-teaching improves the quality of instruction and student results, citing evidence from well-run programs in Maryland schools in which students are more engaged, less likely to act out, and achieving better academically.

“Pairing Up” by Liana Heitin in *Teacher PD Sourcebook*, Fall/Winter 2011 (p. 26-32), <http://www.edweek.org/tsb/articles/2011/10/13/01coteach.h05.html>

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### **3. Minority-Group Disproportionality in Special-Education Classes**

In this *Teacher PD Sourcebook* article, editor Anthony Reborra addresses the over-referral of African-American and Hispanic students to special education. In the words of Vanderbilt professor Richard Milner, “there are kids who are placed in these programs because educators either don’t want to deal with them, don’t know how to deal with them, or don’t know how to be responsive to them.” To prevent students who don’t need special education from becoming “victims of remediation,” Reborra suggests that districts do the following:

- *Become data-conscious.* Putting statistics on the table – the percent of students from each racial or ethnic group in each special-education program – is an essential starting point.
- *Open up the conversation.* Cross-functional teams should talk honestly and get past rationalizations for disproportionate representation of minority-group students in special education.
- *Heal the curriculum.* Special-needs students especially benefit from a well-articulated curriculum calendar that makes clear what should be taught and when, as well as classroom materials that make connections to students’ everyday lives.
- *Tailor professional development.* Teachers need training in dealing with problem areas like classroom management, ELL methods, literacy, differentiation, and culturally responsive instruction.

- *Intervene early and often.* Small-group and individual instruction should be orchestrated immediately for students who are falling behind, following the RtI model.

- *Use formative assessments.* Teachers should closely monitor progress data at least every two weeks, including homework and classroom assignments, and use insights to understand their students and improve their teaching rather than relegating some students to permanent catch-up mode.

- *Teachers shouldn't try to go it alone.* They need to acknowledge their own limits and get help from specialists and colleagues when some of their students are struggling.

- *Discipline wisely.* “When a student is acting out, chances are something is happening behind the behavior,” says Milner. “Students experience peer pressure, or they might be undergoing some family change or some form of abuse.” Discipline problems are often a major factor in special-education referrals for minority-group students, and getting beyond surface behavior is a vital part of reducing disproportionality.

- *Read and reflect.* “[T]eachers in diverse classrooms may need to gain a better understanding of how their own viewpoints and preconceptions about schooling differ from those of their students,” says Reborá. Teacher book-study groups can be helpful in thinking through these issues.

“Keeping Special Ed in Proportion” by Anthony Reborá in *Teacher PD Sourcebook*, Fall/Winter 2011 (p. 36-40),

<http://www.edweek.org/tsb/articles/2011/10/13/01disproportion.h05.html>

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#### **4. High-School Students' Beliefs About Career Success**

In this article in *Professional School Counseling*, University of Minnesota professor Sherri Turner and postdoctoral fellow Julia Conkel Ziebell report on their study of the career beliefs of 97 inner-city adolescents. Students' agreement with each belief was rated on a 1-5 scale (1 = strongly disagree, 5 = strongly agree). Students' mean scores are in parentheses after each belief:

- *Effort and success* – Hard work will bring rewards and college is the only route to success. Students who hold this belief set ambitious goals, choose more rigorous academic courses, and believe they are competent and will succeed even if they can't go to college right away. (2.73)

- *Job satisfaction* – It's possible to increase job satisfaction, including by leaving one job and going to another. Students who hold this belief engage in career exploration, get input from others, experiment with different jobs, and are willing to change jobs to get satisfaction. (3.46)

- *Work engagement* – Work should be interesting, you should like it, and you should try to match your interests to your job. Students who hold this belief prize their own interests rather than trying to be like others. (3.12)

- *Flexibility and adaptability* – There are many paths to attaining career goals, and it's sometimes necessary to adapt to new circumstances. Students who hold this belief are open to

new opportunities, aren't threatened by others' decisions, and are collaborative team players. (2.58)

- *Achievement and persistence* – One can overcome obstacles and achieve. Students who hold this belief think no one can stop them from doing the kind of work they want to do, learn the skills they need to learn, and find good job opportunities and career success. (3.54)

- *Tolerance of uncertainty* – Career vicissitudes are okay and shouldn't stop you from working hard. Students who hold this belief are able to apply themselves and learn new skills while their final career path is still unclear. They take action to solve career problems and continually strive to improve their performance. (3.34)

Looking at the data, Turner and Ziebell point to the two beliefs on which students were weakest, potentially leading to educational and career failure: (a) Success is related to effort – only 24% of students agreed with this proposition while 70% disagreed; and (b) It's important to be flexible and adaptable – 79% disagreed while only 18% agreed. The authors say turning around these negative beliefs should be a major emphasis among school counselors – and they are optimistic that students' dysfunctional attitudes can be turned around. On the first, attribution training and counseling can teach students that effective effort, not just ability, is what brings success. On the second, counselors can help students take advantage of a wide variety of websites and speak to those who have had varied careers to understand how important adaptability and flexibility are to life success. It's also helpful for students to compile portfolios as they prepare to enter the world of work.

“The Career Beliefs of Inner-City Adolescents” by Sherri Turner and Julia Conkel Ziebell in *Professional School Counseling*, Oct. 2011 (Vol. 15, #1, p. 1-14), [www.schoolcounselor.org](http://www.schoolcounselor.org); Turner can be reached at [turne047@umn.edu](mailto:turne047@umn.edu).

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## **5. Providing Instructional Coaching Support When Coaches Are Laid Off** (Originally titled “Coaching Without a Coach”)

In this *Educational Leadership* article, Christina Steinbacher-Reed and Elizabeth Powers bemoan the fact that many instructional coaches have become victims to budget reductions. But they suggest a number of ways that teachers and administrators can still deliver coaching support in their schools:

- Former coaches can provide professional development during faculty gatherings, use release time to continue coaching on a limited basis, refer colleagues to experts, and share data analysis.

- Classroom teachers can initiate co-planning and recruit colleagues to join book study groups.

- Teacher leaders can develop and share instructional resources, spearhead collaborative analysis of student work, and facilitate peer coaching groups.

- Reading specialists can encourage data analysis, teach demonstration lessons and co-teach, and gather data to make the case for reading specialists working with teachers rather than students.

- Principals can schedule common planning time, get creative with release time (for example, covering teachers' classes while they meet), and create sustainable practices such as learning walks during which teachers "browse, borrow, and build."

- District leaders can reallocate funds, partner with universities, recruit retired teachers to coach, and advocate for full-time, job-embedded professional development opportunities for all teachers.

"The word coach as a noun is very sensitive to external factors such as funding and leadership decisions," conclude Steinbacher-Reed and Powers. "However, coach, as a verb, is something all educators can do together. Educators in every role can work collaboratively, rethink roles, and support one another to keep coaching alive as they work with – or, sadly, without – a coach."

"Coaching Without a Coach" by Christina Steinbacher-Reed and Elizabeth Powers in *Educational Leadership*, December 2011/January 2012 (Vol. 69, #4, p. 68-72), <http://www.ascd.org>; the authors can be reached at [coach\\_christina@yahoo.com](mailto:coach_christina@yahoo.com) and [epowers@ceee.gwu.edu](mailto:epowers@ceee.gwu.edu).

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## **6. A High-School Library Takes Shape**

(Originally titled "A 21<sup>st</sup>-Century Library in a 20<sup>th</sup>-Century Space")

"Today's well-functioning high school libraries are learning centers where students can study, read, research, collaborate, explore, think, create, discover, and just *be*," says Falls Church (VA) librarian Alanna Graboyes in this *Educational Leadership* article. "A high school library should be a sanctuary – an inviting and comfortable refuge in which to escape distractions. It should be an exploration center, where creative thinking and discovery flourish. It should be easily adaptable – a fluid space filled with movable pieces that can respond to changing needs. It should be accessible and have an easy-to-use collection of books and other media."

Graboyes and her colleagues faced the challenge of remaking a 1950s-style library when she arrived at her high school, and pulled off a renovation that dramatically improved the library. The total cost, with donations covering several items, was \$14,000.

- *Bookshelves* – They had the previous 84-inch-high shelves cut down to 48 inches to let in the natural light, and put end-panels on them to display books cover facing out. They made a point of rotating books so students were always getting new ideas for their reading.

- *Chairs and tables* – They got brightly colored chairs and modular tables that could be grouped together or pulled apart.

- *Walls* – They stripped the walls of previous decorations and decorated them with abstract paintings representing literary genres.

- *Space* – They reorganized the library into an instruction area for group work and computers and a quiet zone for reading and studying, with two rows of tall bookshelves serving as a boundary between them. Computers were spread around, not lined up in a row.

- *Additional rooms* – Near the library were several other rooms that took on different functions, one for student group study during lunch (reservations required), another for media viewing for students who missed an in-class video or teachers who needed to see a film, and another for special collections and out-of-print magazines, primary resources, and memorabilia.

- *The collection* – Graboyes continued a weeding-out process that began before she arrived, removing worn-out, outdated, and unsuitable books and beefing up the collection where it was weak, especially in science, and using many sources to find appealing content for the school’s diverse, international student body, including manga, graphic classics, and graphic nonfiction books.

- *Virtual content* – The school designed a website – <http://www.gcmhslibrary.com> – to provide easy access to its web-based collection of databases of magazines, newspapers, reference books, and primary resources.

- *Organization* – The collection was arranged with color coding, integrating biographies into the general collection.

“A 21<sup>st</sup>-Century Library in a 20<sup>th</sup>-Century Space” by Alanna Graboyes in *Educational Leadership*, December 2011/January 2012 (Vol. 69, #4, p. 74-78), <http://www.ascd.org>; Graboyes can be reached at [asbraboyes@fcps.edu](mailto:asbraboyes@fcps.edu).

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## 7. The “Flipped” Classroom

In this *New York Times* article, Stanford professor Daphne Koller has these observations on the success of Khan Academy and similar ventures in personalized online video instruction combined with in-class activities:

- Video content engages students, many of whom grew up with YouTube, and the content is easy for instructors to produce.

- Short, bite-sized chunks of material are easier for students to digest than long lectures – especially for students with short attention spans.

- A bank of short video lessons can be more easily tailored to individual students; students who are behind can work at their level without feeling embarrassed, and more-advanced students can forge ahead or go deeper in the curriculum, avoiding boredom and disengagement.

- Exercises and assessments are a vital part of online lessons; they keep students actively engaged, check for mastery, and enhance understanding by prompting recall and putting ideas in context.

- Assessments give students instant feedback that is similar to the feedback they get in individual tutoring – at much less cost.

- Assessments allow students to move ahead when they have demonstrated proficiency with a skill or concept, says Koller, “rather than when they have spent a stipulated amount of time staring at the teacher who is explaining it.”

- Of course these student-computer transactions leave plenty of gaps, and it's essential for students to be able to ask a human being questions about things that puzzle them. Teachers are spread thin, and Koller suggests that tapping other students may be the answer – including in online forums and real-time discussion groups.

- Online forums can allow researchers to look at large numbers of student responses. “This mass of data is an invaluable resource for understanding the learning process and figuring out which strategies really serve students best,” says Koller.

- It's been argued that online lessons can't teach creative problem solving and critical thinking. Koller doesn't disagree, but she says that when students do online lessons outside the classroom, the basics are taught quickly and efficiently, which frees up classroom time for interactive instructional formats – fostering deeper understanding and creativity. This is the so-called “flipped” classroom model, which she's using in some of her classes at Stanford. Although class attendance is voluntary in these courses, a higher percentage of students show up than in conventional classes.

“Online education, then, can serve two goals,” Koller concludes. “For students lucky enough to have access to great teachers, blended learning can mean even better outcomes at the same or lower cost. And for the millions here and abroad who lack access to good, in-person education, online learning can open doors that would otherwise remain closed... By using technology in the service of education, we can change the world in our lifetime.”

“Death Knell for the Lecture: Technology as a Passport to Personalized Education” by Daphne Koller in *The New York Times*, Dec. 6, 2011 (p. D8), <http://nyti.ms/vEt4zu>

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## 8. More on the Khan Academy

In this *New York Times* article, Somini Sengupta reports on the way some schools are using the Khan Academy website's free online 10-minute explanations of more than 2,700 math, science, and other concepts. At the Summit charter school in San Jose, California, teachers explain math concepts to the whole class and then get students working independently on laptops on Khan mini-lessons in areas where they're having difficulty, taking assessments when they think they've achieved mastery. The teacher walks around with a laptop using an analytics dashboard to check on the whole class's progress and individual students' comprehension of specific lessons.

There has been some criticism of the Khan website on the grounds that it's just gussied-up drill and practice. Frank Noschese, a high-school physics teacher in New York, recently wrote on his blog, “Instead of showing our students a better lecture, let's get them doing something better than lecture.”

But Khan fans push back, arguing that the video lessons make it possible for students to learn the basics in a new and more engaging way and provide individual feedback to a whole room of students as they work. The Khan software also makes it possible for teachers to be more creative and reach more students during class time. “Combining Khan with that kind of teaching will produce the best kind of math,” says Diane Tavenner, head of the Summit charter

schools, who was initially skeptical about the Khan videos. “Teachers are more effective because they have a window into the student’s mind.”

“Online Learning, Personalized” by Somini Sengupta in *The New York Times*, Dec. 5, 2011 (p. B1, B7), <http://nyti.ms/vSv3T3>

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## **9. A California District’s Blog on Khan Academy Lessons**

In this short article in *Teacher PD Sourcebook*, Anthony Reborra describes the Khan Academy phenomenon and gives a blog address – <http://lasdandkhanacademy.edublogs.org> – that Los Altos, CA educators and students are using to share ideas about their “flipped” classrooms project: students view Khan lessons online at home and then engage in more interactive lessons and tutoring in school. In the article is this quote from Salman Khan: “It is often said that technology makes modern life less personal, but in this case, it has allowed teachers to take a big step toward humanizing their instruction.”

“Video-Lesson Project Flourishes” by Anthony Reborra in *Teacher PD Sourcebook*, Fall/Winter 2011 (p. 7), <http://www.edweek.org/tsb/articles/2011/10/13/01khan.h05.html>

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## **10. iPad Apps for Special-Needs Students**

In this *Teacher PD Sourcebook* article, Nirvi Shah recommends four iPad applications designed to help students with special needs:

- Prolonquo2G – <http://www.Proloquo2Go.com> (\$190) – This text-to-speech app is for students who have difficulty speaking. It has a library of over 8,000 symbols and its vocabulary can be expanded. Students can communicate by typing in messages, selecting pre-loaded phrases and words, or accessing stored messages and commonly used phrases.

- Math Ninja – <http://www.math-ninja-app.com> - In this free game-based app, a math ninja gets weapons to protect his tree house from his arch-rival by solving addition, subtraction, multiplication, and division problems correctly. The difficulty level can be adjusted.

- Dragon dictation - <http://www.dragonmobileapps.com/apple/dictation.html> - This free voice-recognition app taps into Dragon NaturallySpeaking software to convert speech to text.

- Amplify’d - <http://jooniti.com/products/amplifyd> - This app allows students with hearing impairments to customize the volume and frequencies of audio material.

“Applicable Teaching Tools: iPad Apps for Students with Special Needs” by Nirvi Shah in *Teacher PD Sourcebook*, Fall/Winter 2011 (p. 34-35),

<http://www.edweek.org/tsb/articles/2011/10/13/01tablets.h05.html>

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## 11. Free Assistive-Technology Resources to Help Students with Writing

In this sidebar in her article in *Teacher PD Sourcebook*, Francesca Duffy recommends these assistive-technology writing resources:

- Mindomo is a graphic organizer with free and paid plans that helps writers get started with the writing process: <http://www.mindomo.com>
- Universal Design for Learning Toolkit provides free resources including text-to-speech features, graphic organizers, and tools that compensate for handwriting issues: <http://udltechtoolkit.wikispaces.com>
- MyStudyBar is a free app designed for students who are struggling with reading, writing, and the writing process. It includes mind mapping, screen masking, word prediction, a talking dictionary, and text-to-speech features: <http://www.eduapps.org>
- This free app helps improve spelling and vocabulary skills with word games, crossword puzzles, HangMouse, and other activities. Users can hear words read aloud. <http://www.Spellingcity.com>
- Shahi uses images and graphics from Flickr, Google, and Yahoo to convey a word's meaning: <http://blachan.com/shahi>
- Visuwords uses diagrams to demonstrate a word's links and connections to other words: <http://www.visuwords.com>

“Assistive Technology: Write Answers – Free Assistive-Tech Writing Resources” by Francesca Duffy in *Teacher PD Sourcebook*, Fall/Winter 2011 (p. 9), <http://www.edweek.org/tsb/articles/2011/10/13/01assistive.h05.html>

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## 12. Short Items:

**a. Who might see your electronic content** – Students need to be reminded that once something is transmitted electronically, it's no longer private. It can be viewed by police, parents, preachers, prospective employers, principals, professors, and predators.

“The Seven Ps of Electronic Privacy” in Bulletin Board by Michael Smith, *Principal Leadership*, December 2011 (Vol. 12, #4, p. 7)

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**b. Contest on political courage** – High-school students can enter the John F. Kennedy Profile in Courage Essay Contest by describing acts of political courage by elected officials in the years since 1956. The deadline is January 7, 2012. Information at <http://www.jfklibrary.org/Education/Profile-in-Courage-Essay-Contest.aspx>.

“Political Courage Essay Contest” in Bulletin Board by Michael Smith, *Principal Leadership*, December 2011 (Vol. 12, #4, p. 7)

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**c. Change the world contest** – To enter this contest, groups of 2-4 students and a sponsoring teacher identify an environmental need, make a plan to address it, put the plan into action, collect data, draw conclusions, and get others involved. The project must have global effects or be replicable in other areas. Prizes include scholarship money or savings bonds for student teams and grants for mentoring teachers. Information at:

<http://www.wecanchange.com>.

“Change the World” in Bulletin Board by Michael Smith, *Principal Leadership*, December 2011 (Vol. 12, #4, p. 6)

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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](mailto: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 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).

## ***Subscriptions:***

Individual subscriptions are \$50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

## ***Website:***

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- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

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- 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 log-in

## ***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  
Ed. Magazine  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Leadership  
Educational Researcher  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Journal of Staff Development  
Kappa Delta Pi Record  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
New York Times  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teachers College Record  
Teaching Children Mathematics  
The Atlantic Monthly  
The Chronicle of Higher Education  
The Language Educator  
The New Yorker  
The Reading Teacher  
The School Administrator  
Theory Into Practice