

# Marshall Memo 220

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

February 4, 2008

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## Quotes of the Week

“The test of a successful presidency, history shows, is the ability to project visionary self-confidence, without, at the same time, brushing aside stubborn truths.”

Evan Thomas, *Newsweek*, Jan. 28, 2008

“When should educators be race-conscious, and when should they be colorblind?”

Mica Pollock (see item #1)

“Being a member of a stereotyped group puts one in a sort of bubble in which one can’t be certain whether the critical feedback comes from bias against one’s group or a teacher’s motivation to help one improve.”

Geoffrey Cohen (*ibid.*)

“Bullies at the secondary level are very sneaky so adults are not always going to see every incident of bullying.”

Judy Brunner and Dennis Lewis (see item #6)

“Vocabulary development is directly proportional to time spent reading. You want to increase students’ vocabulary? Increase the time spent reading.”

Rick Wormeli (see item #4)

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## 1. Dealing Honestly with Race in Schools

This *Education Week* article on a forthcoming book by Harvard Professor Mica Pollock, *Everyday Racism: Getting Real About Race in School* (New Press, June 2008), begins with a story about what Pollock calls “colormuteness.” A high school was having a problem with students wandering the halls during classes. Many of the hall-wanderers were African-American, but teachers didn’t mention this when the subject came up in faculty meetings. “In other words,” writes reporter Debra Viadero, “staff members saw a problematic racial pattern but, in an effort to appear colorblind, refused to talk about it in public.” But there were lots of private conversations, and they tended to blame students and their families – and didn’t deal with the real problem, which was the fact that African-American students were being ejected from classrooms in disproportionate numbers and security guards were not challenging them as they wandered the school.

“You can’t fix a machine without discussing where it’s broken,” says Pollock, and continues with a more global analysis. “In educators’ everyday life is where the massive dilemmas of dealing with a racially unequal nation touch down. Generic advice to be colorblind or to celebrate diversity worries me because it’s not that usable by the teacher... When should educators be race-conscious, and when should they be colorblind?” This is one of the issues addressed in Pollock’s book; others include:

- How teachers respond when students use the N-word and other inflammatory language in classrooms or hallways.
- How teachers group students in mixed-achievement classes. In one class, for example, an African-American student noticed his teacher carefully creating racially diverse groups. “You trying to get all the black kids away from each other, before we cause a nuclear holocaust!” he exploded. In the same classroom, a visitor noticed that white students, most of whom were high-achieving, relegated minority students in their groups to roles that gave them little opportunity to improve their skills. Would it have been better to get students working in pairs at first with peers of similar achievement (this has been called “cocooning”), providing scaffolding, and gradually preparing them to work successfully in larger and more heterogeneous groups?

UCLA professor Patricia Gandara, a contributor to Pollock’s book, thinks so. “Sometimes the most effective antiracist strategy for helping students of color to navigate high school and move on to college,” she says, “is to give them opportunities to be ‘cocooned’ for some period of time in contexts that allow them to analyze in a safe environment what it means

to be a racial-ethnic group member in and out of school and to draw inspiration and support from those who have traveled the same road before them.”

- How to balance high expectations with support. Harvard professor Ronald Fergusson found in a study of elementary schools that minority students put forth their best effort when they believed teachers were holding them to a high standard and giving them plenty of support – what Fergusson calls the “high perfectionism/high help” combination. University of Colorado/Boulder professor Geoffrey Cohen has a similar recommendation: teachers should be clear that when they criticize a student, they are holding the student to a standard that they believe the student can meet. “Being a member of a stereotyped group puts one in a sort of bubble in which one can’t be certain whether the critical feedback comes from bias against their group or a teacher’s motivation to help one improve,” says Cohen.

“Teachers Advised to ‘Get Real’ on Race” by Debra Viadero in *Education Week*, Jan. 30, 2008 (Vol. 27, #21, p. 1, 14) <http://www.edweek.org/ew/articles/2008/01/30/21race.h27.html>

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## **2. A Process for Handling Difficult Meetings**

In this article in *Principal Leadership*, Kentucky high-school principal Michael Elmore suggests a seven-step process for getting the most productive outcome from a meeting with upset parents, teachers, or students:

- *Introduction* – The facilitator introduces each participant by name, in as respectful but relaxed a manner as possible.

- *Presentation* – The person whose issue is at stake (or his or her advocate) presents as clearly, factually, and calmly as possible (for example, a parent expresses concern at the way a teacher handled a particular situation involving a child).

- *Defense* – Once the issue is on the table, the other party explains or defends from his or her point of view. “Managing the defense stage well – responding calmly and professionally – is essential,” says Elmore. This prevents the meeting from degenerating into an argument.

- *Understanding* – The facilitator gets each side to re-state the other side’s position in a way that shows that he or she heard and understood the issue. Then both parties begin to suggest possible solutions, going through the same checking-for-understanding process with each one.

- *Best options* – Once some possible solutions are on the table, participants usually begin to feel less tense, and discuss the solutions, working toward consensus on the one that will work best. At the end of this stage, an agreement is put in writing and signed by all parties.

- *Ending* – After the agreement is signed, it’s important for the facilitator to bring closure to the meeting, thank everyone for coming, and disperse promptly because...

- *Danger zone* – “As participants relax, chat, or recap,” warns Elmore, “there is a high chance that someone will misinterpret what is being said or begin to revisit the issue. When this occurs, the meeting that should be ending quickly circles back to the defense stage. The

hostility is doubled and the participants are likely to distrust the outcome of the meeting. The longer the meeting stays in the danger zone, the more difficult the situation becomes.”

“Effective Parent Conferences” by Michael Elmore in *Principal Leadership*, February 2008 (Vol. 8, #6, p. 7-8) no e-link available; Elmore can be reached at [Michael.Elmore@butler.kyschools.us](mailto:Michael.Elmore@butler.kyschools.us).

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### **3. An Illinois High School Takes on “Senioritis”**

In this *Principal Leadership* article, Illinois educators Janice Dreis and Larry Rehage look at the perennial problem of “senioritis” – disengaged students spinning their wheels during their last year in high school. Conventional solutions to this problem include:

- Vertical acceleration – an array of AP courses or dual enrollment opportunities;
- Remediation – addressing deficits before post-high-school education or employment;
- Structured containment – battening the hatches and maintaining the status quo.

Dreis and Rehage believe that these solutions aren’t that effective because they “fail to take into account who seniors are and what they need.”

From their experience counseling seniors at suburban 3,027-student New Trier High School in Winnetka, IL for 13 years, the authors have come to believe that seniors have a unique mixture of boredom and a sense of entitlement, are uncertain about what comes after graduation, and want greater independence, new experiences, a voice in what they are learning, an opportunity to give back to the community, more interaction with adults, and connections to the real world. In short, they are crossing the threshold from childhood to adulthood.

The authors go on to describe a four-part senior program that they were involved in developing at New Trier High. All the components are voluntary:

- *A student-driven guidance plan* – In September, seniors fill out a survey identifying areas they want to develop to prepare for college and the outside world. Survey results are used to shape advisory activities, special presentations, guest speakers, class assemblies, and a daylong senior institute in the spring that includes elective workshops, a keynote speaker, and panel discussions on issues such as diversity awareness, the freshman year in college, money management, substance abuse, legal issues, self-advocacy skills, date rape, personal safety, and health issues.

- *Classroom assistants* – Seniors have the chance to work with mentor teachers in classrooms across the curriculum 2-5 times a week, with planning meetings, journal-writing, self-evaluation, and reflection on top of those classes. Seniors have to abide by a code of conduct that includes respecting the teacher’s authority, valuing each student’s capability, maintaining confidentiality, and professional demeanor inside and outside classrooms.

- *Senior project* – Seniors can take on a project in a legal office, hospital, architectural firm, advertising agency, police station, radio or TV station, school, art studio, theatrical company, restaurant, or another venue. Students need a faculty mentor and a community sponsor who will supervise them at the project site, and make a formal presentation at the end of the project, assessing their project with the sponsor and faculty member.

- *Service learning* – Seniors can work throughout the year with Habitat for Humanity building houses, fundraising, and teaching community members about affordable housing.

“Recasting the Senior Year” by Janice Dreis and Larry Rehage in *Principal Leadership*, February 2008 (Vol. 8, #6, p. 16-20) no e-link available; the authors can be reached at [dreisj@gmail.com](mailto:dreisj@gmail.com) and [lrehage@gmail.com](mailto:lrehage@gmail.com).

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#### **4. Effective Vocabulary Instruction in Middle Schools**

In this *Middle Ground* article, Virginia-based middle school expert Rick Wormeli offers ten principles for expanding students’ vocabularies. “Students can paraphrase, draw analogies, identify metaphors, and think deeply about topics when they have large vocabularies,” he says.

- *Spend time reading.* “Vocabulary development is directly proportional to time spent reading,” says Wormeli. “You want to increase students’ vocabulary? Increase the time spent reading.” And this includes newspapers, magazines, blog postings, scripts, satires, game manuals, etc.

- *Teach a manageable number of new words.* Wormeli thinks 20 words a week is too many for students to retain. He suggests ten well-chosen words a week, or a word a day, linked to units of study or other events in the life of the classroom.

- *Build in integration, repetition, visualization, and meaningful use.* These are the four keys to getting students to remember words, says Wormeli: (a) Use each word in more than one application or context; (b) Provide repeated exposure; (c) Make sure students see the word written out; and (d) Have students use each word in a meaningful context. One effective strategy is to nonchalantly slip a vocabulary word into a sentence and act surprised when students notice that it’s one of their words.

- *Don’t start by having students look up definitions and use each word in a sentence.* Wormeli believes this time-honored assignment leads to mindless copying of the shortest definition from the dictionary and little internalization of meanings. Better to give students the definition you want them to learn and have them interact with the words in a substantive manner before asking them to write words in sentences.

- *Don’t ask students to define a word or figure out its meaning from context.* Both of these are ineffective ways to get students to learn new words, says Wormeli. Students need to use both strategies together, in conjunction with other strategies.

- *Help students relate new words to their world.* “Most students begin to capture a vocabulary term if they can reconfigure or reimagine the word’s meaning to fit their own reality,” says Wormeli. Possible strategies: having students draw webs, symbols, and flow charts; relating words like *imperialism*, *westward expansion*, and *hegemony* to gang turf wars, or *parabolas*, *gravity*, and *inertia* to YouTube clips of skateboarders competing on multiple half-pipes.

- *Teach Latin and Greek root words and prefixes.* These can help students make sense of many English words, says Wormeli – for example, cardi (heart), astr (star), ped/pod (foot), bi- (two), poly- (many), mis- (incorrect), and un- (not).

- *Teach students a lexicon for studying vocabulary.* This might include: root, stem, prefix, suffix, affix, acronym, coin, colloquial, connotation, denotation, malapropism, onomatopoeia, palindrome, simile, Spoonerism, metaphor, personification, Portmanteau word, figurative, syllable, and the parts of speech.

- *Focus on words with subtle differences in spelling or meaning.* Some examples: outstanding/exemplary, confined/restricted, elaborate/complex, intelligent/smart, child/offspring, house/home, wound/wound, produce/produce, polish/Polish, refuse/refuse, lead/lead/led, desert/dessert, present/present, object/object, bass/bass/base, invalid/invalid, close/close, does/does, sewer/sewer, sow/sow, wind/wind, number/number, tear/tear, subject/subject, and bow/bow.

- *Show enthusiasm for words and their wise use.* “If you share your love of Spoonerisms and malapropisms, students will flood your desk with them,” says Wormeli. “If you show how helpful it was to learn a new word, they’ll want the same mini-epiphany you’ve experienced.”

“Teaching Vocabulary: Work Smarter, Not Harder” by Rick Wormeli in *Middle Ground*, February 2008 (Vol. 11, #3, p. 41042), no e-link available. Wormeli can be reached at [rwormeli@cox.net](mailto:rwormeli@cox.net).

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## **5. Implementing Block Scheduling**

In this *Middle Ground* article, California State University/Dominguez Hills professor Jeff Miller, a fan of block scheduling, offers some cautions to schools thinking about taking the plunge. Longer class periods, he says, “have the potential to reveal true teacher capacity. Well-prepared teachers with instructionally sound plans love block scheduling; poorly prepared and apathetic teachers who rely on lecture and worksheets despise it... If teachers had trouble managing a classroom for 55 minutes, 90 minutes without some support could drive them from the profession.” Block scheduling requires teachers to rethink treasured lesson plans, and the transition can make veteran teachers feel like novices again. If staff members are negative about block scheduling, he says, students will be too.

Does block scheduling work? “It depends,” says Miller and suggests an ideal scenario for a school thinking about implementation:

- Take at least a year to have an honest and open staff discussion before beginning.
- Visit schools that are implementing block scheduling successfully and unsuccessfully.
- Attend conferences to hear experts talk about it.
- Form a planning committee, bring in an outside expert to advise on key decisions, and set up subcommittees to develop action plans on different aspects of implementation.

- Decide on the configuration that's best for your school (ABAB, 4 x 4, etc.) and how teacher teams, small learning communities, electives, homeroom, and cocurricular activities will fit in.
- Get overall buy-in from the staff.
- Build staff skills in alternative teaching methods and classroom management strategies for larger blocks of time.
- Plan for the inclusion of students with special needs.
- Decide on homework policies under block scheduling.

Miller says that unfortunately many schools plunge into block scheduling without proper preparation. For teachers in these schools, he suggests that they ask themselves questions like these as part of the process of taking ownership for the new situation and formulating an action plan to make things better:

- What am I doing differently this year than I did last year?
- With whom do I plan my lessons?
- How can I work with my colleagues to improve instruction and weave in interdisciplinary activities?
- What online resources can I use?
- Am I incorporating multiple activities into each class period?
- Am I building in opportunities for group interaction in each class?
- How are my classroom management strategies?

“Look Before You Jump: Transitioning to Block Scheduling” by Jeff Miller in *Middle Ground*, February 2008 (Vol. 11, #3, p. 28-29), no e-link available. Miller can be reached at [jmiller@csudh.edu](mailto:jmiller@csudh.edu).

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## **6. Dealing with Bullying at the Secondary Level**

In this *Principal Leadership* article, Missouri school safety experts Judy Brunner and Dennis Lewis say that elementary students often tell on bullies, sometimes overwhelming playground supervisors with tattling and even enjoying the role of professional witness or victim. But things change as students get older. “By secondary school,” write the authors, “many students begin to believe that if adults get involved, the situation will be mishandled or the bullying will intensify.” So one issue is discretion and self-control when confronted with a bullying incident. Teachers tend to angrily berate bullies, “but this type of response from an adult,” say Brunner and Lewis, “may only serve to rally other students to the bully’s defense and may also further isolate the victim and instill additional fears.”

A second issue is that adults often don’t witness the incidents, or may witness them and not realize what’s going on. “Bullies at the secondary level are very sneaky,” say the authors, “so adults are not always going to see every incident of bullying. Most tormentors prefer to bully their victims in areas where adult supervision is minimal or where the nearby adults are not likely to notice what is occurring. When this happens, students have a hard time believing

that the adults did not see the victim be embarrassed, humiliated, or intimidated and may have the impression that the adults are not concerned about bullying.”

Secondary students really want staff members to deal with bullying without involving bystanders or victims, so teachers have to be particularly alert at times and in places where bullying is most likely to occur – for example, during hallway passing (standing in the middle of the corridor makes a difference), in the cafeteria, and during certain classroom activities where victims can be subtly singled out and ridiculed.

Secondary-school bullying tends to include gay bashing, athletic hazing, physical aggression, relational aggression, and racial harassment – activities that not only violate school rules but also state and federal laws. Cyberbullying is also an issue, and schools need to be crystal clear in their policies to students and parents and train students in Internet safety.

A further challenge for school staff is dealing with bullies’ parents who belittle incidents, saying they themselves were bullied and it didn’t hurt them. On the contrary, bullying can leave lifelong scars and contribute to depression, suicide, and violence.

Brunner and Lewis suggest a top ten list of bullying prevention strategies for secondary schools:

- Provide a definition of bullying to students, parents, and staff members.
- Share the district’s policies and consequences for bullying with all students, parents, and staff members.
- Develop a map of bullying hot spots with input from students and staff members, and make sure those areas are patrolled vigilantly.
- Have staff members watch for evidence of cyberbullying.
- Give parents and staff members a list of warning signs of bullying.
- Encourage support groups for students who are new to the school as well as for those who have trouble managing their anger.
- Remind staff members that bullying may involve gay bashing or athletic hazing.
- Advise victims to respond appropriately.
- Encourage bystanders to be friends to the victim in a time of need.
- Teach social responsibility, including a personal code of conduct along these lines:
  - o I will not intimidate or embarrass others.
  - o I will be a friend to those being harassed, teased, or embarrassed.
  - o I will invite students who are left out of activities to join me.
  - o When I see students being harassed, teased, or embarrassed, I will tell a responsible adult.

“Tattling Ends but Bullying Continues” by Judy Brunner and Dennis Lewis in *Principal Leadership*, February 2008 (Vol. 8, #6, p. 38-42) no e-link available; the authors can be reached at [judy@edu-safe.org](mailto:judy@edu-safe.org) and [dennis@edu-safe.org](mailto:dennis@edu-safe.org).

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## 7. Mix It Up at Lunch Day to Get Students Out of Their Cliques

In this *Middle Ground* article, Maryland counselor Jim Paterson describes Mix It Up at Lunch Day, a program that randomly assigns students to specific cafeteria tables so they will mingle with peers they might otherwise never meet. When this happens, Paterson writes, “that cherished place where so much drama and friendship and posing and bullying takes place will be different.”

The idea came out of the Southern Poverty Law Center in the early 1990s when staffers realized that the school cafeteria was a place where students rarely ventured outside of firmly established friendship groups. The Center found that the program, which some schools hold more than once a year, works best in middle schools – an age when students can become overly narrowed down with their friendships and unappreciative of diversity. “The students in middle school are forming who they are and who they want to be,” says Kristine Wing, a Maine counselor whose school has Mix It Up Day once a month. “They do not take many risks outside of their comfort zone.”

Ann Tenan, principal of a Harrisburg, PA school, was influenced by Beverly Tatum’s book, *Why Are All of the Black Kids Sitting Together in the School Cafeteria?* and started Mix It Up in her school. Not everything that is developmentally normal is appropriate,” she says. “Adolescents may have to be trained to mix.”

Susan Foster, a Bellingham, WA social studies teacher, is particularly concerned with the way some middle-school students are marginalized by their peers. “At this age they will do absolutely anything, including shunning their best friend, in order to belong to some group,” she says. “We had a real problem with cliques at our school – socioeconomic, racial, ethnic.” Foster believes that Mix It Up helps open doors, spark new friendships, and minimize isolation.

Careful planning is important before launching Mix It Up, says Paterson, with student and staff involvement on a committee, plenty of advance publicity, doing follow-up activities to capitalize on the new friendships and acquaintanceships students form, and a good way of randomly assigning students to tables in the cafeteria. Some ideas: a different flavor of ice cream for each table with students assigned by receiving a small sample as they come in; giving students different snacks and having them go to the table with a sign for that snack; assigning students by the month and day they were born; having a different color of construction-paper placemats on each table and assigning students by color; or giving students a number and having them go to the table with their number. A variation on Mix It Up is organizing “speed friendship” rounds where students get to meet 42 other students in 20-second mini-conversations.

“Getting to Know You: Mixing It Up at Lunch” by Jim Paterson in *Middle Ground*, February 2008 (Vol. 11, #3, p. 19-20), no e-link available. Paterson can be reached at [myapat@radix.net](mailto:myapat@radix.net).

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## 8. The Crucial Role of Arts Education

In this article in *Education Week*, Massachusetts high-school principal Stephanie Perrin lists five macro challenges faced by our society and the way effective arts education programs can be part of solving them:

- *Declining social engagement and a culture of division* – “Arts education develops in students a capacity for empathy and collaborative work,” writes Perrin. “The culture of schools where the arts are part of the core curriculum is engaging and positive.”

- *A lack of direction and purpose among young adolescents* – “Intensive engagement in the arts actively supports the psychological, physical, and social development of preadolescent and adolescent students,” Perrin writes, as well as catering to different learning styles, experiences, and backgrounds.

- *Not addressing the challenges of globalization and interdependence* – “Because the arts share a global language and a common culture of training and production,” she says, “they can provide a ready pathway for global communication.”

- *Loss of competitive advantage to emerging nations* – “The study of the arts promotes the development of such skills and capacities as risk-taking and creative thinking,” writes Perrin, “which are important to success in a globally competitive marketplace.”

- *A crisis of the spirit* – “Unlike traditional academic disciplines,” she concludes, “arts education can support an outcome greater than personal success, cultural advancement, or economic influence. The study of the arts asks young people to consider the meaning, both personal and communal, of the work in which they are engaged... The arts traditionally express and test the highest values of any culture, and are a response to people’s longing for connection to a narrative greater than their own personal stories.”

“Why Arts Education Matters” by Stephanie Perrin in *Education Week*, Jan. 30, 2008 (Vol. 27, #21, p26-27) <http://www.edweek.org/ew/articles/2008/01/30/21perrin.h27.html>

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## 9. Psyching Middle-School Students for College

Middle school is not too early to get students focusing on college, says former Los Angeles principal Katherine Farrar in this *Middle Ground* article. She suggests five strategies:

- *Teach all students about college and the admission process.* This is especially important for students whose parents or guardians may not have gone to college, and for students who might not voluntarily come to the guidance office looking for information. Students need to know about the different post-secondary options, courses they need to take in high school to prepare the way, the admissions process, and the kinds of extracurricular activities that are helpful.

- *Offer parent workshops on college options and admissions.* Even parents who attended college may not be familiar with new wrinkles in the process – and financial considerations they should have in mind.

- *Take students to visit colleges.* “A short tour led by a current college student and a picnic lunch on campus can be a great starting point for opening young adolescents’ eyes to college life,” says Farrar.

- *Get students thinking about college through middle-school activities.* An oratory contest might have a topic like “Why I want to go to college” or “What I plan to learn in college.” Teachers might assign related topics. Classrooms might be named after colleges. A school trivia contest might use interesting facts about the colleges that staff members attended. Students might be encouraged to wear college t-shirts and sweatshirts on “college gear” days.

- *Integrate the expectation of college preparation into school culture.* It helps if the school’s mission statement includes college as an expectation. “Many schools’ mission and vision statements are long and somewhat difficult for students to retain,” says Farrar. Something short and sweet like *College Ready*, *College Bound* is much more effective. Teachers should take every opportunity to keep college preparation in students’ minds, for example, saying to a student who missed a homework assignment, “Marta, by not doing your math homework last night were you doing everything you could to prepare for college?”

“Never Too Early: Preparing Young Adolescents for College” by Katherine Farrar in *Middle Ground*, February 2008 (Vol. 11, #3, p. 22-23), no e-link available. Farrar can be reached at [kate.farrar@teachforamerica.org](mailto:kate.farrar@teachforamerica.org).

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## **10. Recent College Graduates Help High-School Students Aim for College**

This *Education Week* story by Alyson Klein describes the National College Advising Corps, which places recent college graduates in high schools to help low-income students navigate the college admissions process. The article describes how warmly appreciated corps members are by students – but mentions some potential difficulties with regular guidance counselors. Even though counselors often have impossible caseloads and find it hard to give quality college advice to 300 or more students, there has been resentment toward the young college advisors in some schools. “They were stepping all over our toes,” said one Virginia counselor, who considered the program “a little insulting.” She continued, “Just having been to college yourself does not give you the credentials.”

After hearing about problems like this, the NCAC worked to get buy-in from schools, reassure guidance counselors (advisors are only doing “a sliver of your job”), have the young advisors attend weekly guidance meetings, and accompany counselors when they make their rounds to classrooms. These measures seemed to help at one high school, where the counselor quoted above said the counselors had been a “godsend” to many students.

“Pointing the Way to College” by Alyson Klein in *Education Week*, Jan. 30, 2008 (Vol. 27, #21, p. 22-24) <http://www.edweek.org/ew/articles/2008/01/30/21cooke.h27.html>

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## 11. Short Items:

**a. Geography knowledge website** – National Geographic is on a campaign to improve the geography literacy of American students, and their My Wonderful World website has online maps and games, an atlas, a global I.Q. test, a geography career guide, a newsletter, and links to global organizations like the Peace Corps: <http://www.mywonderfulworld.org>.

“Where Do You Want to Go?” in “News to Use”, *Middle Ground*, February 2008 (Vol. 11, #3, p. 6)

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**b. Math help website** – Hotmath’s award-winning website, <http://www.hotmath.com>, includes free services including training for using graphic calculators, “hint-step” explanations of odd-numbered homework problems in more than 200 math textbooks used in middle and high schools, and ways for students to instant-message with each other while working through teacher-prepared problem explanations together.

“RU Doing Math 2nite?” in “News to Use”, *Middle Ground*, February 2008 (Vol. 11, #3, p. 6)

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**c. NASA website** – This site created by the Jet Propulsion Laboratory includes images taken from the Hubble telescope of galaxies, as well as views of planets, a dying star, and more: <http://photojournal.jpl.nasa.gov/index.html>.

“See What’s Out There” in “News to Use”, *Middle Ground*, February 2008 (Vol. 11, #3, p. 6)

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**d. Plagiarism and copyright website** – The Business Software Alliance has just produced a free curriculum, B4UCopy, on copyright issues and responsible online behavior:

- For grades 3-8, go to <http://www.b4ucopy.com/kids>;
- For grades 9-12, go to <http://www.b4ucopy.com/teens>.

The same organization has also produced Play It Safe in Cyberspace and Copyright Crusader, both of which are available at: <http://www.playitcybersafe.com>.

“Know Your Copyrights” in “News to Use”, *Middle Ground*, February 2008 (Vol. 11, #3, p. 6)

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**e. Middle-school practical math website** – The Center for Entrepreneurship and Economic Education at the University of Missouri/St. Louis has developed *MoneyMath: Lessons for Life*, a teacher’s guide for helping middle-school students manage their money, stay out of debt, and think about saving for retirement:

<http://www.publicdebt.treas.gov/mar/marmoneymath.htm>.

“Money Math: Lessons for Life” in “News to Use”, *Middle Ground*, February 2008 (Vol. 11, #3, p. 6)

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**f. Math teaching videos** – This website has six 15-minute films from Annenberg Media of middle-school math teachers modeling effective classroom strategies, with lesson extensions and resources: <http://www.learner.org/resources/series33.html>.

“Tips for Teaching Math” in “News to Use”, *Middle Ground*, February 2008 (Vol. 11, #3, p. 7)

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**g. Adolescent literacy website** – This website supports grade 4-12 literacy instruction with free instructional materials, articles, classroom strategies, book lists with guided discussion questions, and author interviews: <http://www.adlit.org>.

“Improve Student Literacy” in “News to Use”, *Middle Ground*, February 2008 (Vol. 11, #3, 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:***

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

## ***Website:***

If you go to <http://www.marshallmemo.com> you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- What readers say
- 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