Marshall Memo 183

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 30, 2007

In This Issue:

Quotes of the Week

"I never cried because I was homesick in college. The only reason I cried was because I felt dumb. One night I called my cousin and I was like, 'I feel stupid. I shouldn't be here.'"

A first-generation college student (see item #4)

"[T]he skills new job entrants *most* need for success in the workplace – oral and written communication, time management, critical thinking, problem solving, personal accountability, and the ability to work effectively with others – are the areas in which graduates are *least* prepared."

From a study of 400 employers on the workforce readiness of recent high-school and college graduates conducted by the Partnership for 21st Century Skills and three other organizations in 2006, quoted in "Assessing Applied Skills" by Joe DiMartino and Andrea Castaneda in *Educational Leadership*, April 2007, p. 38 (full article available at http://www.ascd.org, click on Publications, then April 2007)

"To truly empower teachers, we must move the responsibility for professional growth from our desks to theirs."

Joanne Rooney in "Who Owns Teacher Growth?" in *Educational Leadership*, April 2007, p. 87 (full article available at http://www.ascd.org, Publications, April 2007)

"Once you get students seeing beyond today, they tend to make better choices."

Joris Ray, Director of Alternative Schools and Programs, Memphis City Schools, ASCD's 2006 Outstanding Young Educator Award winner, in *Educational Leadership*, April 2007, p. 89-90 (article at http://www.ascd.org, Public., Apr. 2007)

"Anything to add or subtract?"

The question asked at the end of faculty meetings in Zambia, as reported by Douglas Reeves in "Lessons from Shamombo" in *Educational Leadership*, April 2007, p. 85 (full article available at http://www.ascd.org, Publications, April 2007)

1. Lessons from 15 Highly Effective Schools

Karin Chenoweth, a longtime education writer and former *Washington Post* columnist, located 15 highly effective U.S. schools serving disadvantaged students (see her selection criteria in the link below), and then spent two years writing a book about what makes them tick. In this interview in the *Harvard Education Letter*, she shares some of her insights:

• Most of the schools had 90 percent or more of their students achieving proficient or above on state tests. Not many schools are in this category, says Chenoweth, so "I consider such schools to be precious resources that need careful study."

• Chenoweth says she's been in a lot of "crummy poor-kid schools" and they give her a headache. Their tone is often, "If we had better kids we would have a better school." They do things like making kids practice sitting for assemblies – overdoing discipline to the exclusion of instruction. The 15 effective schools don't tolerate negative attitudes and have a relentless focus on instruction, she says. "That's what they talk about: What they need to teach and how to teach it. That's the main conversation in the schools… So every aspect of the school day and school practice comes under scrutiny to ensure that there is no wasted time or effort… Kids are learning things all the time. These are really exciting places where people are very excited about what they do."

• Principals of improving schools made it their business to go to effective schools to see what was working and get advice, and then took their teachers on field trips to those schools to get a vision of new possibilities.

• Principals in the effective schools "distribute leadership very consciously, very deliberately," says Chenoweth. "Teachers make very important decisions about finances, such as how to use Title I money; about operations, such as opening and dismissal; and about curriculum and lesson plans. The principals really make the teachers part of running the school." Principals also make sure teachers know how to crunch data, often insisting that they fill in data sheets so they really understand achievement patterns. This is also part of these principals' conscious effort to make sure things will continue on the right track if and when they leave.

• "The principals in rapidly improving schools… celebrate every success and find everything they can to celebrate. They'll say, 'We may not have gotten there this year, but look at this. We improved on this measure, and we're really going to improve next year on this other measure.' Teachers feel supported. Teachers *want* to work hard for these principals because they know they have their back."

• If a teacher is having difficulty, the principal will say something like, "You know who's really good at that? So-and-so. We'll get you in that classroom so you can observe."

• The principals of the 15 schools have a clear vision of what kids are supposed to know and do, and also where their school is on the road to those targets. They constantly check that classroom instruction is aligned to state standards and tests, and make sure students are not surprised by the format of high-stakes tests. They work on test sophistication and some of them give practice tests, but they don't go crazy with test prep.

• Principals of effective schools create hope. "Teachers have been told for years that there is nothing you can do to change demographic realities," says Chenoweth. "Convincing teachers that they *can* have an effect, that they are important levers in children's learning – that's key to changing the way schools operate. If you can do something, that's an encouragement to try. If you can't, then you might as well worry about how long your lunch break is." She adds, "There are really some teachers who cannot be convinced that they can or should try to teach poor children and children of color. They should not be in school."

• Chenoweth found that burnout was seldom a problem. "I found very energetic professionals who love their jobs," she reports. "They did not set out to make good places to work but good places for the kids to learn. It turns out that those two things are not incompatible, and that was a nice surprise."

• Chenoweth is skeptical that structural reforms make much difference – for example, whether a school is K-8 or broken up K-5 and 6-8, whether it has a block schedule or a seven-period day, or whether the school board is elected or appointed. The key thing, she believes, is whether teachers know what needs to be taught at each grade level – whether there is a coherent curriculum and a teacher development plan that supports the curriculum.

• Chenoweth says there isn't one right way to effectiveness, and schools should be able to do things their own way, as long as the essential work is being done – as long as kids are *learning*.

"Finding High-Achieving Schools in Unexpected Places" – An interview with Karin Chenoweth in *Harvard Education Letter*, May/June 2007 (Vol. 23, #3, p. 8, 7), http://www.edletter.org/insights/chenoweth.shtml; Chenoweth's book, *"It's Being Done": Academic Success in Unexpected Schools* (Harvard Education Press, 2007), is available at http://harvardeducationpress.org

2. Studying the Learning Curve in Improving Schools

In this *Harvard Education Letter* article, Richard Elmore and Elizabeth City observe that the road to school improvement is usually uneven. There are steep inclines of improvement and then stretches with little progress. Counter-intuitively, say Elmore and City, the plateaus are crucial. "In our experience," they write, "most of the learning that schools do occurs during the period of flat performance." They have noticed four practices that make this happen:

• *Thriving schools know there will be plateaus and keep at it.* Educators in these schools understand that the process of improvement involves "uncovering and solving

progressively more difficult and challenging problems of student learning, which in turn demand new learning from adults."

• *They have a theory of action about how to improve student performance*. For example, a school's theory might be that having instructional coaches model good teaching will result in teachers adopting better practices, which will lead to better student achievement. Interestingly, Elmore and City don't think modeling alone changes what teachers do in their classrooms; they believe this is an erroneous theory of action, and that by monitoring interim student results, a school would probably decide to change course and adopt a better theory.

• *They develop finer-grained measures for detecting improvement*. Waiting for end-of-the-year test data to decide whether classroom practices are working, say Elmore and City, is like training for the mile with a clock that's missing its second hand. Schools need to use frequent in-class assessments to judge what's working and what needs to be adjusted or thrown out. "Visible measures of progress are critical for motivating and encouraging educators to persist in the challenging work of improvement," they write. "Even the most dedicated and optimistic among us will stop if there's no sign that what we're doing is making a difference or might make a difference eventually."

• *They make adjustments based on formative data*. With the right theory of action and good interim assessments, a school can stop doing what's not working and find its way to more effective practices. "Evidence that our best efforts are not producing what we want them to produce is feedback," they write. "The evidence is trying to tell us something about what we are doing, and if we listen to it, reflect on it, and give it voice, it will help us understand what to do next."

"The Road to School Improvement: It's Hard, It's Bumpy, and It Takes As Long As It Takes" by Richard Elmore and Elizabeth City in *Harvard Education Letter*, May/June 2007 (Vol. 23, #3, p. 1-3), no e-link available

3. An Arizona High School Shows the Way

(Originally titled "Reading, Writing, and Thinking for All")

In this inspiring *Educational Leadership* article, author/consultant Mike Schmoker says that we *can* provide all students with "an intellectually challenging education that fosters critical thinking, understanding of domestic and global realities, and exposure to important cultural touchstones." To show how it can be done, Schmoker focuses on Tempe Preparatory Academy, a diverse 9-12 charter school, *all* of whose students passed all three parts of Arizona's standards test (AIMS) the first year it was given. Since then, virtually all of Tempe Prep's students have continued to pass the AIMS tests, and their average SAT score is 1250. Here is the school's secret sauce:

• *A daily humane letters block* – All Tempe Prep students have a two-hour block every day in which they read, write about, analyze, and debate an array of language arts and history books. The assigned readings are mostly classics like *Walden, Othello, 1984,* and *Don Quixote*, along with some more contemporary books. By the time they graduate, students have spent about 1,400 hours in these college-style seminars, broadening their cultural and intellectual

horizons as well as covering Arizona's ELA standards: displaying logic and clarity, making inferences, doing character analysis, supporting their arguments, synthesizing, evaluating, and discerning an author's bias or perspective. There's a notable absence of "stuff" in Tempe Prep classrooms – worksheets and assignments with questions to which students already know the answers.

• *Writing* – All students are required to write nine argumentative or thesis-driven essays each year, revising each one using the six-trait writing rubric. In their senior year, every student must write a 15-20-page thesis and defend it before a panel of teachers and community members.

• *Argumentative literacy* – Tempe Prep's rigorous, content-rich curriculum develops what an Association of American Colleges and Universities study called the most essential skill students need to be successful in college: the ability to read, think, and write argumentatively. Schmoker takes it a step further: "Being skilled in argument equips all students – college bound or not – to become intelligent, contributing employees and citizens."

To implement a curriculum as rigorous and productive as Tempe Prep's, a school has to overcome three obstacles:

• Curriculum chaos – Schmoker cites his own children's experience in a highly touted preparatory school: "Many classes relied on lectures, movies, and worksheets. Even in honors classes, assessment was rare, haphazard, and patently lower-order. There were no school or department guidelines for what texts students should read or how many written assignments they should complete, and teachers did not use scoring guides to assess writing." Schools need the opposite, he says. In addition, administrators must monitor progress by meeting with grade-level teams each quarter to look at student learning results, and conduct unannounced classroom visits to make sure "stuff" isn't supplanting the reading, writing, and debating that are so essential.

• Teacher isolation – "The best prompts and questions will be generated through collaboration," says Schmoker. "Teachers need to spend planning time with their colleagues to develop questions and pre-reading prompts that will spur inquiry, meaty discussion, and high-quality writing."

• Low expectations – Too many educators fall into the trap of believing that non-college-bound students won't be able to handle a rigorous curriculum, or will find it boring. Not so, says Schmoker. "Like all students, reluctant readers in high-poverty schools are eager to discuss and argue from the moment they learn to decode even very simple texts. In the white heat of argument, students learn to organize their interpretations into a persuasive essay. This consistently leads to polished, passionate written work." If they are built around good texts, provocative questions, and a structured way for students to respond in written and oral form, such courses can bring all students to high levels of thinking – and become their favorite classes. Students respond best when asked to compare and contrast, defend a position, or rank a list of historical people or events from most to least influential, providing justification from what they have read. They also respond well to questions like these:

- Who would make a better friend? (after reading *Hungry Spider and Turtle*)

- Is Zeus just?
- Was it wise for the U.S. to enter World War I?

"Reading ,Writing, and Thinking for All" by Mike Schmoker in *Educational Leadership*, April 2007 (Vol. 64, #7, p. 63-66), available at http://www.ascd.org - navigate to Publications/April 2007.

4. Helping First-Generation College Students Succeed

(Originally titled "Facing the Culture Shock of College")

According to this helpful *Educational Leadership* article by author Kathleen Cushman, fully a quarter of first-generation college students don't make it to sophomore year. Why? Cushman's in-depth interviews with 16 students who were the first in their families to attend college documented the shock of arriving in an unfamiliar culture with far less academic preparation, money, confidence, and family support than peers with college-educated parents – and facing the challenge of being successful while remaining true to themselves. One student said, "I never cried because I was homesick in college. The only reason I cried was because I felt dumb. One night I called my cousin and I was like, 'I feel stupid. I shouldn't be here.'"

The students Cushman interviewed described the difficulty of feeling like outsiders, trying to focus on academics while struggling to make friends, forging a social network, craving a guiding hand, and learning to shift between cultures. What can high schools do to prepare first-generation students to be more successful? Cushman has the following advice:

• *Inform*. "Help students approach college with their eyes wide open about the systemic obstacles that may face them," she writes. The First In the Family website has excellent resources: http://www.firstinthefamily.org.

• *Supplement*. "Make sure that high-school classes involve not just test-prep material but the deeper reading, writing, and inquiry that college requires," says Cushman. She strongly recommends Upward Bound; graduates of this college-based summer program are four times more likely to earn a college degree than students of similar background who don't take the program. Information is available at: http://www.ed.gov/programs/trioupbound/index.html.

• *Support*. First-generation students need lots of extra help starting in ninth grade – the courses they need to take, choosing colleges, applying, figuring out financial aid, etc. It's important to keep family members in the loop. The College Board has good resources at: http://collegeboard.com.

• *Connect*. Take students on field trips to college campuses and invite graduates of your high school who have completed two years of college to visit and give pep talks. The Center for Student Opportunity has a website geared toward first-generation, low-income college-bound students: http://www.csocollegecenter.org. Black Excel is another organization with good college-preparation information: http://www.blackexcel.org.

• *Encourage*. "Students will rise to your expectations," concludes Cushman. "Give them opportunities to think like college students, and coach them in how to do so. Talk with them about their dreams for the future, and help them map out a course to get there."

"Facing the Culture Shock of College" by Kathleen Cushman in *Educational Leadership*, April 2007 (Vol. 64, #7, p. 44-47), available at http://www.ascd.org - navigate to Publications/April 2007. Kathleen Cushman's 2006 book based on her interviews is *First In the Family: Advice About College from First-Generation Students* (Next Generation Press). She can be reached at kathleencushman@mac.com.

5. Heterogeneous Grouping in International Baccalaureate Courses

(Originally titled "A World-Class Curriculum for All")

In this intriguing *Educational Leadership* article, a team of four educators addresses the question of whether challenging high-school courses, clearly a gateway to college success, should be open to all students. They tell the story of South Side High, a diverse 3,500-student school in Rockville Center, New York, which introduced the International Baccalaureate program in 1981. At first, only about 20 percent of students enrolled in IB courses in eleventh and twelfth grades. Although IB was theoretically open to all students, many black and Latino students opted out, often because they hadn't taken high-track classes in earlier grades.

Troubled by this fact, the district eliminated the last vestiges of tracking in its middle schools and then addressed the issue of equal access to IB in the high school. Ninth- and tenth-grade classes were de-tracked, and English and social studies teachers created a pre-IB curriculum geared to heterogeneous classes. Both departments introduced writing portfolios and individual conferences, English teachers began to use the IB "Commentary" (a detailed, coherent literary interpretation of a brief passage), and social studies teachers introduced the IB "Historical Investigation" (an annotated bibliography based on a student-generated research question). By 2006, almost all tenth graders were enrolled in heterogeneously grouped courses in advanced algebra, trigonometry, pre-calculus, and chemistry.

The school also provided a safety net to encourage more students to enroll in IB classes. Struggling students got extra help and encouragement, and if students found IB work too difficult, they were allowed to transfer to less-demanding Regents courses and their grade was weighted by a factor of 1.1 (i.e., an IB English grade of 70 would become a Regents grade of 77).

South Side also found ways of boosting the number of students of color in the IB program. When Latino students enrolled in IB Spanish, counselors encouraged them to take other IB courses. When administrators noticed that talented black students were being turned away from IB Art because they hadn't taken prerequisite courses, they created alternative pathways. Administrators also reviewed class rosters to make sure there was a critical mass of black and/or Latino students in IB classes, reducing the chances that these students would feel isolated and drop out. Finally, the IB coordinator began holding individual 45-minute sessions with each tenth grader to explain how a logical sequence of courses would get them through the IB program. Students began saying, "Why *wouldn't* I do the full diploma?"

As IB classes became more academically diverse, teachers worried about maintaining standards. Soon the entire faculty was involved in a discussion of effective classroom techniques for working with heterogeneous groups. The administration relieved academic teachers of distracting duties and got them sharing ideas that would support all students – for

example, breaking long-term assignments into component parts, coordinating assignment deadlines, focusing on depth versus breadth, and identifying the big ideas of each course. In addition, the entire faculty took a course on differentiating instruction, and in the 2006-07 school year, teachers worked in groups of two to four developing differentiated lessons.

As these changes were made, enrollment in IB classes grew steadily and reached 45% of all students in 2006. The percent of black students in the IB program went from 13 percent in 2004 to 38 percent in 2006. Despite the dramatically different composition of IB classes, students' mean scores on the IB exam increased, and average scores for the top 20 percent of students went from 5.17 to 5.43 in English and from 4.96 to 5.50 in math.

"A World-Class Curriculum for All" by Carol Corbett Burris, Kevin Welner, Edward Wiley, and John Murphy in *Educational Leadership*, April 2007 (Vol. 64, #7, p. 53-56), available at http://www.ascd.org - navigate to Publications/April 2007.

6. Alternatives to "Zero Tolerance" Discipline Policies

This *Education Week* article reports growing disillusionment with "zero tolerance" discipline policies that require out-of-school suspensions for offenses like insubordination, disrespect, cutting classes, tardiness, and bringing cell phones to school. The Open Society Institute (OSI) in Baltimore, which is part of a national group funded by billionaire George Soros, promotes alternatives – and prevention. "We have been agitating about this because we know that suspensions and expulsions are like the on-switch of the conveyor belt to the juvenile-justice system," says OSI director Jane Sundius, "and that so many of the incidents are not violent or serious."

Jeffrey Sprague, a violence-prevention researcher at the University of Oregon, agrees: "The children who are going to be suspended… are often the neediest kids academically, socially, and socioeconomically. Putting them out of school is as far away from the norm as a child can get, and it can create more problems than it solves." OSI is working with schools in Baltimore and elsewhere to develop effective in-school suspension programs and set up "restorative" practices – teaching students how their misbehavior harms others and allowing them to apologize and address their mistakes.

One prevention approach being piloted in 11 Baltimore elementary schools is Sports4Kids, an Oakland-based program that provides organized games and sports during recess. The program has had a dramatic impact at the K-5 Garrett Heights School, according to veteran principal Yetty Lockett-Goodin. Conflicts and fights at recess were a major problem at the school, resulting in endless office referrals and a high suspension rate. The principal had tried separating boys and girls, which helped a little. "But I still had 15 suspensions last year," she said. "That's too high."

This year, Lockett-Goodin brought in Sports4Kids, and for $22,000 got "Coach Calvert", a full-time site coordinator. Boys and girls are back together at recess, and Calvert has them dribbling soccer balls, jumping rope, taking turns twirling hula hoops, and playing "Match Me" and other games. If there are disputes, students solve them the old-fashioned way:

"rock, paper, scissors." Calvert has 40 minutes with each homeroom each week teaching games, and he also works in the after-school program.

"The climate in our school has changed dramatically," says Lockett-Goodin, noting that office referrals are down, and as of late March, there had been only two suspensions for the year. "Our kids have learned to play without conflict, and my teachers love what has been done for behavior in the classroom… I've watched these children become rule-oriented and respectful. I know that those results are going to show up in the academics as well."

"Baltimore District Tackles High Suspension Rates" by Lesli Maxwell in *Education Week*, Apr. 25, 2007 (Vol. 26, #34, p. 1, 14),
http://www.edweek.org/ew/articles/2007/04/25/34balt.h26.html

7. The Limits of Hands-On Math Manipulatives

Are manipulatives a surefire way to teach concepts? Not always, according to this article in *Education Week*. "There are both costs and benefits to using highly concrete manipulatives," says Notre Dame psychology professor Nicole McNeil. "Because the use of manipulatives is so widespread, it's really important for teachers to stand back and think about what kinds of manipulatives to use."

One study of elementary-age children learning two-digit subtraction had one group use commercially available manipulatives while another used the traditional pencil-and-paper approach. Researchers noticed several things:

- The pencil-and-paper group learned how to subtract just as well as the manipulatives group.
- The hands-on lessons took three times as long to teach the same concepts.
- Later on, the children who used manipulatives had trouble transferring their knowledge to paper-and-pencil representations.
- Some children used the manipulatives successfully but didn't grasp what the hands-on materials represented.
- Some children were distracted by superficial features of the manipulatives (e.g., realistic details or bright colors) that had nothing to do with the academic concepts being taught.

"The main thing is to be very clear about the math that you're trying to teach," says Douglas Clements, a SUNY Buffalo professor, "and to think about the kinds of mental actions you're talking about and that you want students to do."

Clements believes that in some cases, computer "manipulatives" may be more helpful. For example, one study compared three groups of middle-school students learning geometric concepts: textbook-only, manipulatives combined with pencil-and-paper, and an interactive software program. Students in the second and third groups outscored the textbook-only group. When students were tested again three weeks later, the computer-using group scored highest of all three. Why? The researchers believe it was because the computer program forced students to be more explicit about their thinking. Instead of mindlessly rotating or taking apart a block,

the computer students had to type in commands to manipulate the shapes on their computer screens, giving the precise angle or length.

So the key variable, say Clements and his colleague Julie Sarama, is not the "physicality" of the manipulatives, but making sure students can manipulate them in a thoughtful way – all in the context of clear math objectives and a well-structured lesson.

"Studies Find That Use of Learning Toys Can Backfire" by Debra Viadero in *Education Week*, Apr. 25, 2007 (Vol. 26, #34, p. 12-13),
http://www.edweek.org/ew/articles/2007/04/25/34manipulate.h26.html

8. Learning to Touch-Type in the Elementary Grades

In this article in *Teacher Magazine*, veteran Alaska teacher Doug Noon makes a strong case for teaching students keyboarding in elementary school, before hunt-and-peck habits become ingrained. He draws a parallel between keyboarding and learning to play the violin or piano: inexpert fingering won't prevent children from playing simple tunes, but if they aren't taught good fingering technique, they won't be able to play more complex music. Similarly, if kids don't learn how to touch-type, they'll waste valuable time locating keys instead of thinking about what they are trying to say.

The goal, says Noon, is for students to be able to type faster than they can write with a pencil. "Otherwise," he says, "it's not worth the class time to put them in front of a computer."

Noon advocates starting young – teaching primary-grade students to use their thumb for the space bar and their little fingers for the shift keys. By fourth grade, kids can learn to touch-type, but to learn, they need to practice 15-20 minutes a day using keyboarding software. Practicing only once a week won't work, he says. Noon recommends a free shareware program called MasterKey (http://www.macinmind.com) or other typing programs that keep track of each student's progress and give ongoing feedback.

Noon has another trick: he makes his students type with a piece of fabric or a modified file folder over their hands so they can't peek at the keys (see the photo in the link below). "This regimen works," he says. "After regular, structured practice, my students' typing speed increases without fail, and some of my more diligent 4th graders can type up to 60 words a minute."

"Reverting to Type" by Doug Noon in *Teacher Magazine*, May/June 2007 (p. 52):
http://www.teachermagazine.org/tm/articles/2007/05/01/06classtech.h18.html

9. Short Items:

a. Annotated book lists – The current *Education Week* lists a book that sounds like a natural for teachers, librarians, and parents: *Book Crush: For Kids and Teens – Recommended Reading for Every Mood, Moment, and Interest*. It's by Nancy Pearl, a Seattle librarian, who is the author of *Book Lust* and *More Book Lust*. Her latest has annotations for over 1,000 books,

organized into Easy Books, Middle-Grade Readers, and Teen Readers. The book is $16.95 from Sasquatch Books:
http://www.sasquatchbooks.com/cgi-bin/WebObjects/SBBooks.woa/2/wo/N2N8EjTIOiLo7Z6ClWKo4M/0.54.0.0

"New in Print: Reading" in *Education Week*, Apr. 25, 2007 (Vol. 26, #34, p. 34)

b. A third-grade podcast – In this *Educational Leadership* article on creating class podcasts, former teacher Ann Marie Dlott provides the link to the site that third-grade students created about historic landmarks in their town, Shrewsbury, Massachusetts: http://www.shrewsbury-ma.gov/schools/Spring/ShrewsburyHistory/HistoryofShrewsbury.html.

"A (Pod)cast of Thousands" by Ann Marie Dlott in *Educational Leadership*, April 2007 (Vol. 64, #7, p. 80-82), available at http://www.ascd.org - navigate to Publications/April 2007.

c. More student Web work – In this *Harvard Education Letter* article on effective use of computers, education writer Colleen Gillard argues that the "digital divide" is no longer an issue of *access* to computers – virtually all students can find their way to a machine in their school, library, or neighborhood – but one of *facility* using Web tools. She urges teachers to dive into the world of blogs, wikis, and podcasts so their students will be powerful users of computers and the Internet. A sidebar in the article shares some sites created by students:
- http://weblogs.hcrhs.k12.nj.us/bees from Hunterdon Central Regional High School in NJ
- http://www.guerrillaseason.blogspot.com from South Valley Jr. High in Liberty, MO
- http://www.theyearofthehangman.blogspot.com from the same junior high
- http://www.lewiselementary.org from Meriwether Lewis Elementary School in Portland, OR
- http://am40sw07.blogspot.com - applied math, McIntyre Collegiate Inst., Winnipeg, Canada
- http://pc40sw07.blogspot.com - pre-calculus from the same school
- http://apcalc06.blogspot.com - AP calculus from the same school
- http://adifference.blogspot.com - for teachers, from the same school

"Better Teaching with Web Tools" by Colleen Gillard in *Harvard Education Letter*, May/June 2007 (Vol. 23, #3, p. 4-5)

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

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 36 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 (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
- Why the Marshall Memo?
- Publications read
- Article selection criteria
- Topics covered
- 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
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Daily EdNews
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
Teachers College Record
TESOL Quarterly
Theory Into Practice
Times Educational Supplement, Magazine