Marshall Memo 528

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 17, 2014

In This Issue:

Quotes of the Week

"When someone acts out, when someone crosses boundaries, when a position in a school has a high turnover rate, there is almost always a disconnect somewhere – a misunderstanding of the school's big picture and one's role in it."

Debbie Freed (see item #2)

"The work is not to 'fix' people, but to fix the system."

Debbie Freed (*ibid.*)

"The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor."

Campbell's Law by Donald Campbell, 1976 (quoted in item #3)

"Without enough sleep, teenagers are losing the ability not only to solidify information but to transform and restructure it, extracting inferences and insights into problems."

Jessica Payne (quoted in item #7)

"[T]he very thinking needed for the 21st-century skills of literacy, reactivity, and critical thinking may actually be directly correlated to the acquisition of the very 20th-century (or earlier) skill of handwriting."

Susan Vachon (see item #5)

"Who do I want my students to become? How might I use the power of assessment to transform language teaching and learning in meaningful ways?"

Cherice Montgomery (see item #6)

1. Three Factors in Professional Happiness

In a recent address to educators in Marlboro, Massachusetts, author/consultant Robert Marzano cited research on three elements present in a satisfying career:

- The work is challenging and it takes hard work to get better at it.
- The work affects others in a positive way.
- The workplace gives individuals a degree of autonomy to express their creativity.

Do these describe a career in K-12 education? he asked. Absolutely!

"Self-Determination Theory and the Facilitation of Intrinsic Motivation, Self-Development, and Well-Being" by Richard Ryan and Edward Deci in *American Psychologist*, January 2000 (Vol. 55, #1, p. 68-78),
http://hr.anu.edu.au/__documents/career-dev/research/1.-selfdeterminationtheory_ryan_and_deci2000.pdf

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2. People Problems or System Problems?

In this thoughtful article in *Independent School*, organizational consultant Debbie Freed remembers how a six-year-old student spoke to her as she walked out of the girls' bathroom of a K-8 school: "That's the girls' bathroom," said the girl. "It's not for adults." This moment was a snapshot of the school's positive organizational values, which emphasized student voice and the relationship between adults and children. "In confronting me directly," says Freed, "this little girl was modeling the school's mission perfectly."

In her consulting work in schools, Freed is often asked to fix problems that seem to be about people – for example:

- *She's not a team player.*
- *This department is a mess. The teachers complain all the time about each other and the parents.*
- *He is so controlling and not open to listening to other people's ideas.*
- *This trustee doesn't have any boundaries and is difficult to rein in.*
- *We've lost yet another teacher. Why can't we find the right person?*

But Freed has found that "most issues that show up as *people* problems in organizations are really *systemic* confusions and misalignments. They are all symptoms of deeper cultural and organizational breakdowns… The work is not to 'fix' people, but to fix the system."

To that end, she's developed the Systems Lens Model for understanding and addressing such problems, taking into account the organization's culture, history, purpose, processes, and

people. "The purpose of this model," she says, "is to support everyone involved with the school to more fully grasp the school's *big picture*, *their role in it,* and *the rules of engagement*… The point here is for school leaders to slow down and evaluate every problem through the Systems Lens – the school's purpose, processes, and people viewed in a historical-cultural context. When someone acts out, when someone crosses boundaries, when a position in a school has a high turnover rate, there is almost always a disconnect somewhere – a misunderstanding of the school's big picture and one's role in it."

Here's how Freed applies an "open inquiry lens" to three of the situations described above:

• *She's not a team player*. "What is meant by 'team player'? What is meant by a team? Who defines the goals of the team? Is there a team captain? Do people know their roles and the rules on the team? Do players tell each other how they feel about the team? How do they know when they've done a good job?"

• *This department is a mess*. "What criteria are being used to describe 'a mess'? Why is someone leveling this judgment now? Are there underlying issues that have been brewing for a while? What has occurred in the past to give rise to these comments? What is the role of the department chair? How are the students doing in department classes? Do the teachers discuss not only departmental problems, but also why the department exists in the first place? Do they understand how the department reflects the school's mission, and where it fits into the rest of the school structure?"

• *This trustee doesn't have any boundaries*. "Does this trustee (do all trustees) understand the school's mission and the purpose and the role of a board in supporting the mission? Is this trustee unique in crossing boundaries? What makes this particular trustee difficult? What were his expectations when joining the board and what was he told? What kind of board orientation and ongoing board development is there? How effective is the board chair in his or her role? Does the committee on trustees have clear criteria in selecting and supporting trustees in their work? Does everyone on the board know the rules of engagement, and are they called out when they cross lines, even when they mean well? Does the board discuss these matters?"

When helping schools wrestle with problems like these, Freed seeks clarity about the big picture and each person's role in it, asking questions like those below in confidential interviews or surveys:

- What is going on? Why now?
- Who are we? Whom do we serve? How do we measure success? Are we all on the same page?
- What is the overall purpose (the mission)? What is each person's small-scale purpose (their daily work)?
- Curriculum specifics: What does an eighth-grade graduate look like? What do kindergarten children need to know? How does the P.E. program reflect our core beliefs?
- What do we mean by diversity?
- What is our role and authority? Who is in charge? How do we make decisions?

- How do we manage time, turf, and resources? What are the rules of engagement?
- How are we supported and held accountable to our goals?
- What are our expectations of how people treat one another?
- How do we talk about difficult moments?

This allows her to understand the big-picture-and-my-role-in-it confusion and tee up a meeting or an intervention. In problem-solving meetings, ground rules are important. Freed suggests the following:

- Show up – Be on time, stay the whole time.
- Pay attention to heart and meaning.
- Be honest – Is it right? Is it fair? Is it necessary?
- Don't be attached to the outcome – Suspend judgment in the moment; be open to another's perspective.
- Speak from your experience – Use "I" messages.
- Check out your assumptions – "What am I thinking and feeling? What are you thinking and feeling?"
- Assume goodwill and value – Everyone wants to be valued, heard, and respected.
- Define and honor confidentiality.
- Do what you say you will do! – Integrity in practice.

"It's Not Personal, It's Organizational: Systems Thinking for School Leaders" by Debbie Freed in *Independent School*, Spring 2014 (Vol. 73, #3, p. 104-110), www.independentschool.org; Freed can be reached at freedassoc@aol.com.

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3. Teacher Evaluation: Principal Assessments versus Value-Added Data

In this thoughtful *American Educational Research Journal* article, Douglas Harris (Tulane University), William Ingle (Bowling Green State University), and Stacey Rutledge (Florida State University) explore why there is such a weak correlation (.17 to .32) between principals' assessments of teachers and value-added data. Is it measurement error? (Principals' official evaluations of teachers are notoriously inflated, with virtually all teachers getting high ratings, and value-added data have been heavily criticized as unreliable and volatile from year to year.) Is it Campbell's Law? ("The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.") Or are principals' criteria for teacher effectiveness different from those that produce higher test scores?

To explore this mystery, Harris, Ingle, and Rutledge conducted confidential interviews with 30 elementary, middle, and high-school principals from a diverse set of Florida schools to explore what they truly believed about their teachers – and they systematically compared those impressions with the same teachers' value-added data. The conclusions:

• *Principals know more about their teachers than test scores*. "Charged with oversight of both teachers in their individual classrooms as well as the school as an organization, principals have a unique perspective on the contributions of teachers at their schools," say the

authors. "In addition to both formal and informal observations of teachers in the classroom, principals receive feedback from students and parents and hear 'water cooler' talk from other teachers."

• *Principals know who their "high flyers" are*. The teachers with the best value-added ratings were often at the top of principals' ratings.

• *Some teachers with high value-add are "lone wolves" who are less appreciated by principals*. These teachers are focused almost exclusively on their classrooms and don't contribute as much to schoolwide activities, which principals sometimes resent.

• *Some high value-add teachers have philosophical differences with their principal*. These might be over classroom methodology, the importance of standardized tests, or differences in personality.

• *There are significant differences in what principals and value-added data cherish*. While a few characteristics of effective teachers were the same in principals' statements and with high value-added ratings – especially technical teaching skill and subject-area knowledge – there were big disparities among many other teaching characteristics.

• *Principals appreciate outside-the-classroom effort*. What differentiated teachers who scored at the top and bottom of principals' ratings hinged most often on how much they engaged in professional development ("She's constantly going after learning new methods and learning how to do something better," said one principal); how experienced and/or burned out they were ("She's taught generations of children" said one principal; "A bit older, a bit worn, a bit tired" said another); and how outside-of-school circumstances affected their work ("Personal life that's pretty consuming – a divorce and kids").

Harris, Ingle, and Rutledge call this the *effort paradox*: "On one level, the fact that principals focus on effort is understandable and predictable," they say. "It is difficult to imagine any leader, manager, or supervisor not wanting people to work hard. Effort is also readily observed. Principals can notice teacher effort when they arrive early or stay late at school or put in time leading committees. Effectiveness, however, is harder to see, especially with the traditional brand of evaluations where principals spend little time observing teachers in the classroom."

The authors conclude that the deepest explanation for the disparity between principals' and value-added teacher ratings (putting aside for a moment the methodological weakness of value-added) is the built-in tension between principals' instructional and organizational goals: "Principals, as well as teachers, parents, and students, want their schools to be proper learning environments, but on some level they are mainly trying to keep schools running smoothly… They run schools – schools that have complex and often competing missions and a need for collegiality – while being subject to forces from multiple external stakeholders and many levels of government."

Harris, Ingle, and Rutledge note that the correlation between principal and value-added ratings is *least* robust for teachers at the low end of the spectrum. Since much of the current policy debate is about dismissing low-performing teachers rather than rewarding and retaining effective teachers, this is troubling.

The authors close with some advice to principals: while keeping the overall management and morale of the school in mind, they should place a little less stock in teachers' attendance at PD events, appreciate lone wolf teachers for their student achievement, and put aside philosophical and personal differences if students are performing well. "It is not that principals should cease from expecting teachers to contribute to the school and community outside their own classrooms," they say. "In fact, this might serve as a useful counterbalance to the focus of value-added on classroom contributions, but principals may need to reconsider the value of lone wolves who, even with their apparent obstinacy, do the same thing year in and year out – but do it well."

"How Teacher Evaluation Methods Matter for Accountability: A Comparative Analysis of Teacher Effectiveness Ratings by Principals and Teacher Value-Added Measures" by Douglas Harris, William Ingle, and Stacey Rutledge in *American Educational Research Journal*, February 2014 (Vol. 51, #1, p. 73-112), http://aer.sagepub.com/content/early/2014/01/02/0002831213517130.abstract; Harris can be reached at dharri5@tulane.edu.

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4. A Status Report on Computer Scoring of Writing

In this article in *Education Week Technology Counts*, Caralee Adams reports on the progress being made with artificial-intelligence scoring of students' written work. Georgia teacher Jeff Pence says that grading 140 essays from his seventh-grade English students used to be a two-week project, and that kept him from giving frequent writing assignments. This year he's been experimenting with Pearson's WriteToLearn program and has been pleasantly surprised. "It doesn't tell them what to do, but it points out where issues may exist," says Pence. "I feel it's pretty accurate. Is it perfect? No. But when I reach the 67th essay, I'm not real accurate, either. As a team, we are pretty good." Now he's asking students to write a weekly essay and is able to give them helpful feedback.

Computer scoring of writing was first developed in the 1970s, and encountered heavy criticism for doing little more than counting words and word length. The technology took another step in the 1990s with the advent of the Internet and improved computer storage capacity. And in the last few years, programs have developed the capacity to evaluate language, grammar, mechanics, and style, detect plagiarism, and give students quantitative and qualitative feedback. In 2013, the Hewlett Foundation sponsored an open-source competition to spur innovation in the field, and commercial publishers and teams of scientists took part and shared ideas. "It's a hot topic," says David Williamson of Educational Testing Service. "There are a lot of researchers and academia and industry looking into this, and that's a good thing." The biggest challenges are coming up with a universal definition of good writing and programming computers to evaluate a writer's "voice."

These are some of the companies, universities, and states using computer scoring of writing:

- ETS has a program to score writing in the GMAT (Graduate Management Admission Test).
- ETS has developed the Criterion Online Writing Evaluation System for grades 4-12.
- West Virginia is using a CTB/McGraw-Hill program to score statewide reading language arts assessments in grades 3-11 (a comparability study showed that the software and a trained teacher performed better than two trained teachers).
- ACT has developed Compass to score exams for community college placement.
- Pearson has the WriteToLearn program.
- Pearson also has a program to score GED tests for high-school diplomas.
- Lightside has developed an open-source system that can find the strongest and weakest sections of writing and give students specific feedback. It is being piloted in schools in New York and Pennsylvania.
- EdX has developed automated software to grade higher-education open-response questions.

But a number of major testing initiatives are taking a wait-and-see approach. The College Board has yet to embrace computer scoring for SAT writing sections, and the ACT is also holding off for its college-entrance exams. Both the PARCC and Smarter Balanced consortia (which are developing tests for the Common Core) are assessing computer scoring of student writing to see if it meets their criteria.

One outspoken skeptic is Les Perelman, the retired director of MIT's Writing Across the Curriculum program. He believes the programs still rely too much on mechanical algorithms and can't compete with human judgment. Perelman has proved his point by having students submit gibberish to computer scoring programs and get high scores. "The real danger of this is that it can really dumb down education," he said. "It will make teachers teach students to write long, meaningless sentences and not care that much about actual content."

"Automating Writing Evaluations" by Caralee Adams in *Education Week Technology Counts*, Mar. 13, 2014 (Vol. 33, #25, p. 13, 15), www.edweek.org

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5. French Children's Handwriting Puts American Students to Shame

In this thought-provoking article in *Education Week*, Canadian middle-school teacher Susan Vachon says she has noticed a significant increase in the number of students with IEPs for dysgraphia (a.k.a. written output disorder or graphomotor weakness). In addition, she sees many regular-education students who can't write in cursive.

Until recently, Vachon used bypass strategies with her special-needs students, having them use word processing or voice-recognition software to get their ideas into print. "I rationalized the use of these strategies with the belief that being able to write legibly was not a necessary skill for success in the 21st century," she says.

But during a six-month sabbatical in France, her observations in her children's local school shook up her thinking. Vachon noticed that all students from first through fifth grade had excellent penmanship, with no differences between girls and boys. Formal handwriting

instruction began in first grade, but the foundations were laid in the three preceding years. Her three-year-old son spent a half hour every day on beginning fine-motor activities – for example, using a pencil to trace valleys on a piece of corrugated cardboard, practicing a pincer grip by moving seeds or grains of rice, or painting giant spirals with small brushes.

"Though the activities were based in play," says Vachon, "the approach was part of a three-year plan to develop fine-motor and graphomotor skills that culminates in the first exposure to actual writing in 1st grade." French students are never taught to print; they spend three years developing fine-motor skills and then go straight into cursive writing. By the end of first grade, virtually all students can produce beautiful handwriting, and diagnoses of dysgraphia are unheard of.

Vachon did further research and decided that French schools are onto something. Handwriting is an important skill, she believes, "not just for its own sake, but because it is correlated with other important skills and brain functions, such as language learning, reading development, and working memory… [T]he very thinking needed for the 21st-century skills of literacy, reactivity, and critical thinking may actually be directly correlated to the acquisition of the very 20th-century (or earlier) skill of handwriting."

"There's More to Cursive Than Meets the Eye" by Susan Vachon in *Education Week*, Mar. 12, 2014 (Vol. 33, #24, p. 29), www.edweek.org

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6. Foreign-Language Performance Assessments

In this article in *The Language Educator*, Cherice Montgomery (Brigham Young University) describes her realization as a teacher that she wanted her tests to do more than assess students' language competence. "What kind of language learners are my assessments constructing?" she asked herself. "Who do I want my students to become? How might I use the power of assessment to transform language teaching and learning in meaningful ways?" This line of thinking led her to develop performance-based assessments that helped students build confidence in their language skills, become strategic language users, put their skills to work solving real problems, and make substantive contributions to society. Here are the steps she followed to develop performance assessments:

- Develop a meaningful topic with real-world applications.
- Locate culturally authentic texts to build students' knowledge of the topic so they have something meaningful to say about it.
- Develop cognitively challenging interpretive texts.
- Design opportunities for students to talk.
- Support students in sharing their learning with templates, tools, and timely feedback.

Montgomery recommends the following websites as sources for authentic texts:

• Advertisements: Ads of the World: www.adsoftheworld.com

• Children's books: International Children's Digital Library: www.childrenslibrary.org/icdl/SimpleSearchCategory?ilang=English

• Comic strips: Lambiek Comiclopedia: www.lambiek.net/artists/index.htm

• Spanish Culture Connection: www.cultureconnection.wikispaces.com
• Images or infographics: www.infografiasencastellano.com
• Music: Charts All Over the World: www.lanet.lv/misc/charts
• Newspapers: Kiosko: http://en.kiosko.net
• Realia: The Realia Project: www.realiaproject.org
• Texts: Librivox: https://librivox.org, Project Gutenberg: www.gutenberg.org/wiki/Main_Page
• Reading Resources: www.readingresources4frenchteachers.wikispaces.com/Home

"The Transformative Power of Performance-Based Assessments" by Cherice Montgomery in *The Language Educator*, February 2014 (Vol. 9, #2, p. 42-47, 53), no e-link available

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7. Should High Schools Start Later in the Morning?

In this front-page *New York Times* story, Jan Hoffman reports that the "sputtering, nearly 20-year movement to start high schools later has recently gained momentum, as hundreds of schools in dozens of districts across the country have bowed to the accumulating research on the adolescent body clock… During puberty, teenagers have a later release of the 'sleep' hormone melatonin, which means they tend not to feel drowsy until around 11 p.m. That inclination can be further delayed by the stimulating blue light from electronic devices, which tricks the brain into sensing wakeful daylight, slowing the release of melatonin and the onset of sleep."

A just-released University of Minnesota study of eight high schools found that the later a school's opening bell, the better off students are in terms of mental health, attendance, and, in some schools, grades and standardized test scores. There was also a marked reduction in automobile accidents. Researchers found that getting eight or nine hours of sleep in the teen years, as the brain develops and hormones surge, improves learning and moderates the tendency toward impulsive and risky behaviors. Students who get less sleep reported significantly more symptoms of depression and more use of caffeine, alcohol, and illegal drugs.

However, there is plenty of resistance to later start times. Here are some of the arguments made when school boards consider the question:

- Afternoon sports practices end later and getting to and from away games is challenging.
- After-school jobs start later or might be impractical.
- Homework time is curtailed – or students have to stay up later to complete it.
- Morning routines are complicated for working parents with younger children.
- There's skepticism on whether teens need 8-9 hours of sleep.

"It's still a badge of honor to get five hours of sleep, says Dr. Judith Owens of Children's National Medical Center. "It supposedly means you're working harder, and that's a good thing."

But brain researchers say otherwise. "Without enough sleep, teenagers are losing the ability not only to solidify information but to transform and restructure it, extracting inferences

and insights into problems," says Jessica Payne of the University of Notre Dame. During REM (rapid-eye-movement) sleep, the brain is highly active, sorting and categorizing information from the day before. The more sleep a person gets, the better the information is organized.

"To Keep Teenagers Alert, Schools Start to Let Them Sleep In" by Jan Hoffman in *The New York Times*, Mar. 14, 2014, http://nyti.ms/Nnd2oG

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8. Students Help to Create a Kinder and Gentler Community

This article in *Independent School* describes how a Missouri girls' school encouraged students to define what a "community of kindness" would look like. Grade 5-8 students came up with the following maxims:

- Look at things from others' point of view – stand in their shoes.
- Avoid the drama! NO RUMORS!
- Don't use nicknames unless someone tells you it's okay to use them.
- If you have hurt someone, apologize with sincerity rather than offering a casual "sorry" and moving on.
- Lose the sarcasm.
- Listen more, talk less.
- Let your friends make *new* friends.
- Don't be a bystander.
- Eliminate the phrase "just kidding" from your vocabulary.

"Knowing that kids who are deaf to adult advice are much more likely to listen to their peers," says principal John Carpenter, "we wanted to give them the opportunity to frame their *own* expectations to increase the likelihood of their buy-in to the final results. Schools often err in relying on prepackaged, off-the-shelf programs that feel canned and contrived and lack the organic qualities germane to the host institution."

A year later, faculty members report that students have embraced the community of kindness maxims and quote them when unkind behaviors occur. "More than anything else," says Carpenter, "it is the inclusion of this phrase in our middle schoolers' vocabulary that tells us that we have succeeded in penetrating the student culture of our school."

"The Reporter: Creating a Community of Kindness at School" in *Independent School*, Spring 2014 (Vol. 73, #3, p. 8), www.independentschool.org

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9. Math and Science Lesson Videos from Seven Countries

In this article in *Independent School*, Connecticut educators Douglas Lyons and Andrew Niblock recommend the videos on the TIMSS (Trends in International Mathematics and Science Study) website. These classroom videos from seven countries show how the same subject matter is taught in dramatically different ways in other countries – and get teachers thinking about unconsciously held cultural assumptions about teaching and learning.

The videos show seventh- and eight-grade math and science lessons in Australia, the Czech Republic, Hong Kong SAR, Japan, the Netherlands, Switzerland, and the United States. Each lesson is accompanied by:

- A detailed written transcript of the lesson;
- A lesson graph showing the type of activity in the classroom and duration of each segment of the lesson;
- Minute-to-minute streaming comments on the lesson by a trained observer/researcher;
- Comments and reflections on the lesson by the classroom teacher.

"Watching the videos is truly a cross-cultural, comparative experience," say Lyons and Niblock. "Watching and analyzing them in faculty teams as part of a planned professional growth program could be a uniquely fascinating and informative experience… It's hard to imagine how these would not help us improve our own practices and strengthen our missions."

To access the videos, go http://timssvideo.com (free registration), click on the subject, then the country, and then choose one of the lessons.

"Our Global Mirror: Comparing Student Achievement and Teacher Practice Around the World" by Douglas Lyons and Andrew Niblock in *Independent School*, Spring 2014 (Vol. 73, #3, p. 64-69), www.independentschool.org

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10. Attacking Summer Slide in Math

In this *School Library Journal* article, New York youth services coordinator Lisa Kropp cites a Duke University study showing that students' summer learning losses are greater for math than for reading – all students, wealthy and poor, lose about 2.6 months in their grade-level equivalency in computational ability over the summer months.

One way of countering this is Bedtime Math www.bedtimemath.org, a program that e-mails parents a daily math problem with three levels of questions: wee ones, little ones, and big ones. The questions all refer to the same story and get progressively more challenging.

Last summer, Bedtime Math teamed up with the Collaborative Summer Library Program to offer a math tie-in called "Summer of Numbers" http://www.cslpreads.org. Families can use math reading logs to track when children answer a math riddle, and these can be turned in for an incentive prize at participating libraries.

"Math? Yes, Math. In Summer" by Lisa Kropp in *School Library Journal*, March 2014 (Vol. 60, #3, p. 22), no e-link available

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11. Short Items:

a. A spectacular 360-degree aerial photo of downtown Manhattan – Check out this *Time* photo taken from the tippy-top of the just-completed One World Trade Center building in New York City: http://time.com/world-trade-center. Click the down arrow at the bottom, scroll down to the photo, click on it, then click the diagonally angled arrows in the top right-hand

corner to expand to full screen, then press your cursor and move left and right to look in every direction – and move it up to look straight down. You can also use the + and – signs to zoom in on any point of interest. Amazing!

"The Top of America" by Josh Sanburn in *Time*, Mar. 17, 2014

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b. Foreign-language websites – *The Language Educator* suggests the following Internet sites:

• Educaplay http://en.educaplay.com, where teachers can create their own quizzes, video quizzes, dialogues, interactive maps, crosswords, riddles, and word-search puzzles; resources in 14 languages.

• The Cervantes Virtual Center http://cvc.cervantes.es covering Spanish language and Hispanic cultures, organized by education, literature, language, arts, and science.

• French audio and reading exercises www.lepointedufle.net has audio and reading exercises for vocabulary, spelling, grammar, and reading and listening comprehension, also exercises and games.

• Chinese grammar wiki http://resources.allsetlearning.com/chinese/grammar has grammar points for learning Chinese, leveled by beginner, elementary, intermediate, and upper intermediate, also answers to frequently-asked questions about grammar and Chinese language and links for free browser plug-ins for pinyin.

• AP Spanish language and culture https://sites.google.com/site/apspanishlang/home has resources for teachers and students of AP Spanish, created by an Iowa teacher.

"WebWatch" in *The Language Educator*, February 2014 (Vol. 9, #2, p. 42-47, 53)

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

Subscriptions:

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest