Marshall Memo 678

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 20, 2017

In This Issue:

Quotes of the Week

"The most powerful conversation that can occur in any school is when one teacher says to another, 'Your kids did better than mine. What did you do?' And that conversation can happen only when teachers are looking at data from the same assessments of the same subject matter given at roughly the same time. That means that teachers need to agree on what they are teaching when."

Karin Chenoweth in *Schools That Succeed: How Educators Marshal the Power of Systems for Improvement* (Harvard Education Press, 2017, p. 199)

"Encourage students to be social detectives, not judges."

Hunter Gehlbach (see item #1)

"The motivation and ability to 'read' other people, vividly imagining their unique psychological experience, provides the compass by which we navigate our social world… Without it, we cannot empathize, engage in moral reasoning, love, or even hold a normal conversation."

Hunter Gehlbach (*ibid*.)

"When we are interrupted by our devices, we attend less to each other. We become less empathetic. We turn the conversation to more trivial matters and we feel less connection to each other."

Sherry Turkle (see item #4)

"Most of us can walk and chew gum at the same time, but we can pay attention to only one thing at a time. Contrary to the claims of Millennials, our brain can't check text messages and do homework simultaneously; it toggles back and forth."

Kwok-Sze Richard Wong (see item #9)

1. Teaching a Core Social-Emotional Skill: Perspective Taking

In this *Kappan* article, Hunter Gehlbach (University of California/Santa Barbara and Panorama Education) says the current attention to social-emotional learning will have a longer shelf life than other trendy topics. But Gehlbach cautions that implementing social-emotional learning in schools raises some important questions:

- Which "soft" skills matter most? Students being caring, morally upstanding, purpose-driven, or empathetic?
- Which proficiencies can teachers actually change? For example, is it realistic that schools can make students more caring?
- Aren't some social-emotional skills really values that should be addressed by families?

The danger with social-emotional learning, says Gehlbach, is that we'll "get excited about it, implement a handful of versions, find ourselves daunted by the vast array of components that need to be taught and assessed, become frustrated, and then move on to the next big thing."

But Gehlbach believes this won't happen if we focus on "a single, teachable capacity that anchors almost all of our social interactions: social perspective-taking, or the capacity to make sense of others' thoughts and feelings. The motivation and ability to 'read' other people," he continues, "vividly imagining their unique psychological experience, provides the compass by which we navigate our social world. This capacity allows us to interpret the motivations and behaviors of our friends and neighbors, or to see situations from the point of view of strangers, or to understand and appreciate values and beliefs that diverge from our own. Without it, we cannot empathize, engage in moral reasoning, love, or even hold a normal conversation." Research suggests that perspective-taking is linked to less stereotyping of others, responding less aggressively to provocation, and developing better relationships with those with different beliefs – in other words, there's a ripple effect to a number of other social-emotional competencies.

Gehlbach's and others' research suggests that perspective-taking can be taught in schools, if four key steps are followed:

- Mustering the motivation to take the perspective of people outside our immediate family and social circle – for example, a cashier, a driver who cuts us off in traffic, a former classmate encountered at a reunion.
- Choosing a particular strategy to use when "reading" the other person – for example, empathizing with someone who is terrified of giving a wedding toast (something you have no problem with) by thinking about waiting for a dentist's opinion on a root canal.

- Coordinating the available data to make inferences about the other person – for example, reading body language and facial expressions together with verbal cues.
- After making inferences, evaluating if we're on the right track, because it's not easy to know what makes another person tick. "All we can do," says Gehlbach, "is keep seeking feedback, keep trying to read people, and keep refining our impressions as we learn more."

These skills are learnable, Gehlbach says, and they have a domino effect with other social-emotional skills. He believes perspective-taking can be integrated into any class at any grade level, and suggests three precepts for teachers to keep in mind:

• *Make it a classroom expectation for students to talk about others' perspectives*. Teachers can ask questions like, "What are some possible reasons the British may have wanted to appease Hitler?" rather than "Why did the British appease Hitler?" Students can also be asked to play devil's advocate or restate a classmate's opinion before responding to it. "When disagreements or interpersonal conflicts arise," says Gehlbach, "it should be considered the norm for students to explain their side of the story and to listen while the other side explains theirs."

• *Encourage students to be social detectives, not judges*. It's easy for students to jump to conclusions about a teacher giving low grades because she's mean or a classmate starting a rumor because he's spiteful, but they can be weaned away from shoot-from-the-hip characterizations by asking questions like, *Why might she have done that?* or *What's his version of what happened?* "The more students get in the habit of investigating others' perspectives rather than rushing to judge them," says Gehlbach, "the more skilled they'll become at looking for clues that might illuminate others' decisions and behaviors."

• *Provide low-stakes opportunities for practice*. Perspective-taking is an unfamiliar process for many students, and it has to be okay to make mistakes as they learn.

"Once in the habit of trying to gauge other people's ways of looking at the world," Gehlbach concludes, "they will inevitably become more empathetic, more understanding, and more caring; they will become more thoughtful about how to navigate relationships; and they will become more likely to reach out across cultural groups rather than withdrawing into their own clique."

"Learning to Walk in Another's Shoes" by Hunter Gehlbach in *Phi Delta Kappan*, March 2017 (Vol. 98, #6, p. 8-12), http://bit.ly/2n6vzes; Gehlbach is at hgehlbach@panoramaed.com.

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2. Jay McTighe on Test Prep

In this *Newsela* article, curriculum design guru Jay McTighe warns that test prep can narrow the curriculum, undermine meaningful learning, dampen student interest and motivation, and, at best, yield modest, short-term test-score gains. What's more, says McTighe, test prep "is grounded in misconceptions that may, ultimately, undermine the learning that students need to perform well on standardized tests."

Why is test prep so unhelpful? First, test prep materials are made up of lots of decontextualized, multiple-choice items that focus on subset of the curriculum that will be tested in the format used by most standardized tests. This sounds logical, but in ELA, it has grave consequences: listening, speaking, and extended writing aren't assessed in most state tests, but they are fundamental to literacy development. When test prep materials don't cover them, students aren't practicing skills that are vital to their future proficiency. In addition, a heavy focus on ELA, math, and science can lead schools to devote less time to social studies, the arts, and physical education.

Second, test prep often takes too much time explicitly teaching a number of test-taking strategies (for example, cross out choices you know are wrong, read all the choices before choosing your answer, always take an educated guess if you're not sure, don't spend too much time on one item) and train students to look for certain "trigger" words in tests (for example, *compare, distinguish, differentiate, major, significant, solve*). All this is sensible advice for handling a genre that students will experience throughout their school careers, but some schools way overdo the amount of time devoted to test-taking skills.

Third, McTighe says many U.S. educators fall victim to two misconceptions about test prep that lead them to engage in ineffective practices:

• Misconception #1: The best way to improve test scores is to practice the test. Consider this analogy: would we "study" for our annual physical? Of course not, because we want the data from the physical to tell us the truth about our day-to-day health habits and how we might need to change them. "But this confusion is precisely what we see in schools all over North America," says McTighe. "Local educators, fearful of results, focus on the indicators, not their causes."

• Misconception #2: Since standardized test items are mostly recall and recognition in a multiple-choice format, drilling and practicing those skills in that format would seem to be the best way to prepare for tests. The problem is that local tests (and test prep materials) are often less rigorous than state and national tests, and rigorous multiple-choice items are more difficult than they seem at first glance. Item analyses of results from high-stakes tests reveal that the questions students most often get wrong are those dealing with higher-order thinking – inference and interpretation in reading, analysis and reasoning in math and science. "Such items often include distractors that present typical misconceptions, common errors, and flawed reasoning that will trip up test takers who only have learned by rote," says McTighe. "Accordingly, low-level, drill and practice is *not* the optimal instructional method for improving test scores." An additional problem: when test prep materials tell teachers that their students have chosen the correct answer, teachers may assume their students have a conceptual understanding of the underlying concepts and skills and can apply them in a novel context – which is not necessarily true.

Fourth, there's the opportunity cost of spending class time on test prep – time that could be used more wisely and effectively going deeper in core subjects and expanding students' horizons in non-tested subjects.

Finally, students can become bored, disengaged, and cynical when they are force-marched through repeated drills on decontextualized items that aren't engaging or relevant. "In short," says McTighe, "it doesn't matter how many practice tests we give; if the learners are not engaged or fail to see the purpose, their learning will not be optimized and performance on high-stakes tests will not be bolstered… The use of precious classroom time for test prep can distort students' perception of the nature of schooling. They could easily conclude that a primary mission of schools is to improve test taking savvy and raise test scores rather than to strive for meaningful learning. Moreover, a focus on multiple-choice teaching and testing can convey the fallacious idea that navigating school and life is simply a matter of choosing the 'correct' answer from 4 or 5 alternatives!"

Much more important college and career readiness skills are discussion and debate, extended writing for real audiences, teamwork, creative problem solving, expression in the arts, and substantive research and experimental inquiry.

"Beware of the Test Prep Trap" by Jay McTighe in *Newsela Blog*, March 13, 2017, https://blog.newsela.com/2017/03/13/jay-mctighe-beware-of-the-test-prep-trap; McTighe can be reached at jmctigh@aol.com.

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3. Timothy Rasinski on Effective Early Intervention with Struggling Readers

"Let's face it," says Timothy Rasinski (Kent State University) in this article in *The Reading Teacher*: "Despite our best efforts over the past several years, despite various policy initiatives at the national and state levels in the United States, despite the work of well-trained and highly motivated teachers and school leaders, despite the ever-growing body of quality literature available for children, despite a documented slow growth in overall reading achievement among fourth-grade students… we still have many children who struggle in becoming proficient readers." The most recent NAEP assessment found that 31 percent of fourth graders, 24 percent of eighth graders, and 27 percent of twelfth graders scored below the "basic" level in reading. This means they lack basic proficiency in reading comprehension – understanding vocabulary, locating relevant information, making simple inferences, and using their understanding of the text to identify details that support a given interpretation or conclusion.

Why the persistent problem of so many children who are not reading well? Rasinski mentions poverty and family practices like reading to and with their children. "There are, however, specific competencies in reading for which schools take responsibility," he says, and focuses on two "essential and foundational" competencies that he believes must be mastered between kindergarten and third grade: *word identification* (being able to quickly and effortlessly recognize key words so attention can be devoted to meaning rather than decoding) and *reading fluency* (reading orally with appropriate expression and phrasing).

"If students continue to struggle in the upper elementary grades with competencies that should have been adequately developed in the primary grades," says Rasinski, "it is likely that those areas of concern will continue to plague students' overall reading proficiency… Lack of

adequate development of basic foundational reading competencies is likely to snowball into more generalized difficulties in reading and in subject areas that are dependent on reading… Logically, then, the earlier we can help students achieve mastery in the foundational competencies, the more likely that students will be able to make good progress in comprehension and overall reading achievement in the early grades and well beyond."

Rasinski makes the case for "an authentic, intentional, intensive, consistent, and synergistic approach to word identification and reading fluency in kindergarten through grade 2 for all students." He unpacks each of the key elements:

- Authentic – real reading of real materials for real purposes, for example, well-chosen poems (as opposed to reading words in isolation and practicing reading texts for the purpose of reading them fast);
- Intentional – instructional elements that have been shown to be effective;
- Intensive – delivered in an explicit manner;
- Consistent – following a predictable protocol delivered on a daily or near-daily basis;
- Synergistic – by combining the proven elements of instruction, the effect of instruction on word recognition and fluency will be greater than the sum of its parts.

Rasinski cites Reading Recovery as an example of instruction that combines these five elements for struggling first graders.

Through all the primary grades, he says, much is known about effective instruction in word recognition – teaching words from texts being read, examining word patterns and rimes (word families), sorting words by critical features, playful practice with words, and classroom word walls – and fluency – the teacher modeling fluent reading, assisted reading where the reader hears a text read fluently while reading it, repeated reading, and wide reading. These strategies, which shouldn't take more than 20-25 minutes of classroom time a day – become even more powerful when they are repeated and reinforced at home.

Rasinski goes on to recommend the Fluency Development Lesson – a daily 20-minute routine in which students are given the task of mastering a new 100-200-word text. The emphasis is not on speed but on appropriate and meaning-filled expression. Having chosen a good text, the teacher displays a copy; reads it two or three times with students following along silently; discusses the text and qualities of the teacher's oral reading; has students read the text two or three times chorally; has students, in groups of 2-3, practice reading the text with partners, getting help when needed; at this point, all students should be able to read the text fluently for an audience; the teacher then selects 5-10 words for quick word study activities such as finding other words that contain selected characteristics; finally, students read and discuss the text at home. Rasinski cites research showing that the Fluency Development Lesson is highly effective at accelerating the reading proficiency of struggling primary-grade students.

"In my mind's eye," concludes Rasinski, "an effective foundational reading curriculum would occur in kindergarten through grade 2. Each day, students would receive the type of literacy instruction that would be considered exemplary:

- Read-aloud by the teacher;

- Authentic reading of stories and dictated texts followed by meaningful response activities;
- Time to read and explore books and other reading materials independently;
- Instruction on how words work (phonemic awareness, phonics, and word study);
- Opportunities to engage in authentic writing.

In addition to these critical instructional elements, students would also receive a daily synergistic fluency lesson such as the Fluency Development Lesson."

"Readers Who Struggle: Why Many Struggle and a Modest Proposal for Improving Their Reading" by Timothy Rasinski in *The Reading Teacher*, March/April 2017 (Vol. 70, #5, p. 519-524), available for purchase at http://bit.ly/2nEgCBG; Rasinski can be reached at trasinsk@kent.edu.

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4. Sherry Turkle on Technology Devices in Schools

In this Q&A with *Principal Leadership*, MIT professor/author Sherry Turkle salutes the benefits of technology, which, she says, "brings us in contact with people and experiences all over the world, with people we would never meet. That is wonderful. We need to take advantage of this without living a life of constant distraction."

In that vein, Turkle suggests that principals create "sacred spaces" in their schools where face-to-face conversation is the only means of communication. "When we are interrupted by our devices," she says, "we attend less to each other. We become less empathetic. We turn the conversation to more trivial matters and we feel less connection to each other… We need to learn to look at each other in the eye, to attend to body language."

Turkle believes this is closely connected to learning to "attend to ourselves, to be content with our own thoughts. If we can't gather ourselves to ourselves, we can't hear what someone else has to say. We project onto them what we need them to be saying to buttress our fragile sense of self."

Turkle also suggests that cellphones should be banned in all classrooms and dining areas. "Those places are for talking," she says. "Students should be able to consult phones in halls, lounge spaces, and other designated areas."

"Pop Quiz: An Interview with Sherry Turkle" in *Principal Leadership*, March 2017 (Vol. 17, #7, p. 60), no e-link available; Turkle can be reached at sturkle@media.mit.edu.

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5. Using Universal Design for Learning to Personalize Instruction

(Originally titled "Personalization and UDL: A Perfect Match")

In this article in *Educational Leadership*, Kathleen McClaskey (Personalize Learning) touts the power of Universal Design for Learning (UDL) to reduce barriers to student learning and personalize instruction. Her simplified formula for UDL lesson planning – Access, Engage, Express – maximizes learning by taking into account how students:

- Access and process information;
- Engage with content;
- Express what they know and understand.

McClaskey suggests having students develop a learner profile to get insights about their own strengths, challenges, and other traits. Here's sample profile by a 7th-grade boy:

- *Access*: I'm an excellent reader with an extensive vocabulary. I have a hard time visualizing what I read or hear. I find it difficult to read online. I prefer to read hard copy and need a quiet place.
- *Engage*: I am good at organizing information and planning my time and like to research and investigate issues. I don't always understand what others say to me and I get overwhelmed when trying to listen to multiple people at once. I prefer to work with a partner rather than a group and I need a quiet place to stay focused.
- *Express*: I enjoy writing and illustrating nonfiction stories and reflecting on and measuring progress on projects. I don't like to speak in front of groups. I have a hard time presenting with technology. I sometimes stutter when I'm presenting. I prefer to write my ideas and I need to have a script if I present.
- I am independent, quiet, funny, shy, reflective, focused, self-reliant.
- I like World War II history, geography, reading daily, organizing, writing, baseball, and drawing cartoons. I want to be a writer, cartoonist, or librarian.

This student discusses his profile with his teacher and decides to tackle his biggest challenges – presenting to a group and using technology – by working on an iMovie presentation for his class. He also plans outreach to librarians and writers to explore career ideas. The profile helps build the student's relationship with his teacher and shape the kind of environment in which he learns best.

McClaskey suggests that teachers look at a representative sample of four student profiles and plan lessons that present content and skills in ways that will maximize students' ability to access the material, engage in the lesson, and express their skills and understanding.

"Personalization and UDL: A Perfect Match" by Kathleen McClaskey in *Educational Leadership*, March 2017 (Vol. 74, #6, online only), http://bit.ly/2nsKalj

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6. Balancing Personalization and Equity

(Originally titled "A Personalized Approach to Equity")

In this *Educational Leadership* article, Becky Wilusz and Ken Templeton (Great Schools Partnership) caution that if personalization isn't implemented carefully, it can amplify inequities and harm students of color. The authors suggest five principles to make personalization a force for equitable learning for all students:

• *A few common standards for everyone* – There are too many state and national standards for all students to master, say Wilusz and Templeton; they suggest that districts or schools decide on a small set of essential standards and hold all students accountable for them.

Each unit, lesson, and assessment, they say, should address a reasonable number of clear outcomes.

• *Regular opportunities to engage in higher-order thinking and transfer* – "With a focused set of standards that emphasize higher-order thinking," say Wilusz and Templeton, "we can adjust conventional classroom routines to give students repeated experiences that enable them to apply, analyze, evaluate, and create." It's also important for students to understand what they're learning deeply enough to apply it in new and unfamiliar contexts.

• *Feedback and reflection are part of every learning experience* – The authors believe students should actively work with their teachers on unpacking standards, setting goals, looking at examples of exemplary work, practicing core skills, creating and revising drafts, analyzing data from formative assessments, and assessing their learning strategies. Many students need to be explicitly taught these reflection and analysis skills, but it's worth the time, say the authors. In fact, it's "the glue that makes learning stick."

• *A system of supports and extensions to help all students succeed* – "When students know they will be supported to reach high standards, they are more persistent," say Wilusz and Templeton. "This is particularly true for students of color. The challenge is to expand our thinking about supports." Scaffolding and individual help should be available to all students, including on-the-spot help from the teacher, hands-on learning opportunities and engaging projects, peer tutoring, extended study of a challenging concept, and after-hours tutoring.

• *Student choice in designing the content, pathways, and product of learning* – This doesn't mean choice of content, say Wilusz and Templeton, or choice of the assessment modality if a particular one is mandatory. "Unlimited choices are usually not helpful to students and can mask low-quality or low-challenge work under the guise of personalization," they say. But much can be gained by giving students a choice of how they learn and, within limits, how they demonstrate mastery.

The full article (see link below) describes personalized learning scenarios in high schools in Massachusetts, Rhode Island, Connecticut, and Maine, each of which addresses the challenge of equitable personalization in a different way. These are worth reading, along with the authors' analysis at the end of the article of why each one is effective.

"A Personalized Approach to Equity" by Becky Wilusz and Ken Templeton in *Educational Leadership*, March 2017 (Vol. 74, #6, online only), http://bit.ly/2mIrBVU; the authors can be reached at bwilusz@greatschoolspartnership.org and ktempleton@greatschoolspartnership.org.

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7. Teachers Discussing Videos of Their Own Classrooms

In this article in *Tools for Learning Schools*, Michelle Forsythe (Texas State University) and Heather Johnson (Vanderbilt University) offer suggestions to groups of teachers who are viewing and discussing videos of their own classrooms. So-called video clubs are flourishing because "the ubiquitous accessibility of digital video technology has enabled teachers to be their own camera operators," say Forsythe and Johnson. "The structure of video clubs, where multiple participants with multiple viewpoints can re-watch key classroom

moments, supports teachers in seeing both students and subject matter from new perspectives." Here are the authors' suggestions for viewing classroom videos:

• *Videos to bring* – They should be narrow in scope, focus on what students say and do (versus the teacher's actions), incorporate classroom artifacts, and depict an interesting problem of practice or a moment in a lesson where things weren't going as planned. Forsythe and Johnson suggest the acronym FIND: Focus, Incorporate, Narrow, Depict. The goal is for teachers viewing a video to get a sense of whether students are learning what's being taught, which has direct implications for teaching practices. Videos of silky-smooth, picture-perfect practice are not helpful for video clubs.

• *What to discuss* – The most useful comments from colleagues in a video club view the classroom from students' perspective, focusing on student contributions, visible misconceptions, and classroom connections, and troubleshooting possible solutions to learning problems. "This allows the video club to talk about trajectories, not just moments, of student learning," say Forsythe and Johnson. A students'-eye perspective is more productive than commenting on classroom management and the teacher's actions. The authors suggest the acronym CHAT: Clarify, Highlight, Analyze, Troubleshoot.

• *Logistics* – The authors suggest that potential video club members answer several questions before beginning:

- What is the group's goal? What will a successful club meeting look like?
- When and where will the group be able to meet, and how will each meeting be structured?
- Will presenters also facilitate deeper discussions, or will each meeting have a designated facilitator from outside?
- How will the group identify specific learning goals for each meeting, and what supports, including follow-up after each meeting, will be needed?
- How will the group record and report on the discussions and learning that take place? Who will get the reports?

Teachers should be encouraged to prepare a 5-10-minute video of classroom teaching. Forsythe and Johnson suggest that video club members view each clip all the way through without interruption, and then analyze it in detail, perhaps replaying the video and pausing the action as needed.

"What to See, What to Say: Tips for Participating in Teacher Video Clubs" by Michelle Forsythe and Heather Johnson in *Tools for Learning Schools*, Winter 2017 (Vol. 20, #2, p. 1-3), e-link available only for Learning Forward members; the authors can be reached at mforsythe@txstate.edu and heather.j.johnson@vanderbilt.edu.

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8. A Report on "Stubborn Obstacles" to High-Quality Secondary Teaching

In this article in *The Journal of the Learning Sciences*, Cindy Litman (WestEd) and eight WestEd and University of Illinois/Chicago co-authors report on their study of 71 videotaped lessons taught by 34 secondary-school English, history, and science teachers. The

researchers were surprised to find that these highly regarded teachers, despite devoting much more time to working with texts than lecturing and explaining, gave their students very few opportunities to engage in text-based argumentation with multiple sources – a skill vital to college success and 21st-century careers. "Furthermore," say the authors, "less than a third of the time allocated to working with text engaged students in actively making meaning from text… Our findings thus underscore how deeply entrenched the instructional practices are that shape students' opportunity to learn – practices that privilege content knowledge delivery and neglect complex literacy tasks that are equally important to student mastery of the discipline."

What was missing in these classrooms? The authors quote Norris and Phillips (2003) on the ideal level of close reading and reasoning: "lack of understanding is recognized; alternative interpretations are created… judgments are made on the quality of interpretations, given the evidence; and interpretations are modified and discarded based upon those judgments and, possibly, alternative interpretations are proposed."

"Text-Based Argumentation with Multiple Sources: A Descriptive Study of Opportunity to Learn in Secondary English Language Arts, History, and Science" by Cindy Litman, Stacy Marple, Cynthia Greenleaf, Irisa Charney-Sirott, Michael Bolz, Lisa Richardson, Allison Hall, MariAnne George, and Susan Goldman in *The Journal of the Learning Sciences*, January-March 2017 (Vol. 26, #1, p. 79-130), available for purchase at http://bit.ly/2n7HB7h; Litman can be reached at clitman@wested.org.

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9. How to Maximize Attention and Learning

In his editor's letter in this issue of *ASCA School Counselor*, Kwok-Sze Richard Wong shares four key principles of teaching that captures attention and results in learning:

- *Emotional content connects*. We remember what touches us more than intellectual content.
- *Show the big picture*. "Although specific information is important," says Wong, "our minds tend to grasp the larger meanings first and learn the details later."
- *The brain can't multitask*. "Most of us can walk and chew gum at the same time," he says, "but we can pay attention to only one thing at a time. Contrary to the claims of Millennials, our brain can't check text messages and do homework simultaneously; it toggles back and forth."
- *The brain needs a break*. "In communicating or teaching, people often relate too much information and our brains can't take it all in," says Wong. A shift of mode roughly every 10 minutes is important to attention and learning.

"Tell a Story, Make a Point" by Kwok-Sze Richard Wong in *ASCA School Counselor*, March-April 2017 (Vol. 54, #4, p. 4), no e-link available

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10. Short Item:

A video on setting limits – In this short video, Boston charter school leader Thabiti Brown talks about how he and his staff role-play responding to challenging interactions with students: http://www.gse.harvard.edu/news/uk/17/03/modeling-takes-practice.

"Modeling Takes Practice" from *Usable Knowledge*, Harvard Graduate School of Education, March 1, 2017

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If you have feedback or suggestions,
***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 45 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 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Communiqué
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
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Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine