

Marshall Memo 782

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 15, 2019

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Quotes of the Week

"Ambitious people tend to think of every endeavor as a ballgame in which they're going to pitch a perfect game. It doesn't work that way. [To be successful] you've got to do it one pitch at a time."

Preet Bharara, quoted in "The Prosecution Doesn't Rest" by Jennifer Senior in *The New York Times Book Review*, March 31, 2019, <https://nyti.ms/2ZebhRk>

"Most schools and classrooms are set up in ways that trigger adolescents to resist. What we need to do is to trigger their instinct to contribute."

A high-school principal (quoted in item #2)

"Children aren't just smaller versions of adults. They are their own kind of being. They need to move, talk, question, and explore more than we do, because they're in the midst of that mind-boggling explosion of cognitive, physical, and social-emotional growth that marks childhood in our species."

Justin Minkel (see item #6)

"If you are of a certain age, you were taught that first you must know the parts of speech so that you could build a sentence, and that you must build sentences before you could build a paragraph, and then build paragraphs so that you could build an essay... I disagree. The basic foundation of a piece of writing is not a sentence – it's an idea. Before you can write anything, you have to have an idea to write about... The majority of writing problems are not technical problems – they are thinking problems."

Peter Greene in "Obstacles to Building Better Writers" in *Forbes*, April 13, 2019, <https://bit.ly/2USqkAP>

1. Counteracting the Normalization of Failure

(Originally titled “How Our Language Feeds Inequity”)

In this *Educational Leadership* article, Robin Avelar La Salle (Orenda Education) and Ruth Johnson (California State University) tell the story of Precious, a second-grader who had been performing poorly in her high-poverty Los Angeles school since kindergarten. The girl was distractible, unfocused, and a slow learner, and a team of educators met with her mother to discuss next steps. Mom said her husband was in prison for gang-related activity and she was raising five children on her own. The team requested a full assessment, and Precious was placed in a resource specialist program. She made progress but fell further and further behind her peers.

When Precious began third grade, her younger sister Valerie entered kindergarten. Within a month, the teacher (who had heard about Precious and the family situation) identified problems with Valerie’s learning and requested an assessment. Valerie got easier class work and homework was made optional. The teacher also minimized communication with the mother, not wanting to contribute to a challenging home situation. By the end of the year, Valerie was placed in special education.

Despite their good intentions, say La Salle and Johnson, the school made assumptions and drew conclusions that lowered expectations for both girls and normalized failure. All this was apparent in the language educators used:

- *Lower ability*
- *Working to her potential*
- *She is learning disabled.*
- *She is a resource specialist program student.*

When Precious entered fourth grade, she had met all of her IEP goals but was still working at the first-grade level.

At this point, a new assistant principal and special-education teacher met with the girls’ mother. Mom once again spoke about her husband’s incarceration, and happened to show a letter he had sent Precious with a beautiful hand-drawn border. As the educators admired the artwork, the mother said that Precious had inherited two gifts from her father: artistic and singing ability.

“The next day,” say La Salle and Johnson, “the teacher asked Precious if she would mind staying behind during recess to demonstrate some of her talents. It turned out that Precious *was* a gifted artist and an amazing vocalist – and she was not shy about sharing these

gifts.” At a subsequent meeting, the team decided to encourage Precious to participate in singing and artistic activities. Teachers also ramped up expectations and asked themselves, “What conditions would be necessary for Precious to reach grade level in two years?” With a concerted push from the assistant principal (he had to repeat that question several times), the fourth-grade homeroom teacher agreed to join in the school’s effort to raise expectations and do right by this student.

By the end of fifth grade, Precious had worked her way out of special education and was a star singer and artist at school and in the community. Valerie also exited from special education, and when the girls’ younger brother Gabriel entered kindergarten, he was seen as an energetic but typical little boy and not even considered for referral.

La Salle and Johnson see a complex dynamic at work in this school: (a) educators made assumptions about the inevitability of low performance by certain students; (b) they used words and phrases that conveyed these expectations; (c) they made seemingly merciful adjustments in academic standards; and (d) all this betrayed a lack of confidence in their own ability to accelerate struggling students’ performance. The authors suggest steps that school leaders can take to address this pattern:

- Help colleagues see “that a strong relationship exists between language and underlying beliefs,” and flag problematic words and phrases.
- Focus on promoting equitable outcomes for all students using in-school resources, while confronting rationalizations, excuses, and tangential issues.
- Challenge “it’s always been done that way” thinking that works against equity – for example, in many high schools, popular and effective teachers are rewarded with upper-grade and honors class assignments, often leaving the most challenging students (9th graders) in the hands of less-experienced teachers.
- Distinguish between what La Salle and Johnson call “language mindfulness” and political correctness. “Being PC,” they say, “does not challenge potentially biased beliefs about groups of people. In contrast, language mindfulness acknowledges that biases exist in every person, whether we are aware of them or not.”

“How Our Language Feeds Inequity” by Robin Avelar La Salle and Ruth Johnson in *Educational Leadership*, April 2019 (Vol. 76, #7), <https://bit.ly/2IrKyeX>; the authors can be reached at robin@orendaed.org and rthjohnson38@yahoo.com.

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2. Making the Heart of the School Day More Engaging

“Bored” is the word most commonly used by U.S. high-school students to describe their feelings about school, say Jal Mehta (Harvard Graduate School of Education) and Sarah Fine (High Tech High Graduate School of Education) in this *New York Times* article. The problem, they concluded after spending six years visiting high schools around the country, is that most classes lack rigor, challenge, and relevance. They quote a school leader who framed the challenge well: “Most schools and classrooms are set up in ways that trigger adolescents to resist. What we need to do is to trigger their instinct to contribute.”

For that to happen, say Mehta and Fine, we should look for clues in the parts of the school day in which students *are* engaged – elective courses on hot topics, debate teams, school newspapers, theater productions, athletics, and other extracurriculars. How are these different from regular classes? “Instead of feeling like training grounds or holding pens,” say the authors, “they felt like design studios or research laboratories: lively, productive places where teachers and students engaged together in consequential work... Coaching replaced ‘professing’ as the dominant mode of teaching. Apprenticeship was the primary mode of learning.” Looming performances for external audiences galvanized authentic effort and hard work. This was true in run-of-the-mill high schools as well as those that had been identified as “innovative.”

In their travels, what struck Mehta and Fine was the two worlds within schools: “Before the final bell, we treat students as passive recipients of knowledge whose interests and identities matter little. After the final bell... we treat students as people who learn by doing, people who can teach as well as learn, and people whose passions and ideas are worth cultivating.”

The authors occasionally saw bright spots during the regular school day. In a few academic classes, students were doing authentic work – for example, a science class in which students designed, researched, executed, and wrote up original experiments. Why are classes like this so rare? Mehta and Fine have a long list of culprits: tracking, college pressure, state testing, curriculum frameworks emphasizing coverage over depth, simplistic teacher evaluation policies, large classes, heavy teacher course loads, and too-short periods.

“While there are some things that everyone should know,” conclude Mehta and Fine, “much of what will help students in college and beyond are skills: the ability to speak and write persuasively, to reason and engage with one another’s reasoning and to think about core content in complicated ways.” They suggest ways to escape or ameliorate the many impediments to better teaching and learning:

- Engage students in projects that connect academics with local communities, museums, employers, and workplaces;
- Hire teachers with experience working in their fields;
- Revise curriculum expectations and tests so they focus on depth versus superficial coverage;
- Tap into what students are curious about versus test performance;
- Give students more agency, responsibility, and choice;
- Give teachers the freedom and support they need to create engaging courses (versus pressuring them to comply with external demands);
- Implement longer class periods and smaller teaching loads to allow for more-engaging lessons and deeper relationships with students.

“High School Doesn’t Have to Be Boring” by Jal Mehta and Sarah Fine in *The New York Times*, March 30, 2019, <https://nyti.ms/2ux1pq6>; Mehta can be reached at jal_mehta@gse.harvard.edu.

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3. Does Civic Education Make a Difference?

In this article in the *Peabody Journal of Education*, David Campbell (University of Notre Dame) analyzes what social scientists have learned about civics instruction in U.S. secondary schools. His conclusion: handled well, civic education can have a positive effect on young people's "active citizenship in a democratic society." Some possible ways this can manifest itself: participating in debates and discussions; speaking up at community meetings; volunteering in the community; participating in civic or political activities; working on a political or issue campaign; participating in a demonstration or boycott; and, of course, voting.

But for a long time, the assumption among scholars was that civics classes made no difference. An influential article published in 1968 (Langston and Jennings) said that teaching civics had little to no effect on political knowledge, interest, attitudes, and discourse, or on media consumption, civic participation, sense of efficacy, and tolerance. The good news, says Campbell, is that recent research has established that civics courses *can* have a positive effect. Here are the key variables:

- *Classroom instruction* – Civics classes make a difference, he says, when there is an "open classroom climate," defined as an atmosphere "in which students are exposed to the enlivening discussion of political and social issues, are encouraged to share their own opinions, and have their opinions respected by the teacher." Effective teachers steer away from textbook reading and worksheets and involve students in discussing current events, researching political issues, engaging in classroom debates, role-playing, and writing letters to elected officials. Campbell mentions three programs that have produced good results: We The People, Student Voices, and Kids Voting.

- *Extracurricular activities* – Researchers have found that when students take part in student council, service organizations, drama clubs, musical groups, and religious organizations, they get a "civic boost" after graduation (he notes that athletics are not on this list). There are two caveats: first, there is a socioeconomic skew in the availability of many extracurricular activities, with disadvantaged students having fewer options; second, it's possible that students who are predisposed to civic activism are attracted to these activities; correlation is not causation. More research is needed, says Campbell.

- *Service learning* – The research in this area is not as strong, but in some cases taking part in school-sponsored service projects boosts students' downstream civic engagement.

- *School ethos* – Some studies have shown that the values reinforced within a school, either explicitly or implicitly, have an impact on students' future civic engagement. One study (Bruch and Soss, 2018) found that adolescents in schools with punitive discipline policies, who believed their teachers treated them unfairly, were less likely to vote as young adults and had less trust in government. Students of color are generally more likely to bear the brunt of punitive school discipline, which means that schools may (say the authors) "operate as institutional mechanisms that convert social hierarchies into predictable patterns of political inequality and civic marginalization."

Other studies have found that in schools that foster trust and positive beliefs, the opposite is true, especially when teachers explicitly endorse the importance of voting. The

Democracy Prep charter schools in New York City send students as young as kindergarten to campaign for voter registration in Harlem (their bright yellow T-shirts say *I can't vote, but you can!*); have high-school seniors work all year on capstone “Change the World” projects focused on key social problems; and require students to pass the U.S. Citizenship Test before graduating. Follow-up studies have found that Democracy Prep graduates are significantly more likely to vote than students who applied but weren't admitted to the school through the lottery process.

- *High-stakes testing* – States that have introduced a high-school civics test as a graduation requirement show higher levels of civic knowledge among graduates, especially Latinx students and immigrants.

Campbell says that when high schools successfully increase their students' civic awareness and participation, the benefits are most significant among students of color. He believes this is because the school's impact compensates for more skeptical messages students may be receiving at home. It's possible, he says, that effective civics programs in schools may have a “trickle-up” effect, changing patterns of civic engagement in students' families.

“What Social Scientists Have Learned About Civic Education: A Review of the Literature” by David Campbell in *Peabody Journal of Education*, April 2019 (Vol. 94, #1, p. 32-47), <https://www.tandfonline.com/doi/abs/10.1080/0161956X.2019.1553601>; Campbell can be reached at dave_campbell@nd.edu.

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4. An Analysis of Middle- and High-School Reading Interventions

In this article in *Reading Research Quarterly*, Ariane Baye (University of Liege, Belgium) and Amanda Inns, Cynthia Lake, and Robert Slavin (Johns Hopkins University) report on their study of secondary-school reading programs. The quality of such programs matters, say the authors, because of U.S. students' dismal reading proficiency (only 37 percent of high-school seniors scored proficient or above on the 2015 NAEP assessment, down 3 points since 1992) and the lowly status of our 15-year-olds internationally (24th among OECD nations in 2016). What's more, there are significant racial and economic achievement gaps among U.S. students, with 46 percent of white seniors scoring proficient and above on the NAEP compared with 17 percent of African-American and 25 percent of Hispanic students.

Baye, Inns, Lake, and Slavin compared 51 reading programs for grades 6-12 in the categories below, each with its own theory of action for improving student proficiency. The categories are ranked by weighted mean effect sizes (which are in parentheses after each one):

- Tutoring (0.24 effect size when taught by paid adults) – one-on-one or small-group work with teachers or paraprofessionals (0.28 for one-on-one, 0.14 for small-group; there was very little effect when tutoring was done by volunteers or older students);
- Writing-focused approaches (0.13) – the theory is that writing is a gateway to reading improvement;
- Personalization approaches (0.13) – adapting instruction to students' levels, interests, and other characteristics and having them proceed at their own pace;

- Cooperative learning programs (0.10) – students collaborating in small mixed-achievement groups;
- Whole-school approaches (0.09 with organizational elements, 0.00 without) – schoolwide efforts to improve student motivation, often involving cross-discipline work by teacher teams;
- Strategy-focused approaches (0.09) – step-by-step strategies for helping students improve comprehension, decoding, writing, and other skills;
- Group/personalization rotation approaches (0.09) – students moving through stations – for example, teacher-directed, computer-personalized, and cooperative;
- Content-focused approaches (0.08) – integrating reading into content areas, especially science and social studies;
- Vocabulary-focused approaches (0.06) – building reading comprehension through learning key words;
- Intensive group approaches (0.00) – identifying and remediating gaps in students’ skills, especially decoding and fluency.

“One of the most surprising findings of our review,” conclude Baye, Inns, Lake, and Slavin, “is the lack of positive effect of providing an additional class period for reading each day. Programs focused on improving teachers’ practices during regular class periods produced virtually identical impact as programs that also focused on improving teachers’ practices but added a daily period of instruction.” The authors speculate that adding instructional time doesn’t work because students are unhappy at being pulled out of art, music, or physical education for an extra remedial reading period.

The other surprising finding, say the authors, was that instructional technology, which was present in many of the programs, was not a key factor in student outcomes. This may be because teachers were not yet comfortable with the technology in many of the programs.

The authors close with two commonalities they observed in the most-effective programs: (a) an emphasis on student motivation, student-to-student and student-to-teacher relationships, immediate feedback, and socioemotional learning; and (b) programs emphasizing writing as a way to improve reading. “Learning to write well,” they say, “may help students gain insight into the structure of text, as they learn authors’ tricks of the trade by being authors themselves.”

“A Synthesis of Quantitative Research on Reading Programs for Secondary Students” by Ariane Baye, Amanda Inns, Cynthia Lake, and Robert Slavin in *Reading Research Quarterly*, April/May/June 2019 (Vol. 54, #2, p. 133-166), <https://bit.ly/2Ze5VFC>; the authors can be reached at ariane.baye@ulg.ac.be, ainns1@jhu.edu, clake5@jhu.edu, and rslavin@jhu.edu.

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5. Tweens: The Changes They’re Going Through

In this *Kappan* article, school counselor/author/therapist/parent Phyllis Fagell says the challenges she faced as a young adolescent in the 1980s were not that different from those of today’s middle-school students: “As their prefrontal cortex develops, they’re malleable,

impulsive, and impressionable. They're capable of reasoning intellectually, interpreting emotions, and taking a moral stand, but they lack perspective or life experience. Sorting out social drama can consume large chunks of their time, and they tend to experience emotions in polarities. Any mishap can register as a catastrophe, and they have little understanding that negative feelings are temporary. They're trying to figure out what coping skills work for them and where their strengths and interests align. They're hyperaware of an invisible audience judging their every move and picking up on their shortcomings and limits... It's a time of insecurity, hormonal changes, and contradictions. The only other time a child experiences so much development is between birth and age two."

But Fagell believes three things are different for young adolescents growing up in today's rapidly changing world:

- *Technology is omnipresent.* Many kids are online almost constantly, which has some benefits but poses a number of challenges: staying safe, being kind, dealing with bullying, making sense of violent news clips and pornography, cheating in school, multitasking, staying up too late, and preserving one's reputation. Looking at brushed-up photos on social media and competing for "likes" amps up worries about appearance, contributing to negative body images. There's also the problem of online material being up there for good: a seventh grader in Fagell's school allowed his friends to film him swishing his head in a toilet; it hadn't occurred to him that the video they posted might be available to someone deciding on his college application.

- *Tweens have more mental-health issues* – Today's families are more open about divorce, job losses, therapy, and special needs; also, many parents are hyper-involved and overly controlling, which results in kids having less autonomy and not feeling they have as much control over their fates. In addition, today's parents are putting more emphasis on achievement and competition and less on caring for others – and this is true across racial, cultural, and economic groups. What's missing at home and in school is the space for kids to learn problem-solving skills, make mistakes, resolve conflicts, and build a sense of confidence and agency. These and other forces have led to an increase in anxiety and depression among young people; the suicide rate among 10-14-year olds in the U.S. doubled from 2007 to 2014.

- *Hate is competing with positive identity work.* There's been an increase in racism, antisemitism, and homophobia in recent years, even while there's heightened interest in Gay-Straight Alliances, political activism, and efforts to build emotionally healthy boys, pushing back on the perennial macho ethos and trying to adjust to the #MeToo era. On balance, things may be moving in the right direction, says Fagell: "Middle schoolers have always been tuned into justice and fairness, but today's tweens are perhaps even more likely to take on an activist role, whether they lobby for gun control, the environment, or immigration rights."

"How Childhood Has Changed for Tweens" by Phyllis Fagell in *Phi Delta Kappan*, April 2019 (Vol. 100, #7, p. 8-12), <https://bit.ly/2I0pB9M>; Fagell is at contactphyllisfagell@gmail.com.

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6. Not Making Unreasonable Behavioral Demands of Students

“Children aren’t just smaller versions of adults,” says Arkansas teacher Justin Minkel in this article in *Education Week Teacher*. “They are their own kind of being. They need to move, talk, question, and explore more than we do, because they’re in the midst of that mind-boggling explosion of cognitive, physical, and social-emotional growth that marks childhood in our species.” Because of this, he believes there are four things teachers should not ask students to do:

- *Silent passing* – Some schools have a no-talking rule when students walk through the hallways, ostensibly to avoid disturbing work in other classrooms. But students may wonder why it’s okay for teachers to chat with colleagues as they walk around the school, and may have noticed that what’s truly distracting is teachers loudly reprimanding students outside classrooms.

- *Sitting still for a long time* – Teachers who shadow students for a day are often struck by how uncomfortable, even exhausting, it is to be sedentary for an entire class period. It’s even worse when students are listening passively to “teacher talk.” Minkel suggests a guideline for the length of teachers’ lectures: students’ age – that is, five minutes for kindergarten, 15 minutes for high-school sophomores. In addition, students need to get up and move, which can take the form of organized movement breaks [see the following article] or class rules that allow students to get up to sharpen a pencil or get a book.

- *Forced apologies* – “I’ve definitely been guilty of this one,” says Minkel, but he’s come to realize that when an angry child is told to say, “I’m sorry,” the apology isn’t sincere and won’t be received as such. “Turbulent emotions take a long time to settle,” he says. “We need to give kids time.”

- *Zero tolerance for forgetfulness* – Adults forget as well, says Minkel, and we need to take a deep breath and cut students some slack.

“4 Things Teachers Shouldn’t Be Asking Their Students to Do” by Justin Minkel in *Education Week Teacher*, April 8, 2019, <https://bit.ly/2ZafCEO>

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7. Jennifer Gonzalez on Getting Students Moving in Class

In this *Cult of Pedagogy* article, Jennifer Gonzalez makes an impassioned plea for more movement in classrooms. “The concept of ‘learning styles’ has overwhelmingly been labeled a myth by researchers,” she says, “so attempting to determine which of your students are kinesthetic learners will not be a good use of your time. What *is* worth your time is using movement when working with *all* learners, because plenty of research backs that up.” Here’s why:

- More information gets into long-term memory when it’s presented in more than one modality – for example, visual, verbal, and kinesthetic.
- Even the addition of a few small hand gestures positively affects what’s remembered.
- Physical movement activates the brain, improves cognitive functioning, and boosts academic performance.

All this, says Gonzalez, means that “*any* kind of physical activity, not just movement associated with the material we’re learning, can benefit students academically.” She suggests six ways to include movement in classrooms (click on the link below to see classes demonstrating most of these):

- *Total physical response* – Developed for second-language learners, this involves students using physical gestures to represent words they’re learning – or any other content.
- *Tableau/snapshot* – Students use their bodies to create a physical “picture” to represent an idea.
- *Simulations* – Students demonstrate content with some kind of motion – for example, the human circulatory system or the difference between linear and exponential growth. Gonzalez has a cautionary note on using simulations for potentially disturbing historical material – for example, slavery.
- *Songs with movement* – One Massachusetts teacher uses custom-made lyrics to help his students remember challenging concepts like bodak particles.
- *Virtual and augmented reality* – AR headsets immerse students in a 360-degree computer-generated environment and get their bodies moving. Google Expeditions offers “tours” of over 500 locations, including historical landmarks, national and state parks, underwater sites, and close-ups of scientific phenomena. Students can create their own expeditions with Google Tour Creator.
- *Brain breaks* – YouTube has videos for quick classroom breaks for all ages, from Tooty Ta for first graders to toe-tapping with high-school math students.

Gonzalez closes with a few suggestions:

- Don’t overdo it – you don’t want students saying “Not *that* again!”
- Get input from students – they may have the best ideas.
- Use movement for retrieval practice, repeating movements in short practice sessions.
- For younger students, gestures linked to content matter more than they do for older students.

“To Boost Learning, Just Add Movement” by Jennifer Gonzalez in *The Cult of Pedagogy*, March 31, 2019, <https://www.cultofpedagogy.com/movement/>

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8. Combatting “Precrastination”

In this *New York Times* article, Juno DeMelo confesses to being a precrastinator – she hands in work before it’s due and arrives at the grocery store before opening time. It turns out that a lot of people have this syndrome, and it has evolutionary roots: grab the low-hanging fruit because it might not be there tomorrow. Precrastination is also a form of worried conscientiousness – we’re eager to please and concerned that there won’t be enough time to do the job well unless we start immediately. And of course there’s great satisfaction in checking things off a to-do list.

“But all those ticked boxes can, paradoxically, hamper your productivity,” says DeMelo. We might start doing things before stepping back, looking at the big picture, and making better choices about first steps. She has these suggestions for combatting unproductive procrastination:

- *Lighten your load.* “Delete any tasks that are nice but unnecessary,” says productivity expert Julie Morgenstern. Think of ways to make tasks less onerous (for example, ordering take-out versus cooking a meal from scratch) and delegate, delegate, delegate.
- *Integrate your to-do’s into your overall calendar.* That way you can resist responding to every over-the-transom event.
- *Chunk e-mailing.* It’s more efficient to blitz through a bunch of e-mails in a scheduled block of time versus doing them in dribs and drabs throughout the day.
- *Redefine progress.* “It sounds counterintuitive,” says DeMelo, “but slowing down can help you make up time in the end.” This is especially true when there’s a premium on being creative and generating ideas.
- *Schedule health, family, friends.* These “big rocks” shouldn’t be displaced by immediate deadlines and demands.

“When Procrastination Isn’t the Right Response” by Juno DeMelo in *The New York Times*, April 1, 2019, <https://nyti.ms/2V2FbFn>

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9. Being Smart About Asking for Advice

In this *Leadership Freak* article, Dan Rockwell says that asking people for advice is often flattering to the other person and makes you look smart – when done skillfully. It’s important to explain your desired outcomes first. Some possible questions:

- What do you suggest I do before I make this decision?
- What problems and opportunities do you see with this course of action?
- If you were facing this challenge, what would you do?
- Who might be able to give me advice about this situation?
- What options do you see?
- What’s important in this situation?
- What’s the best outcome of this challenge, from your point of view?

“How to Look Smart When Seeking Advice” by Dan Rockwell in *Leadership Freak*, April 11, 2019, <https://leadershipfreak.blog/2019/04/11/how-to-look-smart-when-seeking-advice/>

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If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant 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). Every week there's a podcast and HTML version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
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
Language Arts
Literacy Today (formerly Reading Today)
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine