

# Marshall Memo 540

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

June 9, 2014

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## Quotes of the Week

“Great teaching is not a popularity contest.”

Aaron Feuer of Panorama Education, quoted in “Student Surveys: Familiar Tools, Mixed Success” by Holly Yettick in *Education Week Diplomas Count*, June 5, 2014 (Vol. 33, #34, p. 22), <http://bit.ly/SHxH9T>

“Engaging and challenging academic instruction [in kindergarten] should (and can) be developmentally appropriate, and it does not have to be overwhelming, stressful, or boring.”

Daphna Bassok, Amy Claessens, and Mimi Engel (see item #5)

“As a profession, we need to get away from district-determined leveling of students and describe what students can do with the language in practical, communicative terms.”

Nicole Sherf and Tiesa Graf on foreign-language courses (see item #7)

“Persistence and resilience are the two key ingredients professional learning communities must have when they are operating in the face of adversity. It is not necessary to have a large group to make progress. Even two people can collaborate.”

Carol Woodbury, superintendent in Dennis-Yarmouth, Massachusetts (*ibid.*)

“It’s not unusual for white Americans to project both a sense of friendliness and rejection toward people of color.”

Ali Michael and Eleonora Bartoli (see item #1)

“We routinely learn stereotypical and incorrect information from the world around us. Students should be encouraged to realize that no one is free of racist beliefs; therefore, the aim is *not* to not have them, but rather to recognize them and access the content knowledge needed to refute them.”

Ali Michael and Eleonora Bartoli (*ibid.*)

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## 1. A Program of Study for White Students in a Multiracial Society

“White children are racially socialized by a number of forces, many of which, as educators, we cannot directly control,” say Ali Michael (Center for the Study of Race and Equity in Education) and Eleonora Bartoli (Arcadia University) in this article in *Independent School*. It’s not uncommon, they say, for white parents, “for fear of perpetuating racial misunderstandings, being seen as a racist, making children feel badly, or simply not knowing what to say... to believe that there is never a right time to initiate a conversation about race.” These parents teach their children that all people are the same, race doesn’t matter, and racism is bad – with racism depicted as overt, violent, and anachronistic. This approach implicitly tells kids that race shouldn’t be discussed.

But of course race matters a great deal. If white people are to navigate successfully in today’s world and contribute to a racially just America (where race doesn’t unjustly influence anyone’s life opportunities) they need awareness and skills that won’t be acquired through silence and omission. In fact, say Michael and Bartoli, passive socialization on race “leaves unchallenged the many racial messages children receive from a number of socializing agents” and doesn’t build skills at dealing with stereotypes from books, media, television, music, and schools.

Schools are ideally situated to help prepare students to process the messages they’ve received at home and deal more effectively with the realities of the world around them. Here are the messages Michael and Bartoli believe should be embedded in a school’s racial-awareness program:

- *Talking about race is not racist; it’s okay and important.* “Avoiding race talk makes race itself unspeakable,” say the authors, “which, in turn, gives it a negative connotation.” We have to normalize conversations about race.

- *Race is an essential part of one’s identity.* “While students may need to be reassured that they did not ask to be white, or for any of the advantages that might come with it, they should also know that the reality in which they are embedded ascribes unearned privileges to their whiteness,” say Michael and Bartoli.

- *Suggest a positive white identity.* Author Beverly Tatum has written that in the traditional formulation of race, there are only three ways to be white: color-blind, ignorant, or racist. If this is true, who would want to identify as white? But there’s a fourth possibility: an antiracist white identity. “Schools need to create spaces in which students can identify as white and simultaneously work against racism,” say Michael and Bartoli.

- *Be clear about the meaning of race.* Schools must “clarify our biological sameness and explore the implications of race as a social construct,” say the authors. One way to do this is have students answer the question, *What does it mean to be Asian/black/Latino/Native*

*American/white?* Students' answers almost always identify social ideas and constructs, not physical characteristics.

- *Grasp institutional racism.* "Understanding systemic racism helps change the conversation from one of individual culpability to one in which we are all heavily influenced by our position within a system of racial stratification," say Michael and Bartoli. "Without a systemic analysis of racism, it is impossible to understand why race continues to matter."

- *Learn how antiracist action is relevant to all.* The stories of America's different racial groups are deeply interconnected, and students need to learn about anti-racist heroics throughout the nation's history.

- *Understand stereotypes and their counter-narratives.* Students need to understand the origins of racial stereotypes, hear the stories of people who do not conform to stereotypes, and understand the broad diversity within every group.

- *Develop self-awareness about racist beliefs.* "We routinely learn stereotypical and incorrect information from the world around us," say Michael and Bartoli. "Students should be encouraged to realize that no one is free of racist beliefs; therefore, the aim is *not* to not have them, but rather to recognize them and access the content knowledge needed to refute them."

- *Analyze media critically.* Students need to be savvy consumers of what they imbibe from TV, movies, literature, and the Internet.

- *Learn how to step up.* "It is not always appropriate or safe to intervene with racism in the moment, be it overt or subtle," say Michael and Bartoli. "But the capacity to name it, to withdraw from it, to ally oneself with the target, or to otherwise refuse to collude with it can be an empowering act for the student and, in itself, promote social change."

- *Manage racial stress.* Students need to understand the sources of anxiety about race and learn to handle them.

- *Honor and respect racial affinity spaces for students of color.* White students should accept that single-race groupings can create a sense of safety and camaraderie for students of color within predominantly white institutions and help to counteract stereotype threat.

- *Develop authentic relationships with peers of color and other white students.* This involves "the ability to name and discuss race in all its facets (both enriching and problematic)," say Michael and Bartoli, "so that everyone's reality can be accounted for, engaged with, and affirmed."

- *Recognize one's racist and antiracist identities.* "It's not unusual for white Americans to project both a sense of friendliness and rejection toward people of color," say the authors. "Acknowledging this seemingly contradictory state of being can be crucial to breaking down the binary in which people are always either 'racist' or 'not racist' and creates the space to receive important critical feedback that may challenge one's self-image as antiracist, yet simultaneously offer the possibility of growing in one's antiracism."

"What White Children Need to Know About Race" by Ali Michael and Eleonora Bartoli in *Independent School*, Summer 2014 (Vol. 73, #4, p. 56-62), <http://bit.ly/1qibBGF>; the authors can be reached at [ali.s.michael@gmail.com](mailto:ali.s.michael@gmail.com) and [bartoliE@arcadia.edu](mailto:bartoliE@arcadia.edu).

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## 2. Exploring the “Latino Paradox” in California Classrooms

In this article in *Elementary School Journal*, Leslie Reese (California State University/Long Beach), Bryant Jensen (Brigham Young University), and Debora Ramirez (Palo Alto University) explore the “Latino paradox” – that Latino children have relatively strong social and emotional competencies but underperform academically. The authors also sought to explain the decline in those social-emotional strengths as children move through the grades. Reese, Jensen, and Ramirez used the CLASS observational tool in primary-grade, Latino-majority classrooms, searching for teacher actions and classroom dynamics that maintained Latino students’ social strengths while also improving school performance.

The researchers found that some teachers were more successful than others in creating emotionally warm and supportive classroom environments for Latino students. These teachers used students’ native language as a resource – not just to clarify concepts but also to establish mutually respectful interpersonal relationships in which students “felt free to ask questions, seek clarification, approach the teacher with needs or concerns, and take a more active role in their own learning.” In the researchers’ small sample, most of the teachers displaying these characteristics were less-experienced Hispanic educators. Here are a few examples from the more emotionally-supportive classrooms:

- When a student was disappointed with her incorrect response, the teacher leaned close to her, smiled, and gently said, “Sorry, *m’ija* [my child].”
- At the end of a hardworking day, a teacher said, “I’m tired too. I know you are tired. We are almost there, and at the end we are going to read a story. [Then in Spanish] *What is missing here? Are there some missing numbers? Which ones?*”
- A teacher reminded students, in Spanish, “*Mexican Mother’s Day for your mom and grandma is tomorrow.*”
- A teacher said, “You want a hard one? Tell you what, I’ll put two problems up there and you choose which one you want to solve. Those of you that want a harder one, there it is. It doesn’t matter which one you want to do. They’re both second-grade problems.”

“Emotionally Supportive Classroom Contexts for Young Latino Children in Rural California” by Leslie Reese, Bryant Jensen, and Debora Ramirez in *Elementary School Journal*, June 2014 (Vol. 114, #4, p. 501-526), <http://bit.ly/1hBKcPX>

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## 3. The Posse Foundation Orchestrates College Success

In this *Education Week Diplomas Count* article, Caralee Adams reports on the Posse Foundation, which recruits, selects, and sends groups of urban students to colleges. The program has been remarkably successful: while about 57 percent of U.S. college students earn a diploma within six years, 90 percent of Posse scholars do so in four years. In addition, nearly 80 percent start a new college organization or become president of an existing group. The Posse program is active in Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York City, and Washington, D.C.

The key to the Posse model is using “social levers” to motivate a critical mass of college students to work hard and work smart. “Students who share an experience together, especially an educational one, tend to do better together,” says Vincent Tinto of Syracuse University, an expert in this area. This is especially important for first-year students – most college dropping out happens before the beginning of sophomore year.

Posse’s work begins well before students enter college. High-school seniors who have been selected in each city attend eight months of weekly meetings from January through August. In these gatherings, students get advice on time management, sitting together in the front row in a lecture hall, and being open to people of different cultural backgrounds. In August, each Posse travels together to its college. Students find it’s much less wrenching to leave the familiar surroundings of their neighborhood because of the group’s support. Once on campus, each Posse meets regularly with its assigned mentor.

The group dynamics in these teams of high-achieving urban students are powerful. “When you get like-minded kids who are 16 and 17 when they first meet each other, there is also this generous and friendly competition,” says Posse scholar Jake Moreno-Coplon. “You want to succeed and you want each other to succeed, but you don’t want to be left behind, either.”

Brandeis University, which has hosted the program for two decades, noticed that some Posse scholars were dropping out of science courses, sometimes with the encouragement of their group (*You are smarter than we are, working twice as hard. Get out of science*). The college pioneered the idea of having a Posse composed entirely of STEM majors, putting them through a two-week science-immersion program before the fall semester, and encouraging them to attend introductory courses together. Nicholas Medina, who came to Brandeis from an under-resourced high school in the Bronx, was particularly appreciative of his peers’ support during an introductory chemistry class. “If I was on my own, I don’t know how I would have moved forward,” he said. He graduated this spring with a double degree in biology and environmental studies. Brandeis now has a science Posse every year, and ten other Posse colleges have committed to having STEM groups.

Mentors play a central role in the program. Katie Cousins, a Brandeis graduate student, counsels her Posse students on how to deal with failure. “In high school, if you ‘get’ a topic immediately, you are smart,” she says. “Finding things easy is always a good sign and finding things difficult is a bad sign. In college, the measuring stick is different. It’s learning to adjust what you are doing and not see grades as a critical assessment of your intellectual ability, but that you are doing something wrong and you have to re-evaluate.”

“Harnessing Peer Power to Navigate College” by Caralee Adams in *Education Week Diplomas Count*, June 5, 2014 (Vol. 33, #34, p. 10-12), <http://bit.ly/1xxg0tY>

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#### **4. Are Financial Incentives Enough to Produce Student Success?**

In this article in *Education Week Diplomas Count*, Caralee Adams reports on programs that give high-school students a dollar reward for academic success – for example, \$100 for

scoring 3 or higher on an AP exam. Incentives communicate to students that they are valued and have potential, and can be instrumental in getting them to risk enrolling in a challenging course. “It’s an extrinsic reward to help develop the intrinsic motivation down the line,” says Karen Morris at AP Training and Incentive Program Indiana. This is especially true for African-American and Latino students, says Gregg Fleisher, head of a Dallas-based math and science initiative.

But money is not enough. Students also need support. “We don’t believe incentives as a stand-alone move the needle,” says Fleisher, “compared to a comprehensive approach, supporting teachers and students with a whole bunch of interventions.” Bruce Sacerdote of Dartmouth College agrees: “Cash is getting people in the door,” he says. “Symbols do matter. They get attention. But if you simply promise money with no hope of a college-preparatory culture, it would be tough.” It’s hard for students to turn their excitement about rewards into day-to-day actions. Goal-setting, academic support, and personal mentoring are essential. Researchers have also found that it’s more effective to reward students for specific inputs – reading a book or finishing homework, for example – than for end results like test scores.

The Education Week Research Center asked teachers and school-based administrators which strategies best promote student engagement and motivation. Here’s what they said:

- 64% – Schoolwork that is relevant to real-world challenges and life experiences
- 40% – Fine arts courses
- 40% – Career and technical-education courses
- 40% – Challenging and rigorous courses and assignments
- 35% – Extracurricular programs
- 35% – Programs to connect students with careers and businesses
- 28% – Programs to connect students with colleges and universities
- 24% – Community service programs
- 14% – Incentive programs to reward students for success

Research findings on college-tuition incentive programs have been similar. In its initial years, the Kalamazoo Promise program produced a college matriculation rate of only 50 percent. College incentive programs also have to decide on their strategy – are they open to all students, or do they have selection criteria? For example, the Pittsburgh Promise program required a 2.5 GPA and 90 percent attendance.

Whichever approach is used, support is the key to success. “Money brings down the most visible barrier to college,” says Michelle Miller-Adams of the Upjohn Institute for Employment Research in Kalamazoo. “But then you see other barriers behind it – academic, social-emotional readiness, college knowledge.” The Say Yes to Education program in Syracuse and Buffalo provides a commitment to free college tuition to children beginning in kindergarten, with wraparound services for children and families including academic support, health care, and financial and legal services.

“Motivating Students with Tuition, Cash” by Caralee Adams in *Education Week Diplomas Count*, June 5, 2014 (Vol. 33, #34, p. 14-15), <http://bit.ly/1uKrsA6>

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## 5. What's Academically Appropriate for Kindergarten?

In this article in *Education Week*, Daphna Bassok (University of Virginia/Charlottesville), Amy Claessens (University of Chicago), and Mimi Engel (Vanderbilt University) note the changes that have taken place in U.S. kindergarten classrooms in recent decades:

- Kindergarten teachers expect students to arrive knowing their letters and numbers.
- The focus is more academic, with students expected to read by first grade.
- 80 percent of programs are full-day, compared to 56 percent in 1998.

There is a lively debate among educators and parents on whether the new kindergarten expectations are developmentally appropriate. Are classrooms becoming sweatshops for rote, shallow academics with no time for play, socio-emotional learning, and other subjects?

Bassok, Claessens, and Engel say that too many educators and parents are posing a false dichotomy. We don't have to choose between play and academically rigorous kindergarten classrooms, they say: "Engaging and challenging academic instruction should (and can) be developmentally appropriate, and it does not have to be overwhelming, stressful, or boring. It does not have to supplant play or child-initiated activities. And it certainly does not have to involve worksheets, one-size-fits-all lessons, or an overemphasis on assessment." The best kindergarten programs provide academically rich instruction in literacy and math – and also a rich diet of physical education, art, music, science, and social studies.

One of the key issues in early-childhood education is the knowledge and skill gap between high- and low-SES children entering kindergarten – a full standard deviation, according to one study. "There is strong support for both early-childhood parental interventions and pre-school programs as strategies for narrowing these gaps," say the authors. "It seems only logical, then, that a strong emphasis on language, literacy, and reading during kindergarten would be another key component for reducing inequality of opportunity. Early exposure to mathematics instruction is also important."

"Rather than focusing on whether academic content has a place in early-childhood classrooms," they conclude, "let's focus on how to teach it in a way that is tailored to young learners. Let's focus on creating engaging, fun, developmentally appropriate learning experiences for all kindergarteners... We need to meet all young children where they are, and help them build on their inherent curiosity and enthusiasm, and create opportunities for authentic learning."

"The Case for the New Kindergarten: Both Playful and Academic" by Daphna Bassok, Amy Claessens, and Mimi Engel in *Education Week*, June 4, 2014 (Vol. 33, #33, p. 28, 24), [www.edweek.org](http://www.edweek.org)

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## 6. A Character Report Card

In this *Education Week Diplomas Count* article, Sarah Sparks reports on how the KIPP schools, in collaboration with Angela Duckworth and her colleagues at the University of

Pennsylvania's Character Lab, have created a student report card that assesses students and provides them with feedback on a 5-4-3-2-1 scale on the following aspects of character:

- Grit
  - Finished whatever s/he began
  - Stuck with a project or activity for more than a few weeks
  - Tried very hard even after experiencing failure
  - Stayed committed to goals
  - Kept working hard even when s/he felt like quitting
- Optimism
  - Believed that effort would improve his/her future
  - When bad things happened, s/he thought about things they could do to make it better next time
  - Stayed motivated, even when things didn't go well
  - Believed that s/he could improve on things they weren't good at
- Self-control (school work)
  - Came to class prepared
  - Remembered and followed directions
  - Got to work right away instead of waiting until the last minute
  - Paid attention and resisted distractions
- Self-control (interpersonal)
  - Remained calm even when criticized or otherwise provoked
  - Allowed others to speak without interrupting
  - Was polite to adults and peers
  - Kept temper in check
- Gratitude
  - Recognized what other people did for them
  - Showed appreciation for opportunities
  - Expressed appreciation by saying thank you
  - Did something nice for someone else as a way of saying thank you
- Social intelligence
  - Was able to find solutions during conflicts with others
  - Showed that s/he cared about the feelings of others
  - Adapted to different social situations
- Curiosity
  - Was eager to explore new things
  - Asked questions to learn better
  - Took an active interest in learning
- Zest
  - Actively participated
  - Showed enthusiasm
  - Approached new situations with excitement and energy

These qualities are “an end in themselves,” says KIPP co-founder David Levin. “It’s great to be curious just to be curious, great to be hopeful just to have hope – but they are also a means to getting these kids to succeed.”

Researchers are tracking scores on the report card to see how accurately they predict students’ school and college success – and whether behavior changes over time. In particular, KIPP schools want to know how they can boost internal motivation. Traditional report-card conduct grades are mostly about compliance, says Levin. “By helping kids see a broader definition of who they are as people,” he says, “we are hoping it helps them become increasingly able to find their own sources of motivation.”

“Students Rated on ‘Grit’ With New Report Cards” by Sarah Sparks in *Education Week Diplomas Count*, June 5, 2014 (Vol. 33, #34, p. 23), <http://bit.ly/1o5uPSP>; see Memo 537 for a critique of the KIPP character report card

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## **7. Being Clear About What Foreign-Language Achievement Looks Like**

In this article in *The Language Educator*, Nicole Sherf (Salem State University) and Tiesa Graf (South Hadley High School, Massachusetts) gnash their teeth at the number of times cocktail-party acquaintances have said they took multiple years of a foreign language in high school and can’t remember a thing. What happened? Is there anything teachers can do to change this depressing scenario?

The key, say Sherf and Graf, is for foreign-language departments to use robust standards, align expectations, focus on proficiency at every level of instruction, and use nationally normed assessments (such as AAPPL, OPI, OPIc) to measure progress. “As a profession, we need to get away from district-determined leveling of students and describe what students can do with the language in practical, communicative terms,” they say. “What really matters now is how the student can use language within a variety of contexts.”

The new NCSSFL-ACTFL “Can-Do Statements” [www.actfl.org/publications/guidelines-and-manuals/necssfl-actfl-can-do-statements](http://www.actfl.org/publications/guidelines-and-manuals/necssfl-actfl-can-do-statements) have multiple uses in foreign-language courses:

- At the beginning of a unit, students know what they will be able to do by the end.
- Students can use the statements to self-assess as the unit progresses.
- The can-do statements give administrators a window into foreign-language content.
- Parents can see what their children can actually do with the language they are learning.
- The department can use them as advocacy tools.

Sherf and Graf also recommend websites with up-to-date national standards and assessments:

- [www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners](http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners)
- [www.actflproficiencyguidelines2012.org](http://www.actflproficiencyguidelines2012.org)
- [www.actfl.org/publications/guidelines-and-manuals/implementing-integrated-performance-assessment](http://www.actfl.org/publications/guidelines-and-manuals/implementing-integrated-performance-assessment)
- [www.actfl.org/publications/books-and-prochures/the-keys-assessing-language-performance](http://www.actfl.org/publications/books-and-prochures/the-keys-assessing-language-performance)

- [www.actfl.org/publications/books-and-brochures/the-keys-planning-learning](http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning)

“The more departments explore, review, and implement lingo from national resources,” say Sherf and Graf, “the more we can use our common voice to strengthen our departments.”

But won't shared goals and assessments rob teachers of creativity and independence? Not so, say the authors. Teachers still have plenty of room to be creative and original, and coordination benefits everyone – especially students. For an example of a department's mission, goals, and assessments, see [www.holliston.k12.ma.us/curriculum/flcr.htm](http://www.holliston.k12.ma.us/curriculum/flcr.htm).

In Wellesley, Massachusetts, foreign-language teachers have developed common final exams based on national proficiency standards and meet regularly to “co-score” students' work and align grading expectations and practices. “Learning communities were formed to investigate whether they were teaching certain concepts as effectively as their colleagues,” say Sherf and Graf, “and they began meeting weekly to develop a number of periodic assessments as ways to ensure that teachers and students were focusing on agreed-upon ‘power standards’ in each course, had common expectations for student performance, and had a formal forum to share ideas with each other.”

How can foreign-language departments do all this in schools that are less supportive? In such environments, “Detractors abound in the form of reluctant or negative department participants, unsupportive administrators, and lack of resources,” say the authors. Time and a willingness to collaborate are the essential ingredients for success. Carol Woodbury, superintendent in Dennis-Yarmouth, Massachusetts, said it best: “Persistence and resilience are the two key ingredients professional learning communities must have when they are operating in the face of adversity. It is not necessary to have a large group to make progress. Even two people can collaborate. If we keep modeling what we hope will become the norm and bring people into the fold as they show interest, great things can happen.”

Sherf and Graf sum up: “Encouraging collaboration, exploring online resources, developing common assessments, examining student work, and using a calibration protocol are important tools that improve programming and student results.” In future cocktail-party conversations, they hope people will say that they took several years of foreign language in high school and use the language in their work, when they travel abroad, when they read online, and when they communicate with heritage speakers in their community, work in politics, and volunteer at a local hospital. “I am a lifelong language learner!” they say.

“Does Your Department Speak the Same Lingo? Standardizing Practices to Strengthen Departmental Growth and Student Performance” by Nicole Sherf and Tiesa Graf in *The Language Educator*, April 2014 (Vol. 9, #3, p. 40-43), [www.actfl.org](http://www.actfl.org)

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## 8. Short Items:

*a. State-by-state high-school graduation rates* – This *Education Week Quality Counts* article provides the nationwide graduation statistics and a breakdown for each state, comparing the class of 2012 to the class of 2007: <http://bit.ly/1s0qSQP>; an additional feature shows graduation rates on an interactive map of all 50 states: <http://bit.ly/TA0oX3>.

“Graduation Rate Breaks 80 Percent” by Christopher Swanson in *Education Week Quality Counts*, June 5, 2014 (Vol. 33, #34, p. 24-25)

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***b. Apps for math fluency*** – In this *Edutopia* article, Monica Burns recommends the following apps to help students build their skills in basic math operations (click on the link below for details and prices):

- Operation Math
- Sushi Monster
- Quick Math – Arithmetic and Times Tables
- Pet Bingo by Duck Duck Moose
- Meerkat Math HD
- Math Flash Cards
- 10Monkeys Multiplication
- Math Monsters
- Math vs. Zombies
- YodelOh Math Mountain

“10 Apps for Math Fluency” by Monica Burns in *Edutopia*, March 6, 2014,  
<http://bit.ly/1hW8Tk4>

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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](mailto: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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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

## ***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