

# Marshall Memo 704

A Weekly Round-up of Important Ideas and Research in K-12 Education  
September 25, 2017

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## Quotes of the Week

"The feedback you don't like is likely the most useful."

Dan Rockwell (see item #9)

"Research and practice focused on improving students' vocabulary indicates that to sufficiently boost students' word knowledge, instruction must not only improve students' knowledge of words taught in the curriculum but also increase students' strategies and enthusiasm for learning new words in naturally occurring contexts."

Sabina Rak Neugebauer, Pela Gámez, Michael Coyne, Ingrid Cólón, Betsy McCoach, and Sharon Ware (see item #4)

"[N]othing cements long-term learning as powerfully as retrieval practice."

Jennifer Gonzalez (see item #2)

"For students, who seem to have less and less patience for long reading assignments, perhaps now is the time to bring back poetry memorization."

Molly Worthen (see item #3)

"[A] ten-day increase in teacher absenteeism is associated with the loss of about six to ten days of learning in English language arts and about fifteen to twenty-five days of learning in math. In other words, kids learn almost nothing – and possibly *less* than nothing – when their teacher of record isn't there."

David Griffith in "Public Schools' Billion-Hour Teacher Absenteeism Problem" in *The Education Gadfly*, September 20, 2017 (Vol. 17, #38), <http://bit.ly/2fsHP7M>

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## 1. Forgetting Starts the Moment Something Is Taught; What's to Be Done?

“Teachers have long known that rote memorization can lead to a superficial grasp of material that is quickly forgotten,” says Youki Terada in this article in *Edutopia*. “But new research in the field of neuroscience is starting to shed light on the ways that brains are wired to forget – highlighting the importance of strategies to retain knowledge and make learning stick.”

One insight from the research is that forgetting is actually functional – it's a good thing that our brains discard extraneous information that won't serve an important ongoing purpose. Studies have shown that about 56 percent of new information is forgotten within an hour, 66 percent after a day, 75 percent after six days – unless there's reinforcement or a connection to prior knowledge. Every teacher's challenge is finding ways to thwart this process with the information they want students to remember.

“We often think of memories as books in a library,” says Terada, “filed away and accessed when needed. But they're actually more like spider webs, strands of recollection distributed across millions of connected neurons. When we learn something new... the material is encoded across these neural networks, converting the experience into a memory.” When these synaptic connections are fired, the memories they contain are strengthened. When they're not fired, the memories get weaker and are less easily accessed.

Research has also established that not all new memories are created equal. For example, if you're asked to remember NPFXOSK and ORANGES, the latter will be much easier because the word connects with a number of vivid memories – the image of the fruit, its smell and taste, associations of oranges in your mother's kitchen or growing on a tree. So the more connections teachers make to other memories in students' brains, the better retention will be. Five strategies for putting these insights to work in the classroom:

- *Combining text with images* – Visual aids help organize textual information, whether they're photographs, artwork, or graphic displays.

- *Peer-to-peer explanations* – When students explain what they've learned to a partner, fading memories are reactivated, strengthened, and consolidated. This process also gets students more actively involved in learning.

- *The spacing effect* – Memories are more effectively embedded when they're reviewed at intervals throughout the school year.

- *Low-stakes practice tests* – These retrieve and strengthen remembered material and also lower the stress of higher-stakes tests by building confidence and making assessment less daunting. A series of quick quizzes can even replace a single high-stakes test, with better effects.

- *Interleaving* – It’s more challenging to remember when different skills are mixed together in a single assessment – for example, multiplication, division, addition, and subtraction. Assessments that cover multiple areas and/or skills force students to think on their feet, which encodes learning more deeply.

“Why Students Forget – and What You Can Do About It” by Youki Terada in *Edutopia*, September 20, 2017, <http://edut.to/2hiLtC3>

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## 2. The Power of Retrieval Practice to Improve Long-Term Memory

In this *Cult of Pedagogy* article, Jennifer Gonzalez says she’s surprised that “retrieval practice” (trying to recall information without having it in front of you, then checking to see how much you remembered) isn’t discussed more frequently by teachers and school leaders. But isn’t this old hat? After all, flashcards have been around for at least 100 years. “What’s new is the research,” says Gonzalez. “In recent years, cognitive psychologists have been comparing retrieval practice with other methods of studying – strategies like review lectures, study guides, and re-reading texts. And what they’re finding is that nothing cements long-term learning as powerfully as retrieval practice.”

Gonzalez interviewed Pooja Agarwal, a leading researcher in this area, who described one of the experiments she conducted with her colleagues. In a middle-school social studies class, students were given regular quizzes that covered only 1/3 of the material they were learning. During these no-stakes quizzes, the teacher left the room and didn’t know which segment of her curriculum was being quizzed. In end-of-unit exams, students scored *a full grade higher* on the material that was quizzed than on the 2/3 that was taught and reviewed in the usual manner. Clearly the act of being quizzed was what improved students’ long-term memory.

“Here’s what this means for teachers,” says Gonzalez. “When we teach something once, then want to do something else to help students learn it better, instead of just reviewing the content, we’re much better off giving something like a quiz instead. In other words, if we do more asking students to pull concepts out of their brains, rather than continually trying to put concepts in, students will actually learn those concepts better.” Gonzalez reviews some time-honored ways to use this approach in the classroom:

- *Think-pair-share* – The teacher poses a question – for example, “Think of one thing you learned yesterday about cells” – has all students jot down their answers, and then turn to a partner and share answers. Having students first retrieve individually is important, because if they immediately pair up, only the quickest responder will get the retrieval benefit.

- *Low-stakes quizzes* – These can be on paper or with an all-class response system like Plickers, Poll Everywhere, or clickers. Making quizzes low-stakes is important to tapping into the retrieval effect without raising students’ stress level.

- *Brain dumps* – Have students get a sheet of paper (or launch a blank document on their computers) and write down everything they know about a topic. This could be at the beginning of a unit, part way through, or near the end. Students then discuss what they’ve

written with a partner, focusing on discrepancies and gaps, and combine the whole class's information into a whole-class brain dump.

- *Flashcards* – These can work well in class or at home, but students need to be taught how to use them correctly: (a) Once a card has been mastered, keep it in the deck until it's been answered correctly three times; (b) Actually retrieve the answer and say it out loud (students don't get the full benefit if they look at a familiar item, think "I know this," and look at the back of the card); (c) Shuffle the deck; changing the sequence makes remembering more challenging. See <https://collegeinfo geek.com/flash-card-study-tips/> for more ideas on flashcards.

Gonzalez suggests using retrieval practice in Do Nows, during-class sponge activities, exit slips, and something to do while students stand in line for lunch. Some additional suggestions:

- Remember that retrieval practice is a learning activity, not an assessment, and should be kept low-stakes.
- Retrieval practice is most effective when it's done in short bursts over time, rather than in a long session. "This spacing causes students to forget some of the material, and the struggle involved in trying to recall it strengthens their long-term learning," says Gonzalez.
- Include feedback. "If students retrieve the wrong information, the practice won't be much good unless they find out the right information," she says, "so be sure to give them feedback as they go." This also improves students' metacognitive judgment on when they really remember something and when they don't.
- Include higher-order questions if that will be the focus of the unit's summative assessment.

"Retrieval Practice: The Most Powerful Learning Strategy You're Not Using" by Jennifer Gonzalez in *Cult of Pedagogy*, September 24, 2017, <https://www.cultofpedagogy.com/retrieval-practice/> See Memos 189, 553, and 610 for "classic" articles on the retrieval effect.

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### **3. Should Students Be Asked to Memorize and Recite Poetry?**

In this *New York Times* article, Molly Worthen (University of North Carolina/Chapel Hill), says that before the invention of writing, "the only way to possess a poem was to memorize it." Then, as scrolls and folios provided a way to externally encode some of the content of humans' brains, "court poets, priests, and wandering bards recited poetry in order to entertain and connect with the divine." In early U.S. schools, poetry recitation was "an inexpensive exercise that helped even inexperienced teachers at underfunded schools impart rhetorical skills and nurture moral character."

After the Civil War, as public schools proliferated, textbooks contained anthologies of verse and memorizing poetry became a fixture at the elementary and secondary level. A 1902 handbook for teachers said that reciting poetry stocked children's minds "with the priceless

treasure of the noblest thoughts and feelings that have been uttered by the race.” Poems were chosen to model Victorian virtues – piety, noble sacrifice, and valiant acceptance of mortality – as in poems like Thomas Gray’s “Elegy Written in a Country Churchyard.”

But in the 1920s, educators began to question the relevance of memorizing poetry to students’ lives. It was gradually replaced by activities involving self-expression, and by the 1960s had almost disappeared from schools (except in some world language classes). Now, says Worthen, memorizing poetry “has become deeply unfashionable, an outmoded practice that many teachers and parents – not to mention students – consider too boring, mindless, and just plain difficult for the modern classroom. Besides, who needs to memorize when our smartphones can instantly call up nearly any published poem in the universe?”

Worthen is not persuaded. “The truth is that memorizing and reciting poetry can be a highly expressive act,” she says, and it’s more important than ever: “All of us struggle with shrinking attention spans and a public sphere that is becoming a literary wasteland, bereft of sophisticated language or expressions of empathy beyond one’s own Facebook bubble. For students, who seem to have less and less patience for long reading assignments, perhaps now is the time to bring back poetry memorization. Let’s capitalize on their ear for the phony free verse of Twitter and texting and give them better words to make sense of themselves and their world.”

Worthen admits that she is impatient with poetry: “I prefer straightforward prose that tells me what it means.” But she’s started spending ten minutes a day memorizing carefully chosen poems – a Shakespeare sonnet, some Longfellow, some Gerard Manley Hopkins. She’s finding that the close reading and hard work involved in learning a poem by heart gets her in touch with the meaning and the artistry of each poem. “Every time I bumbled through a stanza, I ruminated on each word a little more,” she says. “I played with tone and emphasis... It’s time for us to show we care about words again, to rebuild our connection to a human civilization so much broader than our Twitter feeds.”

“Memorize That Poem!” by Molly Worthen in *The New York Times*, August 27, 2017, <https://www.nytimes.com/2017/08/26/opinion/sunday/memorize-poems-poetry-education.html>

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#### **4. Kindergarten Teachers Boost Their Students’ Vocabularies**

In this *Elementary School Journal* article, Sabina Rak Neugebauer (Temple University), Pela Gámez (Loyola University/Chicago), Michael Coyne and Betsy McCoach (University of Connecticut), Ingrid Cólón (University of the District of Columbia), and Sharon Ware (University of Saint Joseph) report on their study of vocabulary learning in urban kindergarten classes. “Research and practice focused on improving students’ vocabulary,” say the authors, “indicates that to sufficiently boost students’ work knowledge, instruction must not only improve students’ knowledge of words taught in the curriculum but also increase students’ strategies and enthusiasm for learning new words in naturally occurring contexts.”

And what will make that happen? Through close observation of a number of kindergarten teachers and measuring vocabulary gains in their students, the authors concluded

that the key factor is *word consciousness* – metacognition about words, motivation to learn words, and deep and lasting interest in words. The teachers who most successfully fostered word consciousness in their students did the following:

- Praised and reinforced students’ use of new and interesting words;
- Affirmed students’ recognition of word meanings;
- Helped students make personal connections to words.

These practices engage students, make them feel recognized and appreciated, build relationships, and increase interest in and enthusiasm for words. Some examples:

- In response to a student’s “Good morning,” the teacher says, “Salutations, and greetings!”
- When a student enthuses about how enormous her new birthday present is, the teacher says, “Enormous is the perfect word to describe your huge new blocks!”

“Promoting Word Consciousness to Close the Vocabulary Gap in Young Word Learners” by Sabina Rak Neugebauer, Pela Gámez, Michael Coyne, Ingrid Cólón, Betsy McCoach, and Sharon Ware in *The Elementary School Journal*, September 2017 (Vol. 118, #1, p. 28-54), <http://www.journals.uchicago.edu/doi/abs/10.1086/692986>; Neugebauer can be reached at [sabina.neugebauer@temple.edu](mailto:sabina.neugebauer@temple.edu).

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## **5. Getting Young Students Thinking and Talking Like Scientists**

“When teachers support students to ask, explore, read, write, and discuss science ideas, they can increase opportunities for sophisticated disciplinary talk in the primary-grade classroom,” say Tanya Wright and Amelia Wenk Gotwals (Michigan State University) in this article in *The Reading Teacher*. “Students’ curiosity about science can be a powerful motivator to promote talk, and students will talk most when they are excited about an idea and wonder what happens.”

But kindergarten students get an average of only 2.3 minutes of science a day – even less in high-poverty schools. The paucity of science vocabulary and conceptual instruction is directly linked to lower literacy achievement later in elementary school. Wright and Gotwals have developed the SOLID Start project to promote science talk in primary-grade classrooms in these five ways:

- *Asking driving questions* – A teacher might launch a curriculum unit with a question like, “Why are only some of the plants at the front of the school dying?” or “Why are there different types of clouds, and how are they connected to whether we’ll be able to play outside today?” Questions like these can link the content and activities of a unit to the central theme.

- *Exploring science phenomena* – The teacher can choose activities that get students investigating the driving question – for example, examining the different plants in front of the school to find clues as to why some are dying and others aren’t. Some verbal prompts:

- What is the reason that...
- What do I want to know about...
- I wonder...

- What if...
- How could...
- Why does...

The teacher might record students' talk during explorations on an easel sheet, linking observations back to the driving question.

- *Talking about read-alouds* – Reading books with the class can extend the exploration well beyond what can be seen and touched in the school and introduce a wider range of science vocabulary. The teacher might make strategic selections of vocabulary words that will enrich the exploration and get students talking about how each book relates to the driving question. “Remember that you don’t have to read an entire informational text,” say Wright and Gotwals. “It is fine to read a section of the text that supports students in answering the driving question.”

- *Talking about drawing and writing* – Students can be prompted to sketch their observations in notebooks, watch the teacher draw diagrams and pictures, and then discuss what it all means. “As young students explain their models, pictures, and writing to peers and adults,” say Wright and Gotwals, “their work provides a meaningful context for practicing extended science talk and for teachers to both support students in sense-making and to press them for evidence-based explanations.”

- *Scaffolding students' thinking* – Toward the end of each unit, the teacher pulls together the class's explorations, read-alouds, visuals, and discussions and prompts students to arrive at the answer to the driving question. This kind of pull-it-all-together discussion may be challenging for students, and it's helpful to have a word wall, pictures, graphics, and other displays to scaffold the discussion, along with some verbal prompts:

- Can you explain more about that...
- Why do you think...
- What made you think that...
- What did you do when...
- What do you predict will...

“Supporting Disciplinary Talk from the Start of School: Teaching Students to Think and Talk Like Scientists” by Tanya Wright and Amelia Wenk Gotwals in *The Reading Teacher*, September/October 2017 (Vol. 71, #2, p. 189-197), <http://onlinelibrary.wiley.com/doi/10.1002/trtr.1602/abstract>; the authors can be reached at [tswright@msu.edu](mailto:tswright@msu.edu) and [gotwals@msu.edu](mailto:gotwals@msu.edu).

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## **6. Grappling with Fractions Misunderstandings in Fourth Grade**

“A solid foundation in fraction understanding is critical for success with higher-level mathematics topics, such as algebra, and for competing in the American workforce,” say Robin Schumacher (Instructional Research Group) and Amelia Malone (Vanderbilt University) in this *Elementary School Journal* article. “By the end of fourth grade, students are expected to be proficient with a range of fraction concepts, including adding and subtracting fractions with like and unlike denominators.” Failure to master these concepts is one of the strongest

predictors of difficulty with math down the road. And indeed, a significant number of students struggle with fractions in the upper-elementary grades – and continue to do poorly in math in middle and high school.

Schumacher and Malone studied the errors fourth graders most frequently make when they work with fractions, hoping to provide insights on improving instruction before students move to the upper grades. The researchers found that the most common problem is *whole-number bias* – that is, students misapplying their understanding of whole numbers when working with fractions. The key concept they’re not getting: *The relationship between the numerator and denominator determines magnitude for fractions, not the whole-number magnitudes that compose it.* Without grasping this, students misunderstand fractions problems and tend to take shortcuts when solving them, avoiding the tedious extra steps required.

Three examples:  $1/4 + 2/4 = 3/8$  – the student added the numerator and denominator;  $1/4 + 1/2 = 2/6$  – the student added the numerator and denominator and didn’t convert to a common denominator before adding;  $1/2 - 2/10 = 1/8$  – the student didn’t convert to a common denominator, subtracted the numerator and denominator, *and* reversed the order of the fractions to avoid getting a negative number for an answer.

“Proficiency with fractions calculations, therefore, requires students to effectively apply their magnitude knowledge of fractions (i.e., evaluating the denominators) and retrieve basic multiplication (i.e., computing equivalent fractions) and addition facts (i.e., solving the problem) to compute the answer correctly,” say Schumacher and Malone. “When students ignore fractions properties and rely on whole-number properties to solve fraction-calculation problems, they demonstrate their misunderstanding of fractions magnitude.” The researchers were surprised to find that entering fourth graders’ proficiency with whole numbers didn’t predict their difficulty with fractions; whole-number bias afflicted students across the achievement range. They also found that fractions problems with unlike denominators caused more difficulty than those with like denominators.

Two key take-aways for fourth-grade teachers: (a) Focus core instruction on helping students understand part-whole relationships and see that the magnitude of fractions is a function of the *relationship* between numerator and denominator, and (b) explicitly address students’ strong tendency toward whole-number bias. Helpful instructional activities: comparing the size of two fractions; putting three fractions in order of magnitude; and putting fractions on a number line while reasoning about fraction sizes in relation to 0, 1, and  $1/2$ .

Number lines are especially important in the upper elementary grades because they help students understand two fundamental fractions concepts:

- There is an infinite number of fractions between any two given numbers on a number line.
- Any given point on a number line can be represented by an infinite number of fractions.

“Error Patterns with Fraction Calculations at Fourth Grade as a Function of Students’ Mathematics Achievement Status” by Robin Schumacher and Amelia Malone in *The Elementary School Journal*, September 2017 (Vol. 118, #1, p. 105-127), <http://www.journals.uchicago.edu/doi/abs/10.1086/692914>; Malone can be reached at

## **7. Going Beyond Compliance-Driven Teacher Evaluation**

This paper from the Southern Regional Education Board (SREB) reviews an all-too-common interaction – a principal hands a teacher a scored evaluation rubric, gives the rationale for each rating, and asks if the teacher has any questions – and says it’s unlikely to improve teaching and learning. SREB proposes a three-part alternative:

- *Encouraging teacher-led dialogue and reflection* – The principal might start a post-observation conference by asking the teacher to share examples of the impact of the lesson and unit on student behavior and learning. The principal could follow up with questions to probe the teacher’s insights and promote non-defensive reflection about classroom practices, possibly suggesting helpful resources. Finally, the principal might join the teacher in looking at the teacher’s professional goals for the year and whether they should be revised.

The SREB paper acknowledges that this kind of principal/teacher conversation is a major departure from standard, perfunctory meetings. Principals may not feel they have the content knowledge to engage with teachers at this level of detail and provide helpful suggestions and resources, and may not be comfortable providing critical feedback face to face. Teachers may feel awkward taking on a more active role during post-observation debriefs, and teachers and their supervisors may not hold each other accountable with follow-up afterward. The SREB authors suggest that principals share responsibility for teachers’ professional growth with instructional coaches, content specialists, and teachers themselves. They also suggest empowering teachers to advocate for themselves and tracking teachers’ individual and collective progress on their goals and action plans.

- *Creating opportunities for teachers to practice giving feedback* – There are four commonly used structures where this can take place: learning walks/instructional rounds, peer observations, instructional coaching, and teacher team meetings focused on student work and learning data. The challenges with these are (a) taking time from teachers’ precious planning periods; (b) principals hesitating to give teacher teams the level of autonomy needed to collaborate and experiment; (c) some teachers’ hesitation with taking on a coaching or instructional leadership role; and (d) the possible mismatch between empowered teachers and the existing teacher-evaluation and mentoring process. The SREB authors believe all these can be overcome by managing time creatively, shifting expectations to a more collegial dynamic, and communicating openly about how new practices are going.

- *Linking feedback to collective goals* – The key here is shifting principal/teacher conversations from bureaucratic micro-inspection of lessons to regular discussions about what’s working (and not working) to improve student learning at the classroom and school level. If the first two strategies are implemented – two-way conversations during post-observations and multiple opportunities for teachers to give feedback to each other – it should be easier to reorient professional conversations to an honest look at student learning.

Still, the SREB authors acknowledge, there will be cynicism about yet another new fad, difficulty introducing new protocols and professional language, and the challenge of improving students' test scores quickly enough to satisfy external stakeholders. The solution: school leaders walking the talk using a common language about instruction and professional practices, supporting teacher collaboration in the allocation of professional time, and genuinely collaborating with teachers on identifying desired student results, implementing the best home-grown and external strategies, and monitoring results in real time, making adaptations as needed.

“Feedback on Teaching: A Fresh Look” from the Southern Regional Education Board (SREB), July 2017, <https://www.sreb.org/FeedbackOnTeaching>

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## 8. How School Counselors Should and Shouldn't Be Spending Their Time

In this article in *ASCA School Counselor*, Carolyn Stone (University of North Florida) outlines what she believes are appropriate and inappropriate activities for a school counselor:

- Appropriate: Individual student academic program planning;
- **Inappropriate**: Coordinating paperwork and data entry for all new students.
- Appropriate: Interpreting cognitive, aptitude, and achievement tests;
- **Inappropriate**: Coordinating cognitive, aptitude and achievement testing programs.
- Appropriate: Providing counseling to students who are tardy or absent;
- **Inappropriate**: Signing excuses for students who are tardy or absent.
- Appropriate: Providing counseling to students who have disciplinary problems;
- **Inappropriate**: Performing disciplinary actions or assigning disciplinary consequences.
- Appropriate: Providing counseling to students as to appropriate school dress;
- **Inappropriate**: Sending students home who are not appropriately dressed.
- Appropriate: Collaborating with teachers to present counseling curriculum lessons;
- **Inappropriate**: Teaching classes when teachers are absent.
- Appropriate: Analyzing grade-point averages in relation to achievement;
- **Inappropriate**: Computing grade-point averages.
- Appropriate: Interpreting student records;
- **Inappropriate**: Maintaining student records.
- Appropriate: Providing teachers with suggestions for effective classroom management;
- **Inappropriate**: Supervising classrooms or common areas.
- Appropriate: Ensuring student records are maintained as per state and federal regulations;
- **Inappropriate**: Keeping clerical records.
- Appropriate: Helping the principal identify and resolve student issues, needs, and problems;
- **Inappropriate**: Assisting with duties in the principal's office.
- Appropriate: Providing individual and small-group counseling services to students;

- **Inappropriate:** Providing therapy or long-term counseling in schools to address psychological disorders.
- **Appropriate:** Advocating for students at IEP meetings, student study teams, and school attendance review boards;
- **Inappropriate:** Coordinating schoolwide IEPs, student study teams, and school attendance review boards.
- **Appropriate:** Analyzing disaggregated data;
- **Inappropriate:** Serving as a data entry clerk.

“Appropriate vs. Inappropriate Duties” by Carolyn Stone in *ASCA School Counselor*, September/October 2017 (Vol. 55, #1, p. 6-9), no e-link available; Stone can be reached at [cstone@unf.edu](mailto:cstone@unf.edu).

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## 9. Critical Feedback 101

In this *Leadership Freak* article, Dan Rockwell describes the feedback a colleague gave after sitting in on one of his presentations. Over coffee, the observer said, “When you think, you look down. I lose contact with you.” This was effective, says Rockwell, because:

- He described an important detail in a nonjudgmental way: “You look down.”
- He described the impact: “I lose contact with you.”
- This made it easier for Rockwell to hear the feedback, reflect on it, and follow up.

“Feedback is a gift when it comes from someone who is committed to your success,” says Rockwell. “Don’t wait to receive feedback. Seek it. The feedback you don’t like is likely the most useful... Assume it’s valid, even if it feels wrong.”

“7 Ways to Receive Feedback You Don’t Like” by Dan Rockwell in *Leadership Freak*, September 21, 2017, <http://bit.ly/2w9JEJV>; Rockwell is at [dan@leadershipfreak.com](mailto:dan@leadershipfreak.com).

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## 10. Short Item:

*A long sea journey in ten minutes* – This compilation of time-lapse photos shows a container ship’s 30-day trip from the Red Sea to Hong Kong, including loading and unloading in several ports: <https://www.youtube.com/watch?v=AHrCI9eSJGQ>. You can X out the ads at the very beginning and view only Jeff’s commentary at the bottom of the screen.

“30 Days Timelapse at Sea, 4K, Through Thunderstorms, Torrential Rains, and Busy Traffic” by JeffHK, September 9, 2017

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*If you have feedback or suggestions,*  
*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 48 years' experience as a teacher, principal, central office administrator, consultant, 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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- All back issues and podcasts in YouTube and MP3
- An archive of all articles so far, searchable by topic, title, author, source, level, etc.
- A collection of "classic" articles from all issues

## ***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  
ASCD SmartBrief  
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  
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 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