Marshall Memo 751

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 3, 2018

In This Issue:

Quotes of the Week

"Can we get serious about teaching little kids about American heroes again? The complexity and cynicism can come later. But when boys and girls are five or six or seven, let's introduce them to inspirational role models, people whose lives embodied service, gratitude, and excellence."

Michael Petrilli in "A Back-to-School Buffet" in *The Education Gadfly*, August 29, 2018 (Vol. 18, #34) https://bit.ly/2oAev08; here's Petrilli's suggested list of 50 heroes (to which he added John McCain last week): https://bit.ly/2wF1A1k

"[T]he essence of strategy is choosing what not to do."

Michael Porter (quoted in item #6)

"Behavior charts are a way to excuse ourselves from the hard work of meeting a student's self-regulation and behavior needs."

Lee Ann Jung and Dominque Smith (see item #3)

"Averaging scores over time is like tying a weight to a kid because, at one point, they did not learn the thing we wanted them to learn in the timeframe that suited our plans. It adds no value to student learning, obscures deficits that should be addressed, and can create insurmountable burdens."

Gary Chapin and Sarah Chapin (see item #8)

"A leader who doesn't need others is egotistical, short-sighted, and disconnected. Successful leaders need, seek, and receive help."

Dan Rockwell (see item #9)

1. Three Stumbling Blocks with Teacher-Evaluation Rubrics

In this article in *The Learning Professional*, Rachael Gabriel (University of Connecticut) says that all too often, classroom observations don't fulfill their potential for improving teaching and learning. In her work with schools, Gabriel has observed these problems as rubrics are used to evaluate teachers:

• *Differing expectations* – A teacher invites an evaluator to visit toward the end of a lab activity, asking for feedback on whether he is successfully supporting students' independent problem-solving. The evaluator enters the classroom, rubric in hand, intent on scoring the teacher on setting a purpose for learning, asking questions, assessing understanding, and managing classroom procedures. He's unable to rate the teacher because students are working in pairs and the teacher is circulating, providing assistance. This is a setup for mutual frustration and broken trust, says Gabriel, because the evaluator "spent so much time searching the rubric for something to rate that he wasn't able to look at the issue the teacher was concerned about, and the teacher got no useful feedback or ideas about professional learning opportunities." Teachers and evaluators need to be on the same page as to whether a classroom visit is for instructional coaching or documentation and evaluation.

• *Not seeing it* – Gabriel describes visiting three ELA classrooms with a principal who was intent on observing rubric items on whether teachers' questioning and discussion techniques are promoting critical thinking in large-group discussions. In the first classroom, students were taking a test; in the second classroom, students were watching a movie; in the third, students were reading independently and the teacher was having one-on-one conferences. The principal was unable to gather rubric data on any of these teachers because there were no whole-class discussions to observe. However, when the principal spoke with the third teacher later in the day, the teacher said that in her individual conferences there were some very fruitful questions and discussions. "According to her," says Gabriel, "had we listened more closely, we might have heard a range of question types, student-formulated questions, and the high-level thinking and discourse we were expecting to find only in a whole-class discussion."

Gabriel believes the problem here was that the rubric was too broad, and wonders whether evaluators should create subject-specific rubrics to measure the finer points of instruction in different classes. "However," she says, "it is unrealistic to create, validate, and reliably apply separate rubrics for every subject and grade, and it would be inequitable to do it for some and not others. Instead, evaluators have to find other ways to honor and engage the

subject-specific nuances of effective instruction." A better alternative, she believes, might be to annotate and extend general rubrics to take into account more-specific classroom dynamics.

• *What's not observed* – "Some teaching moves are only meaningful if you know what happened before and after them," says Gabriel. "Sometimes students don't demonstrate a visible *Aha* moment, but incorporate what they learned in an end-of-term paper… Some lessons marinate for days after the formative assessment meant to mark their effect." This means that trying to rubric-score a lesson "is not the best way to assess effectiveness," she says. That's why it's essential to talk with teachers after classroom visits to get additional insights on the bigger picture of teaching and learning: "Good evaluators," says Gabriel, "ask insightful questions that fill in the generic indicators with specific explanations of the intentions, goals, challenges, and successes that are just below the surface of the observable behaviors… Asking questions is vital for understanding the meaning of what was observed and is far more valuable than feedback that simply recites the ratings on a rubric."

[Gabriel perceptively identifies three problems with rubric-scoring lessons, but doesn't draw the logical conclusion: that trying to give rubric scores during a classroom visit (or immediately afterward) is an ineffective practice. In addition to the problems Gabriel mentions, rubric-scoring a lesson reduces the chance of a productive coaching interaction by creating a boss-employee dynamic; can lead to arguments about whether scores are fair and accurate; and overloads teachers with more feedback than they may be able to absorb. What's the alternative? (a) Visiting classrooms frequently with a broad lens, including rubric items and more; (b) tuning in to what's happening in real time by observing instructional actions, looking over students' shoulders at learning tasks, and checking in with a few students ("What are you learning today?"); (c) having brief face-to-face conversations with teachers after each visit focused on what's working and one coaching point; and (d) using the rubric for teacher self-assessment and goal setting at the beginning of the year; as a common language about good and not-so-good instruction during the year; for a mid-year check-in, comparing the teacher's self-assessment with the evaluator's tentative scores and discussing any disagreements; and repeating that process at the end of the school year, summarizing data from multiple classroom visits, conversations, and other points of contact in a final evaluation. K.M.]

"Reframing Observation" by Rachael Gabriel in *The Learning Professional*, August 2018 (Vol. 39, #4, p. 46-49) https://learningforward.org/wp-content/uploads/2018/08/reframing-observation.pdf; Gabriel can be reached at rachael.gabriel@uconn.edu.

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2. Are Elementary Reading Groups the Most Effective Approach?

In this article in *Education Week*, Sarah Sparks reports that in 1992, about two-thirds of U.S. elementary classrooms taught students in reading groups sorted by achievement. By 2015, perhaps because of No Child Left Behind's push to raise test scores, that number had increased to 90 percent. But are reading groups the way to go? "Many people believe it is possible to use ability grouping as differentiated instruction to maximize achievement growth," says Adam Gamoran of the William T. Grant Foundation. "It often doesn't work out that way in practice."

One concern is that reading groups tend to correlate with students' socioeconomic status. When less-advantaged children enter kindergarten, many have lower levels of vocabulary and language development than their more-advantaged classmates, so they are placed in the lower reading groups. As students progress through the elementary grades, many teachers' unconscious class bias kicks in, resulting in lower expectations and a slower pace of instruction for children from less-advantaged families. A forthcoming study from Northwestern University finds that none of the students initially placed in the lowest reading group in kindergarten caught up to their higher-achieving peers by third grade. "The structural inertia is considerable," says lead researcher Marshall Jean. Students in the low groups progressed more slowly and failed to develop "learning behaviors" such as varied interests, concentration on reading tasks, and persistence in the face of difficulty.

"If you are more motivated and the teacher perceives that about you," says Jean, "you are more likely to be put into a higher reading group. But there was also some evidence for bias: Even after controlling for prior reading achievement and learning behaviors, students in poverty were more likely to be assigned to lower groups, and their wealthier peers more likely to be tapped for higher reading groups." A similar finding came from a study of Swiss schools.

An international study by the OECD (Organization for Economic Cooperation and Development) found that countries that mostly use achievement grouping had no significant benefits and significantly deeper performance inequality on the PISA (Program for International Student Assessment) tests. One reason may be that reading groups are formed using a general test, and students stay in the same groups the whole year. "There're no IQ tests, not even a general reading-ability test, that can tell you how to form the groups so that you can meet their needs," says Gamoran. "You have to form the groups specific to the instruction that's coming and then reassess to form new groups specific to the next instructional unit."

One program taking this approach is Assessment to Instruction, or A2I. Students take a diagnostic assessment every eight weeks, providing data on decoding, fluency, comprehension, and usage that are used to form groups that are homogeneous on current needs, but mixed-achievement on other dimensions. "What we've discovered," says Carol Connor of the University of California/Irvine (a developer of A2I), "is that it's fine to have a group of students of different levels, as long as they all are working on the same learning needs. You can have students of different reading abilities who all need work on decoding."

One high-poverty Phoenix school using this program saw significant gains for its low-achieving students over a three-year period, with all third graders notching reading scores above the national average. Researchers noticed there were fewer stigmatizing effects in the school's flexible, ever-changing groups. "There are no 'bluebirds' being the bluebirds all year long," says Connor.

"Doubts Cast on Ability-Based Reading Groups" by Sarah Sparks in *Education Week*, August 29, 2018 (Vol. 38, #2, p. 1, 17), https://bit.ly/2BXDJiE

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3. The Case Against Behavior Charts

(Originally titled "Tear Down Your Behavior Chart!")

In this article in *Educational Leadership*, Lee Ann Jung (San Diego State University and Lead Inclusion) and Dominque Smith (Health Sciences High and Middle College, San Diego) launch a frontal attack on behavior charts. They believe these displays, with misbehaving students told to get up and move their clip from green to yellow to red, amount to public shaming, harm vulnerable children, and fail to teach self-regulation. Shaming doesn't work, they say, and has the most destructive impact on children with disadvantages, propelling them to more serious behavior problems down the road. "Instead of using charts," say Jung and Smith, "we could just as effectively reduce undesirable behaviors by dumping ice water on a student or inflicting corporal punishment… Behavior charts are a way to excuse ourselves from the hard work of meeting a student's self-regulation and behavior needs. The fact of the matter is, when we use behavior charts, we are sacrificing student dignity in favor of teacher convenience."

Behavior charts teach students that they will be punished if they don't comply with directions or rules, say Jung and Smith. This may work in the short run, but compliance is not the ultimate goal in classrooms. We're not in the business of creating what William Deresiewicz, in his 2015 book, calls "excellent sheep." Rather, we should be teaching the habits of mind – among them persistence, managing impulsivity, listening to others with empathy – that will prepare students for successful and productive lives. Jung and Smith suggest three alternatives to behavior charts:

• "*Take ten" for each learner* – The teacher spends ten minutes each day sitting with a student talking about his or her personal interests, passions, fears, hobbies, family. Having these mini-conferences with each student over several weeks builds relationships and trust and prevents many classroom problems.

• *Keep it off-stage*. "Students tend to react negatively when they're called out in front of others," say Jung and Smith. "Instead, when a student's inappropriate behavior needs to be addressed, have a one-on-one conversation with the student, staying calm but firm." Ideally these talks occur after class and without an angry summons, and should conclude by making sure students understand that although you are unhappy with the behavior, you care about them and are there to support their growth. Of course there are situations where a student has to be removed from class immediately to prevent injury or disruption.

• *Hear students out*. "Generally, students prefer to have a conversation *with* a teacher rather than having a teacher conversation happen *to* them," say Jung and Smith. "Students often have a hard time knowing why they acted in a certain way. It's only once their emotion has calmed – and through a guided analysis – that they can identify the reason." Then they can think about alternatives for next time and discuss consequences.

"Tear Down Your Behavior Chart!" by Lee Ann Jung and Dominque Smith in *Educational Leadership*, September 2018 (Vol. 76, # 1, p. 18), https://bit.ly/2NaRXkt; the authors can be reached at jung@leadinclusion.org and dsmith@hshmc.org.

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4. Orchestrating Student-Led Discussions in a High-School English Class

In this *Cult of Pedagogy* article, Jennifer Gonzalez describes the all-too-common way texts are handled in secondary classrooms: students read, answer teacher-created questions, and once in a while there's a test. When Gonzalez interviewed high-school teacher Marisa Thompson, that's what she said was happening in her English classes over a period of years. Some students were compliant but not particularly engaged or invested; others copied answers from their classmates; and a few didn't do the work and got calls home and office referrals. This dynamic was a source of great frustration to Thompson, who loved the texts she was assigning and wished her students could get past a shallow level of engagement and be motivated by more than grades. She realized that reading was a hassle to students, and her quizzes were more a way to check on whether they had done their homework than whether they understood or appreciated what they'd read. And the process unwittingly encouraged cheating.

After some experimentation, Thompson developed a much better way of working with texts. She calls it TQE and here's how it works:

• Students do the assigned reading at home – perhaps a chapter or two of a novel or another literary text.

• When students arrive in class, they get into small groups and have 15 minutes to discuss thoughts, questions, and epiphanies (hence TQE). Students who didn't complete the reading at home are invited to finish up in the hall during the small-group discussion time. Early in the school year, Thompson supplies questions and prompts to jump-start group discourse – for example, *What did you like? Dislike? What surprised you? What imagery interested you? Why? What questions do you have? What do you think will happen? What notes did you take on the chapter? What symbols or allusions did you find? Why would the author… ? What theme is the author creating by using… ? Why does the author keep mentioning the element of… ? Who/what is___ meant to represent, considering what happened? What is your favorite quote or life lesson from the reading?* She has additional questions on insights, symbolism, allegory, allusion, changes, theme, and other elements.

• Each group decides on its top two TQEs and writes them on the board (these can be edited and improved by the group at the next stage). Thompson makes a point of getting students to pose questions about the author's intent, noting that the characters in novels are fictional, not real people. For example, when reading *Of Mice and Men*, she won't accept questions about Lenny's and George's actions ("Why did George do that?"). Instead, she has students pose questions like, "Why did Steinbeck have George do that?" and "What theme is Steinbeck trying to convey to the rest of us by having his character do that?"

• Thompson then moderates a whole-class discussion of the reading using the TQEs on the board, lasting about 40 minutes (her school has a block schedule so there's plenty of time for these segments every day they're digging into a novel or extended text).

• For grading, Thompson uses a chart to keep track of students' participation, checking them off when they contribute in a way that shows they've done the reading. Since she's using

a standards-based approach, she doesn't need to grade every student every day; if they're showing mastery, that flows into their grade.

Thompson is thrilled with how the TQE plan is working. Her students almost always do the homework (if they don't, they're not present for the small-group discussions), are much more engaged with texts, and are having student-led, college-level discussions. The ability to participate fully has become its own motivation for doing the homework. "The peer pressure of *Everyone's discussing this book* – that becomes cool," says Thompson. "To have an idea, to have an opinion. So the student comes in, and all of a sudden it's, 'Wait, I read that part, and I think this,' you know? And you want to talk about empowering a student? You just turned that student into a part of the classroom community."

One more thing: Thompson's prep and grading work is down to almost nothing. "I'm not creating, I'm not copying, I'm not collecting, I don't need to waste my time," she says. "My prep is reading before bed every night."

Gonzalez says this method is great for ELA, and can also be used with social studies chapters and documents, science texts, even math problems.

"Deeper Class Discussions with the TQE Method" by Jennifer Gonzalez in *The Cult of Pedagogy*, August 26, 2018, https://www.cultofpedagogy.com/tqe-method/

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5. Curiosity As a Desirable Quality Among Colleagues

"The impulse to seek new information and experiences and explore novel possibilities is a basic human attribute," says Francesca Gino (Harvard Business School) in this *Harvard Business Review* article. Nurturing curiosity within an organization, she says, has numerous benefits:

- Fewer decision-making errors because curious people tend to avoid confirmation bias and stereotyping others.
- More innovation and positive changes in creative and non-creative jobs. "When we are curious, we view tough situations more creatively," says Gino. "We also perform better when we're curious."
- Reduced group conflict; curiosity leads people to put themselves in others' shoes rather than focusing only on their own perspective.
- More-open communication and better team performance.

In one experiment, a leader boosted colleagues' curiosity by sending a text at the beginning of the work day saying, "What is one topic or activity you are curious about today? What is one thing you usually take for granted that you want to ask about? Please be sure to ask a few 'Why questions' as you engage in your work throughout the day."

The problem is that many leaders, while recognizing the benefits of curiosity, discourage it in their organizations out of fear that it will lead to management problems, challenges to authority, inefficiency, and lower productivity. A classic example is Henry Ford, whose company captured 56 percent of the automobile market in the early 1920s by mass producing virtually identical Model Ts (high efficiency but little creativity and curiosity), only

to be outstripped by General Motors and other companies that offered more varied models to the public.

"It takes thought and discipline to stop stifling curiosity and start fostering it," says Gino. Her suggestions:

• *Hire for curiosity*. Google's CEO Eric Schmidt says, "We run this company on questions, not answers," and includes interview questions like, "Have you ever found yourself unable to stop learning something you've never encountered before? Why? What kept you persistent?" IDEO, a design and consulting company, believes that empathy and curiosity are closely related: empathy gets people listening thoughtfully and seeing problems and decisions from another's perspective, and intellectual curiosity leads them to ask questions, explore, and collaborate. In candidate interviews, IDEO asks about outside reading and watches for whether applicants ask questions about all aspects of the company.

• *Model inquisitiveness and humility*. When Greg Dyke was named director general of the British Broadcasting Company in 2000, he toured BBC locations and asked groups of employees two questions: "What is the one thing I should do to make things better for you?" and "What is the one thing I should do to make things better for our viewers and listeners?" At the end of his listening tour, Dyke gave a speech reflecting back the advice he'd been given, showing the importance of inquiry and listening. "When we demonstrate curiosity about others by asking questions," says Gino, "people like us *more* and view us as *more* competent, and the heightened trust makes our relationships more interesting and intimate."

• *Emphasize learning versus performance goals*. It's natural for leaders to focus on results, but studies show that when the boss makes a priority of employees hitting targets, proving themselves, and impressing others, they perform less well. What works better is putting a premium on developing competence, acquiring skills, and mastering new situations. The Deloitte Company followed this path in 2013 when it replaced its traditional performance management system with one that tracks both learning and performance throughout the year, with employees having frequent meetings with a coach to discuss their development and learning and the support they need to continually grow.

• *Let employees explore and broaden their interests*. This includes supporting graduate education, bringing in outside experts, and having employees explore different parts of the organization [in schools, this might include having a teacher shadow a student for a day to see what's going on in other classrooms and experience the school from the student's point of view]. Of course there's always the risk that someone might take advantage of expensive coursework and then take their skills elsewhere. "It's better to train and have them leave than not to train and have them stay," says Gail Jackson of United Technologies (UTC).

• *Get people asking Why? What if…? and How Might We…?*. Some companies have days when everyone is encouraged to ask questions like these, looking at commonplace procedures and policies in a fresh light. Toyota encourages the *Five Whys* – asking why and then following up with four more *Why?* probes.

"The Business Case for Curiosity" by Francesca Gino in *Harvard Business Review*, September/October 2018 (Vol. 96, #5, p. 48-57), https://hbr.org/2018/09/curiosity; Gino can be reached at

fgino@hbs.edu and is the author of *Rebel Talent: Why It Pays to Break the Rules at Work and in Life* (Dey Street Books, 2018)

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6. Fighting Initiative Overload and Deciding on a New Project

In this *Harvard Business Review* article, Rose Hollister (Genesis Advisers and Northwestern University) and Michael Watkins (Genesis Advisers and IMD Business School) quote Michael Porter: "[T]he essence of strategy is choosing what not to do." And indeed, taking on too many projects and being unwilling to pull the plug on those that aren't producing results is a problem in many organizations. (The challenge is vividly illustrated in photos of unbelievably overloaded bicycle transporters in the article – click the link below).

Hollister and Watkins list a number of causes and then three solutions that don't work: prioritizing by function or department (this doesn't account for the cumulative impact of too many projects on the organization); establishing overall priorities without deciding what to eliminate (cuts have to happen first); and making across-the-board initiative cuts (this can harm overall effectiveness by trimming areas that are truly productive).

The authors conclude with a list of ways to eliminate unproductive initiatives and then suggest questions that leaders should pose before launching a major new initiative:

- What problem is this initiative meant to solve?
- What data or other evidence tell us that this initiative will have the desired impact?
- What resources (time, budget, people) are needed to design and launch the initiative?
- In addition to the department that owns the initiative, what departments or functions will be asked to support it?
- What time commitments will be asked of leaders and staff members to attend meetings or develop the skills needed to understand or implement the initiative?
- What resources will be needed to sustain it?
- How does the human capital demand compare with the potential impact? Do the costs outweigh the benefits?
- How will the organization determine whether it has the capacity to take on the initiative?
- Who are the key stakeholders?
- What stakeholder actions will be required to support the initiative?
- How fully is that support in place?
- What trade-offs are we willing to make? If we do this, what *won't* get done?
- What's the sunset schedule and process? When will the initiative be phased out?

"Too Many Projects" by Rose Hollister and Michael Watkins in *Harvard Business Review*, September/October 2018 (Vol. 96, #5, p. 64-71), https://hbr.org/2018/09/too-many-projects

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7. Boosting Social-Emotional Learning in Schools

In this article in *School Administrator*, Linda Darling-Hammond (Learning Policy

Institute and Stanford University) says that social-emotional learning is a key factor in students' academic achievement and long-term life success. "When we help students to engage productively with one another, understand themselves and how they think, and better handle the stresses and challenges of their lives," says Darling-Hammond, "we prepare them for success now and in the future." She suggests four key tasks for school leaders:

• *Designing healthy learning environments* – This includes a safe, supportive climate with high, consistent academic and behavioral expectations; reaching out to families and the community; running effective advisory groups; and, when possible, orchestrating multi-year student-teacher relationships.

• *Integrating social/emotional and academic learning* – The best way to nurture a growth mindset and executive skills is getting students working on challenging, meaningful projects, allowing them to reflect on and revise their work in response to feedback, and building their skills at working in groups.

• *Supporting the adults who work with children* – "Education is a very intense kind of work," says Darling-Hammond. "Educators must be able to relate well to a variety of students and other adults; manage relationships on an ongoing basis; remain calm in the face of emergencies; and be deliberate in situations that are unpredictable."

• *Making it an explicit mission* – Social-emotional learning needs to be an explicit part of schools' and districts' strategic plans and something that is articulated and modeled by superintendents and principals every day.

"What Makes Social-Emotional Learning So Important?" by Linda Darling-Hammond in *School Administrator*, September 2018 (Vol. 8, #75, p. 20-24), http://my.aasa.org/AASA/Resources/SAMag/2018/Sep18/Darling-Hammond.aspx; Darling-Hammond can be reached at ldh@learningpolicyinstitute.org.

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8. Feedback to Teachers from a Young Adolescent's Parents

In this *Education Week* article, Gary Chapin and Sarah Chapin describe how their 16-year-old daughter's interactions with teachers sometimes leave her feeling put down, diminished, and disrespected. Based on their daughter's observations, the Chapins have the following requests for educators:

• *Please don't tell students they just have to work harder*. This diminishes the work they've already put in and also suggests that effort, not mastery, is the goal.

• *Please don't use inappropriate analogies to justify requirements*. For example, a teacher said, "If you're late, it's a zero. If the train leaves at 6:30 and you are there at 6:31, you miss the train." But of course if you miss the 6:30 train, you'll catch the 7:30. A better analogy might be a garden: "When the asparagus doesn't come in on schedule," say the Chapins, "you don't blame the plant. You don't blame anyone. You tend to the conditions."

• *Please don't tell kids that their world is fake*. "The world of school is as real to our kids as the world of work, mortgages, and taxes is to us," say the Chapins. "There is love and death. There are mistakes and triumphs for them, just like us."

• *Please don't end a hard conversation by putting kids in their place*. To be sure, there are times when kids make bad choices and need to be corrected, but ending with "because I am the teacher" conveys an unfortunate message.

• *Please don't hold students' failures against them forever*. "Don't average scores," urge the Chapins. "Averaging scores over time is like tying a weight to a kid because, at one point, they did not learn the thing we wanted them to learn in the timeframe that suited our plans. It adds no value to student learning, obscures deficits that should be addressed, and can create insurmountable burdens."

"Teachers: Here Are the Top Five Ways to NOT Dismiss Students' Experience" by Gary Chapin and Sarah Chapin in *Education Week*, June 21, 2018, https://bit.ly/2NLWabl

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9. An Overlooked Leadership Skill

In this *Leadership Freak* article, Dan Rockwell lists 21 top leadership skills: Grit, compassion, integrity, vision, courage, passion, communication, decisiveness, loyalty, emotional intelligence, focus, planning, openness, empathy, humility, bias toward action, trust, listening, ownership, drive for results, and big-picture perspective. But there's one more, says Rockwell, that is often neglected: *Receiving help*. "A leader who doesn't need others is egotistical, short-sighted, and disconnected," he says. "Successful leaders need, seek, and receive help." Several phrases convey this attribute:

- "You're great at this. What do you think?"
- "I'm not great at this. Could you offer some suggestions?"
- "Help me understand this."

"The Skill Leaders Neglect at Their Peril" by Dan Rockwell in *Leadership Freak*, September 3, 2018, https://leadershipfreak.blog/2018/09/03/the-skill-leaders-neglect-to-their-peril/

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10. Short Item:

Land use – This infographic https://www.bloomberg.com/graphics/2018-us-land-use/ shows pasture/range, forest, cropland, special use, and urban areas across the continental United States. Scroll down to see graphic representations of different slices of the data.

"Here's How America Uses Its Land" by Dave Merrill and Lauren Weatherby, July 31, 2018 in Bloomberg, spotted in *Educator's Notebook #252*

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If you have feedback or suggestions,
please e-mail kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and 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