

Marshall Memo 331

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 12, 2010

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Quotes of the Week

“Too much talking. Too much sitting. Not enough doing.”
Fred Jones (see item #1)

“We do not create understanding directly. We create it *indirectly*. Understanding is a byproduct of experience. Our job as teachers is to create that experience.”
Fred Jones (*ibid*)

“When seen cumulatively, the reading students do in school appears to be designed to make reading painful, tedious, and irrelevant... If we want students who are readers, not just students who can read, we must surround them with high-quality books they want to read.”
Steven Wolk (see item #2)

“An educational climate that tolerates relational hostility and marginalization of children is doomed to be an academic as well as a social failure.”
Psychiatrist Bruce Perry (see item #6)

“[T]eachers and staff who have not yet worked out their own issues from adolescence can play at being ‘cool kids’ – implicitly or sometimes explicitly enabling the exclusion and ridicule directed at the outcasts.”
Maia Szalavitz (*ibid.*)

“One of the problems of being a [department] chair is that you are bombarded by messages, calls, and visitors, all of which are saying the same thing: ‘You must care about this matter that I care about!’ The burden of having to care will build up, like histamines in your bloodstream. Histamines cause a cumulative inflammatory response, and all that caring has the same effect.”
Michael Munger (see item #3)

1. Fred Jones on Integrating Good Teaching and Classroom Management

In this thoughtful broadsheet, classroom management expert Fred Jones (author of *Tools for Teaching*, 2007), draws a parallel between PBIS (Positive Behavioral Interventions and Supports) and RTI (Response to Intervention), two widely used programs for improving (respectively) discipline and instruction. Both use a three-tier prevention/intervention pyramid in which 80 percent of the effort goes into working with all students, 15 percent into targeted group interventions (for students who aren't making it after Tier 1), and about 5 percent into intensive individual interventions (for students who still aren't on track).

These models make sense, says Jones, and should be used in tandem to handle both discipline and instruction in schools – but he has two concerns. First, neither PBIS nor RTI is very specific about what Tier 1 looks like in classrooms. And second, the two models have not been integrated. “PBIS and RTI are separate institutions housed at separate universities run by separate groups of academicians,” says Jones. “Integration is left to practitioners.”

Jones believes he has the answer to this challenge and presents several nuggets from his book and workshops:

- *The problem of forgetting* – A perennial issue in classrooms, says Jones, is that too much instruction consists of teacher talk – extended lectures in high school and even in elementary school, ten minutes or more of teacher explanations at a time. “Too much talking,” says Jones. “Too much sitting. Not enough doing.” The problem is that the human brain has very poor long-term memory for information that comes in through our ears. Too much teacher talk results in cognitive overload, student anxiety, and valuable information going in one ear and out the other. It also results in discipline problems when the teacher assigns independent work, lots of students need help (*What part don't you understand? All of it!*), and frustration, disengagement, and acting-out behavior increase. Jones is skeptical of cooperative learning as a solution: too often student groups talk about other stuff or one student does all the work while the others coast.

“What if, after we give our students a ‘chunk’ of input, we had them do something with it *immediately*?” asks Jones. He suggests a two-step model: Reduce the amount of “stuff” we give kids before asking them to do something with it, and then have them do something with it *immediately*, before they have time to forget.

The ineffective model: *Input, Input, Input, Input – Output*

A better model: *Input, Output, Input, Output, Input, Output*

“Learning by doing focuses on *performance*,” says Jones. “The teaching of performance is usually referred to as *coaching*... assessment is continuous, not something that is separated from performance and delayed until its relevance is lost... You explain what to do next. You model what to do next. Then you have the student(s) do that step while you watch like a hawk. If there is an error, you fix it immediately before it becomes a bad habit. You may repeat that step a few times to iron out the kinks. Then, when you are satisfied with performance, you proceed to the next step... Typically, therefore, three-quarters of the teacher’s time is spent in work-check and feedback while three-quarters of the students’ time is spent in *doing*.” This process is even more streamlined when there is a visual instructional plan or exemplar posted at the front of the room that students can refer to at any point.

- *Say, see, do teaching* – The key to corrective feedback is giving it during initial acquisition and having high standards, says Jones. To use an athletic analogy, a sixth-grade basketball coach explains to his players how to bend their knees to play defense, models it, and then asks them to do it. If one player has his knees only slightly bent, the coach immediately corrects him: *I’m going to put my hand on your shoulder. Keep bending your knees as long as I’m pushing down... There, that’s it. That’s how defense feels.*

“Good coaches know that you walk a razor’s edge when you teach someone to perform a skill,” says Jones. “There is no neutral ground upon which to land. If your trainee does not learn to do ‘it’ right, he or she learns to do it wrong. The only alternative to a good habit is a bad habit. Bad habits are very hard to break. Coaches, therefore, are perfectionists. In the words of Vince Lombardi, legendary coach of the Green Bay Packers, *Practice does not make perfect. Only perfect practice makes perfect.*”

Next comes structured practice – walking students through performance with continual assessment and immediate feedback, having students repeat the performance, slowly at first, the teacher watching closely to spot and correct errors. This works with skills as different as playing the guitar, using a tool in a wood shop, learning effective public speaking, or blocking a scene for a play. “With additional practice, speed and fluidity gradually develop,” says Jones. “But a good coach makes sure that correct performance is *never* sacrificed for speed... Students, of course, always want to go for speed too soon. They want to ‘run and gun’ in basketball or play ‘hot licks’ with the guitar like their heroes. The eternal struggle of the teacher in building perfect practice is to slow students down until they can increase speed *without* increasing error... *Teaching* something means teaching your students to do it *right*. To coach Lombardi’s dictum you can add the words of UCLA basketball coach John Wooden: *You haven’t taught until they have learned.*”

- *Teaching concepts versus skills* – Jones disagrees with the common notion that social studies is more conceptual than mathematics or playing a musical instrument. “All skills are simply conceptual operations that are expressed through performance, perfected through feedback, and made permanent through practice,” he says. “Social studies teachers can be seduced into thinking that their subject is uniquely ‘conceptual’ if they rely heavily on lecturing. When input is divorced from output, teachers tend to drift into a ‘mentalist’ model of learning – the notion that understanding occurs as a direct result of input... We do not create

understanding directly. We create it *indirectly*. Understanding is a byproduct of experience. Our job as teachers is to create that experience. Without doing something with conceptual input *quickly*, it will simply dissipate – another example of ‘in one ear and out the other.’”

In the humanities, the challenge is how to get students to *do* a concept. Jones describes three ways to accomplish this:

- Talking – for example, brainstorming as a class, turning and talking with a partner, partner teaching (pairs of students taking turns reteaching the skill to each other), or a formal debate. “Most students graduate from high school without any significant experience in public speaking,” says Jones. “Organizing thoughts for an oral presentation, learning to ‘sell’ those ideas while on your feet, and conquering the anxiety of public speaking are key life skills.”
- Writing – for example, a brief in-class essay can work wonders, with students then sharing their writing in groups of four, choosing the best one, and marking the strongest passages in the margin. “Writing and rewriting are the crucibles in which the fragments of ideas that pass for understanding in our consciousness are forged into clarity,” says Jones. “Only through writing do we produce rigorous thought.”
- Performing – for example, working out problems at the board, role-playing in class, or acting out a scene.

“Teachers who focus on performance,” says Jones, “repeatedly ask themselves, ‘What will the students be able to do when they leave my class that they could not do when they entered?’”

• *Teaching so it sticks* – “The twin goals of instruction are *comprehension* and *retention*,” says Jones. “We want the students to *get* it and to *keep* it.” The secret is using the three learning modalities effectively: verbal (say), visual (see), and physical (do). “Each modality has unique strengths and weaknesses when it comes to comprehension and long-term memory,” he says. “If you teach to the strengths and avoid the weaknesses, your job can be a lot easier.”

- Verbal – Its strength is comprehension – being able to convey complex meaning. The weakness is long-term memory – *in one ear and out the other*. “When we teach by talking,” says Jones, “we rapidly load information into the verbal modality – the one in which there is almost no storage. This is a prescription for teacher exasperation and student failure... Even if students were to do something with the material before the end of the period, memory loss between input and output would be great.”
- Visual – This can produce instant comprehension – *a picture is worth a thousand words* – and it’s terrific for embedding information in long-term memory. But not everything can be a picture.
- Physical – This can produce deep understanding – *we learn by doing* – but it’s somewhere between verbal and visual in terms of memory; continuous practice is needed to maintain skills, and at some point, we have learned how to ride the bicycle and never forget.

The strengths and weaknesses of these three have been understood since ancient times – the oft-quoted Chinese proverb: *I hear and I forget. I see and I remember. I do, and I understand.*

The three modalities can be welded together in the classroom in the simple three-part model: *Say, See, Do* – Let me explain what to do next; Watch as I show you; Now, you do it. This pattern is repeated as teachers move through the content, constantly checking for understanding and coaching students through practice. “When we accept that learning takes place *one step at a time*,” says Jones, “and that we learn by doing, the nature of teaching snaps into focus. We teach *performance*. Even with conceptual material, if the student cannot ‘do’ the concept accurately, usually by talking or writing, we cannot say that learning has taken place.”

“Focusing on performance immediately faces us with the issue of *excellence*,” he concludes. “We must build *correct* performance. The only alternative is *incorrect* performance... As the saying goes, ‘It is always cheaper to build it right the first time.’”

A final “Fredism”: “If you find yourself working harder than the students, it is definitely time to rethink your approach to teaching. It is time to return to fundamentals – learning by doing one step at a time... *It is not your job to work yourself to death while the students watch. It is your job to work the students to death while you watch.*”

“Fred Jones Tools for Teaching” broadsheet, April 2010; <http://www.fredjones.com>
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2. What Students Should Be Reading in School

In this provocative *Kappan* article, Northeastern Illinois University/Chicago professor Steven Wolk bemoans the fact that today’s students are required to read almost exactly the same literary canon as students fifty years ago – a dose of Shakespeare, and the usual suspects: *Of Mice and Men*, *The Scarlet Letter*, *Lord of the Flies*, *1984*, *To Kill a Mockingbird*, *Frankenstein*, *The Great Gatsby*, *The Catcher in the Rye*, *Lord of the Flies*, *Animal Farm*, and *the Adventures of Huckleberry Finn*. These are great books, but the most recent was written in 1960, just one (the same one) was written by a woman, and not one author was a person of color.

“The status quo will only continue to teach kids to hate reading and to see education as irrelevant,” says Wolk. “When seen cumulatively, the reading students do in school appears to be designed to make reading painful, tedious, and irrelevant.” He describes his interviews with older students who avoid reading whenever possible and resort to Cliff Notes (now available online and as recordings) and asks, “Why do we perpetuate this school culture of fake reading when our world is filled with so many astonishing things to read?”

Outside school, says Wolk, young people are reading all the time: e-mails and text messages; websites galore; magazines about sports, celebrities, fashion, video games, skateboarding, and animals; vampire novels, graphic novels, romance novels, manga, and Harry Potter; comic books, fantasy, sci-fi, steam punk, sports stories, and more. Isn’t there some way to bring these two worlds together? We have 13 years of school and 180 days each year, says Wolk. “That is a lot of time to read. By limiting texts to such a narrow range, we constrain students’ opportunities to learn. When schools deny students access to so many kinds

of texts, they impose a form of censorship, a silencing of ideas and perspectives... Of all the possible texts students could read for school, are the ones they are reading now the most valuable?"

"We can change this," says Wolk. "And we can do it without spending large sums of money." He makes the case for shifting in-school reading from a narrow group of "classics" and expensive textbooks and making what students read in school "interesting, global, provocative, critical, relevant, diverse, creative, emotional, and imaginative... If we want students who are readers, not just students who can read, we must surround them with high-quality books they want to read." Instead of books with adult characters, he says, students should read stories about people their own age dealing with issues they can relate to.

Wolk applauds the fact that most teachers now have classroom libraries but says most collections could be greatly improved. He suggests some possible authors – Octavia Butler, Dave Eggers, Edwidge Danticant, Julia Alvarez, Kurt Vonnegut, Philip Roth, Russell Banks, Jhumpa Lahiri, Annie Dillard, Sherman Alexie, Wendell Berry, and Toni Morrison – and some possible titles – *The Hunger Games*, *Unwind*, *The Knife of Never Letting Go*, *Mexican Whiteboy*, *The Absolutely True Diary of a Part-Time Indian*, *Dairy Queen*, *Little Brother*, *Elsewhere*, *Flipped*, *The Graveyard Book*, *Heat*, *Leepike Ridge*, *Home*, *Voices in the Park*, and *Planting Trees in Kenya*. Some of these books are too difficult for students to read on their own, but that's where "shared reading" comes in – the teacher reading aloud while students read along in their own copies. "They're immersed in a richer vocabulary and see a model of good reading and thinking," says Wolk, "all of which will help immensely with standardized testing."

Wolk also recommends having students read high-quality graphic novels (like *American Born Chinese*, *The Arrival*, *I Kill Giants*, *Persepolis*, *A.D. New Orleans*, and *Safe Area Gorazde*), newspapers, magazines, studies and reports, speeches, poetry, letters, oral history, primary sources, and songs – and infusing science, social studies, and history classes with good books and current writing, such as the prodigious writing that was published in newspapers and magazines shortly after Haiti's recent earthquake.

"What Should Students Read?" by Steven Wolk in *Phi Delta Kappan*, April 2010 (Vol. 91, #7, p. 8-16), no e-link for non-members

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3. Ten Keys to Being an Effective Department Chair

In this thoughtful *Chronicle of Higher Education* article with immediate implications for K-12 middle managers, Duke University political science professor Michael Munger passes along what he wishes he'd known before he became a department chair ten years ago:

- *Use the honeymoon.* As soon as you assume the position, Munger suggests, connect with members of the department you don't know well and those who seem aloof or even unfriendly. "Don't make enemies by assuming they are not friends," he says. "Once you have

lost a friend, it's hard to get that person back. Above all, never choose short-run gains at the cost of making enemies.”

- *Keep reaching out.* Have lunch with every member of your department once a year, even those who don't like you. “If you want them to rise above petty dislikes,” says Munger, “you need to do the same.”

- *Ask how you can help, and listen.* “Some of the responses will be simple kvetching,” he says, “but even there your faculty will appreciate the fact that you listened. After you listen, ask, ‘What is one thing could I do to make your work better, and your life easier?’” There will be lots of things you can fix in five minutes.

- *Praise colleagues' accomplishments.* “Cultivate an atmosphere in which contributions to the collective good are honored,” says Munger, “and you will get more contributions to the collective good.”

- *Do the hard stuff.* This may involve firing toxic staff people, says Munger. “If you can't make yourself do the right thing, resign. If you don't resign, do your job.”

- *Don't try to pull rank.* “Departments that use a chair system are democracies,” says Munger. “You cannot force through policies that faculty members oppose, and it's a mistake to try. If you are calm in the face of criticism, and run meetings fairly and transparently, you are likely to get people to vote the way you want because they want to have a leader who can get things done.”

- *Think like a farmer.* Munger says that he grew up on an orange farm where it took 6-7 years from planting a tree to harvesting the fruit. Department chairs have a similarly daunting job, and the key to sanity is trying to accomplish many small things and at least one large thing every day.

- *Urgent things aren't always important, and important things aren't always urgent.* A wise department chair will delegate urgent-but-not-important and not-urgent-and-not-important matters, deal immediately with those that are both urgent and important, and make sure to attend to the “sleeper” items that are not urgent but truly important – for example, guiding novice faculty members, professional development, long-range planning, getting resources, etc.

- *Don't write e-mails in anger.* Munger confesses that almost every day, he gets an e-mail that makes him angry, and but he's learned to delete his angry e-mail response and type, “We should talk” instead. “This is an invitation, as well as a demonstration of authority,” he says. “Few people will say in person the horrible things they say in an e-mail message. Furthermore, angry e-mails are written records of your mistakes. Don't get trapped into an angry, poorly thought-out response you will regret two minutes after you hit send.”

- *Care – or at least act like you do.* “One of the problems of being a chair,” says Munger, “is that you are bombarded by messages, calls, and visitors, all of which are saying the same thing: ‘You must care about this matter that I care about!’ The burden of having to care will build up, like histamines in your bloodstream. Histamines cause a cumulative inflammatory response, and all that caring has the same effect. Hearing about one more parking problem or conflict in next semester's schedule may inflame you: ‘I don't care! I just don't care.’ The problem is that you have to care; that's most of the job.” He suggests dealing

with people after you've calmed down and practicing active listening: *Yes? Ah, OK. That must have been hard for you! Well, I see what you mean.*

“10 Suggestions for a New Department Chair” by Michael Munger in *The Chronicle of Higher Education*, Apr. 9, 2010 (Vol. LVI, #30, p. A37, A39), no e-link available

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4. A Longer School Day – Necessary But Not Sufficient

(Originally titled “More Time, More Learning”)

In this *Educational Leadership* article, Boston-based expanded-learning-time advocate Chris Gabrieli makes the case for significantly expanding the hours of high-poverty schools and lists ten keys to doing this in a way that will produce higher student achievement:

- *Add enough time.* “Modest amounts of increased time will not help schools reach their goals,” says Gabrieli. He recommends at least 300 additional hours a year, which comes to about an hour and 45 minutes a day.

- *Fully integrate the extra time.* It should not be tacked on to the end of a traditional schedule but embedded in a completely redesigned school day, says Gabrieli – for example, expanding math and ELA periods from 45 to 60 minutes, adding time for science, social studies, and physical education, and adding electives in the middle of the day to free up core teachers to meet as teams.

- *Balance the program.* The expanded day should have appropriate proportions of academic time and enrichment, teaching time and collaboration.

- *Prioritize and focus.* “Some schools set out to do too many things and end up doing none of them very well,” says Gabrieli. “It is important not to substitute a shallow exposure to many fields for a deeper mastery of one or two areas.” The core mission is academic achievement.

- *Create a schedule that meets all students’ needs.* In an expanded-day program, students who need remedial help won’t be staying after school for academic detention. Since all students are staying, the schedule can build in the extra help during the day, along with other individualized and small-group programs.

- *Involve stakeholders.* School leaders should make the faculty and key community members part of the planning process – and have them look at data and tune the program to the school’s strengths and weaknesses. “A good planning process enables a shift to a data-driven, continuous-improvement culture,” says Gabrieli, “which is essential to long-term success.”

- *Use during-the-year assessments.* Successful expanded-time schools make a point of continuously improving core instruction, use frequent assessments to check for student understanding, and build in well-designed interventions to help struggling students catch up.

- *Integrate engaging enrichment.* High-interest electives taught by teachers and outside partners should be interspersed throughout the day and designed to hook students who are in danger of tuning out. “Students should have the opportunity to experience a wide variety of activities and achieve mastery in at least one of them,” says Gabrieli.

- *Embed staff collaboration time.* A longer day offers a golden opportunity to expand the amount of time teacher grade-level and department teams have to collaborate. It's essential, says Gabrieli, that this time not be frittered away on low-yield administrative activities.

- *Change the mindset.* Additional time must be accompanied by an explicit effort to teach students that effective effort in those hours will make them smarter and more accomplished. "Expanded learning time enables students to do more of that hard work together and with teacher supervision," says Gabrieli, "– as opposed to the solo nature of homework – and allows more intentional efforts to build school community culture and values."

"More Time, More Learning" by Chris Gabrieli in *Educational Leadership*, April 2010 (Vol. 67, #7, p. 38-44); Gabrieli can be reached at chris@timeandlearning.org. This article can be purchased at http://www.ascd.org/publications/educational_leadership/current_issue.aspx.

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5. Characteristics of an Effective After-School Program

(Originally titled "Empowered – After School")

In this *Educational Leadership* article, University of Michigan/Ann Arbor professor Susan Neuman trumpets the importance of well-run after-school programs and lists some essential characteristics:

- *They have a strong, experienced leader.* "These leaders articulate a program that balances the potentially competing pressures of academic and social supports," says Neuman. "They hire teams of professionals and community-based staff who share a common belief in young children and their capacity to achieve."

- *They forge links with the host school.* Successful after-school programs are in close touch with the school's day program, communicating about individual students' needs, the curriculum, and homework assignments.

- *They have strong partnerships.* Good after-school programs connect with their community partners and draw on their financial and organizational resources – but have considerable autonomy to make operational decisions.

- *They give children opportunities to solve problems.* For example, students adapt recipes for nutritious meals and publish a cookbook at the end of the year.

- *They focus on teamwork,* leading students to think of "we" rather than just "me." For example, students are involved in putting on a performance for parents and community members, preparing the script and collaborating on costume design, dance numbers, and the fine points of drama.

- *They widen children's horizons.* This means exposing students to new skill areas and experiences and developing untapped talents – dance, music, art, organized sports, and more – all of which develops resourcefulness, responsibility, and reliability.

- *They offer choices.* "Interest drives engagement," says Neuman. "The children stay focused when they believe the task is important and worthwhile to them personally."

- *They build skills and mastery.* Students get better at reading, storytelling, writing, and other key areas and work on developing skills to mastery, often culminating in an exhibition or performance.

“Empowered – After School” by Susan Neuman in *Educational Leadership*, April 2010 (Vol. 67, #7, p. 30-36); this article can be purchased at

http://www.ascd.org/publications/educational_leadership/current_issue.aspx.

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6. What Can Be Done to Reduce Bullying?

“When I was bullied in junior high in the late 1970s,” says author Maia Szalavitz in this *Boston Globe* op-ed article, “fatalism prevailed. Most parents and educators seemed to think ignoring it was the best solution... Even a geek as socially clueless as I was could see that getting the bullies in trouble would likely mean more trouble for me.”

This ethos is still alive in many schools. “The schools with the worst bullying tend to be those that look the other way,” says Szalavitz. “So bullies operate with impunity. Worse, teachers and staff who have not yet worked out their own issues from adolescence can play at being ‘cool kids’ – implicitly or sometimes explicitly enabling the exclusion and ridicule directed at the outcasts.”

Bullying has been linked to long-term effects – emotional damage, anxiety disorders, depression, addictions, and even schizophrenia and bipolar disorder. Szalavitz acknowledges that the relationship between bullying and these types of problems is complex, since bullies zero in on children who seem “different.” But bullying definitely has consequences, including on academic achievement. Psychiatrist Bruce Perry says, “An educational climate that tolerates relational hostility and marginalization of children is doomed to be an academic as well as a social failure.”

The good news is that evolutionary neuroscientists have found that bullying behavior is more malleable than was commonly supposed. “[A]lthough humans have our selfish and brutal aspects,” says Szalavitz, “we are as well adapted to cooperate as to compete. The key is to create situations that enhance our kind side and play down the darker traits.” What matters most is what the adults do – especially administrators. “The climate set by school leadership can make the difference between a school that is hell on earth for the less socially adept and one that is at least safe and tolerable,” she says. “If they tolerate bullying, so will everyone else.”

Szalavitz is highly skeptical of zero-tolerance, get-tough anti-bullying programs. Bullies need to be punished, she says, but the danger is making schools resemble prisons and increasing the sense of danger and disrespect.

A recent U.S. Department of Defense study found that one of the best ways to counteract the anomie experienced by many service members’ children who move frequently from base to base is “school connectedness.” Students in schools that are successful in creating a caring climate have fewer alcohol and drug problems, less early-age sexual activity, fewer suicidal thoughts and attempts, and better academic performance.

What this means is implementing a well-thought-out program of emphasizing kindness and mutual respect in both actions and words. “The most important element,” says Szalavitz, “is system-wide determination – which starts from the top and permeates down – to support empathetic values. Staff must refuse to ignore acts of bullying and exclusion.”

“School Empathy First Line Against Bullies” by Maia Szalavitz in *The Boston Globe*, April 4, 2010 (p. C9)

http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2010/04/04/school_empathy_first_line_against_bullies/

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7. Short Items:

a. Jon Saphier on checking for understanding – In this free 15-minute clip on the Research for Better Teaching website, staff development guru Jon Saphier explains effective in-classroom checking for understanding and plays clips of teachers in action:

http://www.rbteach.com/rbteach2/Flash/VideoPlayer/Streamer/Checking/checking_video.asp

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b. A challenging U.S. map puzzle – This online game asks students to assemble the U.S. map from the unlabeled puzzle-piece shapes of the 50 states. It’s definitely not easy:

<http://mistupid.com/geography/uspuzzle.htm>

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c. Online courses – In this *Educational Leadership* article (originally titled “High Schools at a Crossroads”), California-based consultant Ed Coughlin paints a vivid picture of the way high schools will change in the years ahead as more and more curriculum content becomes available online. Here are some websites containing a rich mix of material:

- MIT’s Open Courseware site with 1,900 courses: <http://ocw.mit.edu/OcwWeb>
- Monterey Institute’s repository of online courses: <http://www.montereyinstitute.org/nroc>
- The Annenberg Foundation’s Learning Math series:
<http://www.learner.org/resources/browse.html?discipline=5>
- Hackettstown (NJ) teacher Chris Halloran’s AP Biology and Computer Science site:
<http://www.users.nac.net/challoran>
- Singapore American School teacher Eric Burnett’s AP World History site:
<http://www.mrburnett.net/apworldhistory/APWorldHistory.htm>
- Buffalo (NY) teacher Keith Hughes’s U.S. History and AP Government lectures:
<http://www.buffaloschools.org/webpages/khughes/index.cfm>.

“High Schools at a Crossroads” by Ed Coughlin in *Educational Leadership*, April 2010 (Vol. 67, #7, p. 48-53); Coughlin can be reached at ecoughlin@metiri.com; the article can be purchased at http://www.ascd.org/publications/educational_leadership/current_issue.aspx.

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d. More incredible websites – In this *Educational Leadership* article (originally titled “For Openers How Technology is Changing School”), Indiana University professor Curtis Bonk adds more online resources to those in the previous article:

- Video explanations of each element on the Periodic Table: <http://www.periodicvideos.com>
- The Encyclopedia of Life website: <http://eol.org>
- Albert Einstein archives: <http://www.alberteinstein.info>
- A Charles Darwin portal: <http://www.darwin-online.org.uk>
- A Jane Goodall portal: <http://www.janegoodall.org>
- A repository of information on Edgar Allen Poe: <http://www.eapoe.org>
- A Shakespeare website (including the complete works): <http://shakespeare.mit.edu>
- A Jane Austen website: <http://janeausten.org>.

“For Openers How Technology Is Changing School” by Curtis Bonk in *Educational Leadership*, April 2010 (Vol. 67, #7, p. 60-65); Bonk is at curt@worldisopen.com; the article can be purchased at

http://www.ascd.org/publications/educational_leadership/current_issue.aspx.

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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.marshall8@verizon.net

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 37 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 44 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 about 50 issues a year).

Subscriptions:

Individual subscriptions are \$50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

If you go to <http://www.marshallmemo.com> you will find detailed information on:

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Catalyst Chicago
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine (online)
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
Theory Into Practice
Tools for Schools/The Learning Principal