

Marshall Memo 757

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

October 15, 2018

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Quotes of the Week

“Empathy is at the core of everything that makes a school caring, a teacher responsive, and a society civilized.”

Michele Borba (see item #2)

“Managing emotions is a better predictor of academic achievement than IQ.”

Michele Borba (*ibid.*)

“I am horrified at the idea that my daughters would grow up to be unkind and unempathetic people. It’s important for my kids to be good before it’s important for me that they are great.”

Angela Duckworth (see article #1)

“Physics is a discipline generally more focused on ramps and falling objects than identity and society.”

Moses Rifkin (see article #3)

“When you’re part of the majority you’re looked at as just an individual, but when you’re part of a minority, people see what you do as representative of your group.”

A journal entry by a student in Rifkin’s class on physics and society (*ibid.*)

“Historically, ELLs have been both over-identified and under-identified as having a disability.”

Diane August (see item #6)

“I think a fair critique of test-based accountability is that it’s a reasonable idea that has very little hope of being reasonably implemented.”

Neerav Kingsland in “Should States Use Test-Score-Based Accountability Systems? If So, How? If Not, Why?” in *The Education Gadfly*, October 10, 2018 (Vol. 18, #40), <https://bit.ly/2yhRwft> with lots of interesting graphics

1. Angela Duckworth Puts Grit in Perspective

(Originally titled “Grit and the Greater Good: A Conversation with Angela Duckworth”)

In this *Educational Leadership* interview by Sarah McKibben, grit guru Angela Duckworth (University of Pennsylvania) describes three positive character traits:

- Interpersonal – strengths of the heart such as gratitude, empathy, honesty, and social and emotional intelligence; these help us get along with and contribute to the lives of others.
- Intrapersonal – strengths of the will such as academic self-discipline, deferring gratification, optimism, a growth mindset, and grit; these help us get work done and move toward personal goals.
- Intellectual – strengths of the mind such as curiosity, open-mindedness, intellectual humility, imagination, and creativity.

Duckworth believes the first trait – interpersonal – is the most important for life, although not for academic success. “I am horrified at the idea that my daughters would grow up to be unkind and unempathetic people,” says Duckworth. “It’s important for my kids to be good before it’s important for me that they are great.”

Duckworth goes on to say that her ideas on grit, like Carol Dweck’s on mindset, are sometimes misapplied in schools. “Grit is *not* about blaming the student,” she says. “To say that grit is important doesn’t mean that when kids are not performing well, it’s their fault, instead of needing more support, better instruction, and more opportunities... There’s a responsibility for society, classroom teachers, superintendents, headmasters to create the circumstances under which growth mindset and grit and other aspects of character can grow.” When a student struggles, the response shouldn’t be, “Oh well, at least you tried hard,” but rather, “Well, let’s get out that last test and let’s go through every problem together and figure out what went wrong. And then let’s practice what needs to go better next time.”

In other words, Duckworth sees the need to balance agency: adults creating conditions under which students can thrive, and students developing character traits that enable them to take advantage of those conditions.

Duckworth is careful to give young people credit for grit that doesn’t show up on conventional measures – for example, working at Domino’s 20 hours a week to help pay the bills, raising a sibling, and making dinner every night. But kids who are exhibiting grit in those contexts may need help transferring it to school. Another example: a boy might be working

really hard on the basketball team, taking feedback, being resilient, but when his math teacher says, “Let’s try that problem again,” he says, “No, I can’t do it.”

“I’ve taught kids like that,” says Duckworth, “I’m like, ‘Wait a second, where does all your grit, your resilience, your growth mindset, your terrific coachable attitude go?’ They sometimes need help in understanding that it is the same situation. They need to be able to say to themselves, ‘I’m being challenged, I’m being asked to do something I can’t yet do. But I *can* do it with some support and some practice and effort.’”

Duckworth points to www.characterlab.org/expert-practice, a playbook on the Character Lab website to help students build mastery toward a specific skill with ongoing practice and teacher support. “What expert practice is not, is rote, drill-and-kill kind of practice,” she says. “With a lot of the work that kids do in class or at home, the feedback is not the way it’s supposed to be, which is immediate and formative.” She approves of classrooms where students can take tests again and have their grades reflect improvement.

What about students who haven’t found something they’re passionate about? “Grit really starts with passion,” says Duckworth. “People always focus on the work ethic part of it, but I actually think that the passion comes first developmentally... In a grittier world, we really wouldn’t be forcing kids to do tons of practice on hard things that they don’t care about; we would find ways to have them be playful and enjoy things.” That means exposing kids to lots of possibilities, helping them discover their passions, doing project-based learning, and pushing them to do things they didn’t think they could do. Duckworth suggests that schools adopt her family’s Hard Thing Rule: everyone chooses an activity that’s challenging and requires daily deliberate practice – the violin, yoga, gymnastics – and commits to working on it for a significant period of time.

“Grit and the Greater Good: A Conversation with Angela Duckworth” by Sarah McKibben in *Educational Leadership*, October 2018 (Vol. 76, #2, p. 40-45), <https://bit.ly/2EfP4vv>; McKibben is at sarah.mckibben@ascd.org, Duckworth at duckwort@psych.upenn.edu.
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2. Planting Seeds of Empathy in Classrooms

(Originally titled “Nine Competencies for Teaching Empathy”)

“Empathy is at the core of everything that makes a school caring, a teacher responsive, and a society civilized,” says educational psychologist and speaker Michele Borba in this article in *Educational Leadership*. “When empathy wanes, narcissism, distrust, aggression, bullying, and hate rise – and schools suffer.” Borba cites research indicating that American teenagers are 40 percent less empathetic than they were three decades ago. Kids today may seem smart and self-assured, but they’re also more self-centered, competitive, individualistic, sad, and stressed than any previous generation.

Hence the focus in many schools on social-emotional skills, including empathy – the ability to understand the feelings and needs of others. A high level of empathy has been linked to better behavior, classroom engagement, communication skills, and academic achievement. Borba believes that empathy consists of nine teachable competencies:

- *Emotional literacy* – “Before students can empathize, they must be able to read emotions,” she says. “Students who can recognize feelings are better adjusted emotionally and more popular, outgoing, and sensitive.” But electronic devices are stunting kids’ growth in this area, so school leaders need to maximize meaningful face-to-face connections, including advocating for classroom furniture arranged in groups and circles and teachers getting out from behind their desks, constantly interacting with students, and using activities that improve students’ ability to tune in to others’ emotions and states of mind.

- *Moral identity* – This is students seeing themselves as people who value others. “That poses a problem in our culture,” says Borba, “with its increasing void in moral role models, but educators can play a central role in helping students develop strong ethical compasses.” Classes can decide on mantras, select uplifting quotes, and take inspiration from their teachers’ actions.

- *Perspective taking* – This is the cognitive side of empathy, and it can be developed, for example, using technology – connecting with students in faraway places – or in the regular curriculum – imagining the American Revolution from the British point of view. In addition, restorative practices put students in the shoes of the person on the other side of a conflict – How would you feel if that happened to you?

- *Moral imagination* – Books like *Wonder*, *The Grapes of Wrath*, and *A Long Walk to Water*, movies like *Dumbo* (How would it feel to be made fun of like that?), and certain paintings can be used to prompt empathetic feelings in students.

- *Self-regulation* – “Managing emotions is a better predictor of academic achievement than IQ,” says Borba. Learning how to keep feelings in check frees up bandwidth to tune in to another person’s state of mind. One school in San Francisco reduced its suspension rate by 79 percent and improved attendance and achievement after introducing a twice-a-day fifteen-minute meditation/quiet time.

- *Practicing kindness* – This is teaching children to be more “we” and less “me” oriented: nudging them to notice, care about, empathize with, and help and comfort others. “Kindness also jump-starts a cascade of beneficial effects not only for the receiver, but for the giver,” says Borba.

- *Collaboration* – “Empathy is never a solitary act,” she says; “It’s only when we let go of our self-centeredness and feel *with* others that our hearts open.” Orchestrating teamwork in classrooms (like jigsaw activities) promotes understanding, builds problem-solving skills, and helps students disagree agreeably.

- *Moral courage* – “Upstanders” are the empathy elite, says Borba; they are ordinary people who stand up for others and stick their necks out for justice and compassion. “Mobilizing moral courage may be our best hope to stop cruelty and violence in schools,” she continues. “When kids intervene, it stops bullying more than half the time and within 10 seconds.”

- *Growing changemakers* – This is making empathy part of a school’s mission: being explicit about encouraging students to understand and help others, perhaps through service

projects. “Giving – not receiving – is what makes kids happier, healthier, less stressed, and feel better about themselves,” concludes Borba.

“Nine Competencies for Teaching Empathy” by Michele Borba in *Educational Leadership*, October 2018 (Vol. 76, #2, p. 22-28), <https://bit.ly/2Qs1Xny>

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3. A High-School Teacher Explores Issues of Race and Gender in Science

In this article in *Rethinking Schools*, Moses Rifkin, a Seattle private school physics teacher, describes his 12th graders’ reaction when they searched for Google images of physicists. White male students saw people who looked like them (Newton, Galileo, Tesla, Hawking, Einstein), female and African-American students did not. Students were able to pull up statistics showing that a white American is three times more likely to become a physicist than a black American.

In his elective course on physics and society, students explore the societal forces behind such statistics, and how those forces might influence a person’s life trajectory. The connection to demographics and race “hasn’t always come easily to me as a teacher,” says Rifkin. “Physics is a discipline generally more focused on ramps and falling objects than identity and society.” But he believes the class’s investigations are very much in the spirit of this Next Generation Science Standards concept: “investigating and explaining causal relationships and the mechanisms by which they are mediated.”

Following up on the Google search for physicists, Rifkin had students look for African-American physicists, and they quickly found Warren Henry, George Carruthers, Shirley Ann Jackson, Chanda Prescod-Weinstein, and many more. How did they find them? By Googling *African-American physicists*, of course. Rifkin asked if they would have conducted the initial search by Googling *white physicists*, and it was self-evident that they wouldn’t have done that – and yet that’s what the search for *physicists* turned up. Afterward, one student made this journal entry: “When you’re part of the majority you’re looked at as just an individual, but when you’re part of a minority, people see what you do as representative of your group. For black physicists, they could have the added pressure that anything they do could be taken to say something about all black people.”

As the course proceeds each year, Rifkin has students reflect on how their own interests developed. A cello-playing girl said there were always adult role models who looked like her. A boy remembered his mathematical prowess being complimented more often by teachers than that of equally high-achieving girls in his classes. Students saw the importance of role models and the bias implicit in the lopsided roster of scientists they see in the media and the Internet.

Over the years, Rifkin’s classroom has sprouted posters of a diverse group of physicists with captions on the kind of work they’ve done. Student in the elective have posted images of physicists around the school with a cover sheet inscribed with the challenge, “Picture a physicist.” When passing students lift up the cover sheet and find what they weren’t expecting, they’re confronted with the same cognitive dissonance about scientists’ race and gender that

Rifkin's students experienced in the class. One of his students had the idea of visiting a sixth-grade class to spread the word to younger students.

Rifkin is pleased that his anonymous polls reveal that black and Latino students feel comfortable in the class and reflect on how different their experience at school is from that of many of their peers. White students also have important insights. One girl who plans to study marine biology in college wrote: "I've learned a lot during this project. I've learned how to have a brave conversation, how to better navigate these difficult topics, how being white affects me in many different ways, how the lack of black physicists is looked at and what can be done to change it... As the project progressed, I found myself... being more willing and able to view being white as yes, something that gives me an inherent privilege, but also being able to recognize that and start thinking about how I can use that and how I can change the world around me to be more level and equal for everyone."

"Did Any of You Just Search for Physicist?" Exploring Racism and Privilege in Physics Class" by Moses Rifkin in *Rethinking Schools*, Fall 2018 (Vol. 33, #1, p. 22-27), <https://bit.ly/2IVKwZR>; Rifkin can be reached at MRifkin@universityprep.org; he co-hosts The Under-Representation Curriculum Project website: <http://underrep.com>.

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4. The Value of Peer Observations, Done Right

In this article in *Tools for Learning Schools*, Kathleen Sheehy (LearningAI) and Leslie Hirsh Ceballos (an assistant principal in Allen, Texas) list five potential benefits of teachers visiting each others' classrooms: another pair of eyes on classroom practices; low-stakes feedback that's less stressful than a supervisor's evaluative comments; helpful discussions about teaching and learning among peers; capitalizing on the instructional expertise within a school; and modeling for students that teachers can be learners too.

That said, Sheehy and Ceballos believe peer observers need to think through several issues to ensure success. "It's important," they say, "that educators teaming up for this practice have open and honest communication about what their expectations are – what they hope to get out of the observations, in addition to anything they don't want to happen." Schedules need to be aligned or coverage arranged; each teacher should be observed the same number of times; there needs to be agreement on how long each observation will last and when the debrief will take place (ideally soon after the class); the lesson plan should be available and specific look-fors or a focus area agreed on (e.g., wait time, checking for understanding); thoughts about which student work products will be shared afterward; and perhaps discussion of the best note-taking approach and where in the classroom the visitor will sit or stand.

During each classroom visit, Sheehy and Ceballos suggest that the observer get close enough to students to see and hear what they are doing without being intrusive; ask questions of students while they're working (but not while the teacher is addressing the class); take detailed notes on what the teacher and students say and do; and focus on what the teacher asked for feedback on. Some no-nos: taking copious notes on details that aren't important;

writing down only things that fit a preconceived idea; trying to fix the lesson in real time; and jumping to judgments and conclusions.

“Any debrief is more helpful with careful planning,” say Sheehy and Ceballos. Prior to a face-to-face post-observation conversation, the observer needs to analyze the notes taken, highlight everything that worked well in the lesson, and decide on the most important growth area. Some possible prompts as the observer reflects: What questions will be most helpful for the teacher to answer during the debrief? Which suggestion could have the biggest impact on the teaching and learning? What is the teacher most likely to change based on my feedback? What is the ideal takeaway for my colleague?

The debrief conversation is where the most important work gets done. “Powerful questions offer many benefits,” says Sheehy and Ceballos. “They lead to open dialogue and conversation, invite the observee to do the thinking, are open-ended to allow for many possible answers, create a culture of deep thinking about practice, and require the observee to examine events from multiple perspectives.” Some possible questions:

- In what ways did the lesson go as you planned?
- How well do you think students accomplished your instructional goal?
- Can we look at student work?
- Given the focus area we agreed on, what was successful and why?
- What happened that you didn’t expect?
- What alternative strategies could you try?
- What might you change before you try this again? Possible resources?
- How can I be helpful?

From this list, Sheehy and Ceballos suggest deciding on a couple of questions to launch the conversation, and then adding questions or comments depending on the teacher’s responses – trying to keep the conversation from becoming too emotional. Being direct and specific about what was observed, they say, increases the ease with which the teacher can understand, accept, and act upon the feedback.

“The Expert Next Door: Lesson Observations and Peer Feedback” by Kathleen Sheehy and Leslie Hirsh Ceballos in *Tools for Learning Schools*, Summer 2018 (Vol. 21, #3, p. 1-3), <https://bit.ly/2EjS4Hu>; Sheehy can be reached at sheehy.kathleen.marie@gmail.com, Ceballos at leslie.hirsh@gmail.com.

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5. Learning-Centered Leadership in Florida High Schools

In this *Teachers College Record* article, Jason Huff (Seattle Public Schools), Courtney Preston (Florida State University), and Ellen Goldring and Edward Guthrie (Vanderbilt University) report on their comparison of more- and less-effective high schools in Broward County, Florida serving mostly at-risk students. The researchers’ particular focus was on how school leaders (principals, assistant principals, department heads, and teacher leaders) implemented and supported specific practices and organizational routines. A big difference in the more-effective schools was that leaders spelled out policies and objectives and then

systematically followed up with teachers, making sure everything was done right. This attention to detailed implementation manifested itself in two major areas:

- *Quality instruction* – Leaders in the more-effective schools focused on rigorous and aligned instruction and systematic use of data. They pushed for rigorous bell-to-bell instruction, were frequently in classrooms for informal visits, followed up with face-to-face coaching conversations, looked at student work and assessment results with individual teachers and teams, had quarterly data chats covering a range of actions and artifacts, and gave lots of support to teachers who were struggling. By contrast, leaders of less-effective schools had a superficial understanding of effective instruction, gave lip service to ideas like Marzano’s high-yield instructional strategies, acted as middlepeople for district-mandated policies, cared mostly about test scores, did classroom “walkthroughs” but seldom followed up with helpful coaching, and missed a lot when they were in classrooms – for example, commenting that learning objectives were on the board but failing to notice that they didn’t align with what was being taught.

- *Personalized learning connections* – Leaders in the more-effective schools focused on teachers getting to know students by talking with them about experiences both inside and outside of school – sports, extracurricular clubs and programs, lunchtime conversations – to foster students’ sense of connection to their school. Leaders paid close attention to factors that promoted a larger number of adult-student connections, including moving administrators’ and counselors’ offices closer to the students they worked with, a freshman reading program, grade 9-to-10 looping (teachers and counselors keeping students for two years), and student activity clubs. By contrast, leaders of the less-effective schools were “out and about” and engaged in fun activities with students like dress-up days and allowing themselves to be painted by students, but were much less successful at promoting schoolwide adult-student engagement. Teachers perceived them as being highly focused on test prep, boosting test scores, and other administrative responsibilities.

“Learning-Centered Leadership Practices for Effective High Schools Serving At-Risk Students” by Jason Huff, Courtney Preston, Ellen Goldring, and Edward Guthrie in *Teachers College Record*, September 2018 (Vol. 120, #9, p. 1-38), no e-link available; Preston can be reached at cpreston@fsu.edu, Goldring at ellen.b.goldring@vanderbilt.edu.

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6. Principles for Effective Teaching of English Language Learners

In this article in *American Educator*, Diane August (American Institutes for Research) summarizes seven principles representing the current research consensus on teaching English language learners:

- *Provide access to grade-level course content.* This is essential as it gives ELLs the concepts and skills needed to master grade-level coursework, move up through the grades, and become fully proficient in English. “It is important to keep in mind,” says August, “that many skills and types of knowledge transfer from students’ first language to their second, and that ELLs may have already acquired core content in their first language.”

- *Build on effective practices used with English-proficient students.* Many best practices for regular-education classes also apply to ELLs, says August – for example, in the early grades, hearing the individual English sounds and phonemes within words; using letters and spelling patterns within words to decode the pronunciation; reading texts aloud with appropriate speed, accuracy, and expression; using various strategies to learn new words; thinking about the meaning of what is being read; and writing appropriately for the task and the audience.

- *Provide supports to help ELLs master core content and skills.* These include visuals (pictures, diagrams, tables, concept maps, short videos, and graphic organizers to represent complex concepts and vocabulary) and verbal supports (glossaries, sentence and paragraph frames, teacher-chosen words in context, and whole-class, small-group, and partner discussions focused on clarifying key ideas). It's also helpful to provide core content in the home language for some students.

- *Develop ELLs' academic language.* Becoming proficient in the language used in school, in written communication, in public presentations, and in formal settings is crucial for English language learners. Academic language varies by subject area, with science especially challenging, and researchers have found that embedding instruction within the subject area is a promising technique.

- *Encourage peer-to-peer learning opportunities.* “One of the key principles of instruction in a second language,” says August, “is enabling students to interact via speaking, listening, reading, and writing with peers in their second language.” Peer talk, in pairs or small groups, is most effective when it focuses on curriculum content. The Peer Assisted Learning Strategies (PALS) program has proven to be an effective strategy.

- *Capitalize on students' home language, knowledge, and cultural assets.* This might involve previewing and reviewing material in students' first language; connecting the concepts to students' prior knowledge and home and community experiences; giving first-language definitions of targeted vocabulary; drawing attention to cognates that provide a bridge between first and second languages; and providing opportunities for students to talk about the content during a lesson in their first language.

- *Screen students to find the root cause of language and literacy difficulties, monitor progress, and support ELLs who are falling behind.* “Historically, ELLs have been both over-identified and under-identified as having a disability,” says August. Both are problematic, and the key is accurate assessment, timely intervention when there are problems, and educator training. It's essential to distinguish between language-learning challenges and a genuine disability. August lists the literacy skills that are vital in the early grades, and stresses that teachers need to use good assessments to monitor each child's progress and understand how to use assessment data in following up with students.

“Educating English Language Learners: A Review of the Latest Research” by Diane August in *American Educator*, Fall 2018 (Vol. 42, #3, p. 4-9, 38-39), <https://www.aft.org/ae/fall2018/august>

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7. Five Misconceptions About Teaching ELLs

In this article in *American Educator*, Aída Walqui and Margaret Heritage (WestEd) address five common misconceptions about developing the oral language of English language learners:

- *Misconception #1: Sentence frames that support students in their ideas about specific situations are helpful.* The problem with sentence frames is that they are a fill-in-the-blank activity that invites only one correct answer from students. A better instructional scaffold is sentence starters (for example, “The main character in *The Pearl* is a modest and loving man, furthermore...”), or other scaffolds that are more open-ended and help develop vocabulary that can be used in many situations.

- *Misconception #2: Correct students’ mistakes as they talk or the errors will “fossilize.”* This idea was common in the 1980s, driven by a focus on correctness and the fear that if a mistake wasn’t fixed immediately, it would become permanent. “Our perspective,” say Walqui and Heritage, “consistent with that of multiple applied linguists, is that language keeps evolving as a result of continuous practice. It may fossilize if it is no longer used productively or receptively. However, in their schooling, students will be invited to engage in uses of language continuously, and thus, they will have ample opportunities to correct themselves or be corrected by others.”

- *Misconception #3: Rather than correcting students’ ungrammatical oral language, it is better to repeat what they said with corrections.* The thinking behind this is that rather than putting students on the spot by correcting them, modeling correct grammar teaches them and saves face. But research has found that these implicit corrections may not be effective – students take them not as corrections but as reiterations of the idea and acceptance that the comments were correct. At appropriate times, and handled with tact, explicit correction is better.

- *Misconception #4: Sustained, focused interactions are possible starting in fourth or fifth grade, but primary-grade students are not mature enough to carry them out because they get too impatient with the task and with each other.* To the contrary, say Walqui and Heritage, when primary-grade teachers structure literacy activities effectively, young children are able to notice and use language in purposeful ways.

- *Misconception #5: All students in a class need to master the same levels of oral development as a result of participating in a lesson.* Not true, say the authors. Students enter a classroom with different levels of proficiency, and a well-planned lesson has multiple entry points so all students can be engaged. “The important idea,” say Walqui and Heritage, “is that they should all be gaining – not that all of them will arrive at the same point, in exactly the same way, developing at exactly the same level. This would only be possible if what is learned is limited, and if the learning demands recall.”

“Meaningful Classroom Talk: Supporting English Learners’ Oral Language Development” by Aída Walqui and Margaret Heritage in *American Educator*, Fall 2018 (Vol. 42, #3, p. 18-23, 39), https://www.aft.org/ae/fall2018/walqui_heritage

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8. Online Databases for School Research

In this *School Library Journal* article, Texas school librarian Maggie Knapp and Maryland school library director Selene Athas suggest online databases for teacher and student use. Here is a selection of their picks:

- National Geographic Kids www.gale.com/c/national-geographic-kids for grades 2-6 with videos, photos, books, and magazines;
- Pebble Go www.pebblego.com for K to grade 4, with databases in Spanish and English on animals, science, biographies, social studies, and dinosaurs;
- BigFuture from College Board www.bigfuture.collegeboard.org a free resource with information on finding a college, financing, and careers;
- Careers Internet Database (Institute for Career Research) <http://careers-internet.org> for grade 9 and up, with readable, detailed material on a variety of careers;
- Artstor (from ITHAKA) www.artstor.org for grade 9 and up, with some free features and more than a million images in public collections;
- Facts on File Today's Science (Infobase) www.infobase.com/product/scohols/todays-science-online covers topics in biology, physical sciences, technology, and more.

“Just for Reference: Must-Have Databases for School Research” by Maggie Knapp in *School Library Journal*, October 2018 (Vol. 64, #10, p. 36-40)

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*If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

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Core list of publications covered

Those read this week are underlined.

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